UNESCO Institute for
Information Technologies in Education

MEDIUM-TERM
STRATEGY

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1   Introduction

Established at the 29th session of the General Conference of UNESCO in 1997 with the kind support of the Russian Federation as the host country, the Institute for Information Technologies in Education (IITE) has been called upon to contribute to the design and implementation of the Organisation's programmes in regard to the application of information and communication technologies (ICT) in education.

Over the twenty years that have passed since its foundation, IITE has accumulated rich expertise and experience in promoting ICT in education, with strong support and guidance from the UNESCO Head-quarters (HQ), UNESCO IITE's Governing Board (GB) and its host country. The third decade of IITE development has been marked by a new impetus for the development of the Institute. UNESCO, as the United Nations' specialised agency for education, has been entrusted to lead and coordinate the efforts aimed at the achievement of the ambitious and holistic agenda, namely Sustainable Development Goal 4 (SDG 4) with its ten targets. ICT have never been so dynamic in transforming education systems and so vital to achieving SDG 4 today. In the new era, IITE's mission is more crucial and challenging than ever.

UNESCO IITE's Medium-Term Strategy for 2018-2021 formulates its new mission and priorities, key action areas and major programme activities – as an enabler and facilitator to promoting the innovative use of ICT for achieving SDG 4. It also determines the approaches to networking and partnership building, communications and outreach, resource mobilisation and internal organisation of IITE for the next four years.

The Medium-Term Strategy is also guided by the resolutions of the UNESCO General Conferences, the Incheon Declaration and Education 2030 Framework for Action for the implementation of SDG 4, as well as the statements of the Qingdao Declaration.

2   The Role of ICT in Achieving the Sustainable Development Goal for Education

Information and communication technologies have penetrated all spheres of the society and the economy today. Some recent innovations that have been introduced in education are mobile learning, social media and networked learning, gamification, Open Educational Resources and Massive Open Online Courses, cloud computing, 3D printing, augmented reality, learning analytics, immersive technologies, etc. ICT transform teaching and learning processes and educational ecosystems. They support a learner-centred pedagogical approach, change the way of interaction between educators and learners, and change the roles of teachers from transmitters of knowledge to mediators in learning. ICT distort the traditional model of production and sharing of educational materials and the mode of delivery of educational content. ICT also change the assessment of student performance, the recognition of learning outcomes, and education management. The mission of educational institutions is changing as well: they are no longer monopolists in providing access to high-quality information and knowledge.

UNESCO recognises that ICT have a unique potential to transform education systems and contribute greatly to achieving the Sustainable Development Goal for Education by 2030 aimed to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

Despite the decades-long campaign organised by UNESCO and the world education community, accessibility and equity in education particularly in quality education is far from being reached. In order to achieve SDG 4, ICT provide unprecedented opportunities to reduce the long-existing learning divide and increase access to quality education especially for vulnerable groups, including persons with disabilities, refugees and internally displaced persons, economically disadvantaged groups, ethnic and religious minorities and vulnerable women and girls.

Teachers and schools are at the core of achieving inclusive and equitable quality education for all learners, especially for children. Therefore, empowering teachers and school leaders with ICT and innovative pedagogy is an urgent need for achieving SDG 4 and transforming the education system.

3   Mission and Strategic Priorities

3.1   IITE Comparative Advantage

- IITE is the only UNESCO Category 1 Institute that holds a global mandate for ICT in education. The Institute has accumulated extensive expertise and experience during the years since its establishment. IITE enjoys a strong reputation and support from the host country. Over the two decades of its activities, IITE has become a global reference point for UNESCO Member States linking research, policy and capacity building and practice in ICT in education. IITE key strengths include:

- A holistic intersectoral and cross-sectoral approach to ICT in education integrating analytical research, policy advocacy, collection and dissemination of best practices, teacher professional development and technical assistance.

- Provision and access to cutting-edge expertise and knowledge resources that can be mobilised to provide support to Member States in promoting use of ICT in education.

- Close interaction with stakeholders in Member States: policy-makers, professional networks of experts in ICT in education, educational institutions and practitioners, the IT industry, etc.

- Long-term fruitful collaboration with international organisations acting in the field of education and ICT, UNESCO Headquarters, Offices, Institutes, Centres and Chairs.

3.2   Vision

IITE's vision is transforming education and achieving SDG 4 with the unique power of ICT. This vision is based on the understanding that ICT have never been so dynamic in transforming education systems and vital to achieving SDG 4. IITE is particularly concerned with expanding the capacities of innovative ICT for good-quality, mass, flexible, open and lower-cost education from basic school to university, as well as informal and non-formal education and lifelong learning. In line with the Education 2030 Framework for Action and the Qingdao Declaration on leveraging ICT to achieve Education 2030, IITE promotes ICT to strengthen education systems, knowledge dissemination and information access, quality and effective learning. To this end, IITE invests efforts into support of training well-qualified and motivated teachers capable of using appropriate pedagogical approaches and ICT. The Institute promotes the use of ICT for the creation of safe, healthy, non-violent, gender-responsive, supportive and inclusive learning environments.

Education transformation is an urgent issue, and a long and challenging process. The role of ICT is not just as a powerful tool, but rather one of the major driving forces and solution providers for creating new ecological education environments, in which humanity, peace and sustainable development become shared values of all humankind. This is the utmost goal of education, and also the vision and mission of IITE towards education transformation and achieving SDG 4.

3.3   Mission and Strategic Priorities

UNESCO's new education agenda of Sustainable Development Goal 4 (SDG 4), which builds upon the comprehensive and holistic vision of the Education for All (EFA) movement, represents the shared global ambition and intergovernmental commitment for education up to 2030. As adopted by its 39th General Conference, Major Programme I (MP I) for education in the period 2018-2021 becomes the first quadren-

nium where UNESCO will fully align its programme and resources to meet the ambitious SDG 4 and other education-related targets. MP I will be driven by a two-pronged approach, structured around two Main Lines of Action (MLAs): (a) supporting the implementation of SDG 4 - Education 2030 at country level, through eight expected results; and (b) leading the coordination and review/monitoring of SDG 4-Education 2030 at global and regional levels, through two expected results.

The contribution of IITE to the fulfilments of UNESCO's strategic objectives for 2018-2021 has also been emphasised and valued by the 39th General Conference, particularly with regard to policy advocacy, capacity development and knowledge services in the field of ICT in:

a) evidence-based policy research, analytical studies and the collection and dissemination of best practices on the use of ICT in education;

b) provision of technical assistance, knowledge and information sharing with Member States on the application of ICT in education, with particular emphasis on teachers and on the digital content of curricula.

In line with the new education agenda for 2030 and the new MLAs with corresponding expected results (ER) for 2018-2021 (particularly MLA 1, ER1 and MLA 2, ER10), IITE has adjusted its strategic priority areas to meet the new demands and tasks ahead.

The mission of IITE in the new era is promoting the innovative use of ICT for Education 2030 and serving as a facilitator and enabler for achieving Sustainable Development Goal 4 (SDG 4) through ICT-enabled solutions and best practices.

- **Assisting** Member States and international education community with expertise and consultation on innovative use of ICT in education through policy advocacy, capacity building and evidence-based research;

- **Empowering** schools, teachers and learners with ICT competency and digital skills, with special focus on vulnerable groups;

- **Enhancing** knowledge and information sharing through promotion of digital content of curricula and Open Educational Resources (OER) for all learners;

- **Fostering** awareness and relevant response to new demands and challenges in education in regard to safe and responsible use of ICT and the Internet, ICT in health education and wellbeing, as well as the impact of ICT on the nature of education;

- **Strengthening** regional and global networking for collaboration with all stakeholders including private sectors.

Bearing in mind that SDG 4 highlights inclusion and equity, quality of education and learning in a lifelong approach, IITE focuses its activities on the following strategic priorities:

- Facilitating the innovative use of ICT to enhance inclusion and equity in education and lifelong learning;

- Empowering teachers in Member States to improve the quality of education by promoting ICT-enabled pedagogies and best practices;

- Fostering the potential of ICT for education transformation through global dialogue and networking.

3.4 Key Action Areas

To successfully carry out its activities in accordance with the above strategic priorities, IITE's implementation modalities are combined in the six action areas:

I. Assisting Member States in Policy Development and Capacity Building on ICT in Education

In the field of education policy development and capacity building, IITE will concentrate its efforts on stimulating policy dialogue on ICT in education at global, regional and national fora in order to assist Member States in employing relevant policies. IITE will advocate for better and innovative policies for ICT in education, provide policy advice and technical assistance to the UNESCO Member States, promote innovative approaches and support the development of sustainable national/regional policies for ICT in education.

IITE will encourage the involvement of policy and decision-makers and relevant stakeholders in developing well-articulated strategic scenarios for the transformational role of ICT in education through a systemic approach in implementing and progressively mainstreaming ICT-enabled learning innovations in such areas as content and curricula, assessment, teacher professional development, management and infrastructure.

IITE will work with national governments to identify what capacity exists in terms of skills, knowledge, institutions and relationships in the area of ICT usage in education. Integrating its research, training and technological achievements, IITE will provide advisory and consultancy services for development of national level policies and strategies, especially in CIS (Commonwealth of Independent States) and Baltic States and the African region.

II. Research and Advocacy of ICT-Enabled Innovative Pedagogy

To support educational decision-makers with a way of thinking about national policies, IITE research and advocacy activities will concentrate on the investigation of new technologies and their systemic impact as enablers to modernise teaching and learning practices, including curriculum, pedagogy, teacher training, assessment, examination, certification and accreditation strategies, and school organisation.

IITE is committed to advocate for the development of ICT in education policies to ensure equitable inclusive quality lifelong learning. In promoting ICT-enabled innovative pedagogy, IITE will work with policy-makers, civil society and various other stakeholders, drawing on its own research and existing research evidence focusing on how pedagogical and technological innovations can enhance learning.

IITE will exert efforts to facilitate the transfer of innovation research into educational practice and support effective learning through ICT-enabled pedagogy: promoting innovative approaches, methodology, tools and techniques of integration of ICT and pedagogy for different levels and sectors of education, methodologies of special needs education.

III. Promoting ICT Competencies and Skills for Teachers and Schools

Teachers and schools are at the core of achieving inclusive and equitable quality education for all learners, especially for children. In the new era of ICT with a wide use of the broadband Internet, advanced mobile technology, big data and artificial intelligence, teachers and school leaders are facing new demands and challenges in teaching, learning, and assessment. ICT competency and skills of teachers and schools is no longer an option, but an integral part of the innovative teaching and learning process.

Recognising the key role of teachers, IITE will focus on empowering them through enhancing the key competences required for applying innovative pedagogical practices using (included but not limited to) the UNESCO ICT Competency Framework for Teachers (ICT-CFT) and UNESCO

Media and Information Literacy Curriculum for Teachers. IITE will work diligently to support the adoption of relevant standards, enable the design of curricula, as well as development of training courses, master-level programmes and other tools for teachers and schools to provide sustainable lifelong professional development by means of ICT.

IV. Strengthening Knowledge Sharing and Dissemination of Best Practices

Striving to serve as a clearinghouse on ICT in education, IITE will coordinate and execute awareness campaigns around its strategic priorities and key action areas. The Institute will publish a journal and release publications to facilitate knowledge sharing among peers and disseminate information to a wide public. To ensure the transfer of innovation research into educational practice, IITE will exert reasonable efforts to continue publishing success stories and disseminating best practices to take from basic school to university.

UNESCO supports Open Access for the benefit of the global flow of knowledge, innovation and equitable socio-economic development. Its approach to the topic is human rights-based. Promotion of openness in education and Open Educational Resources (OER) is a focus for IITE.

The IITE portal is a major tool for knowledge sharing. It is designed to collect, preserve, create, aggregate and share resources on ICT in education, and support communication. The IITE portal holds many layers of information and a huge amount of data tailored to specific audiences. The portal, along with multimedia resources and electronic courses, hosts communities of practice for IITE projects. IITE will continue using carefully selected social media in order to ensure interaction with and engagement of diverse target audiences.

V. Harnessing ICT Potential for Inclusive Education and Education for Health and Well-Being

There is a growing awareness that persons with special needs, including those with disabilities, have the right to expect the same standard of educational services and access as every other member of the society. The common principles of this approach were enshrined in the UN Convention on the Rights of Persons with Disabilities with the intention "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities".

The objectives to facilitate greater inclusion of vulnerable groups into existing educational practices and environments, to support Education 2030 goals and promote new opportunities for participation in knowledge societies have become prime strategic tasks throughout UNESCO's as well as IITE's activities. ICT application in education has become the most appropriate tool to meet the challenges of knowledge societies, contribute to the reduction of the digital divide, including disparities in access to knowledge, and provide opportunities for attaining quality education and lifelong learning for all.

Education and health are contributors to and outcomes of inclusive, sustainable and rights-based approach to education. Education improves the overall health and well-being of learners, teachers and communities, including in the areas of HIV and sexual and reproductive health. At the same time, healthy learners better learn.

Over the past few years, UNESCO has developed a number of highly demanded and internationally recognised resources on education for health and well-being. These resources help Member States achieve SDG 4 targets that relate to acquisition of knowledge and skills needed for healthy and sustainable lifestyles. However, their achievement would not be possible without harnessing ICT to strengthen education systems, improve knowledge dissemination and access to information, quality and effective learning.

Therefore, as UNESCO's only branch specialised in ICT in education, IITE will bring together partners from government, academia, civil society, media and industry and mobilise young people in order to support Member States to deliver ICT-enhanced comprehensive health education (including HIV and sexuality education) that contributes to healthy lifestyles and gender equality through safe and equitable learning environments that promote overall well-being, good quality education and learning outcomes for all.

VI. Developing Partnerships and Networking

Given the scope and complex character of the Institute's mandate, to ensure sound impact and greater sustainability of its activities, IITE is committed to establishing active cooperation with relevant networks and experts in the field of ICT in education. To coordinate resources and join forces with potential partners, IITE maps a wide range of entities and communities as potential partners and establishes relations with selected ones bearing in mind specific objectives for each particular case.

IITE fosters its cooperation with UNESCO institutions and other entities of the UNESCO system building on the principles of synergy and complementarity. The Institute launches and implements joint initiatives and extrabudgetary projects together with international and nongovernmental organisations, educational institutions and research centres, professional associations and expert communities, public authorities and private bodies.

Networking with the group of stakeholders with which collaboration is essential to fulfil IITE's mission, the Institute further deepens its cooperation with UNESCO global and regional networks, including UNESCO Associated Schools Project Network and UNESCO/UNITWIN Chairs. To involve a wide range of stakeholders and develop well-articulated top-down strategies for supporting bottom-up innovations, IITE implies its leadership model to support the IITE International Network of UNESCO Chairs operating in the field of ICT in education and innovative pedagogy and ensure its further development.

3.5 Russian Federation and CIS Countries

IITE as a UNESCO Category 1 institute has been enjoying strong support from the host country-Russian Federation since its foundation. Russian Federation and the Commonwealth of Independent States (CIS) have been the focus of all IITE's major programme activities. With increasing demands from CIS countries in promoting ICT for SDG 4 and additional support from the host country to the institute, IITE will further strengthen its long-term collaborations with CIS countries and its programmes activities in this region, particularly in the areas of national policies and strategies, ICT Competency of teachers and schools, OER in Russian and other non-English speaking countries, and ICT in health education.

4 Programme Activities

Based on the mission statement and Key Action Areas, six Programme Activities of IITE have been defined with contributions to different MLA/ERs (Main Lines of Action/ Expected Results).

According to the document 39 C/5 adopted by UNESCO 39th General Conference, all IITE's six programme activities contribute directly to MLA 1, ER1 and MLA 2, ER10, namely

ED MLA 1 ER 1: Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach.

ED MLA 2 ER 10: Research and foresight, monitoring and reporting on SDG 4 - Education 2030 have effectively generated evidence, recommendations and insight to advance progress towards SDG 4.

Meanwhile, since ICT are closely linked with many aspects of education, IITE also contributes indirectly to several other ERs in MLA 1, namely

Programme Activity 4 of Promoting Media and Information Literacy for Quality and Inclusive Education contributes also to

MLA 1 ER 3: Improved policies and plans and mobilisation of global effort to enhance, scale-up, including through ICT, and monitor the acquisition of foundational skills and lifelong learning opportunities for youth and adults

Programme Activity 3 of Mainstreaming Open Educational Resources in non-English-speaking countries to foster inclusive and equitable quality education contributes also to

MLA1 ER 4: Improved recognition of, and access to equitable and quality assured higher education provision.

Programme Activity 2 of ICT-empowered Innovative Pedagogy: Competency Development of Teachers and Schools contributes also to

MLA 1 ER 5: National teacher policies developed and/or implemented and teacher training programmes improved to increase the supply of qualified and motivated

Programme Activity 5 of ICT in Health Education and Education of Persons with Disabilities contributes also to

MLA 1 ER 6: National capacities strengthened to equip learners with knowledge, skills, values and attitudes needed to live healthy lives, promote sustainable development and engage with the world as responsible global citizens

MLA 1 ER 8: Improved policies, plans and learning opportunities to expand inclusion in education for vulnerable populations, with particular attention to persons with learning challenges, including disabilities, and to crisis-affected populations

As defined in the previous section, the priority fields of IITE Programme Activities are Inclusion and Equity, Teacher Professional Development, and Health Education.

A detailed table indicating all the corresponding contributions to MLA/ERs as well as targets of SDG 4 is listed as follows:

Programme Activity	UNESCO MLA/ Expected Results	SDG 4 Target
1. Global Dialogue on ICT in Education Transformation: National Strategies, Innovative Pedagogies and Best Practices	**ED MLA 1 ER 1:** Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach	**4.c Teachers and educators** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
	ED MLA 2 ER 10: Research and foresight, monitoring and reporting on SDG 4-Education 2030 have effectively generated evidence, recommendations and insight to advance progress towards SDG 4	**4.5 Gender equality and inclusion** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations **4.7 Education for sustainable development and global citizenship** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Programme Activity	UNESCO MLA/ Expected Results	SDG 4 Target
2. ICT-empowered Innovative Pedagogy: Competency Development of Teachers and Schools **Programme Activity 2.1. Learning for the Future: ICT Competency Development for Schools** **Programme Activity 2.2. Teacher Professional Development with ICT-empowered Innovative Pedagogy**	**ED MLA 1 ER 1:** Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach **ED MLA 1 ER 5:** National teacher policies developed and/ or implemented and teacher training programmes improved to increase the supply of qualified and motivated **ED MLA 2 ER 10:** Research and foresight, monitoring and reporting on SDG 4-Education 2030 have effectively generated evidence, recommendations and insight to advance progress towards SDG 4	**4.c Teachers and educators** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States **4.1 Universal primary and secondary education** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
3. Mainstreaming Open Educational Resources in non-English-speaking countries to foster inclusive and equitable quality education	**ED MLA 1 ER 1:** Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach **ED MLA 1 ER 4:** Improved recognition of, and access to equitable and quality assured higher education provision **ED MLA 2 ER 10:** Research and foresight, monitoring and reporting on SDG 4-Education 2030 have effectively generated evidence, recommendations and insight to advance progress towards SDG 4	**4.1 Universal primary and secondary education** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes **4.3 Equal access to technical/ vocational and higher education** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Programme Activity	UNESCO MLA/ Expected Results	SDG 4 Target
4. Promoting Media and Information Literacy for Quality and Inclusive Education	**ED MLA 1 ER 1:** Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach **ED MLA 1 ER 3:** Improved policies and plans and mobilisation of global effort to enhance, scale-up, including through ICT, and monitor the acquisition of foundational skills and lifelong learning opportunities for youth and adults	**4.7 Education for sustainable development and global citizenship** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development **4.c Teachers and educators** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Programme Activity	UNESCO MLA/ Expected Results	SDG 4 Target
5. ICT in Health Education and Education of Persons with Disabilities **Programme Activity 5.1. Supporting Teachers and Mobilising Youth to Boost ICT-enhanced Health and Well-being Education**	**ED MLA 1 ER 1:** Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach **ED MLA 1 ER 6:** National capacities strengthened to equip learners with knowledge, skills, values and attitudes needed to live healthy lives, promote sustainable development and engage with the world as responsible global citizens	**4.5 Gender equality and inclusion** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations **4.7 Education for sustainable development and global citizenship** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
5. ICT in Health Education and Education of Persons with Disabilities **Programme Activity 5.2. ICT in Education for Persons with Disabilities – Policy and Innovative Practices**	**ED MLA 1 ER 1:** Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach **ED MLA 1 ER 8:** Improved policies, plans and learning opportunities to expand inclusion in education for vulnerable populations, with particular attention to persons with learning challenges, including disabilities, and to crisis-affected populations **ED MLA 2 ER 10:** Research and foresight, monitoring and reporting on SDG 4-Education 2030 have effectively generated evidence, recommendations and insight to advance progress towards SDG 4	**4.c Teachers and educators** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States **4.5 Gender equality and inclusion** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Programme Activity	UNESCO MLA/ Expected Results	SDG 4 Target
6. Clearing House and Outreach	**ED MLA 1 ER 1:** Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach **ED MLA 2 ER 10:** Research and foresight, monitoring and reporting on SDG 4-Education 2030 have effectively generated evidence, recommendations and insight to advance progress towards SDG 4	**4.c Teachers and educators** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States **4.5 Gender equality and inclusion** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations **4.7 Education for sustainable development and global citizenship** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Programme Activity 1. Global Dialogue on ICT in Education Transformation: National Strategies, Innovative Pedagogies and Best Practices

The Programme Activity aims to create a high-level platform and network to bring together representatives of Member States, educators, IT industry leaders as well as other stakeholders for sharing innovative ideas, experiences and best practices on how Information and Communication Technologies transform the education system today in order to meet new demands and challenges towards the Sustainable Development Goal for Education. IITE will assist Member States in developing their educational policies and strategies by strengthening the policy dialogue and facilitating the capacity development.

The goal is to develop a high-level global platform for dialogue and knowledge sharing in the field of ICT in transforming education systems. Through policy dialogue and capacity development, UNESCO will support Member States in the design and analysis of comprehensive ICT policies to transform their education systems. The objectives are the organisation of the annual Moscow Forum "Global Dialogue on ICT in Education Transformation" and publication of the new IITE Journal on ICT in Innovative Pedagogy to facilitate the information sharing and further develop networks in this field.

The Programme Activity will significantly facilitate the work of IITE and its host country – the Russian Federation – in the global campaign of transforming education systems through innovation and creative use of ICT both in cutting-edge researches and in best practice performances.

The Programme Activity will include:

Programme Activity 1.1. Moscow Forum: Global Dialogue on ICT in Education Transformation

The Moscow Forum will be organised jointly by IITE and the Ministry of Education and Science of the Russian Federation and held annually in Moscow. It will gather ministers of UNESCO Member States, representatives of education sector, industry leaders from academic and private sectors and other stakeholders for high-level discussions and dialogues. The Moscow Forum will focus on the most topical issues of ICT-enabled education transformation including national and regional actions, innovative pedagogies and learning, and best practice examples. A Steering Board will be set up with renowned representatives in this area for selecting an annual subject of the Forum and other organisational issues to ensure that the Moscow Forum becomes one of the most important platforms for high-level dialogues in the area of ICT-enabled education transformation. Subjects will cover national, regional or global strategies and networking, innovative pedagogies and best practices in ICT-enabled education transformation. Based on the outcomes of the Moscow Forum, an annual Moscow Report on ICT in Education Transformation will be published spreading the information about major actions at national, regional and global levels, latest research outcomes, and innovative best practice examples in the field.

Programme Activity 1.2. IITE Journal of ICT in Innovative Pedagogy

In order to build a broader daily platform for the information sharing and engage bigger number of people in this area, IITE will publish a new journal in both printed and online versions – Journal of ICT in Innovative Pedagogy. The Journal will initially be quarterly and linked closely with the Moscow Forum as its continuation and extension for dialogue and sharing innovative research outcomes and practices. The Editorial Board will invite representatives of UNESCO Chairs in the field of ICT in education, members of the Moscow Forum Steering Board, members of the IITE Governing Board and representatives from the private sectors. While an online version of the Journal also creates an online platform for more dynamic and comprehensive discussions on this topic, the annual Moscow Report will be part of the Journal as its Special Volume.

The Programme Activity will cover a wide range of relevant issues in the area of ICT and Education Transformation with its special focus on national strategies and policies, ICT-enabled future education, its new

innovative pedagogy, new ecological systems and new challenges, and collaborative and innovative best practices from international education communities.

Major partners in implementation of the Programme Activity are UNESCO regional offices, UNESCO Chairs in the area of ICT in education, educational organisations, NGOs and private sector. The Programme Activity will be implemented under the guidance and support of the UNESCO HQ and the Ministry of Education and Science of the Russian Federation.

Programme Activity 2. ICT-empowered Innovative Pedagogy: Competency Development of Teachers and Schools

The aim of this Activity is to investigate new educational environment and support new competencies of students and teachers of the 21st century schools by identifying, piloting and supporting emerging approaches and practices used in technology-mediated school education. The beneficiaries of the Activity will include education policy- and decision-makers; heads and specialists of educational institutions, teacher training and vocational development institutions, trainers of trainers; a wider community of educators.

Digital content, social media and smart interface, open educational resources and massive open online courses demand traditional education and learning systems to be more open, flexible, and provide students and teachers with more opportunities for participation and collaboration, and more outcomes.

The new ICT-based teaching-learning paradigm affects many aspects of the school system, such as teacher's role, curriculum areas, school organisation and leadership strategies, assessment, and even school building structures, equipment and furniture.

In line with UNESCO's vision, the Activity will help to form a new generation of teachers who have ICT skills, are able to use innovative pedagogical methods based on existing and emerging ICT, and can teach their students to become collaborative, problem-solving and creative learners, citizens and employees.

Programme Activity 2.1. Learning for the Future: ICT Competency Development for Schools

In order to increase access and improve quality of 21st century education and achieve the overarch goal of Education 2030, new models of the school system environment are required.

The Programme Activity will not only enable schools to integrate a model of the school educational environment as the way education should be organised and delivered, but will also encourage them to play a more pro-active role in preparing students, teachers, parents and local communities both for the present and for the future. In order to facilitate and enhance the implementation of this Activity, IITE will involve one of the UNESCO's major networks – the Associated Schools Project Network (ASPnet) to serve as the main vehicle for the Programme Activity.

The goal of the Activity is to investigate new educational environment and support new competencies of students and teachers of the 21st century schools by identifying, piloting and supporting emerging approaches and practices used in technology-mediated school education.

The objectives of the Activity are the following:

1. Development and piloting of new model ICT-based approaches to the educational teaching-learning environment for the future schools;

2. Identifying new competencies of students and teachers of the 21st century schools in the ICT-mediated education environment;

3. Supporting experience exchange and collaboration among the school-leaders, students and teachers in the UNESCO MS, in particular in CIS and BRICS countries.

The Activity will cover a wide range of relevant issues in the area of transformation of educational paradigm and strengthening school capacities for the emerging of new ICT-based educational environment. A special focus will be made on research and analyses of the future school systems, on communication capacity of school leaders, teachers and students, and dissemination of the innovative practice for the international educational community.

New model approaches to emerging educational environments for future schools will be identified in the framework of the programme activity. It is incumbent to the educational community and to the school to adapt teaching and learning practices to meet the needs of future learners; to emphasise critical inquiry and mental flexibility, and provide students with necessary tools for solving new tasks; to connect learners to broad social issues through civic engagement; and to encourage them to apply their learning.

Programme Activity 2.2. Teacher Professional Development with ICT-empowered Innovative Pedagogy

The Programme Activity will support the development of ICT competency standards for teachers, contribute to the development of a sustainable approach to teacher training on ICT-pedagogy integration, establish a resource pool of open educational materials for teachers to integrate ICT into teaching practices and assist target countries in setting up national or regional networks in this area.

The main goal of the Activity is to promote innovative pedagogy and teachers' professional development through ICT use. In keeping with UNESCO's vision of knowledge societies, teachers of the 21st century will be equipped not only to make better use of ICT, but to do so in a way that is culturally aware and fosters social inclusion. To ensure the model is sustainable, particular focus will be given to the following:

- Based on an analysis of available national standards and frameworks, UNESCO Member States will be assisted in developing national ICT competency standards.

- On the basis of national ICT competency standards, training materials on ICT pedagogy integration will be developed and support will be provided for their use in national training courses.

- Through tailored capacity-development programmes, directed at trainers from leading teacher training institutions, countries will be supported in improving the quality of the in-service and pre-service training of teachers in the field of innovative ICT-integrated pedagogy.

- A repository of existing training resources in ICT-integrated pedagogy will be set up, gaps identified, and, where necessary, new content developed.

The Activity will help to form a new generation of teachers who have ICT skills, are able to use innovative pedagogical methods based on existing and emerging ICT, and can teach their students to become collaborative, problem-solving and creative learners, citizens and employees. The activity will allow strengthening national capacity building of the target countries on ICT for Education 2030 through the new model of teacher professional development with ICT-empowered innovative pedagogy.

Programme Activity 3. Mainstreaming Open Educational Resources to Foster Inclusive and Equitable Quality Education

The aim of this Activity is to foster inclusive and quality education systems by promoting ICT supported lifelong learning pathways for the knowledge society, in particular through widening the access to quality digital content available in local languages, including Open Educational Resources (OER). The direct beneficiaries are education policy- and decision-makers; teachers and ICT professionals from educational institutions; a wider community of educators and students.

ICT have been increasingly utilised by educational institutions worldwide for developing course material, delivering content and sharing content, communication between learners and teachers, creation and delivery of presentations and lectures, academic research, etc. In accordance with the Strategic objective 1 "Developing education systems to foster quality and inclusive lifelong learning for all" formulated in the UNESCO Education Strategy for 2014–2021: "The UNESCO Institute for Information Technologies in Education (UNESCO-IITE) will contribute to the implementation of activities related to the development of ICT in education, with a particular focus on policy support, adaptation of the ICT-CFT and promotion of OER".

OER has the potential to make a significant contribution to SDG 4 with its key pillars of access, equity and inclusion. OER work from 2012 has focused on implementing the 2012 Paris OER Declaration with a view to making OER more widely used by educational stakeholders worldwide. The Education 2030 Agenda reaffirms a political commitment, facilitating policy dialogue, knowledge sharing and standard setting. In this regard, as stated in the Qingdao Declaration, OER "provide educational stakeholders with opportunities to improve the quality and expand access to textbooks and other forms of learning content to catalyse the innovative use of content, and to foster knowledge creation". The Qingdao Declaration also calls for sector-wide strategies and capacity building programmes to fully realise the potential of OER to expand access to lifelong learning opportunities, achieve quality education and establish legal and political frameworks that promote, inter alia, coordinated partnerships.

Since 2010, IITE has been implementing a project on Open Educational Resources in non-English-speaking countries. The project activities build on the results of examination of the needs, capacities, opportunities and challenges for the production and use of OER in the target countries. The emphasis is placed on the exploration and dissemination of best practices, raising awareness of open licenses and development of recommendations for a wider use of OER in teaching and learning. At its initial stage, the project was focused on Russian-language educational content and covered mostly CIS and Baltic States. The preliminary study of the state-of-the-art of OER was carried out in Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyz Republic, Moldova, Russia, Ukraine, Uzbekistan, as well as in Latvia and Lithuania. A synthesis report "CIS on the Way towards Open Educational Resources" was prepared and published by IITE. In 2011, the geographical scope of the IITE OER project expanded to include Brazil, China, Japan, Turkey and Vietnam. Later on, the advancement of OER in France, Kenya and Poland was investigated. In total, 20 non-English speaking countries were surveyed. These surveys provided further insight into how OER-related patterns vary in non-English-speaking countries. IITE published the case studies on OER in Lithuania, Brazil, China, Poland, Russia, France and Kenya.

To achieve the project objectives – implementing the 2012 OER Paris Declaration, evidenced-based advocacy of the OER movement and capacity building in production, sharing and use of OER in UNESCO Member States – the following activities should be taken:

- Providing support for the development and contextualising OER policies;

- Exploring OER initiatives and best practices;

- Facilitating the exchange of pedagogies and instruction methodologies in using OER;

- Capacity-building in the use of OER in non-English-speaking countries;

- Developing indicators for monitoring OER adoption.

The following major action lines are envisaged for the Activity:

a) Research and policy advocacy: surveys on OER state-of-the-art in non-English-speaking countries; analytical study aimed at identification of opportunities for the promotion of OER; expert discussions, workshops and conferences: presentation of the results of the analytical study; policy forum for the promotion of OER in CIS and development of institutional policies; promotion of open licenses; participation in the policy review and experts forum, dissemination of the best practices and follow up recommendations.

b) Capacity-building and networking component: raising awareness on OER in the target countries; increasing literacy in copyright and open content licensing issues; networking at regional and sub-regional level; training of trainers for resource users and producers.

c) Information dissemination and knowledge sharing: multi-lingual platform (national languages) to account for the diversity of languages existing in the region and promote the Russian-language OER in CIS counties; development of technical guidelines for resource users and producers and for the development of OER and establishment of OER resources; development of recommendations for establishing OER portals and opportunities for feeding OER in national languages.

IITE will expand the team focusing on OER to include three national staff members.

Major partners in implementation of the project are UNESCO regional offices, institutes and centres, UNESCO/UNITWIN Chairs in the area of ICT in education, educational organisations, Network of UNESCO Associated Schools Project, NGOs and private sector organisations. The Activity will be completed under the guidance and support of the UNESCO HQ and the Ministry of Education and Science of the Russian Federation. Ministries of Education of CIS will be involved in the project.

Programme Activity 4. Promoting Media and Information Literacy for Quality and Inclusive Education

The goal of this Activity is to leverage media and information literacy (MIL) in the digital and mobile era and contribute to the development of the digital education environment by MIL-based professional development through a set of mobile learning tools. The Activity is aimed to design a set of mobile learning tools on MIL, to develop and test the mobile learning models for quality teacher training, and to enhance cross-sectoral and interdisciplinary collaboration among media education stakeholders.

In the digital and mobile age, people are increasingly exposed to media, which prioritises the issues related to media and information literacy (MIL) and has implications for learning and teaching. The innovative capacity of ICT in education is very much conditioned by the level of digital skills of educators and learners. Enabling teachers and students, as well as the wider public, to retrieve and critically evaluate information and create new knowledge in different forms using digital tools, and share it through various channels effectively and meaningfully is an important task for the educational system.

The significance of media and information literacy in the digital era is emphasised in the Education 2030 Framework for Action. Target 4.1 of the Education 2030 postulates the necessity of "non-cognitive skills that enable children to develop to their full potential" among relevant learning outcomes and identifies these type of skills as a condition for ensuring equitable and quality education. MIL is an integral part of the non-cognitive skills, referred to as "21st Century skills" or "transversal competencies". Furthermore, §74 of the Target 4.c of the Document, which is focussed on the issue of substantial increase in the supply of qualified teachers, envisages the development of strategies that would support the acquisition of media literacy skills by teachers.

UNESCO's mission is to engender media and information literate societies through a comprehensive strategy, which includes the facilitation of international cooperation, preparation of model MIL Curriculum for Teachers, development of guidelines for preparing national MIL policies and strategies, articulation of a Global Framework on MIL Indicators and other activities. Being a part of these efforts and building on its global expertise and regional experience in the field of ICT in Education, IITE strives to promote MIL through mobile learning. In this respect, the issues related to mobile literacy for developing countries and disadvantaged communities will also be addressed by the Institute. The Activity will target the Russian Federation and CIS countries as well.

The Activity will enhance the capacities of teachers and educators to use and contribute to the development of the digital education environment by MIL-based non-formal and informal professional training in line with the lifelong learning concept.

This Activity will enhance pre-service and in-service teacher training institutions and school libraries, as well individual teachers, educators and librarians. In particular, the following activities are envisaged:

- A set of mobile learning tools covering all substantive competencies, knowledge, attitudes, skills and practices forming the notion of MIL will be designed both in Russian and in English.

- The models for quality teacher training by means of mobile learning will be developed and tested.

- Capacities and resources for the advancement of media education in the Russian Federation, CIS countries and other countries will be promoted.

- Cross-sectoral and interdisciplinary collaboration among MIL-stakeholders (librarians and media educators, mass media outfits and academic organisations, etc.) will be enhanced.

- Importance of MIL for different target groups will increase and ensure successful operation in the digital and mobile learning environment.

New tools and new approaches to enhance teachers' capacities will be designed and widely disseminated in different regions with a focus on CIS countries.

IITE will implement the Activity in cooperation with relevant UNESCO Chairs, educational organisations, NGOs and private sector organisations in the field of media education and media and information literacy training.

Programme Activity 5. ICT in Health Education and Education of Persons with Disabilities

The aim of this Activity is to analyse and disseminate good policies and innovative practices on ICT in health education and education of persons with disabilities aimed to promoting new opportunities for participation in knowledge societies and for raising a generation of healthy and responsible citizens. The direct beneficiaries of the Activity will include education policy and decision-makers; teachers and ICT professionals from educational institutions, in particular schools, educational centres and universities; a wider community of educators and students.

Access to quality education for all community members determines their opportunities to participate in scientific, economic, political and cultural activities of society. Such issues are of primary importance for people being exposed to discrimination by gender, age, physical and mental abilities, levels of education, ethnicity, income level, etc. One of the main vulnerable groups of society is persons with disabilities.

Access to information and community-based knowledge will support vulnerable society groups, including those with disabilities, in implementation of their human rights; in particular, it will strengthen their opportunities to access community-based social, health and education services, which are sometimes not available for them.

Programme Activity 5.1. Mobilising Youth and Supporting Educators to Boost ICT-Enhanced Health and Well-Being Education

The Activity will strengthen education sector cooperation and networking with health and youth sectors, media and IT industry, mobilise young people, enhance teachers' capacities and catalyse innovation in ICT-enhanced health and well-being education to enrich opportunities for raising a generation of healthy and responsible citizens. This Activity will empower youth for creating innovative, high-impact and cost-effective ICT solutions to improve HIV, sexual, reproductive and general health awareness and develop attitudes and skills needed for healthy lives and relationships. It will also build education sector capacities to provide education to all children and young people in a safe, inclusive and health promot-

ing learning environment and contribute to improvements in relevant education policies and practices in Member States. The Activity will focus on priority countries under Russian development cooperation and on priority countries for UNESCO health and well-being education in Eastern Europe and Central Asia and other parts of the world.

This Activity contributes to the achievement of UNESCO Mid-term Strategic Goal "Empowering learners to be creative and responsible global citizens" and the Expected Result "«Member States deliver good quality health education, HIV and comprehensive sexuality education".

The objectives of this Activity will be achieved through knowledge generation and evidence-based advocacy; cross-country and cross-regional experience and best practice sharing; networking and cooperation of educational and youth organisations, IT industry and media and mobilisation of youth creativity; development and promotion of innovative, high-impact and cost-effective ICT solutions.

This Activity will comprise:

- Assessment of the situation with regard to the use of ICT solutions in health and well-being education in Eastern Europe and Central Asia and other regions.

- An international conference to (i) provide national education, youth and public health stakeholders, media and IT industry with an improved understanding of the current and future role, impact and trends of ICT-enhanced health and well-being education, (ii) facilitate cross-country and cross-regional experience and best practice sharing, strengthen networks, and (iii) give a boost to the development and promotion of innovative, high-impact and cost-effective ICT solutions addressing the most challenging issues concerning adolescent health and well-being.

- Development of ICT-enhanced approaches and tools & awareness raising and crowdsourcing campaigns to upgrade young people awareness about HIV, sexual, reproductive and general health, and improvement of attitudes and skills needed for healthy lives and relationships.

- Educators' capacity building to provide good quality comprehensive health education (including good HIV and comprehensive sexuality education) that contributes to healthy lifestyles and gender equality, engage parents and create safe and equitable learning environments that promote overall well-being and learning outcomes for all.

This Activity will mobilise youth creativity for innovative and high-impact ICT solutions and strengthen integration of ICT into formal, non-formal and informal health and well-being education that is currently underused in many countries in Eastern Europe and Central Asia and globally. It will build on Russia-UNESCO long-standing cooperation, tap in the Russian expertise in ICT and upbringing of harmoniously developed generation of physically, spiritually and intellectually healthy youth. As UNESCO's only branch specialised in ICT in education, IITE will bring together partners from government, academia, civil society, media and industry to facilitate knowledge generation and sharing, provision of technical guidance and capacity building in order to advance ICT-enhanced education for health and well-being.

It is expected that as a result of this Activity:

- Over 10 million young people will benefit from increased access to good quality innovative ICT solutions that provide information and develop attitudes and skills for healthy and safe living;

- Over 500,000 teachers and parents will improve their teaching and parenting skills in instilling positive values in children, supporting them in transition from childhood to adulthood and helping them grow up healthy and responsible citizens;

- Education sector decision makers, curriculum planners and teachers will be kept abreast of the current trends and emerging developments in using ICT tools and solutions for health and well-being education; this will help them in the evidence-informed policy and good practice development.

Programme Activity 5.2. ICT in Education for Persons with Disabilities – Policy and Innovative Practices

The problem of ensuring accessible and quality education for all has been emphasised due to the coming into effect of the UN Convention on the Rights of Persons with Disabilities. One of the main tasks nowadays is to create conditions, under which disabled persons could get quality and competitive education and fruitfully participate in economic, cultural and social life of the country.

The goal of the Activity is to increase social and educational inclusion of disabled people by the establishment of the network of resource centres equipped with specialised assistive devices to provide access to information and knowledge. Alongside with providing for the disabled assistive tools and a gateway to knowledge and education, these resource centres will become a platform for training of educational personnel on the use of ICT in special needs education.

As a vulnerable segment of society, persons with disabilities are exposed to discrimination and exclusion with regard to getting education and job, as well as using many other services and acquiring skills that allow them to reveal and further develop their human potential. This significantly interferes with their life quality. Provision of access to up-to-date technologies and innovative tools for disabled people will in many aspects sustain survival and livelihood of this vulnerable group. It will also benefit the governments, as it will ease their financial burden of special needs care, allowing them to invest in education of the disabled rather than provide them passive support.

For disabled persons, participation in the societal relationships is a matter of scaling up their human potential to have equal opportunities to succeed in life. The Activity will contribute to the dissemination of the comprehensive inclusive society concept.

List of specific objectives:

1. Promoting larger autonomy in social life and full-scale participation in social activities for persons with disabilities through the development and adaptation of an e-accessible environment for their communication, learning and access to information.

2. Promoting computer literacy and vocational skills development among persons with disabilities through the application of information technologies and resources.

3. Development and improvement of competencies of teachers/tutors and other specialists involved in education and social rehabilitation of persons with disabilities on e-accessibility and ICT usage for persons with visual, hearing and motor impairments.

4. Raising awareness of persons with disabilities, their families and friends, as well as specialists in charge of education and social rehabilitation of disabled on the potential of ICT for social inclusion and reducing the poverty of persons with disabilities.

The Activity will present a model system of promoting equal access to education for persons with disabilities by means of ICT, and will cover a wide range of relevant issues in the area of ICT for inclusive education, containing development of teaching-learning materials, training of trainers and promoting accessibility of new ICT-based educational environment for all, including those with disabilities. Establishment of the network of specialised resource for persons with disabilities and creation of open accessible information and education environment for different categories of users will allow not only to improve computer literacy and vocational skills of the persons with disabilities, but also to increase professional competencies of teachers/tutors and other specialists involved in inclusive education and social rehabilitation.

Programme Activity 6. Clearing House and Outreach

Striving to facilitate access to the global information resources for all education stakeholders in UNESCO Member States, the Institute will develop a global Clearing House and strengthen its international cooperation with UNESCO networks and entities, academic, public and private sectors.

UNESCO highlights the role of education for sustainable development, which creates the need to ensure the quality information dissemination and development of strong networks in the sphere. Over the twenty years of IITE's operation in the field, it has been accumulating the valuable information, rich experience and unique expertise that should be shared with education stakeholders and the general public. As the only UNESCO institute specialised in the field of ICT application in education, IITE functions as the clearing house using its website and online training tools and collaborates with its international networks.

According with its Strategic Priority "Fostering the potential of ICT for education transformation", IITE will develop its Clearing House as a global information centre aimed to promote best practices in the sphere of ICT in education. Its goal is to support Member States by facilitating international information sharing of best policies, teaching and learning practices and materials, results of latest research, projects, activities and other relevant information and resources useful for all stakeholders in the sphere of ICT in education. Taking into account UNESCO's open access policy, the Clearing House will offer services to all interested parties and the public at large providing them with updated information on major strategies and campaigns at national, regional and global levels, major activities, research resources and best practice models in this field. It will become an information and resource meeting-point and help develop a global network for education communities and those interested and engaged in ICT in education transformation.

The Clearing House's beneficiaries will be policy and decision-makers in the sphere of education, teachers, researchers, curriculum developers, planners, practitioners and all categories of learners as well as the general public all over the world. The purpose of the ICT in Education Clearing House is to alleviate challenges connected with the lack or insufficiency of reliable and relevant information and resources on the way of building on global cooperation.

The IITE Clearing House will:

- Provide a platform for sharing resources in the field of ICT in education to reach the target audiences and facilitate the knowledge dissemination;

- Collect UNESCO resources and information about UNESCO ICT in education programmes;

- Present the information on the most important events, publications, resources and materials focused on ICT in education;

- Produce and disseminate a monthly Newsletter and a quarterly Journal for its members;

- Facilitate global cooperation and networking.

IITE bears its unique responsibility in assisting and supporting its Member States and the international education community through regional and global collaborations with all sectors relevant to education innovation. As a specialised UNESCO entity, IITE has an effective network of partners and strives to increase and encourage more effective use of information and communication technologies for better transmission and sharing of knowledge among them.

5 Budget and Fundraising

5.1 Budget

The budget of IITE consists of UNESCO financial allocation to the core funding of the Institute as well as the contribution of the Russian Federation. IITE also hosts UNESCO Programme for HIV and Health Education funded through extrabudgetary sources, namely UNAIDS funds. In addition, IITE attracts extrabudgetary resources through additional appropriations. The budget goal for 2018-2021 is to reach $2 million annually.

The UNESCO financial allocation to IITE for the 2018-2019 biennium has been approved by the General Conference in the amount of $717,600. The budget of the UNESCO Programme for HIV and Health Education totalled totalled $435,000 in 2016-2017 and the budget for the next biennium is still to be approved. The biennial UNESCO financial allocation to IITE in 2020-2021 is expected to remain at the same level, while funding for programme activities on HIV and Health Education is not yet guaranteed.

In 2017, the contribution of the Russian Federation to IITE has been increased by RUB 18 million and totalled totalled over RUB 36 million, which is a double increase compared to previous years. The annual contribution from Russia during 2018-2021 will be expected to remain the same covering personnel, basic equipment and maintenance costs. Following negotiations between UNESCO and the Russian Federation, it is expected that the host country will provide additional contribution to the core funding of IITE for $1 million annually. This annual contribution will allow IITE for strengthening its human resources through attracting national and international professional staff and widening Institute's programme activities worldwide, including CIS countries.

5.2 Collaboration with Private Sector

In order to implement the above Programme Activities, IITE will need a budget of approximately two million USD per year. The amount not covered by UNESCO financial allocation and the contribution of the Russian Federation should be raised from other sources, partners and donors.

Strengthening collaboration with the private sector on a win-win basis lays a solid foundation for fundraising. IITE has already built its collaborative network with companies in Russia and beyond. The potential of fundraising is huge, particularly in the field of ICT in education.

IITE's Programme Activities are platforms for developing collaboration with the private sector. New activities could be launched as agreed by the Institute and its partners. The Institute will engage in fundraising for specific targets for funding Programme Activities and with the intent to expand the scope and reach of its work.

The members of the Institute's Governing Board, who are the good-will ambassadors called upon to amplify IITE mission, have their networks throughout the world and connections with many IT companies and other stakeholders. They are expected to take the lead in certain fundraising activities.

5.3 Fundraising Activities

IITE sets an ambitious fundraising goal for 2018-2021 to attract additional funding of $2 million. This will be achieved through strengthening IITE's fundraising efforts and fully employing available modalities of reaching out the extrabudgetary funds, including additional appropriations to the core funding of Institute from both private and public sectors, extrabudgetary projects and in-kind contributions. In addition to accepting funds from the partners, IITE might accept equipment as in-kind contributions and donations to showcase technologies and organise training in joint centres set within joint initiatives.

Both IITE mid-term operationality and long-term sustainability depend heavily on extrabudgetary funds to be raised within resource mobilisation activities. IITE will enhance its Fundraising activities through:

- Strengthening the relations and coordination with UNESCO Headquarters, other entities of the UNESCO and UN system, and other international organisations.

- Expanding the cooperation with the federal and regional governments in the Russian Federation.

- Partnering with private sector entities.

- Developing the cooperation with Member States.

- Seeking support from charity foundations and non-governmental organisations.

In promoting each of the programme activities, building partnership with private sectors and fundraising has to be part of the objectives. The goals of fundraising of programme activities for 2018-2021 are as follows:

> Programme Activity 1: $400,000
> Programme Activity 2: $500,000
> Programme Activity 3: $300,000
> Programme Activity 4: $300,000
> Programme Activity 5: $400,000
> Programme Activity 6: $100,000

6 Human Resources and Internal Management

6.1 Human Resources

Human resources of IITE will remain the key factor for achieving its strategic objectives. The Institute has accumulated high-standard professional expertise in the field of ICT in education through its dedicated staff and relevant professional networking. UNESCO is negotiating with the Russian Federation an increase of the host country contribution to the core funding of the Institute, including specifically for strengthening the Institute's human resource capacity and increase the number of established professional posts to five national and one international programme specialists at IITE (currently UNESCO allocation to the Institute covers only two established posts: the Director of the Institute and Administrative position). The future core professional team of IITE will consist of international/national staff (at least 8 in terms of fixed term or through extrabudgetary) and local programme specialists (at least 10 through local contribution or extrabudgetary).

Human resources of IITE are managed in accordance with UNESCO HR rules and regulations. The Institute is fully integrated into the UNESCO HR-related electronic systems and web-based applications and follows the established organisational procedures to ensure effective and transparent management of the staff. While the UNESCO learning envelope had been suspended over recent years, IITE values staff professional development as an important driver for the overall success of the Institute's programme. In this regard, the Institute will make every effort to provide its staff with adequate learning and development resources both within and outside the Organisation.

IITE enjoys well-established intersectional and cross-sectional ties within UNESCO professional community as a whole and it will continue exploring the best worldwide intellectual potential and expertise. In addition, the Institute will reinforce and revise its participation in the inter-agency staff exchange projects, use of loaned personnel and secondments, as well as extrabudgetary project appointments, temporary, consultancy human resource arrangements and visiting specialists. The Institute will also continue providing opportunities for young scholars by means of an internship programme for young researches from across the world that proved to be mutually beneficial.

The organisational structure of the IITE includes Director's Office and three programme sections is: Section of Digital Pedagogy and Learning Materials, Section of Teacher Professional Development and

Networking, and UNESCO Regional HIV and Health Education Programme. Two teams provide support to the Institute's activities: Finance and Human Resources Management and Maintenance and Administrative Support. The IITE organisational structure might be revised in order to best meet the goals and objectives of the Institute.

6.2 Internal Management

IITE has established relevant mechanisms in line with the organisational standards for internal control in relation to the Institute's objectives, programming and programme management, as well as financial control, contracting and general administration. While the amount of the Institute's core funding remains a principal risk in accomplishing its objectives, IITE will strengthen its fundraising efforts and other means of resource mobilisation in the mid-term perspective to ensure the achievement of its objectives.

Financial control over the UNESCO contribution to IITE is maintained on the basis of financial rules and regulations of the Organisation through appropriate allocation of responsibilities and accountabilities to the staff involved. This contribution, which has been gradually decreasing from biennium to biennium, is managed as per current organisational provisions relevant to UNESCO Category 1 Institutes. IITE will reinforce cooperation with relevant Russian authorities in order of managing the Russian Federation contribution to IITE.

As per Financial Regulations of UNESCO Category 1 Institutes, IITE will continue ensuring the compliance of operating policies and procedures with UNESCO's financial rules and regulations. The internal control system of the Institute will be strengthened in order to ensure the accomplishment of established objectives and goals for operations, as well as economical use of resources, reliability and integrity of information and safeguarding of assets.

UNESCO Institute for Information
Technologies in Education

2018