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Evaluation of the UNESCO Institute
for Information Technologies in Education (IITE)

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Executive summary

Introduction

This report contains the results of the evaluation of the UNESCO Institute for Information Technologies in Education (IITE[1]) in Moscow. This evaluation was performed by Technopolis France within the framework of a series of evaluations of UNESCO institutes commissioned by UNESCO in 2005. This evaluation takes place against the framework of the decentralization strategy of UNESCO. Whereas within this strategy UNESCO Institutes are relatively autonomous, they are expected to contribute directly to attaining the strategic objectives and programmatic priorities of UNESCO's education programme (Major Programme I), and more specifically to implementing the Dakar Framework for Action on Education for All (EFA), adopted at the World Education Forum in 2000.

Evaluation purpose and methodology

Objectives

Following its terms of reference, the present evaluation aims to analyse (1) the relevance of IITE's activities to UNESCO's programme priorities in the field of education; (2) the results achieved by IITE, and its contribution to UNESCO's efforts in achieving EFA goals (*effectiveness*); (3) the quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices and IITE's partner entities with regard to planning and implementation of programmes (*coherence*); and (4) funding patterns, mechanisms and their risks for sustained institutional capacity, and viability, and quality of organizational management and programme implementation systems adopted by IITE (*efficiency* & *sustainability*).

Methods

The evaluation was based on a mix of methods commonly used in evaluation, namely documentary analysis; semi-structured interviews with IITE staff, UNESCO staff and external stakeholders, and two surveys.

- Overall 25 persons were interviewed, some of them such as the IITE Director and the IITE Focal Point at Headquarters were interviewed twice;
- One electronic survey was sent to partners with whom IITE works in order to develop its services, mainly renowned international experts in the field (65 respondents representing a response rate of 31%), Respondents to this survey claim to have a good knowledge of IITE's activities and only 20% of them have never directly collaborated to any of IITE's initiatives. More generally, they are clearly experts in the field: over 60% of respondents evaluate their knowledge as high or average for all items proposed to them.
- A second electronic survey was sent to a sample of beneficiaries of training seminars provided by IITE (53 respondents representing a response rate of 26%). Respondents to this survey come from 20 different countries; only some of which are slightly overrepresented (Lithuania, Cyprus and Bulgaria).

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[1] A glossary is annexed to this report (see Appendix B).

Both questionnaires have response rates in line with international research on response rates for on-line surveys.

Limitations

Due to a limited budget for this evaluation, no mission other than a site-visit to the IITE in Moscow could be organized. Given the somewhat diffused nature of IITE's intervention, the Evaluators do not believe such a mission would have changed the results of the evaluation. It was neither possible to realize an in-depth peer review of the scientific quality of IITE's work. However, both aspects – enquiries amongst beneficiaries and assessment of the scientific quality of IITE's outputs – are covered by the two on-line surveys, respectively among IITE's partners and trainees.

Major findings

The main results of the evaluation are given according to the following five evaluation criteria: relevance, effectiveness, efficiency, sustainability and coherence. For each criterion achievements and challenges are presented.

Relevance

This section deals with the evaluation of the relevance of IITE's activities to UNESCO's programme priorities in the field of education both in terms of the nature of IITE activities and their geographic focus.

Achievements
As regards the nature its activities, there is no doubt that IITE is relevant to the theme of developing access to education and quality of education for EFA. IITE was created to contribute to this broad but challenging mission and, as claimed earlier, IITE has the in-house skills and international partners to achieve this mission with success. The work of IITE is also found relevant by external stakeholders as testified by the interviews and questionnaire surveys carried out for this evaluation. A majority of experts states that the IITE is at the forefront of research and training and that project content is generally relevant. Through training seminars dedicated to high ranking decision- and policy-makers in educational systems of Member States, increasing the level of awareness of public decision makers regarding the use of ICTs in education is seen as the main achievement of their work with IITE. These activities allow IITE to provide support to policy formulation in requesting Member States. The final objective of IITE is to get national authorities from Member States to build on IITE's material and courses to operate training activities by themselves (see for instance the course "Tutor for distance education").

- High level seminars such as the "Towards Policies for Integrating ICTs into Education" seminar have been organised in Moscow in 2001 to 13 Member States, in Nairobi to several African countries in 2002, and in Bangkok to 10 Asia and Pacific countries in 2003.
- IITE offers advisory services and technical assistance to UNESCO Member States in preparing and implementing 8 national pilot projects and 5 sub-regional projects.

Challenges
Activities of IITE are increasingly targeting CIS and Baltic countries
- The publication of training material in Russian is increasing in recent years (5 training courses in Russian in 2005)
- The IITE staff is entirely Russian

It is difficult to understand whether this tendency is really in agreement with UNESCO's overall programme priorities since different statements can be found in UNESCO strategic documents. Current C/5 documents indeed state that "the UNESCO Institute for Information Technologies in Education (IITE) aims at strengthening national capacities in the application of information and communications technologies (ICTs) in education, through research, training and clearing house activities, with a major focus on Central and Eastern Europe, the Baltic States and the Commonwealth of Independent States (CIS)" (32 C/5, par 01341). However, most CIS and Baltic countries are not part of the disadvantaged geographic regions UNESCO should concentrate upon as set in the current UNESCO Medium-Term Strategy, especially Africa and all least developed countries (31 C/4, par 32). This priority is confirmed for the future in the EFA Strategic Review (document 170 EX/8) UNESCO's 2005-2015 Strategy for EFA (document 171 EX/8). The latter sets as a strategic objective to "concentrate on the area of teacher training and the related initiative on teacher training in sub-Saharan Africa" (par 66).

Effectiveness

This section deals with the evaluation of the results achieved by IITE, and its contribution to UNESCO's efforts in achieving EFA goals.

Achievements

Over the course of its lifetime, IITE has had a considerable production of training materials and other types of publications, systematically based upon analytical surveys performed by teams of high-level international experts. Interviews as well as the survey amongst experts show that the quality of the material provided by IITE is not cutting-edge – IITE is not a research institute – but generally satisfactory and following the State-of-the-Art by time of publication. IITE's training courses have a clear impact on individual beneficiaries. Participants to IITE training courses claim that IITE has in particular contributed to the improvement of their ability to train teachers/trainers and created a broad understanding on issues related to ICT usage in education. Apart from research and training activities, IITE also organises or co-organises annual conferences and various one-off events.

–   From 2000 to 2005 IITE prepared and disseminated 11 analytical surveys, 5 specialized training courses, 4 methodological materials and 10 other information materials to more than 400 addresses.
–   As of mid-2005, IITE's education programme consists of one basic course and five specialized (modular) training courses that are the results of the specific projects carried out.
–   IITE co-organises each year, since 1997, the International Technology Institute "New Computer Technology in Education" as well as the "Information Technologies in Education" annual conferences.

Concerning IITE's contribution to EFA goals specifically, the following two goals are covered by the Institute, other EFA goals are less explicitly present in IITE's work

• ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

- improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Challenges

Follow on effects (increased usage of ICT in education; increased and/or improved training in ICT in education in the target countries) are not clearly visible from evidence. In the assessment of its own performance, IITE focuses on output indicators such as the number of seminars and trainees, and, in some cases, satisfaction of trainees at the end of a training seminar. IITE's appraisal of the impact of its services is therefore limited in scope and time horizon.

The Institute has increasingly been concentrating on finalizing its training material and courses, therewith giving less attention to other parts of its official mission.

Efficiency

This section deals with the evaluation of the funding patterns, the mechanisms and their risks for sustained institutional capacity, and viability, and quality of organizational management and programme implementation systems adopted by IITE.

Achievements

IITE's revenues come from UNESCO, from a contribution from the Russian Federation and from extra-budgetary sources.

- UNESCO, the Russian Federation and extra-budgetary sources accounted respectively for 17%, 46% and 35% in 2004.
- The annual budget of IITE rose from about $2.3m in 2000 to $3.3 in 2004. 2005 marks a significant decrease to $3m due to a decrease in extra-budgetary resources.
- The rise of IITE's budget is due to the increase in extra-budgetary resources as from 2002 onward. The share of UNESCO financial allocation (regular budget only) – although unchanged over the period in volume – decreased from 32% in 2000 to 18% in 2005
- As a result of the increase in extra-budgetary resources, the share of expenses devoted to program activities has increased, from $224 480 in 2000 to more than $1m in 2005
- Within in-cash contributions coming from UNESCO, the greatest share is allocated to personnel costs.
- Most of the in-kind contribution from the Russian federation is consumed by the premises.

The IITE today is structured according to two vertical units ("Information and Communication" and "Training and Research") and an Administration and Finance Unit. The unit "Research and product development" was recently removed. Other horizontal services such a editing, translation, etc., are integrated in the vertical units. In 2005, the Institute has a staff of 44 divided as follows: 20 Specialist staff, 21 Technical staff and 3 UNESCO staff. The basic salary of non-UNESCO staff is paid through a special budget of the Ministry of Foreign Affairs of the Russian Federation and can be significantly increased through a "top-up" coming from UNESCO's contribution.

Based on the analysis of current and past management practices in the Institute (operations, financial reporting, contractual and quality control procedures, etc.), the conclusion of evaluators is that from a pure cost perspective, IITE seems to have worked efficiently, apart from eventually the over-sized office space (a substantial

part of office space is unoccupied during most of the year since it is reserved for members of the Governing Board or other visitors).

Challenges
The current organization, the portfolio of funding and of expenditures do not seem to give IITE the necessary flexibility (share of in-kind resources, in-cash resources dedicated to personnel costs, etc.).

Greater flexibility can only originate from an increase in the amount of extra-budgetary resources. However, the efforts of IITE to search for additional extra-budgetary resources, especially outside UNESCO, have been either insufficient or ineffective.

Finally it should be stressed that the IITE middle management is highly competent but their strategic potential and contribution to the future development of the Institute seems to be underused. The Director of the IITE is encouraged to go further on the road of their active participation into the development of the Institute.

Coherence with UNESCO bodies and external partners

This section deals with the evaluation of the quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices and IITE's partner entities with regard to planning and implementation of programmes.

Achievements
The Evaluators were able to assess, through interviews as well as through the questionnaire surveys, that the cooperation of IITE with renowned international experts works very well for research and training activities. The Institute is also cooperating with several local partners and other organizations such as ISESCO.
- IITE focused during its early years on building links and formal partnerships with various organisations involved in the field of ICT in education (Memorandum on Cooperation, Agreements on partnership, various form of partnerships with various universities and organisations in different countries).
- IITE has created a network of Focal Points in Member States. As of 2005, this network includes 40 focal points.

Challenges
The relationships with UNESCO bodies and external partners is the greatest challenge for the Institute. Major progress must be made in the near future. The Institute has no optimal relationships with other UNESCO bodies, and IITE does not seem to be very pro-active to improve this situation (apart from relationships with UNESCO Asia and Pacific Regional Bureau for Education). IITE and the UNESCO Moscow Office relationships were limited until recently. IITE does not work structurally with the other UNESCO institutes. The fact that the respondents to the Partner survey claim they have a good knowledge of other UNESCO Institutes involved in the field of education indicates that there are important cooperation opportunities within this "community".
- 25% of respondents claim they have a high knowledge of the activities performed by IIEP, UIS (20%), IBE (18%), UNEVOC (17%).
- These contacts between "IITE partners" and other UNESCO Institutes take also the form of practical cooperation, in particular with IBE (31% of respondents claim they have

collaborated with this institute) and IIEP (26%). However, most of these cooperative relationships remain isolated from each other.

The Evaluators were struck by the significant gap between the vision of IITE's activities provided by UNESCO staff located at Headquarters and what they were able to observe on-site. This gap clearly indicates that relationships and coordination with Headquarters are far from optimal. According to the Evaluators, this problem is partly rooted in the Institute's internal staff problems, opposing several top management staff – including the Director – and project managers. Given the previous connections within the community of experts in the field of education – a community to which belong several stakeholders at Headquarters and IITE –, these problems have extended toward Headquarters, hampering Headquarters' ability to correctly monitor and appraise the Institute's activities.

Sustainability

Achievements
The Institute has developed its activities in scale and scope according to a strategic plan formalized in 2002 (Mid-term Strategy 2002-2007). This plan set the typical trajectory of projects, starting with (applied) research and development, followed – on the basis of research findings – by the development of training materials and training sessions in different areas corresponding to these projects. As most projects started in the early years of the Institute, they have now reached the training stage. *De facto*, the Institute has increasingly become a training institute, to the detriment of research activities. The structure of the Institute as well as the main profile of its staff has been changed accordingly.

Another major change of the Institute concerns its geographical scope. The Institute is especially targeting CIS countries to valorise past achievements. As a result, significant efforts have been put into translating related materials from English to Russian.

Challenges
Although there is no contradiction with its mandate, IITE has been following a model which is somewhat *linear*, from research to training, both at the project and Institute level. It was claimed by IITE that the list of training courses "is now almost completed" and that the focus should be on the valorisation of existing research and training activities. Although the IITE has made a major achievement in developing its offer of training materials and courses, the Evaluators fear that the shift from research to training is not a sustainable model in the long run.

Recommendations

Recommendation 1   The geographical coverage of IITE's activities should be reassessed and clarified. Although UNESCO strategic documents indicate that the major focus of IITE should be on CIS, Central and Eastern Europe and Baltic countries, the mission of IITE outside these countries toward all other Member States remain unclear. Moreover, given the scale of financing available to IITE, opportunities for the Institute to be both focused on CIS while international in scope remain limited. This is all the more essential since the promotion of the use of ICTs in education in most African countries would greatly contribute to achieving UNESCO's mission and especially the goals defined within the Dakar Framework. Therefore, the geographical coverage of initiatives related ICT usage in education should be discussed among the stakeholders in the field, especially the Headquarters, IITE and relevant Field offices. These discussions should provide each of these stakeholders with clear indications regarding the sectoral and geographical scope of its mission, as well as regarding the cooperation to support between them in concordance with UNESCO's Decentralization Strategy. Previous experience of IITE in Sub-Saharan countries especially, but also in Asian countries, should be valorised to tailor this plan.

Recommendation 2   It is recommended to incorporate permanently or temporary non-Russian staff in the Institute. Since IITE's budget is the major barrier to employment of foreign personnel, this staff can be either UNESCO staff or national detached experts from Member States. The first option requires the creation of new UNESCO posts. As for the second option – more flexible – IITE could build upon existing networks of Focal Points and/or UNESCO National Commissions as well as former partnerships with international scholars.

Recommendation 3   IITE should better monitor and understand the indirect and mid to long term effects of its activities in Member States, in accordance with the Result-Based Management implemented within all UNESCO's institutions. Moreover, beyond formal compliance with Result-Based Management practices (in particular using SISTER), the monitoring of effects should be based upon the implementation of follow on initiatives in Member States where IITE has carried out research and training activities. These initiatives should aim at reviewing the acquisition of knowledge by trainees as well as the transformation of this knowledge into relevant supportive measures in the domain of ICT in Education. This review should result – at least – in a document describing the progress accomplished, the ongoing efforts as well as the persistent hurdles in concerned Member States. This "post-training" document would be as valuable as analytical surveys (prior to training activities, for the understanding of needs) and training materials (distributed during training activities).

Recommendation 4   IITE should significantly enhance its policy advisory capacities in order to meet its mandate in the future. Although IITE has been effective in developing and delivering generic training material, it has given less

attention to its mission of providing advisory services and promoting studies at the request of individual Member States and as well as offering technical services. Although these activities are partially implemented by IITE through the high-level seminars, they should be made more visible and distinct from regular training activities in the field in order to become identified as a point of reference for policy advice. One option for IITE is to develop a service offer (in house or by involving external experts) on this point, in parallel to generic training services. For each Member State, the service offer should embrace a survey of needs in the requesting Member States, an evaluation of the state-of-the-art regarding ICT use in education and the organisation of a consulting mission with international experts.

Recommendation 5 IITE should investigate the effectiveness and efficiency of other organisation models (rather than having a large number of fixed staff in-house) which would deliver the same quality and quantity of results and impacts. The Evaluators strongly recommend that UNESCO HQ organises a benchmarking event gathering all relevant UNESCO¹s Education Institutes top-management. The aim of this event would be to benchmark and discuss the diverse organisational solutions implemented by these Institutes in order to secure staff complying with international standards while allowing for the necessary flexibility and control of personnel costs in a context of limited financial resources. Dissemination of best practices between Institutes should be supported by UNESCO through the design of relevant incentive and management systems. Among the various options already experienced by other Institutes, the Evaluators especially recommend that the exchange of staff between Institutes be considered with greater attention. Options are short visits, temporary exchanges or a more consistent rotation policy between institutes.

Recommendation 6 IITE should more actively and extensively seek extra-budgetary resources. Exchange of fund raising best practices among UNESCO's institutes should be coordinated by Headquarters. The formerly recommended event gathering Institutes top-management could initiate these exchanges. Building-upon this event, more permanent procedures should then be set.

Recommendation 7 The Director of the IITE is encouraged to go further on the road of the active participation of its staff into the development of the Institute. IITE has a highly competent middle management set up, which can, and is eager to, make a positive contribution not to only operations and team management but also to more strategic issues regarding the positioning and future evolution of the Institute as a whole, the development of new services, etc.

Recommendation 8 IITE should seek more active cooperation with relevant institutes in the field of ICT in education. In accordance with the Decentralization Strategy which requires UNESCO's constituent parts to act as a "single whole", partnerships with UNESCO Institutes should be especially sought for and encouraged. The Evaluators have already recommended in several ways to "open-up" the Institute through exchange of staff. These exchanges, in this case between Institutes, could pave the way toward greater

cohesion and increased partnerships between them, as suggested by former experiences in other international organisations managing institutes (such as the institutes of the Joint Research Centre within the European Commission for instance).

Recommendation 9   Headquarters should set new mechanisms and procedures to maintain effective relationships with IITE. The current relationship between IITE and Headquarters, especially with the Focal Point is very counterproductive. However, the Evaluators do not believe this situation invalidates the system of Focal Point, which is standard practice in decentralised international organisations. Neither it is clear to the Evaluators that the affiliation of Institutes to the Executive Office instead of the Higher Education section would solve all current and potential future problems. However, it seems clear that the Focal Point system as such does not permit sufficient integration of Institutes within UNESCO. Mobility procedures of personnel between Headquarters and IITE could be initiated and promoted. In particular, the Evaluators propose that Focal Points visit and stay within Institutes at least once a year for a period of two weeks.

Recommendation 10   Headquarters should set rapid and more efficient procedures for conciliation and human-resources problem-solving within the decentralised network of UNESCO institutions. The problem of coordination between Headquarters and IITE, as well as related internal IITE staff problems, provide clear evidences of the problems that can originate from the lack of such efficient procedures.

Recommendation 11   In order to remain effective in the future, in the fast-moving world of ICT, the IITE should make sure that a system is in place that allows for regular updating of training material.

Recommendation 12   IITE should maintain in-house strong research capabilities (research staff) and activities (resources devoted to research projects) in order to develop new training material and other products. The Evaluators fear that the shift from research to training, is not a sustainable model in the long run. IITE should continuously put itself in a position to renew its offer and think about the future. In order to do that, the funding should be diversified and increased and made more flexible.

Recommendation 13   IITE and UNESCO headquarters, when reviewing the geographical coverage of IITE's activities, should reassess IITE's involvement in training activities and determine the most relevant activities – research, training, high-level seminars, political advising – to be carried out in the different geographical zones covered by the Institute. The focus on CIS countries and shift from research to training raise strong questions regarding the optimal allocation of IITE efforts: various training programs related to ICT in education are already operated in Russia and CIS countries. The role of a UNESCO institute is not to compete and overlap with existing stakeholders in

the field but to provide unique service in parts of the world that do not receive sufficient attention from these existing stakeholders.

Recommendation 14 The Evaluators strongly recommend that within 2 years a review of progress accomplished is undertaken toward the directions set in the recommendations of this report. The fact that UNESCO initiated the evaluation of IITE (as well as that of its other Institutes) and that IITE was very cooperative in this process clearly shows a mutual interest in improving the Institute's contribution to the use of ICT in education. It is essential to rapidly build upon this initiative following the release and discussion of the evaluation report.

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Acknowledgments

Introduction

This is the final draft report of the evaluation of the UNESCO Institute for Information Technologies in Education in Moscow. This evaluation was performed within the framework of a series of evaluations of UNESCO Institutes commissioned by UNESCO in 2005. Following a description of the purpose of the evaluation and methodology used by the Evaluators (Section 1), and its context (Section 2), the report describes IITE's activities (Section 3), governance structures (Section 4) and finance mechanisms (Section 5). Each section provides facts and evidence and is followed by a presentation of corresponding evaluation results. This analysis by theme leads to conclusions and recommendations in a final section (Section 6).

1 Evaluation purpose and methodology

This chapter presents the objectives of this evaluation, as set in the Terms of Reference, the methods used by the Evaluators to fulfil these objectives, as well as the limitations associated with these methods.

1.1 Objectives of the evaluation

The purpose of this evaluation, carried out from April to July 2005, is to inform relevant entities and units including: UNESCO Task Force on Category I UNESCO Institutes and Centres; UNESCO Task Force on Decentralization; Education Sector of UNESCO; other relevant units; Member States of UNESCO IITE and its cooperation partners, on the following points:

- Relevance of IITE's activities to UNESCO's programme priorities in the field of education
- Results achieved by IITE, and its contribution to UNESCO's efforts in achieving EFA goals
- Quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices and IITE's partner entities with regard to planning and implementation of programmes; and
- Funding patterns, mechanisms and their risks for sustained institutional capacity, and viability, and quality of organizational management and programme implementation systems adopted by IITE.

The Terms of Reference for this study are included in Appendix A.

1.2 Methods and stages

This evaluation relies upon the methodological principle of triangulation, which asserts that research may benefit from the use of multiple methods of investigation– at least three, hence the name of "triangulation." Therefore, in order to fulfil the objectives of this evaluation, the Evaluators have used a combination of desk research, two on-line surveys as well as in-depth phone and face-to-face interviews, with the following underlying logic:
- each of the three methods specifically contribute to the final objective of the evaluation as described in the terms of reference
- the three methods are combined so as to best valorise their respective inputs

At an operational level, the evaluation consisted of preliminary interviews and document study at UNESCO Headquarters in Paris, an onsite mission in Moscow, two on-line surveys, and analysis of materials, drafting conclusions and recommendations.

1.2.1 Preliminary interviews and document study at UNESCO Headquarters in Paris

A list of preliminary interviews is provided in Exhibit 32 and Exhibit 33 (Appendix D).

1.2.2 On-site mission at IITE

This on-site mission involved interviews with IITE staff and other relevant stakeholders in Moscow. This on-site mission was performed by two Evaluators from the end of May to the beginning of June 2005.

A list of on-site interviews is provided in Exhibit 31 and Exhibit 30, (Appendix D).

1.2.3 On-line surveys

Two separate questionnaire surveys were designed and proposed to the Evaluation section at UNESCO. These surveys targeted:

- IITE's beneficiaries i.e. those having participated to training seminars and workshops (53 respondents representing a response rate of 26%)
- The group of partners of IITE (65 respondents representing a response rate of 31%). This latter group is itself composed of two distinct potential respondents, namely the international experts that have contributed to the output of IITE; and the recipients of IITE's Newsletter, i.e. IITE's Focal Points, UNESCO Headquarters, offices and Institutes, National Commissions for UNESCO, professional organizations and associations involved in the field of ICT in education. The profile of respondents to the Partners survey (cf. Exhibit 4) shows that these partners are persons that have considerable knowledge and experience of IITE. Their opinions regarding the strengths and weaknesses of IITE are therefore of great value to this evaluation.

The implementation of the web-based survey was as follows:

- The 2 surveys were available on-line from the 24th of June to the 11 of July 2005
- 2 reminders were sent to non-respondents

Contacts from both groups were sent a dedicated electronic invitation to respond to their corresponding questionnaire. However some contacts from the IITE database were found to have incorrect e-mail addresses. The population of reference used here to calculate the response rates of the study represents the contacts that indeed received the invitation letter (see Exhibit 1).

Exhibit 1   Population of reference

	Contacts from the database	Undeliverable e-mails	Population of reference
Trainees	281	77	204
Partners	264	52	212

Exhibit 2 shows response rates for the surveys (calculated only with positive responses). These response rates are fully in line with international research on on-line surveys response rates (see §1.3).

Exhibit 2   **Response rates**

	Population of reference	Positive responses	Response rates
Trainees	204	53	26 %
Partners	212	65	31 %

The list of questions is given in Exhibit 3.

The complete results for both questionnaires are presented in Appendix M and Appendix N.

Exhibit 3 : List of questions of the partner and trainees on-line surveys

Partners survey	Trainees survey
Name, first name and e-mail address ; age ; sex ; educational level	
- In what country are you working? - In what type of organization are you working? - What is your position within your organization? - How do you judge your level of knowledge of the following IITE activities - Through what channel did you first get acquainted with IITE? - How do you usually keep informed about IITE's activities? - How often do you use the ISITE website (IITE's portal for information exchange)? - To what extent do you agree with the following statements? - Have you ever cooperated with IITE on one of the following Institute activities? - Since when have you been cooperating with IITE? - When did you complete your cooperation with IITE? - Please characterize your cooperation with IITE - What were your 2 main motivations for cooperating with IITE? - What were the 2 main achievements of your cooperation with IITE? - Please rate the following items: - What is your level of knowledge of the activities performed by the following UNESCO Institutes? - Have you ever collaborated with one or more of the following UNESCO Institutes? - According to you what are the main barriers to ICT use as an educational tool in the following countries? - At the time of the training, what was the level of use of ICT in education in your country? - Please feel free to express any suggestions to improve IITE activities promoting ICT use in education. - Please express below any suggestions on how to reinforce the integration of ICT in education	- You participated to the following training activity(ies) - In what country were you working when you attended the training? - In what type of organization were you working when you attended the training? - At the time of the training, what was your position within your organization? - What were your relationships with IITE before the training? - Have you ever attended a training on the use of ICT in education before this one? - Through what channel(s) were you informed about IITE's training opportunities? - How often do you use the ISITE website (IITE's portal for information exchange)? - At the time of the training, what was the level of use of ICT in education in your country? - What are the main barriers to the use of ICT in your country? - What were you expecting from your participation to the training activity? How have these expectations been satisfied? - Please rate the following items: - Please indicate the 2 main achievements of the training activity. - What are your forthcoming plans regarding ICT use in education? - Would you recommend the training activities provided by IITE to others? - Please feel free to express any suggestions to improve IITE training activities on ICT use in education.

1.2.4 Analysis of material, drafting conclusions and recommendations

During this phase, additional interviews with Governing Board members were carried out (cf. Exhibit 33, Appendix D).

The Evaluators have benefited from exchanges and feedbacks for improvement of the report from the Evaluation section of UNESCO. Further comments from Headquarters and IITE are expected based on this version of the report.

Exhibit 4 : Profile of respondents to the Partners and Trainees survey

The Partners survey targets people involved in the area of ICT in Education that are partners of IITE. These stakeholders are either the "international experts" (those that have directly participated in at least one IITE projects) and/or are "institutional partners" (such as IITE focal points or UNESCO National Commissions).

The sample consists of 65 respondents representing a vast array of Member States: 36 countries are represented, with only two countries accounting for more than 10% of respondents (Russian Federation, 14% and UK, 11%). Most other countries represent only 1 to 5% of respondents, hence forming a well-balanced sample with no country over-represented.

Among the 65 respondents, 58 originated from the list of IITE's "international experts". 7 Focal points responded to the survey.

The majority of respondents are male (74%), between 40 and 59 years (72%). They have a high degree of qualification with a researcher profile (61% were PhDs), working in universities (35%) or in a public organization (20%). 14% of partners belong to UNESCO organizations.

Respondents report to have a good knowledge of IITE's activities. Exhibit 44 shows that at least 60% of partners evaluate their knowledge as high or average for all items proposed to them. The conference and workshops organized by IITE appear extremely well-known in this community, confirming the visibility of events organized by the Institute. The research publications are also adequately diffused among them as well as, to a lesser extent, training materials.

Only 20% of them have never directly collaborated with any IITE's initiatives (Exhibit 49). Most of them have attended a conference or a workshop organized by the Institute. More than a third of respondents have participated to the main stage of IITE's research activities, i.e. the production of an analytical survey and 32% had participated in the preparation of training materials. The sample includes collaborations initiated throughout all the years of operation of the Institute. Most "cooperating respondents" had been in partnership with IITE since its very early years (12% respectively in 1997, 1998, and 1999).

Beneficiaries of IITE's training activities were asked to fill in a questionnaire regarding their satisfaction as trainees. 53 responses were received.

These trainees were on average younger than IITE partners; 43% were 40 to 49 years; 21% between 30-39 years and 28% between 50 and 59 years. The gender balance shows more equality, with 43% of female trainees and 57% of male trainees. Trainees tend to hold a masters educational level (50%). Respondents to the trainees survey come from 20 different countries; only some of which are somewhat overrepresented, i.e. Lithuania (21%), Cyprus (19%), and Bulgaria (11%). Of these 20 countries, 13 are located in Eastern Europe or are CIS countries. It represents a total of 32 respondents (60%).

Finally, whilst attending the training, respondents were working mostly in education institutions (university 25%, High School and below 21%) and as civil servants (national government body in charge of education 25%, other governmental institution 13%).

1.3   Limitations of the evaluation

There are no major limitations affecting the validity of the analysis and related recommendations. However, as this evaluation is part of the first set of evaluations of UNESCO Institutes, some weaknesses should be stressed in order to improve similar initiatives in the future.

Mainly because of its limited budget:

- No on-site missions to the Member States that have benefited from IITE's services could be organized. Given the somewhat diffused nature of IITE's interventions (related to its upstream strategic positioning, see 3.3.1), the Evaluators do not believe such a mission would have changed the results of the evaluation. A broader scope to assess the effect of IITE in Member States was enabled through the implementation of a questionnaire targeted to beneficiaries of IITE's training activities.

- No peer review to evaluate the quality of IITE's production could be carried out. However, in order to assess the relevance and quality of research and training activities, the Evaluators have relied upon a second on-line survey directed at IITE's partners, especially international experts that have contributed to many IITE's activities. Another essential source for evaluating the excellence of IITE's activities was the meticulous analysis of the procedures through which these activities are established and managed through material review as well as in-depth interviews with IITE staff, international experts and Governing Board Members.

Hence, both aspects – enquiries among beneficiaries and assessment of the scientific quality of IITE's outputs – are covered by the two on-line surveys, respectively among IITE's experts and trainees, as well as by in-depth interviews.

In relation to the online surveys, the Evaluators would like to emphasise that response rates are in line with response rates for online surveys. Indeed, although survey response rates can vary enormously since they are affected by many facets of survey design and implementation, research indicates that the median response rate for online surveys is around 26%.[2] As a result, the response rate for the Trainee survey (26%) corresponds to international research on reported response rates for online surveys. As for the Partner survey, its response rate (31%) – above the median – as well as the expertise and relevance of respondents, allow full confidence in its results.

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[2]   Hamilton, M.B. (2005), Online Survey Response Rates and Times: Background and Guidance for Industry, *SuperSurvey Whitepaper*, http://www.supersurvey.com/papers/supersurvey_white_paper_response_rates.htm.

2 Context of the Evaluation

This chapter sets out the background for this evaluation. It presents the current situation of UNESCO's Education Institutes within the newly decentralised network of UNESCO components and the history behind the creation of IITE.

2.1 UNESCO's Education Institutes

UNESCO has established six Institutes in the field of education over the course of its history. The Institutes serve in their fields of expertise as international reference centres to provide services and technical assistance to Member States, cooperating partners and also internally to the network of UNESCO field offices.

The expectations from Institutes are all the greater since the initiation of UNESCO's Decentralization Strategy. According to this strategy, UNESCO must, whilst made up of a variety of constituent parts, act as a single entity. While still being very autonomous Institutes are clearly part of this network of UNESCO's institutions. UNESCO's Institutes "*represent for UNESCO and its Member States precious sources of expertise in specific sectoral or intersectoral areas (e.g. statistics, adult education, educational planning, theoretical physics, water education). They have responsibilities of service to UNESCO's Member States, either internationally or regionally, in exactly the same way as the Headquarters and the field network. Greater programme coherency and dovetailing between these bodies and the wider UNESCO have been sought in a parallel reform and rationalization strategy involving closer meshing with the overall priorities of the programme sectors to which (with the exception of UIS) they report. Institutes and centres were thus included in the conceptualization of the decentralization reform from the outset*".[3]

In this context, the Institutes are expected to contribute directly to attaining the strategic objectives and programmatic priorities of UNESCO's education programme (Major Programme I), and more specifically to implementing the Dakar Framework for Action on Education for All (EFA), adopted at the World Education Forum in 2000.[4]

2.2 Brief historical overview

The Institute for Information Technologies in Education (IITE) in Moscow, Russian Federation, is one of the six UNESCO's Institutes. IITE was established at the end of 1997, and aims to strengthen the national capacities of UNESCO Member States for applying Information and Communication Technologies (ICTs) in education. It is the most recently created UNESCO Institute.

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[3] UNESCO, Report by the Director-General on the Reform Process - Part I - Staff Policy, 171 EX/6 Part I, March 2005.
[4] See http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml;

2.2.1 From the UNESCO Congress on Education and Informatics to the creation of the IITE

The creation of a UNESCO Institute dedicated to ICT in education was the main recommendation of the Second International UNESCO Congress on Education and Informatics that was held in Moscow in July 1996 ("Educational Policies and New Technologies").[5] The Russian Organizing Committee in charge of the coordination with UNESCO for the organization of this Congress was chaired by Vladimir G. Kinelev, at that time Deputy Chairman of the Government of the Russian Federation and Chairman of the State Committee for Higher Education. Beside Mr. Kinelev, other individuals, who later became essential staff of IITE were also involved in the organization of the Congress.[6]

This Congress was preceded by the First Congress on Education and Informatics ("Strengthening International Co-operation") held in Paris in 1989. This First Congress focused on the need to share experiences and resources in the field of ICT in Education. The main recommendation of this congress was the reinforcement of international co-operation in this field.

Before the Second Congress UNESCO organized four regional expert meetings[7] and six sub-regional meetings[8] in order to investigate the specific priorities and needs of UNESCO Member States concerning the introduction and implementation of ICTs into their educational systems. It resulted in country reports that were presented during the Second Congress.

The three main objectives of this Second Congress were:[9]
- To analyse national, regional and international trends and experiences in the introduction and use of ICTs in educational systems
- To review the latest developments in ICTs and examine their application in education
- To discuss international, regional and national policies for the use of ICTs in education and make recommendations for international cooperation

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[5] Other important recommendations were the creation of an observatory set up by UNESCO to research into ICT impact on education and the creation of an international network for teacher distant training.

[6] For instance Mr. Meskov, who was part of the Program Committee of the Congress, as Vice-Chairman of the Russian Federation State Committee for Higher Education. He was appointed in 1997 as Executive Secretary of the committee in charge of the creation of IITE according to UNESCO's procedures. Once IITE was created, he became the National Program Specialist.

[7] Austin (USA), St. Petersburg and Vladivostok (Russian Federation), Dakar (Senegal);

[8] Yalta, Novosibirsk, Moscow (Russian Federation); Harare (Zimbabwe); Twente (The Netherlands); Sofia (Bulgaria)

[9] Khvilon E.A., Patru M., 1997, UNESCO's Mission in the Promotion of International Cooperation, *T.H.E Journal*, January.

Exhibit 5 Declaration and Recommendations of the Second International UNESCO Congress on Education and Informatics

> i) the need to make available via the Internet and other suitable distribution channels high-quality case studies and research on the use of ICTs in teaching and learning for all populations (primary, secondary, higher education, adult education, vocational education and special education);
>
> ii) the setting up of pilot projects in order to test new teaching/learning philosophies using ICTs in education—such studies should not only investigate the delivery of the old curricula through ICTs, but also new curricula which the availability of ICTs has enabled;
>
> iii) the need to encourage international co-operation in creating and disseminating programmes that assist in the proficient use of distance education;
>
> iv) national and international agencies should support the dissemination, by appropriate means, of successful strategies and the best practices among teachers and trainers who use ICTs, teachers and their professional associations being encouraged to involve themselves in the process of change to revalidate their roles and to gain mastery of ICTs;
>
> v) Member States and UNESCO should consider supporting and facilitating the sharing of interactive television technology practices and output between countries;
>
> vi) Member States should be encouraged to develop regional and international co-operation aimed at pooling experiences in the use of ICTs, acquired in comparable environments, in order to avoid the repetition of mistakes and the waste of time and scarce financial resources.

The Second Congress reiterated the importance of UNESCO's catalytic role in the promotion of ICTs in Education. In order to fully achieve this catalyst role, it was recommended that a dedicated Institute should be created.[10] The Government of the Russian Federation, which hosted the organization of this Conference, proposed to partly co-fund this Institute and host it in Moscow.

2.2.2 The establishment of IITE and the adoption of the official framework

Following the proposals of the Second Congress, and in accordance with UNESCO's regular practices prior to launching a new initiative, UNESCO's Headquarters organized a mission to Moscow in December 1996 and set up a High-Level Group Consultation in Paris in June 1997 in order to provide recommendations on the creation of the Institute.[11]

As soon as February 1997, the IITE was established on an experimental basis in Moscow. The statutes not yet adopted, the Institute was operating under a first Agreement between the Government of the Russian Federation and UNESCO.[12] The IITE was officially established and the statutes of the Institute adopted a few months later by resolution 6 of the General Conference of UNESCO at its 29th session, held in November 1997.[13]

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[10] Decision 5.1, Paragraph 29 adopted at the 150th session of the Executive Board

[11] Recommendations of the High-Level Expert Group Meeting on the Establishment of a UNESCO Institute for Information Technologies in Education (IITE)

[12] Agreement between the Government of the Russian Federation and UNESCO concerning the UNESCO IITE, signed on February 10 1997.

[13] Resolution 1.10, Establishment of a UNESCO Institute for information Technologies in Education, adopted by the General Conference at its 29th session, Paris 1997.

A second – more detailed – Agreement between the Government of the Russian Federation and UNESCO was signed in July 1998.[14]

Once the procedure related to the Agreement was completed on the Russian side,[15] a Protocol to this Agreement was signed in Paris in December 2000.[16] This Protocol, which is the reference document for the Institute's operations, sets out the details of the partnership and the respective contributions of both funding partners.

2.3   IITE's mission

Following IITE's Statutes (Article II) adopted in 1997, the Institute contributes to the design and implementation of UNESCO programmes in regard to the application of ICTs in education.[17]

IITE's mission revolves around five main functions:

- To promote the collection, analysis, dissemination and exchange of information on the use of ICTs in education
- To provide at the request of Member States advisory services and promote studies in Member States on the application of ICTs in education
- To offer technical assistance based on research findings in the design of curricula and courses on the use of ICTs in education
- To organize pre- and in-service training, including open and distance education, for educational personnel on the use of ICTs in education, giving priority to developing countries and countries in transition;
- To foster the development of UNESCO regional programmes on the application of ICTs in education in all Member States and, particularly, in the countries of the Commonwealth of Independent States.

In its Medium-Term Strategy 2002-2007, the IITE links its strategy with the broader UNESCO Medium-Term Strategy 2002-2007. The Institute "strives to make its contribution to attaining all these aims as much as possible, within the context of the global tendencies and in compliance with its mission, IITE consolidates its efforts around the following strategic sub-objectives of the UNESCO Medium-Term Strategy 2002-2007." It aims therefore to identify new trends in educational development and promoting policy dialogue, and to harness information and communication technologies for education. To that end, IITE pursues, in its programme activities during 2002-2007, the following strategic objective: reinforcing national potential in ICT application for the development of education.[18]

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[14]   Agreement between the Government of the Russian Federation and UNESCO concerning the UNESCO IITE, signed on July 21 1998.

[15]   The Russian Ministry of Foreign Affairs informed UNESCO DG that the procedure was completed on September 1999.

[16]   Protocol to the Agreement between the Government of the Russian Federation and UNESCO concerning the UNESCO IITE of 21 July 1998, signed on December 28 2000.

[17]   Article II, Aims and Functions, Statutes of the UNESCO IITE, Annex to the Resolution 1.10.

[18]   IITE Medium-Term Strategy 2002-2007, Moscow, 2002.

3 Activities

As the activities of the Institute significantly expanded, it was decided in 2001 to better structure projects undertaken, according to *stages* and *program areas*. This chapter presents a detailed description of IITE's activities according to stages (namely research, training and dissemination; the Evaluators also provide a case study in order to gain a better understanding of the unfolding of these stages) and program areas. This chapter ends with an in-depth analysis of these activities.

3.1 The research, training and dissemination stages of IITE projects

The activities of the Institute are structured along three main elements corresponding to what in the strategy documents of the Institutes is seen as the three different stages of the process the IITE is responsible for i.e., *research*, *training* and *dissemination*.

3.1.1 Research stage

Research activities allow either in-depth investigations into a theme related to ICT use in education and/or the adaptation of this ICT use to the specific needs and context of a country or set of countries.

Each new project starts with a preliminary feasibility study during which IITE staff search for pre-existing research and experts contacts on a specific theme. This study is mainly carried out through literature and web surveys. The theme is generally chosen on the basis of IITE's staff knowledge of current trends and needs, as well as on the basis of UNESCO's General Conference recommendations as set out in the current C/5 Report.

Subsequently, the case for the theme(s) is made before the Governing Board at its annual meeting. If the theme, the activities, the selected team of renowned international experts as well as the planned budget are approved by the Governing Board, IITE starts corresponding research activities by organizing a meeting with the selected team of experts.

IITE staff, i.e. normally the Project Manager and his/her assistant in accordance with IITE Director, initiates the project, attracts and selects the international experts, provides broad directions for research activities to be carried-out by the team and finally coordinates the review of the results. IITE staff also organises expert meetings, research seminars and round tables that allow the team to present and discuss their contributions both within the team and also with other experts and stakeholders.

The usual composition of a research team is about five experts, two of them acting respectively as chief of the team, coordinating the research work, and as editor, looking through all the documents delivered by the team. In certain cases, an additional external expert is appointed to evaluate and comment on the quality of the deliverables of the research team. As revealed by the partner on-line survey, international experts seem to belong to the same community as IITE staff as they

mostly got acquainted with the Institute through personal contacts with IITE staff (Exhibit 45. Personal contacts are also the way they keep informed of IITE's activities, in addition to IITE's website consultation and IITE's Newsletter (Exhibit 46).

The main deliverable of research activities in one given project is a so-called *analytical survey* that gathers all the findings obtained by the team of experts (see Exhibit 6). Analytical surveys are expected to provide cutting-edge analyses of the theme and precise recommendations that provide sound foundations for further development and implementation of each project. Of course, since IITE's mission is not to carry out research for its own sake but as a foundation for a more efficient implementation of the ICTs in education through various ways and in diverse environments, activities are better defined as applied research. As a result, analytical surveys are also the occasion to provide benchmarking of the relevant themes in various countries[19].

Expert meetings and research seminars proceedings also produce reports that enable monitoring of progress and provide additional documents to be used in later stages of the project.

The Evaluators have found in their fieldwork that, without exception, all projects are prepared in the way described above.

Exhibit 6   Main analytical surveys published

Year	Analytical surveys
2000	• The experience of Internet; Experience of Internet Usage in Education • Distance Education for the Information Society: Policy, Professional Development and Pedagogy • ICTs in Education for People with Special Needs
2001	• Indicators of ICT Usage in Education. 'ICTs in Education: State-of-the-Art, Needs and Perspectives'
2002	• Current WWW Information Systems on Information Technologies in Education
2003	• The Use of ICTs in Technical and Vocational Education and Training • Digital Libraries in Education
2004	• Information and Communication Technologies in the Teaching and Learning of Foreign Languages: State-of-the-Art, Needs and Perspectives. • Information and Communication Technologies Usage in Higher Distance Education in Sub-Saharan Africa National and regional state-of-the-art and perspectives. • Ethical, Psychological and Societal Problems of the Application of ICTs in Education • ICTs in Teaching/Learning Foreign Language. • Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities (in Russian)
2005	• Digital Libraries in Education, Science and Culture • Distance Education for the Information Society • ICTs in TVET in SEE Countries

Sources: IITE annual workplans; IITE website

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19   For instance, the analytical survey "The use of ICTs in TVET", published in 2003, presents a global perspective on the use of ICTs in TVET in 28 Member States. The analytical survey is also providing 37 case studies on various relevant projects and institutions around the world, such as the Singapore Polytechnic Virtual Village and an experiment using video for training agricultural officers in Jamaica and Ghana.

3.1.2   Training stage

Depending on the results of research activities and the interest expressed by Member States, the next stage of a project consists of the preparation and implementation of training activities.

Similarly to research documents, training materials are developed by international experts commissioned by IITE. The Director of IITE is ultimately in charge of selecting trainers.

Training sessions are not necessarily taught by international experts, although the Institute favours their involvement during the first session when the content is tested and fine-tuned. The involvement of experts from the team is less convenient in CIS and Baltic countries where training cannot be provided in English because of language barriers. [20]

As training activities are based on the findings of former research activities in each project, training activities were especially developed since 2000 when several projects reached that stage. In December 2000, terms of reference for training modules were prepared for the Basic course on ICTs in Education and five specialised training courses. From January to June 2001, sets of teaching materials were prepared for the same courses.

Therefore, as of mid-2005, IITE's education programme consists of one basic course and five specialized training courses that are the results of the specific projects carried out.[21]

A recent trend in IITE's activities is the translation of courses from English to Russian for their effective implementation in CIS countries. In 2005, the following courses were published in Russian:
*   Multimedia in Education (in Russian)
*   ICTs in Distance Education (in Russian)
*   ICT Usage for Professional development in Education (in Russian)
*   ICTs for Secondary Education (in Russian)
*   Digital Libraries in Education (in Russian)

One specificity of IITE is its High level seminars such as the "Towards Policies for Integrating ICTs into Education" seminar. These seminars are dedicated to high-ranking decision- and policy-makers in educational systems of Member States. This is one of the main IITE tools to provide assistance in education policy formulation. Such seminars were provided:
*   in 2001 in Moscow, to 13 Member States (Armenia, Azerbaijan, Belarus, Czech Republic, Estonia, Kazakhstan, Kyrgyzstan, Lithuania, Republic of Moldova, Russian Federation, Tajikistan, Ukraine and Uzbekistan

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[20]   The evaluators were told that IITE has tried to perform training seminars in English in CIS countries with very disappointing results because of poor language abilities of the majority public stakeholders in these countries.

[21]   The five specialised training courses are ICTs in Primary Education, Internet in Education, ICTs in Special Needs Education, lCTs in Distance Education, Multimedia in Education.

- in 2002 in Nairobi Kenya, to African countries (Seminar for High-Level Experts on Policy Formulation and Practical Usage of ICTs for Higher Distance Education in Countries in Africa (HDECA))
- in 2003 in Bangkok, Thailand, to 10 Asia and Pacific countries (Afghanistan, Bangladesh, Cambodia, Indonesia, Mongolia, Pakistan, Philippines, South Korea, Thailand and Vietnam)

Exhibit 7 : The program of the High level seminar "Towards Policies for Integrating ICTs into Education"

This seminar is held during five days in two sessions, separated by a period of two months. The first session (three days) is devoted to sharing of experiences between the stakeholders originating from various countries. The current state of the art regarding the application of ICTs in Education in these countries, as well as perspective for future development, is discussed between participants and with international experts.

During the two months in-between the two sessions, participants are invited to carry out "homework" under the form of preparation of policy papers (e.g. national plans for action in the area). Participants benefit from on-line support by IITE staff and international experts during this period. On-line resources offered by IITE also provide opportunities for exchanges between participants.

Finally, the participants meet again for two more days in order to discuss more in-depth issues related to the implementation of their National plans and programs (from building scenarios, to leads for fund-raising and partnerships)

Programme schedule in provided in Appendix I

Selection of training sites
There exists no formalised overall procedure for the selection of the site at which training sessions are given. The choice of the host country for training activities can either be made through direct demands from Member States or on proposals from IITE's Director. In certain cases, the host country originates from the results of the former research stage. The wide network of partners within UNESCO Member States – especially that of Focal Points – would allow, according to the interviews, IITE to rely upon a sound exploration of Member States needs. Other relevant information about needs and opportunities in Member States are obtained through IITE's information system, such as the project on indicators that provide a diagnostic on the state of integration of ICTs in education in various UNESCO Member States. However, so far this project is still limited to CIS and Baltic Countries.

Once a Member State has expressed interest and committed to a specific training course, an important step in the project consists of the launching of a National Pilot Project. These projects allow the testing and validation of the course, as well as in the adaptation of the course to the specific needs of the concerned Member State.
In 2002-2001, as a result of the research activities carried-out during previous years, seven national pilot projects were launched. It is worth noticing that the seven Pilot Projects were prolonged at new stages in 2002-2003.

The seven Pilot Projects are:
- "Application of ICTs in Education for People with Special Needs" in Armenia

- "Distance Learning for Rural Schools" in Kazakhstan
- "Distance Learning in the Educational System" in Kyrgyzstan
- "Training and Re-training of Educational Personnel on ICT Application in Education" in the Republic of Moldova
- "Re-training of School Educators in the Application of ICTs in Education" in the Russian Federation
- "National Programme of ICT Application in Education" in Tajikistan
- "Application of Distance Teaching/Learning Methods in Education" in Ukraine

IITE also launched five sub-regional projects that allow the deployment of projects on a larger geographical scale:
- ICT Application in the Systems of Education of the Member States of the Commonwealth of Independent States for the CIS countries
- Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities for the CIS countries;
- Strengthening the Development of Distance Training Networks in Central Asia;
- ICTs for Higher Distance Education Usage in Sub-Saharan Africa

The "ICT application in TVET" provides an interesting example of IITE's initiatives to select countries for their training activities. Following the first analytical survey, a second analytical survey aimed specifically at Southern European countries was developed, providing state-of-the-art information on experiences of TVET in education in nine countries. In order to obtain these countries' better involvement in this project, national coordinators were appointed in each country. A preparatory meeting during which International experts presented the results was held in 2003 with the nine national coordinators. A questionnaire was distributed, asking the national coordinators to formally express their interest in hosting or participating in training activities on ICT in TVET as well as requesting their potential commitment to these activities. Only three of them expressed their agreement at the start. However, IITE was eventually able to obtain agreements from all nine national coordinators. Since then, training materials have been published and are now being translated in Russian for training seminars to be held in 2006 in area of TVET.

IITE is also equipped to provide training courses in its building in Moscow. The Evaluators have visited IITE's in-house training facilities:
- a conference/lecture hall for 60 persons equipped with multimedia devices, systems of audio amplification and for simultaneous interpretation.
- eight classrooms including
    – four classrooms for seminars and workshops with multimedia equipment;
    – one videoconference room
    – two computerised classrooms (PC and Mac)
    – a multimedia library

Selection of trainees
As IITE offers specific training services at different levels of member states' educational systems, trainees belong to various target groups:

- Policy decision makers (heads of educational systems)

- Stakeholders in training institutions (heads of training institutions, trainers of trainers)
- Teachers and other educational personnel

Detailed lists of trainees are usually provided by host countries' national authorities. In certain cases, IITE staff claimed the level or profile of the trainees was not appropriate for the course; this was the result of either insufficient efforts from national authorities to perform a relevant selection or, in other cases, lack of key people involved in the field in the country. It has not been possible verify these statements.

Implementation of training sessions
Contractually, the cost of operating training seminars is equally shared between host countries (most often the Ministry of Education) and IITE on a 50-50 basis. However, as claimed by IITE's staff, in practice, the proportion borne by IITE is often above 50% and can go up to 70%.

Specialised training courses are modular in order to adapt to specific national contexts and allow more flexibility in the training implementation calendar. For instance, the newly developed training courses on education for children with special needs consist of *four* modules, each of them being coordinated by a different expert in the field (the coherence of the whole course is under the responsibility of an overall course coordinator):
- Educational Technology
- Assistive Technology
- ICTs and SEN
- Communication at a Distance

Building on the first training session given in a country, an advanced course can be proposed for the following year if stakeholders are interested. It may also be the case that the same course is proposed to different stakeholders in the same country at a later date.

A training course is normally expected to be further valorised in the relevant countries under the responsibility or the initiative of the national authorities. IITE has not the mandate, nor the necessary staffing, to do so by itself.

3.1.3 Dissemination stage

This stage corresponds to the clearing-house activities of IITE. More than being a subsequent stage to training, dissemination activities are carried out *in parallel* to research and training activities. It consists of the diffusion of documents and information delivered through the research and training activities within and beyond the community of stakeholders in the relevant field of ICT in education.

The very first documents that were published by IITE were the first two volumes of the Proceedings of the Second International Congress on Education and Informatics held in Moscow in1996, which itself resulted in the recommendation of the creation of the Institute. Since then, the publication list of IITE consists of Analytical Surveys,

Position Papers, conference proceedings as well as training materials both in electronic and printed forms.

In 2003 for instance, IITE issued 22 publications, including

- The Russian version of Medium-Term Strategy of the UNESCO Institute for Information Technologies in Education for the years 2002-2007;
- Four analytical surveys;
- Three methodological and training materials;
- Seven other publications, including final reports and selected materials of the IITE expert meetings, as well as information materials and recommendations;
- 3 issues of the IITE Newsletter

To achieve wide and relevant diffusion of documents, IITE is relying upon its extensive network of contacts in the field, as well as upon UNESCO offices and partner organisations within Member States. All publications are available on the IITE website either free of charge or for prices from $10 to $50.[22]

IITE Newsletter is sent to about 350 recipients. These recipients are the IITE's focal points within partner institutions, relevant staff at UNESCO headquarters, field and cluster offices, UNESCO's Institutes, National Commissions for UNESCO, as well as professional organisations and associations involved in the area.

The improvement of the information system increasingly enables information flows to go both ways, from and to IITE. Dissemination activities become more interactive, and are no longer limited by the diffusion of information and knowledge stemming from IITE specialised activities but also feed IITE activities with new inputs collected through web based tools. The core stakeholder group of experts in this information and experience exchange process is the network of IITE Focal Points.

As shown by the results of the Partner on-line survey (cf. Exhibit 46), information on IITE's activities and achievements seem well-spread among the relevant community of stakeholders. They keep informed using various means and channels of information. The main ways to keep informed for IITE partners is through the consultation of IITE's website (48% of respondents quote this modality), personal contacts with IITE staff (46%), the IITE Newsletter (31%), as well the diffusion of IITE's publications (26%).

The ISITE IITE portal does not appear as essential for IITE's partners to keep informed about IITE's activities (cf. Exhibit 47). 63% of responding partners claim they visit this portal only from time to time. 14% of respondents declare they are not aware of this portal and 9% know ISITE exists but never use it.

3.1.4 A project case study: the project on "ICTs for people with special needs"

The project on "ICTs for people with special needs" was launched in 1999. The objective of this project is to reinforce national capacities in special needs education

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[22] Only one publication – in fact containing 6 modules and 1 CD) almost reaches $100 (Specialized Training Course on Multimedia in Education)

on the basis of application of ICTs specifically optimized to the specific disabilities of these people

Using various sources (IITE annual Work Plans, IITE web site), the Evaluators have reconstructed the various events of the development of this project, from the feasibility study in 1999 to the expected implementation of the specialised training courses within the IITE educational programme in 2005 or 2006.

Exhibit 8 : Chronology of the "ICTs for people with special needs" project

Year	Main activities related to the project	Training	Dissemination
1999	• Project launching, feasibility study		
2000	• Drafting of the analytical survey (Feb) • Expert meeting (Feb) • Finalising of the analytical survey (Nov) • Design of a sub-system of the lITE information system related to the Project (Dec)	• Preparation of terms of reference for training modules (Dec)	• Publication of the Final Report of the expert meeting (June) • Publication of the analytical survey (Nov)
2001		• Preparation of the sets of teaching materials • Workshop based on the training module in Vienna (July) • Seminar in Vienna (July)	• Virtual seminars, on-line sessions (May-Sept)
2002		• Expert meeting for recommendation on the training course (April) • Working meeting on Armenian national pilot project (May) • On-line seminar ICTs in Special Education (May) • Preparation of a specialized training course (Sept)	• Publication of the specialized training, course (Nov)
2003		• Workshop in Milan for finalisation and test of the course (April) • Workshop within the framework of the Armenian national pilot project (Sept) • Specialised training course (Aug)	
2004		• Development of the specialised training course (Dec)	
2005		• Development of the specialised training course (Feb) • Workshop in Armenia (sept)	

Source: reconstructed from various IITE sources (Workplans, website…)

The research stage lasted about one year, the analytical survey being published in November 2000. By December 2000, terms of references for the courses were being drafted by IITE staff. The year 2001 was devoted to the collection and elaboration of training material. The first stages in the design of the course were initiated in 2002

with international experts providing recommendations to IITE. In the same year, a further step was made with the launching of the National Pilot Project in Armenia in order to test and refine the content of the course and the support materials in real conditions (i.e. interactions with Armenian stakeholders).

In 2003, the project accelerated to completion with the addition of international experts:
- January: collecting modules from experts
- January-February: first editing of the course
- February: sending notes to authors
- March: editing of four modules by different group of authors
- April: holding of working meeting
- April: holding of workshop
- April-May: preparation of camera-ready copy of the training course

The course was still being refined in 2004 and 2005 through experts meetings and workshops in Armenia.

Expected results in the coming months are the publication of the Specialized Training Course "ICTs in Education for People with Special Needs" and, eventually, the official launching of the specialized training programme.

3.2   IITE's activities within and beyond programmes

3.2.1   IITE's programme areas

During its early years of operation, IITE activities revolved around three programme areas:
- Programme Area I, "Establishment of an Information and Communication Environment of IITE"
- Programme Area II, "Applied Research and Consulting in Application of ICTs in Education"
- Programme Area III, "Development of Educational Programmes and Courses in ICTs in Education"

Following the request of the Governing Board, these three areas were integrated into one major project entitled "Design of an information system on the state-of-the-art, needs and perspectives of ICTs in education."

Since the release of the IITE's Mid-term Strategy 2002-2007, activities are structured in four program areas plus "cross-cutting themes" (cf. Exhibit 9).

Exhibit 9 : IITE's Programme Areas

Program areas	Themes and projects
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.
Cross-cutting themes projects	Digital Libraries in Education, Science and Culture
	Higher education, open and distance learning knowledge base for decision makers
	Information and communication technologies for the development of education and the construction of a knowledge society

Source: IITE Mid-Term Strategy 2002-2007

3.2.2 IITE's continuous activities

In accordance with its mission, IITE assists Member States and responds to their specific requests for support in the field of ICT in education.

The channels of interaction used for these requests are diverse:
- The network of high level contacts of IITE's Director
- The network of Focal Points
- The implementation of pilot projects such as "ICT for rural schools"
- Personal contacts during international conference

Finally, in addition to various meetings and seminars that occur within the framework of projects, IITE also organizes or co-organizing conferences, especially in CIS countries and Eastern Europe. Since 1997, IITE has for instance co-organized the International Technology Institute "New Computer Technology in Education" as well as the "Information Technologies in Education" annual conferences. IITE also co-organizes one-off events such as the "Internet in Education, Economics and Art Congress" in January 2000 in Moscow. More frequently, IITE staff attend conferences in their fields of expertise, providing key-note speeches or presentations.[23]

It appears through the IITE Partner on-line survey that the conferences and workshops organized by IITE are very important in maintaining the position of IITE within the relevant community of stakeholders as it is quoted as the most frequent type of cooperation (cf. Exhibit 49).

A complete list of activities organized or otherwise supported by IITE is given in Appendix F.

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[23] The policy of the Institute is to finance the fees and travel costs related to the conference only for staff who contributes to the conference. Given budget limitations, mere attendance of IITE staff is not financed.

3.3 Analysis of IITE's activities

3.3.1 The enabling role of IITE

IITE provides Member States officials and professionals in the field of Education with:

- awareness on the role and potential added value of ICT usage in education
- a survey of needs and state of the art analysis regarding ICT in education in their respective countries
- necessary capabilities and competencies to fulfil these needs

Hence, according to its "national capacity building" mission as defined in its Mid-Term Strategy 2002-2007, IITE does not practically implement projects that aim at integrating ICTs in Member States' educational systems. IITE provides Member States with the necessary cognitive resources (principally knowledge and awareness) for these countries to set up such implementation projects. More precisely, the final objective of IITE is to get national authorities from Member States to build on IITE's material and courses to operate training activities by themselves, especially towards "lower level" trainees who are not part IITE's main target groups (especially teachers). The course "Tutor for distance education" is a good example of such a process: IITE's staff is no longer attending the training courses and some of the early beneficiaries have become certified instructors themselves.[24]

As was claimed several times during our interviews, the final stage of IITE's activities is to enable countries to become "autonomous" in providing training to their educational system personnel.

However, this ambitious aim calls for intensive and careful follow-up activities once the program of training activities has been completed in a given country. It will be argued below (see § 0) that such follow-up is problematic.

3.3.2 The catalyst role of IITE

IITE's strategic positioning is relevant with UNESCO's expected role in the field of ICT in education as it was stated during the Second International UNESCO Congress on Education and Informatics that led to the creation of IITE, i.e. to act as a catalyst for international cooperation in the field of ICT in education, providing incentives and opportunities for exchange of experience and knowledge. The Institute aims to "*disseminate among UNESCO Member states the available knowledge and best practices on ICT application in education as much as possible*".[25]

Building on UNESCO's reputation and legitimacy, IITE is able to attract world-class international experts to carry out research and, on the basis of the results, prepare training materials. Following the Partner on-line survey, these experts mainly cooperate with IITE because of the prestigious image of UNESCO (48% of respondents claim that it was their first or second most important motivation for

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[24] The certification process of national training instructors is achieved through their evaluation by IITE staff and also first group of beneficiaries.

[25] IITE, 2002, Medium-Term Strategy 2002-2007, Moscow.

cooperating with IITE), because of the relevance of the content of the project (44%) and because it allows them to work with high-level teams of international experts (35%). Only 12% mention the dissemination of former existing personal research and 4% mentioned the financial conditions of the cooperation as a motivation (Exhibit 55).

Exchange of experience not only occurs during the preparation of the courses but also and primarily occurs during training sessions that gather stakeholders from different Member States educational systems, allowing for discussions and exchanges. These seminars and workshops are supported by experts acting as facilitators and moderators. The Trainees Survey clearly shows the satisfaction of trainees regarding the various exchanges that took place during IITE training activities. 66% of trainees rate the quality of exchanges between themselves and their trainers as high. The quality of presentations by trainers is also very well appreciated (64% of respondents gave "high quality" ratings). More generally the level of competence of both external experts and IITE staff intervening during the training sessions are highly rated (both get 70% "high quality" response ratings from trainees, see Exhibit 76).

The high quality of exchanges with international experts is all the more important since it is the main expectation of trainees when participating to IITE's training activities. 58% of trainees claim it was a high expectation, and 43% consider this expectation was highly satisfied (in other words, and as one might hope, the training appears to deliver most in areas in which it is expected to by the trainees). (cf. Exhibit 75).

Finally, clearing-house activities are by nature dedicated to international exchange.

To successfully carry out this enabling role, IITE needs strong coordination abilities. As it was claimed by an IITE chief of Unit during an interview, "*IITE is not a training Institute nor a research Institute, it is an organisational Institute*". The skills of the Institute in this respect are also well acknowledged by trainees: 62% of respondents consider the quality of the practical organisation of the sessions as high. However, trainees were less satisfied by the level of information sent to them ahead of the training sessions (cf. Exhibit 76).

3.3.3 The multiplier effect of IITE training activities

The field of training on ICT in education is already occupied by diverse institutions providing services to teachers and trainers. The uniqueness of IITE's activities in the field is in its *level of intervention*, which focuses on high-ranking policy-makers, heads of educational and training institutions, and trainers of trainers. The Governing Board emphasised during its first session that "*the governments, in particular, the Ministries of Education, are the first target group of the Institute's activities*".[26]

Besides its acknowledged competencies in the field, IITE has crucial assets in performing training and advising policy makers at this high level:

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[26] First Session of The Governing Board, Moscow, Moscow, 20-21 July 1998. The Governing Board reiterated this statement in its report for the 30th General Conference: "*the Institute should give advice to policy bodies as a first target group of the IITE activities*" (Report by the GB on the activities of IITE (1998-1999) 30C/REP/6.).

- The recognition of UNESCO as one of the most prestigious UN organisations
- The legitimacy and wide network of acquaintances of IITE's Director, built on his former positions in the Government of the Russian Federation since the early 1990s.[27] This network is especially developed in CIS countries with which the Government of the Russian Federation has strong historical links.

These assets allow IITE to directly contact high-level decision makers, up to the level of Ministers of Education in several cases.

This is all the more relevant since in many countries lack of political awareness remains one of the main barriers to the introduction of ICTs in classrooms and, more generally, the modernisation of educations tools and practices. This is confirmed by the results of the Partners and, to a lower extent, Trainees surveys. Although the main barriers relate to financial and material constraints, lack of awareness comes in third position (45% of partners and 25% of trainees consider the lack of awareness as the main barrier to ICT use as an educational tool, see Exhibit 60 and Exhibit 73). Let's also emphasise that the solving of financial and material problems depends to a greater extent , especially in developing and transition countries, on strong and determined political initiatives and, as a result, on political awareness.

The survey confirms that IITE is successful in that regard: 44% of partners and 45% of trainees claim that the main achievement of their cooperation with IITE is an increased awareness of who the key public decision makers are regarding the use of ICT in education (cf. Exhibit 56).[28]

More generally, the approach that consists in focusing on "upstream stakeholders" allows a higher multiplier effect, as it would not be possible or relevant for IITE to provide training to all teachers and trainers in various Member States. To that extent, IITE is providing "a will to train" and "competencies to train," instead of just training.

However, confirmation of this positioning can also be perceived in the rather low appreciation of more practical achievements. IITE's activities according to the surveys, contribute more to the development of awareness, broad understanding, discussions with experts than to the implementation of projects that could directly support better and increase the use of ICT in education. For instance, few Partners consider that their cooperation with IITE has initiated the practical usage or has accelerated the path of usage of ICTs in education (only 19% and 21% respectively, Exhibit 56). Among trainees, these two modalities are also the less frequently mentioned as a main achievement of the training activities of IITE (Exhibit 78).

3.3.4 The usefulness of research as a stepping stone for training

As described earlier, the activities of the Institute are governed by a progressive

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[27] After several positions at the Moscow State Technical University N.A.Bauman (as a Professor in Space Technologies and also in the administration of the University as Vice-Rector), V.A. Kinelev entered the Government as First Deputy of the Minister of Science, Higher Education and Technologies in 1990, then Vice-Chairman of the Russian Government and Chairman of the State Committee of the Russian Federation on Higher Education in 1993 and finally Minister of General and Professional Education of the Russian Federation from 1996 to 1998 when he became Director of IITE.

[28] On the other hand, this specific positioning explains that intervention toward teachers and other educational personnel is barely considered as one of the main achievement of IITE by partners (Exhibit 56).

strategy with two successive stages of research and training.

The Governing Board, during its third session held in 2000 "recommended to continue the methodological and research activities as a solid basis for training." Members also emphasised that "*the twinning of international expert meetings and research seminars with short-term training courses (workshops), as well as the preparation of the IITE modular Educational Programme should be continued.*"[29] The Director of the Institute himself before the Governing Board Members during the Fifth Session confirmed that "*research on the ICT application in education is a core Institute's activity and lays down the foundation for further project development, namely elaboration of training and methodological materials, carrying out training activities, processing as a central element of the clearing house, assisting the UNESCO Member States in policy formulation, implementing national pilot projects and supplying them with information in the field.*"[30]

Also IITE staff have the opinion that remaining active in research is a prerequisite for developing training material that keeps an eye on the future. Following the interviews with IITE staff members having great experience in both areas, research in ICT in education proves essential for the following reasons:

- updating training courses in a context of rapid evolution of ICT state of the art and their application to education. Research is an ideal way to keep informed on the latest developments. Experience suggests that carrying out research at arms' length (publication review, web survey, conference attending) is hardly sufficient to benefit from research spillovers. As claimed by a Chief of Unit, "*if we stop research activities, we will be pushed out of the field*"
- adapting training courses to the specific needs of Member States. The Institute is currently decreasing its development capacity in favour of effective delivery of training courses.
- maintaining collaborative contacts with world-class experts who might be less interested in working with what they could consider as a "training Institute". A Chief of Unit manager of IITE stressed that it was much easier to get international experts to contribute to analytical surveys than to engage in training sessions (including edition of material for supporting training courses).
- providing incentives for high-ranking officials to attend IITE training courses. These officials appear, according to IITE staff, very interested in interacting with renowned international experts in the field. These experts normally come from academia and are both experienced researchers and trainers in their area.
- accessing new extra-budgetary resources and developing leads for new projects.

IITE has to initiate strategic thinking in close collaboration with Headquarters regarding its position in the area of ICT application in education. Following the evaluation, it is clear that IITE's specific competencies are:

- Intervention at decision-making level, including the highest ranking officials in several Member States Ministries of Education
- Providing world class research-based training courses

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[29] Third Session of The Governing Board, Moscow, 3 – 4 November 2000

[30] Fifth Session of The Governing Board, Moscow, Moscow, 27 – 28 June 2003

3.3.5 From a research institute to a training institute?

As the analyses of activities as well as the evolution of the allocation of financing clearly show, IITE is increasingly favouring training activities over research activities. This trend is one of the major elements of the Institute strategy as it appears through interviews with the Director of IITE and its middle-management staff. According to the former, "*the stage of development of the Institute coincides with the stage of development of its projects*". Since most initial projects have now reached the "*routine*" training phase, IITE as a whole has come closer to being regarded as a training institute.

Training activities have started in 2000 and have since then significantly grown. As claimed by a Chief of Unit, "*the priority is now to stabilise the structure of training courses and make sure that the research activities carried-out in previous years are adequately valorised into training.*"

However, the balance between research and training activities is a major concern within the Institute. The evolution of this balance to the detriment of research activities was described as the "*core problem*" of the Institute by several project managers – especially those who were part of the original team of researchers of IITE. This evolution is said to be at the origin of growing conflicts that have opposed them for the three last years to the top management of the Institute. One staff for instance regretted that the focus on training activities to the detriment of research activities "*has affected very negatively the international reputation of the Institute*".

These conflicts have led several project managers to leave the Institute, even though initially they had greatly contributed to IITE's activities during the first years of operation. As observed by evaluators during interviews, the Institute is also experiencing such difference in views among several of the remaining "initial" Project managers and top management.

3.3.6 Geographical focus of IITE's activities

There is evidence that the Institute is increasingly focusing its activities on CIS and Baltic countries, as well as on Central/South Eastern Europe countries. Evidence comes especially from an analysis of the distribution of Pilot Projects as well as sub-regional projects. Although High-Level seminars for decision- and policy-makers were also held in Asia and Africa (now discontinued), they are prefentially held in the CIS and Baltic region, as well as in Central/South Eastern Europe countries.[31]

This focus is also reflected in the evolution of the composition of the Governing Board. In the first composition of the Board only three Members originated from CIS countries (Ukraine, Kazakhstan, Russian Federation). As of 2005, the Board includes Members of these three CIS countries, as well as two Members from Baltic countries (Lithuania, Belarus) and one Member from Central Europe (Bulgaria).

As regards support to Member States, CIS countries also receive a specific treatment, building upon the IITE's institutional links. IITE has the status of an observer of the

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[31] Armenia, Azerbaijan, Belarus, Czech Republic, Estonia, Kazakhstan, Kyrgyzstan, Lithuania, Republic of Moldova, Russian Federation, Tajikistan, Ukraine and Uzbekistan. Within the project funded by the JFIT, High-Level Seminars have been held or are being planned in 10 South Eastern Europe countries.

Council for Cooperation in Education of the Countries of the CIS countries since 2000. Moreover, IITE's Director attends annual sessions of the Conference of Ministers of Education the CIS Member States.

As claimed earlier this is due to the Director's privileged connections with public authorities in these countries. However, in addition to this "natural tendency" toward traditional partners of the Russian Federation, the Director also confirmed that it is a deliberate strategy:

- in a context of limited resources for programme implementation, IITE has to set priorities regarding the nature as well as the scope of its activities.
- "*UNESCO has to think globally, act locally.*" Therefore, while the strategy is international, it is important to focus on specific Member States for which each institutions has specific advantage for matter of effectiveness.

Although the Evaluators agree with the above general statements, it is hard to assess the relevance of this geographical focus within the overall UNESCO's strategy. UNESCO's official documents, such as the "Proposals for an Overall Strategy for UNESCO Institutes and Centres and Their Governing Bodies", the C/5 Reports and the Decentralization Reform-related documents remain unclear to that regard, stressing both the international – while regionally-focused role of IITE.

Originally, IITE is supposed to focus its activities on the implementation of ICTs in education in developing countries and countries in transition. As claimed by the Governing Board Members, "*reducing the gap between the developed and developing countries is seen as one of the main priorities of the Institute.*"[32] Similarly, during the Second Session held in 1999, the Representative of the Director-General of UNESCO, Mr. H.-W. Rissom, Director of the Bureau for Programme Coordination in the Education Sector outlined the particular mission of IITE "*as an international institution having both a global and regional dimension of the activities assigned to it in the field of the application of information and communication technologies (ICTs) in education.*"[33]

As a result, even though it acknowledged the role of the IITE in the region, the Governing Board Members drew the attention of UNESCO Headquarters and IITE to the fact that the Institute should not neglect contacts and co-operation with other UNESCO Member States.[34] Also, during the sixth session of the Governing Board, M. Haddad on behalf of the Director-General of UNESCO, noted that IITE's potential "*should be used not only at the sub-regional level but for all UNESCO Member States worldwide.*"

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[32] Decisions and Recommendations of the First Session of the IITE Governing Board, 20-21 July 1998.

[33] Second Session of The Governing Board, Moscow, Moscow, 8-9 July 1999

[34] Third Session of The Governing Board, Moscow, 3 – 4 November 2000

4 Governance

This chapter details the modes of governance of IITE's internal and external operations. It presents the rules and structures that govern IITE personnel, internal organisation, the governing Board, relationships with other stakeholders as well as procedures for contracting, controlling and evaluating. This chapter ends with an in-depth analysis of these modes of governance.

4.1 IITE personnel

4.1.1 Staff composition

IITE has three UNESCO staff: the Director (D1), the Administrative Officer (NOC) and the National Project Officer (NOD). They therefore work according to the UNESCO standardised regulations and procedures. The majority of personnel working at IITE are however *non-UNESCO* staff (hereafter named "local staff"), consisting of Specialist Staff and Technical Staff. All staff members, including UNESCO staff, are Russian and in fact, since the Institution was set up there have been no non-Russian staff members.

Local staff consist of detached personnel from the Government of the Russian Federation. This label is however slightly misleading as several IITE personnel were not public servants before being hired to work at the IITE. This is especially true of those hired more recently. Officially all local staff were given an official status of "education personnel" from the Ministry of Foreign Affairs. This status has been used since the Institute began, when it was operating without official rules on the Russian side (from 1998 to 2000). This is purely an administrative arrangement and in real terms the only interaction with the Ministry of Foreign Affairs[35] is payment of salaries. Therefore, local staff can be considered as IITE personnel.

The quantity and quality of staff detached from the Government of the Russian Federation to the IITE was set in the Protocol to the Agreement of July 21st 1998 signed in December 2000.

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[35] Several newly recruited staff were not able to specify who was paying them…

Exhibit 10   Number and functions of IITE local staff as set in the Protocol to the Agreement of July 21st

Specialists	20
Senior specialists	6
Leading specialists	4
Specialists (1st category)	5
Specialists (2nd category)	3
Leading engineer	2
Technical personnel	**24**
Economy manager	1
Cashier	1
Commandant	1
Secretary	2
Expediter	1
Cleaner	9
Yard-man	3
Driver	1
Cloakroom attendant	2
Worker	2
Plumber	1
Total	**44**

Source: annex to the Protocol to the Agreement of July 21st

4.1.2 IITE staff evolution

The number of IITE UNESCO and local staff grew slowly at the outset, allegedly due to financial and administrative problems.[36] This caused the Governing Board to note in 1999, "..*with some concern, that in several areas the basis for some urgent decisions was still missing. In particular [the Governing Board stressed] the need to now recruit the envisaged international and local staff without delay.*"[37]

Exhibit 11   Evolution of IITE staff by staff category

	1998-1999 (29)	2000-2001 (30)	2002-2003 (31)	2004-2005 (32)
Specialist Staff	5	18	20	20
Technical Staff	13	12	21	21
UNESCO Staff	1	2	3	3
Total	19	32	44	44

The Director was officially appointed in May 1998 and the NOC in September 1999. The third UNESCO staff member was appointed in 2002. Various temporary solutions (short term renewable contracts, detachment of personnel from UNESCO's Headquarters) were used to support the management of the Institute during its start up phase.

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[36] For instance, although the bank account of IITE was opened at ABN AMRO Bank in Moscow in October 1998 and in spite of repeated requests from UNESCO's HQ and IITE Director to the bank, the Institute was still unable to use this account until 2001. This has significantly hindered the Institute's activities, including its ability to secure extra-budgetary funds.

[37] Report by the GB on the activities of UNESCO IITE (1998-1999), 30C/REP/6, August 17, 1999.

Exhibit 12   Comparison of the numbers of UNESCO posts by Institutes

	2000-2001 (30 C/5)	2002-2003 (31 C/5)	2004-2005 (32 C/5)
IBE	18	19	19
IIEP	39	38	34
UIE	5	5	5
IITE	3	3	3
IELSAC	13	13	13
IICBA	1	1	10
UIS	30	30	30

Sources: 30 C/5; 31 C/5; 32 C/5

Exhibit 12 is a comparison of the number of UNESCO posts by Institute and shows significant variation. IITE, with only three posts, is the UNESCO Institute with the fewest UNESCO staff. IIEP at one point has 39 UNESCO staff members, although this has now decreased to 34.

4.1.3   Salaries of staff

The salaries of IITE's Specialist Staff vary from $450 to $650 per month. This salary has two major components:

- The basic wage as a detached personnel of the Ministry of Foreign Affairs. This amounts to $150 per month
- The so-called "top-up" from the Institute that is added to the basic wage. This top-up depends on the annual evaluation of each staff member. It ranges from $300 to 500 per month

IITE's UNESCO staff salaries are based on UNESCO's grid and correspond to standard levels in international organisations.

4.1.4   Staff recruitment

In accordance with IITE's Statutes, the Director of the Institute is appointed by the DG of UNESCO and the Executive Board. The Governing Board submits a list of three candidates, from which the DG of UNESCO nominates the Director. This procedure has not yet been implemented as the current Director has been in place since the Institute's creation. Moreover, the Director was appointed before the Governing Board was formally established.

Other UNESCO staff are recruited by the IITE proposing candidates to the DG of UNESCO. In interviews with relevant staff, the appointment of UNESCO staff was described as "*a long and complex procedure.*"

The Director has authority over the appointment of all local staff. The Specialist staff, which form part of the local staff, met with the evaluators during the on-site mission. They reported that they had interviews with the Director prior to being recruited. Although the Director has jurisdiction over all recruitment, some contacts came through other members of staff working with potential candidates on IITE projects or other activities.

The Governing Board Members are consulted on the nomination of the UNESCO International Staff members and on the post descriptions of the Specialist Staff. This is in accordance with the decision-making protocols decided during the first session of the Governing Board held in July 1998.[38]

IITE is organized according to a matrix structure with *Units* hosting different projects on the vertical axis and activities related to publication and web – which apply to all projects – on the horizontal axis.

As a result of progressive evolution in the balance of IITE's activities between research and training activities, the Institute changed its vertical structure in 2004, to the following:

• The unit "Research and product development" was removed. This unit was in charge of the coordination of all research activities.
• A unit "Research and training" was created, gathering the former "Research and product development" unit and the "Training" unit.

Exhibit 13   Organisation of IITE as of 2005

OFFICE OF THE DIRECTOR
Director : Vladimir Kinelev
Research Assistant: Valery Meskov
Assistant: Irrina Smirnova
Secretary: Daria Ermolaev

INFORMATION AND COMMUNICATION	TRAINING AND RESEARCH	ADMINISTRATION AND FINANCE
Chief of Unit: Azat Khannanov	**Chief of Unit: Boris Kotsik**	**Administrative Officer: Yury Kuzmin**
Information and Communication Staff: Lev Gordon Oleg Rynskov Natalya Severova Yury Zaparovanny *Web Studio*: Sergey Plugotarenko Mark Tverdynin *CD Studio*: Alexander Voronin	*Training and Research Staff*: Vladimir Moroz Ekaterina Pshenichnaya Tatyana Shavrova Katerina Sytenko Natalya Tokareva *Publishing House Staff*: Galina Boronina Tatyana Loginova Galina Zinchenko	*Administrative Assistant*: Yury Ryzhov *Finance Staff*: Elena Panfilova Andrey Sedakov *Documentation Centre*: Larissa Kuzmina

Source: IITE

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[38]   First Session of The Governing Board, Moscow, Moscow, 20-21 July 1998

4.3 Procedures

4.3.1 Contracts with external experts

IITE favours the establishment of long-term contracts with international experts in order to maximise effectiveness and reduce transaction costs. This is confirmed by the IITE Partner on-line survey where 56% of respondents strongly (22%) or somewhat (34%) agree with the above statement (cf. Exhibit 48).

The costs of experts are governed by UNESCO procedures and grid. Because of financial restrictions, IITE is not able to pay the maximum allowable (P5 level payment) to the world-class experts they employ . This is implicitly confirmed by the experts (see survey) who rank financial considerations as being the least important reason to cooperate with IITE (Exhibit 54).

4.3.2 Quality control procedures

Project managers are in charge of coordinating quality control procedures. As regards research activities, quality control relies upon mutual control of international experts within the team or, for larger projects, upon an independent reviewer not belonging to the original expert team and commissioned by IITE specifically for this task. [39]

Moreover, it appears through interviews that the limited size of the Institute allows strong involvement of the Director in the control of implementation and results of the Institute's activities.

4.3.3 Evaluation procedures

- External evaluation

This is the first full external evaluation of the IITE. However, IITE's activities were partially reviewed through the evaluation of one of UNESCO's cross-cutting theme projects to which IITE contributed.[40]

- Internal evaluation

The interviews and documents reviewed show that IITE's top management's self-appraisal criteria refer mostly to *quantitative output indicators* i.e. number of training seminars, workshops, conferences, number of trainees, etc. For more qualitative evaluation, the Institute only seems to consider the immediate satisfaction of trainees during or just after training seminars as testified through questionnaires administered during or just after training sessions.

Another indicator of quality, which could be used, is the number of countries asking for follow-on training activities. It appears that there are a number of repeat request, either for advanced training or to give the same course to other groups of trainees.

Since the 32nd General Conference of UNESCO, clear objectives as well as a set of performance indicators are provided for each Institute in the corresponding C/5

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[39] See § 3.1.1 for a description of the Research Phase.

[40] Kaye A., 2004, Higher education open and distance learning knowledge base for decision makers, biannual review June, IIEP, UNESCO.

Report (cf. Exhibit 14 and Exhibit 15). This set is a mixture of quantitative activity-oriented indicators (e.g. number of key education personnel trained) and, to a much lower extent, qualitative result-oriented indicators (e.g. national education policies with ICT components).

Exhibit 14   Objectives and performance indicators proposed in 32 C/5 Programme and budget (2004-2005)

Objectives	Performance indicators
Educational policy formulation and strategies for the application of ICTs improved	• number of Member States where UNESCO is an active partner for the elaboration of national policies; • position papers, guides and recommendations prepared and disseminated.
Capacities for ICT usage in education increased	• number of key education personnel trained (disaggregated per country); • training materials prepared and disseminated • new techniques for using ICTs in support of learning to live together prepared and applied; • number of countries where curricula and teaching/learning methods are renewed
Access to information on ICT usage in education enlarged. Performance indicators	• IITE's Educational Portal developed and used (number of hits); • networking of national focal points and ICT specialists and institutions strengthened; • results on key issues, training and information materials published and disseminated

Source: 33 C/5 Report

Exhibit 15   Objectives and performance indicators proposed in 33 C/5 Programme and Budget (2006-2007)

Objectives	Performance indicators
National educational policies linked with strategies for ICT applications formulated	• national education policies with ICT components; • position papers and guidance material
National capacities for ICT usage in education increased	• key educational personnel trained; • training materials; • ICT-based teaching/learning methods in national curricula
Access to information on ICT usage in education enlarged	• consultation of IITE web-portal; • networking of national focal point, ICT specialists and institution; • on-line research workshops and training activities; • training materials and databases

Source: 33 C/5 Programme and Budget

4.4   Governing board

In accordance with Article III (1) of the Statutes of IITE, the Governing Board consists of 11 members "*appointed by the Director-General of UNESCO on a*

geographical distribution basis that is as equitable and as wide as possible."
Governing Board members are elected for four years (maximum of two terms) and
meet once a year at IITE's premises.[41]

The Governing Board plays an essential role in the strategic decision making of the
Institute:
- Together with IITE's Director, it reviews the activities and progress of IITE since
  the previous meeting with regards to its official mission. As a result of this
  review, the Governing Board adopts an annual report on activities of the Institute
  that is sent to DG of UNESCO.
- It also sets broad priorities and participates to the delimitation of IITE's activities
  of the Institute for the coming years. During the first session for instance, the
  Board recommended that IITE focus on the development of textbooks for its
  future training activities, "*while the production of multimedia courses be left as
  much as possible to the commercial sector*".[42] Beyond these broad priorities, the
  minutes of their annual meeting reveal that the Governing Board also participates
  in decisions regarding their effective implementation.
- It approves the budget for the current year. The Governing Board has been
  instrumental in UNESCO raising the level of its financial contribution to IITE's
  budget. This attempt to increase the level of awareness within the UNESCO
  Headquarters regarding the financial situation of IITE is carried out through
  official reports but also through direct contact with UNESCO's top managers.
- It approves projects that are proposed by IITE in its Draft programme for the next
  year. During the first years of IITE, the Governing Board was instrumental in
  reviewing projects proposed by the IITE on the basis of the results of feasibility
  studies.
- The Governing Board contributes to the identification and selection of
  international experts to be contacted for cooperation in the different projects.
- Following UNESCO's procedures that apply to all Institutes, the Governing
  Board represents IITE at the General Conference.
- Finally, the Governing Board also contributes to the nomination of the Director of
  the Institute.

An Executive Committee consisting of three persons (the Chairperson and the Vice-
Chairperson of the Governing Board, elected by the Governing Board, and a third
member, also appointed by the Governing Board) meets once a year. The role of this
Committee is primarily to assess the progress accomplished in the implementation of
the decisions adopted by the Governing Board and, if needed, to provide
recommendations for reorientations of activities. The Executive Committee also
approves the minutes of the previous meeting of the Governing Board.

A dedicated on-line seminar has been set up since 2004 in order to assist the
Governing Board members in their tasks and increase interactions between them, as
well as between Governing Board members and IITE staff. According to the IITE
staff in charge of operating the on-line seminar, the Governing Board members are
yet to avail themselves of this opportunity.

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[41]   It is to be mentioned that GB members are not paid other than travel expenses and subsistence.

[42]   First Session of The Governing Board, Moscow, 20-21 July 1998

4.5.1   UNESCO Headquarters

On various occasions (Governing Board sessions, General Conference) the Governing Board members have recommended that "UNESCO should use IITE more actively and harness its potential for the benefit of UNESCO Member States".[43]

The relationship with the UNESCO Headquarters is limited. The following elements can be highlighted:
- There is regular reporting to Headquarters on IITE's activities. Moreover, all documents (analytical surveys, training materials) produced by the IITE are submitted to Headquarters' Education Section. The ADG for Education is sometimes asked to write introductions to the documents
- Formal contribution to the preparation of C/5
- On special occasions there are Information requests on specific Member States the DG of UNESCO is officially visiting.

The persons in contact with IITE at Headquarters include the ADG for Education, IITE's Focal Point and the person in charge of coordination with Institutes at the Executive Office of the ADG for Education. Persons in charge of the cross-cutting theme projects in which IITE is involved are also in contact with the corresponding project managers at IITE.[44]

Interviews at both Headquarters and at IITE show that any form of direct contact between the Director of IITE and the person responsible for IITE at UNESCO Headquarters has ceased. This issue will be discussed below.

4.5.2   Local and regional institutes and initiatives

As recommended by the Governing Board, during its early years IITE focused on building links and formal partnerships with various organisations involved in the field of ICT in education. As a result in 1998-1999, IITE initiated
- A Memorandum on Cooperation with the Open University of Israel and the Moscow State Open Pedagogical University (November 1998)
- An Agreement on partnership with the Institute of Applied System Analysis of the Ministry of Education of the Ukraine and the National Academy of Science of the Ukraine (April 1999)
- An Agreement with the Bocconi University (Italy) on cooperation in implementation of the DELFI project in the framework of the EU TACIS programme (June 1999)
- Cooperation with the Moscow State Pedagogical University, University of Twente (the Netherlands), and the Royal Danish School of Educational Studies within the frame of the TEMPUS compact project "On-line Expertise Centre for Teacher Education"

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[43] Fifth Session of The Governing Board, Moscow, Moscow, 27 – 28 June 2003.

[44] Currently, IITE is involved in two Cross-cutting theme projects ("Digital Libraries in Education, Science and Culture" and "Higher Education Open and Distance Learning Knowledge Base"). These two projects are under the supervision of UNESCO's Communication and Information Sector at Headquarters and of the Information and Communication Unit at IITE.

It also established partnership contacts with various universities and organisations in different countries,

- Association for Advancement of Information Technology (AAIT, Bangladesh),
- Indira Gandhi National Open University (India)
- Bocconi University (Italy)
- Open University of the United Republic of Tanzania (United Republic of Tanzania)

It was also decided to initiate the creation of a network of Focal Points in each Member State in order to maintain close links with IITE. For that purpose, during the first session of the Governing Board, members adopted a decision to ask the DG of UNESCO to send requests to all Member States to appoint a national Focal Point for the Institute.[45]

The role of Focal Points is:[46]

- to collect and disseminate information on the implementation of lCTs in education
- to monitor the situation and general trends in the development of lCTs in education
- to serve as a "bridge" between lITE and national institutions acting in the field of education, especially those acting in favour of embedding ICTs in education

More specifically, in the Fifth Session of Governing Board, the Director of IITE, identified the following functions:[47]

- strengthen the national capacities in ICT applications in education
- exchange information
- undertake joint research and project activities
- identify the needs and requests of Member States
- provide feedback

Exhibit 16   Evolution of the number of Focal Points

Year	1999	2000	2001	2002	2003	2004	2005
Nb	-	-	28	34	35	36	40

Source: Minutes from Governing Board sessions

This network of institutions involved in ICTs in education in different Member States is essential for IITE, both for rooting its activities in specific countries' needs as well for the effective valorisation of its services and products. In addition to privileged access to the Institute's production and information, meetings are organized to address specific constraints and needs associated with the application of ICTs in education in these countries. These meetings also provide an occasion to check out the Member States' interest of IITE's new projects and services (especially training courses and materials). For instance in 2001, five meetings with representatives of the IITE national focal points in Belarus, the Czech Republic, the Russian Federation,

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[45] Report by the GB on the activities of UNESCO IITE (1998-1999), 30C/REP/6, August 17, 1999.

[46] IITE, Building up National Focal Points' On-line Community, Moscow 2003

[47] Fifth Session of The Governing Board, Moscow, Moscow, 27 – 28 June 2003

Ukraine and Tanzania took place. In 2002-2003, eight such working meetings took place in Kazakhstan, Kenya, Russia, Tanzania, and Ukraine.

Further relations exist in the following form:
- a Memorandum of Agreement with the International Federation for Information Processing (IFIP). IFIP has developed an elementary ICT curriculum for teacher training
- limited relation with the Russian Academy of Pedagogy
- cooperation with the Islamic Education Scientific and Cultural organization (ISESCO) which translates certain documents produced by IITE in French and Arabic starting with the translation of two IITE specialized training courses "Multimedia in Education" and "ICTs in Distance Education"

4.5.3 Relations with other UNESCO Institutes, with Field offices & clusters

Several times, during Governing Board sessions, it was recommended that IITE's activities be "*gradually linked with the mainstream of programme activities carried out by [the other UNESCO] Institutes (e. g. adult education, technical and vocational education).*" This should allow more coherence and effectiveness as the Institute would then operate within a network of UNESCO Institutes.[48]

Two analytical surveys on ICT application in TVETs were authored by Cris Chinien, Director of UNEVOC-Canada.[49] This acknowledged expert also contributed to the collection and elaboration of material for training sessions. Other evidence of close cooperation with the other UNESCO Institutes or affiliated institutions is however missing. It is worthwhile noting that a significant number of IITE Partners have a high or average knowledge of the other UNESCO Institutes. This is especially true for IIEP (25% of respondents claim they have a high knowledge of the activities performed by this institute), UIS (20%), IBE (18%), UNEVOC (17%) (cf. Exhibit 58). These contacts between "IITE partners" and other UNESCO Institutes also take the form of practical cooperation, in particular with IBE (31% of respondents claim they have collaborated with this institute) and IIEP (26%) (cf. Exhibit 59). However, it is not clear whether these partners in contact with IITE and other UNESCO Institutes act as a "bridge" between these institutions. Most of these cooperative relationships remain isolated from each other.

IITE and the UNESCO Moscow Office maintain links, especially relating to the contents of the programme. Although communication and exchange of information between the two bodies has been hampered by slow reactivity on the side of IITE. However, according the Moscow Office, the linkages have improved.

There is also close cooperation with UNESCO Asia and Pacific Regional Bureau for Education. A working meeting was organized in January 2003 on the development of joint activities of IITE and UNESCO Asia and Pacific Regional Bureau for Education for assistance to UNESCO. This involved Member States from Asia and the Pacific in ICT applications in education together with B. Cornu, vice-chair of the Governing

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[48] Fifth Session of The Governing Board, Moscow, Moscow, 27 – 28 June 2003.

[49] UNEVOC-Canada is the UNEVOC Centre for Canada, located at the University of Manitoba. The UNEVOC Network consists of more than 220 UNEVOC Centres across more than 150 UNESCO Member States.

Board and internationally renowned expert in the area of ICT in education. Subsequently a high-level seminar was held with 20 decision makers in Bangkok facilitated by B. Cornu (February 2003).

In certain cases UNESCO's National commissions have supported IITE activities when events (meeting, seminar) are held in their country. There is no evidence of other effective involvement of these commissions in IITE's activities.

4.6 Analysis of the modes of governance of IITE

4.6.1 No useful contacts between IITE and Headquarters

As indicated (cf § 4.5.1), whatever the reasons are, it is clear that today any form of direct contact between the Director of IITE and the Focal Point for IITE at UNESCO Headquarters has ceased. This has led to a non-productive or even counter-productive relationship between Headquarters and the Institute.

This situation has resulted in:
- Lack of information: the Focal Point at Headquarters has no direct relationships with the Director of the Institute information about the Institute. Therefore Headquarters rely primarily on the Institute official reports and the web site. In our view this is hardly sufficient to gain a sound understanding of what the Institute is doing and, especially, the rationale underlying their activities.
- Potential bias: the Focal Point seems to obtain mostly "off-the-record" information through direct relationships with IITE's former staff – those that are currently opposed to the Director's strategic choices regarding the balance between research and training (see above). Without judging whether the Director's choice is a valid one or not, no open and transparent discussion on the strategic choices as justified by the Director (and for a great deal inspired by the official mission of the Institute) has been possible over the past couple of years between the IITE and UNESCO Headquarters.

In the absence of any direct interaction with the Focal Point, the Director of the Institute is now reporting directly to the top management of UNESCO's Headquarters, including the ADG for Education.

4.6.2 Absence of non-Russian staff

The UNESCO IITE is an international institute. However, as mentioned earlier (see § 4.1.1) all the Institute's staff, including UNESCO staff, are and have always been Russian.

This issue was raised during interviews by UNESCO's staff at Headquarters. The rationales provided by IITE staff during on-site interviews are the following:
- Given the order of magnitude of the difference in wage between international and Russian staff, there is a trade-off to be made between one international member of staff being employed versus several Russian staff for the same cost
- Poor foreign language ability in CIS countries would necessitate eventual international staff to be fluent in Russian

- The importance of the Russian Federation Government's contribution to IITE's budget makes it a requisite that, at least, the administrative manager of the Institute (especially the Administrative Officer, who is an international UNESCO staff) has not only good Russian speaking abilities but also a very good understanding of Russian public procedures and personnel

This rationale is understandable but it does indeed only apply to the current model that the Institute has adopted, i.e. having a large in-house staff that can develop training materials internally as well as providing the training, in particular, within CIS countries. Other organisational structures may be envisaged where the Institute would consist of fewer staff, be organized in a leaner fashion and work, for instance, with more with external experts for specific assignments instead of with fixed staff members.

4.6.3 Little evidence of tracking of results and follow-up initiatives in target countries

Although the positioning of the Institute appears relevant and effective, IITE has so far committed few resources to the appraisal of real effects and impacts in the countries in which it has intervened.

There is little evidence of tracking of results beyond process-oriented quantitative indicators (number of training seminars, workshops, conferences, number of trainees, etc). The in-depth effects and impacts, such as the contribution to awareness-raising among policy-makers, the effective use of the training materials provided, the "downstream" transmission of the knowledge and good practices taught to trainers of trainers and school coordinators, are not monitored. For these more qualitative effects and impacts, indirect indicators would be useful[50]. This relative lack of monitoring from IITE poorly complies with the movement toward Result-Based Management initiated by UNESCO[51].

Related to the previous statement, IITE coordinated few follow-up initiatives in countries that have benefited from its research and training services. Evaluators were able to find some follow-up activities in certain CIS countries based on the Institute's close networks of contacts but not in other countries which are located further from Moscow culturally and/or geographically. IITE lacks a good monitoring system in order to establish to what extent its training and other activities are followed up in beneficiary countries.

The Trainees Surveys confirm this negative appreciation. Follow-up interactions with IITE after the training sessions receive the second lowest percentage of high quality rating and second highest percentage of low quality[52].

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[50] See the draft report by Gwang-Chol Chang, Result-Based Action Planning in the Education Sector, September 2004 Section for Support to National Educational Development Division of Educational Policies and Strategies Education Sector.

[51] See the UNESCO Medium-Term Strategy 2002 – 2007 (31 C/4).

[52] More generally both surveys reveal that IITE is better during training sessions implementation than before (level of information sent before the session, adaptation of the training to the relevant country) and after (follow-up interactions with trainees and with partners) they have taken place (cf. Exhibit 57 and Exhibit 76).

The surveys carried out under the present evaluation are the first of its kind and, given the ease with which it has bee set up (on-line survey) and the satisfactory rate of response, it might serve as an example.

This information and monitoring system is all the more necessary since IITE does not have the mandate to implement the follow-up activities in Member States by itself but provides only the enabling competencies for Member States to set up their *own* programmes. Assistance in this process cannot only be provided at the beginning of the trajectory. Continuous relationships are needed all along the process, all the more so since the survey results show that only a minority of respondents plan to follow up the training by setting up training activities in their own respective countries (cf. Exhibit 57 and Exhibit 76).

5 Finance

The financial resources allocated to IITE are presented in this chapter, first in general then by sources UNESCO, Government of the Russian Federation, extra-budgetary resources). These resources are then compared with the structure and evolution of financing available for other UNESCO Institutes and for the Education Major Program as a whole. This chapter ends with an in-depth analysis of these financial resources.

5.1 Overall presentation of IITE's financing

5.1.1 Total expenses and income

Exhibit 17 shows the annual budget from 2000 to 2004, rising from about $2,3m to $3.3m. 2005 marks a significant decrease to $3m.

Exhibit 17   **Evolution of IITE's income per year, 2000-2005 in US Dollars**
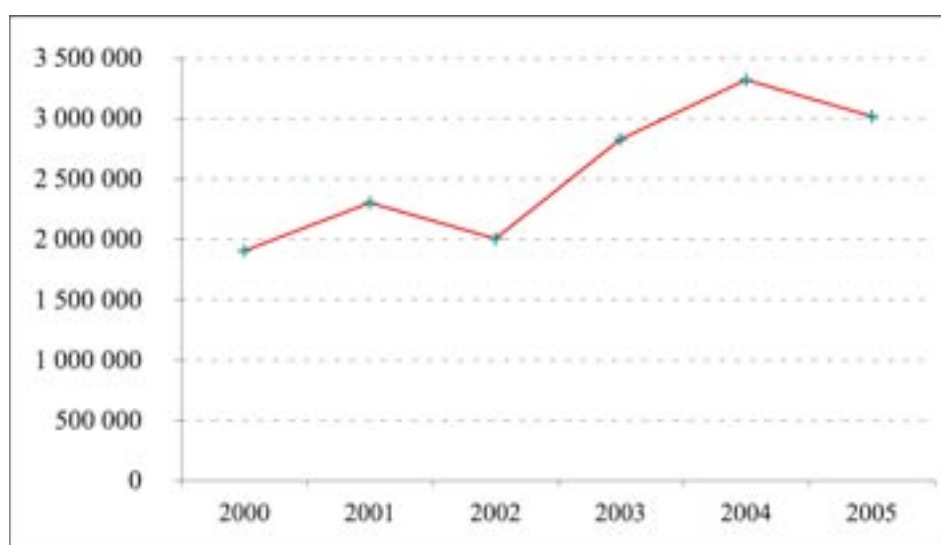
Source: IITE

The rise of IITE's budget is due to the increase in extra-budgetary resources as from 2002 onward. The level of UNESCO financial allocation (regular budget only) remaining almost unchanged over the period, its share has decreased from 32% in 2000 to 18% in 2005. This decrease was more than offset by the rise of extra-budgetary funds from 0% up until 2000 to 29% in 2005. Also as a consequence of the increase of extra-budgetary resources, the share of the Government of the Russian Federation also decreased from 66% to 51% over the same period.

Exhibit 18   **Evolution of contributions to IITE's financial resources in %**

	2000	2001	2002	2003	2004	2005
UNESCO financial allocation	32	26	27	19	17	18
Contribution of the Russian Federation	66	55	63	56	46	51
Extrabudgetary resources	0	0	6	17	35	29
In-kind contributions to programme activities by other organizations	2	19	3	8	2	2
Total	100	100	100	100	100	100

Source: IITE

Exhibit 19   **Evolution of contributions to IITE's financial resources in %**
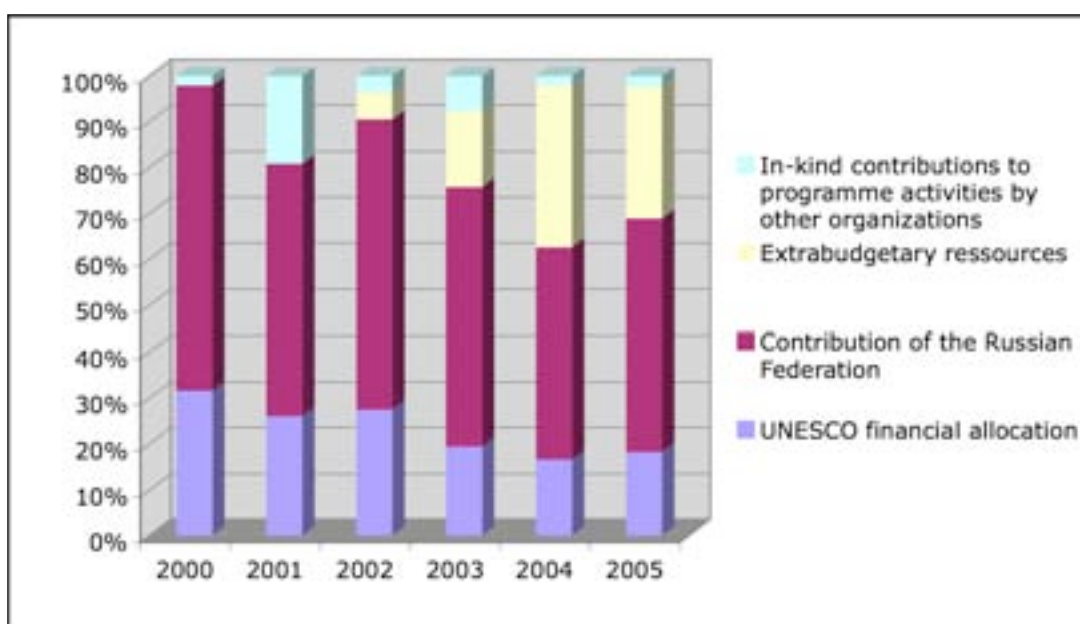
Source: IITE

As a result of the increase in extrabudgetary resources, the share of expenses devoted to program activities has increased. In volume, the level of program activities expenses have increased from $224 480 to more than $1m. Other costs have decreased in relative terms, although they have slightly increased in absolute terms (except for expenses related to Governing Board).

Exhibit 20   Split of IITE expenditures by category in %
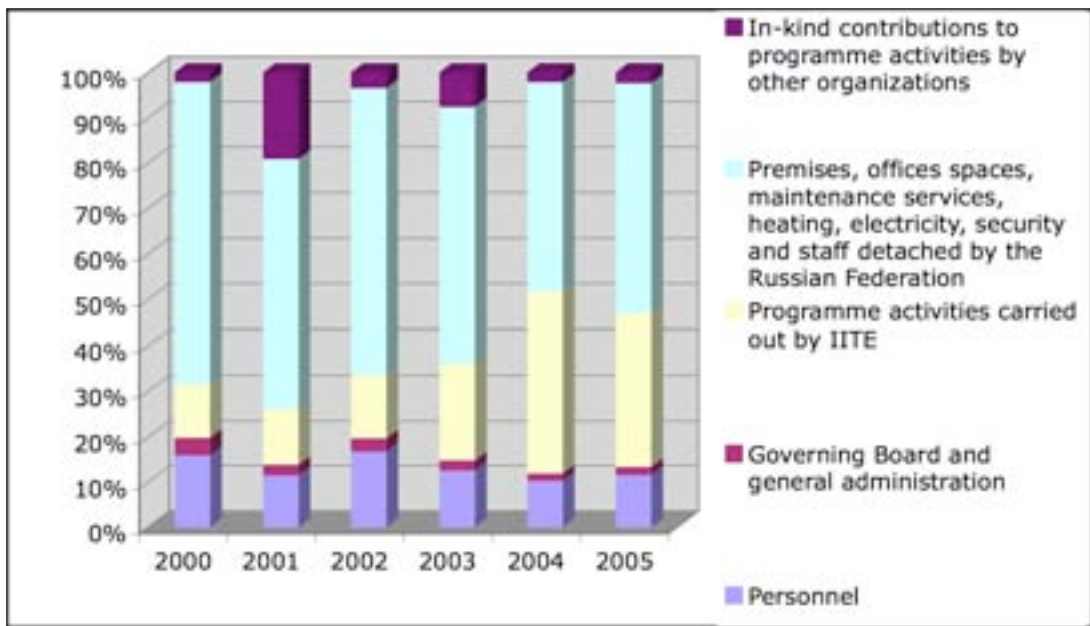
Exhibit 21   Total income and expenditures of IITE, 2000-2001 in US Dollars

	2000	2001	2002	2003	2004	2005
INCOME						
UNESCO financial allocation	600 000	600 000	550 000	550 000	550 000	550 000
Contribution of the Russian Federation	1 260 000	1 260 000	1 260 000	1 592 000	1 529 200	1 529 200
Extrabudgetary resources			120 300	469 100	1 167 000	865 500
In-kind contributions to programme activities by other organizations (publications, communication, Web-site, data-base design and development, etc.)	41 500	440 000	70 000	215 000	72 000	72 000
TOTAL INCOME IN $	**1 901 500**	**2 300 000**	**2 000 300**	**2 826 100**	**3 318 200**	**3 016 700**
EXPENDITURE						
Personnel	301 520	261 800	333 000	354 400	339 900	350 000
Governing Board and general administration	74 000	55 000	60 000	62 000	55 000	53 000
Programme activities carried out by IITE	224 480	283 200	277 300	602 700	1 322 100	1 012 500
Premises, offices spaces, maintenance services, heating, electricity, security and staff detached by the Russian Federation	1 260 000	1 260 000	1 260 000	1 592 000	1 529 200	1 529 200
In-kind contributions to programme activities by other organizations (publications, communication, Web-site, data-base design and development, etc.)	41 500	440 000	70 000	215 000	72 000	72 000
TOTAL EXPENDITURE IN $	**1 901 500**	**2 300 000**	**2 000 300**	**2 826 100**	**3 318 200**	**3 016 700**

Personnel costs are more difficult to consider as such since the payment of local staff from the Government of the Russian Federation is mixed with other types of in-kind contributions. Analysis of personnel costs would require a more in depth-analysis of the respective contribution of UNESCO and the Government of the Russian Federation.

Exhibit 21 shows that most of the in-kind contribution coming from the Russian Federation is consumed by the premises and office space. In this regard, it should be noted that a substantial part of office space is unoccupied during most of the year since it is reserved for members of the Governing Board or other visitors which overall only occupy these space a limited number of days per year.

5.1.2 In-cash and in-kind contributions

Exhibit 22 shows that since 2005 the amount of in-kind resources is superior to in-cash resources. As a consequence, the flexibility of IITE is limited. It is even more limited when one considers that, within in-cash contributions coming from UNESCO, the greatest share is allocated to personnel costs (UNESCO staff and, to a smaller extent, Specialist staff top ups).

Exhibit 22   **In-cash and in-kind contributions, 2000-2005 in US Dollars**

	2000	**2001**	**2002**	**2003**	**2004**	**2005**
Total in-cash income	600 000	600 000	670 300	1 019 100	1 717 000	1 415 500
Total in-kind income	1 301 500	1 700 000	1 330 000	1 807 000	1 601 200	1 601 200
Total income	**1 901 500**	**2 300 000**	**2 000 300**	**2 826 100**	**3 318 200**	**3 016 700**

Source: IITE

5.2 Analysis of IITE's financing by sources

5.2.1 Financial contribution from UNESCO

UNESCO's financial contribution to IITE, from its regular budget, is decided by the General Conference over two year periods. With extra-budgetary resources, it represents the only source of funds to finance programme activities.

Exhibit 23 shows a striking decrease in programme activities expenses from $224 480 in 2000 to $64 100 in 2005. In relative terms, the share of programme activities expenses has decreased from slightly under 40% to just over 10%.

Personnel costs have increased (i.e. UNESCO staff and top-ups of Specialist Staff), from $301 520 in 2000 (50% of UNESCO's contribution) to $412 900 in 2005 (75%). As the contribution of UNESCO is stable, the increase of personnel cost comes at the detriment of programme activities. Another way to highlight this trend is to consider the share of UNESCO contribution in overall costs of IITE's Programme activities: UNESCO accounts for only 13,8% and extra-budgetary resources for the remaining 86,2%.

Exhibit 23   Financial contribution of UNESCO, 2000-2005 in US Dollars

	2000	2001	2002	2004	2005
Programme activities	**224 480**	**283 200**	**157 000**	**98 100**	**64 100**
Studies and research	*110 530*	*100 000*	*38 000*	*8 900*	*5 600*
Training	*45 000*	*108 000*	*69 000*	*69 400*	*38 800*
Dissemination	*34 500*	*20 200*	*15 000*	*19 800*	*19 700*
Technical assistance to Member States	*34 450*	*55 000*	*35 000*		
Personnel including P3 and common services	**301 520**	**261 800**	**333 000**	**396 900**	**412 900**
Payroll costs	*178 150*	*187 000*	*273 000*	*339 900*	*355 900*
Other personnel costs including P3 and common services	*35 370*	*72 000*	*60 000*	*57 000*	*57 000*
P3	*85 200*	*0*			
Common services	*2 800*	*2 800*			
Governing Board and general administration	**74 000**	**55 000**	**60 000**	**55 000**	**73 000**
Governing Board and Executive Committee	*49 000*	*50 000*	*30 000*	*22 000*	*22 000*
General administration	*25 000*	*5 000*	*30 000*	*33 000*	*51 000*
TOTAL IN $	*600 000*	*600 000*	*550 000*	*550 000*	*550 000*

Exhibit 24   Allocation of UNESCO's financial contribution by type of expenses in %
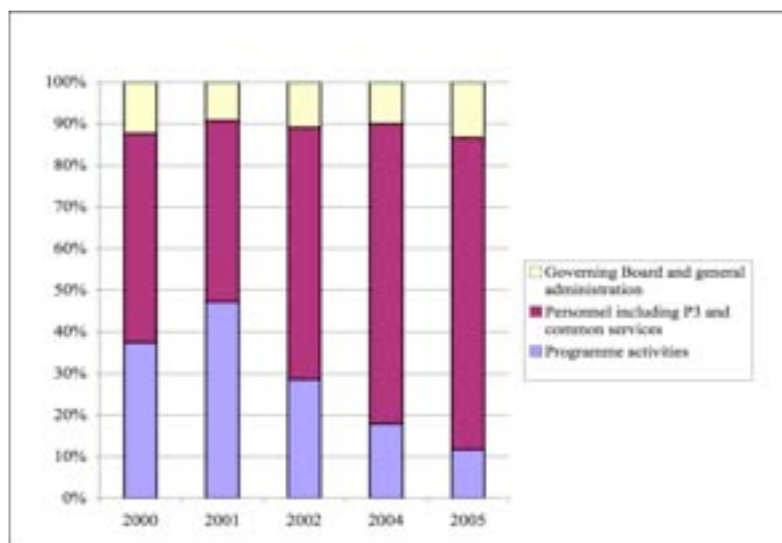
The analysis of UNESCO's contribution allows the breakdown of programme activities expenses between research, training and dissemination activities as shown in Exhibit 25. The most striking trend is the slump in the relative share of research activities related expenses as compared to training activities expenses. This sharp decrease *is due to a decrease in research activities* (amounting to $5 600 in 2005, from $110 530 in 2000) not to the increase in training activities. Also the latter significantly decreased, from a peak to $108 000 in 2001 to $38 800 in 2005.

Exhibit 25   Allocation of UNESCO's financial contribution to programme activities by type of activities in %
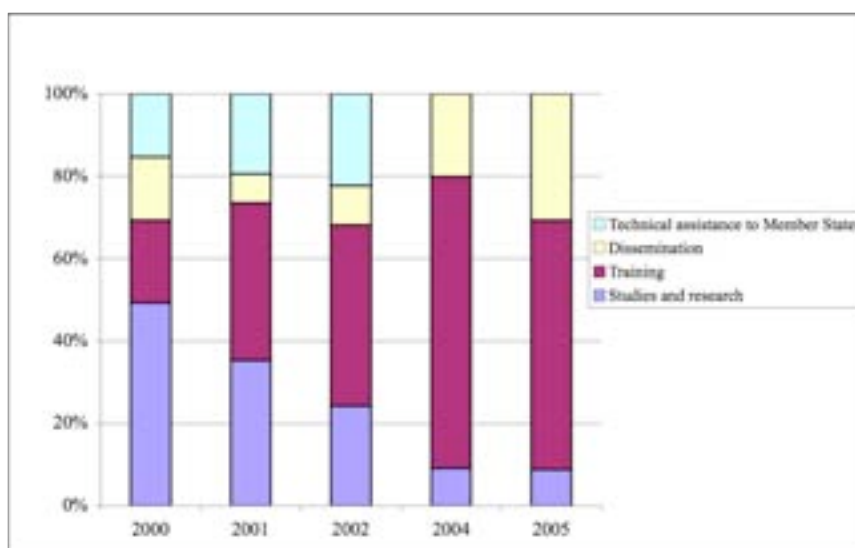
5.2.2   Financial contribution from the Government of the Russian Federation

The Russian Federation government's financial contribution to IITE is decided by the Ministry of Education upon budget proposal from IITE. This budget has then to be

approved by the Russian Parliament, as IITE has a dedicated line in the Russian Federation budget.

Like the contribution of UNESCO, the Russian government's contribution has been stable since 2000, except for an increase in 2003 upon request from IITE in order to compensate for the rise of maintenance costs.

The contribution from the Government of the Russian Federation from the federal budget is almost exclusively in-kind (covering principally the premises and associated expenses, i.e. the housing of the Institute in a Government building, which includes an estimate of the rent of the building, its maintenance and communal services related to security and signalling system) and local staff salaries (basic wage only, not including top-ups). [53]

Exhibit 26   In-kind contribution from the Government of the Russian Federation, by type of expenses 2005 in thousand US Dollars and million Roubles

Description	Amount in million RUB	Amount in thousand $	%
Costs of the contract for providing with communal services	5 183	181 477	34,17
Costs of the contract for providing with security of the Institute premises	1 025	35 889	6,76
Costs of the contract for providing with up keeping of the fire and signalling systems of the Institute	820	28 711	5,41
Costs of the contract for providing with maintenance of the Institutes's basic equipment purchased within the framework of the federal budget of the Russian Federation	5 837	204 376	38,48
Costs of the contract for providing with Russian Specialists and technical (auxiliary) personnel put at the disposal of the Institute	2 304	80 672	15,19
TOTAL	**15 169**	**531 127**	**100,00**

Source: IITE

The bulk of the contribution of the Government of the Russian Federation is devoted to communal services, security and maintenance of the building. The detached personnel only represents 15% of the Government's contribution to IITE for an amount of about $80 672.

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[53] It is worthwhile mentioning that the Government of the Russian Federation also financed the renovation of the IITE building and its equipment, which amounted to about $12m in 1998.

5.2.3 Extra-budgetary resources

As shown above, extra-budgetary resources are essential for IITE since they are the main source of financing for programme activities. The contribution from UNESCO and the Russian Federation are mainly used for personnel and administrative costs.

These resources have significantly increased in the recent years, from $120 300 in 2002 to $1 167 000 in 2004, with a decrease to $865 500 in 2005.

These resources principally originate from UNESCO or from institutions that relate to UNESCO. This is the case of the sub-regional project for South Eastern Europe "ICTs for the Development of Education and the Construction of a Knowledge Society" funded by the Japanese Funds-in-Trust (JFIT).

IITE also benefited from UNESCO funds awarded competitively in the frame of Cross-cutting themes. The two main projects for IITE are:
• Digital Libraries in Education, Science and Culture
• Higher Education Open and Distance Learning Knowledge Base

In 2005 for instance, these two projects amounted respectively to $ 217 410 and $22 464. In 2004, they amounted to $135 000 and $29 500.[54]

Finally, IITE received financing from UNESCO in the framework of EFA follow-up activities for the project entitled "ICT usage in higher distance education in Sub-Saharan Africa."

5.3 IITE's financing in context

5.3.1 Comparison with other UNESCO Institutes

In comparison with other UNESCO Institutes, IITE benefits from the lowest financial contribution from UNESCO's regular budget within the Major Program I. This statement is valid for finance originating from UNESCO's regular budget and, since the 2004-2005 biennium, for the total UNESCO's contribution to IITE (i.e. including extra-budgetary resources).

IIEP receives a greater contribution from UNESCO's regular budget. This financial contribution to IIEP (US $5,1m for the last bienniums) represents almost 5 times that of IITE (US $1,1m for the last biennium).

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[54] For a total amount of IITE extra-budgetary resources for the biennium 2004-2005 of US $2,177m.

Exhibit 27   Comparison of UNESCO Institutes financing from regular budget by Institute in million US Dollars
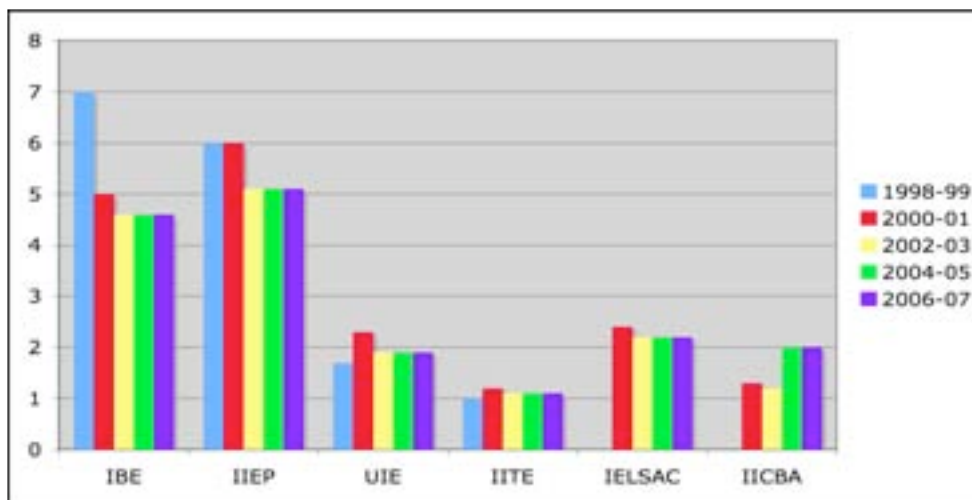
Sources: 29 C/5 – 33 C/5

As for IITE, the contribution from UNESCO's regular budget to Institutes is stable for all Institutes from 2002, except for IICBA which had a budget increase in 2004.

Exhibit 28   Comparison of UNESCO Institutes financing from total budget by Institute in million US Dollars
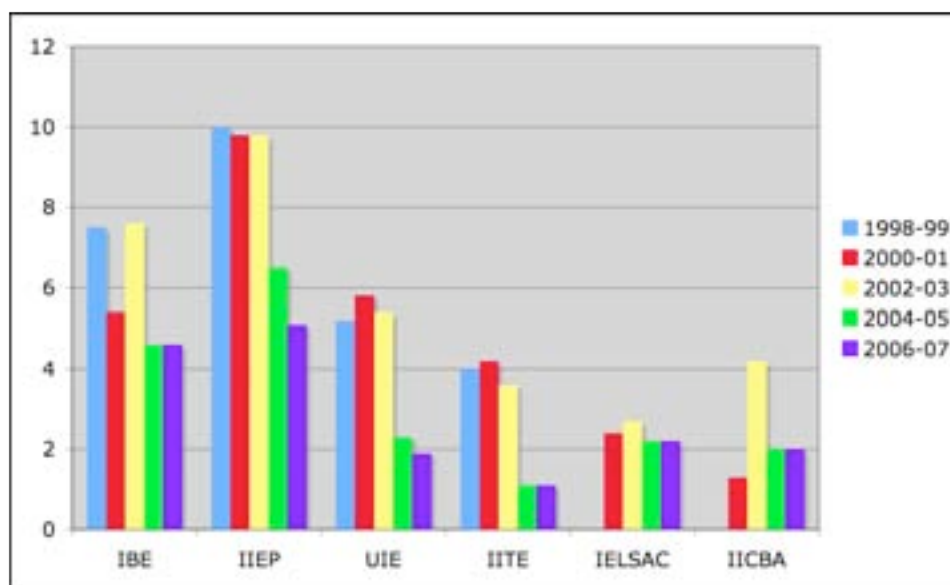
Sources: 29 C/5 – 33 C/5

The distribution of funds originating from UNESCO extra-budgetary resources are variable since they are allocated on a project basis and through competitive proposals. Since 2004, IITE has received the lowest amount of these resources, compared to the other UNESCO Institutes.

5.3.2 Comparison with trends in overall Education major programme financing

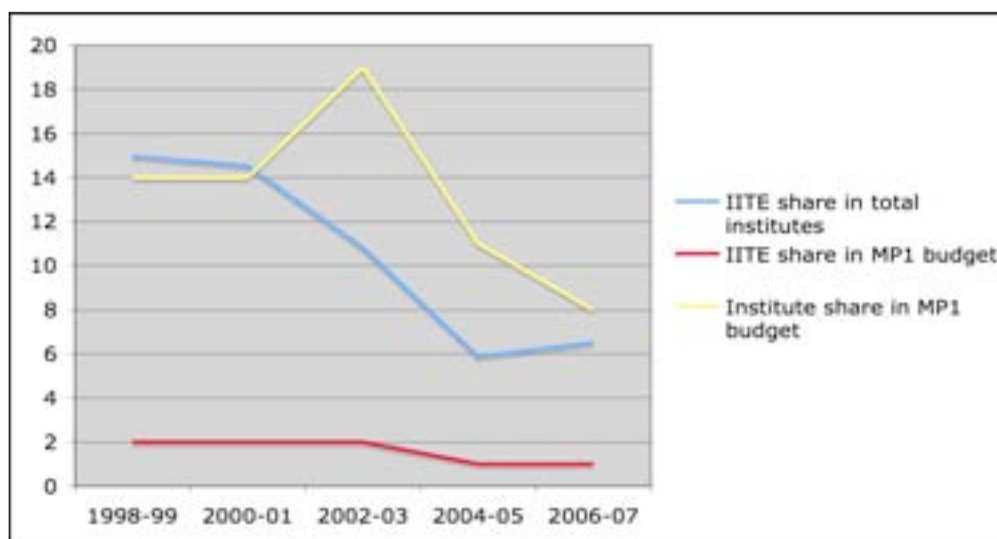**Exhibit 29   IITE and Institutes share in Major Program I overall budget in %**

Sources: 29 C/5 – 33 C/5

In relative terms, Exhibit 29 shows that the share of all Institutes resources originating from UNESCO (regular budget and extra-budgetary) in the overall UNESCO Education budget (Major Program I) has been on a sharp decline since 2002, from 14% to 8%).

This exhibit also shows the budgetary share of IITE from UNESCO's allocation to these Institutes has decreased from 15% to 7% since IITE's creation.

5.4   Analysis of IITE's financial resources

5.4.1 Fixed UNESCO budget, growing costs

The evolution of the salaries of the three UNESCO staff within the Institute is governed by UNESCO procedures. Accordingly, provided UNESCO the input of the staff is evaluated positively (by the ADG of education for the Director of IITE and by the latter for the two others) the costs of human resources for these three persons naturally increase each year. As the budget awarded by UNESCO has remained stable since the creation of the Institute, and the Government of the Russian Federation provides almost only in-kind resources, this increase in costs can only be offset by a decrease in project costs and/or increase in extra-budgetary funds.

As a result, if IITE is not able to increase its level of extra-budgetary resources, the size of activities has to be reduced or new cost-saving measures have to be found each year. Given the difference in the order of magnitude between project operation costs and the level of wages of UNESCO staff, the natural evolution of staff costs is of detriment of the Institute's activities, jeopardizing next year's activity to find extra-budgetary resources.

This trade-off between project and UNESCO staff costs in a context of fixed regular budget and scarce extra-budgetary funds may hamper the future development of the Institute.

5.4.2 Leverage effect of UNESCO's contribution to IITE's budget

The low level of financing raises the question of the leverage effect of UNESCO's financing.

On the one hand, one could say there is a very **strong leverage effect**, as many results are obtained at a low cost for UNESCO, meaning, at least in theory, that there is great value for money

On the other hand, as UNESCO's contribution to the overall budget is diminishing, it may in the future become more difficult for IITE to justify giving first priority to UNESCO's strategy and programme activities. It is expected that trade-offs with the priorities of extra-budgetary fund providers or with authorities of the host country will have to be made in that case.

5.4.3 Insufficient efforts to secure extra-budgetary resources

As evidenced in the previous analysis of financing, it should be noted that extra-budgetary funding mostly originates from UNESCO (UNESCO cross-cutting theme projects) or is related to or initiated by UNESCO (the Japanese Fund in-Trust funding). The efforts to search for additional extra-budgetary resources, especially outside UNESCO, have been either insufficient and/or inefficient.

This is of course a crucial problem since, according to UNESCO's Headquarters, UNESCO's financial contribution and label should be used as a stepping-stone to seek additional financing. During interviews with IITE's top-management, it appeared clearly that the focus was on requesting increased financial contribution from UNESCO.

6   Lessons learnt and recommendations

This final section takes up the elements of the analysis presented in the section related to activities, governance and structure and puts them in perspective with regard to the standard evaluation criteria of relevance, effectiveness, efficiency, coherence and sustainability. It summarises the main observations, draws conclusions and provides recommendations.

6.1   Relevance

The relevance of IITE's activities to UNESCO programme priorities concerns both the nature of these activities in the field of education and their geographical focus among Member States.

As regards the nature its activities, there is no doubt that IITE is relevant to the theme of developing access to education and quality of education for EFA. IITE was created to contribute to this broad but challenging mission and, as claimed earlier, IITE has the in-house skills and international partners to achieve it with success. IITE is currently involved in two MP and 7 Main Lines of Actions. Within annual work plans each action of IITE is associated with the relevant reference in the current C/5 document.[55] From a more general perspective, the work of IITE is also found of relevance in the field of ICT in Education by external stakeholders as testified by the questionnaire survey carried out for this evaluation. A majority of experts state that the IITE is at the forefront of research and training and that project content is generally relevant. Increasing the level of awareness of public decision makers regarding the use of ICTs in education is seen as the main achievement of their work with IITE. As concerns the participants to IITE training courses, IITE has in particular contributed to the improvement of their ability to train teachers/trainers and created a broad understanding on issues related to ICT usage in education.

As regards the relevance of the geographic focus of IITE activities, it appears clearly that the Institute is increasingly targeting CIS and Baltic countries. This focus is reflected not only in the list of locations where training sessions are held but also in the current composition of the Governing Board. This trend can also be seen in the increased publication of training material in Russian, and the absence of any non-Russian staff in what should be an *international*, namely UNESCO, institute.

The conformity of this geographical coverage with UNESCO's programme priorities is difficult to assess given the different statements one can find in UNESCO strategic documents. According to the current C/5 documents "the UNESCO Institute for Information Technologies in Education (IITE) aims at strengthening national capacities in the application of information and communications technologies (ICTs) in education, through research, training and clearing house activities, with a major focus on Central and Eastern Europe, the Baltic States and the Commonwealth of Independent States (CIS)" (32 C/5, par 01341). However, most CIS and Baltic countries are not part of the disadvantaged geographic regions UNESCO should concentrate upon as set in the current UNESCO Medium-Term Strategy, especially

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[55]   See 32 C/5 as well as Draft 33 C/5, Major programme I, Main Line of Action 3, "Promoting the use of ICT in education"

Africa and all least developed countries (31 C/4, par 32). This priority is confirmed for the future in the EFA Strategic Review (document 170 EX/8) UNESCO's 2005-2015 Strategy for EFA (document 171 EX/8). For instance, the latter document sets as a strategic objective to "concentrate on the area of teacher training and the related initiative on teacher training in sub-Saharan Africa" (par 66).

Hence, as IITE is the UNESCO's Institute in charge of ICT in Education, the research into this theme as well as the implementation of corresponding training activities, might be overlooked in Member States outside the countries that are principally targeted by IITE..[56] Also, this geographical focus should not come at the detriment of the links previously established between IITE and the international community of experts in the field.

Recommendation 1 **The geographical coverage of IITE's activities should be reassessed and clarified. Although UNESCO strategic documents indicate that the major focus of IITE should be on CIS, Central and Eastern Europe and Baltic countries, the mission of IITE outside these countries toward all other Member States remain unclear. Moreover, given the scale of financing available to IITE, opportunities for the Institute to be both *focused on CIS* while *international in scope* remain limited. This is all the more essential since the promotion of the use of ICTs in education in most African countries would greatly contribute to achieving UNESCO's mission and especially the goals defined within the Dakar Framework. Therefore, the geographical coverage of initiatives related ICT usage in education should be discussed among the stakeholders in the field, especially the Headquarters, IITE and relevant Field offices. These discussions should provide each of these stakeholders with clear indications regarding the sectoral and geographical scope of its mission, as well as regarding the cooperation to support between them in concordance with UNESCO's Decentralization Strategy. Previous experience of IITE in Sub-Saharan countries especially, but also in Asian countries, should be valorised to tailor this plan.**

Recommendation 2 **It is recommended to incorporate permanently or temporary non-Russian staff in the Institute. Since IITE's budget is the major barrier to employment of foreign personnel, this staff can be either UNESCO staff or national detached experts from Member States. The first option requires the creation of new UNESCO posts. As for the second option – more flexible – IITE could build upon existing networks of Focal Points and/or UNESCO National Commissions as well as former partnerships with international scholars.**

6.2   Effectiveness

6.2.1   Impact of IITE's realisations

IITE's strategic positioning as an "upstream player" in the field of ICT in education is relevant with the mission that was set for the Institute by UNESCO. In particular the

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[56] The questionnaire surveys confirmed that CIS and Baltic countries may not be those where educational systems are facing the most severe problems.

electronic survey shows that IITE is enabling Member States to make better use of ICTs in their educational system (mainly through training of decision-makers and trainers of trainers) and transferring world-class international knowledge to Member States (mainly through its research and training activities with international experts). The available evidence shows that IITE is effective and efficient given the limited resources it has to carry out this mission. Through high-level training activities, IITE is significantly leveraging these limited resources.

As a result, over the course of its lifetime, IITE has had a considerable production of training materials and other types of publications, systematically based upon analytical surveys performed by teams of high-level experts.

Interviews as well as the survey amongst experts show that the quality of the material provided by IITE is not cutting-edge – IITE is not a research institute – but generally satisfactory and following the State-of-the-Art by time of publication. The questionnaire survey shows that IITE's work has a clear impact on individual beneficiaries of training. However, follow on effects (increased usage of ICT in education; increased and/or improved training in ICT in education in the target countries) are not clearly visible from evidence and would need an extra effort to be produced. In the assessment of its own performance, IITE focuses on output indicators such as the number of seminars and trainees, and, in some cases, satisfaction of trainees at the end of a training seminar. IITE's appraisal of the *impact* of its services is therefore limited in scope and time horizon.

Recommendation 3   IITE should better monitor and understand the indirect and mid to long term effects of its activities in Member States, in accordance with the Result-Based Management implemented within all UNESCO's institutions. Moreover, beyond formal compliance with Result-Based Management practices (in particular using SISTER), the monitoring of effects should be based upon the implementation of follow on initiatives in Member States where IITE has carried out research and training activities. These initiatives should aim at reviewing the acquisition of knowledge by trainees as well as the transformation of this knowledge into relevant supportive measures in the domain of ICT in Education. This review should result – at least – in a document describing the progress accomplished, the ongoing efforts as well as the persistent hurdles in concerned Member States. This "post-training" document would be as valuable as analytical surveys (prior to training activities, for the understanding of needs) and training materials (distributed during training activities).

6.2.2   Contribution to EFA goals

There is an explicit reference to EFA goals in all IITE's strategic documents as well during interviews with IITE's top management. Through its awareness raising initiatives among policy makers and through its training of trainers' activities, IITE contributes in particular to the following EFA objectives, the others being less explicitly present in the work of IITE:

* ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

- improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

IITE has also undertaken activities aiming specifically at supporting Member States contribution to EFA goals. IITE's second high-level seminar "Towards Policies for Integrating Information and Communication Technologies into Education," which was organized between February and April 2003 in cooperation with UNESCO Bangkok and co-funded by the Japanese funds-in-trust, aimed at contributing to EFA national action plans through capacity building in using ICTs. In accordance with Dakar Framework's focus on the country level in order to attain the EFA goals as well as with IITE's overall strategy, IITE attempted to reinforce national capacity in the 10 Asia-Pacific countries decision-makers and policy-makers who participated in the seminar (see Governing Board report to General Conference, 2002-2003, p. 3).

IITE also delivered training activities in South-Africa and Tanzania with extra-budgetary EFA resources. A project in South-East Europe was also financed with extra-budgetary resources, however, for several other projects IITE has applied for extra-budgetary funding which was not awarded.

Overall, the Institute has increasingly been concentrating on effective training (see also the section on sustainability), thereby giving less attention to other parts of its mission, in particular:
- To provide at the request of Member States advisory services and promote studies in Member States on the application of ICTs in education
- To offer technical assistance based on research findings in the design of curricula and courses on the use of ICTs in education

Recommendation 4   IITE should significantly enhance its policy advisory capacities in order to meet its mandate in the future. Although IITE has been effective in developing and delivering generic training material, it has given less attention to its mission of providing advisory services and promoting studies at the request of individual Member States and as well as offering technical services. Although these activities are partially implemented by IITE through the high-level seminars, they should be made more visible and distinct from regular training activities in the field in order to become identified as a point of reference for policy advice. One option for IITE is to develop a service offer (in house or by involving external experts) on this point, in parallel to generic training services. For each Member State, the service offer should embrace a survey of needs in the requesting Member States, an evaluation of the state-of-the-art regarding ICT use in education and the organisation of a consulting mission with international experts.

6.3   Efficiency

This section discusses funding patterns, mechanisms as well as their risks for sustained capacity, viability, and quality of organisational management and programme implementation systems adopted by IITE.

When arriving on the IITE site, the Evaluators were presented with clear and comprehensive project accountability, an increasingly precise annual work plan, by activity (R&D, training, clearinghouse), and individual actions within these activities with personal integrated operational schedule of all IITE project managers from 2003. Work plans are elaborated through meetings between the Director, the Administrative Officer and the IITE staff in charge of projects. Activities achieved in the previous year and remaining work to be done are reviewed in order to plan activities at the project level. This annual work plan structures IITE activities for the year. The Evaluators only had access to the plan. No precise overview of the effective execution of the different activities could be provided by the Institute. As budgets are fixed however, the evaluation team was told there is little room for changes and the execution would correspond to plan according to IITE management.

Training material is well laid out and can even be said to be luxurious in some cases. This may not always be justified and there may be room for less costly prints.

The Institute was able to achieve value for money in hiring external and internal staff:
- Payment of international experts is usually far below international standards, although this may vary per expert. Following the survey, experts indeed rank financial reasons as being the least important ones to collaborate with IITE.
- Most of the IITE's local staff who were interviewed claim that they could easily obtain a higher wage in another Moscow organisation. This is especially true for local staff members recently hired for their language and communication abilities. This statement seems less valid for the first generation of IITE's local staff, who were more associated with academia. IITE's wages for this type of personnel – when full top-up is awarded – are still higher than a regular Russian researcher.

It was apparent throughout the interview process that financial conditions are not the main rationale for working with or at IITE. More important is UNESCO's prestige as an international organisation and IITE's Director authority as former member of the Russian Federation Government.

Personnel costs are difficult to consider from a financial perspective since the payment of local staff from the Government of the Russian Federation is mixed with other types of in-kind contributions. Analysis of personnel costs would require a more in depth-analysis of the respective contribution of UNESCO and the Government of the Russian Federation. This lies outside the scope of the present evaluation. It would have been useful if an audit had preceded the present evaluation.[57]

Chapter 1 outlined that most of the in-kind contribution from the Russian federation is consumed by the premises and related items. In this regard, it should be noted that a substantial part of office space is unoccupied during most of the year since it is reserved for members of the Governing Board or other visitors which overall only occupy this space a very limited number of days per year. This does not seem an efficient use of office space since it cannot be expected that this office space will be filled in the coming years.

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[57] According to sources at HQ the UNESCO institutes were planned to be audited before the evaluation but this has not happened.

Moreover, since 2005 the amount of in-kind resources is superior to in-cash resources. As a consequence, the flexibility of IITE is limited. It is even more limited if one considers that, within in-cash contributions coming from UNESCO, the greatest share is allocated to personnel costs (UNESCO staff salaries and, to a lower extent, Specialist staff top ups).

UNESCO's financial contribution from its regular budget to IITE is decided by the General Conference for two years. Together with extra-budgetary resources, it represents the only source of funds to finance programme activities. It was shown earlier in the report that the latter have substantially decreased, now representing just over 10% of the budget of IITE, which further decreases flexibility.

The conclusion is that apart from the over-sized office space, IITE seem to have worked efficiently. However, the current portfolio of funding and of expenditures does not seem to give IITE the necessary flexibility. Currently there is a team of over 40 people inside IITE. Other models (such as a lower amount of fixed staff and more work with experts on an *ad hoc* basis; the exchange of staff between Institutes; the employment of detached personnel from national administrations, etc.) may be possible and more efficient but do not seem to have been considered.

Recommendation 5   IITE should investigate the effectiveness and efficiency of other organisation models (rather than having a large number of fixed staff in-house) which would deliver the same quality and quantity of results and impacts. The Evaluators strongly recommend that UNESCO HQ organises a benchmarking event gathering all relevant UNESCO's Education Institutes top-management. The aim of this event would be to benchmark and discuss the diverse organisational solutions implemented by these Institutes in order to secure staff complying with international standards while allowing for the necessary flexibility and control of personnel costs in a context of limited financial resources. Dissemination of best practices between Institutes should be supported by UNESCO through the design of relevant incentive and management systems. Among the various options already experienced by other Institutes, the Evaluators especially recommend that the exchange of staff between Institutes be considered with greater attention. Options are short visits, temporary exchanges or a more consistent rotation policy between institutes.

As claimed earlier the efforts of IITE to search for additional extra-budgetary resources, especially outside UNESCO, have been either insufficient and/or inefficient.

Recommendation 6   IITE should more actively and extensively seek extra-budgetary resources. Exchange of fund raising best practices among UNESCO's institutes should be coordinated by Headquarters. The formerly recommended event gathering Institutes top-management could initiate these exchanges. Building-upon this event, more permanent procedures should then be set.

Finally it should be stressed that the IITE staff are viewed as highly competent by members of the Governing Board as well as by the experts and trainees that responded to the questionnaire. There is evidence that, internally, the full potential of staff is not realised however, especially as regards the contribution they may have

with regard to strategic issues, which so far have almost always been the exclusive realm of IITE's Director. Recently this seems to be slightly changing since there is evidence of the IITE Director increasingly involving middle management more actively in issues concerning the Institute. The evaluation team thinks that participation of staff is the way to go in order to continuously seek new ideas and improved methods and should therefore be strongly encouraged.

Recommendation 7   The Director of the IITE is encouraged to go further on the road of the active participation of its staff into the development of the Institute. IITE has a highly competent middle management set up, which can, and is eager to, make a positive contribution not to only operations and team management but also to more strategic issues regarding the positioning and future evolution of the Institute as a whole, the development of new services, etc.

6.4	Coherence

This section discusses the quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices and IITE's partner entities with regard to planning and implementation of programmes.

Whereas IITE seems to work well with international experts as well as with several local partners and other organisations such as ISESCO with which a MoA exists to translate training material in French and Arabic, the Institute has no optimal relationships with other UNESCO bodies, and IITE does not seem to be very pro-active.

IITE and the UNESCO Moscow Office maintain relationships especially relating to the contents of the programme and at the explicit request of the Moscow Office. Communication and exchange of information between the two bodies has been hampered by slow reactivity on the side of IITE however, according the Moscow Office, recently the relationships have improved.

With one exception, IITE does not work structurally with the other UNESCO institutes.

Recommendation 8   IITE should seek more active cooperation with relevant institutes in the field of ICT in education. In accordance with the Decentralization Strategy which requires UNESCO's constituent parts to act as a "single whole", partnerships with UNESCO Institutes should be especially sought for and encouraged. The Evaluators have already recommended in several ways to "open-up" the Institute through exchange of staff. These exchanges, in this case between Institutes, could pave the way toward greater cohesion and increased partnerships between them, as suggested by former experiences in other international organisations managing institutes (such as the institutes of the Joint Research Centre within the European Commission for instance).

The Evaluators were struck by the significant gap between the vision of IITE's activities they were provided with by UNESCO staff located at Headquarters and what they were able to observe on-site. This gap clearly indicates that relationships

and coordination with Headquarters are far from optimal. According to the Evaluators, this problem is partly rooted in the Institute's internal staff problems, opposing several top management staff – including the Director – and project managers. Given the previous connections within the community of experts in the field of education – a community to which several stakeholders at Headquarters and IITE belong –, these problems have extended toward Headquarters, affecting Headquarters' ability to track and appraise the Institute's activities in appropriate conditions.

Recommendation 9   Headquarters should set new mechanisms and procedures to maintain effective relationships with IITE. The current relationship between IITE and Headquarters, especially with the Focal Point is very counterproductive. However, the Evaluators do not believe this situation invalidates the system of Focal Point, which is standard practice in decentralised international organisations. Neither it is clear to the Evaluators that the affiliation of Institutes to the Executive Office instead of the Higher Education section would solve all current and potential future problems. However, it seems clear that the Focal Point system as such does not permit sufficient integration of Institutes within UNESCO. Mobility procedures of personnel between Headquarters and IITE could be initiated and promoted. In particular, the Evaluators propose that Focal Points visit and stay within Institutes at least once a year for a period of two weeks.

Recommendation 10   Headquarters should set rapid and more efficient procedures for conciliation and human-resources problem-solving within the decentralised network of UNESCO institutions. The problem of coordination between Headquarters and IITE, as well as related internal IITE staff problems, provide clear evidences of the problems that can originate from the lack of such efficient procedures.

6.5   Sustainability

As the Institute is especially targeting CIS countries to valorise past achievements (see § 6.1), significant efforts have been put into translation of related materials from English – the language in which they were originally elaborated by international experts – to Russian. As the process that leads from research to training courses implementation is long, some of the material translated is now quite old and potentially outdated. However, it is not clear whether IITE devote significant attention to their review and updating before translation. Moreover, their translation to Russian might "cut" the link between the materials and the experts, making it even more difficult to effectively update them.

Recommendation 11   In order to remain effective in the future, in the fast-moving world of ICT, the IITE should make sure that a system is in place that allows for regular updating of training material.

With the increase of training activities, and the implementation of a model which has slowly and deliberately moved from research and the development of training programmes to their effective implementation, the balance between research and

training activities seems today in favour of the latter, incorporating a risk of being unable to innovate and unable to renew training activities in the course of time. This evolution is reflected both by the development of training materials as well as in the recent recruitment policy which has focused on persons with an educational rather than a research background.

As outlined, the Institute has been – explicitly, and not contradicting its mandate – following a model which is somewhat *linear*: starting with research and development, training materials have been developed in different areas. These training materials, most of which, originally in English, have been translated into Russian, can now be offered to IITE's clients. This evolution has been accompanied by the leaving of the first generation of IITE staff, which one could characterise as being "the researchers." They have been replaced by staff which has more the profile of trainers and facilitators. The risk is that the low flexibility induced by IITE's typical funding structure (see § 6.3) reinforces this model even more.

Also, IITE has in its strategy explicitly moved to an increase in training activities at the expense of research and development activities. It was claimed several times during interviews with IITE staff that the list of training courses "is now almost completed" and that the focus should be on the valorisation of existing research and training activities. The term "routine training" was used by one Chief of Unit to characterize the training courses that have been tested and approved. This development and especially the lesser attention paid to development and renewal may hinder the future development of new training materials, and more generally the further development of the Institute.

Recommendation 12   IITE should maintain in-house strong research capabilities (research staff) and activities (resources devoted to research projects) in order to develop new training material and other products. The Evaluators fear that the shift from research to training, is not a sustainable model in the long run. IITE should continuously put itself in a position to renew its offer and think about the future. In order to do that, the funding should be diversified and increased and made more flexible.

Recommendation 13   IITE and UNESCO headquarters, when reviewing the geographical coverage of IITE's activities, should reassess IITE's involvement in training activities and determine the most relevant activities – research, training, high-level seminars, political advising – to be carried out in the different geographical zones covered by the Institute. The focus on CIS countries and shift from research to training also raise strong questions regarding the optimal allocation of IITE efforts: many training programs are already operated in Russia. The role of a UNESCO institute is not to compete and overlap with existing stakeholders in the field but to provide unique service in parts of the world that do not receive sufficient attention from these existing stakeholders.

Recommendation 14   The fact that UNESCO initiated the evaluation of IITE (as well as that of its other Institutes) and that IITE was very cooperative in this process clearly shows a mutual interest in improving the Institute's contribution

to the use of ICT in education. It is essential to rapidly build upon this initiative following the release and discussion of the evaluation report. The Evaluators strongly recommend that within 2 years a review of progress accomplished is undertaken toward the directions set in the recommendations of this report.

ANNEXES

Appendix A   Bibliography

A.1   UNESCO Documents

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Appendix B   Glossary

AAIT	Association for Advancement of Information Technology
ADG	Assistant Director-General
CEPES	European Centre for Higher Education
CIS	Commonwealth of Independent States
CNIA	National Centre of Informatics of' Andorra
CTU	National Centre for Technology-Supported Learning, Denmark
DG	Director-General
EFA	Education For All
GB	Governing Board
GC	General Conference
HQ	Headquarter
IBE	International Bureau of Education
ICDL	International Centre for Distance Learning
ICT	Information and Communication Technologies
IELSAC	International Institute for Hicher Education in Latin America and the Caribbean
IFIP	International Federation for Information Processing
IICBA	International Institute for Capacity-Building in Africa
IIEP	International Institute foe Educational Planning
IITE	Institute for Information Technologies in Education
INRP	Institut National de Recherche Pédagogique
IOS	Internal Oversight Service
ISESCO	Islamic Education Scientific and Cultural organization
ISITE	Information System on Information Technologies in Education
ICT	Information and Communication Technologies
ITE	Information Technologies in Education
JMITA	Ministry of Science, Technology, Education and Culture of Mongolia
JRC	Joint Research Centre
KACST	King Abdul-Aziz City for Science and Technology
KPI	National Technical University of Ukraine
LIE	Laboratoire Informatique Education, Senegal
MP	Major Programme
NAEM	National Academy for Educational Management, Bangladesh
NGO	Non Governmental Organisation
NICT	National Institute of Information and Communications Technology
NIED	National Institute for Educational Development Namibia
NOC	Administrative Officer
NOD	National Project Officer
PNTIC	Programme of New Information and Communication Technologies, Spain

PUSTEKKOM   Centre for Communication Technology for Education and Culture, Indonesia
RBM   Result-Based Management
RSCIE   Republic Scientific-Methodical Centre of Informatization in Education, Republic Of Kazakhstan
SEE   South East Europe
SEN   Special Education Needs
TEMPUS   Trans-European Mobility Scheme For University Studies
TVET   Technical and Vocational Education and Training
UIE   UNESCO Institute for Education
UIS   UNESCO Institute for Statistics
UN   United Nations
UNESCO   United Nations Educational, Scientific and Cultural Organization
UNEVOC   International Centre for Technical and Vocational Education and Training
UTE   Centre of Educational Television, Mexico

Appendix C Terms of Reference

EVALUATION OF INSTITUTE FOR INFORMATION TECHNOLOGIES IN EDUCATION (IITE)

<u>Draft Terms of Reference</u>

23 March 2005

C.1 BACKGROUND

UNESCO has established six Institutes in the field of education over the course of its history. The Institutes serve in their fields of expertise as international reference centres to provide services and technical assistance to Member States, cooperation partners and also internally to the network of UNESCO field offices. In this context, the Institutes are expected to contribute directly to attaining the strategic objectives and programmatic priorities of UNESCO's education programme (Major Programme I), and more specifically to implementing the Dakar Framework for Action on Education for All (EFA), adopted at the World Education Forum in 2000.

The Institute for Information Technologies in Education (IITE) in Moscow, Russian Federation is one of these UNESCO's Institutes. IITE was created 1997, aiming to strengthen the national capacities of UNESCO Member States for applying Information and Communication Technologies (ICTs) in education. The main objectives of the IITE programme activities are the following:

- Reinforcing national potential in ICT application for the development of education;

- Strengthening national, regional and subregional training programmes on ICT application in education in cooperation with the regional offices and other field units;

- Undertaking research and studies aimed at upgrading the IITE training programme, knowledge, best practices and information in ICT application; and

- Providing the clearing-house services in the field of ICT application in education.

To fulfil the organizational objectives, IITE carries out the following activities:

- Provision of advisory services and promotion of studies in Member States on the application of ICTs in education;

- Provision of technical assistance based on research in the design of curricula and courses on the use of ICTs in education;

- Provision of pre- and in-service training, including open and distance education, for educational personnel on the use of ICTs in education, giving priority to developing countries and countries in transition; fostering the development of UNESCO regional programmes on the application of ICTs in education; and

- Promotion of worldwide information dissemination through its publication, website and so forth.

At the beginning of UNESCO's reform towards decentralization, the General Conference, at its 31st session (2001), called for a system of coordination and division of labour between the Secretariat at Headquarters and all units away from Headquarters, including Education Institutes. In this context, the Executive Board at its 162 session (162 EX/18)[59] raises a series of questions with respects to the Institutes, which can be applied to IITE as follows:

- *Does IITE enhance UNESCO's overall effort as a specialized United Nations agency? If so, how? ;*

- Do the activities of IITE reflect UNESCO's programme priorities? And;

- What are the roles, contribution and comparative advantages of IITE in the context of decentralization?

C.2   PURPOSE OF THE EVALUATION

The purpose of this evaluation is to inform relevant entities and units including: UNESCO Task Force on Category I UNESCO Institutes and Centres; UNESCO Task Force on Decentralization; Education Sector of UNESCO; other relevant units; Member States of UNESCO IITE and its cooperation partners, regarding the following points:

- Relevance of IITE's activities to UNESCO's programme priorities in the field of education;

- Results achieved by IITE, and its contribution to UNESCO's efforts in achieving EFA goals;

- Quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices and IITE's partner entities with regard to planning and implementation of programmes; and

- Funding patterns, mechanisms and their risks for sustained institutional capacity, and viability, and quality of organizational management and programme implementation systems adopted by IITE.

C.3   SCOPE OF THE EVALUATIONS

In order to meet the purpose of the evaluation described above, the following evaluation parameters shall be considered in the process of designing a detailed analytical framework and developing appropriate performance indicators:

(a) Relevance of IITE activities to UNESCO's programmes

- *Determine whether IITE's programmes are in alignment with the UNESCO's strategies and goals, in the field of education; and*

- *Determine to what extent IITE has contributed to the design and implementation of UNESCO's programmes and strategies.*

(b) Results achieved

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[59]   In addition, the Executive Board at its 162nd session (2001) confirmed (162 EX/18) "the principle of linking financial allocations to the institutes and centers with the results of their regular performance evaluations, starting from document 32 C/5".

- Assess to what extent IITE has achieved its organizational objectives, which is to strengthening the national capacities of UNESCO Member States for applying ICTs in education;

- Examine whether IITE's activities are effective in achieving its organizational objectives;

- Assess to what extent IITE contributes to UNESCO in achieving EFA goals; and

- Assess whether the results achieved by IITE have reinforced UNESCO's overall decentralization strategy by providing a better and more timely response to the needs of Member States.

(c) Quality of coordination and interaction with relevant entities

- Assess the effectiveness of coordination and interaction with Headquarters (notably with the Divisions of the Education Sector), the Institutes and Field Offices; and

- Assess the quality of partnerships with other relevant entities.

(d) Funding pattern and quality of organizational management

- Analyse the funding patterns, mechanisms and their risks for sustained institutional capacity, and viability;

- Assess the process by which extra-budgetary resources are sought and obtained and to what extent the extra-budgetary funding is aligned to the strategic objectives of UNESCO; and

- Examine the quality of organizational management and the impact of the extent of functional autonomy provided.

C.4 METHODOLOGY

The methodology will be extensively elaborated in an Evaluation Plan, prepared by the evaluation team providing a detailed analytical framework prior to the implementation of the evaluation. To obtain reliable results, a combination of qualitative and quantitative methods will be used:

a) A desk review of relevant documents; the desk review will include all documents produced by UNESCO and IITE, but will be extended during the process. The desk study will also inform criteria to select interviewees and cases for fieldwork;

b) In-depth, semi-structured interviews with stakeholders (to be identified as a part of the planning and implementation arrangements);

c) Participatory workshops and/or group interviews with stakeholders;

d) Questionnaire surveys (if appropriate);

e) Field visits;

f) Observation; and

g) Extensive use of secondary data such as evaluations, reports, search engines etc.

C.5   EVALUATION TEAM

The evaluation is to be carried out by an independent team of external experts[60]. The team should include members with professional backgrounds and/or extensive experience in:

- *Research and evaluation theory and practices;*

- *Evaluation methodologies and techniques, both qualitative and quantitative;*

- *International organizations and the UN system;*

- *Modalities of international assistance which is provided in education at all levels;*

- *Skilled knowledge and awareness of EFA and its six goals;*

- *Developing countries;*

- *Organizational strategy development;*

- *Institutional development and state-of the-art governance arrangements; and*

- *Linguistic competencies necessary for fieldwork.*

C.6   PLANNING AND IMPLEMENTATION ARRANGEMENTS

A detailed evaluation plan will be prepared by the prospective evaluator. This is to include the methodology proposed, showing how each evaluation question will be answered by way of a) proposed sources of data; b) methods; c) data collection procedures; and d) proposed timetable of activities. The role of Internal Oversight Service (IOS) will be to review and approve the plan along with the sector/unit responsible for the evaluation and to ensure quality, rigor and appropriateness of methodologies. The contract will thus cite the evaluation plan as a deliverable identified in the payment schedule.

The evaluation will start in **March 2005** *with a preparatory meeting at UNESCO Headquarters, including the establishment of the consultation and quality assurance process, the identification of key stakeholders and documents, and the establishment of evaluation tools such as questionnaires and modalities for data gathering. This will be followed by a desk review.*

It is envisaged that the evaluation team will carry out their work on location of IITE, UNESCO Headquarters, in partner institutions, and among relevant stakeholders. The evaluation team will be responsible for being self sufficient in terms logistics (office space, administrative and secretarial support, telecommunications, printing of documentation, etc.). While the evaluation team is primarily responsible for the dissemination of all methodological tools (surveys, questionnaires), UNESCO will seek to facilitate this process where possible (providing contact information, email addresses, etc.). UNESCO will provide office space for the work in Headquarters and the Institute and will provide access to all relevant planning documents and reports.

The Draft Evaluation Report will be submitted by 23rd May 2005. Adequate time will be provided to allow stakeholder discussion of the findings and formulation of recommendations. The comments back to the evaluation team will be submitted as one consolidated response from IOS. The Final Evaluation Report **will be submitted by 22 June 2005.**

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[60]   At least one of the team members should be a woman.

C.7   REPORTING FORMAT

The final report should include, but not necessarily be limited to:

1. Executive summary (maximum four pages);

2. Evaluation purpose;

3. Evaluation methodology;

4. Major findings;

5. Results achieved (including contributing factors to the achievement, or lack thereof);

6. Lessons learnt;

7. Recommendations;

8. Annexes – including interview list, and key documents consulted.

Appendix D   List of interviewees

Exhibit 30 : List of interviewees at Headquarters

Name	Position
Z. Varoglu	Assistant Programme Specialist Division of Higher Education
M. Patru	Programme Specialist IITE Focal Point Division of Higher Education
A. Sannikov	Chief of Unit Coordination Team : institutes and external Executive Office of the ADG for Education

Exhibit 31 : List of interviewees at IITE

Vladimir Kinelev	IITE Director
Valery Meskov	IITE Research Assistant Office of The Director
Azat Khannanov	Chief of Information and Communication Unit
Boris Kotsik	Chief of Training and Research Unit
Yury Kuzmin	Administrative Officer Administration and Finance Unit
Lev Gordon	Project Manager Information and Communication Unit
Yury Zaparovanny	Project Manager Information and Communication Unit
T. Shavrova	Project Manager Training and Research Unit
K. Sytenko	Assistant Project Manager Training and Research Unit
N. Tokareva	Project Manager Training and Research Unit
O. Yevdokinova	Assistant project Manager
M. Moisseeva	Project Manager
L. Kouzmina	Chief Documentation Centre
G. Boronina	Publication Specialist Publishing House Training and Research Unit

Exhibit 32 : List of external interviewees in Moscow

V. Tikhomirov	Rector Moscow State University of Economics, Statistics and Informatics Moscow
E. Khvilon	UNESCO Consultant Former Senior Programme Specialist, Higher Education Division of UNESCO Secretariat
Y. Frolov	Head of Economy and Finance Department Federal Agency of Education, Ministry of Education and Science of the Russian Federation
D. Badarch	Education Programme specialist Moscow Office

Exhibit 33 : List of interviewees at Member of IITE Governing Board

B. Cornu	Head of ICT Department INRP (Institut National de Recherche Pédagogique) Grenoble Vice-Chair of the IITE Governing Board
M. Zgurovsky	Rector of National Technical University of Ukraine "Kiev Polytechnic Institute"
V. Brazdeikis	Director. of the Centre for Information. Technologies in Education,. Republic of Lithuania
D. Laurillard	Professor of Educational Technology at the Open University The Open University, Walton Hall, Milton Keynes United Kingdom

Appendix E   Guideline for the final interview with IITE's Director

This guideline was used for the second – and final – interview with Prof. Kinelev IITE. It was held at the end of the onsite mission, on Friday 27th 2004.

The shift in the balance between research and training activities
- What was the influence of UNESCO's headquarters in this shift?
- To what extent were the other managers in the institute involved in the strategic decision making that led to this shift?
- What are the main criteria to determine the sustainable balance between research and training activities?
- Is the shift compatible with IITE's statute and its translation into the medium-term strategy which clearly set the importance of research in the institute's activities?

The increasing focus on CIS and (to a lesser extent) Baltic countries
- What was the influence of UNESCO's headquarters in this shift?
- Is the focus on CIS and Baltic countries compatible with UNESCO's decentralization strategy?
- How does the focus on CIS and Baltic countries relates to the shift in the balance from research to training?

The involvement of IITE's staff in the strategic decision making within the Institute
- To what extent does top and middle-management staff contributes to the two strategic shifts discussed above?
- Are there any incentives for top and middle-management staff to propose changes / discuss changes?

The turnover in IITE's staff
- Is there a change in the type of profile sought by IITE? If yes what is this profile?
- What are the main criteria to determine the relevant balance between rejuvenation of staff and the loss of competencies?
- How can we explain that several members of the original staff left the company since 2002/2003?

The relationships with the Governing Board
- How are proposals of the Governing Board integrated within IITE?
- How could / should interactions with Governing Board be improved?

The relationships with the UNESCO's Headquarter
- How clear do you think is the perception of IITE's activities from UNESCO's headquarters?
- How could / should interactions with UNESCO's headquarters be improved?

Insights for the future
- IITE's future in 5 years…

Appendix F   Detailed list of IITE activities (2002-2005)

PROGRAMME ACTIVITY – 2002

Research and Project Development

ICTs in Distance Education
- Seminar on forming strategy on training and re-training of educational personnel in ICTs in distance education in countries in Africa - October 2002 - Kenya, Nairobi

Indicators of ICT Application in Education
- Working meeting on the development of cooperation between IITE and the CIS countries in the field of ICT application in education - April 2002 - IITE, Moscow

ICTs in Education for People with Special Needs
- Expert meeting on specialized training course "ICTs in Special Education". Working meeting on national pilot project "ICTs in Special Education". - April 2002 - IITE, Moscow
- On-line seminar "ICTs in Special Education" - May 2002

ICTs in Technical and Vocational Education and Training (TVET)
- Expert meeting on ICTs in TVET - April 2002 - IITE, Moscow

Education, Art and ICTs: Integration for the Development of One's Personality
- Education, Art and ICTs: Integration for the Development of One's Personality - December 2002

Digital Libraries for Education
- On-line seminar "Digital Libraries for Education" - September 2002
- Expert meeting "Digital Libraries for Education" - October 2002 - Dubna, Russian Federation

Development of the CCT Project "Higher Education, Open and Distance Learning Knowledge Base for Decision-Makers"
- Meetings on establishment of a knowledge base for decision-makers (CIS countries) - During the year 2002

ICT usage for the development of general education
- Panel Discussion and presentation of a Position Paper on "ICTs in secondary education" within the framework of the International Conference "Secondary Education for a Better Future: Trends, Challenges and Priority". - 21-23 December 2002 - Muscat, Oman

Application of ICTs for improvement of teacher education
- Training seminar for teacher and teacher trainers "Re-training of School Educators in the Application of ICTs in Education" - Under an agreement with a host country

Training Activities

IITE Programme Specialist
- Seminar "The Use of Information Technology Across the Curriculum (Multimedia and Internet)" - January 7-11 2002
- On-line training seminar "Multimedia in Education" - March 2002
- On-line training seminar "ICTs in Distance Education" - September 2002
- The 12th International conference-exhibition "Information Technologies in Education" (ITE-2002) for the CIS and Central and Eastern Europe countries - November 4-8 2002 - Moscow, Russian Federation
- Workshops "New Soft- and Hard-Ware for Education" for educators from the CIS countries (in co-operation with Apple, IBM and Microsoft Corp.) - During the year 2002

PROGRAMME ACTIVITY 2003

Research and Project Development

ICTs in Distance Education
- On-line seminar "Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities" - May 2003
- Workshop "Distance Education for Rural Schools" (on the basis of the national pilot project for Kazakhstan) - May 2003 - IITE, Moscow

Ethical, Psychological and Societal Aspects of Application of ICTs in Education
- On-line seminar "Ethical, Psychological, Societal and Legal Problems of ICTs in Education" - May 2003

Education, Art and ICTs: Integration for the Development of One's Personality
- Expert meeting "Education, Art and ICTs: Integration for the Development of One's Personality" - May 2003 - IITE, Moscow

Digital Libraries for Education
- The 5th All-Russian Scientific Conference "Digital Libraries: Advanced Methods and Technologies, Digital Collections" (Under the auspices of IITE) - October 2003 - St.-Petersburg, Russian Federation

Information Environment for Education: Design and Usage
- On-line seminar "Information Environment for Education: Designing and Practice of Usage" - May 2003

Development of the CCT Project "Higher Education Open and Distance Learning Knowledge Base for Decision-Makers"
- Meetings on establishment of a knowledge base for decision-makers (CIS countries) - During the year 2003

Training Activities

Training and re-training educators in ICT application in education
- High level seminar and workshop for decision/policy- makers from Asia and the Pacific "Towards Policies for Integrating ICTs into Education" - February-April 2003 - Bangkok, Thailand
- Training seminar "Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities" - May 2003 - IITE, Moscow
- Workshop for testers on ICDL - April 2003 - IITE, Moscow
- Training seminar for teachers and teacher trainers "Retraining of School Educators in the Application of ICTs in Education" - May 2003 - Druskinenkai, Lithuania
- Training seminar for teachers and teacher trainers "Retraining of School Educators in the Application of ICTs in Education" - October 2003 - Baku, Azerbaijan
- Workshop "ICTs in Special Education" within the framework of the IITE national pilot project for Armenia - September 2003 - Yerevan, Armenia
- Training session "ICTs in Distance Education" - October-December 2003 - Pretoria, South Africa

Supporting teacher education
- The 13th International conference-exhibition "Information Technologies in Education" (ITE-2003) for the countries of the Commonwealth of Independent States and South Eastern Europe - November 2003 - Moscow, Russian Federation

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PROGRAMME ACTIVITY - 2004

Research and Project Development

The ICT Usage for Quality Education
- Development of the statistical research Indicators of ICT Application in Education for SEE

countries - July-December

Policies & Practice of ICT Usage in TVET
- Development of the analytical research ICTs in Technical and Vocational Education and Training(TVET) for SEE countries - September-December

Analysis of Ethical, Psychological & Societal Aspects of Application of ICTs in Education
- Development of the analytical research Ethical, Psychological and Societal Problems on the Application of ICTs in Education - May-June

Forming prerequisite-sites for learning to live together
- Development of the analytical research ICTs in Teaching/Learning Languages - July-September
- Development of the analytical research ICTs in History Education for SEE countries - April-October
- Development of the analytical research ICTs in History Education for SEE countries - April-October

International cooperation for effective ICT usage in education
- Conference of the Ministers of Education and the Council for Cooperation in Education of the CIS States - January 22-24
- The 15th International Technology Institute (International Conference) New Computer Technology in Education. Troitsk, Russian Federation - June 7-10
- The 3rd International Forum Informatization of Education of the CIS Countries. Almaty, Kazakhstan - April 22-25
- Conference of the Ministers of Education and the Council for Cooperation in Education of the CIS States - November 24-26
- The 14th International Conference and Expo Information Technologies in Education (ITE-2004). Moscow, Russian Federation - November 1-8

Training Activities

Training and re-training educators in the application of ICTs in education
- Training seminar for Moscow teachers and teacher trainers Retraining of School Educators in the Application of ICTs in Education. IITE, Moscow - January 9
- Training seminar Retraining of School Educators on ICT Application in Secondary Education for SEE countries. Bucharest, Romania - February 11-14
- Workshop Indicators of ICT Application in Education for SEE countries. Bucharest, Romania - February 16
- High-level thematic seminar Towards Policies for Integrating ICTs into Education for SEE countries - February 16-20
- Workshop ICTs in History Education for SEE countries. Sofia, Bulgaria - March 27
- Thematic seminar ICTs in Distance Education for SEE countries. Sofia, Bulgaria - March 29 - April 2
- Workshop ICTs in TVET for SEE countries. Sofia, Bulgaria - April 3
- Training seminar for teachers and teacher trainers from Armenia Retraining of School Educators in the Application of ICTs in Education - May 17-20
- Training workshop for the special needs group Use of ICTs in the Working Environment (in collaboration with the Union of Blind People) - May 21
- IT-based training session for young specialists from Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova and the Russian Federation ICT Application in Secondary Education. IITE, Moscow - September
- Training seminar Retraining of School Educators in the Application of ICTs in Education. Perm - October
- Training seminar on distance learning for ICT specialists from Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova and the Russian Federation. IITE, Moscow - November 2-4

Development of training and support materials and tools for teachers and educational personal
- Development of a Position paper Information and Communication Technologies in Secondary Education – February, March-April
- Development of the specialized training course Basic ICT Literacy - April-November, DECEMBER

- Development of the specialized training course ICTs in Secondary Education - June- December
- Development of the specialized training course ICTs in Technical and Vocational Education and Training - August- December
- Development of the specialized training course ICTs in Special Education - December
- Development of the specialized training course ICTs in Distance Education – September, May, June, July
- Development of the specialized training course Basic Tutor's Skills in Distance Education - July
- Development of the specialized training course Internet in Education - June-November, July, December
- Development of the specialized training course Multimedia in Education – June, August
- Development of the WWW distance education platform - November
- Development of the information system for on-line testing – November

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PROGRAMME ACTIVITY - 2005

Training Activities

IITE Project Manager
- Development of the specialized training course ICTs in Education for People with Special Needs - February
- Development of the IITE information system software for on-line testing - March
- Development of testing materials for the IITE training course Basic ICT Literacy - March
- Preparation of the final report for the IITE extrabudgetary project for SEE - March
- Training seminar for teachers and teacher trainers Multimedia in Education, Bulgaria - April 18-21
- Training seminar for teachers and teacher trainers Re-training of School Educators in the Application of ICTs in Teaching Subjects, Kazakhstan - May 16-19
- Development of the basic training course ICT Usage for Professional Development in Education - June
- Workshop ICTs in Education for People with Special Needs, Armenia - September 12-15
- Training seminar for teachers and teacher trainers Re-training of School Educators in the Application of ICTs in Education, Azerbaijan - October 3-6
- Training seminar for teachers and teacher trainers Designing of ICT-based Education Environment, Russian Federation (Perm) - November 14-18
- Training seminar for teachers and teacher trainers ICTs in Technical and Vocational Education and Training, Lithuania - December 5-8
- Organization and carrying out of the IITE training programme Distance Education Specialist (in collaboration with the Ministry of Education and Science of the Russian Federation), Russian Federation (Moscow) - During the year

Appendix G   Composition of Governing Board

Exhibit 34 : Composition of Governing Board as of 2005

Name of the Board Member Country	Position
H. E. Prof. AL-ATHEL Saleh Abdulrahman Saudi Arabia	(Chairperson) President King Abdul-Aziz City for Science and Technology (KACST)
Prof. Bernard CORNU France	(Vice-Chairperson) Head of ICT Department of INRP
Prof. Vaino BRAZDEIKIS Lithuania	Director Centre for Information Technologies in Education
Prof. Avram ESKENAZI Bulgaria	Head, Software Engineering Department Institute of Mathematics and Informatics
Prof. Diana LAURILLARD United Kingdom	Head of e-Learning Strategy Unit Department for Education and Skills
Prof. Galym MUTANOV Kazakhstan	East-Kazakhstan State Technical University Rector
Prof. Vladimir FILIPPOV Russian Federation	Assistant Chairperson of the Russian Government
Prof. Michael ZGUROVSKY Ukraine	Rector National Technical University of Ukraine (KPI)
Prof. Alexander ZHUK Belarus	First Deputy-Minister Ministry of Education
Prof. Xingfu DING People's Republic of China	Director Institute for Distance Education

Appendix H   List of Focal Points

Exhibit 35 : List of IITE Focal Points as of 2005

№	COUNTRY	ORGANIZATION
1	ALGERIE - Algere	National Institute for Research in Education
2	ANDORRA- Andorra-la-Vella	National Centre of Informatics of' Andorra (CNIA)
3	BANGLADESH- Dhaka	National Academy for Educational Management (NAEM), Ministry of Education
4	BULGARIA - Sofia	Ministry of Education and Science. National Institute of Education
5	CAP-VERT- Praia	Teachers Training Institute
6	CROATIA - Zagreb	Croatian National Commissions for UNESCO. Hrvatsko povjerenstvo za UNESCO. Ministarstvo kulture RH. Faculty of Organization and Information in Varaždin
7	CZECH REPUBLIC - Prague	UNESCO International Centre for Scientific Computing (ICSC)
8	DENMARK - Kobenhavn	National Centre for Technology-Supported Learning (CTU)
9	THE FORMER YOUGOSLAVE REPUBLIC OF MACEDOINE - Skopje	Institute of Informatics (II), Faculty of Natural Sciences and Mathematics
10	FINLAND - Helsinki	National Board of Education
11	KUWAIT	The Information Centre of the Ministry of Education of Kuwait
12	GEORGIA - Tbilisi	Educational Scientific Centre "Informatica". Ministry of Education Georgia
13	GHANA - Accra	Science Resource Centre, Ghana Education Service
14	ICELAND - Reykjavik	Iceland University of Education
15	INDONESIA - Ciputat	Centre for Communication Technology for Education and Culture (PUSTEKKOM)
16	IRAN (ISLAMIC REPUBLIC OF) - Tehran	Institute "Iran Science Promotion-Year 2020"
17	KYRGYZSTAN- Bishkek	International University of Kyrgyzstan
18	LIBAN - Liban	National Centre of Science and Pedagogical Development
19	MALAYSIA - Kuala Lumpur	Technology Education Division (BTP), Ministry of Education
20	MEXICO - Mexico	Centre of Educational Television (UTE), Ministry of Education
21	MONGOLIA - Ulan-Bator	Ministry of Science, Technology, Education and Culture of Mongolia. JMITA
22	NAMIBIA - Okahandja	National Institute for Educational Development (NIED)
23	NEW ZEALAND - Wellington	IT Strategies for Schools, Ministry of Education
24	PAKISTAN - Islamabad	Academy of Educational Planning and Management
25	POLOGNE - Warsaw	Educational Centre for Informatics and Application of Computers
26	REPUBLIC OF ARMENIA - Yerevan	"Informatics" Educational Complex, Ministry of Education and Science of the Republic of Armenia
27	REPUBLIC OF AZERBAIJAN - Baku	Centre of Educational Technologies, Ministry of Education and Science of the Republic of Azerbaijan
28	REPUBLIC OF BELARUS - Minsk	Computer Analytical Centre, Ministry of Education of Belarus
29	REPUBLIC OF KAZAKHSTAN - Almaty	Republic Scientific-Methodical Centre of Informatization in Education (RSCIE)

30	REPUBLIC OF LITHUANIA - Vilnius	Center of Information Technologies of Education
31	REPUBLIC OF MOLDOVA - Chisinau	Institute of Continuing Education, Ministry of Education of Republic of Moldova
32	REPUBLIC OF TAJIKISTAN - Dushanbe	National Technical University of Tajikistan
33	ROMANIA - Bucharest	The Centre for Advanced Learning Services, University "Politechnica"
34	RUSSIAN FEDERATION - Moscow	State Research Institute of Information Technologies and Telecommunications "Informika"
35	SENEGAL - Dakar	Laboratoire Informatique Education (LIE) de l'Ecole Normale Superieure (Universite Cheikh Anta Diop)
36	SEYCHELLES - Mont Fleuri	Ministry of Education of Seychelles
37	SPAIN - Madrid	Programme of New Information and Communication Technologies (PNTIC)
38	SWISS - Bern	National Commissions of Switzerland for UNESCO
39	UKRAINE - Kiev	"Institute of Applied System Analysis", Ministry of Education of Ukraine and the National Academy of Sciences of Ukraine
40	UNITED REPUBLIC OF TANZANIA - Dar Es Salaam	Institute of Educational Technology Open University of Tanzania

General Scheme of the Seminar

Day 0–1	Arrival of the participants and moderators; first orientation session

Day 1	**Unit D1–1** Introduction	**Unit D1–2** Education and Sustainable Development	**Unit D1–3** Educational Philosophy in the 21ˢᵗ Century	**Unit D1–4** Sample Policies
Day 2	**Unit D2–1** Technology issues		**Unit D2–2** Process issues	**Unit D2–3** Pedagogical issues
Day 3	**Unit D3–1** Ethical issues	**Unit D3–2** Economics	**Unit D3–3** Preparation to the 2–month period (Home assignments)	

2–month period	**Unit 2M** Self–training of the participants and consultations by correspondence. The participants' work: elaboration and updating national and regional action plans (projects)
Day 0 – 4	Arrival of the participants and moderators; second orientation session
Day 4	**Unit D4** Practical work: Strategic Scenarios. Practical work based on the results of the previous period (2M)
Day 5	**Unit D5** 'Prospective day'. Funding, fundraising; cross–national collaboration

Appendix J Example of recommendations issued during the National Pilot project : ICT for Education of people with Special Needs

**RECOMMENDATIONS ON THE NATIONAL
PILOT PROJECT FOR ARMENIA LAUNCHED BY UNESCO IITE ON ICTs
IN EDUCATION FOR PEOPLE WITH DISABILITIES**

Expert meeting *Information and Communication Technologies (ICTs) in Special Education* was held by the UNESCO Institute for Information Technologies in Education (IITE) in Moscow on 12 and 13 April 2002. The meeting was organized in close cooperation with the Armenian National Commission for UNESCO, Ministry of Education and Science of the Republic of Armenia, and Educational Complex "Informatics" – Armenian focal point for cooperation with IITE. Thirteen experts from eight countries (Armenia, Australia, Belarus, Cyprus, Denmark, Italy, Russian Federation, United Kingdom) participated in its work.

The national pilot project for Armenia launched by UNESCO IITE on *ICTs in Education for People with Disabilities* was presented on 13 April 2002 by Dr Gevorg Margarov and Dr Yuri Baroyan from the Educational Complex "Informatics". It was agreed that success of the project depended on the recognition of the related problems of special educational needs. The experts discussed the proposal and approved of its content. As far as the recommendations are concerned, the following has been raised:

- The experts agreed that the project was in line with the Dakar follow-up objectives of *Education for All Throughout Life*.

- Emphasis should be made on the training of the trainers of people with special education needs (SEN).

- Some areas need more clarification (e.g. the content of training, the number of teachers who will need training).

- The parents of pupils with SEN need to be involved in the project.

- The national pilot project for Armenia can be used as a field-testing for the *ICTs in Special Education* course that the experts will develop. More specifically, the testing could take place in Armenia in Spring 2003.

The expert team has expressed the interest and willingness to contribute to the successful implementation of the project in Armenia.

Source : Expert meeting Final Report, ICTs in special education, 12 - 13 April 2002, IITE, Moscow

**United Nations Educational,
Scientific and Cultural Organization**

**UNESCO Institute for Information
Technologies in Education**

CERTIFICATE

of attendance at the seminar
*"Re-training of School Educators in Application of the Information
and Communication Technologies in Education"*
from 19 to 24 November 2001
at the UNESCO Institute for Information Technologies in Education
Moscow, Russian Federation

Ion Cirlig

has successfully completed the programme of the above-mentioned seminar.

Vladimir Kinelev
Director IITE UNESCO

Appendix L   Methodology of the web-based questionnaires

Several contact databases have been provided by IITE. Two groups of contacts were constituted: beneficiaries of IITE training activities, and IITE's Partners in the field of education (including UNESCO focal points).

Exhibit 36   **Contacts**

	Nb
Trainees	281
Partners	264

All individuals of each group received a dedicated electronic invitation to respond to the corresponding questionnaire.

The two questionnaires are annexed to this document.

The implementation of the web-based survey was as follows:

- The 2 surveys were available on-line from the 24th of June to the 11 of July 2005
- 2 reminders have also been sent to all non-respondents on a regular basis

Some contacts from the JRC database had wrong e-mail addresses. The population of reference used here to calculate the response rates of the study represents the contacts that indeed received the invitation letter (see Exhibit 37).

Exhibit 37   **Population of reference**

	Contacts from the database	Undeliverable e-mails	Population of reference
Trainees	281	77	204
Partners	264	52	212

Exhibit 38 shows response rates of the surveys (calculated only with positive responses). Overall response has been over 40 % - which can be seen as a more than satisfactory response rate for this type of surveying which normally pity to exceed 30%.

Exhibit 38   **Response rates**

	Population of reference	Positive responses	Response rates
Trainees	204	53	26 %
Partners	212	65	31 %

Appendix M   Complete results of the Partner On-line Survey

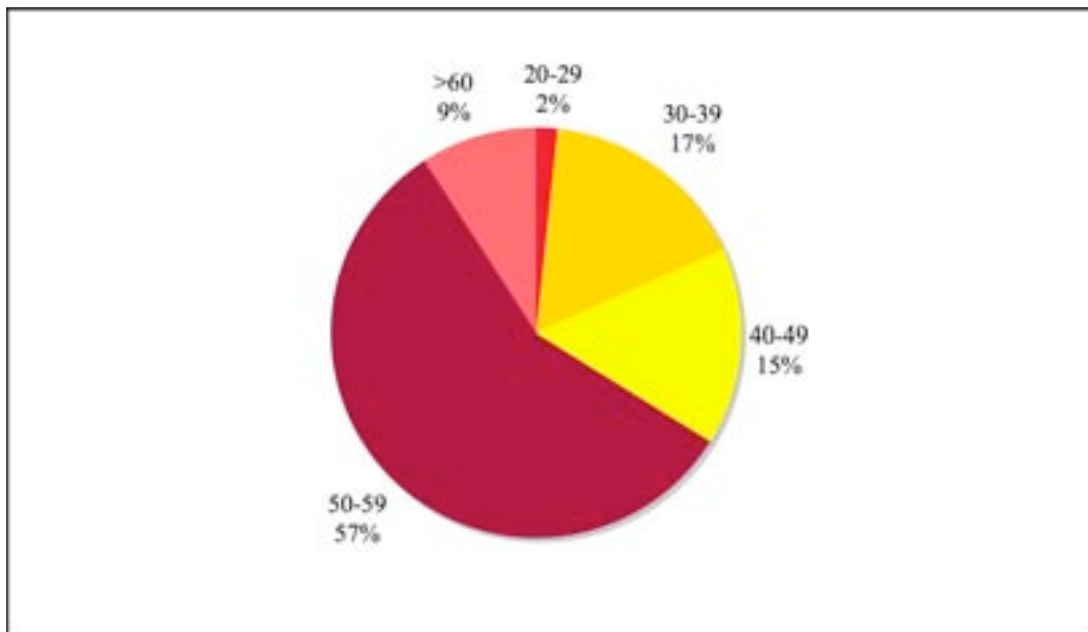## M.1   Identification

Exhibit 39   Age of respondents

Exhibit 40 : Gender of respondents

You are...	Nb. cit.	Fréq.
No response	1	1,54%
... a man	48	73,85%
... a woman	16	24,62%
TOTAL OBS.	65	100,00%

Exhibit 41   **Educational level of respondents**

Other 6% · Graduate 6% · Master 27% · PhD 61%
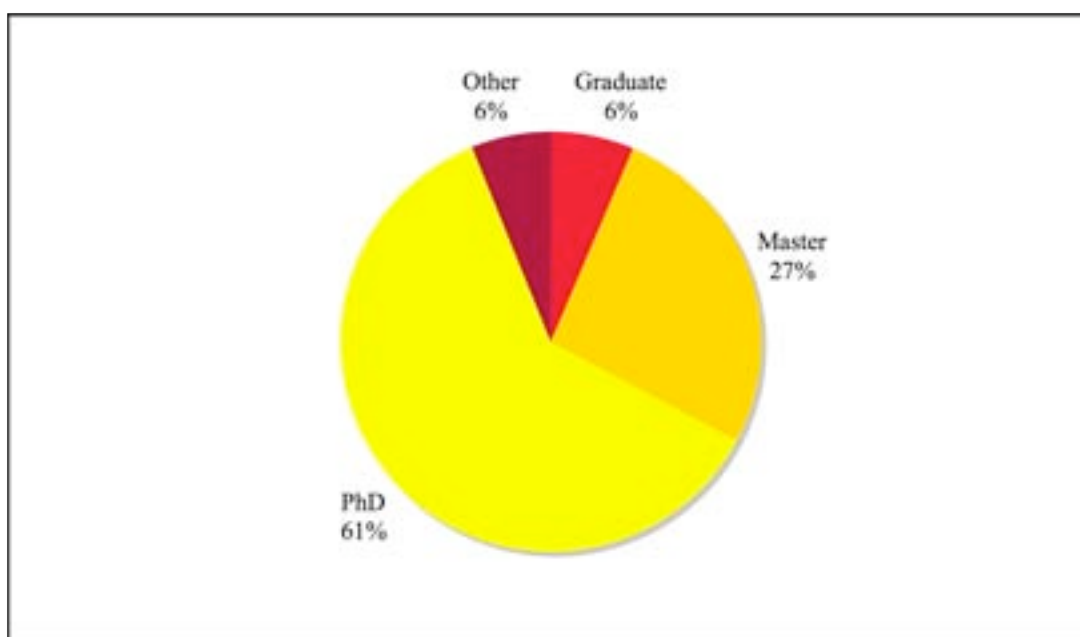
Exhibit 42   **In what country are you working?**

	Nb	Freq
Andorra	1	2%
Argentina	1	2%
Austria	1	2%
Azerbaijan	2	3%
Belarus	1	2%
Belgium	1	2%
Bulgaria	1	2%
Burkina Faso	1	2%
Canada	2	3%
Congo (Brazzaville)	1	2%
Cyprus	1	2%
Czech Republic	1	2%
Germany	3	5%
Finland	2	3%
France	4	6%
India	1	2%
Israel	1	2%
Italy	3	5%
Kazakhstan	1	2%
Kyrgyzstan	1	2%
Lithuania	2	3%
Morocco	1	2%
Netherlands	1	2%
New Zealand	1	2%
Norway	1	2%
Poland	1	2%
Russia	9	14%
South Africa	2	3%

Spain	1	2%
Tanzania	1	2%
Thailand	1	2%
United Kingdom	7	11%
Ukraine	1	2%
USA	4	6%
Venezuela	1	2%
NA	1	2%
Total	65	100%

Exhibit 43   In what type of organisation are you working?

	Nb. cit.	Fréq.
High School and below	1	2%
NGO	5	8%
National government body in charge of education	6	9%
Other governmental institution (ministry, agency,.)	7	11%
Professional organisation and association	2	3%
Research Institute	2	3%
Technical Centre	1	2%
UNESCO (headquarters, offices, Institute or national commissions)	9	14%
University	23	35%
Corporate company	0	0%
Other	9	14%
TOTAL OBS.	65	100%

M.2 Knowledge of IITE

Exhibit 44 **How do you judge your level of knowledge of the following IITE activities**
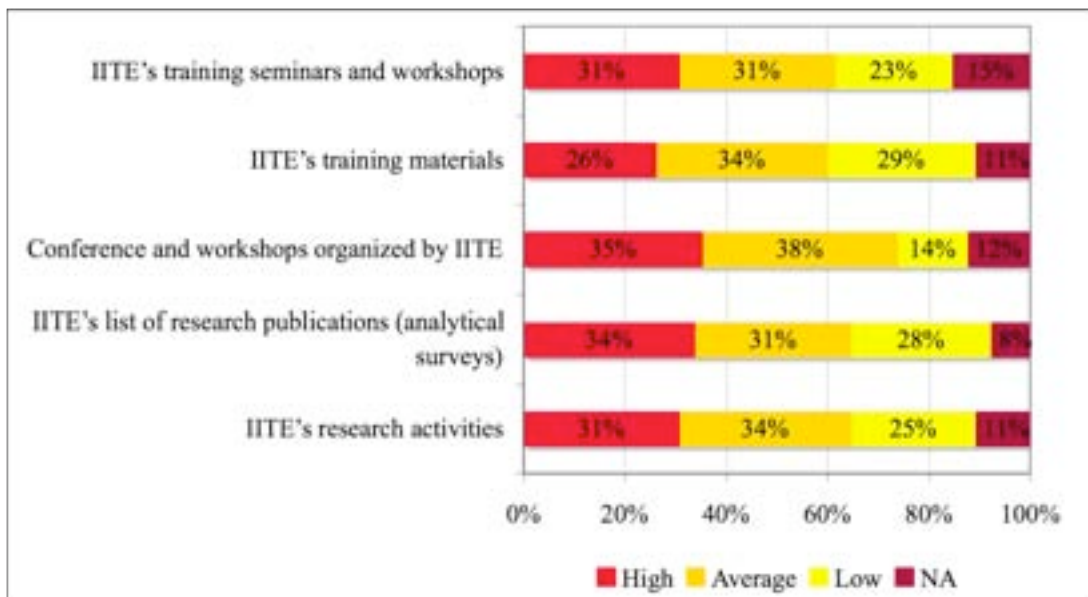
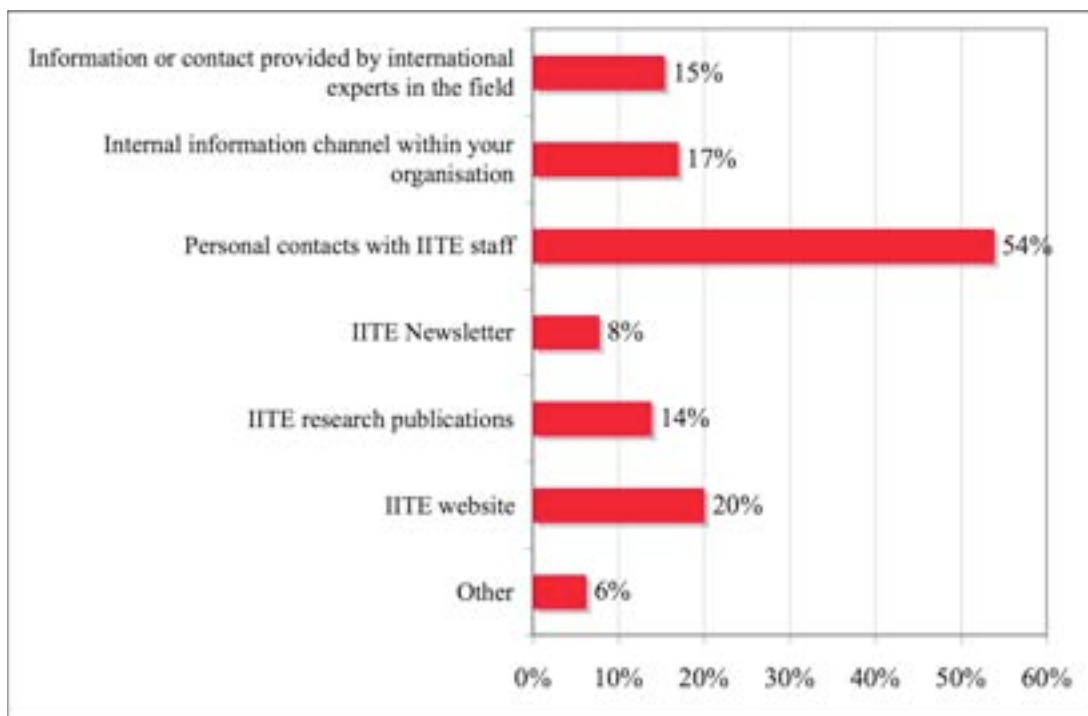**Exhibit 45** **Through what channel did you first get acquainted with IITE?**

Exhibit 46   How do you usually keep informed about IITE's activities?
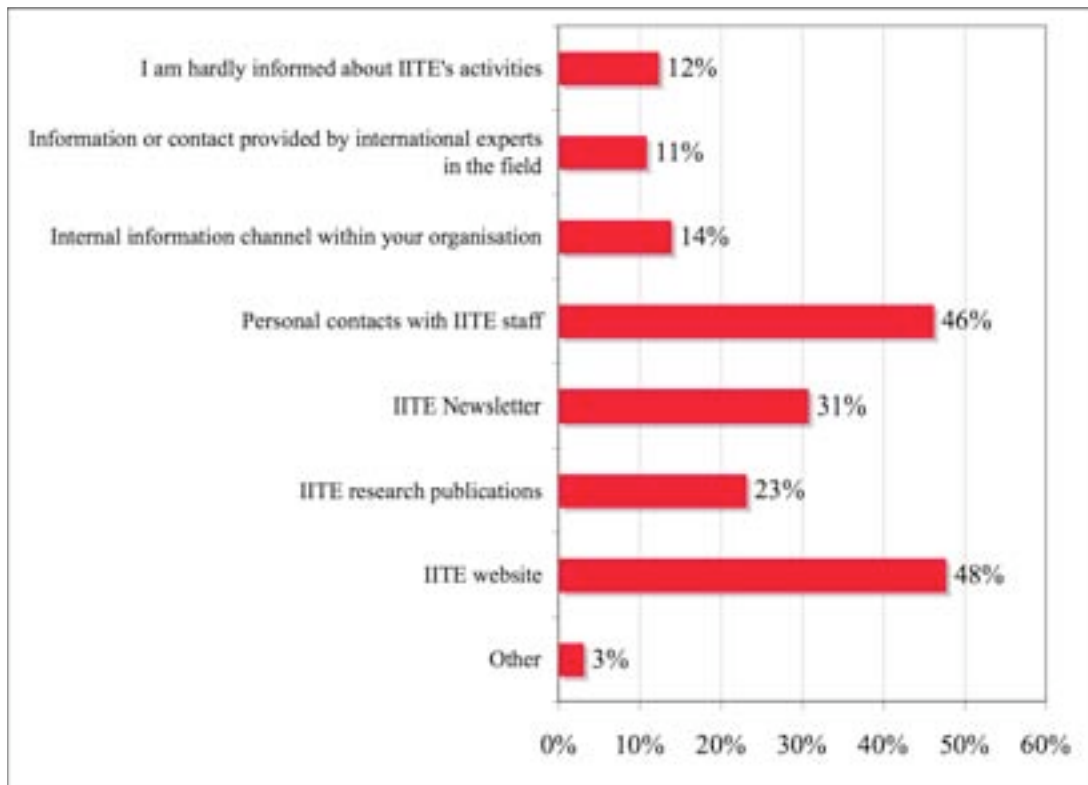

Exhibit 47   How often do you use the ISITE website (IITE's portal for information exchange)?
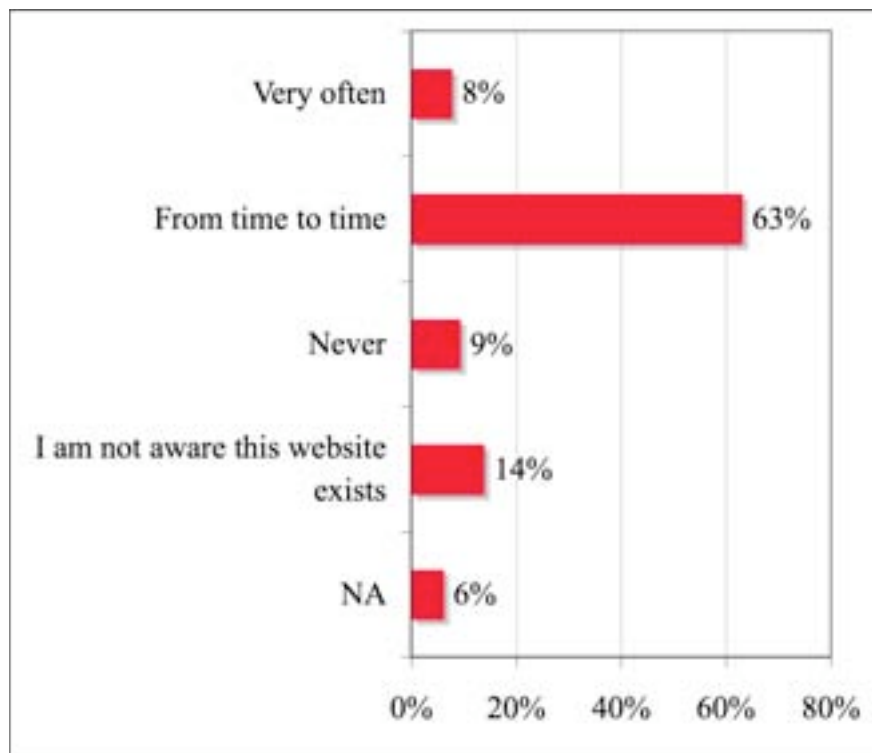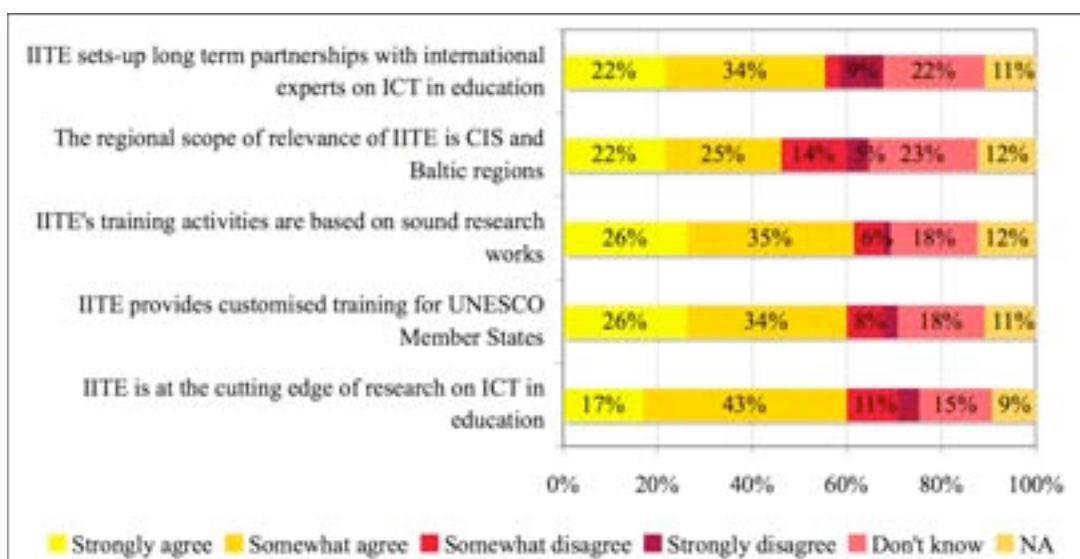
Exhibit 48   To what extent do you agree with the following statements?

Legend: Strongly agree · Somewhat agree · Somewhat disagree · Strongly disagree · Don't know · NA

M.3   Cooperation with IITE

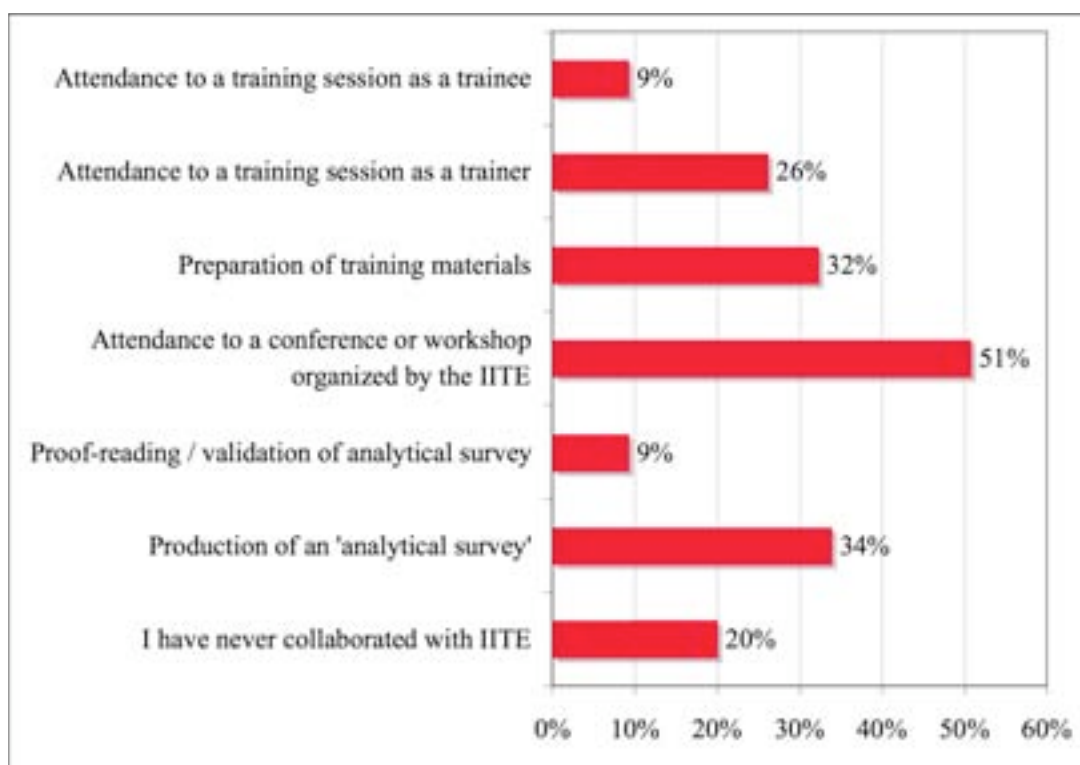**Exhibit 49   Have you ever cooperated with IITE on one of the following Institute activities?**

Exhibit 50 : Cross-analysis of content of cooperation with IITE

	Production of an 'analytical survey'	Proof-reading / validation of analytical survey	Attendance to a conference or workshop organized by the IITE	Preparation of training materials	Attendance to a training session as a trainer	Attendance to a training session as a trainee
Production of an 'analytical survey'		22,73%	68,18%	31,82%	31,82%	13,64%
Proof-reading / validation of analytical survey			66,67%	33,33%	16,67%	33,33%
Attendance to a conference or workshop organized by the IITE				48,48%	39,39%	12,12%
Preparation of training materials					61,90%	9,52%
Attendance to a training session as a trainer						5,88%
TOTAL	33,85%	9,23%	50,77%	32,31%	26,15%	9,23%

Exhibit 51   Since when have you been cooperating with IITE and when did you complete your cooperation with IITE?
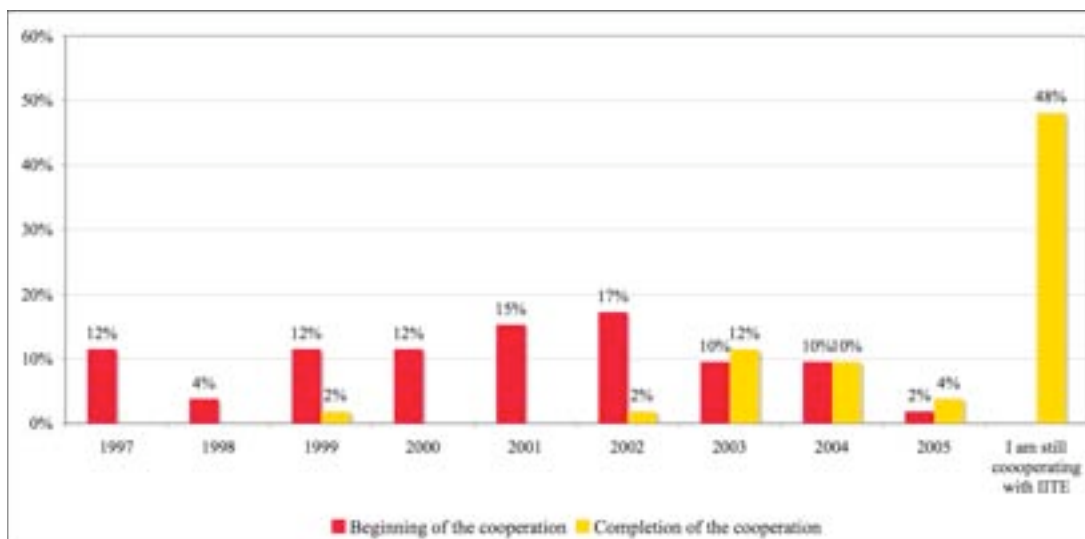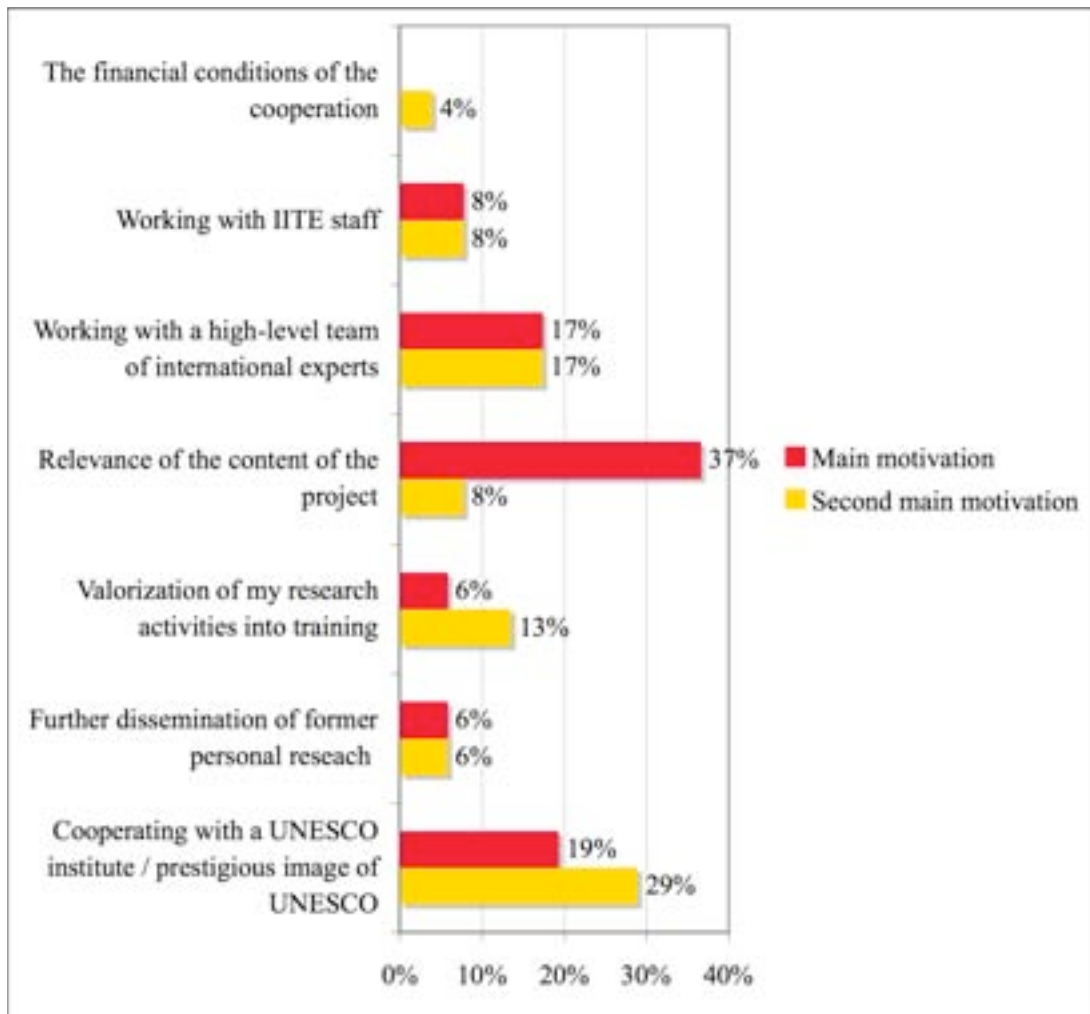

Note : this question apply only to experts that have collaborated with IITE – total 52

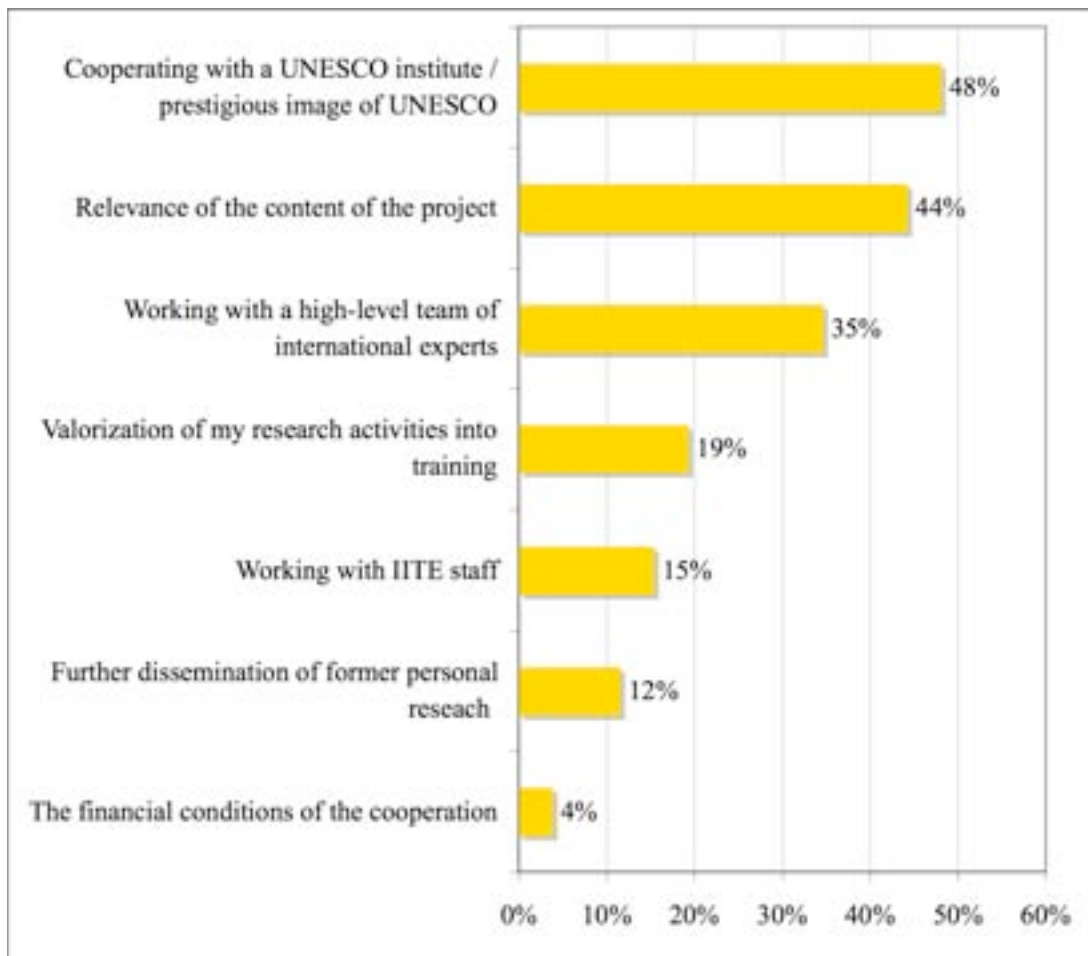**Exhibit 52   Please characterise your cooperation with IITE:**

	Nb. cit.	Fréq.
No response	5	10%
Continuous cooperation	28	54%
One-off cooperation	19	37%
TOTAL OBS.	52	100%

Exhibit 53   What were your 2 main motivations for cooperating with IITE?
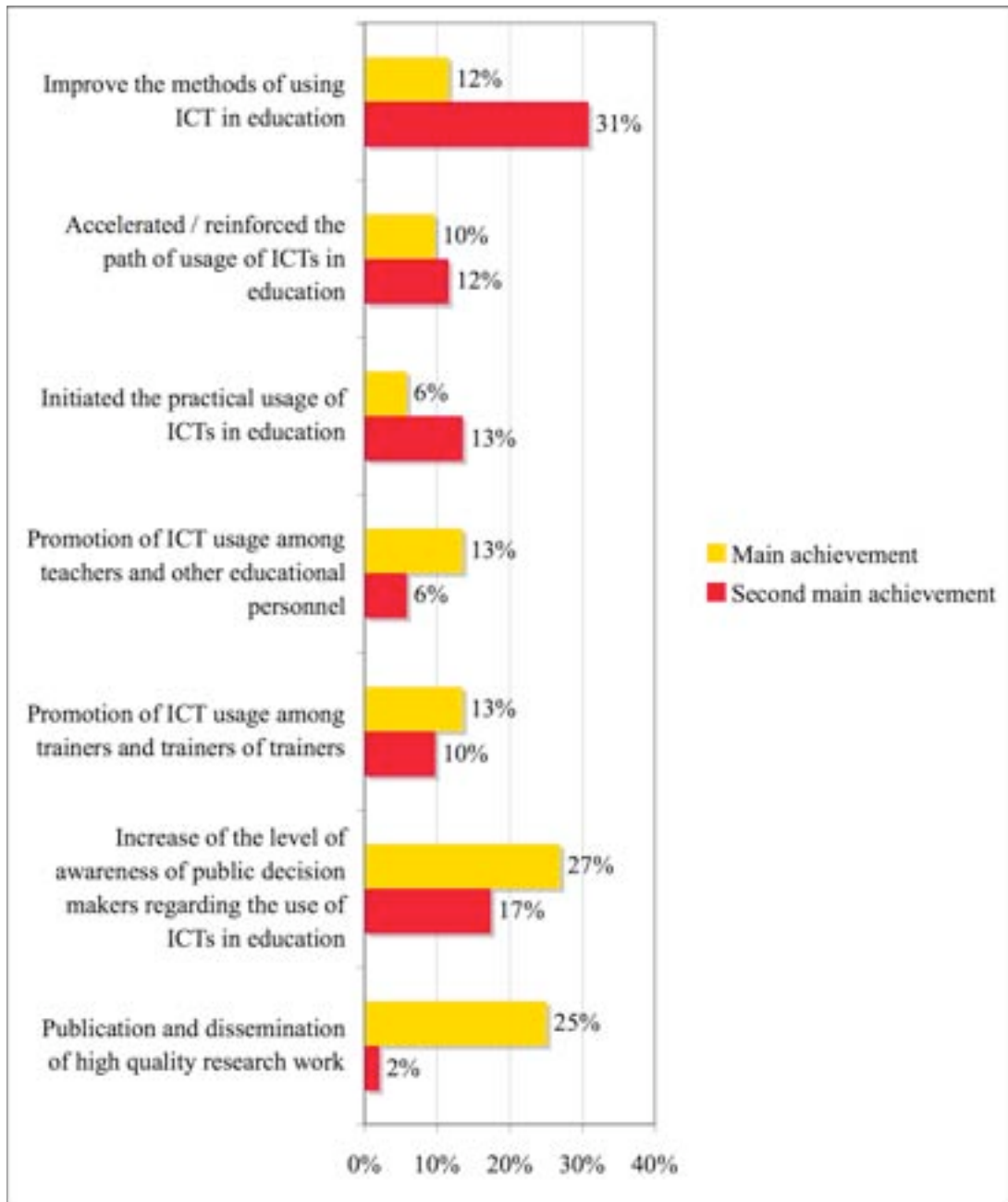

Note : this question apply only to experts that have collaborated with IITE – total 52

Exhibit 54 **What were your main motivations for cooperating with IITE? (Aggregated)**

Cooperating with a UNESCO institute / prestigious image of UNESCO — 48%
Relevance of the content of the project — 44%
Working with a high-level team of international experts — 35%
Valorization of my research activities into training — 19%
Working with IITE staff — 15%
Further dissemination of former personal reseach — 12%
The financial conditions of the cooperation — 4%

Note : this question apply only to experts that have collaborated with IITE – total 52

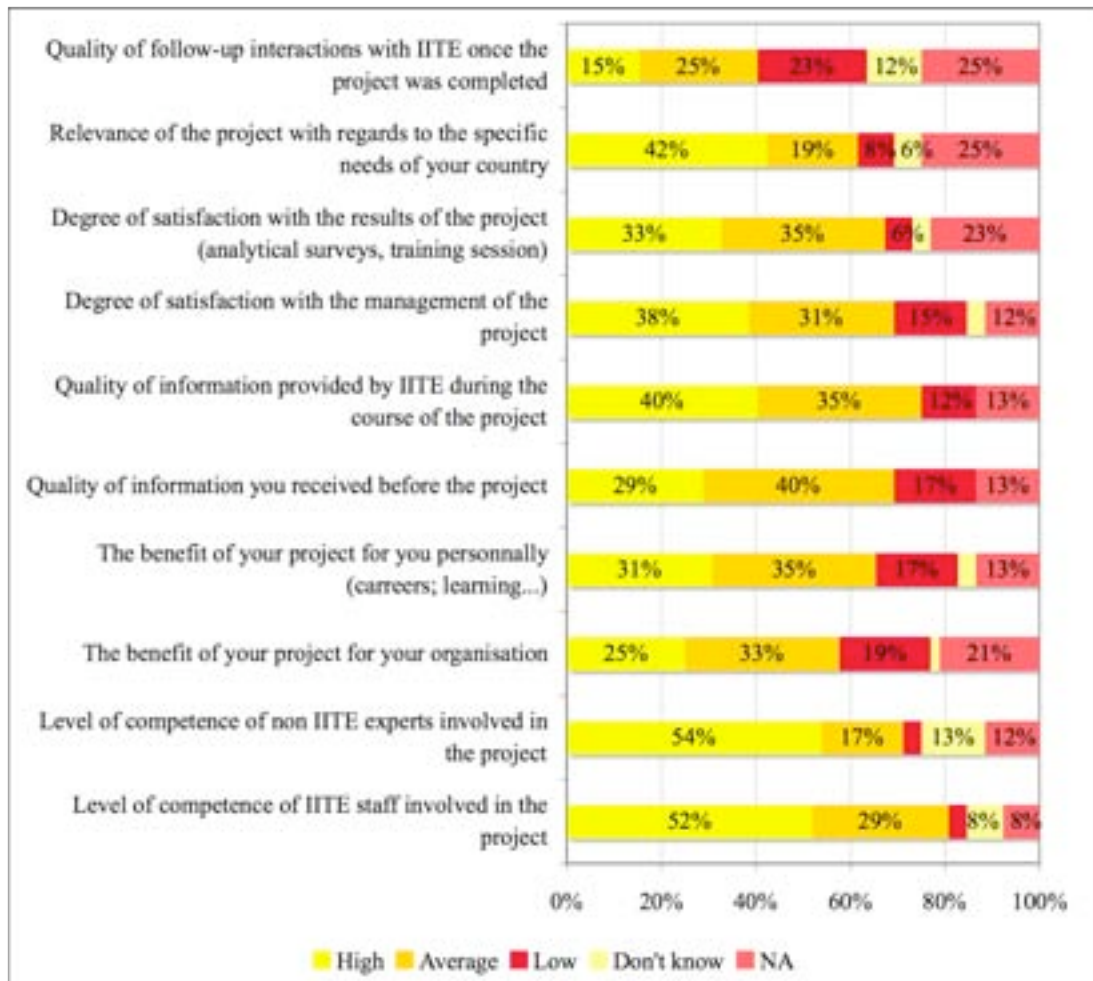**Exhibit 55   What were the 2 main achievements of your cooperation with IITE?**

Note : this question apply only to experts that have collaborated with IITE – total 52

Exhibit 56   What were the main achievements of your cooperation with IITE? (Aggregated)
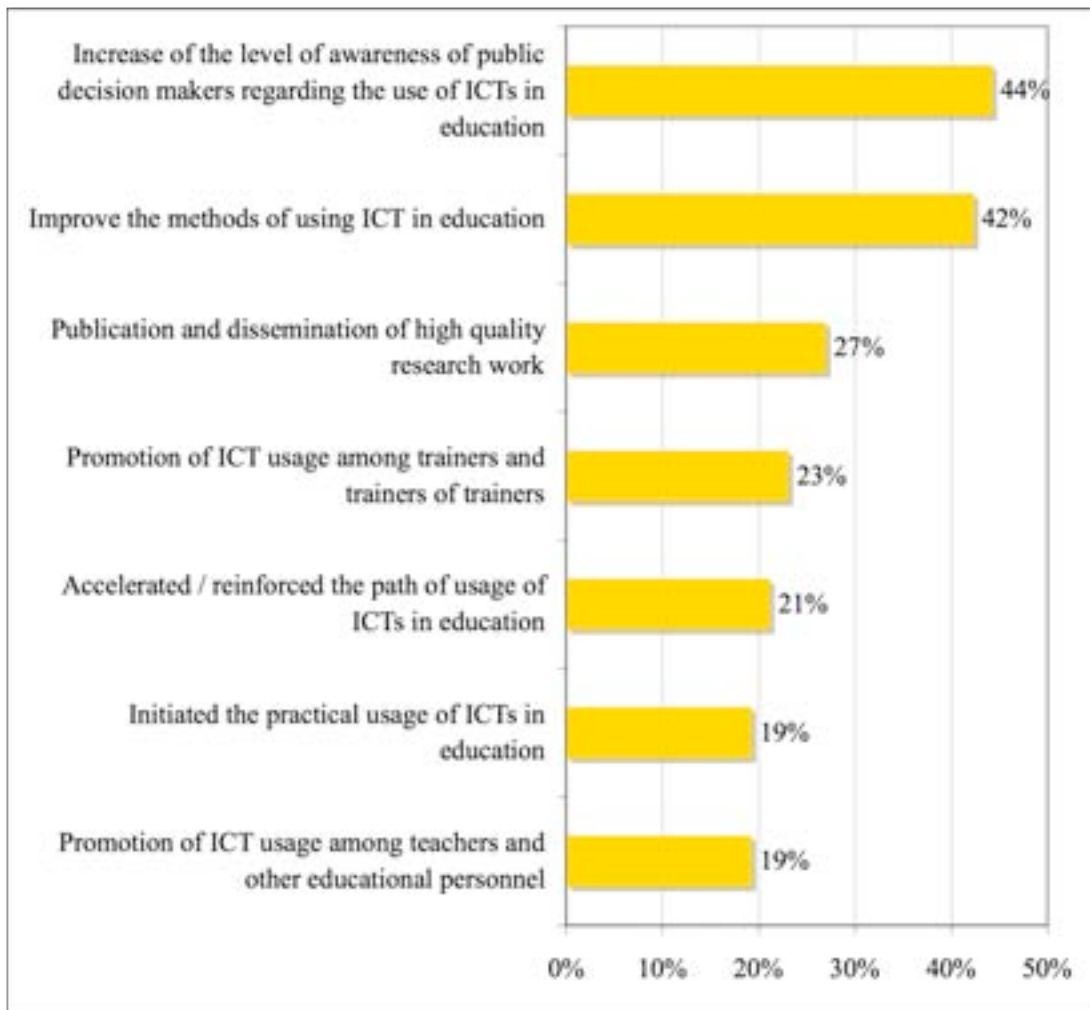
Note : this question apply only to experts that have collaborated with IITE – total 52

Exhibit 57   **Please rate the following items**

	High	Average	Low	Don't know	NA
Quality of follow-up interactions with IITE once the project was completed	15%	25%	23%	12%	25%
Relevance of the project with regards to the specific needs of your country	42%	19%	8%	6%	25%
Degree of satisfaction with the results of the project (analytical surveys, training session)	33%	35%	6%		23%
Degree of satisfaction with the management of the project	38%	31%	15%	12%	
Quality of information provided by IITE during the course of the project	40%	35%	12%	13%	
Quality of information you received before the project	29%	40%	17%	13%	
The benefit of your project for you personnally (carreers; learning...)	31%	35%	17%	13%	
The benefit of your project for your organisation	25%	33%	19%	21%	
Level of competence of non IITE experts involved in the project	54%	17%	13%	12%	
Level of competence of IITE staff involved in the project	52%	29%	8%	8%	

Note : this question apply only to experts that have collaborated with IITE – total 52

M.4   Knowledge of and relations with other UNESCO Institutes

Exhibit 58   What is your level of knowledge of the activities performed by the following UNESCO Institutes?
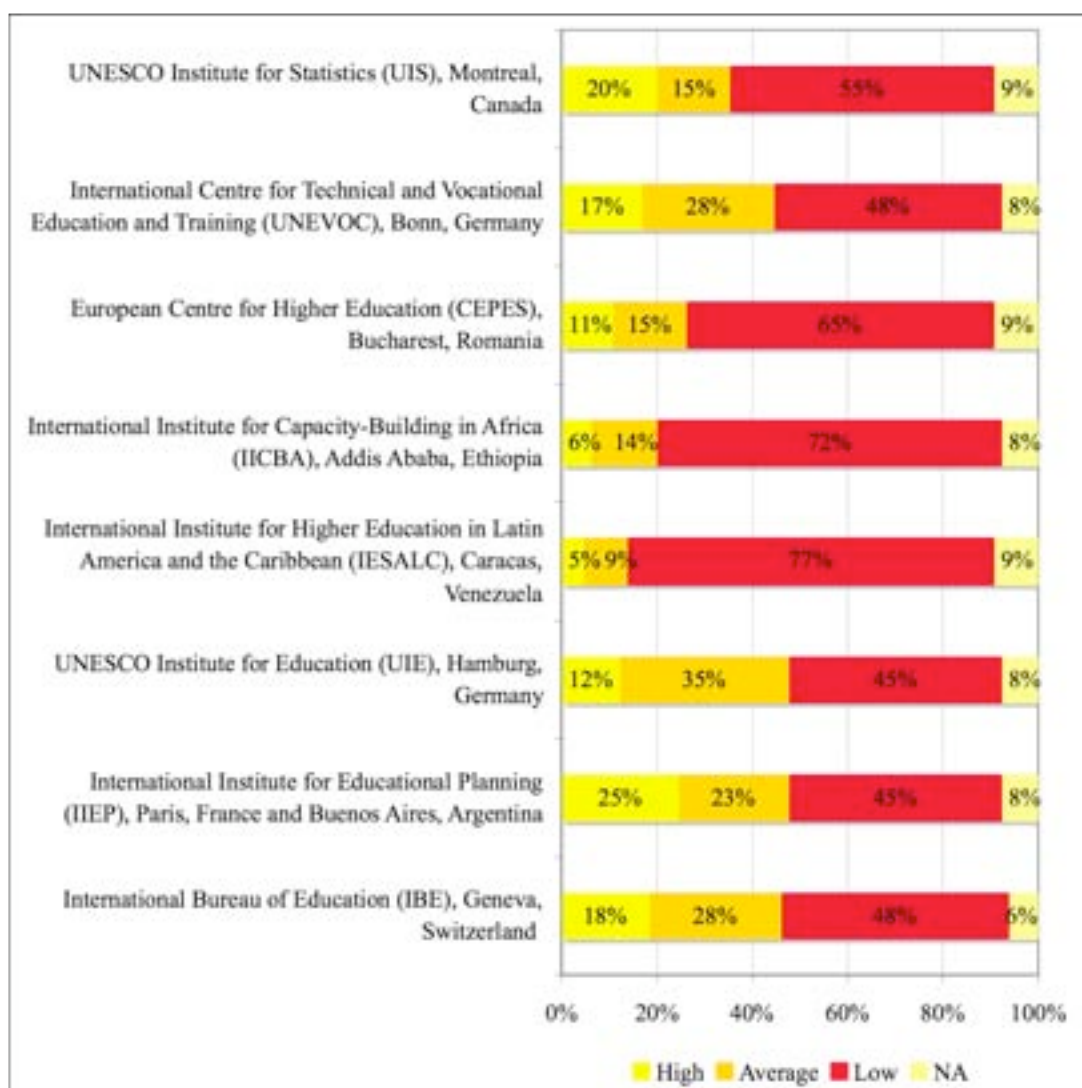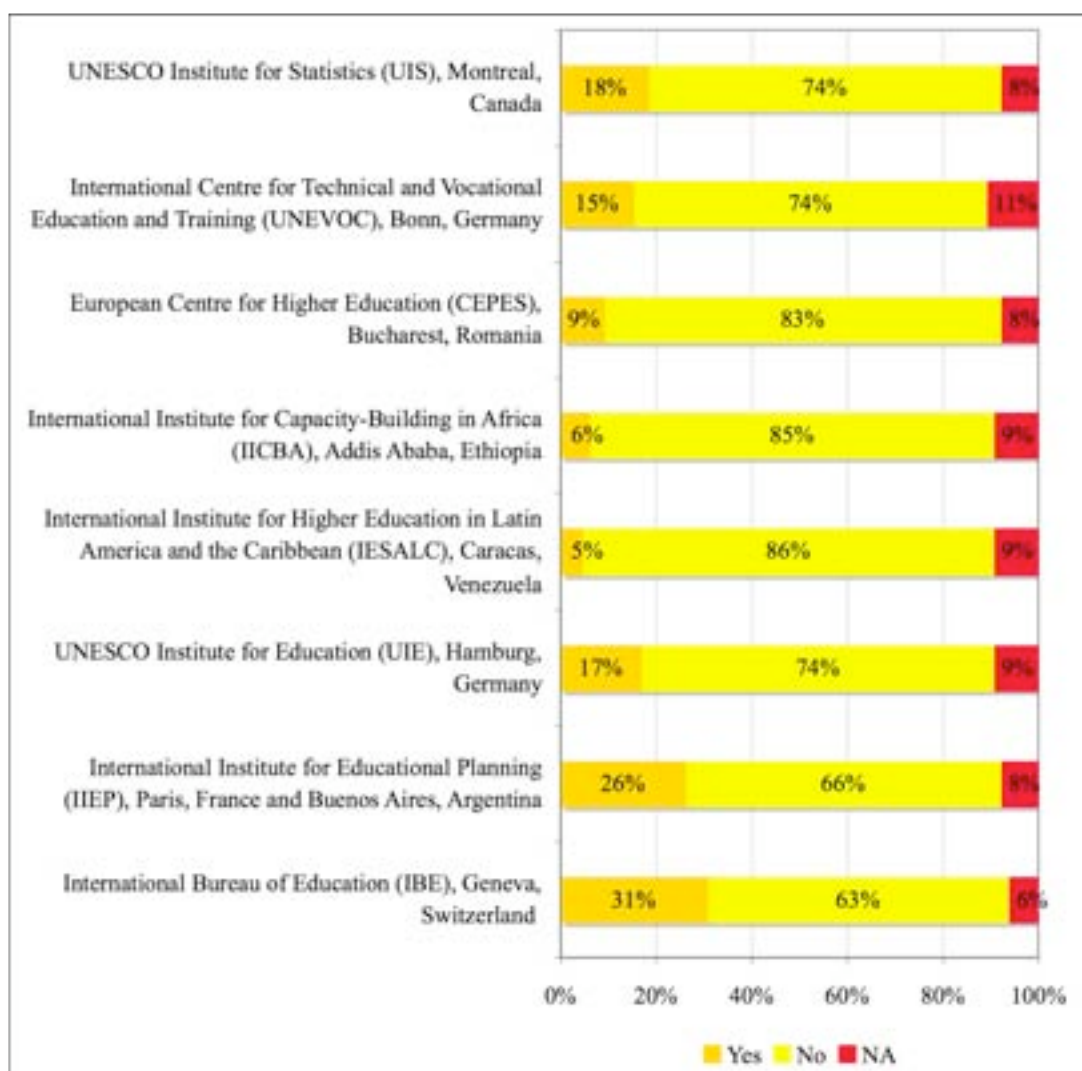
Exhibit 59   Have you ever collaborated with one or more of the following UNESCO Institutes?

M.5   Conclusions

Exhibit 60   According to you what are the main barriers to ICT use as an educational tool in the following countries?
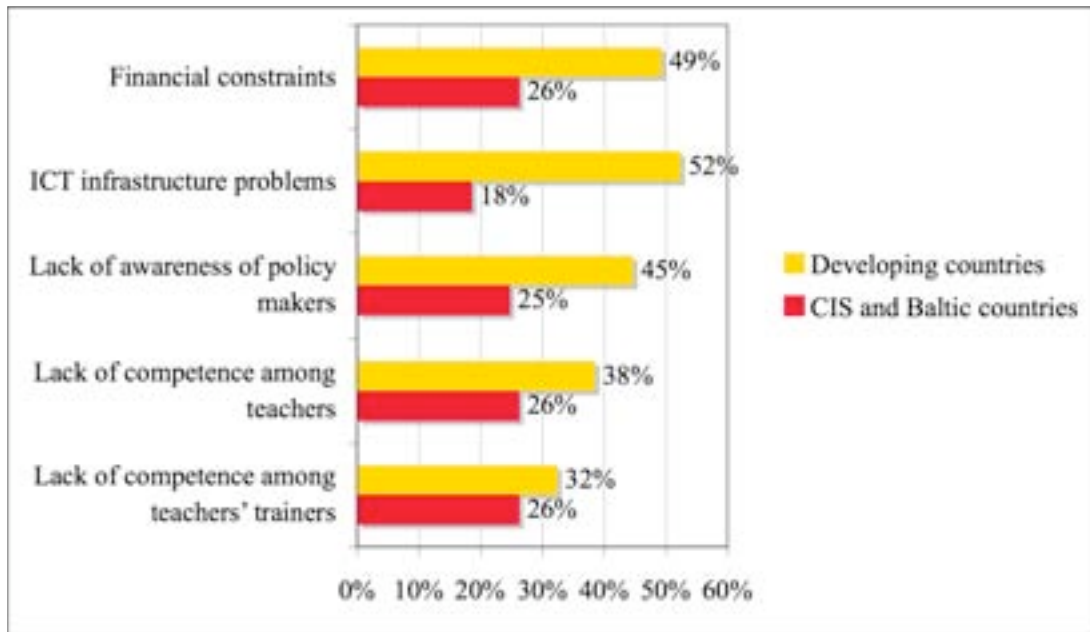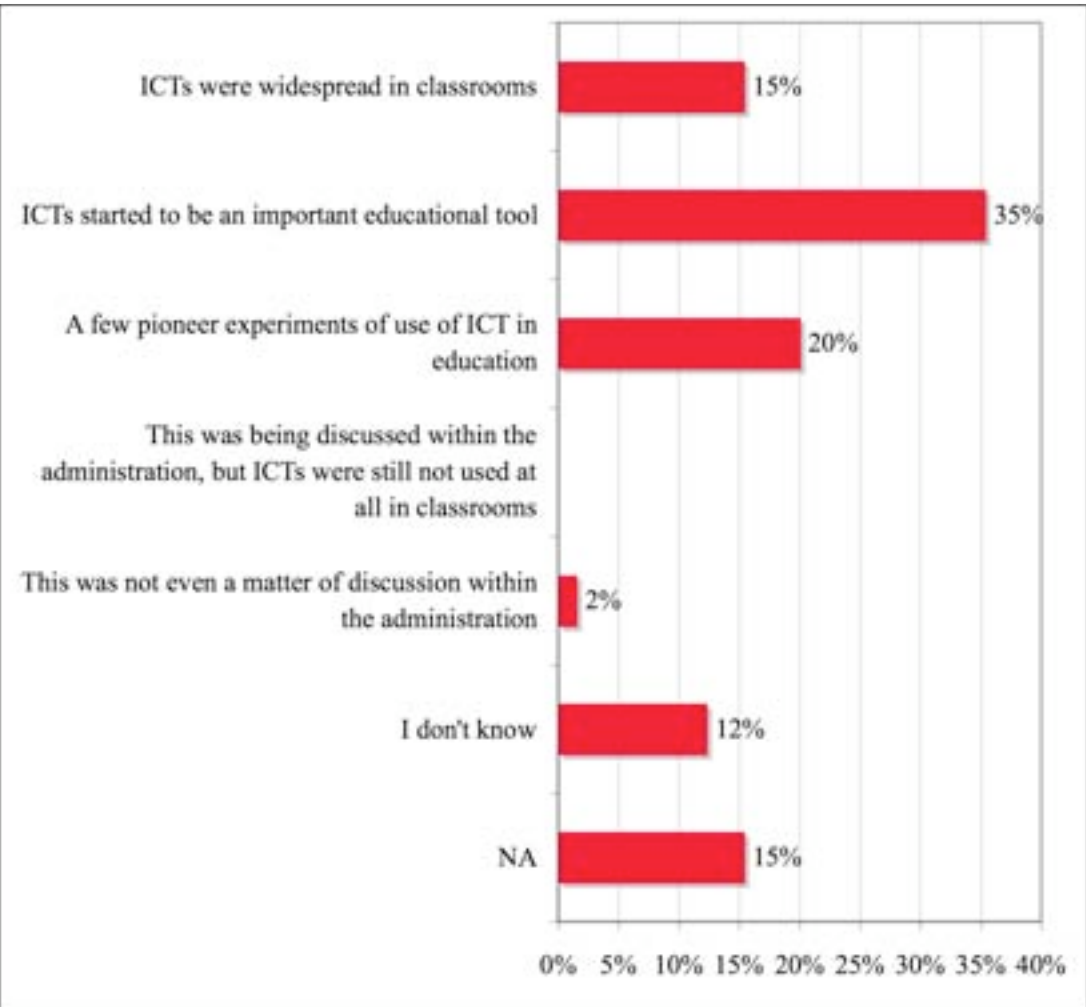

Exhibit 61   At the time of the training, what was the level of use of ICT in education in your country?

ICTs were widespread in classrooms — 15%

ICTs started to be an important educational tool — 35%

A few pioneer experiments of use of ICT in education — 20%

This was being discussed within the administration, but ICTs were still not used at all in classrooms

This was not even a matter of discussion within the administration — 2%

I don't know — 12%

NA — 15%

Appendix N Complete results of the Trainee On-line Survey

N.1 Identification

Exhibit 62 **Age of respondents**
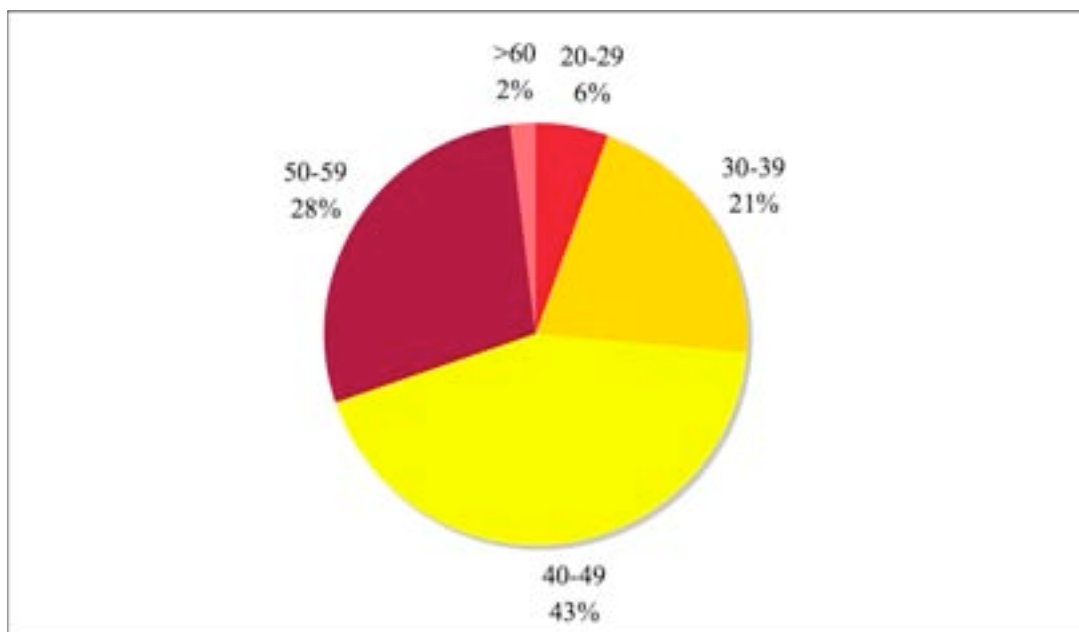
Exhibit 63 : Gender of respondents

You are...	Nb. cit.	Fréq.
... a man	30	56,60%
... a woman	23	43,40%
TOTAL OBS.	53	100%

Exhibit 64   Educational level of respondents

Other
6%

Graduate
19%

PhD
25%

Master
50%
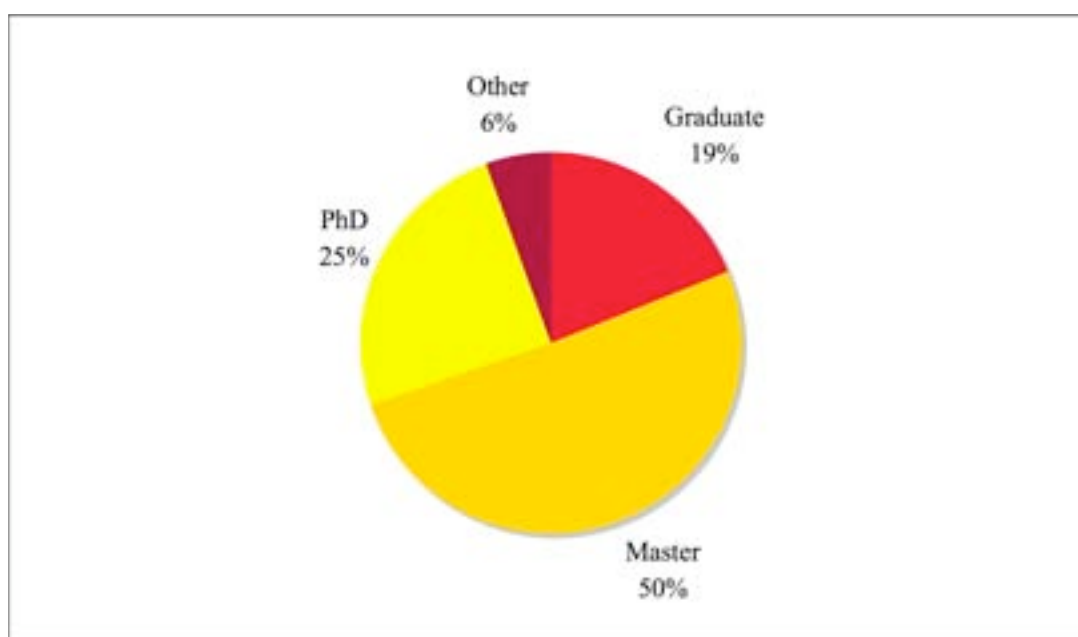
Exhibit 65   Training activity(ies) followed by respondents

Name of the training activity	Nb	Freq.
Seminar "The Use of Information Technology Across the Curriculum (Multimedia and Internet)", January 7-11 2002, Nicosia, Cyprus	19%	10
On-line training seminar "Multimedia in Education", March 2002	12%	6
On-line training seminar "ICTs in Distance Education", September 2002	4%	2
The 12th International conference-exhibition "Information Technologies in Education" (ITE-2002) for the CIS and Central and Eastern Europe countries, November 4-8 2002, Moscow, Russian Federation	6%	3
Workshops "New Soft- and Hard-Ware for Education" for educators from the CIS countries (in co-operation with Apple, IBM and Microsoft Corp.), During the year 2002	2%	1
High level seminar and workshop for decision/policy- makers from Asia and the Pacific "Towards Policies for Integrating ICTs into Education", February-April 2003, Bangkok, Thailand	6%	3
Training seminar "Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities", May 2003, IITE, Moscow	4%	2
Workshop for testers on ICDL, April 2003, IITE, Moscow	0%	0
Training seminar for teachers and teacher trainers "Retraining of School Educators in the Application of ICTs in Education", May 2003, Druskinenkai, Lithuania	12%	6
Training seminar for teachers and teacher trainers "Retraining of School Educators in the Application of ICTs in Education", October 2003, Baku, Azerbaijan	8%	4
Workshop "ICTs in Special Education" within the framework of the IITE national pilot project for Armenia, September 2003, Yerevan, Armenia	0%	0
Training session "ICTs in Distance Education", October-December 2003, Pretoria, South Africa	4%	2
Training seminar Retraining of School Educators on ICT Application in Secondary Education for SEE countries. Bucharest, Romania, February 11-14, 2004	8%	4
Workshop Indicators of ICT Application in Education for SEE countries. Bucharest, Romania, February 16, 2004	8%	4

High-level thematic seminar Towards Policies for Integrating ICTs into Education for SEE countries, February 16-20, 2004	8%	4
Workshop ICTs in History Education for SEE countries. Sofia, Bulgaria, March 27, 2004	6%	3
Thematic seminar ICTs in Distance Education for SEE countries. Sofia, Bulgaria, March 29 - April 2, 2004	12%	6
Workshop ICTs in TVET for SEE countries. Sofia, Bulgaria, April 3, 2004	8%	4
Training seminar for teachers and teacher trainers from Armenia Retraining of School Educators in the Application of ICTs in Education, May 17-20, 2004	4%	2
Training workshop for the special needs group Use of ICTs in the Working Environment (in collaboration with the Union of Blind People), May 21, 2004	2%	1
IT-based training session for young specialists from Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova and the Russian Federation ICT Application in Secondary Education. IITE, Moscow, September 2004	2%	1
Training seminar Retraining of School Educators in the Application of ICTs in Education. , October 2004	2%	1
Training seminar on distance learning for ICT specialists from Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova and the Russian Federation. IITE, Moscow, November 2-4, 2004	6%	3
Training seminar for teachers and teacher trainers Multimedia in Education, Bulgaria, April 18-21, 2005	12%	6
Training seminar for teachers and teacher trainers Re-training of School Educators in the Application of ICTs in Teaching Subjects, Kazakhstan, May 16-19, 2005	0%	0
Workshop ICTs in Education for People with Special Needs, Armenia, September 12-15, 2005	0%	0
Training seminar for teachers and teacher trainers Re-training of School Educators in the Application of ICTs in Education, Azerbaijan, October 3-6, 2005	2%	1
Training seminar for teachers and teacher trainers Designing of ICT-based Education Environment, Russian Federation (Perm), November 14-18, 2005	0%	0
Training seminar for teachers and teacher trainers ICTs in Technical and Vocational Education and Training, Lithuania, December 5-8, 2005	0%	0

Exhibit 66 **In what country were you working when you attended the training?**

	Nb	Freq
Armenia	2	4%
Azerbaijan	4	8%
Bangladesh	1	2%
Belarus	2	4%
Bosnia and Herzegowina	1	2%
Bulgaria	6	11%
Croatia	1	2%
Cyprus	10	19%
Ghana	1	2%
Lithuania	11	21%
Macedonia	1	2%
Pakistan	1	2%
Republic of Moldova	1	2%
Romania	2	4%
Russia	1	2%
Serbia and Montenegro	2	4%
Turkey	3	6%
Uganda	1	2%
USA	1	2%
Vietnam	1	2%
Total	53	100%

Exhibit 67 **In what type of organisation were you working when you attended the training?**

	Nb. cit.	Fréq.
High School and below	11	21%
National government body in charge of education	13	25%
Other (please specify)	6	11%
Other governmental institution (ministry, agency,.)	7	13%
Public training institution	1	2%
Research organisation	2	4%
University	13	25%
TOTAL OBS.	53	100%

Exhibit 68   What were your relationships with IITE before the training?

I knew IITE by name only	15%
I knew IITE through their website	26%
I knew IITE through their publications	23%
I already cooperated with IITE on prior projects	15%
I had personal contacts with IITE staff	9%
I did not know of IITE at all	30%
Other	8%
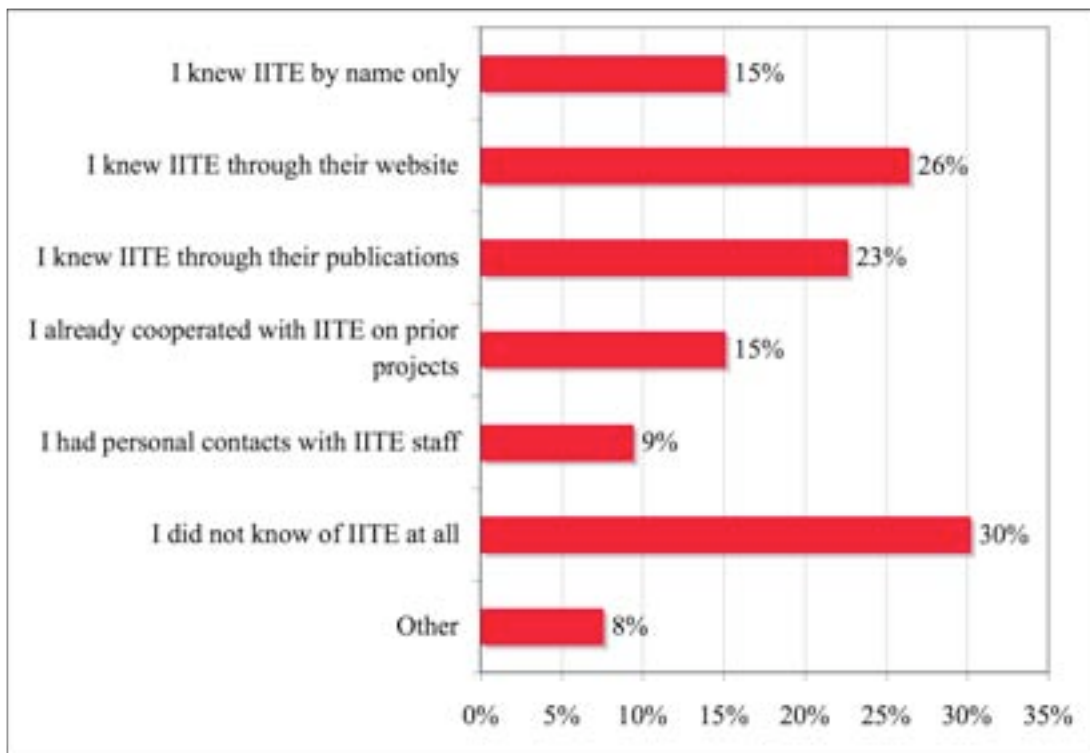
Exhibit 69   Have you ever attended a training on the use of ICT in education before this one?

No, never	34%
Yes, from another institution	55%
Yes, from IITE	13%
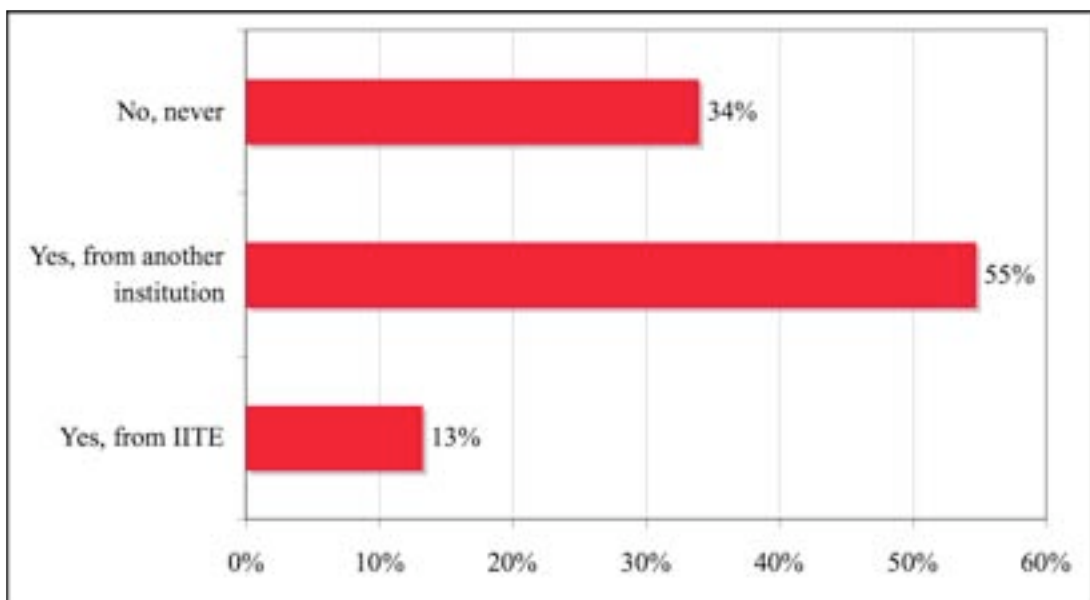
Exhibit 70   Through what channel(s) were you informed about IITE's training opportunities?
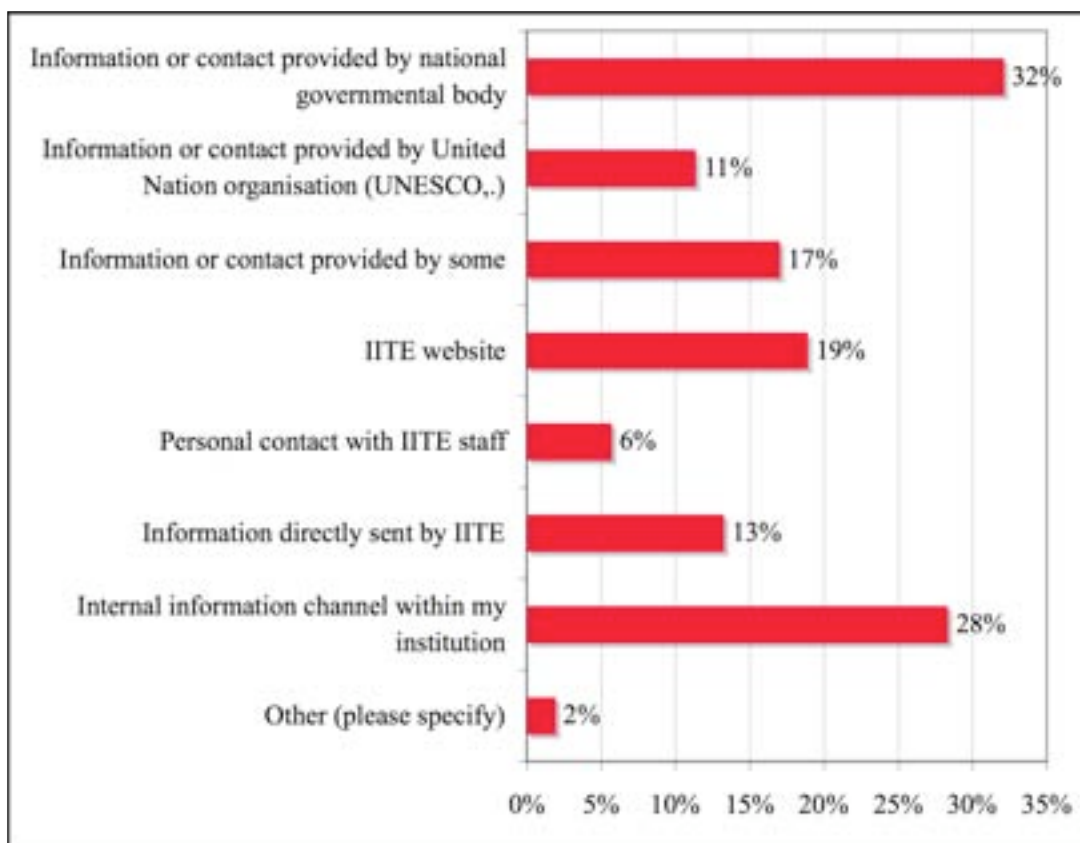
Exhibit 71   How often do you use the ISITE website (IITE's portal for information exchange)?
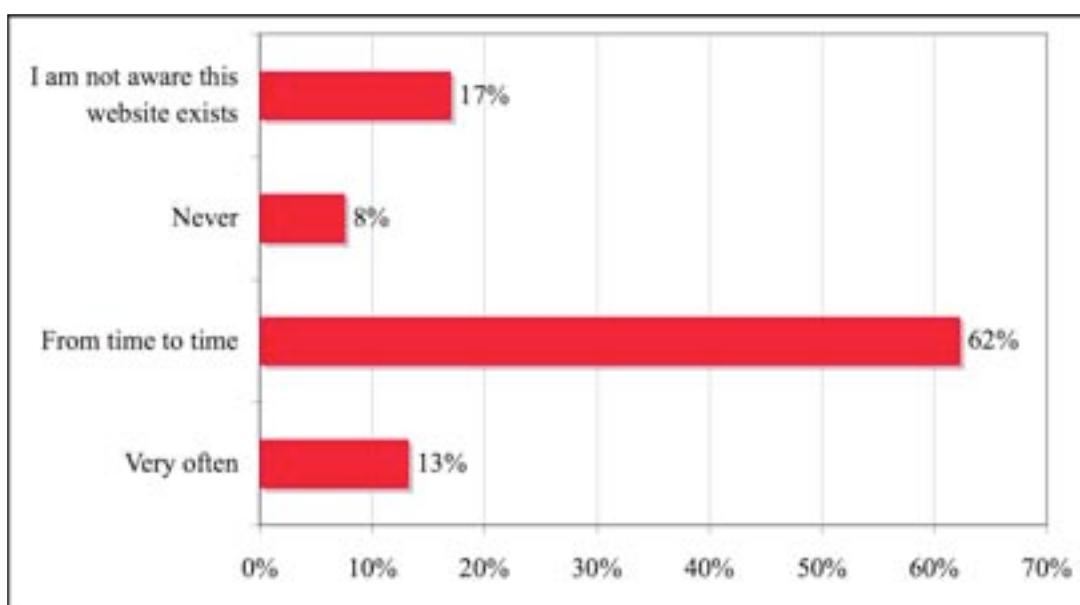
N.2   The use of ICT in education in the respondents' country

Exhibit 72   At the time of the training, what was the level of use of ICT in education in your country?
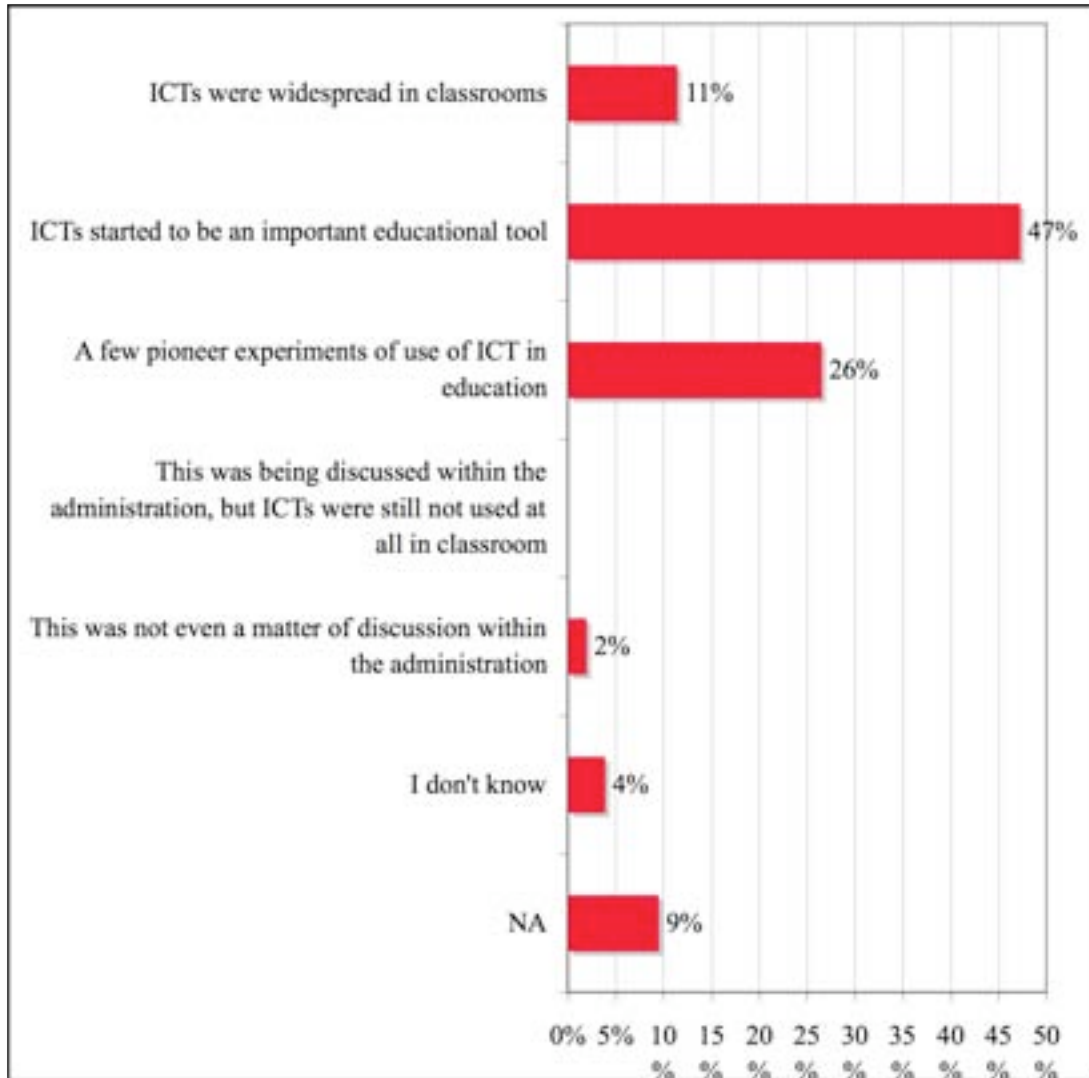
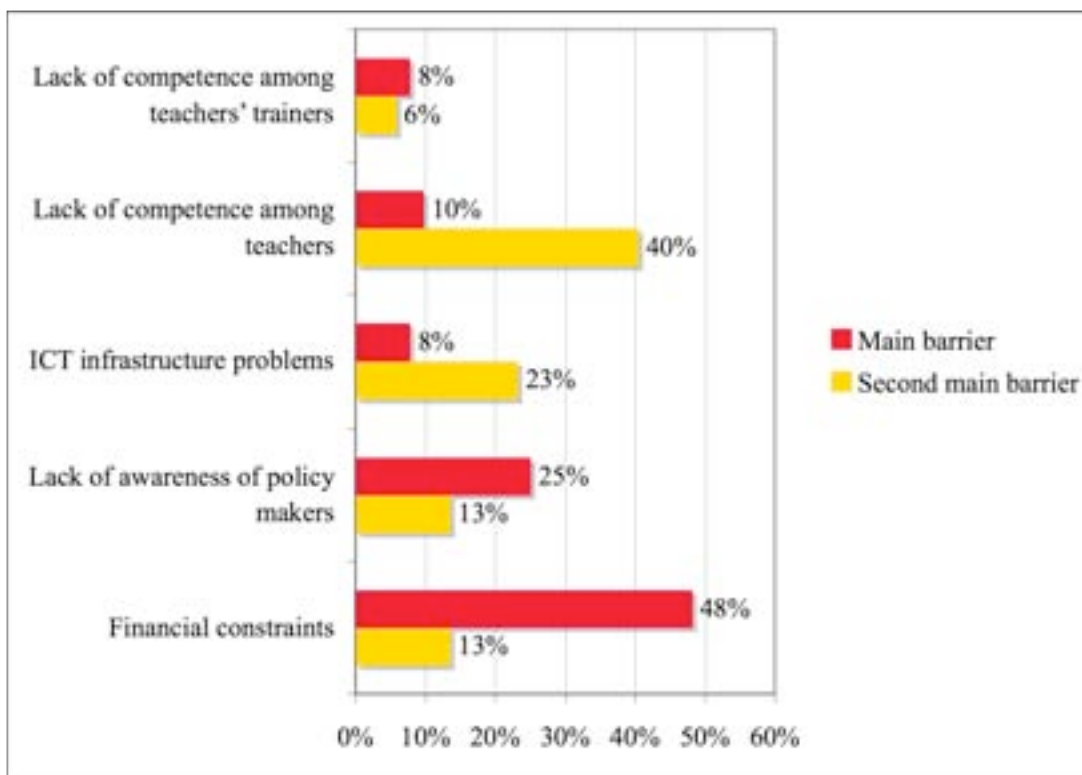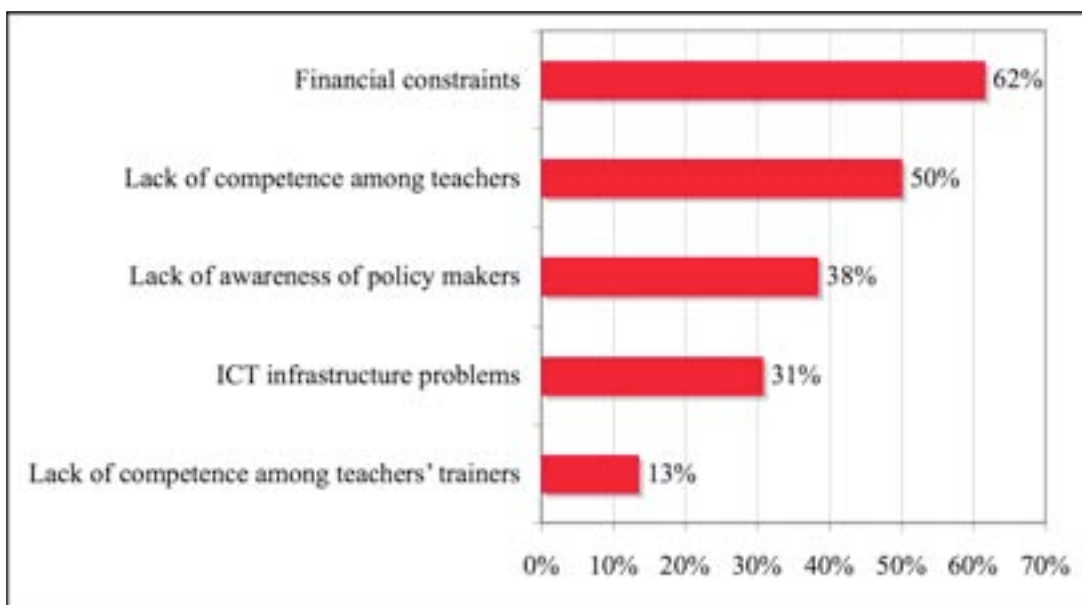**Exhibit 73   What are the 2 main barriers to the use of ICT in your country?**

Exhibit 74   What are the main barriers to the use of ICT in your country?
(Aggregated)

N.3   Satisfaction and achievements

Exhibit 75   What were you expecting from your participation to the training activity? How far these expectations have been satisfied?
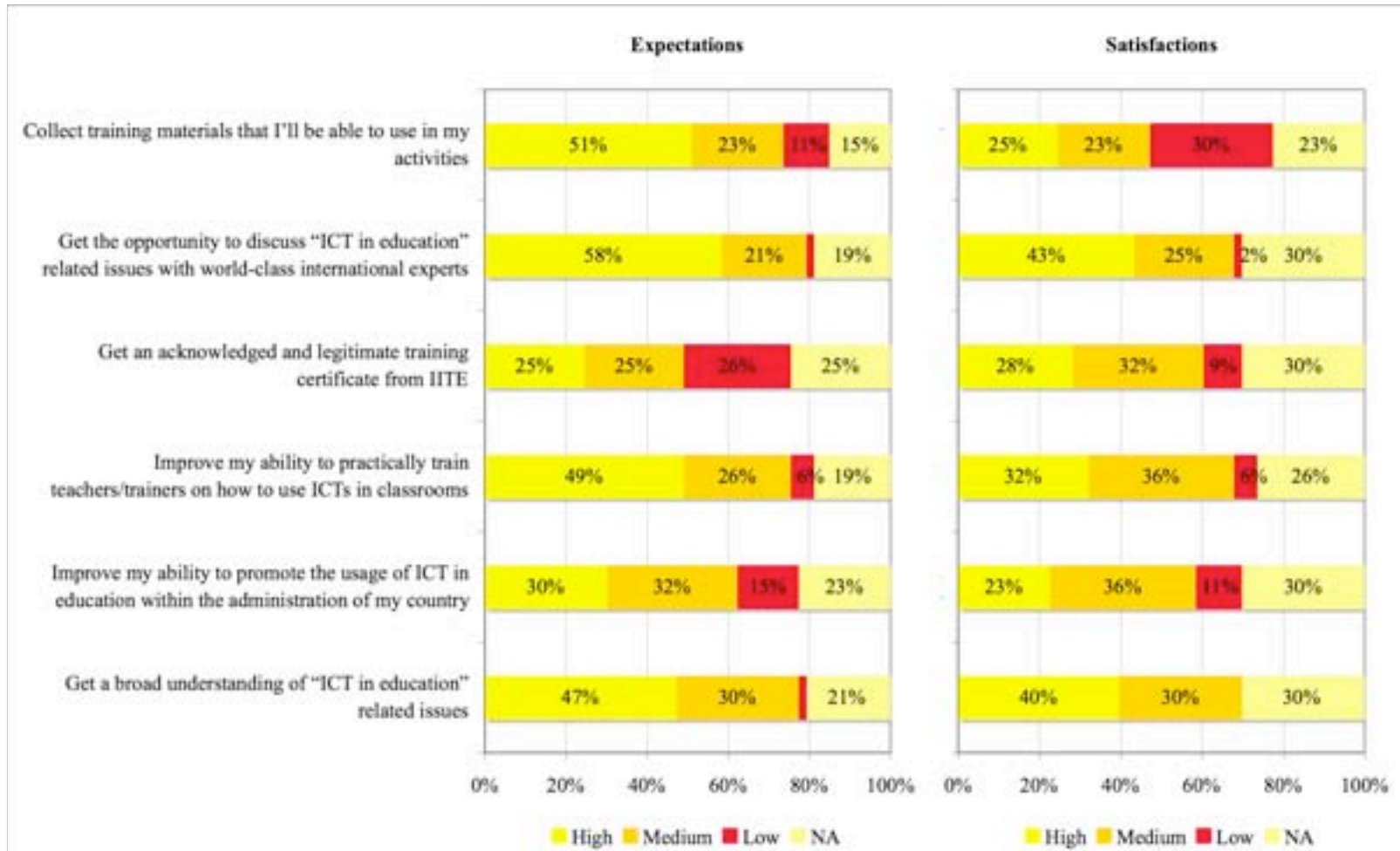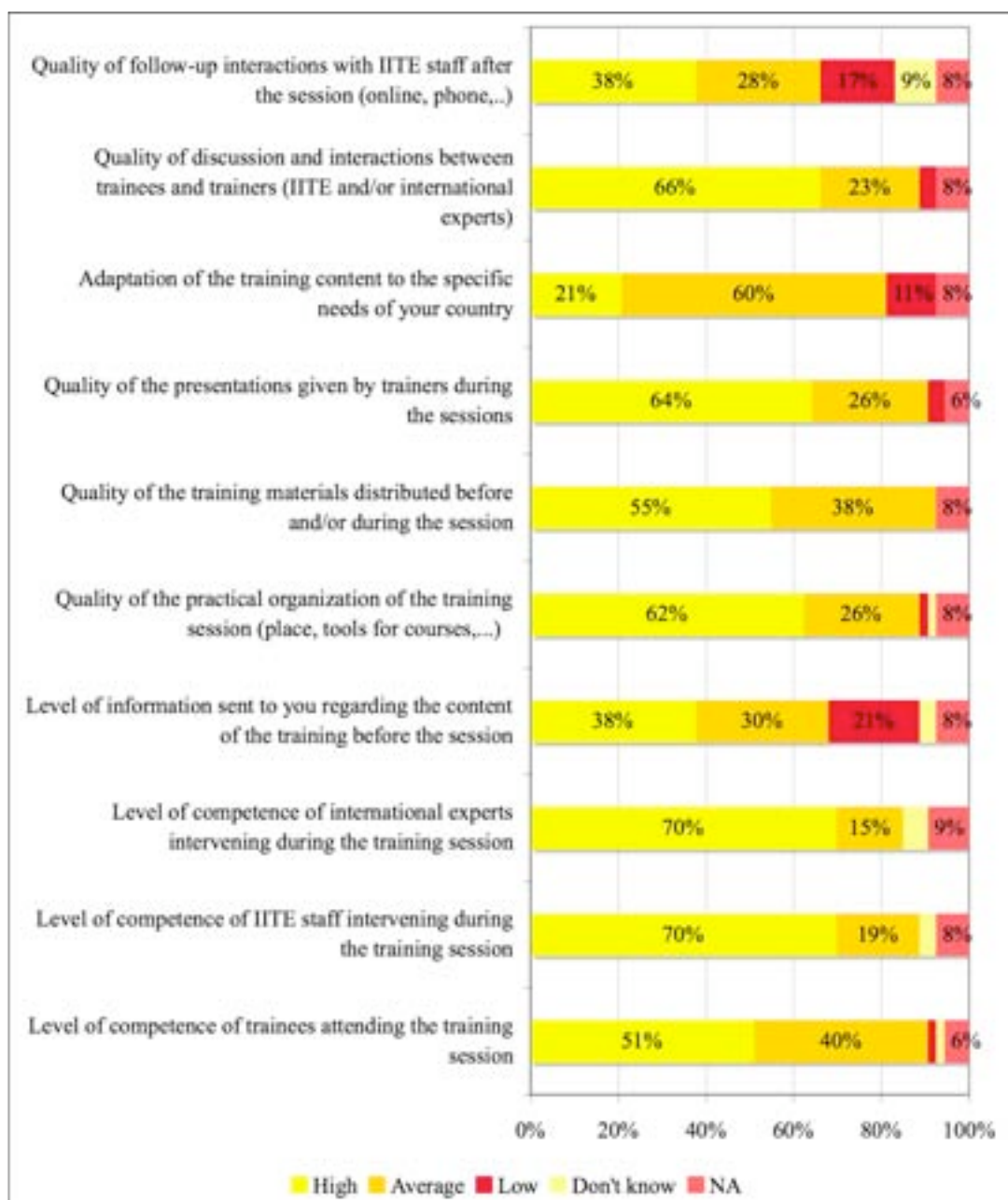
Exhibit 76   Please rate the following items

Item	High	Average	Low	Don't know	NA
Quality of follow-up interactions with IITE staff after the session (online, phone,...)	38%	28%	17%	9%	8%
Quality of discussion and interactions between trainees and trainers (IITE and/or international experts)	66%	23%			8%
Adaptation of the training content to the specific needs of your country	21%	60%	11%		8%
Quality of the presentations given by trainers during the sessions	64%	26%			6%
Quality of the training materials distributed before and/or during the session	55%	38%			8%
Quality of the practical organization of the training session (place, tools for courses,...)	62%	26%			8%
Level of information sent to you regarding the content of the training before the session	38%	30%	21%		8%
Level of competence of international experts intervening during the training session	70%	15%			9%
Level of competence of IITE staff intervening during the training session	70%	19%			8%
Level of competence of trainees attending the training session	51%	40%			6%

Legend: High, Average, Low, Don't know, NA

Exhibit 77   Please indicate the two main achievements of the training activity
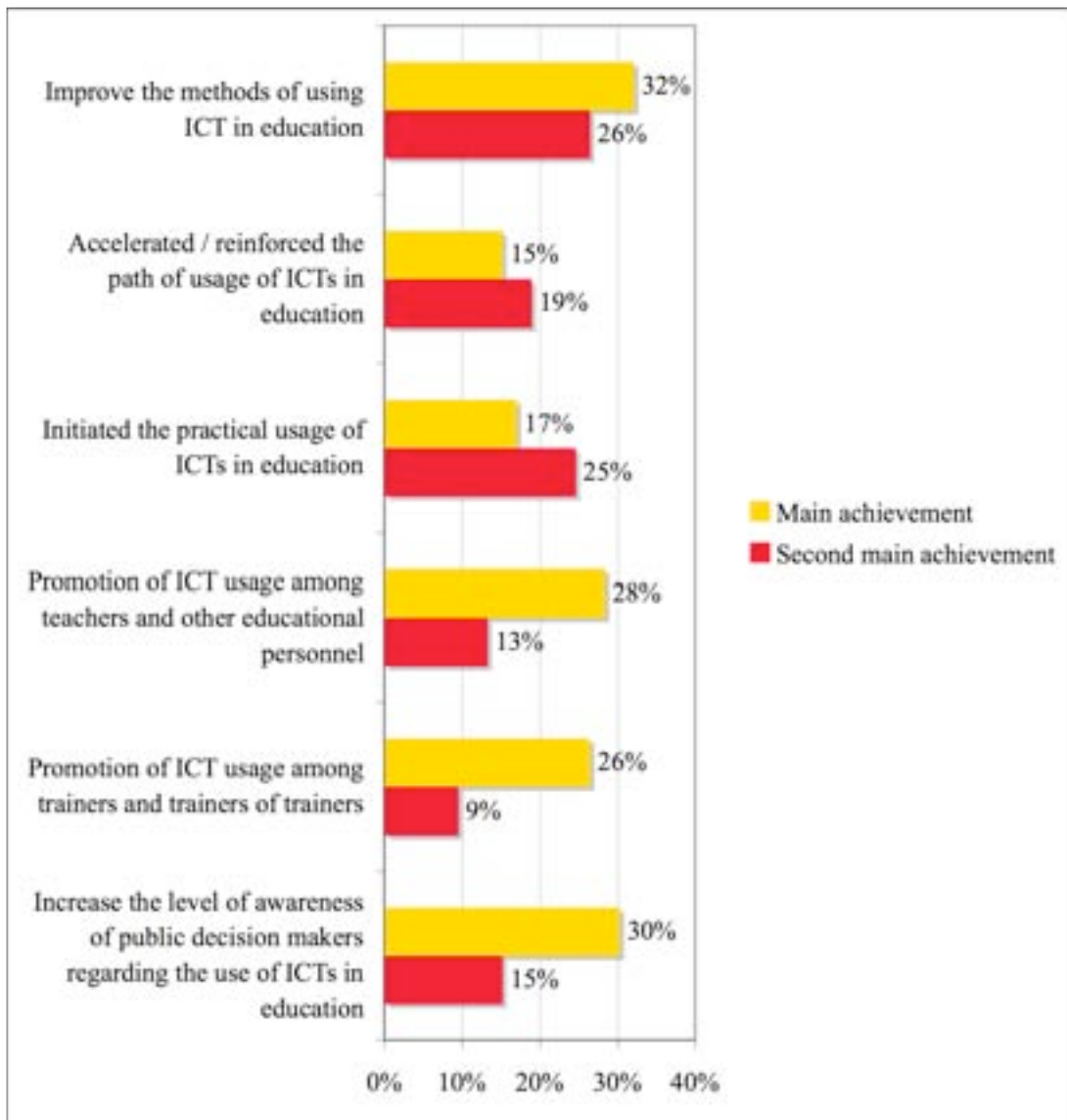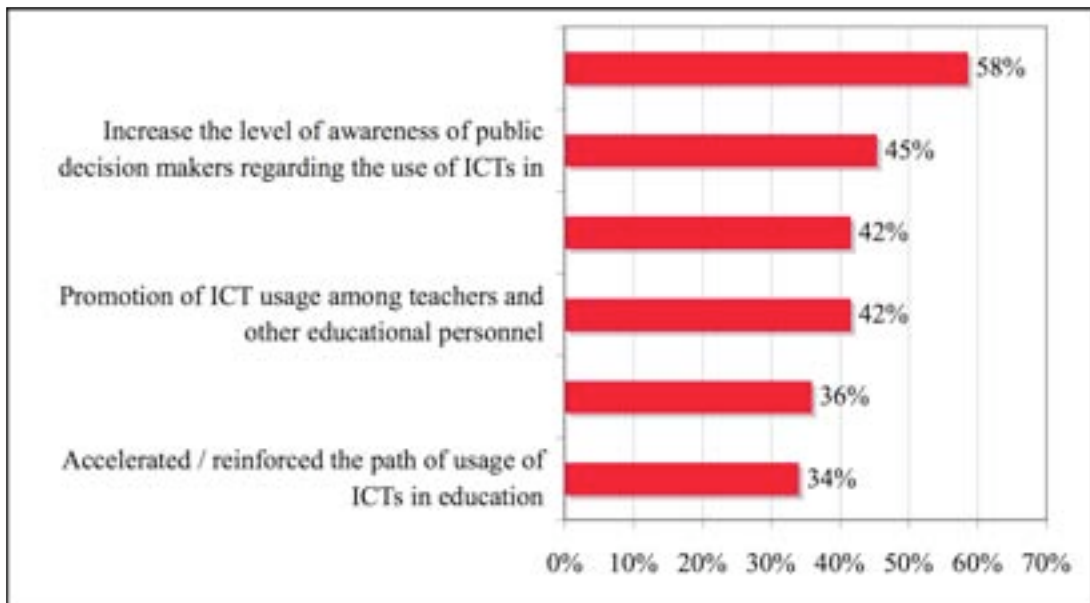
Exhibit 78   Please indicate the main achievements of the training activity (aggregated)

N.4   Conclusions

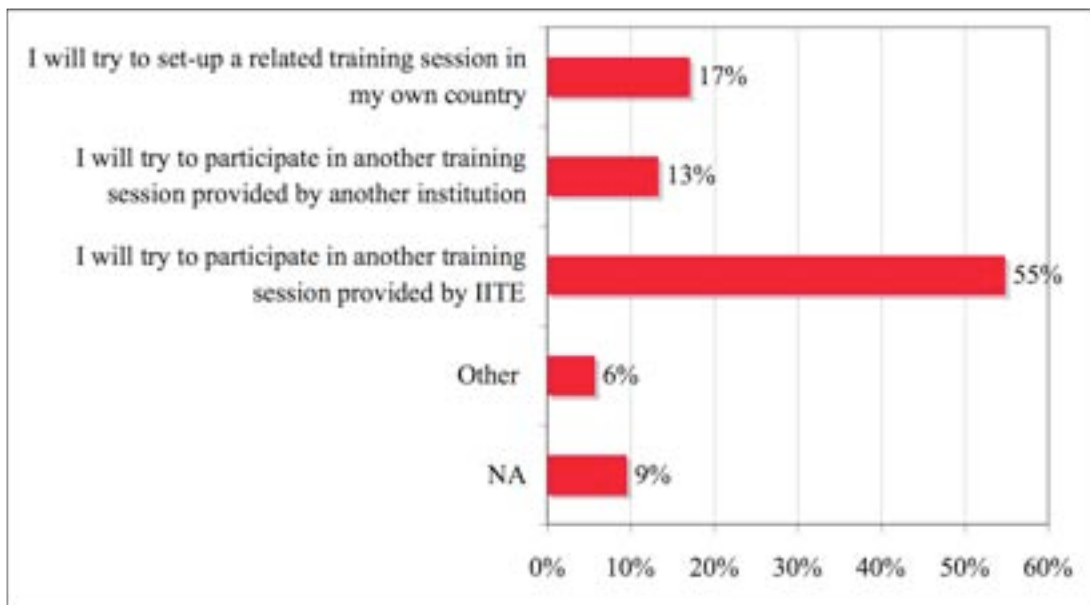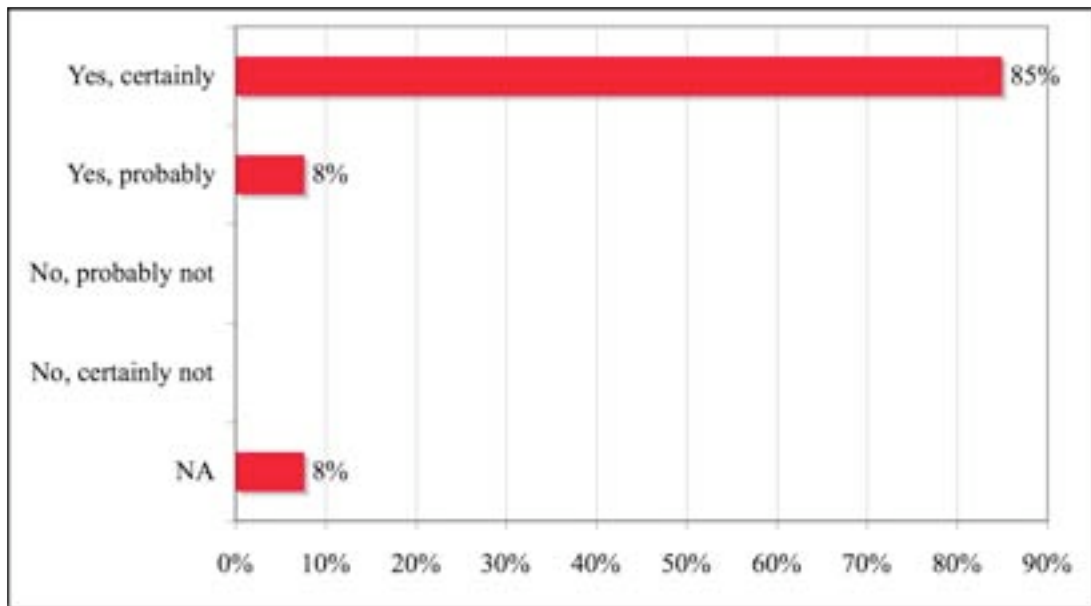**Exhibit 79   What are your forthcoming plans regarding ICT use in education?**

Exhibit 80   Would you recommend the training activities provided by IITE to others?

Appendix O   Screen capture of the IITE Partner on-line survey

Exhibit 81 : Screen capture of the IITE Partner on-line survey

Appendix P   Comparison of UNESCO financial allocations to Institutes

Exhibit 82   **UNESCO institutes financing from regular budget by institute (in million US Dollars)**

	1998-99	2000-01	2002-03	2004-05	2006-07
IBE	7	5	4,6	4,6	4,6
IIEP	6	6	5,1	5,1	5,1
UIE	1,7	2,3	1,9	1,9	1,9
IITE	1	1,2	1,1	1,1	1,1
IELSAC		2,4	2,2	2,2	2,2
IICBA		1,3	1,2	2	2
Total institutes	15,7	18,2	16,1	16,9	16,9

Exhibit 83 UNESCO institutes financing from UNESCO extra-budgetary resources by institute (in million US Dollars)

	1998-99	2000-01	2002-03	2004-05	2006-07
IBE	0,5	0,4	3		
IIEP	4	3,8	4,7	1,4	
UIE	3,5	3,5	3,5	0,4	
IITE	3	3	2,5		
IELSAC			0,5		
IICBA			3		
Total institutes	11	10,7	17,2	1,8	0

Exhibit 84   **Total UNESCO institutes resources by institute (in million US Dollars)**

	1998-99	2000-01	2002-03	2004-05	2006-07
IBE	7,5	5,4	7,6	4,6	4,6
IIEP	10	9,8	9,8	6,5	5,1
UIE	5,2	5,8	5,4	2,3	1,9
IITE	4	4,2	3,6	1,1	1,1
IELSAC	0	2,4	2,7	2,2	2,2
IICBA	0	1,3	4,2	2	2
Total institutes	26,7	28,9	33,3	18,7	16,9

Exhibit 85   **Total UNESCO institutes resources (in million US Dollars)**

	1998-99	2000-01	2002-03	2004-05	2006-07
total regular	104,7	109,2	46,7	61	62,8
total extrabudg	90	100	130	103,3	143,9
Total resources	194,7	209,2	176,7	164,3	206,7

Exhibit 86   IITE share in total institutes and MP1 financing in %

	1998-99	2000-01	2002-03	2004-05	2006-07
IITE share in total institutes	15	15	11	6	7
IITE share in total MP1 budget	2	2	2	1	1
Institutes share in MP1 budget	14	14	19	11	8