



UNESCO INSTITUTE FOR INFORMATION TECHNOLOGIES IN EDUCATION

No. 3'2003

July-September

EDITORIAL

Dear readers,

On the eve of the 32nd session of the General Conference of UNESCO, we would like to present an overview of the IITE activities during this biennium. For this purpose we publish the Report by the IITE Governing Board on the activities of the Institute for 2002–2003 adopted by the 5th session of the IITE Governing Board held on 27 and 28 June 2003.

I hope this issue will allow you to learn more about the IITE programme activities in three correlated areas: research and project development, training and clearing house.

Vladimir Kinelev
Director of IITE



The fifth session of the IITE Governing Board

IITE ONLINE NEWS

Training seminars for teachers and teacher trainers *Retraining of School Educators on the Application of ICTs in Education* will be held:

- 6–11 October 2003 in Dushanbe, Tajikistan;
- 20–25 October 2003 in Baku, Azerbaijan.

The seminars are organized by IITE in cooperation with the Ministries of Education of the Republics. The seminars are a part of IITE regular training activities and ground on the IITE instruction materials *Elementary ICT Curriculum for Teacher Training*.

IITE ACTIVITIES IN 2002–2003

(IITE in figures)

Research and project development

Under development:

Long-term projects	14
National pilot projects	7
Sub-regional projects	5
UNESCO cross-cutting theme project	1

Held:

Expert meetings, research seminars, and workshops	13
International forums with participation of IITE	11
Round tables	4
Working meetings on national and sub-regional projects	6
Working meetings of IITE national focal points on joint programme activities	8
International conferences co-organized and/or co-sponsored by IITE	9

Educational and training activities

Developed:

New sets of training and methodological materials	6
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Held:

Training sessions, seminars, and workshops	19
Thematic online seminars	10

Clearing house activities

WWW Portal:

Information System on Information Technologies in Education database	> 38,000 items in 11 databases
Web site and tools for research and training	40,000 visitors and users monthly

Publications issued:

IITE Medium-Term Strategy 2002–2007	1
Analytical surveys	6
Sets of training and methodological materials	6
Education resources (CD-ROM)	3
Other publications	13
IITE Newsletters	8

Dissemination > 400 addressees

REPORT BY THE GOVERNING BOARD ON THE ACTIVITIES OF THE UNESCO INSTITUTE FOR INFORMATION TECHNOLOGIES IN EDUCATION (2002–2003)



The participants of high level seminar for decision- and policy-makers from Asia and the Pacific Towards Policies for Integrating Information and Communication Technologies into Education. Bangkok, Thailand, 2003

I. Introduction

1. The third report of the Governing Board of the UNESCO Institute for Information Technologies in Education (IITE) on the IITE's activities during the biennium of 2002–2003 is submitted to the General Conference of UNESCO at its 32nd session in accordance with Article VI (3) of the IITE Statutes.

II. The IITE Governing Board

2. This biennium the IITE Governing Board met twice, in 2002 and 2003. The mandate of the first IITE Governing Board expired in June 2002 and in accordance with the IITE Statutes, Article III (2), the Director-General of UNESCO in April 2003 appointed 11 Board Members for another four-year term of office: Prof. Dr Saleh Abdulrahman Al-Athel (Saudi Arabia), Prof. Vaino Brazdeikis (Lithuania), Prof. Bernard Cornu (France), Prof. Xingfu Ding (China), Prof. Avram Eskenazi (Bulgaria), Prof. Vladimir Filippov (Russian Federation), Prof. Karel Kveton (Czech Republic), Prof. Diana Laurillard (United Kingdom), Prof. Galym Mutanov (Kazakhstan), Prof. Michael Zgurovsky (Ukraine), and Prof. Alexander Zhuk (Belarus).

3. In accordance with its Rules of Procedure, the new IITE Governing Board at its first session (27–28 June 2003) elected Chairperson and Vice-Chairperson, as well as Executive Committee, which consists of three persons: the Chairperson of the Governing Board, Prof. Dr Saleh Abdulrahman Al-Athel (Saudi Arabia); the Vice-Chairperson, Prof. Bernard Cornu (France); and the third member, Prof. Michael Zgurovsky (Ukraine).

4. At its sessions the Governing Board examined the IITE Programme and Budget for 2002–2003, discussed and approved IITE's Medium-Term Strategy and progress report on the development of IITE's programme activities, which was made by the Director of the Institute. The Board members noted the considerable progress made by the Institute in its development, highly appreciated the efficiency and

scale of work accomplished by IITE during the biennium, its fruitfulness and helpfulness to UNESCO Member States, expressed their gratitude to the Director and staff of the Institute, and recommended Headquarters to utilize IITE and its potential more actively.

III. Programme activities

5. Striving to assist UNESCO Member States in meeting the challenges of the information society, IITE has consolidated its efforts around the following strategic sub-objectives of the UNESCO Medium-Term Strategy 2002–2007: *Identifying new trends in educational development and promoting policy dialogue*, and *Harnessing information and communication technologies for education*.

6. Contributing to the achievement of these UNESCO sub-objectives, the Institute has pursued, in its programme activities, the following strategic objective formulated in IITE's Medium-Term Strategy: *Reinforcing national potential in ICT application for the development of education*.

7. Realizing its strategic objective IITE has implemented main UNESCO's functions, namely, to act as a catalyst for international cooperation, a laboratory of ideas, a clearing house, a learning organization, and a capacity-builder in Member States, – and led its programme activities in three correlated domains: research and project development, training and clearing house activities.

8. **Research** on ICT application in education has been 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. IITE held 12 international expert meetings, seminars and workshops, 4 round tables, 6 working meetings on national and sub-regional pilot projects and co-organized and/or sponsored 8 international conferences. (See Annex I.)

9. As to the **training activities**, in accordance with the Institute's strategic approach training and retraining of educational personnel in the application of information and communication technologies in education have been a top priority of the IITE activities in 2002–2003.

It allowed for the achievement of the multiplicative effect in the efforts of the Institute to disseminate the available knowledge and best practices on ICT application in education as much as possible among UNESCO Member States. IITE organized 16 training sessions and workshops and 11 thematic online research and training seminars. (See Annex II.)

10. The **main target groups** of the IITE training activities were 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.

11. For these purposes the Institute used its own **educational programme**, which consists of a basic course, 5 specialized training courses of a modular character, including *Multimedia in Education* and *ICTs in Distance Education* and sets of support training materials. (See Annex III.)

12. Natural continuation of the Institute's educational programme arises in its ICDL/ECDL project (International/European standard of the computer literacy). Beginning from December 2002, the IITE has started this activity for the representatives of the leading universities from different regions of the Russian Federation and for the administrative employers of the Russian office of the UNDP. In May 2003 IITE held a working meeting with the Board of Directors in both ECDL Russia AS and Datakortet AS on further development of joint cooperation in the Russian Federation and CIS countries.

13. To implement the strategic objective, the Institute has concentrated its resources on attaining real results and focused its efforts in four main programme areas and corresponding themes chosen following the requests by Member States and recommendations of the international expert meetings.

Programme area I: Supporting National Capacity Building for ICT Application in Educational Systems.

Themes:

- 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.

Programme area II: Forming an Information Environment for Education.

Themes:

- Information Environment for Education: Design and Usage;
- ICTs in Distance Education;
- Digital Libraries for Education;
- Internet in Education;
- Multimedia in Education.

Programme area III: Improving the Quality of Education through ICT Usage.

Themes:

- Ethical, Psychological and Societal Problems of the Application of ICTs in Education;
- Indicators of ICT Application in Education.

Programme area IV: Promoting ICT Usage in Education for Learning to Live Together.

Themes:

- ICTs in History Education;
- ICTs in Teaching/Learning Foreign Languages;
- Education, Art and ICTs: Integration for the Development of One's Personality.

14. The IITE activities within the framework of its **Programme area I** was aimed at the *Support of the National Capacity Building for ICT Application* at the level of educational systems through the assistance in policy formulation, analysis and dissemination of knowledge about modern forms, methods and role of ICTs in education, particularly, in special,

secondary, technical, and vocational education as well as teacher training. For this purpose IITE has accomplished a number of studies on above-mentioned themes and held international expert meetings, e.g. on *ICTs in Special Education* (with 14 experts from 8 countries: Armenia, Australia, Belarus, Cyprus, Denmark, Italy, Russian Federation, and United Kingdom) and *ICTs in Technical and Vocational Education and Training* (with 15 experts from 6 countries: Canada, India, Italy, the Netherlands, Norway, and Russian Federation as well as World ORT).

15. The Institute has contributed to the development of national action plans on EFA and their component – using ICTs to attain the EFA goals, e.g. in February-April 2003 IITE held its second high level seminar *Towards Policies for Integrating Information and Communication Technologies into Education* organized in cooperation with UNESCO Bangkok and co-funded by the Japanese Funds-in-Trust. The decision- and policy-makers from 10 Asia-Pacific countries (Afghanistan, Bangladesh, Cambodia, Indonesia, Mongolia, Pakistan, Philippines, Republic of Korea, Thailand, and Viet Nam) guided by the IITE consultants improved the action plans, strategies, and policies on the ICT application in national education systems.

16. IITE has proposed and started the activities within the framework of the sub-regional project *Information and Communication Technologies for the Education Capacity Development Towards the Construction of a Knowledge Society* for South-Eastern Europe (financed by the Japanese-Funds-in-Trust). The project objective was defined as strengthening national educational capacities by harnessing ICTs for education and diversifying their application for training purposes.

17. Following the requests of UNESCO Member States, IITE has launched and monitored national pilot projects *Training and Retraining of Educational Personnel on ICT Application in Education* in the Republic of Moldova and in the Russian Federation and *ICTs in Special Education* in Armenia.

18. IITE has elaborated the position paper *ICT Role in Secondary Education for the Information Society* (in collaboration with the University of TWENTE and UNESCO Division ED/STV). For managers and teacher trainers of vocational education IITE has prepared the analytical survey *ICTs in Technical and Vocational Education and Training* (in collaboration with UNEVOC-Canada). On the basis of its educational programme IITE organized three training sessions *Retraining of School Educators in Application of ICTs in Education* in



Training session *Multimedia in Education*. Vilnius, Lithuania, 2002

Naltchik (Russian Federation), Kishinev (Republic of Moldova), and Vilnius (Lithuania) for about 150 educators from these countries.

19. IITE stimulated the international exchange of research findings, knowledge and information on ICT usage in education. The Institute held two round tables, namely *Towards Policies for Integrating ICTs into Education* (Bangkok, Thailand, December 2001) and *International Experience of ICT Usage in Education* (Moscow, November 2002) and co-organized and co-sponsored eight international conferences (two in Kazakhstan, one in Lithuania, four in the Russian Federation, and one in Thailand). More than 2,500 policy-makers, teachers, teacher trainers, and researchers from nearly 50 countries of Asia, Pacific, Africa, Europe, and North America attended the events.

20. **Programme area II Forming Information Environment for Education** comprised research, training, and dissemination of information on such themes as *Information Environment for Education: Design and Usage*, *ICTs in Distance Education*, *Digital Libraries for Education*, *Internet in Education*, and *Multimedia in Education*. During the biennium, IITE held international expert meetings *Distance Higher Education in Africa: Professional and Course Development* (Dar es Salaam, Tanzania) and *Digital Libraries in Education* (IITE, Moscow), seminar for high-level experts on *Policy Formulation and Practical Usage of ICTs for Higher Distance Education in Countries in Africa* (Nairobi, Kenya), workshop *Distance Education: Canadian and Russian Experience* (IITE, Moscow), and round table *Strengthening the Development of Distance Training Networks in Central Asia* (Almaty, Kazakhstan). 74 experts from 23 countries (Botswana, Canada, Cape Verde, Congo, Ethiopia, Ghana, India, Israel, Kazakhstan, Kenya, Kyrgyzstan, Namibia, New Zealand, Nigeria, Russian Federation, Senegal, Republic of Seychelles, South Africa, Tanzania, Uganda, United Kingdom, USA, and Zimbabwe) as well as from BREDA and IICBA participated in the events.

21. The Institute has developed two specialized training courses, namely, *Multimedia in Education* and *ICTs in Distance Education* and on their basis has run its training activities, including workshop *ICTs in Distance Education* (Dar es Salaam, Tanzania), seminar *The Use of Information Technology Across the Curriculum (Multimedia and Internet)* (Nicosia, Cyprus), training session *Multimedia in Education* (Vilnius, Lithuania), and training seminar *Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities* (IITE, Moscow). About 150 educators were trained during the sessions. A series of information, training and methodological materials on all above-mentioned themes were published and disseminated. Research and training activities within Programme area II were accompanied by six online seminars.

22. IITE has launched and monitored the national pilot project *Distance Learning for Rural Schools* in Kazakhstan. Sharing the experience and results among other CIS countries constituted the core of the international conference *ICT-based Distance Education* held in May 2003 with participation of more than 60 representatives from 9 countries (Armenia,

Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, Republic of Moldova, Russian Federation, Tajikistan, and Ukraine).

23. IITE has accomplished in cooperation with UNESCO Almaty Office the sub-regional project *Strengthening the Development of Distance Training Networks in Central Asia*. The Institute has also elaborated the project *Information and Communication Technologies for Higher Distance Education (HDE) Usage in Sub-Saharan Africa* for training and retraining of educational personnel on ICT usage in HDE in the region and has started the activities financed by the EFA Trust Fund.

24. The IITE activities in **Programme area III** aimed at *Improving the Quality of Education Through ICT Usage*. The theme *Indicators of ICT Application in Education* included elaboration of a system of related indicators, its application for quantity and quality analysis in practice, measurement and succeeding assessment of influence of the ICT usage on the development and quality of education. IITE has run the sub-regional



Seminar for high-level experts on *Policy Formulation and Practical Usage of ICTs for Higher Distance Education in Countries in Africa*. Nairobi, Kenya, 2002

project *ICT Application in the Systems of Education of the Member States of the Commonwealth of Independent States*, and in the course of its implementation the measurement of ICT usage in education was accomplished, the materials of the expert meeting *ICTs in Education: State-of-the-Art, Needs and Perspectives – Indicators and Information System* and statistical report *Basic ICT Usage Indicators in Secondary Education in the Baltic and CIS States* were printed and disseminated. The results of the project were presented at the 7th Conference of Ministers of Education of the CIS countries (Almaty, Kazakhstan), consultative workshop for *Developing Performance Indicators for ICT in Education* (Quezon City, Philippines) and international conference *Secondary Education for a Better Future: Trends, Challenges and Priorities* (Muscat, Oman).

25. The other theme of Programme area III *Ethical, Psychological and Societal Problems of the Application of ICTs in Education* was designed to improve the quality of education through assistance in social, ethical, and psychological tendencies appeared in societies and education under the ICT development. For this purpose the research seminar *Ethical, Psychological, Societal and Legal Aspects of the Application of ICTs in Education* was held by IITE, in which 19 experts from Germany, Poland, Russian Federation, United Kingdom, and USA participated. Corresponding information and analytical materials prepared by the international groups of experts from Japan, the Netherlands, Russian Federation, United Kingdom, and USA were published.

26. IITE **Programme area IV Promoting ICT Usage in Education for Learning to Live Together** contains three main themes, namely *ICTs in History Education*, *ICTs in Teaching/Learning Foreign Languages*, and *Education, Art and ICTs: Integration for the Development of One's Personality*. The core of the IITE activities within the framework of this Programme area has been the ICT usage in educational process to extend mutual understanding, tolerance, respect for traditions and preservation of cultural and linguistic diversity as a prerequisite of sustainable development.

27. In this area, IITE held international expert meetings *Internet Usage in Teaching/Learning of Foreign Languages* (with 17 experts from France, Germany, Norway, Russian Federation, and USA) and *Education, Art and ICTs: Integration for the Development of One's Personality* (with 12 experts from Italy, Kazakhstan, Lithuania, Russian Federation, and United Kingdom) and the training workshop *ICT Usage in Teaching of Foreign Languages* for 40 Russian teachers. The Institute has prepared a number of information and research materials on these themes.

28. IITE has actively participated in the **UNESCO cross-cutting theme project** *Higher Education Open and Distance Learning Knowledge Base for Decision-Makers*. A special expert meeting of the IITE focal points from the CIS and Baltic countries on the development of this project was held by IITE in Kiev, Ukraine, which was attended by the representatives of 11 countries (Azerbaijan, Armenia, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Lithuania, Republic of Moldova, Russian Federation, Tajikistan, and Ukraine). Following the recommendations of the expert meeting, IITE has set up a working group to develop project documentation, organized special regional research which resulted in creation of architecture and structure of a WWW-based knowledge base and modes of filling it in.

29. Like research and training, the **clearing house** was one of the main domains of the IITE's activities. In 2002–2003 IITE published 37 analytical, training, methodological, and information materials, and IITE Newsletter. (See Annex IV.)

30. To strengthen the links between the Institute and its clientèles all over the world, preference has been given to the direct circulation of IITE publications among educational authorities responsible for the application of ICTs in education and higher educational establishments. For these purposes IITE sent above 4,500 copies of its publications to more than 400 addresses of the National Commissions for UNESCO and national focal points for cooperation with IITE as well as IGOs and NGOs, institutes and professional communities all over the world. Apart, the IITE publications were disseminated on special requests of the Ministries of Education and National Commissions for UNESCO from 38 countries, international organizations, UNESCO Offices and Centres, representatives of administrations, researchers and educators of educational institutes of the world. (See Annex V.)

31. Following the decisions of the 31st session of the UNESCO General Conference to provide the "development and upgrading of the IITE information system to facilitate the exchange of experience and information on ICT usage in education among UNESCO Member States" (31 C/5, 01340), since year 2000 IITE has been developing **IITE information system** – WWW portal (www.unesco-iite.org), consisting of the IITE web site, *Information System on Information Technologies in Education* database, and specialized web sites for group work and com-

munication, e.g. used for 10 online research and training seminars. WWW portal placed at 12 domains aggregates about 3,000 static and dynamic HTML pages and occupies (without graphics) almost 800 MB of disk space. There are about 38,000 items in 11 separate databases, including 481 documents in PDF and DOC formats. The resources are required monthly by approximately 40,000 users from more than 70 countries, which generates 1.1 GB downloading traffic. Direct links to IITE WWW portal may be found on 500 web pages.

IV. International cooperation

32. The Institute maintains regular relations with national and international organizations interested in the Institute's activities, such as: UNDP, ISESCO, the World Bank, European Union, League of Arab States, ILO, UNEVOC; with foundations, e.g. Japanese Funds-in-Trust for the Capacity-Building of Human Resources, EFA Fund Trust; with professional associations: Conference of the Ministers of Education of the Commonwealth of Independent States (CIS), Council on Education of the CIS countries, African Academy of Languages, the Commonwealth of Learning, International Certificate Conference, Federation of Internet Education, International Federation for Information Processing, European Residence for Educational Multimedia. IITE has striven to take an active part in the Organization's endeavours to consolidate the international efforts to achieve the goals of the Dakar Framework for Action and presented the results of its work at 10 international forums. (See Annex VI.)

33. IITE develops the international network of national focal points for cooperation with IITE nominated by the National Commissions for UNESCO and Ministries of Education of 35 countries. This network serves for strengthening national capacities in ICT application in education, exchange of information, joint research and project activities as well as for learning needs and requests of Member States and feedback. During the biennium 8 working meetings of representatives of the national focal points for cooperation with IITE took place in Almaty (Kazakhstan), Nairobi (Kenya), Moscow (Russian Federation), Dar es Salaam (Tanzania), and Kiev (Ukraine).

V. Financial resources

34. IITE's budget was financed in 2002–2003 by direct contributions and indirect contributions (in-kind) amounting to US\$ 4,826,400 for the biennium, including: UNESCO financial allocation US\$ 1,100,000; Russian Government's contribution US\$ 766,000 (in-cash) and US\$ 2,086,000 (in-kind); contribution by other Russian institutions US\$ 285,000 (in-kind); other extrabudgetary resources US\$ 589,400 (including those from the EFA Trust Fund and Japanese Funds-in-Trust for the Capacity-Building of Human Resources).

Annex I

IITE RESEARCH ACTIVITIES

Meetings, seminars, and workshops:

1. Research seminar *Ethical, Psychological, Societal and Legal Aspects of the Application of ICTs in Education*. IITE, Moscow
2. Expert meeting *Distance Higher Education in Africa: Professional and Course Development*. Dar es Salaam, Tanzania
3. Expert meeting *Internet Usage in Teaching/Learning of Foreign Languages*. IITE, Moscow
4. Expert meeting *Information and Communication Technologies in Special Education*. IITE, Moscow
5. Expert meeting *ICTs in Technical and Vocational Education and Training*. IITE, Moscow
6. Workshop *Distance Education: Canadian and Russian Experience*. IITE, Moscow
7. Expert meeting *Digital Libraries in Education*. IITE, Moscow

8. Expert meeting of the IITE Focal Points from the CIS and Baltic Countries on the development of the UNESCO cross-cutting theme project *Higher Education Open and Distance Learning Knowledge Base for Decision-Makers*. Kiev, Ukraine
9. Seminar for high-level experts on *Policy Formulation and Practical Usage of ICTs for Higher Distance Education in Countries in Africa*. Nairobi, Kenya
10. Expert meeting *Education, Art and ICTs: Integration for the Development of One's Personality*. IITE, Moscow
11. Working meeting of IITE and the Board of Directors in both ECDL Russia AS and Datakortet AS on cooperation in the Russian Federation and CIS countries. IITE, Moscow
12. Working meeting on preparation of the UNESCO side event at the World Summit on the Information Society – round table *Education and Knowledge Societies*. IITE, Moscow



The participants of the 12th International Conference *Information Technologies in Education (ITE-2002)*. IITE, Moscow, 2002

7. Conference *Information Technologies at School*. Vilnius, Lithuania
8. International Conference *ICT-based Distance Education*. Moscow, Russian Federation

Round tables:

1. *Towards Policies for Integrating ICTs into Education*. Bangkok, Thailand
2. *International Experience of ICT Usage in Education*. IITE, Moscow
3. *Strengthening the Development of Distance Training Networks in Central Asia* (on the results of a joint, IITE and the UNESCO Almaty Office, sub-regional project of the same name). Almaty, Kazakhstan

Working meetings on national and sub-regional pilot projects:

1. Working meeting on the national pilot project *Training and Retraining of Educational Personnel on ICT Application in Education* in the Republic of Moldova. Kishinev, Republic of Moldova
2. Working meeting on the national pilot project *ICTs in Special Education* in Armenia. IITE, Moscow
3. Working meeting on the sub-regional project *ICT Application in the Systems of Education of the Member States of the Commonwealth of Independent States*. Almaty, Kazakhstan
4. Working meeting on data collection *Indicators of ICT Usage in Education: CIS and Baltic Countries* (within the framework of the sub-regional pilot project *ICT Application in the Systems of Education of the Member States of the Commonwealth of Independent States*). IITE, Moscow
5. Working meeting on the national pilot project *Distance Learning for Rural Schools in Kazakhstan*. Almaty, Kazakhstan
6. Eight working meetings of IITE national focal points on joint programme activities. Almaty, Kazakhstan (two meetings); Moscow, Russian Federation (three meetings); Nairobi, Kenya; Dar es Salaam, Tanzania; Kiev, Ukraine.

International conferences co-organized and/or co-sponsored by IITE:

1. International Forum *Informatization of Education of Kazakhstan: Step to the XXI Century*. Almaty, Kazakhstan
2. The 11th International Conference and Exhibition *Information Technologies in Education (ITE-2001)*. Moscow, Russian Federation
3. The 7th Annual UNESCO–ACEID International Conference on Education. Bangkok, Thailand
4. The 13th International Technology Institute (International Conference) *New Computer Technology in Education*. Troitsk, Russian Federation
5. International Forum *Issues of Informatization of Education Systems in the CIS Countries*. Almaty, Kazakhstan
6. The 12th International Conference and Exhibition *Information Technologies in Education (ITE-2002)*. Moscow, Russian Federation

Annex II

IITE TRAINING ACTIVITIES

Training sessions and workshops:

1. Training session on *Multimedia in Education*. Vilnius, Lithuania
2. High level seminar and workshop for decision-makers and policy-makers from Asia and the Pacific *Towards Policies for Integrating ICTs into Education*. Bangkok, Thailand
3. Training seminar *Retraining of School Educators in the Application of ICTs in Education*. Naltchik, Russian Federation
4. Training seminar *Retraining of School Educators in the Application of ICTs in Education*. Kishinev, Republic of Moldova
5. Seminar *The Use of Information Technology Across the Curriculum (Multimedia and Internet)*. Nicosia, Cyprus
6. Five training and testing sessions on ICDL/ECDL. IITE, Moscow
7. Training seminar for teachers and teacher trainers *Retraining of*

School Educators in the Application of ICTs in Education. Vilnius, Lithuania

8. Training seminar *Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities*. IITE, Moscow
9. Workshop *ICTs in Distance Education*. Dar es Salaam, Tanzania
10. Workshop *ICT Usage in Teaching of Foreign Languages*. IITE, Moscow
11. Two workshops for testers on ECDL. IITE, Moscow

Thematic online research and training seminars:

1. The Use of Information Technology Across the Curriculum (Multimedia and Internet)
2. ICTs in Special Education

3. The 7th Conference of Ministers of Education of the CIS Countries
4. Digital Libraries in Education
5. Policy Formulation and Practical Usage of ICTs for Higher Distance Education in Countries in Africa
6. Multimedia in Education
7. Towards Policies for Integrating ICTs into Education
8. Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities
9. Information Environment for Education: Designing and Practice of Usage
10. Ethical, Psychological, Societal and Legal Problems of ICT Application in Education
11. Distance Education on the Basis of Information and Communication Technologies



Testing on ECDL. IITE, Moscow, 2002

Annex III

IITE EDUCATIONAL PROGRAMME

Basic course	Elementary ICT Curriculum for Teacher Training
Specialized training courses	ICTs in Primary Education Multimedia in Education ICTs in Distance Education Internet in Education Development of Educational Personnel for Distance Education ICTs in Special Education (in preparation) Digital Libraries in Education (in preparation) ICTs in Technical and Vocational Education and Training (in preparation)
Sets of support training materials	Towards Policies for Integrating ICTs into Education Retraining of School Educators in the Application of ICTs in Education

Annex IV

IITE PUBLICATIONS

1. *Medium-Term Strategy of the UNESCO Institute for Information Technologies in Education for the years 2002–2007*
- Analytical surveys:**
2. *Current WWW Information Systems on Information Technologies in Education* (Russian version)
 3. *Digital Libraries in Education*
 4. *ICTs in Technical and Vocational Education and Training*
 5. *Distance Learning in the CIS Countries: Monitoring of Educational Needs and Perspectives*
 6. *Basic ICT Usage Indicators in Secondary Education in the Baltic and CIS States* (English and Russian version)
 7. *Open Distance Learning Knowledge Base for Decision-Makers: Experience of Kyrgyzstan*
- Methodological and training materials:**
8. *Multimedia in Education*. Specialized training course
 9. *ICTs in Distance Education*. Specialized training course
 10. *Internet in Education*. Support materials for educators
 11. IITE High Level Seminar for Decision-Makers *Towards Policies for Integrating Information and Communication Technologies into Education*. Support materials for decision-makers
 12. *Development of Educational Personnel for Distance Education*. Guide and instruction book (Russian version) – 7 volumes
 13. *Retraining of School Educators in Application of ICTs in Education*. Set of materials for training seminar – 4 parts
- Other publications:**
14. *ICTs in Education: State-of-the-Art, Needs and Perspectives – Indicators and Information System*. Final report
 15. *Towards Policies for Integrating Information and Communication Technologies into Education*. Subject outline
 16. *Digital Libraries for Education*. Final report
 17. *Ethical, Psychological, Societal and Legal Problems of the Application of Information and Communication Technologies in Education*. Final materials
 18. *Information and Communication Technologies in Special Education*. Final report
 19. *ICTs in Technical and Vocational Education and Training*. Final report and selected materials
 20. *Education, Art and ICTs: Integration for the Development of One's Personality*. Information materials
 21. *ICT Role in Secondary Education for Information Society*. Position paper

22. Seminar for High-Level Experts *Policy Formulation and Practical Usage of ICTs for Higher Distance Education in Countries in Africa*. Final report
23. IITE Booklet
24. *The 12th International Conference "Information Technologies in Education (ITE-2002)".* Annotations
25. *Building up National Focal Points' Online Community.* Recommendations
26. *Higher Education Open Distance Learning Knowledge Base for Decision-Makers.* Selected materials of the meeting of IITE focal points of the CIS and Baltic Countries

CD-ROMs:

27. *ICT WOLL IMPACT (ICTs in Foreign Languages)*
28. *History, Dialogue, and Future of Civilization*
29. *ICTs in Distance Education.* Readings
30. **IITE Newsletter** (8 issues)

Annex V

COUNTRIES AND ORGANIZATIONS WHICH SUBMITTED ADDITIONAL REQUESTS FOR IITE PUBLICATIONS

I. Ministries of Education, National Commissions for UNESCO, UNESCO Offices and Centres:

Armenia	Ethiopia	Jamaica	Rwanda
Azerbaijan	Gambia	Kazakhstan	Senegal
Belarus	Georgia	Kyrgyzstan	Serbia and Montenegro
Brazil	Greece	Latvia	Slovenia
Canada	Haiti	Lithuania	Spain
China	India	Nigeria	Tunis
Congo	Iran	Panama	Tajikistan
Cook Islands	Iraq	Republic of Moldova	Ukraine
Cyprus	Israel	Russian Federation	United Kingdom

II. International Organizations:

Islamic Educational, Scientific and Cultural Organization (ISESCO); UNDP, the World Bank, European Commission/Eurydice/Eurostat,

Council for Cooperation in the Field of Education of the CIS Countries, Commonwealth of Learning.

Annex VI

IITE'S PARTICIPATION IN THE INTERNATIONAL FORUMS

1. The 7th World Conference on Computers in Education. Copenhagen, Denmark
2. Chinese national conference *Information Technology in Education of Elementary and Secondary School*. Cancun, China
3. The 7th Annual UNESCO–ACEID International Conference on Education. Bangkok, Thailand
4. International Forum *Informatization of Education of Kazakhstan and CIS*. Almaty, Kazakhstan
5. The 2nd International Forum *Informatization of Education of Kazakhstan and CIS*. Almaty, Kazakhstan
6. International Consultative Workshop *Developing Performance Indicators for ICT Usage in Education*. Quesone, Philippines
7. International Conference *Secondary Education for a Better Future: Trends, Challenges and Priorities*. Muscat, Oman
8. Pan European Regional Ministerial Conference in preparation of the World Summit on the Information Society. Bucharest, Romania
9. International Conference *The Use of ICT for Capacity-Building in Science*. Okinawa, Japan.
10. International Conference RCDL'2002 *Digital Libraries: Advanced Methods and Technologies, Digital Collections*. Dubna, Russian Federation

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