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

#### OUTLINE

**Source:** Article VI(3) of the Statutes of the UNESCO Institute for Information Technologies in Education (IITE).

**Background:** On behalf of the Governing Board of the UNESCO Institute for Information Technologies in Education, the Chairman of the Board submits to the General Conference the third report on the activities and programme of the Institute and on the resources at its disposal for carrying out its projects. This report covers the period from the end of the 31st session of the General Conference to 31 July 2003.

**Purpose:** The report briefly describes the Institute's programmes of research and training in the application of information and communication technologies (ICTs) in education, its clearing house activities, and the institutional and financial resources available for these purposes.

**Decision required:** No decision is required on this document.

## I. INTRODUCTION

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

## II. THE IITE GOVERNING BOARD

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

3. In accordance with its Rules of Procedure, the new IITE Governing Board at its first session (27-28 June 2003) elected its Executive Committee: the Chairman of the Governing Board, Professor Dr Saleh Abdulrahman Al-Athel (Saudi Arabia), the Vice-Chairman, Professor Bernard Cornu (France), and Professor Michael Zgurovsky (Ukraine).

4. At both sessions the Governing Board examined the IITE Programme and Budget for 2002-2003, discussed and approved IITE's Medium-Term Strategy and the progress report on the development of IITE's programme activities, prepared by the Director of the Institute. The Board members noted the considerable progress made by the Institute in its development, highly appreciated the efficiency and scale of work accomplished by IITE during the biennium, its fruitfulness and helpfulness to UNESCO Member States, expressed their gratitude to the Director and staff of the Institute, and recommended that Headquarters utilize IITE and its potential more actively.

## III. PROGRAMME ACTIVITIES

5. Striving to assist UNESCO Member States in meeting the challenges of the information society, IITE has consolidated its efforts around the following strategic sub-objectives of UNESCO's Medium-Term Strategy for 2002-2007: Identifying new trends in educational development and promoting policy dialogue, and Harnessing information and communication technologies for education. Contributing to the achievement of these sub-objectives, the Institute has pursued, in its programme activities, the following strategic objective formulated in IITE's Medium-Term Strategy: Reinforcing national potential in ICT application for the development of education. IITE has performed the five functions specified in UNESCO's Medium-Term Strategy, namely, to act as a catalyst for international cooperation, a laboratory of ideas, a clearing house, a standard-setter and a capacity-builder in Member States. Programme activities have been undertaken in three correlated domains: research and project development, training and clearing house activities.

6. **Research** on ICT application in education has been regarded as the central activity. It lays the foundation for further project development, elaboration of training and methodological materials, carrying out training activities, providing assistance to UNESCO Member States in policy formulation, and in the implementation of national pilot projects, and supplying them with

information in the field. IITE held 12 international expert meetings, seminars and workshops, four round tables and six working meetings on national and subregional pilot projects, and co-organized and/or sponsored eight international conferences.

7. As to the **training activities**, in accordance with the Institute's strategic approach, training and retraining of educational personnel in the application of information and communication technologies in education have been a top priority, resulting in a multiplier effect. To disseminate knowledge and best practices on ICT application in education as widely as possible, IITE organized 16 training sessions and workshops, and 11 thematic online research and training seminars.

8. The **main target groups** of training activities were the following:

- policy- and decision-makers in the educational sphere, and heads of national and regional education systems;
- heads of pre- and in-service teacher-training institutions, trainers of trainers for ICTs in education; and
- teachers, ICT school coordinators and other educational personnel.

9. The Institute used its own **education programme**, which consists of a basic course, five specialized training courses of a modular character, including Multimedia in Education and ICTs in Distance Education and sets of support training materials. Natural continuation of the Institute's education programme arises in its ICDL/ECDL project (International/European standard of the computer literacy). IITE began this activity in December 2002. It is intended for representatives of leading universities from different regions of the Russian Federation and for administrative employees of the Russian office of the United Nations Development Fund (UNDP). In May 2003 IITE held a working meeting with the Board of Directors in both ECDL Russia AS and Datakortet AS on further development of joint cooperation in the Russian Federation and other CIS countries.

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

**Programme Area I:** Supporting National Capacity-Building for ICT Application in Educational Systems.

Themes:

- ICTs in Technical and Vocational Education and Training
- ICT Usage for the Development of General Education
- Application of ICTs for Improvement of Teacher Education
- ICTs in Special Education

**Programme Area II:** Forming an Information Environment for Education.

Themes:

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

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

Themes:

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

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

Themes:

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

11. IITE activities within the framework of Programme Area I included providing assistance in policy formulation and analysis, and dissemination of knowledge about modern forms, methods and role of ICTs in education, particularly, in special education, secondary education, technical and vocational education, and teacher training. Education studies were carried out on the above-mentioned themes and international expert meetings were held, e.g. on ICTs in Special Education (with 14 experts from eight countries: Armenia, Australia, Belarus, Cyprus, Denmark, Italy, Russian Federation, and United Kingdom) and ICTs in Technical and Vocational Education and Training (with 15 experts from six countries: Canada, India, Italy, Netherlands, Norway and Russian Federation as well as World ORT Union).

12. The Institute contributed to the development of EFA national action plans through capacity-building in using ICTs to attain the EFA goals. IITE's second high-level seminar Towards Policies for Integrating Information and Communication Technologies into Education was organized (February-April 2003) in cooperation with UNESCO Bangkok and co-funded by the Japanese funds-in-trust. The decision-makers and policy-makers from 10 Asia-Pacific countries improved the action plans, strategies and policies on ICT application in national education systems.

13. Activities within the framework of the subregional project Information and Communication Technologies for the Education Capacity Development towards the Construction of a Knowledge Society for South-Eastern Europe (financed by the Japanese funds-in-trust) are under way, aiming at strengthening national educational capacities by harnessing ICTs for education and diversifying their application for training purposes. On request, IITE has launched and monitored national pilot projects: Training and Retraining of Educational Personnel on ICT Application in Education in the Republic of Moldova and in the Russian Federation and ICTs in Special Education in Armenia.

14. IITE collaborated on a position paper ICT Role in Secondary Education for the Information Society with the University of TWENTE and the Education Sector and prepared an analytical survey ICTs in TVET (in collaboration with UNEVOC-Canada) for vocational education for managers and teacher trainers. Three training sessions on Retraining of School Educators in Application of ICTs in Education were organized for some 150 educators.

15. IITE stimulated the international exchange of research findings, knowledge and information on ICT usage in education through two round tables, Towards Policies for Integrating ICTs into Education (Bangkok, December 2001) and International Experience of ICT Usage in Education (Moscow, November 2002) and co-organized/co-sponsored eight international conferences that brought together 2,500 policy-makers, teachers, teacher trainers and researchers from nearly 50 countries.

16. **Programme Area II** comprised research, training and dissemination of information. International expert meetings Distance Higher Education in Africa: Professional and Course Development (Dar es Salaam) and Digital Libraries in Education (Moscow), a seminar for high-level experts on Policy Formulation and Practical Usage of ICTs for Higher Distance Education in Countries in Africa (Nairobi), a workshop Distance Education: Canadian and Russian Experience (Moscow), and a round table Strengthening the Development of Distance Training Networks in Central Asia (Almaty) contributed to improving awareness and capacity-building of 74 experts from 23 countries.

17. The Institute has developed two specialized training courses, Multimedia in Education and ICTs in Distance Education and used them in training activities, including a workshop ICTs in Distance Education (Dar es Salaam), a seminar The Use of Information Technology Across the Curriculum (Multimedia and Internet) (Nicosia), a training session Multimedia in Education (Vilnius) and a training seminar Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities (Moscow). About 150 educators were trained during the sessions and information, training and methodological materials on all above-mentioned themes were published and disseminated. Research and training activities were accompanied by six online seminars.

18. IITE launched and monitored the national pilot project Distance Learning for Rural Schools in Kazakhstan. The experience and results were shared among other Commonwealth of Independent States (CIS) countries at an international conference ICT-based Distance Education (May 2003) with participation of over 60 representatives from nine countries.

19. The subregional project Strengthening the Development of Distance Training Networks in Central Asia was implemented in cooperation with the UNESCO Almaty Office. The Institute also elaborated the project Information and Communication Technologies for Higher Distance Education (HDE) Usage in Sub-Saharan Africa for training and retraining of educational personnel on ICT usage in HDE in the region and has started the activities financed by the EFA trust fund.

20. IITE activities in **Programme Area III** included the elaboration of a system of related indicators, its application for quantity and quality analysis in practice, measurement and assessment of the influence of the ICT usage on the development and quality of education. The subregional project ICT Application in the Systems of Education of the Member States of the Commonwealth of Independent States, resulted in the measurement of ICT usage in education. The materials produced in conjunction with the expert meeting ICTs in Education: State-of-the-Art, Needs and Perspectives – Indicators and Information System and statistical report Basic ICT Usage Indicators in Secondary Education in the Baltic and CIS States were printed and disseminated. The results of the project were presented at the Seventh Conference of Ministers of Education of the CIS countries (Almaty), at a consultative workshop for Developing Performance Indicators for ICT in Education (Quezon City) and at the international conference Secondary Education for a Better Future: Trends, Challenges and Priorities (Muscat, Oman).

21. The second theme of Programme Area 3 was designed to improve the quality of education. Activities included a research seminar Ethical, Psychological, Societal and Legal Aspects of the Application of ICTs in Education, held by IITE, in which 19 experts from Germany, Poland, the Russian Federation, the United Kingdom and the United States participated. Information and analytical materials prepared by international groups of experts were published.

22. The core of the IITE activities within the framework of **Programme Area IV** has been ICT usage in educational process to extend mutual understanding, tolerance, respect for traditions and preservation of cultural and linguistic diversity as a prerequisite of sustainable development. International expert meetings were held on Internet Usage in Teaching/Learning of Foreign

Languages (with 17 experts from France, Germany, Norway, the Russian Federation and the United States) and Education, Art and ICTs: Integration for the Development of One's Personality (with 12 experts from Italy, Kazakhstan, Lithuania, Russian Federation and United Kingdom). Some 40 Russian teachers attended a training workshop on ICT Usage in Teaching of Foreign Languages.

23. IITE has actively participated in the **UNESCO cross-cutting theme project** Higher Education Open and Distance Learning Knowledge Base for Decision-Makers. A special expert meeting of the IITE focal points from CIS and Baltic countries on the development of this project in Kiev was attended by representatives of 11 countries. Following the recommendations of the meeting, IITE set up a working group to develop project documentation and organized special regional research which resulted in a WWW-based knowledge base and modes of filling it in.

24. Like research and training, the **clearing house** was one of the main domains of the IITE's activities. In 2002-2003 IITE published 37 analytical, training, methodological and information materials, and the IITE Newsletter.

25. To strengthen the links between the Institute and its clientele all over the world, preference has been given to the direct circulation of IITE publications among educational authorities responsible for the application of ICTs in education and higher educational establishments. IITE sent over 4,500 copies of its publications to more than 400 National Commissions for UNESCO and national focal points for cooperation with IITE as well as IGOs and NGOs, institutes and professional communities all over the world. IITE publications were also disseminated on request to Ministries of Education and National Commissions for UNESCO from 38 countries, international organizations, UNESCO Offices and Centres, representatives of administrations, researchers and educators of educational institutes of the world.

26. The 31st session of the General Conference called on the IITE Governing Board to "undertake research and studies aimed at the development and upgrading of the IITE information system for facilitating the exchange of experience and information on ICT usage in education among UNESCO Member States" (31 C/5, para. 01340). Since 2000 IITE has been developing the **IITE information system** (<http://www.iite.ru>), consisting of the IITE website, "Information System on Information Technologies in Education" database and specialized websites for group work and communication, e.g. used for 10 online research and training seminars. The portal, placed at 12 domains, aggregates about 3,000 static and dynamic HTML pages and occupies (without graphics) almost 800 MB of disk space. There are about 38,000 items in 11 separate databases, including 481 documents in PDF and DOC formats. The resources are used monthly by approximately 40,000 people from more than 70 countries, which generates 1.1 GB downloading traffic. Direct links to IITE WWW portal may be found on 500 web pages.

#### **IV. INTERNATIONAL COOPERATION**

27. The Institute maintains regular relations with national and international organizations interested in its activities (e.g. UNDP, ISESCO, the World Bank, European Union, League of Arab States, ILO and UNEVOC), with foundations (e.g. Japanese funds-in-trust for the capacity-building of human resources, EFA fund trust) and with professional associations (e.g. Conference of the Ministers of Education of the Commonwealth of Independent States (CIS), Council on Education of the CIS countries, African Academy of Languages, the Commonwealth of Learning, International Certificate Conference, Federation of Internet Education, International Federation for Information Processing and the European Residence for Educational Multimedia). IITE has striven to take an active part in the Organization's endeavours to consolidate the international efforts to achieve the

goals of the Dakar Framework for Action and presented the results of its work at 10 international forums.

28. IITE is developing the international network of national focal points for cooperation with IITE nominated by the National Commissions for UNESCO and ministries of education of 35 countries. This network serves for strengthening national capacities in ICT application in education, exchange of information, joint research and project activities as well as for learning needs and requests of Member States and feedback. Some eight working meetings of representatives of the national focal points took place in Almaty, Nairobi, Moscow, Dar es Salaam and Kiev.

## **V. FINANCIAL RESOURCES**

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

## ANNEX

## INCOME AND EXPENDITURE IN 2002-2003

<b>A. Income by the end of 2003 (estimated)</b>	<b>US \$</b>	<b>%</b>
UNESCO financial allocation	1,100,000	44.8
Contribution of the Russian Government*	766,000	31.2
Extrabudgetary resources, including:	589,400	24.0
(i) EFA Trust Fund	197,000	
(ii) Japanese funds-in-trust for the capacity-building of human resources	310,700	
(iii) Cross-cutting project and decentralized funds	57,800	
(iv) Ministry of Education of the Russian Federation	19,700	
<b>TOTAL</b>	<b>2,455,400</b>	<b>100.0</b>
<b>B. Expenditure by the end of 2003 (estimated)</b>		
UNESCO personnel	687,400	28.0
Programme activities	880,000	35.8
Governing Board and general administration	122,000	5.0
Maintenance services, heating, electricity, security and staff detached by the Russian Federation	766,000	31.2
<b>TOTAL</b>	<b>2,455,400</b>	<b>100.0</b>
<b>C. In-kind contributions (estimated)</b>		
In-kind contributions not listed in the IITE accounts:		
Government of the Russian Federation: rent-free premises of the Institute	2,086,000	
Contributions to the programme activities by other institutions: printing publications, software design and development, covering the cost of meetings, seminars and workshops	285,000	
<b>TOTAL</b>	<b>2,371,000</b>	
<b>D. Total income (sections A+C)</b>		
Total income in cash (section A) and in-kind (section C):	<b>4,826,400</b>	

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\* In-cash, outside the IITE Special Account