



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Information Technologies
in Education



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UNESCO's mission is building peace, eradicating poverty and promoting sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

UNESCO's educational priorities are:

- Supporting the achievement of Education for All,
- Providing global and regional leadership in education,
- Building effective education systems worldwide at all levels, from early childhood to the adult years.

UNESCO's vision of ICTs in education is "a world without boundaries where technologies support education to build inclusive knowledge societies."

Education empowers people with the knowledge and skills to improve themselves. UNESCO aims to make the right to quality education a reality for every child, youth and adult.

In November 1997, in recognition of the potential of ICTs to promote excellence and equity in education, UNESCO's General Conference approved the establishment of the Institute of Information Technologies in Education (IITE).

The Institute's activities, at once both need- and opportunity-driven, include advocacy, research, capacity-building and knowledge management. Being the only UNESCO institute specialized in ICTs in education, IITE has developed recognized expertise in, *inter alia*, the application of ICTs to distance education, TVET, ICT competency, as well as such inter-sectoral issues as "ICTs in education and gender" and "ICTs and inclusive education."

IITE MISSION

As set forth in the Statutes of the Institute, the mission of IITE is to serve as a center of excellence and the provider of expertise in the application of ICTs to education and training, to be both a repository for ICTs knowledge and the instrument for expanding that knowledge.

The Institute:

- identifies and tests ICT tools that show potential for improving the cost-effectiveness of a wide range of instructional strategies;
- disseminates its findings to interested partners;
- works with partners to develop and/or adapt strategies for using ICTs in education and training programmes; and
- collaborates in national ICT training programmes.

Actively involved in developing and transition countries – CIS, the Baltic countries, Eastern Europe and Central Asia – the Institute has a global mandate. IITE partners include:

- Ministries of Education,
- Academies of Sciences,
- Universities,
- National and international organizations,
- Research institutes, and
- UNESCO Institutes and Chairs.



GOVERNING BOARD



The Institute is administered by a Governing Board, which consists of eleven members appointed by the Director-General of UNESCO. The Board determines the general policy of the Institute and approves the programme of IITE activities at its annual meetings. In 2009, the following experts were appointed as IITE Governing Board members for 2009-2013:

Prof. **Bernard CORNU** (France), Chairperson

Ms **Fatma ABDULLAZADE** (Azerbaijan), Vice-Chairperson

Mr **Evgeniy BUTKO** (Russian Federation), Vice-Chairperson

Prof. **Jianzhong CHA** (China)

Prof. **Dae-Joon HWANG** (Republic of Korea)

Prof. **Ivan KALAS** (Slovakia)

Prof. **Sadikjan KASIMOV** (Uzbekistan)

Prof. **Diana LAURILLARD** (United Kingdom)

Prof. **Inna MALYUKOVA** (Ukraine)

Prof. **Tapio VARIS** (Finland)

Mr **Aidar ZHAKUPOV** (Kazakhstan)

MEDIUM-TERM STRATEGY 2008–2013

Guided by UNESCO's global priorities in education, the work of the Institute contributes to the achievement of two Overarching objectives of the UNESCO Medium-Term Strategy: (1) "Attaining quality education for all and life-long learning" and (5) "Building inclusive knowledge societies through information and communication." During the six-year period the Institute will focus its work on the following activity lines:

- Capacity enhancement of UNESCO Member States in ICTs in education through evidence-based policies, professional development for teachers and equal access for vulnerable groups.
- Fostering ICT-enhanced learning through knowledge sharing, Open Educational Resources (OER), networking and cooperation.

The Institute will continue to assist Member States in building knowledge societies by means of:

- support for policy analysis, formulation and dialogue, assistance in the development of national ICTs in education strategies,
- strengthening of national capacities in promoting e-environments designed to increase access to education and lifelong learning, and
- dissemination of knowledge and best practices in the application of ICTs in education.

POLICY AND RESEARCH

Policy analysis and research are major components of UNESCO's Education Sector activities. Exponential growth in the use of ICTs in education necessitates elaboration of adequate educational policies and strategies underpinned by research results.

IITE, for its part, concentrates efforts on promoting political dialogue and providing policy advice, along with analytical research and evaluation. The Institute provides assistance in formulation, assessment and implementation of legal, administrative, pedagogical, psychological and ethical principles of ICT-enhanced educational framework.

Key IITE policy analysis and research areas include:

- High-Level Policy Meeting on the use of ICTs in education;
- Policy briefs summarizing major trends in the application of ICTs to education and training;
- Best practice analysis of ICT use in preschool and special education;
- Comparative study of ICT application in TVET in CIS;
- Online Forum on policies related to ICT use in education.

CAPACITY DEVELOPMENT

An important part of the Institute's work is focused on enhancing the capacity of educational institutions in using advanced information and communication technologies.



In the course of the last decade, the Institute has developed a comprehensive programme on the use of ICTs in special education, secondary education, technical and vocational education/training and higher education. IITE delivers its educational courses by means of seminars and workshops organized for education theoreticians and practitioners around the world, giving priority to developing countries and countries in transition. The following are among the focus areas in which the Institute works to promote capacity building:

- E-learning courses on the use of ICTs at all levels of education;
- ICTs in pre- and in-service teacher education;
- ICTs in classroom instruction; and
- Using ICTs to improve the quality of education in Arctic.

KNOWLEDGE SERVICES

One of the Institute tasks is accumulating and managing knowledge and information on ICTs in education.

IITE has launched its Open Educational Resources project to facilitate the early stages of OER movement in the CIS and Baltic States. The project is aimed at exploring, identifying and capacity-building in the use of OER in the CIS and Baltic States.

The Institute has developed and currently maintains a portal composed of thematic websites designed to be a gateway to information on ICT applications in education, current trends and policy; it hosts interactive learning and training tools as well. IITE library contains a comprehensive collection of both UNESCO and non-UNESCO publications related to the use of ICTs in education. IITE produces several series of publications: Policy Briefs, Analytical Surveys and Best Practices. To summarize, the following IITE clearing-house activities may be mentioned:

- Open Educational Resources;
- Best practice analysis in OER and e-learning;
- On-line learning management system;
- IITE information system, website and portal;
- IITE Library; and
- Publications and dissemination.



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