UNESCO INSTITUTE FOR INFORMATION TECHNOLOGIES IN EDUCATION

EDITORIAL

Dear readers,

The issue offered for your attention is devoted to IITE's activities for the benefit of the CIS countries and Baltic states.

The article of Azat Khannanov reports on the main goals and expected outcomes of the UNESCO cross-cutting theme project *Open and Distance Learning Knowledge Base for Decision-Makers (ODLKB)*. ODLKB regional part for the CIS and Baltic countries is being developed by IITE with the partners from Russian Federation, Kazakhstan, Ukraine, Belarus, and Lithuania.

The article of Boris Kotsik *IITE Training Session on Education Quality in Armenia* presents the overview of the training seminar *Retraining of School Educators on ICT Application in Education* and the workshop *ICTs in Education for People*

Opening of the training seminar in Armenia

with Special Needs held by IITE from 17 to 21 May 2004 in Yerevan, Armenia. Both events were targeted at administrators, experts of teacher training departments, and teachers. The session was organized at the State Institute of Skill Advance in Informatics, national focal point for cooperation with IITE in Armenia. The programme of the session was based on the training materials elaborated by IITE specialists in cooperation with leading international experts in the field. The workshop was held in collaboration with the Union of Blind People (Armenia) and Apple IMC. The article describes every stage of *ICTs in Education for People with Special Needs* project development in detail.

The Ministry of Education and Science of Kazakhstan and UNESCO Institute for Information and Communication Technologies in Education have held the 3rd International Forum *Informatization of Education of Kazakhstan and CIS Countries* — being hosted annually in the city of Almaty — about which the article of Gul Nurgalieva tells.

IITE ONLINE NEWS

☐ **In 2004 IITE published the analytical survey** *Information and Communication Technologies in the Teaching and Learning of Foreign Languages: State-of-the-Art, Needs and Perspectives*

Now it has become obvious that with time this event attracts more and more attention of specialists from the CIS countries, representatives of large international organizations involved in applications of information technologies in education. IITE plans to continue in every possible way to promote this initiative of the Kazakhstan Ministry of Education and Science.

The article of Andrey Teslinov, Anna Chernyavskaya and Sergey Schennikov *Regular Trainings for Tutors of Open Vocational Distance Education* gives a brief introduction to the specialized training course *Development of Educational Personnel for Distance Education* elaborated and published by IITE. I think it is impossible to overestimate the value of this publication for the specialists in the field of distance education of the CIS countries. The course aims at potential tutors and beginners in open vocational distance education, and is structured so that future tutors, while mastering it, "ascend the ladder" of competency.

I hope that the materials of the issue will help our readers gain a comprehensive vision of the processes, which are in the CIS countries in the field of ICT application in education, as well as of the cooperation efforts IITE undertakes with the systems of education in these countries.

Vladimir Kinelev
Director of IITE

OPEN AND DISTANCE LEARNING KNOWLEDGE BASE FOR DECISION-MAKERS IN CIS AND BALTIC COUNTRIES

The project *Open and Distance Learning Knowledge Base for Decision-Makers* (ODLKB) was set up as a UNESCO cross-cutting theme initiative to support decision-makers and practitioners with the access to information and tools that will assist them in more effective policy planning, development and management of open and distance learning (ODL) in higher education programmes. The key cross-regional focus of the project is on the ODL quality to be provided in higher education. Coordinated by UNESCO Education Sector, the project involves the following partners: UNESCO Communication and Information Sector, UNESCO Institute for Information Technologies in Education (IITE), UNESCO International Institute of Educational Planning (IIEP), UNESCO Asia and Pacific Regional Bureau for Education, UNESCO Harare Cluster Office, South African Institute for Distance Education (SAIDE), Open University of Malaysia (Kuala Lumpur), The Commonwealth of Learning (COL).

The project's goals will be achieved through:

- web-based knowledge base of regional resources to provide storehouses of information dealing with various aspects of ODL tailored to specific needs of three regions — Asia and the Pacific, Africa, CIS and Baltic countries;
- an inter-regional decision support tool to help policy-makers make the decision to implement ODL programmes;
- virtual advisory group and mailing lists to provide a platform for discussion;
- databases to offer primary and secondary information sources on topics, such as standard-setting instruments/normative instruments (legislation, conventions, decrees); policies; institutions and programmes; quality assurance frameworks; research; experts; and institutional e-readiness;
- capacity building through workshops to present and enrich the prototype knowledge bases and promote interregional collaboration between policy-makers;
- a knowledge finder to provide the access to virtual libraries on ODL.

ODLKB for the CIS and Baltic countries, being developed by IITE, aims at the informational and analytical support of decision- and policy-makers of higher education systems. The main goal of the project is to promote practical increase of knowledge necessary for the target groups to elaborate national programmes and action plans, formulate policies, and make strategic choices, primarily, at national and international levels. This approach has been supported at the meetings on ODLKB project by national focal points for cooperation with IITE in the CIS and Baltic countries (10-12 October 2002, Kiev; 18 November 2003, Moscow).

While a number of WWW portals and databases on ODL already exists in the region, ODLKB for the CIS and Baltic countries is intended not to duplicate the resources, but to provide the users with the original content. To identify educational needs of CIS and Baltic citizens in the field of distance education as well as the capacities of the populations to meet the needs via basic distance education technologies, in the course of the project the general monitoring approach was worked out. Special sociological programmes are being carried out for the following CIS countries — Russian Federation, Kazakhstan, Ukraine, Belarus, as well as for Lithuania from the Baltic region. Based on the results of these researches ODLKB for the CIS and Baltic countries will provide analytical information, which will be decision-maker-friendly and will allow to evaluate the following:

- status and trends of development of aging population in the countries of the region in the field of higher education;
- interest of the people in educational services of open and distance learning;
- accessibility of educational services provided

with different educational technologies for the population of the CIS and Baltic countries;

- conditions, preferences, and requirements of potential users of ODL services in the region regarding organization and quality of ODL;
- market potential of educational services of ODL in the region;
- possible social effects of ODL development programmes in the CIS and Baltic countries.

The users of ODLKB for the CIS and Baltic countries will be supported by detailed and regularly updated information on the actualization of educational needs in the field of vocational training and interest in distance education (DE) services, accounting for such factors as market demand of educational profiles and levels, social structure of adult population with actualized educational needs, readiness for self-education, availability of the Internet and other technologies, consumer conditions, preferences and requirements to DE organization, legal status of a trainee, methodological and technological supply, as well as languages of education. Social portraits of potential solvent consumers of DE services in the major CIS countries and optimal ways of informing on DE services will be shown. The capacities of DE service market for each country and the recommendations covering the needs and capacities of population on the perspective cooperation of CIS countries in the field of DE development will be given.

Three main sub-systems of ODLKB for the CIS and Baltic countries — open source database, content management system for ongoing information maintenance (accessible both for editorial group and registered experts) with embedded metadata technology solutions and community building tools (set of forums, mailing lists, group working, etc.) — will be put into operation during October − December 2003. This will allow not only to provide the access through the Internet gate to the original higher education ODLKB content for the CIS and Baltic countries, but to make important steps to create the online virtual community for decision- and policy-makers and other ODL professionals (researchers, educators, etc.) for cooperation, communication, and help by the special editorial team maintaining the accumulated information up-to-date and useful.

Azat Khannanov
azat.khannanov@iite.ru

IITE TRAININIG SESSION ON EDUCATION QUALITY IN ARMENIA
Yerevan, Armenia, 17-21 May 2004

In May 2004, the UNESCO Institute for Information Technologies in Education (IITE) in Yerevan, Armenia, held two events within the framework of the Institutes' regular programme:

1. Training seminar *Retraining of School Educators on ICT Application in Education* (17−20 May 2004).

2. Workshop *ICTs in Education for People with Special Needs* (21 May 2004).

The seminar was held at the State Institute of Skill Advance in Informatics, national focal point for cooperation with IITE in Armenia. The IITE training materials developed in cooperation with leading international experts in the field served the basis for the training programme.

The seminar was split in three parts: introductory lectures, group projects and the round table, where vital aspects of ICTs in education in Armenia were discussed. The target audience of the seminar comprised administrators, experts of teacher training departments and institutes for advanced and in-service teacher training, and teachers.

Ms Aida Topuzyan, Deputy Minister of Education and Science of the Republic of Armenia, officially opened the seminar and welcomed the participants on behalf of the Ministry of Education wishing the success and stressing the importance of the activities on sustainable planning and development of education in the Republic of Armenia.

Mr Fadey Sargsian, President of the National Academy of Sciences of the Republic of Armenia, Mr Nikolai Kuzmich, Secretary of the Council for Cooperation in the Field of Education of the CIS countries, Ms Karine Danielyan, Secretary General of the Armenian National Commission for UNESCO also greeted the participants.

Prof. Sindre Roesvik (Norway)

Prof. Evgeny Khenner (Russian Federation)

Prof. Peter Hogenbirk (Netherlands)

More than 100 Armenian educators were invited to participate in the opening ceremony.

The official opening was followed by the introductory lecture *Education in the Information Society: Challenges and Answers* delivered by Mr Vladimir Kinelev, IITE Director.

Prof. Sindre Roesvik, Norway, and Prof. Peter Hogenbirk, the Netherlands, well-known experts in the field, made the following presentations: *Education in the Digital Society* (Prof. Roesvik) and *Teacher Training and Education in the Changing World* (Prof. Hogenbirk) on general trends and prospects of education development, education in the Netherlands and Norway, international experience and questions of ICT application in education. The discussion followed the presentations, during which they answered the questions of the participants.

The lecture of Dr Boris Kotsik (Chief of Education Technologies Unit, IITE) *Information and Communication Technologies and the Quality of Education* was the next item on the agenda.

Prof. Evgeny Khenner, Vice-rector of Informatization and New Technologies of Education Board of the Perm State University, delivered the lecture *Development of ICT Competence of Educators*.

The round-table discussions held on the second and the third days of the seminar focused on the following topics:

- instructional support for teachers in the field of ICTs;
- the use of ICTs by teachers of different subjects;
- informatics and information technologies as an integral part of school education, etc.

The variety of skills and experience of the participants enabled them to share their knowledge and achievements in ICT use in education.

The results of the group projects were presented at the final conference on the last day of the seminar.

On 21 May 2004 the workshop *ICTs in Education for People with Special Needs* was held by IITE in collaboration with the Union of Blind People (Armenia) and Apple IMC on the premises of the State Institute of Skill Advance in Informatics, national focal point for cooperation with IITE in Armenia. The event was held with partial financial support of UNESCO Moscow Office.

Round-table discussion

The target audience of the workshop was teachers and administrators specializing in training and social rehabilitation of people with special needs.

Ms Aida Topusyan, Deputy Minister of Education and Science, opened the workshop and emphasized the importance of the event for further development of education for people with special needs in Armenia. Mr Ararat Malkhasyan and Mr Artak Arakelyan, members of the National Assembly of the Republic of Armenia, Mr Akop Grigoryan, Head of the Union of the Liberation War Veterans, Mr Ashot Yesayan, Deputy Minister of Labour and Social Affairs, greeted the participants.

Mr Vladimir Kinelev, Director of IITE, presented the IITE project *ICTs in Education for People with Special Needs*.

He informed the participants that the first expert meeting on ICT application in education was held in February 2000. Leading specialists from Italy, Japan, Netherlands, Russian Federation, Slovenia, United Kingdom took part in it. The structure and content of the IITE project in the field of ICT application in education was developed in the course of the meeting. IITE made the decision to prepare an analytical survey on the current state and further prospects of ICT usage in education for people with special needs. To develop the project a working group was formed. Mr Alistair Edwards, Senior Lecturer, Department of Computer Science, University of York (United Kingdom), leading expert in this field, headed the group including Mr Kevin Carey (United Kingdom), Mr Grigory Evreinov (Russian Federation), Mr Kent Hammarström (Sweden), Mr Marshall Raskind (USA). In 2000 the expert team in collaboration with IITE prepared the analytical survey *Information and Communication Technology in Special Education*, which displayed the current state, prospects, and main trends of ICT application in special needs education. The analytical survey was highly appreciated by the specialists; it was discussed by the representatives of the European national focal points for cooperation with IITE at the international seminar in Prague and disseminated among UNESCO Member States, IITE focal points as well as governmental and non-governmental organizations related to education.

In April 2002 IITE organized the expert meeting in Moscow, where Dr Alistair Edwards (United Kingdom), Dr Elena Hadjikakou (Cyprus), Dr Serenella Besio (Italy), Dr Ole Hansen (Denmark), Dr Achuthan N. Pillay (Australia), Dr Ara Avetisyan, Dr Yuri Baroyan, Dr Gevorg Margarov (Armenia), Dr Svetlana Avdeeva (Russian Federation), Mr Nikolai Kuzmich (Belarus) discussed the results achieved by the Institute and defined methods and directions for further project development. The participants of the expert meeting addressed IITE with the request to develop a specialized training course and a national pilot project for the Republic of Armenia on the theme *ICTs in Education for People with Special Needs and Unemployed*.

IITE in collaboration with the Armenian National Commission for UNESCO and Educational Complex "Informatics" worked out the project proposals and submitted them to UNESCO Headquarters to

Mr Gevorg Margarov (Armenia)

Dr Yuri Baroyan (Armenia)

receive the financial support for further development of the project.

The main objectives of the project were:

- to improve quality of education for people with special needs and unemployed;
- to work out a concept of national education system for people with special needs;
- to develop ICT-based teaching for people with special needs;
- to design teaching support materials, hardware and software to support people with special needs;
- to develop IITE specialized training course *ICTs in Education for People with Special Needs* and to translate it in Russian and Armenian;
- to hold training sessions for specialists based on the specialized training course for people with special needs;
- to design a national net of stationary and mobile education centres for people with special needs.

It is expected that:

- the concept of ICT-based teaching and learning for people with special needs will be developed;
- the recommendations on

ICT application in education for people with special needs, e.g. people with poor eyesight or blind, people with speech, hearing, and mobility function disturbances, will be worked out;

- IITE training course *ICTs in Education for People with Special Needs* will be made ready for publication in English, Russian, and Armenian;
- teachers and technical personnel will be trained to coach people with disabilities;
- a structure of specialized stationary and mobile computer training centres will be formed;
- different methods and programmes of professional training for people with special needs will be developed;
- proceedings of the workshop will be distributed among the CIS countries.

Mr Kinelev noted that on the request of UNESCO Headquarters at the moment IITE develops two projects *ICTs in Education for People with Special Needs* and *Training of Teachers for People with Special Needs*. The projects are targeted at several countries from different parts of the world (Afghanistan, Bangladesh, Cambodia, Djibouti, Guinea, Mali, Mongolia, Nigeria, Taji-

kistan, Uganda, United Republic of Tanzania, Uzbekistan, and Viet Nam) and supported by Arab Gulf Fund.

Dr Kotsik made presentation of the IITE specialized training course *ICTs in Education for People with Special Needs.*

Mr Gevorg Margarov, Head of the System Engineering and Programming Department of the State Institute of Skill Advance in Informatics, delivered the lecture *Challenges of Development and Implementation of the National Pilot Project "ICTs in Education for People with Special Needs"*. He informed the audience about the main objectives and tasks of the project, its present state, future events and outcomes to achieve.

The Apple Corporation specialists introduced the latest technological developments in the field of education for special-needs group and held the seminar *The Apple Hardware for People with Special Needs.*

Mr Arman Kuchukyan, Enginieering Manager of the Yerevan Scientific-Research Institute of Mathematical Machines (YSRIMM), made the presentation *YSRIMM Activities in the Field of Education for Students with Special Needs and Mainstream Students.*

Prof. Khenner delivered the lecture *Some Possibilities of ICT Application in Education for Children with Special Needs.*

During the workshop various problems of education development for people with special needs were discussed. The participants adopted the resolution based on the materials of the discussions and conclusions of the workshop. They noted that the project is of

high importance for the Republic of Armenia and decided to support the efforts of IITE and the State Institute of Skill Advance in Informatics in the pilot project for Armenia, including the following:

- address IITE, the Ministry of Education and Science of the Republic of Armenia, National Commission for UNESCO in Armenia and the United Nations Development Programme with the request to join their forces on further funding of the suggested pilot project;
- address the Council for Cooperation in the Field of Education of the CIS countries to give the status of the Head organization of the CIS countries in the field to the State Institute of Skill Advance in Informatics;
- address IITE with the request to organize the annual workshop, where the education development for people with special needs will be discussed;
- address Moscow Department of Education to assist in testing the outcomes of the project *ICTs in Education for People with Special Needs and Unemployed* and to disseminate final results among the specialists in the field.

By the decision of the Council for Cooperation in the Field of Education of the CIS countries, the State Institute of Skill Advance in Informatics was given the status of the Head organization of the CIS countries in the field.

Boris Kotsik
kotsik@iite.ru

THIRD INTERNATIONAL FORUM
"INFORMATIZATION OF EDUCATION OF KAZAKHSTAN AND CIS COUNTRIES"

The 3rd international forum *Informatization of Education of Kazakhstan and CIS Countries* was organized by the Ministry of Education and Science of the Republic of Kazakhstan, UNESCO Institute for Information and Communication Technologies in Education, and Republican Scientific and Methodological Centre of Informatization in Education (RCIE) in Almaty city on 27 and 28 April 2004.

Minister of Education and Science of the Republic of Kazakhstan as well as the representatives from the following organizations participated in the event:

- Office of the President and secretariat of Prime Minister of Kazakhstan;
- UNESCO Almaty Cluster Office for Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan;
- National focal points for cooperation with IITE from the CIS countries,

namely Belarus, Kyrgyzstan, Russian Federation, Tajikistan, Ukraine;
- International Informatization Academy;
- European Foundation of Education and TASIS International Project on relations of vocational education and training with small and medium business developing in Kazakhstan;
- Kazakhstan organizations of education and science.

The meeting accommodated 334 participants.

Prior to the opening the press conference of the organizers was held. Mass media, namely TV channels "Khabar" and "Yuzhnaya Stolitsa", covered the details of the international forum.

At its sessions 11 presentations were delivered.

In the framework of the event the display *Informatization of Education* was held,

in which 17 organizations took part, including the Republican Scientific and Methodological Centre of Informatization in Education, publishing house "Prosveshchenie" (Russian Federation), seven higher institutions of Kazakhstan and two institutes of the Russian Federation as well as sponsors of the forum — Hewlett-Packard, Samsung, LLC "NEWTECH", MOF "KATEV", LLC "Tandem TVS". In the framework of the display the electronic textbooks for secondary general and vocational education were presented.

There were two sections: *Distance Education — a Form of Lifelong Learning: Experience and Perspectives* and *Methods to Create Educational Software*, where 28 presentations were made and 69 electronic posters were demonstrated.

The forum has drawn the conclusions on the results of

education informatization in the Republic of Kazakhstan for the last two years and identified the tendencies for its development.

At the closing session the representative of the European Union, international expert of TASIS project, Mr Bob Mansfield (United Kingdom) spoke high of the discussion.

The forum has consolidated the efforts in the field of application of information technologies in education, exchanged the rich experience accumulated, and determined further integration of information infrastructure of education in the Republic of Kazakhstan in the global educational environment.

Gul Nurgalieva

Republican Scientific and Methodological Centre of Informatization in Education, Kazakhstan

REGULAR TRAININGS FOR TUTORS OF OPEN VOCATIONAL DISTANCE EDUCATION

Introduction

Long before the first tutors appeared a novel understanding of a teacher as an executor of the new educational paradigm had been shaped. This process can be traced in the history of the theories and pedagogical schools abroad (J. Watson, K. Rogers, A. Mosloy, etc.) and in our country (A.N. Leontiev, D.B. Elkonin, V.V. Davydov, etc.)

which since the 17th century have tried to develop *Great Didactics* of J.A. Komensky, and abandon the notion of a student as an object and hostage of an inept teacher. Most successfully the ideas of the new educational paradigm have been embodied in vocational education, the consciousness of adults has become the pedagogical reality of which.

The school for training and development of tutors for the system of open vocational distance education in the International Institute of Management (IIM) LINK is one of the illustrative examples of this process. The impact of this school can be traced not only in the achievements of the Institute's "inner" life: almost 800 tutors on many training courses have been coached

there, which are run in 90 cities of the Russian Federation and CIS countries. Ten years later, after the tutorship became a new profession, IIM LINK started teaching tutors for other organizations and agencies.

It became possible in 2002, when the project on the first course for tutors of the open vocational distance education was initiated by UNESCO IITE and developed by IIM LINK authors' collective. The project has mobilized a team of instructors and methodologists of the existing and effective school of tutors to reflect their own way in the distance education. Finally, the new specialized training course *Development of Educational Personnel for Distance Education* was produced.

To establish a new activity ten years is a rather long period for figuring out its procedures. However, it is extremely short to build the language, professional language of tutors, at the level, when it can be taught as a foreign one. Nevertheless this has happened: the course has been created, being now taught on distance technolo-

gies at the Institute as well as at other agencies.

Ideas of the Course

Briefly the course *Development of Educational Personnel for Distance Education* can be characterized via several features, which it is based on.

1. The course aims at potential tutors and beginners in the open vocational distance education.

2. The course embodies and masters the new educational paradigm. The most outstanding feature of the paradigm lies in the fact that it grounds on, at least, three approaches to education: andragogic, developing, and contextual. This idea underlies the course content and ways of its mastering.

3. The course is structured to allow future tutors "to ascend the ladder" of competency, finally providing not for knowledge, skills, or experience but levels of competency.

4. The course shapes a comprehensive perception of tutorship. It means that prior to mastering tutor's methods a

broad understanding of what is open vocational distance education is formed in the consciousness of future tutors.

5. The course is based on the longstanding successful experience of tutors' training.

6. The course implies that the result of training is innately coupled with an individual educational project of each student — future tutor.

7. The course and approach to tutor's activity represent one of the constructive views on open distance education (ODE) (see Figure).

8. One of the key ideas of the course is that every module presents a cycle of self-identification for a student — future tutor. The authors assumed that the course students must be under a permanent stress of their reflexion over their ways in training and acquiring the profession. It is achieved via specific exercises, tests, tasks, and philosophical statements comprising the final parts of the modules.

These ideas accepted by the authors at the very beginning

have attached some peculiar features to the course.

Content of the Course

The course is a set of training materials included in seven content modules.

Module 1. Course manual

The module is an extended introduction to the course. It translates teacher-student relations into partnership.

Module 2. Prerequisites of ODE origin and peculiarities

The module gives the notion of various approaches in ODE arrangement, shows ODE impact on the development of students and their organizations. A future tutor, having mastered this module, will understand the environment of his activity.

Module 3. Tutor in ODE environment

The module substantiates the requirements to a tutor based on the specific tasks of a ODE institution as well as ethic norms of tutorship, masters tutor's relations with ODE components, organizes the process of self-identification of a tutor regarding the requirements to his activity.

Module 4. Tutorship as an activity and subculture

The module displays the broad characteristic of objectives, functions, and roles of a tutor in the educational process. It organizes the next step to self-identification regarding student's readiness to be a tutor in ODE.
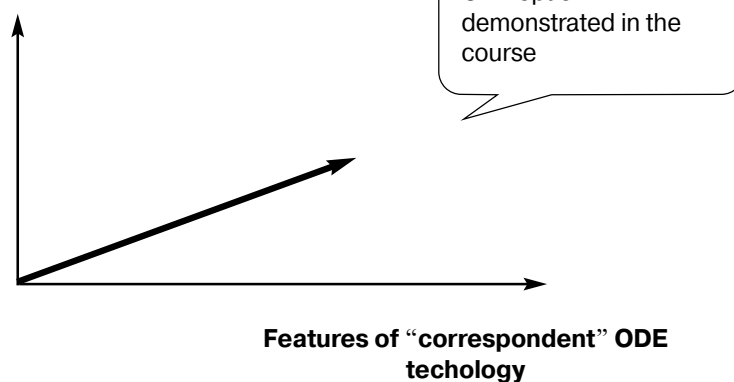
Features of ODE computer techology

ODE option demonstrated in the course

Features of "correspondent" ODE techology

Figure. Structured view of the open distance education (ODE)

Module 5. Methods of a tutor

It forms basic tools of tutorship, presents the methods of implementation of major tasks of a tutor regarding students and educational process. A beginner is taught to accomplish his duties.

Module 6. Expansion of tutor's repertoire

The module gives the notion of efficient behavior of a tutor in the classroom. It trains the skills of choosing the behavior under complicated circumstances at the lesson and of designing an individual activity with the students.

Module 7. Review and perspectives

The module aims at creating an impulse to develop tutor's activity further. It demonstrates more complicated tutor's methods to be mastered.

Course plan

For the students of the specialized training course *Development of Educational Personnel for Distance Education* the training process is arranged around the four-month individual work with didactically saturated textbooks providing for a full-fledged dialogue between the course authors and a student. It is a unique and very personal process being kept going on by various forms of the educational activity.

The course starts with two-day field school, where the students are deeply absorbed in ODE environment and tutor's profession for the first time. Approximately in a month a face-to-face tutorial is held, and conceptual contradictions of mastering of educational material are resolved on the basis of intensive methods.

Since this moment the Internet conference of students and leading tutors is opened, which is run according to a certain scenario. It facilitates a discussion ground of territorially separated participants of the educational process.

While mastering the course modules two more tutorials are held and a written test is accomplished. The course ends up with the two-day field school and a qualification papers to be defended.

Such scheme of mastering the course can and will be changed necessarily depending on educational demands and capacities of students. It was exactly the way, how the pilot presentation of the course in the group of future tutors of open vocational distance education of the Ministry of Taxation of the Russian Federation was accomplished. When the specialized training course *Development of Educational Personnel for Distance Education* will be taught outside IIM LINK, factual understanding of tutorship nature in the environment proper can be achieved.

Let us briefly discuss the lessons this phenomenon has taught us from the position of the quality of distance vocational education.

Teaching tutorship as a foreign language

By now we can speak about several lessons of teaching the new course.

The first lesson is in the fact that it is useful for such course especially to demonstrate "eloquence" of tutors via a real example of "eloquence".

The lesson of the whole lies in the fact that nothing can be taken from the whole to remain the whole. It has turned out that it is useless to master separate aspects of a profession having rejected the rest.

The lesson of temptation is in the fact that the beginners acquiring "the taste" of freedom and "the taste" of partner relations with the students get in the net of temptation to speak on whatever he wants. His "free" behavior must account the interests of the course authors, an educational institution, managers of educational center, and a course team — colleagues-tutors — who are as free as he himself.

Finally, the conducted lesson of thinking esthetics inspires the feeling of confidence that tutor's activity forms the ground for practical implementation of the new paradigm of education, which is called a paradigm of developing and personality-oriented education, a paradigm of education for future.

Conclusion

Teaching the professional tutor's language as foreign continues. Hence, we will have other lessons to learn.

The initiative of UNESCO IITE is being successfully developed and will bring noble fruits on the soil rape enough for new ideas on tutor's profession. The specialized training course *Development of Educational Personnel for Distance Education* is designed to fit for regular training of tutors from different countries and systems of open vocational distance education. After it is translated in English the course will be in demand not only in the CIS countries but in many others, where open distance education gains in strength and conquers intellectual and geographical space.

Andrey Teslinov
Anna Chernyavskaya
Sergey Schennikov

International Institute of Management LINK, Russian Federation