STRATEGY
for 2002–2003

IITE will continue its activities in three correlated areas – research, training and dissemination – by serving as a laboratory for the application of ICTs in education, as a training centre and as a clearing house, in order to strengthen the requisite national capacities of UNESCO Member States.

RESULTS
expected at the end of the biennium

- National capacities in UNESCO Member States for applying ICTs in education strengthened through training of educational personnel, including decision–makers, researchers and teachers.
- Educational personnel trained during three regular training sessions at IITE in specialized aspects of ICTs in education.
- Support to Member States for policy formulation and elaboration/updating national action plans related to the application of ICTs in education.
- Sharing of data and knowledge bases among Member States through the IITE clearing house and the international network of national focal points.
- Training materials on distance education and related aspects.
- Dissemination of IITE publications to a wide audience with a view to raising awareness and influencing policy formulation.
- Initiation of cross–cutting projects on ICTs involving education, science and culture.

FOR MORE INFORMATION
or to discuss potential collaboration, please contact:

- ***Applied Research and Project Development***
  Mr Valery Meskov (mvs@iite.ru)
- ***Training Activities***
  Mr Yuory Vishnyakov (Yuory.Vishnyakov@iite.ru)
- ***Information System on Information Technologies in Education***
  Mr Azat Khannanov (Azat.Khannanov@iite.ru)
- ***Publications and Dissemination***
  Mr Andrey Sedakov (sedakov@iite.ru)

Mr Vladimir Kinelev,
Director
UNESCO Institute for Information Technologies in Education

8 Kedrova St. (Bld.3), Moscow, 117292,
Russian Federation
Tel: (7–095) 129–2990
Fax: (7–095) 129–1225
E–mail: info@iite.ru
Web site: www.iite–unesco.org

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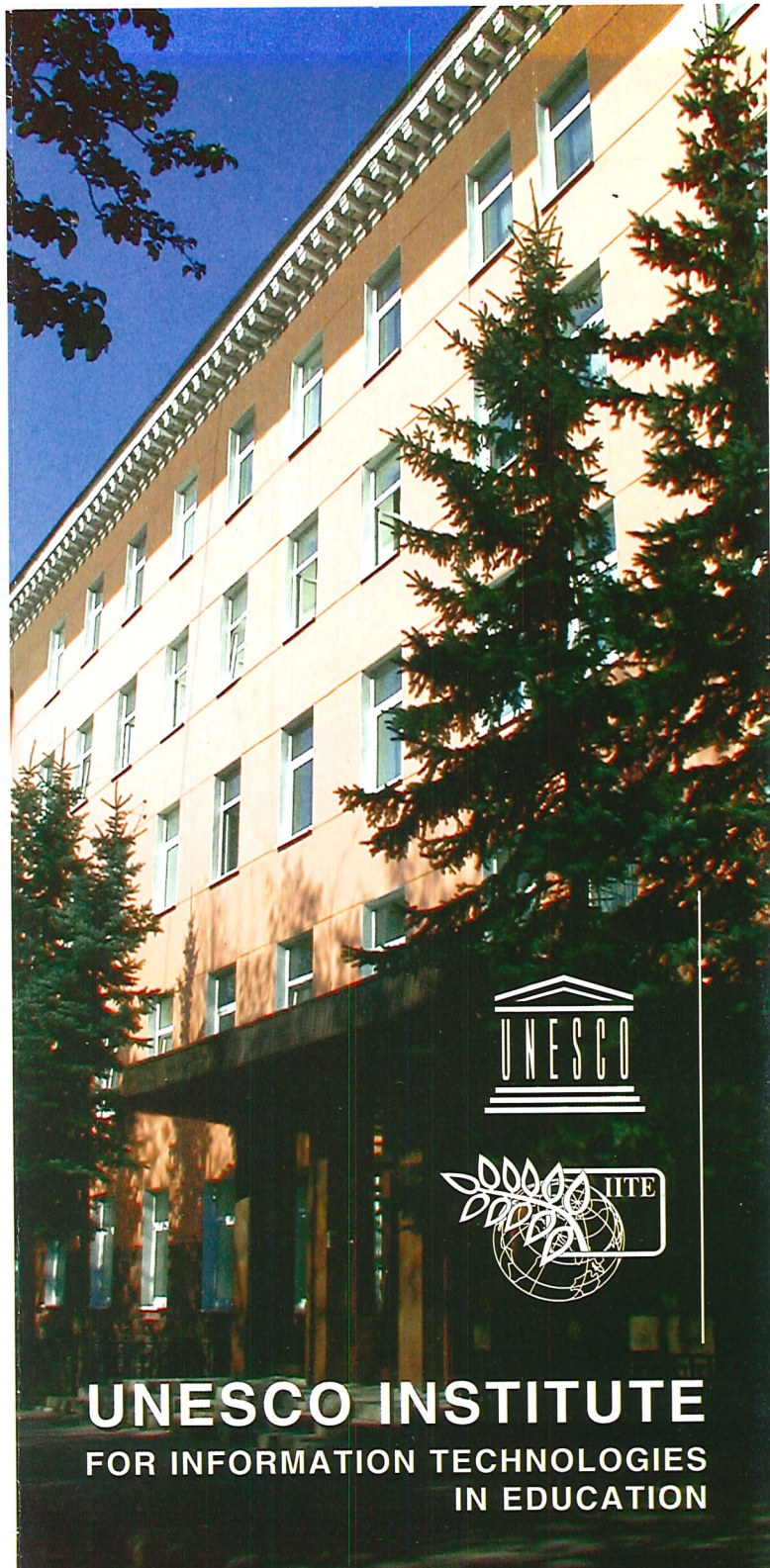
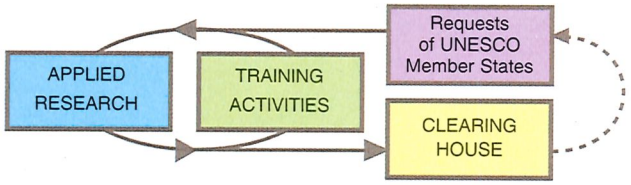


The UNESCO Institute for Information Technologies in Education (IITE) is an integral part of UNESCO. It was established by the General Conference of UNESCO and launched in Moscow in 1997.

The main goal of the Institute is to contribute to the development and implementation of UNESCO programmes in the application of information and communication technologies (ICTs) in education.



APPLIED RESEARCH

IITE Projects for 2002 – 2003

- ICTs in Distance Education
- Indicators of ICT Application in Education
- ICTs in Education for People with Special Needs
- ICTs in Technical and Vocational Education and Training
- Ethical, Psychological and Societal Problems of the Application of ICTs in Education
- ICT–assisted Acquirement of Knowledge in Fine Arts throughout Education
- ICTs in Teaching/Learning of Foreign Languages
- ICTs in History Education
- Digital Libraries for Education
- Education via the Internet
- Designing Information Environment for Education

IITE is participating in the UNESCO Project *Higher Education, Open and Distance Learning Knowledge Base for Decision–Makers*, related to UNESCO's cross–cutting theme *The Contribution of ICTs to the Development of Education, Science and Culture and the Construction of a Knowledge Society*.

TRAINING ACTIVITIES

IITE training activities in 2002–2003 consist of:

Creating educational programmes and developing methodological materials on ICT usage in education

Carrying out IITE programmes to train and re–train educational personnel from UNESCO Member States

Holding regular training sessions, seminars and workshops at the request of UNESCO Member States:

Regular Training Sessions

comprising the ***Basic Course*** on Elementary ICT Curriculum for Teacher Training and ***Specialized Training Courses***, such as:

- ICTs in Primary Education
- Multimedia in Education
- ICTs in Distance Education
- Telecommunication in Education and Internet Educational Resources
- ICTs for Special Education

Training Courses

Each of the above mentioned Specialized Training Courses can be performed as a separate activity

High Level Seminars

for Policy–Makers and Decision–Makers *Towards Policies for Integrating Information and Communication Technologies into Education*

Training Seminars for School Educators

Re–training of School Educators in the Application of ICTs in Education

Seminars and Workshops

on various aspects of the application of ICTs in education

On–Line Seminars

- Multimedia in Education
- ICTs in Distance Education
- ICTs in Language Teaching/Learning Educational Technologies

CLEARING HOUSE

IITE WWW Portal (http://www.iite–unesco.org)

Web site contains information on IITE's structure, partners, programme activities and publications. All sections of the web site allow visitors to make requests on partic ular questions, and send comments and suggestions to IITE directly from the web site.

On–line training tools enriched with instruments for group–work support professional networking by creating worldwide virtual environments for UNESCO Member States educational community.

Information System on Information Technologies in Education database

provides hundreds of hyperlinks to WWW resources in four languages with structured descriptions, associated indexation and query tools. It provides a mechanism for data exchange and supports users with an Internet catalogue on the following themes:

- Policy papers and plans on ICTs in education
- Legislation, curricula and standards
- Organization, administration and financing
- Teacher training
- R&D information
- Statistics
- Internet in education
- Multimedia in education
- ICTs in distance education
- ICTs in education for people with special needs

Publications and Dissemination

Preparation, editing and dissemination of analytical surveys, training, methodological and information materials on ICT usage in education (in electronic and printed form).

IITE intends to publish in 2002–2003:

- 3 specialized training courses
- 5 sets of training support materials
- 2 educational resource CD–ROMs
- 11 analytical surveys

UNESCO INSTITUTE FOR INFORMATION TECHNOLOGIES IN EDUCATION

MEDIUM–TERM STRATEGY
2002–2007

MOSCOW 2002

Published in 2002
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FOREWORD

The UNESCO Institute for Information Technologies in Education (IITE) presents its first Medium-Term Strategy for 2002-2007.

Established at the 29th session of the General Conference of UNESCO in accordance with the recommendations of the Second International UNESCO Congress on Education and Informatics as an integral part of UNESCO, IITE has been called upon to contribute to the design and implementation of the Organization's programmes in regard to the application of information and communication technologies (ICTs) in education.

IITE's Medium-Term Strategy for 2002-2007 comprises information concerning several current trends in the world and education, IITE's mission, its contribution to UNESCO's Medium-Term Strategy, and the main directions of the IITE's programme activities.

The elaboration and implementation of the first IITE Medium-Term Strategy coincides with the global spread of information and communication technologies in education. UNESCO devotes its full attention to this process, striving to help developing countries to overcome the key problems of the digital divide. This objective is a prime strategic challenge throughout UNESCO activities in the years 2002-2007. Thus, the main goal of IITE's Medium-Term Strategy is to bring a valuable contribution to these endeavours of the Organization.

GENERAL INFORMATION

The establishment of IITE: The UNESCO Institute for Information Technologies in Education was established as an integral part of UNESCO by the General Conference of UNESCO at its 29th session (November 1997) and is located in Moscow, Russian Federation. At the same session, the Statutes of IITE were adopted.

In his note of 26 March 1998 the Director-General of UNESCO announced the establishment of the UNESCO Institute for Information Technologies in Education and set terms to form the IITE Governing Board.

Background: The creation of the Institute followed several stages. The Second International UNESCO Congress on Education and Informatics (July 1996), attended by more than 1,000 participants from 70 countries, examined the impact of the rapidly developing information and communication technologies on education and related challenges and recommended the establishment of a UNESCO Institute on educational policy and new information technologies. Following the provided procedure, UNESCO Headquarters organized a study of the problem, a special mission to Moscow (December 1996) and a High Level Expert Group Consultation in Paris (June 1997). On 10 February 1997 the fourth UNESCO education institute, namely the UNESCO Institute for Information Technologies in Education, was opened in Moscow on an experimental basis in compliance with the Agreement between the Government of the Russian Federation and UNESCO. The functioning of the Institute was discussed at the 150th and 152nd sessions of the Executive Board preceding the 29th session of the General Conference, which established the UNESCO Institute for Information Technologies in Education within the framework of the United Nations Educational, Scientific and Cultural Organization.

The Governing Board: In accordance with Article III (1) of the IITE Statutes, the IITE Governing Board consists of eleven members appointed by the Director-General of UNESCO on a geographical distribution basis that is as equitable and as wide as possible.

The staff: The Institute's staff consists of UNESCO staff and non-UNESCO staff detached from the Russian Government.

The host country agreement: The Agreement currently in force between the United Nations Educational, Scientific and Cultural Organization and the Government of the Russian Federation, concerning the UNESCO Institute for Information Technologies in Education, was signed on 21 July 1998.

Financial regulations: IITE has financial autonomy and is accountable to the Governing Board. Its financial resources consist of an allocation approved by the General Conference of UNESCO, the Russian Government's contribution, as well as other extrabudgetary resources.

Part I

INTRODUCTION: GLOBALIZATION AND THE MAIN TRENDS IN EDUCATION FOR EVOLVING SOCIETY

INTRODUCTION: GLOBALIZATION AND THE MAIN TRENDS IN EDUCATION FOR EVOLVING SOCIETY

The first IITE Medium-Term Strategy for the years 2002-2007 has been formulated within the context of several trends, which may be identified as follows:

- There is an active phase of intensifying the process of globalization which embraces not only the economic and financial fields, but all spheres of human activities. The development of new information and communication technologies breaks the territorial borders of nation states and makes geographical boundaries inadequate as delineations of jurisdictions. These technologies constitute a truly international and global realm of action, where it is practically impossible to impose successfully national laws and regulations. Information and communication technologies based on the Internet, telenetworks and intelligent computer systems open up new and exciting perspectives for free flow of knowledge and information across national boundaries. It allows for the opportunity to talk about global knowledge that is beyond local and indigenous context. It is cross-cultural and tends to be characterized by the diversity in source, built on the basis of global information infrastructure and depends on the following global domains of human activities: scientific and technical; political and economic; human and social; cultural and educational.

- The process of globalization coincides with a fundamental transformation to the information society – a new worldwide community based on information. Evolution of the information society entails dramatic changes in production and business activities, as well as in a larger social context. Rapid development of the information sphere of society is drastically altering the structure of work and employment, and produces new occupations and jobs. More and more people are being drawn into the information society as learners, workers and consumers. People all over the world have high hopes that new technologies will lead to healthier lives, greater social freedoms, increased knowledge and more productive livelihoods. It will not be an exaggeration to contend that succeeding generations will face the challenge of adjusting to a new social environment, wherein information and scientific knowledge will replace matter and energy as pivotal factors and will define both society's strategic potential and prospects for its development.

- Scientific and technical progress and the global spread of technologies developed in the most advanced countries of the world constitute one of the main arguments in favour of the leading role of education in the 21st century. The level of technological development is indicative nowadays not only of the economic power and living standards of a particular country, but also of the place and role of this country in the global community and the scope and prospects of its economic and political integration with the rest of the world. At the same time, the level of development and utilization of modern technologies is determined in different countries not only by their material resources, but, to a large extent, by the degree of society's ability to produce, consume and apply new knowledge. These achievements, in turn, are tightly linked to the level of education. All these processes are largely driven by information and communication technologies, where scientific knowledge and information increasingly determine new patterns of growth and wealth creation and open up possibilities for more effective poverty reduction.

- The leaders of virtually all countries striving to prepare the citizens to respond adequately to the challenges of the 21st century have professed the desire to transform their countries into learning economies and learning societies, inasmuch as the information society needs competently knowledgeable citizens. The age of new information and communication technologies does not eliminate the most difficult problems that the world of education faces now and that have to be solved irrespective of whether the new technologies are adopted or rejected.

Nevertheless, training and development, social and professional requirements, globalization of communication, economy, and political projects of building a new society heavily rely on the introduction of information and communication technologies into education. The alternative is to lag behind these developments chronically and, in effect, fail to meet the challenges of the 21st century.

- Presently, there are tremendous efforts on behalf of most governments to modernize their countries' educational systems on the basis of information and communication technologies perceived as a key to such modernization. Some countries consider information and communication technologies as a vital component in upgrading the quality of education through changes in curricula, introduction of training in new skills and wider scope of knowledge. In other countries information and communication technologies are utilized mainly to ease access to education for various groups of the population or are used for the narrower purpose of facilitating self-education through programmes broadcast via radio and television. Yet, other countries emphasize the reliance on technologies as a means of transforming the educational environment or satisfying specific needs of different categories of students.

- Education for emerging society requires information and communication technologies to meet large scale learning needs arising from social and economic development. For the first time in history, information and scientific knowledge are not simply a means of improving society, but are becoming the main products of the economy. Moreover, the knowledge is the main asset and product of the information society upon which continued economic well-being and social development depend. Information and communication technologies are in the mainstream of these developments. Information and communication technologies and the information society are both concerned with the creation, acquisition, sharing, dissemination, delivering, support and recognition of knowledge. Information and communication technologies are the means for providing access to and achievement of the continuous learning necessary for successful participation of all social groups of the population in the information society.

- Learning issues are of central importance to the evolving information society. The development of modern information and communication technologies is creating an environment of rapid and ongoing changes. The current pace and magnitude of change break the traditional framework of historical gradations. For the first time in the history of our civilization, generations of products and ideas come and go faster than generations of people succeed one another. Even in private life, change tends to oust continuity and stability. Moreover, changeability reveals itself through earlier unparalleled diversity, making it impossible to define our era through any single event or development in the life of society. This environment demands in principle a new approach to learning. A human being needs new skills and understandings and must develop the facility to enhance these skills and understandings on an ongoing basis. In other words, humanity must embrace and promote a culture of lifelong learning. New information and communication technologies exceed the traditional framework of the learning process. Learning can no longer be viewed as a ritual that one engages in during only the early part of a human being's life. Information and communication technologies are being used to cross the age, time and space barriers to bring lifelong learning to all. People of all ages, whatever they are doing, in all places and in all different environmental contexts are learning all the time. Thus, they comprise the learning society.

- The amazing standards and prospects of applications offered by information and communication technologies in learning and teaching processes show that humanity is on the threshold of new stage of the educational revolution which will entail a dramatic shift in all spheres of human existence. These circumstances and new social demands, the new world community shaped by the new information and communication technologies and models of action call for new literacy for the information society. The new literacy demands, in principle, the creation of new technology for obtaining scientific knowledge, new pedagogical approaches for teaching and learning, new school curricula and methodological materials for teachers and learners. All of this is to awaken the student's intellect, shape an individual's creative potential and mentality, develop a holistic world outlook in

United Nations A/RES/56/258
General Assembly
Distr.: General
4 April 2002
Fifty-sixth session
Agenda item 12
01 49736

Resolution adopted by the General Assembly

[without reference to a Main Committee (A/56/L.68/Rev.1)]

56/258. Meeting of the General Assembly devoted to information and communication technologies for development

The General Assembly,

Recalling its resolution 55/2 of 8 September 2000, entitled "United Nations Millennium Declaration", in particular paragraph 20 of the Declaration, the ministerial declaration of the high-level segment of the substantive session of 2000 of the Economic and Social Council[1], agreed conclusions 2001/1 of the coordination segment of the substantive session of 2001 of the Council[2], and other relevant resolutions,

Recalling also its resolution 56/183 of 21 December 2001, in which it welcomed the fact that the World Summit on the Information Society would be held in December 2003 in Geneva and in December 2005 in Tunis,

Recognizing that information and communication technologies are among the critical determinants for creating a global knowledge-based economy, accelerating growth, raising competitiveness, promoting sustainable development, eradicating poverty and facilitating the effective integration of all countries into the global economy,

Recognizing also that the information and communication technologies revolution poses opportunities and challenges, and that there is a pressing need to address the major impediments to the participation of the developing countries in that revolution, such as lack of infrastructure, education, capacity-building, investment and connectivity,

Mindful that market forces and the role of the private sector are fundamental, but that they alone will not suffice to bridge the digital divide and to promote digital opportunities, and convinced that partnerships involving Governments, multilateral development institutions, bilateral donors, the private sector, civil society and other relevant stakeholders will play a key role in bridging the divide,

1 See Official Records of the General Assembly, Fifty-fifth Session, Supplement No. 3 (A/55/3/Rev.1), chap. III, para. 17.
2 A/56/3, chap. V, para. 7. For the final text, see Official Records of the General Assembly, Fifty-sixth Session, Supplement No. 3.

A/RES/56/258

Convinced that the United Nations system should play a leadership role in promoting synergies and coherence of all efforts directed at expanding the development impact of information and communication technologies,

Welcoming the fact that the Information and Communication Technologies Task Force was launched on 20 November 2001, and fully convinced that the Task Force will play an important role in harnessing the power of information and communication technologies for advancing the internationally agreed development goals,

Welcoming also the fact that the Economic and Social Council, in its resolution 2001/24 of 26 July 2001, extended the mandate of the Ad Hoc Open-ended Working Group on Informatics until 31 December 2002,

1. Decides to convene a Meeting of the General Assembly consisting of three plenary meetings devoted to bridging the digital divide and promoting digital opportunities in the emerging information society during the fifty-sixth session of the General Assembly; the Meeting will address the digital divide in the context of globalization and the development process and promote coherence and synergies between various regional and international information and communication technologies initiatives, including, inter alia, the Information and Communication Technologies Task Force and the Digital Opportunities Task Force; the participation of all relevant organizations will be encouraged;

2. Also decides that, parallel to the plenary meetings, separate informal panels will be organized that will include the participation of non-governmental organizations, academia and the business sector;

3. Stresses that the Meeting shall be prepared and organized in a manner that will assist Governments and all the relevant partners in their preparations for the two phases of the World Summit on the Information Society, to be held in December 2003 and December 2005, and their preparatory processes;

4. Requests the President of the General Assembly to make proposals in consultation with Member States, for consideration by the Assembly, on the themes of the informal panels;

5. Also requests the President of the General Assembly to make proposals, in consultation with all Member States, for consideration by the Assembly, on the representatives of non-governmental organizations, academia and the business sector who will be invited to participate in the informal panels, taking into account the principle of equitable geographical representation, relevant expertise and the need to obtain the perspective of developing countries;

6. Requests the Secretary-General to provide all necessary administrative and organizational support for the preparation of the Meeting;

7. Decides to include in the agenda of its fifty-seventh session an item entitled "Information and communication technologies for development".

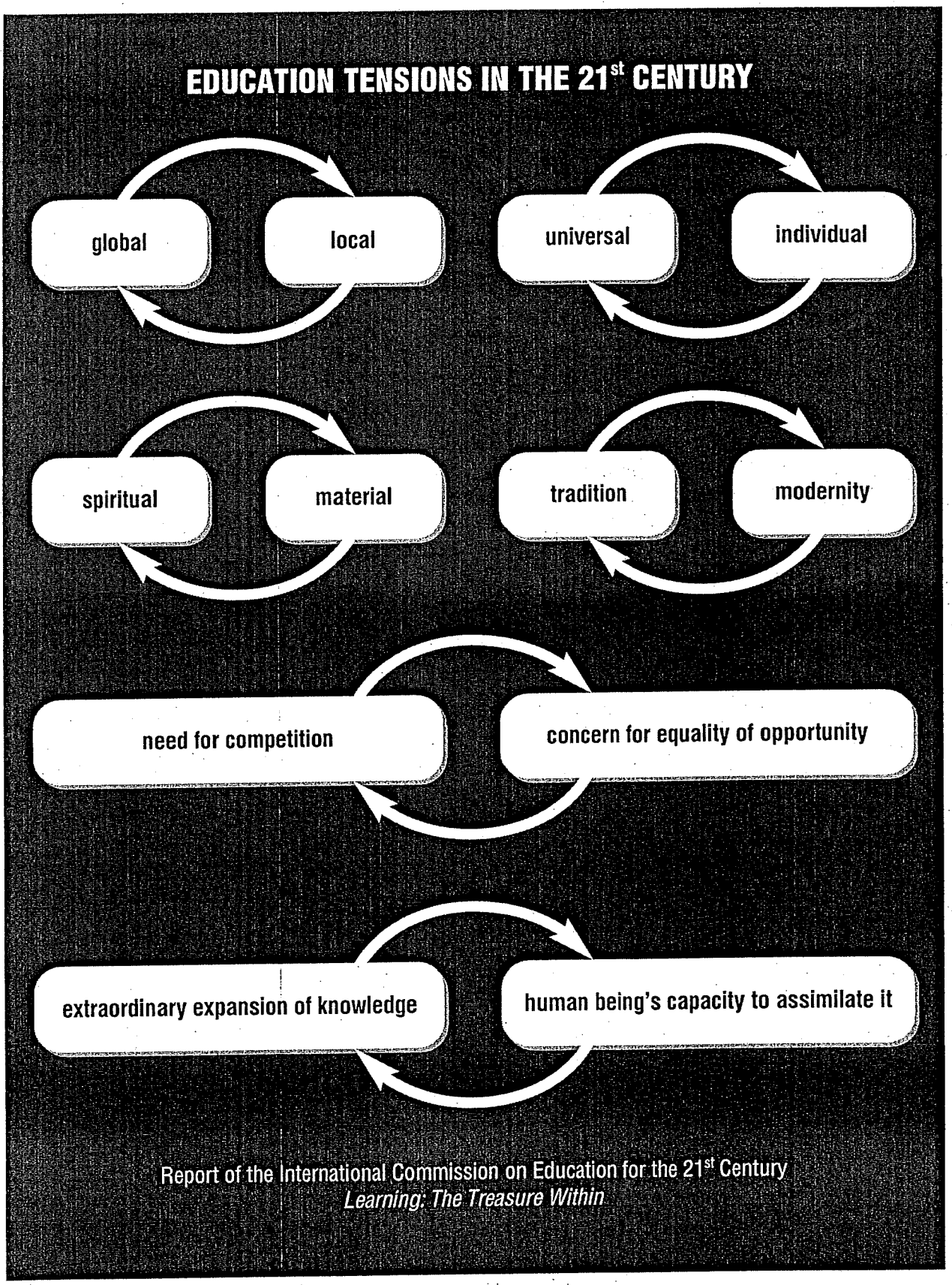
93rd plenary meeting
31 January 2002

an individual to let him or her gain a foothold in the information society. Thus, it will be a mistake to think that the application of new information and communication technologies automatically raises the quality of education. In order to exploit their opportunities effectively, such fields as computer psychology, computer didactics and computer ethics should be better developed, explored and employed by educa-tionists. It is worth keeping in mind that in spite of a variety of information sources and teaching technologies that transform information into knowledge, there is only one way to convert knowledge into education. Such a conversion takes place in a human being's consciousness. It is the most interesting and mysterious interaction that is going on between the psychic space and cyberspace. A human personality is born and develops as a result of this interaction. It allows us to contend that no two educations evolving as a result of this interaction can be treated as completely congruous, inasmuch as no two human personalities are the same because each individual is unique. The priority of the human personality was the main result of the past century. The priority of the human personality is the main imperative of the 21st century.

- The present level of development of information and communication technologies lays out a realistic basis for a global system of distance learning, which will help people create open educational milieu without boundaries. Regardless of the physical distance, new information technologies ensure the kind of direct and interactive communication between the teacher and the student that has always been a characteristic of full-time education as well as its undeniable advantage. There are two main obstacles that a human being should overcome in order to create an educational environment without frontiers: geography and varying capacity of different people to transmit and perceive the same information, particularly those with special needs, who, due to various reasons, are unable to obtain education through other standard methods. New information technologies as well as the man-created artificial intellectual environment have the capacity to return, at least partially, to many people the kind of abilities and communication possibilities that they may have been deprived of by nature, environmental disasters, military conflicts, or human violence. Probably, this is the major humane tendency connected with the use of information and communication technologies in education and other spheres of the practical and spiritual activity of a human being.

- The penetration of information and communication technologies into educational settings requires, in principle, the formulation of new ethical, psychological, legal and moral aspects of applying such technologies to learning. The computer, information and communication technologies do not merely enhance intellect, they designate new dimensions of the human mind and produce an orderly system of a new global culture. New information and communication technologies offer wonderful opportunities to reach out to our fellow human beings, but the darker side of human nature finds its way into cyberspace, too. The full spectrum of reprehensible or outright debased moral behaviour is represented online: aggression, violence, crime, deception, brutality, rudeness and so on. The global nature of new information and communication technologies not only opens up broad opportunities for dissemination of knowledge, but also increases the danger of conflict between values and standards espoused by different cultures. For such a global information community to become a reality, an effective mechanism of information exchange should be developed to inhibit the erosion of national and cultural identity. The past century has clearly shown that in the great history of times and peoples, there is neither a small culture nor a small nation – only together they constitute the supreme value of the world civilization and the basis for the sustainable development of the world community.

In the new millennium, information and communication technologies will provide tremendous opportunities to narrow the socio-economic development gaps between communities and nations. They are an opportunity for the increased exchange of knowledge and know-how, for the promotion of intercultural dialogue, and for greater understanding among nations. Information and communication technologies give all nations a new chance that cannot be missed. However, for these purposes, the key problems of the digital divide that exclude entire groups and countries from the


EDUCATION TENSIONS IN THE 21st CENTURY
global
local
universal
individual
spiritual
material
tradition
modernity
need for competition
concern for equality of opportunity
extraordinary expansion of knowledge
human being's capacity to assimilate it
Report of the International Commission on Education for the 21st Century
Learning: The Treasure Within

potential benefits of digital opportunities in networked-knowledge societies and lead to a global gap between information 'haves' and 'have-nots' should be addressed urgently. Bridging the digital divide between developing and developed countries and within countries will thus become a prime strategic challenge throughout UNESCO's activities. This entails activities to strengthen national capacities and the professional skills of a human being, to create a new content of education, to enlarge access to information, to foster scientific research, and to share scientific knowledge and information through networking, communication media and information systems. Thus, political guidelines, ethical principles and the educational opportunities can provide a real basis for an effective educational strategy, overcoming the digital knowledge divide between developing and developed countries and within them and the creation of necessary conditions for sustainable development of the evolving information society.

Vladimir Kinelev
Director, IITE

Okinawa Charter on Global Information Society

1. Information and Communications Technology (IT) is one of the most potent forces in shaping the twenty-first century. Its revolutionary impact affects the way people live, learn and work and the way government interacts with civil society. IT is fast becoming a vital engine of growth for the world economy...

2. The essence of the IT-driven economic and social transformation is its power to help individuals and societies to use knowledge and ideas. Our vision of an information society is one that better enables people to fulfil their potential and realise their aspirations...

3. ... principle of inclusion: everyone, everywhere should be enabled to participate in and no one should be excluded from the benefits of the global information society. The resilience of this society depends on democratic values that foster human development such as the free flow of information and knowledge, mutual tolerance, and respect for diversity.

4. To achieve this, it is important to build on the following key foundations:

1. Economic and structural reforms to foster an environment of openness, efficiency, competition and innovation, supported by policies focusing on adaptable labour markets, human resource development, and social cohesion;

2. Sound macroeconomic management to help businesses and consumers plan confidently for the future and exploit the advantages of new information technologies;

3. Development of information networks offering fast, reliable, secure and affordable access through competitive market conditions and through related innovation in network technology, services and applications;

4. Development of human resources capable of responding to the demands of the information age through education and lifelong learning and addressing the rising demand for IT professionals in many sectors of our economy;

5. Active utilisation of IT by the public sector and the promotion of online delivery of services, which are essential to ensure improved accessibility to government by all citizens.

Part II

FRAME OF REFERENCE

FRAME OF REFERENCE

IITE's mission

Statutes: aims and functions

Strategic objective

Principles of activities

The mission of the UNESCO Institute for Information Technologies in Education is to ***strengthen the national capacities of UNESCO Member States for applying ICTs in education.***

While accomplishing this mission during the period of the first IITE Medium-Term Strategy, the Institute will assist UNESCO Member States in providing the following: an effective educational strategy, overcoming the digital knowledge divide between developing and developed countries and within them, and the creation of necessary conditions for their full value participation in the development of the evolving information society.

IITE's mission

Statutes: aims and functions

Strategic objective

Principles of activities

Aims and functions*

1. The Institute shall contribute to the design and implementation of the programmes of the Organization in regard to the application of information and communication technologies (ICTs) in education.

2. To that end, its functions shall be:

   (a) to promote *collection, analysis, dissemination and exchange of information* on the use of information and communication technologies in education;

   (b) to provide at the request of Member States *advisory services* and promote *studies* in Member States on the application of information and communication technologies in education;

   (c) to offer *technical assistance based on research findings in the design of curricula and courses* on the use of information and communication technologies in education;

   (d) to organize *pre- and in-service training*, including open and distance education, for educational personnel on the use of information and communication technologies in education, giving priority to developing countries and countries in transition;

   (e) to foster *the development of UNESCO regional programmes* on the application of information and communication technologies in education in all Member States and, particularly, in the countries of the Commonwealth of Independent States.

* Article II of the Statutes of the UNESCO Institute for Information Technologies in Education (IITE) adopted by the General Conference at its 29th session (29 C/Res.6)

The UNESCO Medium-Term Strategy 2002-2007 determines three strategic objectives in education:

> *Strategic objective 1.* Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights.
>
> *Strategic objective 2.* Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values.
>
> *Strategic objective 3.* Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education.

Striving to make its contribution to attaining all these strategic objectives as much as possible, within the context of the global tendencies and in compliance with its mission, IITE will consolidate its efforts around the strategic sub-objectives: *Identifying new trends in educational development and promoting policy dialogue* and *Harnessing information and communication technologies for education.*

To that end, acting in accordance with its Statutes and proceeding from the UNESCO strategic objectives and sub-objectives, IITE will pursue, in its programme activities during 2002-2007, the following **strategic objective:** ***reinforcing national potential in ICT application for the development of education.***

For implementation of this strategic objective, IITE will concentrate its resources on attaining real results and focus its efforts on the activities where it has a comparative advantage and gained experience. During the Medium-Term period, IITE will carry out its activities in four **main programme areas:**

- Supporting National Capacity-Building for ICT Application in Educational Systems;
- Forming an Information Environment for Education;
- Improving the Quality of Education through ICT Usage;
- Promoting ICT Usage in Education for Learning to Live Together.

The realization of the IITE strategic objective will be led in three correlated **programme activities' domains**, namely: research and project development, training and clearing house activities.

UNESCO Medium-Term Strategy

Unifying theme

UNESCO contributing to peace and human development in an era of globalization through education, the sciences, culture and communication.

Two cross-cutting themes

• Eradication of poverty, especially extreme poverty •

• The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society •

Three main strategic thrusts

Developing and promoting universal principles and norms, based on shared values, in order to meet emerging challenges in education, science, culture and communication and to protect and strengthen the "common public good"

Promoting pluralism, through recognition and safeguarding of diversity together with the observance of human rights

Promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge

Twelve strategic objectives

Education	Sciences	Culture	Communication and Information
• Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights; • Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values; • Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education.	• Promoting principles and ethical norms to guide scientific and technological development and social transformation; • Improving human security by better management of the environment and social change; • Enhancing scientific, technical and human capacities to participate in the emerging knowledge societies.	• Promoting the drafting and implementation of standard-setting instruments in the cultural field; • Safeguarding cultural diversity and encouraging dialogue among cultures and civilizations; • Enhancing the linkages between culture and development, through capacity-building and sharing of knowledge.	• Promoting the free flow of ideas and universal access to information; • Promoting the expression of pluralism and cultural diversity in the media and world information networks; • Access for all to information and communication technologies, especially in the public domain.

UNESCO will pursue the following strategic sub-objectives:

Identifying new trends of educational development and promoting policy dialogue

By observing and analyzing trends and patterns, UNESCO will identify and anticipate future challenges and advise Member States on new educational issues and agendas. In particular through its institutes, it will provide intellectual support to policy-makers and practitioners in the identification of priorities, best practices and innovations with a view to buttressing education strategies and policy reforms. UNESCO's education institutes and centres will contribute, in a coherent and complimentary manner, to the achievement of the objectives and sub-objectives of the education strategy and, to that end, develop focused and concentrated programmes, adopt results-oriented approaches and enhance visibility and outreach. UNESCO will act as a laboratory of ideas, supporting research and undertaking comparative studies as well as nourishing links with research centres, universities and professional institutions. Through these processes, and in particular through periodic publications and reports, UNESCO will generate and make available a rich, dynamic base of knowledge about new thinking and innovative approaches to teaching and learning.

UNESCO will promote policy dialogue between all actors and stakeholders in education (governmental, non-governmental – in particular teachers' associations –, civil society and private sector and intergovernmental organizations). Such a policy dialogue, based on country ownership and empowerment, will form a key contribution to improving the quality and relevance of education. By fostering a more open dialogue and better public understanding of educational issues, UNESCO will help Member States build consensus and mobilize support for education, in particular, national EFA plans. For decades, education has been acknowledged as a public good that promotes equity through free basic education and fosters social cohesion. Today, educational provision increasingly includes, alongside state institutions, private sector providers, franchised institutions, and open and distance learning through the Internet and other ICTs that offer a variety of educational services. On these issues, UNESCO can be a platform of dialogue and a trusted interlocutor between the public and private sector providers of educational goods and services. The Organization will also engage in a variety of partnerships with all actors concerned.

Expected outcomes:

- Education policies and strategies better formulated and developed, informed by research results and prospective studies and analyses;
- Prospects for effective nation education plans enhanced in many Member States as consensus among and ownership by all stakeholders is secured through broad-based dialogue;
- Better understanding of educational approaches and learning processes and more effective collaboration and synergies among all actors, including public and private providers of education, through national, regional and global workshops and seminars.

UNESCO Medium-Term Strategy

Harnessing information and communication technologies (ICTs) for education

ICTs offer the potential to expand the scope of learning, breaking through traditional constraints of space and time as well as boundaries of current education systems. The accelerating privatization of educational goods and services, partly driven by the potential and impact of ICTs, poses an entirely new challenge for the international community. The challenge is to define the best use of ICTs for improving the quality of teaching and learning, sharing knowledge and information, introducing a higher degree of flexibility in response to societal needs, lowering the cost of education and improving internal and external efficiencies of the education system. ICTs will be the objects of study since computer literacy is a basic skill for performing in the knowledge society. ICTs also provide the means for better management and use of educational resources. UNESCO will promote the judicious use of ICTs as innovative and experimental tools to renew education. It will also explore their potential as new delivery mechanisms and for system-wide expansion of educational provision and quality, especially through distance education and by focusing on non-formal education. By further exploiting the potential of ICTs, UNESCO will establish closer links between the producers and users of educational materials in order to promote quality and encourage participation in all cultural and linguistic settings.

Expected outcomes:

- Wide dissemination of knowledge and best practices related to the impact of ICTs on education through an online clearing house, knowledge-base and multimedia resource centre;
- Broader use by governments of ICT-based delivery systems in formal and non-formal education, utilizing different mixes of new and traditional media and appropriate methodologies;
- Dissemination of research results on ICT-induced changing dynamics of the teaching-learning process and its impact on content and teacher-learner interaction, in particular as regards distance education and teacher training and development;
- International debate and reflection promoted in favour of developing internationally compatible descriptors and standards for distance and e-learning courseware, and for e-learning institutions.

UNESCO Medium-Term Strategic Objectives in Education

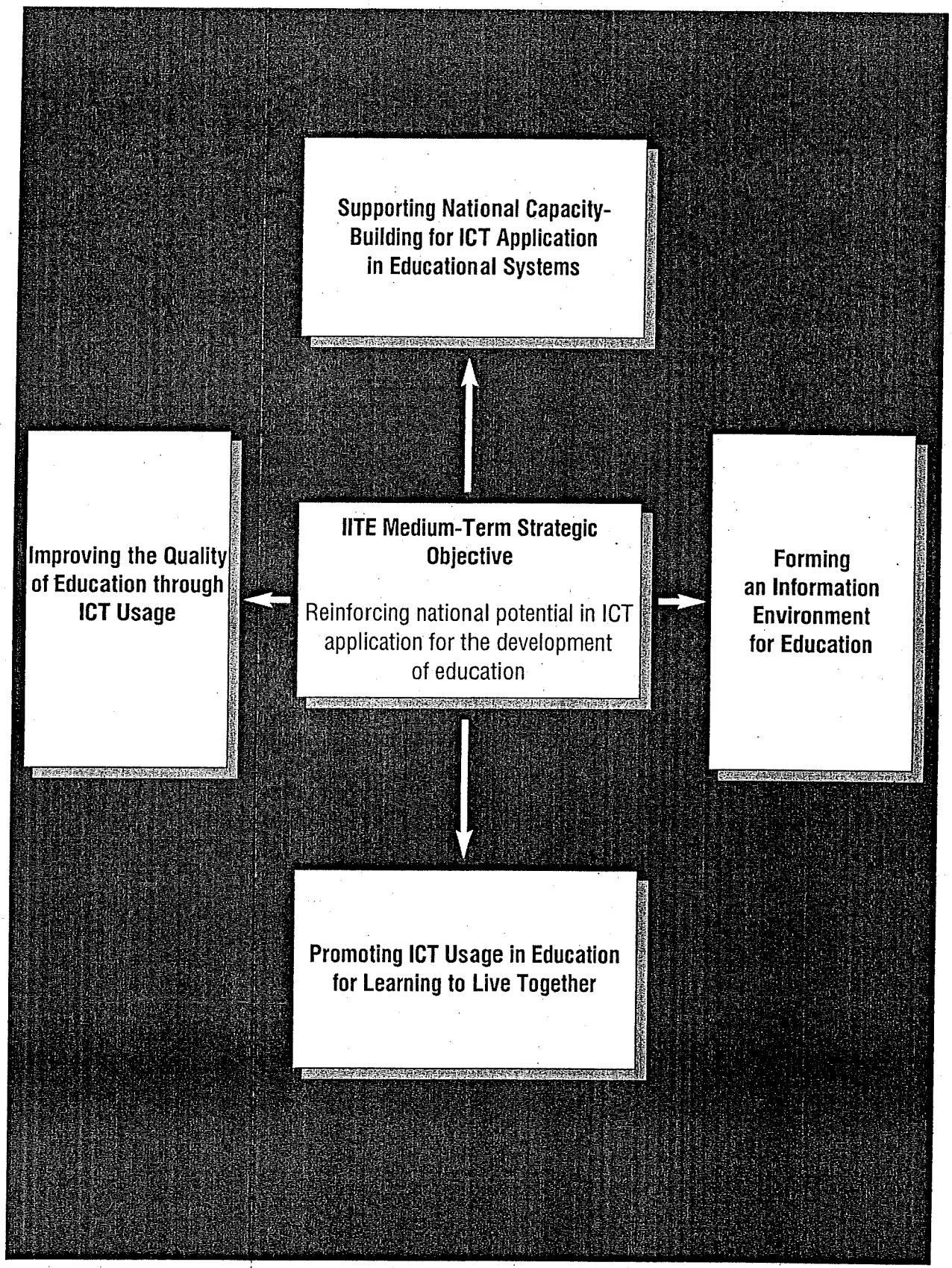
- Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights
- Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values
- Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education

UNESCO Medium-Term Strategic Sub-objectives

- Identifying new trends of educational development and promoting policy dialogue
- Harnessing information and communication technologies for education

IITE Medium-Term Strategic Objective

Reinforcing national potential in ICT application for the development of education


Supporting National Capacity-Building for ICT Application in Educational Systems
Improving the Quality of Education through ICT Usage
IITE Medium-Term Strategic Objective
Reinforcing national potential in ICT application for the development of education
Forming an Information Environment for Education
Promoting ICT Usage in Education for Learning to Live Together

Principles of activities

The whole range of IITE activities is based on five main principles:

Meeting needs
Concentration
Flexibility
Partnership
Integration and synergy

Meeting needs

Concentration

Flexibility

Partnership

Integration and synergy

The IITE programme activities will be oriented on the urgent needs of UNESCO Member States, and first of all on the needs of developing countries. In compliance with this principle IITE will:

- monitor the requirements of UNESCO Member States in matters concerning ICT application in education;
- keep up with state-of-the-art, needs and perspectives of ICT application in educational systems of UNESCO Member States;
- work out appropriate methodology for data analysis and interpretation on ICT usage in education indicators in order to facilitate educational policy development and monitoring;
- assist UNESCO Member States in developing their national capacities for data collection, analysis and dissemination of information on ICT application in education by means of consultant service and training of national educational personnel.

Meeting needs

Concentration

Flexibility

Partnership

Integration and synergy

IITE will consolidate its programme activities around several items of vital importance to UNESCO Member States taking into account their requests, available resources and prospective of the most essential impact. In accordance with this approach:

- IITE programme activities will be based on a set of international development goals;
- IITE research will be aimed at identifying the practical needs and priorities of Member States in the development of ICT application in their educational systems;
- IITE will target its educational policy, methodological materials, information support and training programmes at attaining practical results for policy- and decision-makers in developing strategic plans and policy of ICT application in education.

Meeting needs

Concentration

Flexibility

Partnership

Integration and synergy

Taking into account the tremendous pace of change in the field of ICT application in education IITE will:

- strive to maintain sufficient flexibility in its programme activities to be able to cope in a proactive manner with the emergence of new issues and challenges that might necessitate a change or shift of emphasis in its activities;
- organize itself as a focal point for the collecting, processing and disseminating of the latest available knowledge and experience in the field of its competence;
- sustain close relations with the prime movers in the intellectual and scientific community, with relevant professional communities and centres of expertise throughout the world;
- promote a culture of evidence-based policy in UNESCO Member States through the collection and use of high quality, timely data in the field of ICT application in education.

Meeting needs

Concentration

Flexibility

Partnership

Integration and synergy

IITE will continue to give priority to its partnership relations with national, sub-regional, regional and international organizations striving to:

- work in close cooperation with the National Commissions of UNESCO Member States;
- maintain partner relationships with IGOs and NGOs acting in the field of its competence;
- cooperate with regional, national institutions, organizations and specialists functioning in the field of its competence;
- develop a partnership net of national focal points for cooperation with IITE for involving national potential into the Institute's programme activities;
- initiate joint activities with the private sector, bearing in mind to provide appropriate substantial and financial contributions to its programme activities.

Meeting needs

Concentration

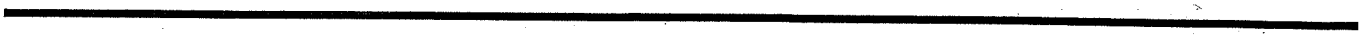
Flexibility

Partnership

Integration and synergy

IITE will strive to make its input in strengthening interdisciplinary and intersectoral projects by means of:

- participating in the development of the UNESCO cross-cutting theme *The contribution of the information and communication technologies to the development of education, science and culture and the construction of a knowledge society*;
- encouraging joint activities with UNESCO sectors, bureaus, divisions and units;
- maintaining working relations with UNESCO institutes and centres.



Part III

UNESCO'S MEDIUM–TERM STRATEGY AND IITE'S CONTRIBUTION

UNESCO'S MEDIUM-TERM STRATEGY AND IITE'S CONTRIBUTION

Strategic approach

Forms of work

Methods of activities

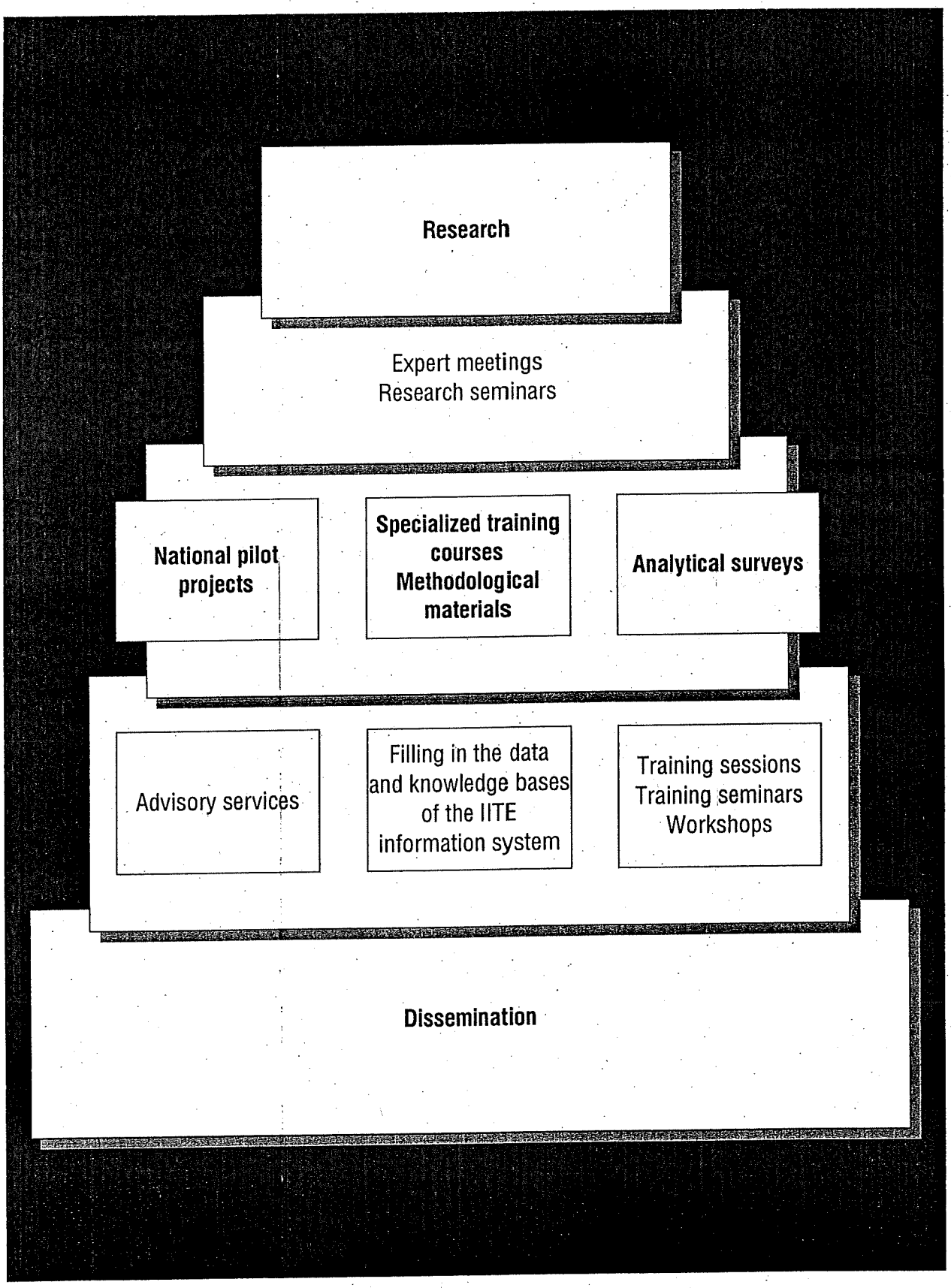
Main expected outcomes

IITE's Medium-Term Strategy has been developed with close attention to UNESCO's Medium-Term Strategy for 2002-2007: *UNESCO contributing to peace and human development in an era of globalization through education, the sciences, culture and communication.*

In accordance with its Medium-Term Strategy, IITE will strive to make its contribution to the implementation of UNESCO's functions as a whole, namely, to act as:

- a catalyst for international cooperation;
- a laboratory of ideas;
- a clearing house;
- a learning organization;
- a capacity-builder in Member States.

To perform these functions in the frames of its rather limited financial resources the Institute will continue to fulfil its programme activities using a long-term approach to the development of each main programme area. In compliance with such approach within the framework of all main programme areas, IITE's activities will be realized in several stages, each of which will be aimed at, on the one hand, the ultimate achievements regarded as the Institute's contributions to the functions of UNESCO as a whole; and on the other hand, aimed at creating the basis for the subsequent stage of the main programme area development to be fulfiled.


Research
Expert meetings
Research seminars
National pilot projects
Specialized training courses
Methodological materials
Analytical surveys
Advisory services
Filling in the data and knowledge bases of the IITE information system
Training sessions
Training seminars
Workshops
Dissemination

Strategic approach

Forms of work

Methods of activities

Main expected outcomes

Realizing its mission, implementing the decisions of the General Conference of UNESCO and taking into account the requests of UNESCO Member States, the UNESCO Institute for Information Technologies in Education, as a UNESCO institute specializing in the field of ICT application in education, will continue to develop its programme activities in ***three main correlated domains: research and project development, training, and clearing house activities.***

IITE will operate in coherent activities domains by developing several main programme areas, and each of them will join a number of related themes brought into operation in the form of international projects.

To realise the main themes and carry out the international projects, IITE will continue to use the following forms of work: the research work is started with preliminary studies that entail consulting and discussions at international expert meetings and research seminars. Based on the results achieved from this research, IITE prepares analytical surveys, specialized training courses, methodological materials; conducts national pilot projects in Member States at their request; elaborates its educational programme and fulfils training activities in the form of workshops, training seminars as well as training sessions; enriches the data and knowledge bases of the IITE information system and its thematic subsystems; provides advisory services at the request of Member States; disseminates the results of the activities acting as a clearing house at the service of UNESCO Member States.

Strategic approach

Forms of work

Methods of activities

Main expected outcomes

IITE will use methods in its activities that are regarded as a systemized algorithm, which allows the Institute to accomplish its mission, attaining strategic objectives, realizing the principles of activities and obtaining tangible outcomes.

For these purposes, every IITE programme area will be developed in several stages, each of which will be characterized by setting a definite objective and accomplishing result-based activities. These activities will contribute to the fulfilment of UNESCO's function, and the outcomes achieved will be intended for the use by UNESCO Member States, and at the same time will lay the foundation for the next stage of the programme area development.

This long-term approach leads to flexibility of IITE programme activities, allows it to save its resources and keenly react to the requests of Member States.

UNESCO's function	The long-term IITE programme area development
1	**Stage I**
A catalyst for international cooperation	**Activity** ⇐ **Objective** ⇒ **Outcome** Holding expert meetings and research seminars and conferences for the representatives of UNESCO Member States Identifying the needs of UNESCO Member States for the development of a programme area Recommendations on the development of a programme area within the framework of IITE's programme activities
2	**Stage II**
A laboratory of ideas	**Activity** ⇐ **Objective** ⇒ **Outcome** Preparation of an analytical survey and/or information materials on ICT usage in the field of a programme area Examination of state-of-the-art, needs and perspectives of ICT usage in the field of a programme area Information to UNESCO Member States about state-of-the-art and possible approaches to ICT usage in the field of a programme area
3	**Stage III**
A clearing house	**Activity** ⇐ **Objective** ⇒ **Outcome** Producing and publishing available knowledge and best practices on the application of ICTs in education, holding seminars and workshops for educators from UNESCO Member States on the basis of the prepared analytical survey and/or information materials Familiarizing specialists from UNESCO Member States with the possibilities of ICT usage in the field of a programme area Disseminating the prepared analytical survey and/or information materials to the UNESCO Member States, and the utilization of these materials by UNESCO Member States in their action plans on the application of ICTs in education

4	Stage IV		
A learning organization	**Activity** ⇐	**Objective** ⇒	**Outcome**
	Forming and managing a working team to prepare and test a training course and set of teaching/learning materials in the field of a programme area	Preparation and testing of a set of teaching/learning materials to conduct IITE training activities in the field of a programme area	A training course and a set of teaching/learning materials prepared and tested to train educators from UNESCO Member States in the field of ICT application in education

5	Stage V		
A capacity-builder in Member States	**Activity** ⇐	**Objective** ⇒	**Outcome**
	Conducting regular IITE training activities and project development	Training educators from UNESCO Member States in modern methods of ICT usage in a particular field of educational activities; advisory services and assistance to UNESCO Member States at their request	Reinforcement of the UNESCO Member States national capacities for the application of ICTs in their educational systems. Contribution to the policy formulation and national action plans concerning ICT usage in education

Strategic approach

Forms of work

Methods of activities

Main expected outcomes

In fulfilling its mission, IITE will aim its programme activities towards the following main outcomes:

- National educational capacities for ICT application in education will be strengthened; improvement in the quality of education and reduction in digital divide will be stimulated through guiding policy- and decision-makers and training teachers, trainers of trainers, methodologists and other educational personnel in ICT usage in the educational process.
- National educational policies will be updated with advisory services and assistance rendered by IITE in policy analysis and policy formulation.
- National and regional capacity building will be supported by IITE at the request of UNESCO Member States in the form of development of national pilot projects on ICT application in their educational systems.
- Topical issues on the use of ICTs in education will be highlighted and their investigation and drawing recommendations for educational practice will be intensified.
- Available knowledge and best practices in the application of ICTs in education, in particular as regards distance education and teacher training will be collected and analyzed, and the exchange of information and experience will be fostered via networking, using the IITE information system and disseminating the results of IITE research and project development.
- International cooperation in the field of ICT application in education will be reinforced by jointly carrying out international projects, developing a network of national focal points for cooperation with IITE as well as organizing by IITE of international conferences, expert meetings and research seminars.

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PART IV

IITE PROGRAMME ACTIVITIES

IITE PROGRAMME ACTIVITIES

MAIN PROGRAMME AREAS

Pursuing its mission and striving to attain the IITE's Medium-Term strategic objective, namely, reinforcing national potential in ICT application for the development of education, IITE will fix its activities in the following **main programme areas** and corresponding **themes**:

Programme Areas	Themes
Supporting National Capacity-Building for ICT Application in Educational Systems	ICTs in Technical and Vocational Education and Training ICT Usage for the Development of General Education Application of ICTs for Improvement of Teacher Education ICTs in Special Education
Forming an Information Environment for Education	Information Environment for Education: Design and Usage ICTs in Distance Education Digital Libraries for Education Internet in Education Multimedia in Education
Improving the Quality of Education through ICT Usage	Ethical, Psychological and Societal Problems of the Application of ICTs in Education Indicators of ICT Application in Education
Promoting ICT Usage in Education for Learning to Live Together	ICTs in History Education ICTs in Teaching/Learning Foreign Languages Education, Art and ICTs: Integration for the Development of One's Personality

Being flexible and wide-ranging, each of the programme areas might be modified and expanded during the Medium-Term period by adding new themes following the requests of UNESCO Member States and in conformity with available resources. Each theme will be put into action through a series of consequent result-based projects, which number and scope might also vary.

Programme area 1: *Supporting National Capacity-Building for ICT Application in Educational Systems*

Progress in the application of ICTs in education depends to a great extent on policy formulation, methodical work at the level of an educational system, clear awareness about the modern role of ICTs, goals, methods and forms of their usage. The systematization of international experience and knowledge about the ICT implementation at the educational system's level should be regarded as a prerequisite to any thorough success in educational development.

The Programme area 1, *Supporting National Capacity-Building for ICT Application in Educational Systems* and its themes, are intended for synthesizing available knowledge and best practices in ICT usage at the above-mentioned level, and assistance to UNESCO Member States in upgrading their educational systems, especially Technical and Vocational Education and Training (TVET) as well as General Education. Taking into account that there are alternative developments in special needs education in relation to the application of ICTs that are regarded as an integral part of *UNESCO Education For All strategies*, IITE will develop the theme *ICTs in Special Education*. Particular attention will be paid to the ICT usage in the teacher educational system, playing a key role in transforming education.

Within the framework of this Programme area and in conformity with the Dakar Follow-up activities IITE will also assist in policy formulation as well as elaboration and innovation of national action plans on ICT application in educational systems, using in particular such forms as the IITE high-level seminar for decision- and policy-makers *Towards Policies for Integrating ICTs into Education.*

While developing this Programme area, IITE will fulfil a series of *researches*; hold expert meetings and roundtables; prepare analytical surveys; continue to support the national pilot project on ICTs in special education; elaborate training materials on all themes and implement them in *training activities*; collect, analyse and store information concerning the Programme area 1; and disseminate this information carrying out the Institute's *clearing house* function.

Programme area 2: *Forming an Information Environment for Education*

Being a part of an overall information environment, the developing educational information environment has its specifics and inner tendencies. To become really instrumental in improving education, lifelong learning and education for all, the information environment should be specially designed for education and used in accordance with these goals. Spontaneous application of available ICTs in the educational process, and even unstructured usage of the existing information environment for educational purposes, could not be considered as a significant progress.

The Programme area 2, *Forming an Information Environment for Education*, is devoted to research, summarizing successful local practices in this field and assistance to UNESCO Member States in the creation, regulation and exploitation of the educational information environment so that it could serve to improve their educational systems, management and teaching/learning processes.

The theme *Information Environment for Education: Design and Usage* will result in an overview and guidelines on the subject as a whole, and other themes will encompass such components as *Digital Libraries for Education, Internet in Education*, and *Multimedia in Education.*

As distance education concentrates on the application of all modern information and communication technologies and needs a special environment, the theme *ICTs in Distance Education* will become a focal point in this Programme area. The theme will be devoted to revealing the specifics of ICT application in distance education, preparing relevant methodological materials and coursewares in this field, and aimed at promoting this educational method for teacher training and development.

The activities in the Programme area 2 will continue the sequence of IITE *research* in ICTs in distance education, the Internet and multimedia as well as digital libraries used for education. IITE will undertake studies on an information environment for education; convene expert meetings and hold

workshops on these issues; develop the specialized training courses and elaborate new training materials on all themes for their application in *training activities*; and use the Institute's *clearing house activities* to assist UNESCO Member States in forming an information environment for education.

Programme area 3: *Improving the Quality of Education through ICT Usage*

The quality of education depends on many factors, and in the age of the evolving information society, the use of modern technologies (both inside and outside the educational system) becomes one of the most influential. The management of the process of improving education requires correct sizing up and, chiefly, assessing ICT usage.

The Programme area 3, *Improving the Quality of Education through ICT Usage*, is aimed at rendering UNESCO Member States services related to quantity and quality analysis of ICT usage in education and the assessment of its consequences for the quality of education. Within the framework of the theme *Indicators of ICT Application in Education*, the system of indicators elaborated and tested by IITE will be expanded and implemented for evaluation of ICT usage in educational systems.

In spite of the fact that the social aspects of spreading information and communication technologies are rather well known and discussed, their diffusion in education as a specific sphere is explored to a lesser degree. The theme *Ethical, Psychological and Societal Problems of Application of ICTs in Education* is intended to meet this shortage and assist in improving quality of education by means of appropriate orientation in social, ethical and psychological tendencies while formulating policy and strategic planning.

It is expected that the activities in the Programme area 3 will include *research* on both themes, preparation of analytical and statistical surveys, and case studies; and the elaboration of methodological materials for assessment, evaluation and *training* in this field; clearing house activities for the improvement of quality of education, using the assessment of ICT usage.

Programme area 4: *Promoting ICT Usage in Education for Learning to Live Together*

Education is one of the main and, perhaps, the most important milieu for forming a personality, developing his/her abilities and civilized habits, and at the same time, education is one of the modes of saving heritage and cultural diversity. In this sense, education serves for the sustainable development of a society and prosperity of a person.

Information and communication technologies became a powerful tool for the distribution of knowledge, but, simultaneously turned out to be a channel for spreading intolerance, hate and dissensions.

The Programme area 4, *Promoting ICT Usage in Education for Learning to Live Together*, is aimed at encouraging ICT application in education in favour of expanding mutual understanding, tolerance and respect for traditions of other peoples, nations and societies. Within the framework of this area, IITE will develop a number of themes backing this process.

The theme *ICTs in History Education* will be aimed at presenting the history of humankind and different peoples with the aid of ICTs. ICTs as a means of mastering a foreign language for the improvement of mutual understanding and contacts will be at the centre of the theme *ICTs in Teaching/Learning Foreign Languages*. ICT-assisted knowledge acquisition in fine arts throughout education, using ICTs in art education as an influential way for cultural upbringing, will be considered in the theme *Education, Art and ICTs: Integration for the Development of One's Personality*.

The Programme area 4 as a rather new one requires an amount of *research*. A series of studies, expert meetings and analytical surveys are planned. On the basis of research findings, the training materials will be prepared for *training activities*, and an intensive exchange, analysis and dissemination of information on the subject will be undertaken within the framework of the IITE *clearing house activities*.

DOMAINS OF ACTIVITIES

For successful implementation of the IITE Medium-Term Strategy, achievement of expected outcomes and real results of its Programme activities, the Institute will act within the framework of three main domains: research and project development, training, and clearing house activities.

Research and project development

In the Medium-Term period, research on ICT application in education will be regarded as the central IITE activity, laying down the foundation for further project development, elaboration of training and methodological materials, carrying out training activities, processing as a core element of the clearing house, assistance to UNESCO Member States in policy formulation, implementation of national pilot projects and supplying them with information in the field.

Any undertaking in project development, assistance to UNESCO Member States or training (regardless of its initiation by UNESCO, IITE or a Member State) will be started with studies on the state-of-the-art condition of one or another aspect of ICT usage in education, best practices and available knowledge, followed by a needs analysis. For this purpose IITE will convene international expert meetings, research seminars and workshops and set up international work groups consisting of well-known specialists for the purpose of analytical work and case studies.

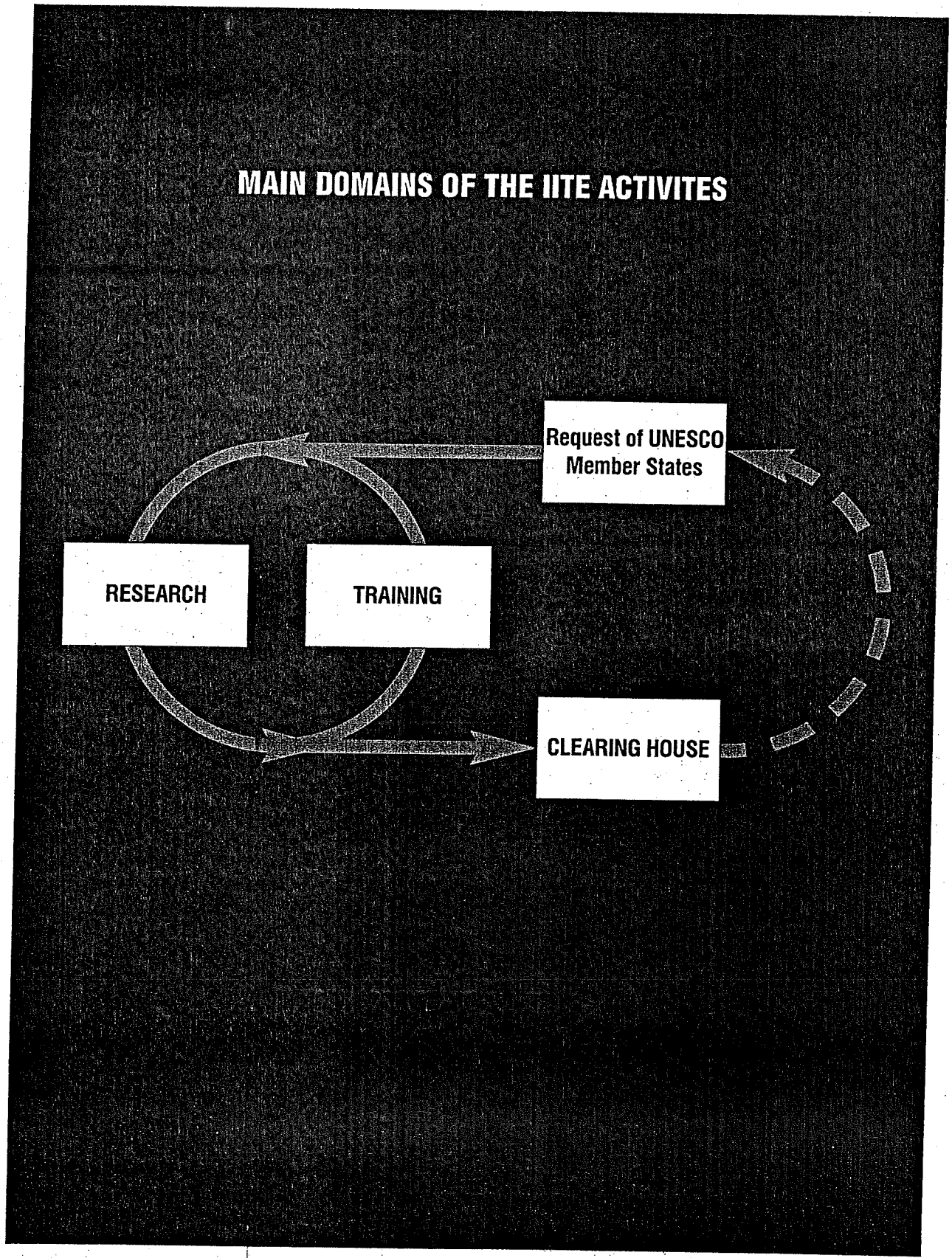
IITE will continue ongoing research, including the following themes:

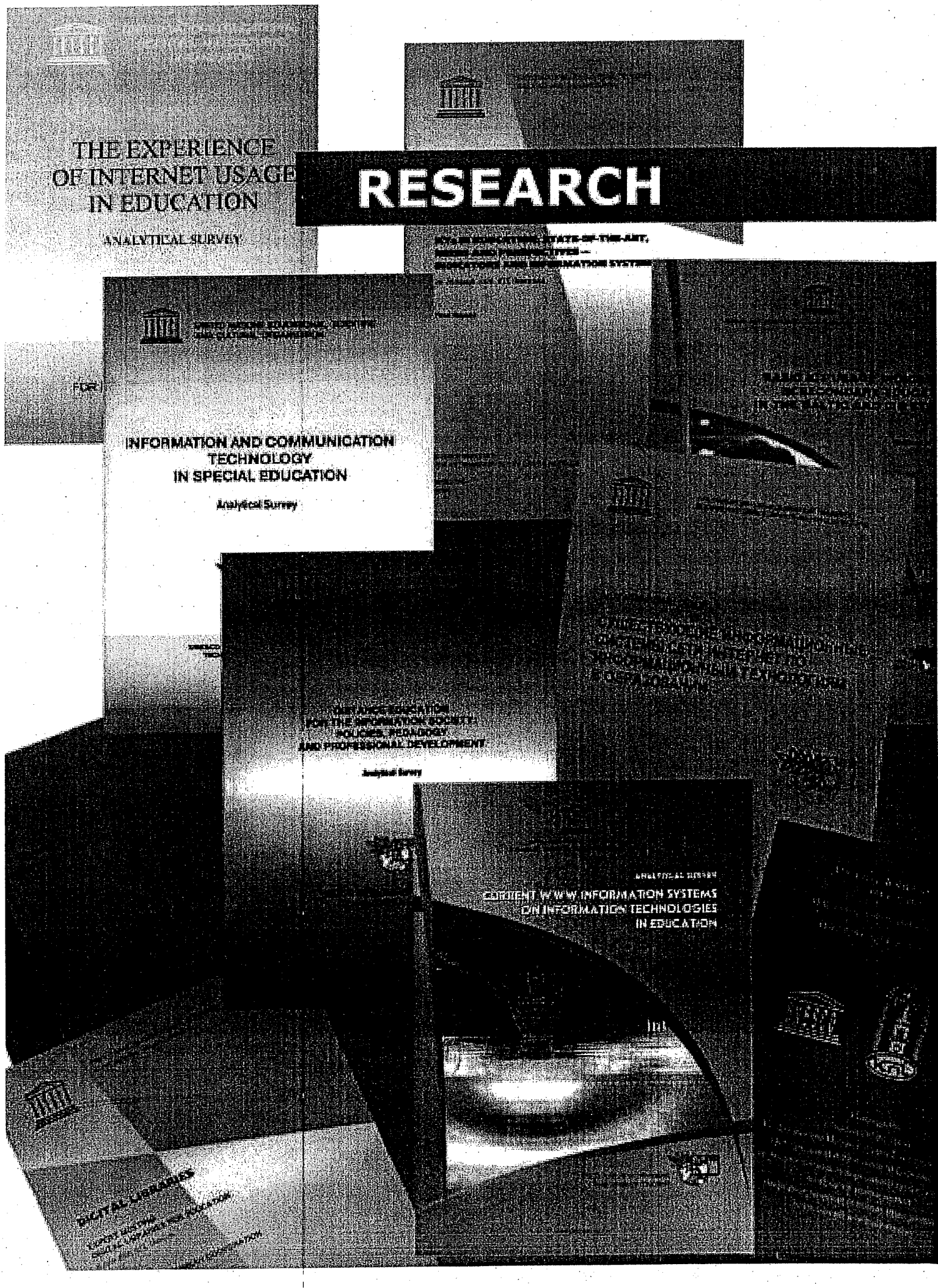
- ICTs in Distance Education;
- Internet in Education;
- Multimedia in Education;
- ICTs in Special Education;
- Indicators of ICT Application in Education;
- Digital Libraries for Education;
- ICTs in Technical and Vocational Education and Training;
- Ethical, Psychological and Societal Problems of the Application of ICTs in Education.

Some research will be carried out on new themes after feasibility studies just started:

- ICT Usage for the Development of General Education;
- Application of ICTs for the Improvement of Teacher Education;
- Information Environment for Education: Design and Usage;
- ICTs in History Education;
- ICTs in Teaching/Learning Foreign Languages;
- Education, Art and ICTs: Integration for the Development of One's Personality.

The IITE research activities will result in recommendations, position papers, analytical and statistical surveys, information materials and reviews, final reports and collected materials of the various meetings to be disseminated in UNESCO Member States. The outcomes of these activities will become the groundwork for the elaboration of training, methodological and support materials for training in IITE and outside it.


MAIN DOMAINS OF THE IITE ACTIVITES
Request of UNESCO Member States
RESEARCH
TRAINING
CLEARING HOUSE


THE EXPERIENCE
OF INTERNET USAGE
IN EDUCATION
ANALYTICAL SURVEY
RESEARCH
INFORMATION AND COMMUNICATION
TECHNOLOGY
IN SPECIAL EDUCATION
Analytical Survey
CURRENT WWW INFORMATION SYSTEMS
ON INFORMATION TECHNOLOGIES
IN EDUCATION

Training activities

In accordance with IITE's strategic approach, training objectives, namely, training and retraining of educational personnel in the application of new information and communication technologies in education, will be a top priority of the Institute's activities in 2002-2007. It will allow for the achievement of the multiplicative effect in the efforts of the Institute to disseminate among the UNESCO Member States the available knowledge and best practices on ICT application in education as much as possible.

The **main target groups** of the IITE training activities will be the following:

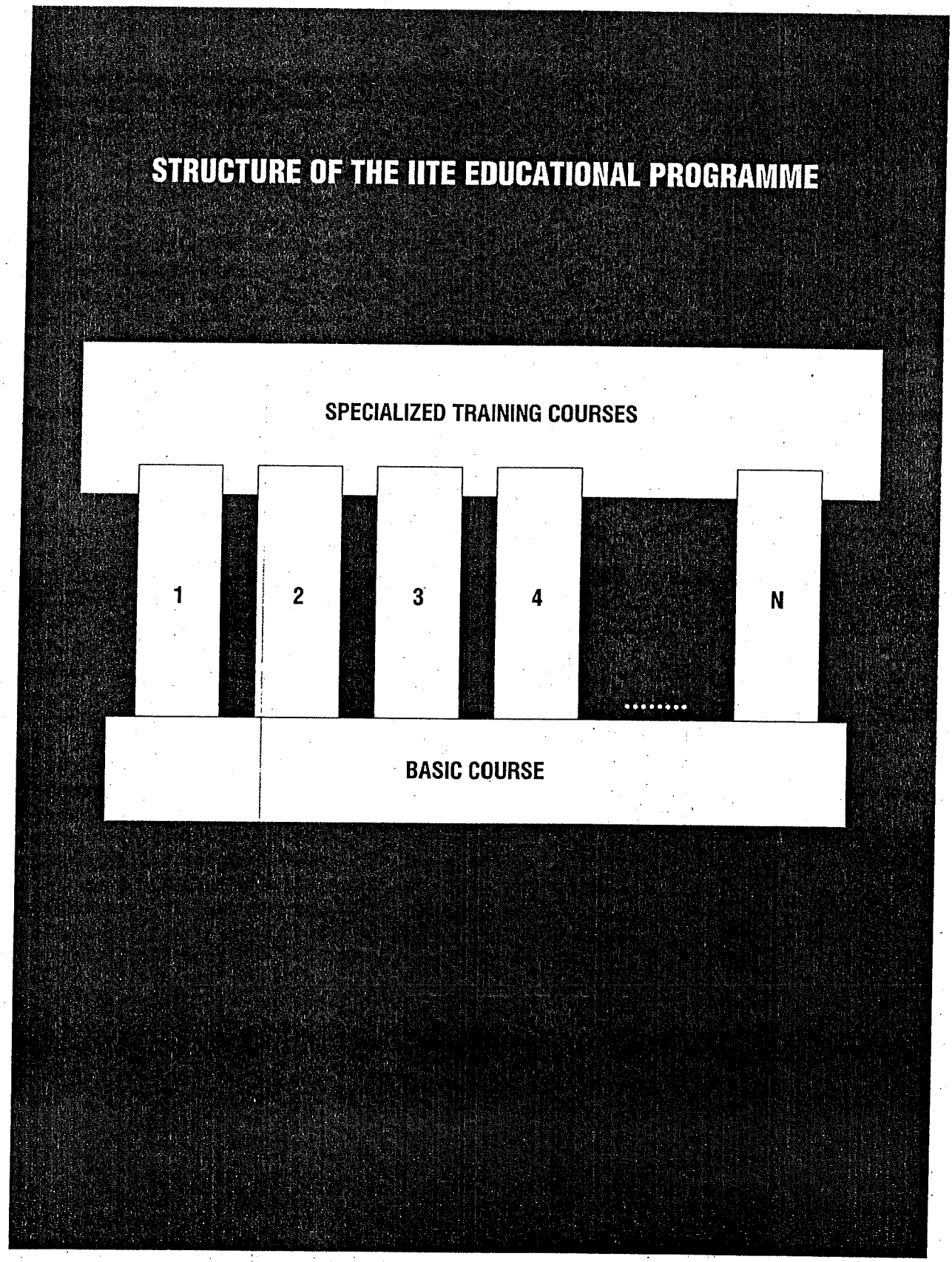
- policy- and decision-makers in the educational sphere, heads of national and regional educational systems;
- heads of pre- and in-service teacher training institutions, trainers of trainers for ICTs in education;
- teachers, ICT school coordinators and other educational personnel.

For these purposes, the Institute will complete the elaboration of IITE's own educational programme as a set of guidelines, which consists of a basic course, specialized training courses of a modular character, and sets of support training materials, with the purpose of facilitating the training and retraining of educational personnel in a specific subject area.

Title of training material	Year of edition
Basic course	
Elementary ICT Curriculum for Teacher Training	2001
Specialized training courses:	
ICTs in Primary Education	2000
Multimedia in Education	2001
ICTs in Distance Education	2001
Internet in Education	2001
ICTs in Special Education	2003
Digital Libraries for Education	2003
ICTs in Teaching Foreign Languages	2004
Designing Information Environment for Education	2004
Sets of support training materials:	
Towards Policies for Integrating ICTs into Education	2002
Guide and Instruction Book on Preparation of Educational Personnel for Distance Education	2002
Retraining of School Educators in the Application of ICTs in Education	2002

These training materials will be tested at national, sub-regional and regional levels. To prepare the basic course, specialized training courses and sets of support training materials, IITE will continue to work in close cooperation with well-known specialists and educational organizations in the field of ICT application in education.

The Institute will carry out its training activities in the form of workshops, training seminars and sessions. At the workshops, training seminars and sessions, IITE will present new data in the field of education for building national and regional strategies to the heads and administrators of education; pedagogical and concrete practical achievements in the field of ICT application at schools – to educationists and trainers of trainers; basic principles of ICT implementation in the process of teaching different subjects, new achievements in such fields as distance education, multimedia in education, the Internet and telecommunications in education – to specialists in the field of ICT usage in education. During the Medium-Term Strategy period, IITE will work towards a tighter focus on web-based training, using its information system.


STRUCTURE OF THE IITE EDUCATIONAL PROGRAMME
SPECIALIZED TRAINING COURSES
1
2
3
4
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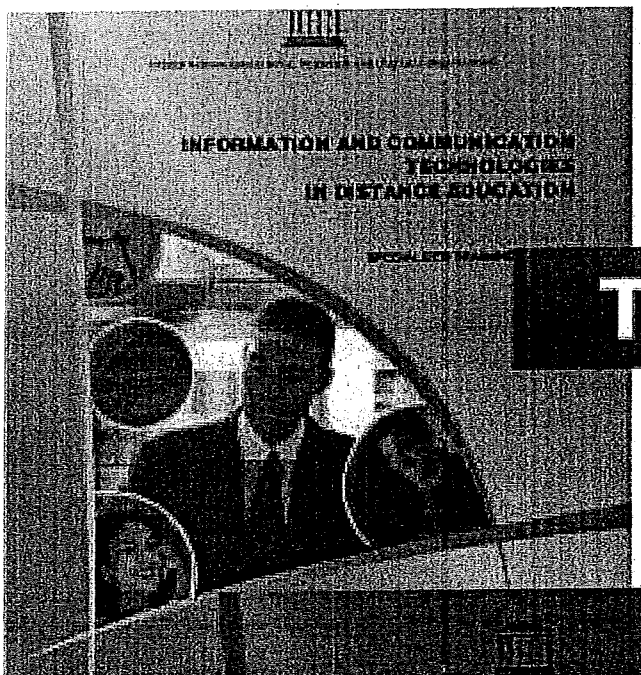
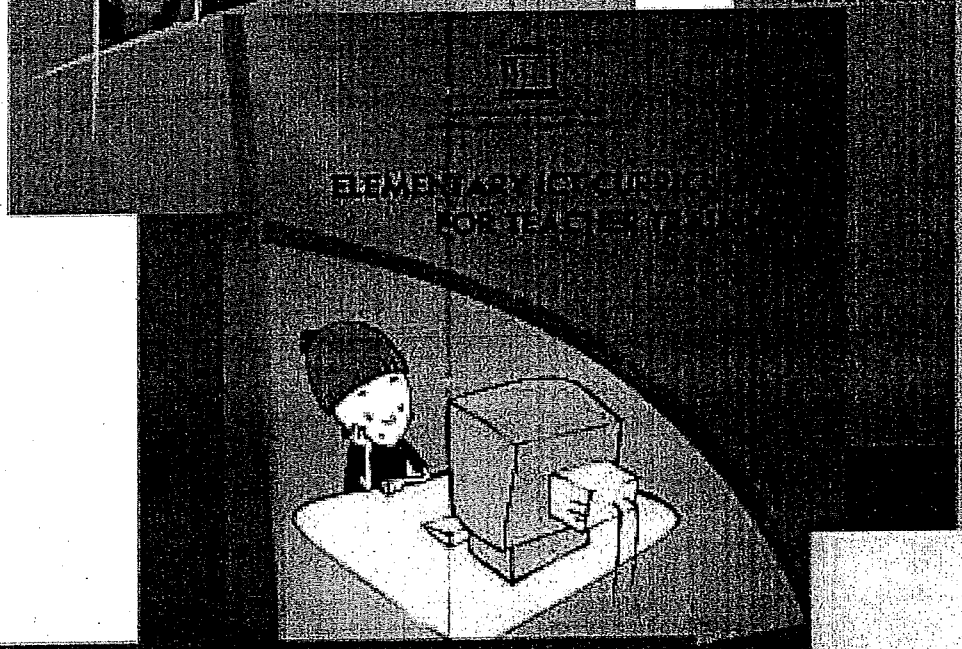
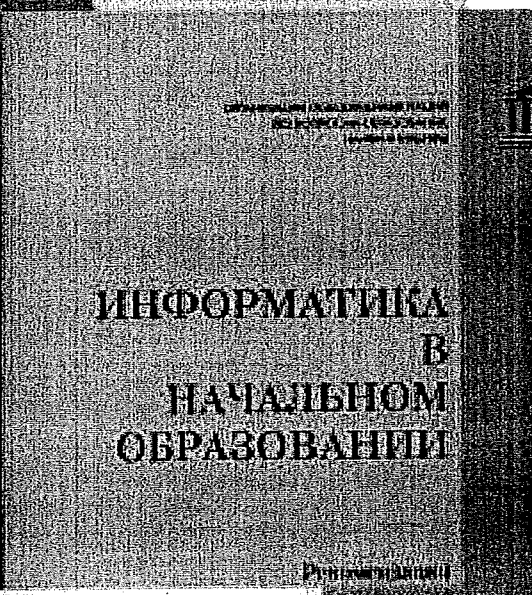
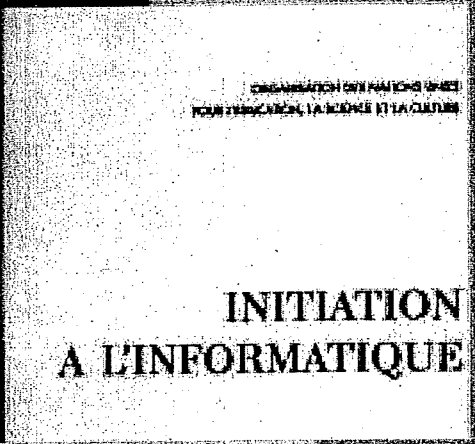
N
BASIC COURSE

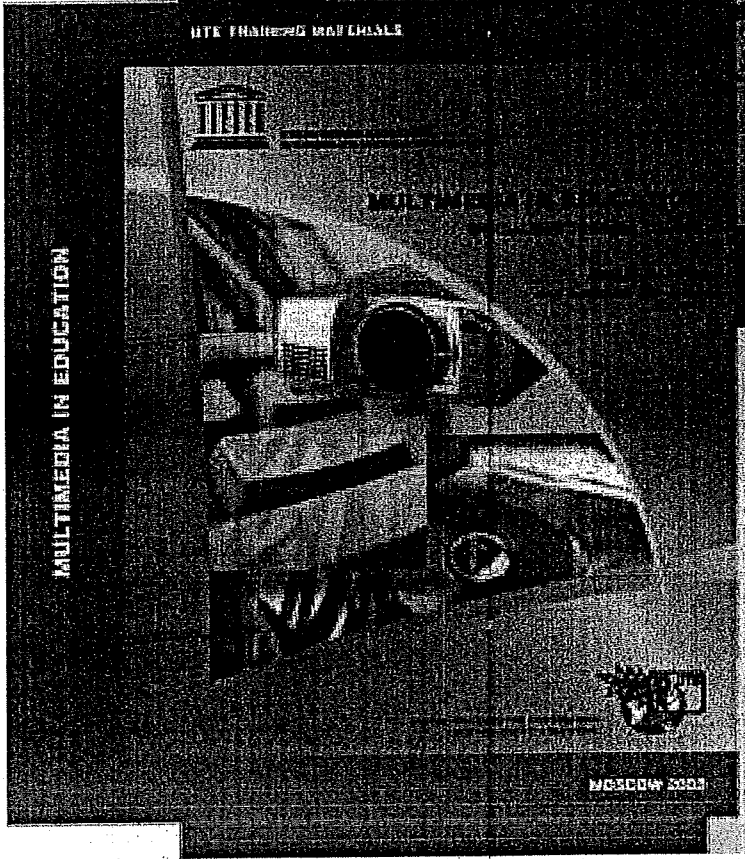
TRAINING

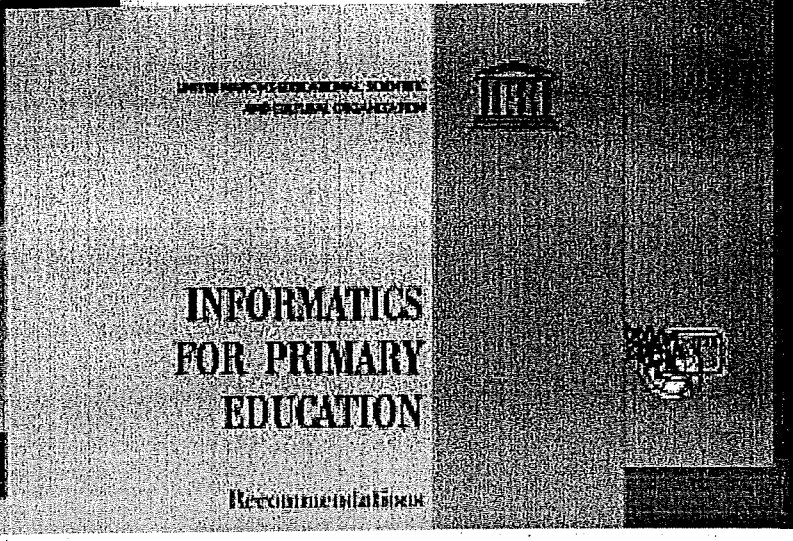

INFORMATION AND COMMUNICATION TECHNOLOGIES IN DISTANCE EDUCATION




ИНФОРМАТИКА В НАЧАЛЬНОМ ОБРАЗОВАНИИ


INITIATION A L'INFORMATIQUE


MULTIMEDIA IN EDUCATION


INFORMATICS FOR PRIMARY EDUCATION

Clearing house activities

Like research and training, the clearing house will be one of the main domains of the IITE's activities. On the basis of the Institute's research and studies, IITE will continue the preparation of the analytical surveys, training, methodological and information materials on ICT usage in education as well as the IITE Newsletter in electronic and printed forms and their dissemination in all UNESCO Member States and international organizations acting in the field of its competence. To strengthen the lines of communication between the Institute and its clienteles all over the world, preference will continue to be given to the direct circulation of IITE publications among educational authorities responsible for the application of ICTs in education and higher educational establishments. At present, IITE sends its publications to about 400 addresses of the National Commissions for UNESCO and 34 national focal points for cooperation with IITE, IGOs and NGOs, institutes and professional communities all over the world.

Striving to facilitate access to IITE's information resources for the educational personnel from UNESCO Member States, the Institute will continue to develop the IITE information system – WWW Portal, consisting of a web site, *Information System on Information Technologies in Education* (ISITE) database, and online training tools.

As a result, the IITE information system activity will become not only a means for information dissemination, but simultaneously, it will implement the functions of information, analytical, organizational, training and communication support of the Institute's activity in other two areas of activities: research and training. Achieving these goals IITE information system – currently developed as a complex of high technology instruments – will gradually move in the direction of a more flexible and end-user oriented system at the service of constantly changeable real demands of the UNESCO Member States' educational community. In this way, the shift from the "data-technology" to a pedagogically useful knowledge-sharing approach will be made.

In this context, the IITE information system's goal and functions within the framework of IITE programme activity will be the following:

- **Main goal:** *facilitating the exchange of experience and knowledge on ICT usage in education among UNESCO Member States* through the further development of an information and communication environment supporting the main domains of the Institute's activity – research, training and clearing house activities.
- **Main functions:** *providing information, analytical, organizational, training and communication services for UNESCO Member States.*
- **Main target groups:**
  - Educational community of UNESCO Member States (information and analytical support);
  - Network of national focal points for cooperation with IITE, partners and community experts of IITE (information, analytical, organizational, training and communication support);
  - IITE personnel (information, analytical, organizational, training and communication support).

IITE information system

Currently, IITE is developing the IITE information system – WWW Portal, consisting of a web site, an *Information System on Information Technologies in Education* database, and online training tools. The main functional features and perspectives of the development for each subsystem are given below.

At present, the web site contains information on IITE structure, partners, programme activities and publications. This is an entry point to the IITE Portal, where visitors usually start browsing the information system from the *News* and *Events* sections. The *About Institute* section contains information about the aims and objectives of the Institute and its web-service, organizational chart, interactive presentation of IITE directions, contact information and feedback to the IITE. *Programme Activity* section provides for clear and schematic messages to the visitors, concerning the current state

of projects, programmes and activities. *IITE national focal points* highlights the IITE proposed system of collecting, processing and dissemination of information that comes from Member States organizations involved in building a network of national focal points for cooperation with IITE. The *Publications* section of the IITE web site is aimed at the support of IITE dissemination activities. It consists of two subsections – *Publications online*, that provides the direct access to IITE publications, and *Publications on sale*, where the users can order printed versions of IITE materials. All parts of the web site are equipped with online feedback forms, allowing the visitors to make requests on particular questions and send comments and suggestions to IITE directly from the web site.

The main directions of the web site development in 2002-2007 will be aimed at diversification of channels, forms and technologies of dissemination of the information on IITE activities. Among them – multilanguage interfaces (Russian, Spanish and French versions will be added to the existing English version), "text only" version for regions with slow Internet connectivity, profiling the web site to different categories of users, which will allow the creation of various modifications of the web site.

Nowadays, *Information System on Information Technologies in Education* is intended to fulfil the information-analytical support of IITE research projects through sharing up-to-date information on ICTs in education amongst the IITE staff, IITE partners and UNESCO Member States educational community. Each expert meeting or workshop held by IITE is accompanied by a set of information resources that is accessible to the participants as well as to all Member States educational community in online mode. The database gateway provides more than 900 hyperlinks to WWW resources in five languages (English, French, German, Russian and Spanish) with structured descriptions, associated indexation and query tools. The structure of the Internet catalogue is the following:

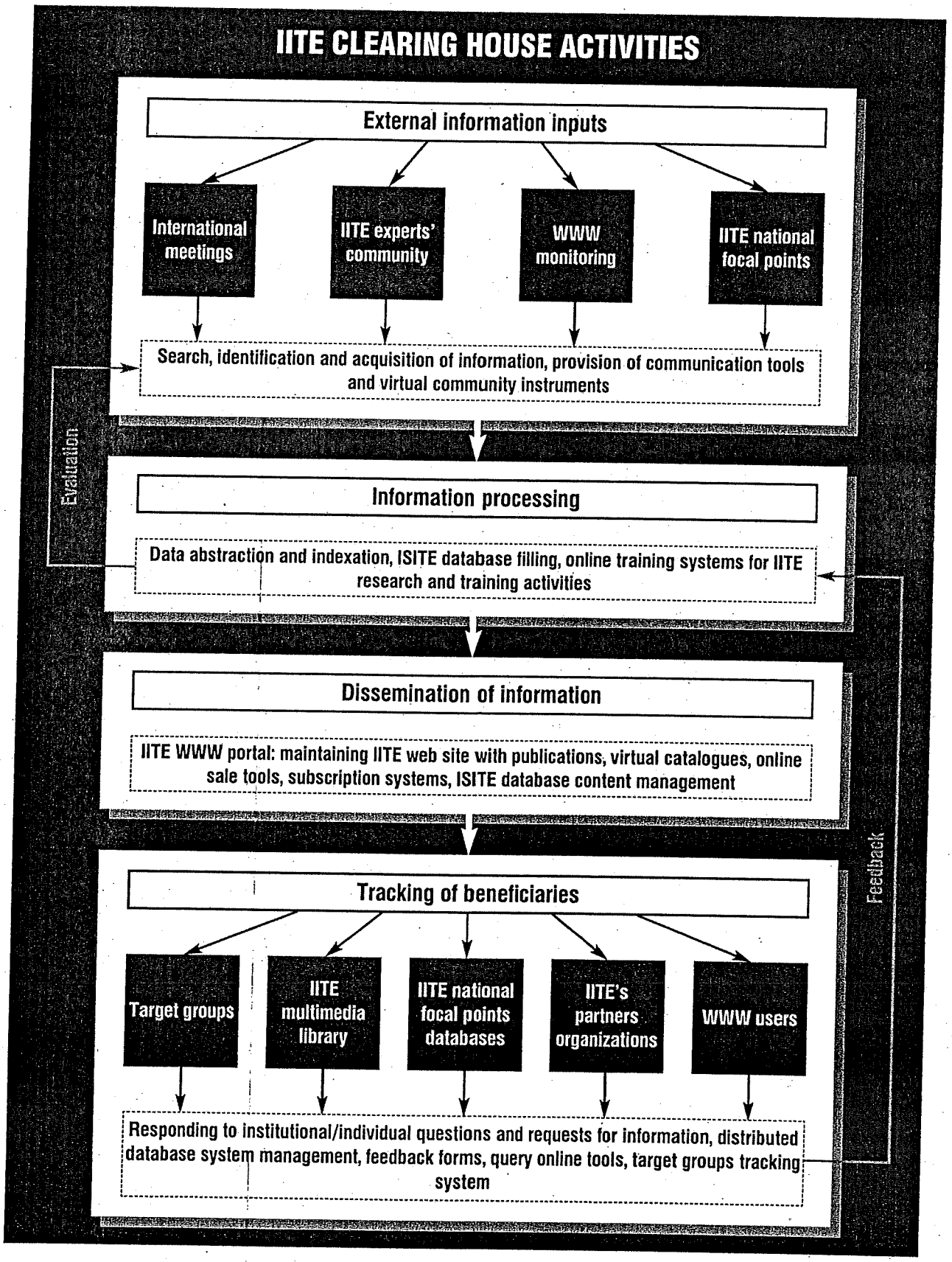
- Policy papers and plans on ICTs in education;
- ICTs in education: legislation, curricula and standards;
- Organization, administration and finance in the sphere of ICTs in education;
- Teacher training on ICTs in education;
- R&D and information in the field of ICTs in education;
- Statistics on ICTs in education;
- Internet in education;
- Multimedia in education;
- ICTs in distance education;
- ICTs in education for people with special needs.

ISITE is not a "read only" system. It also provides IITE worldwide partners with a mechanism for data exchange through a specialized WWW interface and is easy to use by non-programmers – teachers, researchers, educationalists, etc.

The main goal for further development of the ISITE is its integration into the worldwide system of the educational databases, especially within the UN community. For this purpose the implementation of internationally recognized standard procedures of data description and querying (such as Dublin Core metadata approach) will be performed. The outcome of the process will be a widening of access to ICTs in education data for all UNESCO Member States.

The online training tools have been developed for the information-analytical, organizational and communicational support of IITE training activities through the WWW. These tools, enriched with instruments for group working and training activities, allow for professional networking by creating worldwide virtual environments for policy-makers and planners, research and development personnel and educators. The different types of personnel involved (participants, moderators, experts, observers, and IITE staff) can interactively use different services of the system and edit the personal profile, get the latest information on the timetable, publish their teaching materials online, "home works" and comments on each of the documents online. There are advanced instruments for communication between the participants and a special area for the forum.

Paying attention to the high priority of the IITE education programme in the next five years, these tools will be transformed into highly interactive powerful e-learning instruments, integrated with the ISITE database. All necessary teaching/learning and moderating facilities, such as secure technologies for testing, multimedia creation tools, webcasting and simultaneous online conferences, will be added to the existing features.


IITE CLEARING HOUSE ACTIVITIES
External information inputs
International meetings
IITE experts' community
WWW monitoring
IITE national focal points
Search, identification and acquisition of information, provision of communication tools and virtual community instruments
Evaluation
Information processing
Data abstraction and indexation, ISITE database filling, online training systems for IITE research and training activities
Dissemination of information
IITE WWW portal: maintaining IITE web site with publications, virtual catalogues, online sale tools, subscription systems, ISITE database content management
Feedback
Tracking of beneficiaries
Target groups
IITE multimedia library
IITE national focal points databases
IITE's partners organizations
WWW users
Responding to institutional/individual questions and requests for information, distributed database system management, feedback forms, query online tools, target groups tracking system


IITE NEWSLETTER
CLEARING HOUSE
IITE PORTAL
web site
interactive tools
database
UNESCO INSTITUTE
FOR INFORMATION TECHNOLOGIES
IN EDUCATION

UNESCO'S CROSS-CUTTING THEMES AND IITE'S CONTRIBUTION

As it is stressed in the UNESCO Medium-Term Strategy for cross-cutting theme, *The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society*, ICTs play a significant role in development efforts, in poverty alleviation – underlining the linkage between both cross-cutting themes – and in all the fields of competence of UNESCO.

For successful implementation of this cross-cutting theme, UNESCO plans to study the issues arising from the transition to a knowledge society and to examine its effects on the organization, forms and content of knowledge and knowledge-sharing with a view to elucidating the choices of this domain. UNESCO will endeavour to bring about a common and consensual vision of the ultimate goals of the knowledge society by encouraging the broadest possible participation by decision-makers, professional communities, representatives of civil society, bilateral and multilateral partners and the private sector in a debate on the conditions for the development of a knowledge society open to the greatest number.

Furthermore, through pilot projects, UNESCO will encourage the use of ICTs as levers for educational change. In the context of formulation of EFA national plans, advice will be provided to Member States on the increased use of ICTs with a view to reaching out to the excluded; to improving quality of content and teaching; and to creating centres of innovation and experimentation in communities.

During the Medium-Term Strategy period IITE is going to use these approaches for its contribution to the UNESCO cross-cutting theme *The contribution of information and communication technologies to the development of education, science and culture and construction of a knowledge society.*

Contribution to the Development of the UNESCO Cross-Cutting Theme Project *Higher Education, Open and Distance Learning Knowledge Base for Decision-Makers*

This UNESCO cross-cutting project is expected to develop, test and make available a sustainable Knowledge Base targeted at decision-makers and their staff, but also it will be of value to a wide range of professionals with the responsibility for, or interest in, open/distance learning (ODL). Development will be undertaken through collaborative work in three regions (Africa, Asia and the countries of the Commonwealth of Independent States (CIS)) through the identification of priority information needs and available information sources. Capacity-building for decision-makers in the target regions will be fostered through workshops in the regions, using a prototype Knowledge Base.

IITE will take part in all activities within the framework of this project in partnership with UNESCO divisions and educational institutes, and the Institute will be especially involved in two of them: (a) *Knowledge Base Development* and (b) *Preparation of Training Materials and Workshops for Decision-Makers.*

The first activity *Knowledge Base Development* will be based on a needs analysis for this project in the target region accomplished by IITE in 2001. It will address these needs by promoting cooperation with ongoing initiatives, both in the respective regions and elsewhere, to deliver pertinent, useful and accessible information. It will include the analysis of higher education information needs at the decision-making level. Categories will be established to classify information related to needs identified. Information on available ODL information sources in the target regions will be gathered. Tools for content collection and technical specifications of the Knowledge Base will be developed. Attention will be given to assuring that there is a Social and Human Sciences component to the analysis. A higher education experts' workshop will be held to establish priorities for the Knowledge Base contents in the region and a strategy for data collection. A mechanism and resources for data entry will be established, and a strategy for sustainability will be developed.

The activity *Preparation of Training Materials and Workshops for Decision-Makers* will be accomplished in cooperation with the UNESCO International Institute for Educational Planning (IIEP) as a

component of the development of a common training strategy for the three regions in order to promote capacity building for decision-makers in the target regions and to test the Knowledge Base. A special User's Guide for the Knowledge Base will be prepared to explain what the Knowledge Base contains and how it is structured conceptually, how to access and sustain it. A series of workshops for users will be held to test and evaluate the prototype Knowledge Base.

Development of the Pilot Project for Countries in South-Eastern Europe *Information and Communication Technologies for the Development of Education and the Construction of a Knowledge Society*

The IITE sub-regional project *Information and Communication Technologies for the Education Capacity Development towards the Construction of a Knowledge Society* is developed on the basis of priorities expressed during the High-level Conference on Strengthening Cooperation in South-East Europe (SEE), UNESCO Headquarters, 4 and 5 April 2002. This pilot project is aimed at strengthening national education capacities of all levels and various education realms through the development and systematic use of information and communication technologies in education relying on the appropriate planning and policy-making. Thus, based on the main areas of IITE activities, the project integrates a set of synergizing modules:

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

Project modules absorb the results of programme activities elaborated on by IITE with participation of well-known international experts from UNESCO Member States.

These project modules are specifically adjusted to the priority areas of education capacity development for SEE states. Each of the project modules is designed for a target group and is aimed at a specific result for each of these groups.

Accomplishment of each of the project modules will initiate the education capacity development for the specified direction by means of generating databases, producing research reports and analytical surveys, developing materials for national action plans on ICT integration in education, training senior educational management personnel, and promoting educational policies on ICT usage in education.

IITE will continue developing integral projects adjusted to the specified needs of UNESCO Member States based on the results of its research and training activities.

For further information please contact:

UNESCO Institute for Information Technologies in Education
8 Kedrova St. (Bld. 3), Moscow, 117292, Russian Federation

Tel.: 7 095 129 2990
E-mail: info@iite.ru

Fax: 7 095 129 1225
Web: www.iite-unesco.org

infosociety.ch newsletter
la lettre d'information du bureau de coordination société de l'information
juin 2003 | n° 31 | newsletter@infosociety.ch

Editorial

SMSI 03: un sommet qui relie les hommes

La décision prise par la Suisse d'élaborer une stratégie pour promouvoir la société de l'information est aussi reconnue sur le plan international. L'expérience suisse est intégrée dans le processus de préparation du Sommet Mondial sur la Société de l'Information, qui aura lieu en décembre prochain à Genève.

En décembre prochain, la Suisse hébergera pour la première fois un sommet mondial de l'ONU. L'Union internationale des télécommunications (UIT) a en effet choisi la Suisse et la Tunisie pour organiser un sommet mondial sur la société de l'information qui se déroulera en deux phases.

La première phase du sommet se tiendra du 10 au 12 décembre 2003 à Genève, et la seconde phase, qui fera le point sur la mise en pratique des décisions prises à Genève, aura lieu en 2005 à Tunis. La Suisse a été choisie parce qu'elle dispose depuis quelques années déjà d'une stratégie sur la société de l'information. Elle soutient en outre l'aménagement des structures IT dans de nombreux pays en développement, dans le cadre de son aide au développement. Le commerce est en effet impossible sans technologies de l'information, et le développement économique est impossible sans le commerce.

Le sommet mondial vise d'une part à adopter une déclaration politique ainsi qu'un plan d'action concret, et d'autre part à lancer une discussion dynamique et la plus constructive possible avec la société civile et le secteur privé. Nouveauté du sommet de Genève : l'offre d'idées et de propositions concernant la manière dont la société de l'information peut être organisée à l'avenir. La discussion aura lieu à Palexpo-Genève dans le cadre d'un échange d'informations et d'expériences entre les chefs d'Etat et de gouvernement, le secteur privé, la société civile et les organisations internationales. Ce

M. Marc Furrer, Directeur de l'Office Fédéral de la Communication- OFCOM en compagnie de M. Adama Samasséekou, Président PrepCom SMSI

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La société de demain, selon M. Adama Samasséekou

ICT4D - p.7
Les TIC au service du développement.

SCIENCE ET CITE - p.9
Des forums publics pour vivre la société de l'information.

qui fait la particularité de cet événement est la présentation d'applications concrètes des nouvelles technologies de l'information et de la communication (TIC), visant notamment à combler le «fossé numérique». La proximité physique entre la salle de conférence et cette «place du marché» permettra à des chefs de gouvernement et aux représentants de l'économie et de la société civile d'examiner des exemples concrets et de tracer les contours de nouveaux projets.

Pourquoi un sommet mondial ?

La société de l'information n'est pas au même stade dans tous les pays. Les nouvelles technologies de l'information et de la communication offrent un potentiel considérable pour encourager l'acquisition de connaissances et la croissance économique, y compris dans les pays en développement. Ce nouveau type de sommet, qui ne prévoit pas uniquement des déclarations de chefs d'Etat mais également un échange d'informations et d'expériences, offre une plate-forme sur laquelle l'offre et la demande peuvent se rencontrer. Le secteur privé doit avoir la possibilité d'investir dans de nouveaux marchés et de trouver ainsi un moyen de sortir des impasses économiques actuelles. C'est pour cette raison que la question du financement sera également abordée.

Le sommet doit déboucher sur des actions concrètes utilisant les nouvelles techniques, afin de fournir à tous un accès à l'information, de promouvoir une meilleure éducation et un meilleur système de santé, d'établir des contacts entre l'Etat et la population, ainsi que de garantir la sécurité des technologies. La Suisse s'investit en particulier pour que l'accès universel au moyen des télécommunications et l'offre en contenus locaux soient garantis dans chaque pays.

Les participants

Le sommet veut permettre le dialogue entre les représentants des gouvernements, la société civile, le secteur privé, les organisations internationales (UIT, UNESCO, Banque mondiale, PNUD, OMS, etc.) et d'autres groupes encore (ICT Task Force, etc.).

Les représentants des gouvernements pourront faire connaître les nouvelles technologies auprès des investisseurs et des couches défavorisées de la population dans les pays concernés. Ils joueront ainsi un rôle de pionnier dans la résolution de problèmes tels que la pauvreté, le manque de formation, le terrorisme, etc.

La société civile et le secteur privé participent à la préparation du sommet. A Genève s'offre la possibilité d'un vrai dialogue entre les gouvernements et ces deux secteurs, grâce à la présentation et au lancement d'actions concrètes et de projets en partenariat.

Le secteur privé présentera des projets et mettra à disposition ses expériences, ses connaissances, afin de contribuer au développement de projets novateurs. De plus, il aura la possibilité de trouver de nouveaux marchés et de définir de nouvelles stratégies de financement.

Des solutions «gagnant-gagnant» verront le jour : alors que les uns (secteur privé) disposent de la technologie et du savoir-faire, il manque aux autres (pays en développement) justement cette infrastructure et cette technologie, pour pouvoir accéder à la société de la connaissance. L'essentiel est toutefois de garantir le financement, un domaine dans lequel la Banque mondiale jouera un rôle prépondérant à Genève.

Le rôle de la Suisse

En sa qualité de pays hôte, la Suisse souhaite engager un processus qui conduise à une société de l'information équitable. Le sommet de Genève marquera le début de ce processus.

En organisant ce sommet, la Suisse souhaite se positionner en tant que membre actif des Nations Unies. Grâce à l'expérience acquise dans le cadre de la stratégie sur la société de l'information, de l'aide au développement et de la diversité culturelle, la Suisse s'investit non seulement dans l'organisation du sommet, mais aussi dans la définition des thèmes qui seront abordés.

Depuis le début des préparatifs, la Suisse s'est organisée en une plate-forme tripartite : représentants de l'administration, de la société civile et du secteur privé; ensemble, ils définissent la position suisse pour le sommet. Les représentants de la société civile et du secteur privé font en outre partie de la délégation officielle suisse.

Les événements

La Suisse coordonne une série d'événements qui se dérouleront sur le site même du sommet (Palexpo).

Elle organise notamment une plate-forme avec plusieurs centaines de projets menés dans une cinquantaine de pays dans le cadre de l'aide au développement (ICT4D), une présentation de différentes formes de culture dans le cadre de la société de l'information, des forums dans plusieurs villes en Suisse, des événements relatifs au commerce électronique, un atelier sur la statistique et la société de l'information, ainsi que, en collaboration avec l'UNESCO, des initiatives pour atténuer le fossé numérique.

Le Brésil, le Canada, la Finlande et la France souhaitent organiser des expositions et des stands.

Les Nations Unies mettent sur pied un Forum mondial sur les médias électroniques (World Electronic Media Forum - WEMF), en collaboration avec l'Union Européenne de la Radio-Télévision et l'administration suisse.

L'UNESCO organisera un symposium et des conférences au sujet

des contenus en matière de formation.

La UN ICT Task Force présentera des initiatives dans le domaine des nouvelles technologies de l'information.

Les volontaires travaillant auprès des Nations Unies et la FAO ont également fait part de leur intention de réaliser des stands et des expositions.

La Chambre de Commerce Internationale organisera une journée pour le secteur privé.

Ces événements permettront aux participants d'en savoir plus sur les initiatives en cours, d'échanger des informations, de nouer des relations d'affaires, d'établir des formes de collaboration et de trouver des formes de financement, tout cela dans le cadre d'expositions, d'ateliers ou de conférences.

Des congrès, tels que la rencontre annuelle d'InfoDev de la Banque Mondiale, auront lieu avant et pendant le sommet.@

Marc Furrer
Directeur Office Fédéral de la Communication - OFCOM

Objectifs

Le sommet permettra l'élaboration d'un plan d'action qui prévoit par exemple une connexion :
- *dans tous les villages d'ici à 2010;*
- *dans toutes les universités d'ici à 2005;*
- *dans toutes les écoles secondaires d'ici à 2010;*
- *dans toutes les écoles primaires d'ici à 2015;*
- *dans tous les hôpitaux d'ici à 2005;*
- *dans tous les centres de santé d'ici à 2010;*

la desserte par un réseau hertzien :
- *de 90% de la population mondiale d'ici à 2010;*
- *de 100% d'ici à 2015;*

ainsi que la création d'un site internet et d'une adresse électronique :
- *pour tous les services publics centraux d'ici à 2005;*
- *pour tous les services publics d'ici à 2010.*

Propos du Président PrepCom SMSI

La société de demain selon Monsieur Adama Samasséekou, Président du Comité de prépartion (PrepCom) du Sommet Mondial sur la Société de l'Information: la société des savoirs partagés

PROPOS DE MONSIEUR ADAMA SAMASSEEKOU, PRÉSIDENT DU COMITÉ DE PRÉPARTION (PREPCOM) DU SOMMET MONDIAL SUR LA SOCIÉTÉ DE L'INFORMATION; PROPOS RECUEILLIS PAR LINDA COTTI BRISEBOIS, OFCOM

M. Samasséekou, comment voyez-vous la société de demain ?

J'aime beaucoup introduire la question en parlant de société de demain, au lieu de société de l'information. Le Sommet Mondial sur la Société de l'Information est en effet un grand rendez-vous qui devrait aboutir à la mise en place des bases de la construction d'une nouvelle société, qui pourrait être appelée société de la connaissance et des savoirs partagés.

Nous préparons un sommet sur la société de l'information, et devons donc nous entendre sur ce qu'est la société de l'information car il existent différentes approches. En réalité, chacun doit avoir la possibilité théorique de produire, partager et recevoir l'information.

Au lieu d'une approche informationnelle, ne faudrait-il pas que les nouvelles technologies de l'information et de la communication soient misent au service du renforcement de la construction des savoirs et des savoirs faire ? En d'autres termes, les nouvelles technologies doivent permettre de promouvoir les différences culturelles et linguistiques qui constituent la richesse des peuples et qui sont un bien mondial par excellence. Le monde doit se donner les moyens de communiquer davantage pour partager les connaissances, permettre la démocratisation et favoriser la paix entre les peuples. Dans cette optique, les nouvelles technologies ne constituent pas une fin en soi mais sont un instrument pour bâtir une nouvelle vie meilleure, pour les peuples du Sud aussi bien que ceux du Nord. Il est ainsi important de trouver un accord sur les meilleures modalités d'utiliser les nouvelles technologies ; autrement dit nous devons trouver les règles de fonctionnement de la société issue de la révolution numérique.

Quel est le rôle des acteurs concernés ?

En premier lieu, il faut travailler pour universaliser l'accès et faire en sorte que tout le monde puisse échanger une information qui lui est propre dans sa langue et sa culture. Comment parvenir à cet objectif en

travaillant avec les quatre acteurs principaux de la société de l'information, à savoir les gouvernements, le secteur privé, la société civile et les organisations non gouvernementales ? Ces acteurs doivent s'entendre sur une compréhension partagée et sur les modalités de mise en œuvre, sur la base d'un partenariat. On va créer la société de demain car aujourd'hui il y a un malaise dans le monde, notamment à cause de la pauvreté et de la misère. Le SMSI doit pouvoir donner des nouvelles perspectives au monde : en réduisant la fracture numérique il faut réduire la fracture sociale, augmenter les chances pour le plus grand nombre, et améliorer l'équité sociale et l'égalité. Autrement dit, le SMSI devrait redonner une chance aux nations pour accélérer l'atteinte des Objectifs Millénaires du Développement (OMD) des Nations Unies. Il faut que chaque acteur soit convaincu que le SMSI est une extraordinaire opportunité pour réussir la lutte contre la pauvreté, la faim et l'ignorance, et qu'il permettra d'assurer un développement durable et solidaire !

Biographie

Adama Samasséekou a été Ministre de l'Education du Mali durant 7 ans (1993-2000), et ancien porte-parole du Gouvernement malien (1997-2000). Monsieur A. Samasséekou est actuellement Président de l'Académie Africaine des Langues.

Très engagé dans la vie associative - il est Président-fondateur du Mouvement des Peuples pour l'Education aux Droits Humains -, Monsieur A. Samasséekou a été, sur le plan politique, le Président-fondateur de l'ADEMA-France.

Monsieur A. Samasséekou est titulaire d'un DEA en linguistique africaine de la Sorbonne et d'un DESS en sciences des organisations de Paris-9 (Dauphine), il a été par la suite Chef du Département de linguistique de l'Institut des sciences humaines du Mali, puis Directeur de la Bibliothèque nationale du Mali et Conseiller du Ministre de la Culture.

Quel sera le fil rouge du Sommet?

Le SMSI n'est pas un sommet pour les nouvelles technologies de l'information et de la communication ; il s'agit d'un sommet portant sur ce qu'implique pour la société humaine l'utilisation des nouvelles technologies. La question du fond du SMSI est d'ailleurs « quel projet de société pour demain ?». C'est un programme ambitieux, mais il est nécessaire afin d'évacuer le syndrome de fatigue des sommets qui pèse notamment depuis Johannesburg. Je suis confiant quant aux objectifs du SMSI, car pour la première fois, il y a une perspective identifiée dans la Résolution des Nations Unies qui convoque le sommet, d'impliquer le secteur privé et la société civile, en parallèle des gouvernements et des ONG. Les plus importants acteurs de la société de l'information acceptent de travailler ensemble pour construire la société de demain, et ceci se passe à un moment où chacun de ces acteurs est de plus en plus conscient du besoin de l'autre pour réaliser ses objectifs. C'est une chance à saisir, car l'atteinte des objectifs ne se ferait pas par des manifestations de rue ou des opérations boursières, mais plutôt dans l'organisation d'espaces d'échanges où chaque acteur fera l'effort de dialoguer avec l'autre, de lui transmettre ses préoccupations tout en comprenant celles des autres. Il s'agit d'un partenariat gagnant (win-win situation) qui va définir l'espace d'action de chaque acteur ainsi que les modalités d'action.

Quel sont les défis auxquels le Sommet est confronté ?

Les obstacles les plus importants que nous avons rencontrés portent sur le contenu. La procédure a primé pendant longtemps, en nous donnant un sentiment de perte de l'essentiel ; je crois que c'est normal dans tout processus nouveau avec des acteurs différents, et notamment lorsque la règle du consensus s'applique dans la prise des décisions. Néanmoins, la procédure ne doit pas tuer le processus ! Une autre difficulté est inhérente au temps limité dont nous disposons d'ici à décembre, ce qui nous limite dans l'élaboration des projets du Plan d'action et de la Déclaration des Principes. Au cours du processus nous allons identifier les grandes questions difficiles à résoudre, tels par exemple les modalités de régulation du cyberespace, la question de la propriété intellectuelle, de la sécurité et de l'utilisation des nouvelles technologies pour des fins criminels. A l'issu du processus, toutes ces difficultés seront gérées par l'unité et le partenariat des acteurs, dans une nouvelle ère où les valeurs de solidarité primeront sur celles de compétition. Cette nouvelle ère va permettre de concevoir des nouveaux types de sommets ; on pourrait envisager une Assemblée Mondiale des Chefs d'Etat ou de Gouvernement qui aborde des questions liées au futur des sociétés humaines à partir de spécificité nationales !@

Nouvelle collaboratrice

Depuis le 1er juin 2003, Linda Cotti Brisebois a rejoint le Service de coordination Société de l'Information de la Confédération. Elle s'occupera dorénavant de la lettre d'information. Titulaire d'une licence et d'une maîtrise en sciences politiques, elle a travaillé à l'IDHEAP et ensuite à l'EPFL en qualité de collaboratrice scientifique dans le domaine des nouvelles technologies de l'information et de la communication. Linda termine actuellement le Master en Administration Publique de l'IDHEAP de Lausanne.

Le monde économique au SMSI 03

Le SMSI et l'économie: réflexions et attentes

MARIA LIVANOS CATTAUI, SECRÉTAIRE GÉNÉRAL, CHAMBRE DE COMMERCE INTERNATIONALE, PARIS

Pour les milieux économiques, le Sommet Mondial sur la Société de l'Information (SMSI) représente une occasion sans pareille de démontrer que les technologies de l'information et de la communication (TIC) constituent un outil important pour le développement économique et social.

Pour autant que des conditions favorables soient réunies à tous les niveaux - national, régional et international - de nouveaux marchés apparaîtront. Les occasions ne manqueront pas pour les investisseurs, qu'ils viennent de l'étranger ou de la région, et l'esprit d'entreprise s'en trouvera fortifié.

Telle est la voie que, selon le monde économique, le SMSI peut ouvrir. Si cette vision se réalise, elle entraînera une création de valeur considérable, elle générera de nombreuses places de travail et contribuera à l'amélioration des conditions de vie, particulièrement dans les pays développés qui ont un besoin urgent de bénéficier au maximum des avantages qu'offrent les TIC.

Le monde économique sait qu'il peut faire beaucoup pour contribuer au succès du SMSI. Après tout, c'est principalement l'économie qui développe les technologies de la communication, et c'est l'économie qui commercialise ces technologies et les applique.

Pourquoi le SMSI est-il important pour l'économie ?

- Impact sur l'économie : Les thèmes discutés au SMSI et les décisions qui seront prises auront des répercussions sur tous les secteurs en rapport avec l'application et la diffusion des technologies de l'information. Du fait que le sommet inclut le secteur privé dans ce processus intergouvernemental, il donne l'occasion aux entreprises d'exprimer leurs principaux intérêts et préoccupations, en particulier sur les sujets qui doivent être placés dans une perspective économique marquée de façon à permettre un débat complet.
- Investissements et développement : le sommet pourrait avoir des conséquences positives considérables, qui bénéficieraient aux intérêts économiques dans leur ensemble, en libérant de nouvelles formes de création de valeur et en favorisant la croissance économique nationale; cette évolution fortifierait les marchés et démultiplierait les possibilités d'échanges commerciaux à l'échelon international.
- Une plate-forme pour les initiatives des entreprises : le SMSI constitue la plateforme idéale pour les entreprises impliquées dans les différents aspects des TIC; elles pourront dès lors inciter les gouvernements à agir au niveau de leurs politiques juridiques et des questions de réglementation, présenter des propositions communes (secteurs privé et public) d'initiatives sur les TIC et élargir leurs possibilités de commerce au niveau mondial.

Qu'attendent les milieux économiques du SMSI ?

Quelles sont précisément les attentes de l'économie vis-à-vis du sommet mondial ? Dans cet article, nous tenterons de dresser un large aperçu de la façon dont une société de l'information réellement mondiale peut se développer pour profiter à l'humanité tout entière.

Le SMSI devrait inciter toutes les parties prenantes à faciliter un accès non restrictif aux TIC et à l'information, puisque ces dernières constituent des outils importants pour le développement économique et social. Voilà le message principal que les milieux économiques adressent au sommet.

La société de l'information doit reposer sur trois fondements : une infrastructure sécurisée, un système de formation et de santé qui soit stable et équitable, et la reconnaissance des avantages des applications TIC, tels que l'apprentissage électronique (e-learning), la santé électronique (e-health) et le gouvernement électronique (e-government).

A cet effet, certaines conditions doivent être remplies :

1. Adoption de politiques transparentes, prévisibles et favorisant la concurrence, qui encouragent les investissements dans l'infrastructure des TIC, leurs applications et leur contenu.
2. Reconnaissance du rôle des TIC dans le développement économique et social, ainsi que dans la lutte contre la pauvreté, avec prise de conscience des TIC comme étant des moyens de mettre en œuvre la Déclaration du Millénium.
3. Elaboration de stratégies nationales TIC englobant des objectifs quantifiables permettant de mesurer les progrès réalisés dans l'application de ces stratégies.
4. Promotion des partenariats privé-public permettant de créer des capacités et de développer des ressources humaines.
5. Engagement vers un processus ouvert en matière d'élaboration de politiques, auquel toutes les parties concernées

peuvent contribuer de manière égale, avec une reconnaissance de la valeur de ces contributions.

Actions qui contribueront à promouvoir la société de l'information

Afin de faciliter l'émergence d'une société de l'information à l'échelle de la planète, le SMSI devrait promouvoir les actions énumérées ci-dessous, afin de faciliter un accès non restrictif aux TIC et à l'information, puisque ces dernières constituent des outils importants pour le développement économique et social, la défense des droits de l'homme, la diversité culturelle et l'égalité des sexes :

1. Concevoir des stratégies TIC nationales comportant des objectifs réalistes et mesurables. Il est nécessaire de fixer un ordre de priorités pour les actions destinées à englober la société de l'information dans son entier.

2. Créer un environnement juridique et réglementaire transparent, prévisible, de manière à encourager la concurrence et les investissements dans le domaine de l'infrastructure des TIC et de leurs applications, en incluant des actions telles que celles-ci :

* promouvoir la concurrence dans l'infrastructure sous-jacente.
* supprimer les obstacles juridiques au commerce électronique.
* garantir une protection efficace de la propriété intellectuelle.
* reconnaître les signatures et les contrats électroniques.
* créer un régime fiscal neutre et non discriminatoire.
* garantir la transparence des processus menant à l'élaboration des politiques.

3. Appliquer des politiques qui encouragent la concurrence et la demande en TIC et en applications TIC, avec pour objectif l'innovation permanente de produits et de services à des prix abordables, avec en sus le libre choix des produits, services et contenus TIC.

4. Créer des systèmes de formation et des programmes de perfectionnement des capacités pour toutes les tranches de la société, le but étant que tous disposent des connaissances nécessaires pour bénéficier des avantages qu'offre la société de l'information, y compris l'utilisation des TIC dans les établissements scolaires.

5. Créer des systèmes de soins médicaux ayant recours aux TIC pour accroître la productivité et l'efficacité dans le secteur de la santé à l'échelon mondial.

6. Promouvoir un échange d'informations approprié sur les questions de sécurité, dans le but d'accroître la sécurité et la fiabilité des réseaux. Parmi les objectifs à réaliser, l'on trouve :

* travailler à développer une culture de la sécurité;
* prévenir la cybercriminalité et renforcer les lois correspondantes;
* faciliter l'échange d'informations et créer des centres d'analyse dans le monde.

7. Développer des programmes pour encourager l'esprit d'entreprise, y compris l'assimilation des TIC par les petites et moyennes entreprises (PME), pour permettre des pratiques commerciales efficaces et continuer de promouvoir l'accès universel aux TIC et à la société de l'information.

8. Conclure des partenariats public-privé afin de profiter des avantages qu'offre le numérique et faire avancer la formation électronique (e-education), la santé électronique (e-health), etc.

Qu'attendent les milieux économiques du processus préparatoire ?

Le monde de l'économie espère que la déclaration et le plan d'action du sommet reconnaîtront la prépondérance du secteur privé dans l'avènement de la société de l'information. En effet, le secteur privé joue un rôle bien plus significatif que celui de simplement participer à la société de l'information - l'économie n'est-elle pas le moteur de l'innovation et ne détient-elle pas la majeure partie de l'infrastructure nécessaire ? C'est pourquoi le sommet doit, dans la déclaration et le plan d'action qui seront réalisés, accorder la plus haute importance à la contribution essentielle du secteur de l'investissement privé et des politiques publiques nationales encourageant de tels investissements; or, à ce stade du processus, les documents n'accordent pas assez d'importance et de priorité à ces facteurs déterminants.

Les milieux économiques bénéficient d'un avantage sans pareil leur permettant de partager leurs expériences pratiques et de faire preuve de pragmatisme dans l'application du plan d'action. Nous espérons que les contributions substantielles déposées par CCBI («Coordinating Committee of Business Interlocutors» - Groupe de coordination des interlocuteurs commerciaux) et d'autres entités du secteur privé seront suffisamment prises en considération dans la déclaration et le plan d'action pour garantir la mise en œuvre de ce dernier.

En tant qu'observateur, nous nous attendons à ce que le perfectionnement et l'expansion des compétences commerciales contribuent de manière appréciable aux discussions durant la suite du processus préparatoire.

La voix de l'économie durant le sommet

C'est le Groupe de coordination des interlocuteurs commerciaux (CCBI) qui représentera l'économie pendant le SMSI.

Des officiels des pays hôtes du sommet ainsi que le Secrétariat exécutif ont invité la Chambre de commerce internationale (CCI) à constituer le groupe CCBI pour mobiliser et coordonner l'engagement des différents milieux économiques du monde dans les processus qui aboutiront au sommet.

Le CCBI est composé de

représentants d'entreprises privées (il est d'ailleurs ouvert à tous ceux-ci), ainsi que d'associations et d'autres organisations représentant des intérêts économiques.

Parmi les organisations qui participent activement aux travaux du CCBI, outre la CCI, se trouvent : Asociación Hispanoamericana de Centros de Investigación y Empresas de Telecomunicaciones, Chambre de commerce électronique du Brésil, Business Council for the United Nations, Comité consultatif économique et industriel auprès de l'OCDE; Global Business Dialogue on Electronic Commerce; Global Information Infrastructure Commission; Money Matters Institute; United States Council on International Business; Forum Economique Mondial et World Information Technology and Services Alliance.@

The world business organization

Pour de plus amples informations au sujet du CCBI, veuillez consulter le site internet du SMSI à l'adresse suivante : http://www.itu.int/wsis/index-fr.html.

Voici également l'adresse du site internet de la CCI : http://www.iccwbo.org/home/e_business/wsis.asp.

Vous pouvez aussi nous écrire directement à l'adresse suivante : icc@iccwbo.org.

ICT4D

ICT for Development Platform - Une approche plus concrète de la politique mondiale

NADIA STILLHART, RESPONSABLE DE LA COMMUNICATION AU SEIN DE LA PLATE-FORME ICT4D A BERNE

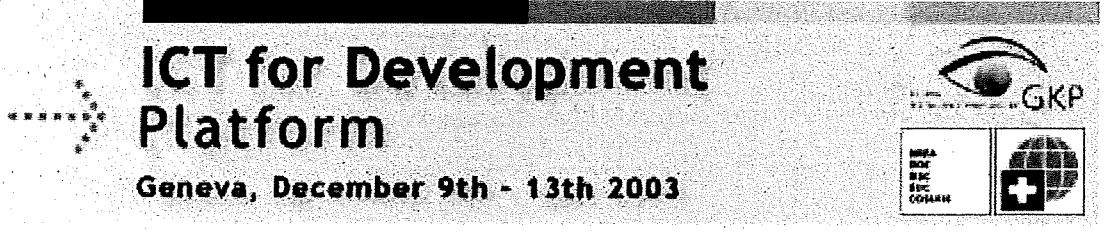
Du 10 au 12 décembre 2003 se tiendra pour la première fois à Genève le Sommet Mondial de l'ONU sur la Société de l'information (SMSI). Cet événement central - pour le pays hôte surtout - constitue le point de départ d'une nouvelle génération de sommets, qui entend bien combattre le reproche souvent formulé selon lequel on passe rarement de la parole aux actes. Outre le sommet politique proprement dit, un programme-cadre très étendu va veiller, grâce à de nombreux événements parallèles, à permettre une approche plus tangible et l'accès d'un public plus vaste à la thématique de la société de l'information.

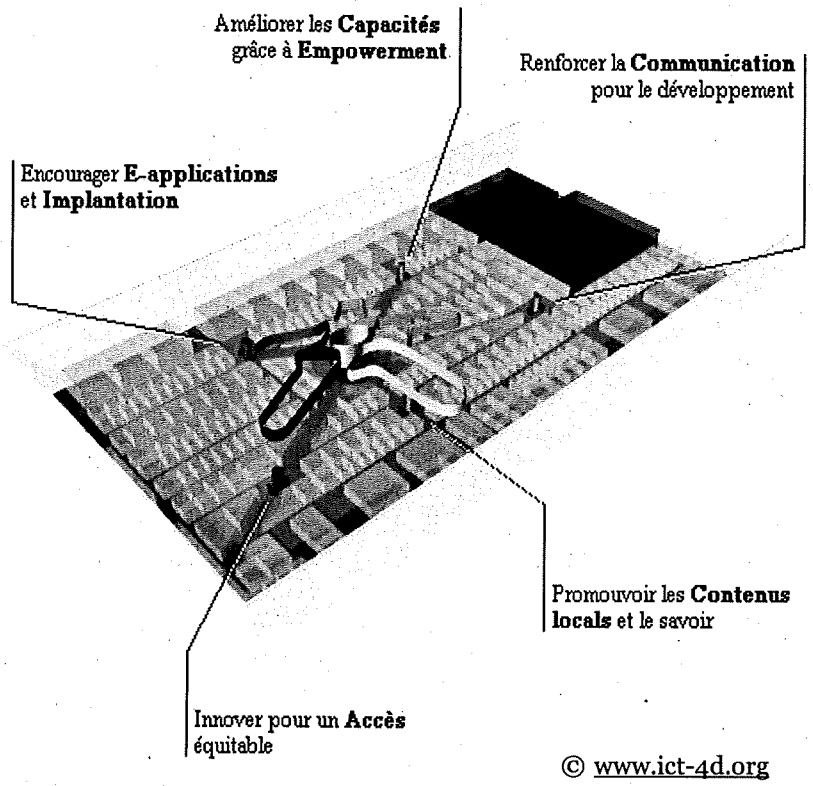
L'idée

Imaginez que les gens qui ont à faire quotidiennement avec la société de l'information, soit parce que leurs affaires évoluent dans ce secteur soit parce que des gouvernements leur ont confié une mission dans ce domaine, ou encore parce qu'ils s'efforcent de répartir équitablement les avantages, se réunissent autour d'une table pour parler de leur travail quotidien. Imaginez aussi que ces gens sont venus du monde entier, du Sud comme du Nord, et qu'ils ont tous une culture et des besoins différents. Les membres de cette table ronde cosmopolite auront tôt fait de remarquer qu'ils ne sont pas les seuls à rencontrer beaucoup de problèmes, qu'ils tentent de mettre sur pied des solutions qui existent déjà ailleurs ou qu'ils tournent en rond là où d'autres ont déjà progressé grâce à des idées géniales. Ils pourront alors échanger leurs idées, établir de nouveaux partenariats et mettre sur pied de nouveaux réseaux. C'est exactement l'idée sur laquelle repose la plate-forme ICT4D, l'une des activités parallèles les plus importantes du SMSI. Elle doit devenir réalité du 9 au 13 décembre 2003 à Genève grâce à une grande foire aux projets, à des ateliers intéressants et à de nombreuses présentations.

Les TIC au cœur de la plate-forme ICT4D

Les technologies de l'information et de la communication (TIC) sont un élément central de la société de l'information. Ce terme englobe toute une série de technologies qui va des médias traditionnels tels que le téléphone, la radio et la télévision, aux TIC modernes comme l'internet et le téléphone mobile. L'évolution fulgurante de ces deux dernières technologies a entraîné une nouvelle sensibilisation concernant les inégalités au niveau mondial de l'accès à l'information. C'est pourquoi le 4D (for Development) revêt une position centrale au sein de la plate-forme ICT4D. Celle-ci attache en outre de l'importance à l'instauration d'une approche tangible. C'est la raison pour laquelle l'utilisation des TIC





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pour la collaboration au service du développement doit être réalisée sur la base de projets concrets déjà mis sur pied. Mais les nouveautés des pays industrialisés peuvent accessoirement également y trouver leur place, car on part de l'idée que tout nouveau développement dans le domaine des TIC peut avoir une influence potentielle sur la collaboration en faveur du développement.

Différentes façons de combler le «fossé numérique»

La plate-forme ICT4D peut être comparée à une place de marché très variée où l'on cherche des idées et l'on marchande des solutions mais également où l'on entend des critiques à ce sujet et où l'on peut en discuter dans le cadre de débats animés. Mais pour qu'il y règne un certain ordre, l'événement tout entier est divisé en cinq thèmes. En font partie «Innover en vue d'un accès équitable» et «Promouvoir les contenus et les connaissances locales», pour ne citer que deux d'entre eux. Dans le cadre de la foire aux projets, chacun de ces thèmes a été doté à partir du centre d'une voie de dégagement que les exposants émailleront de projets relatifs aux thèmes traités. Des points de rencontre au bout de ces voies doivent attirer les spécialistes et les personnes intéressées et les inviter à réfléchir et à discuter sur les problèmes spécifiques aux thèmes concernés.

La présence de la Suisse - sans économie privée suisse ?

De nombreux groupements d'intérêts du monde entier ont reconnu que la plate-forme ICT4D représentait une occasion unique d'être présent, avec un projet concret, une opinion décisive ou une idée révolutionnaire, là où les décisionnaires politiques discutent de la société de l'information et décident des nouvelles stratégies à adopter. Les organisations gouvernementales et non gouvernementales du Nord et du Sud ont manifesté un vif intérêt à y participer. La Direction suisse du développement et de la coopération (DDC) et Global Knowledge Partnership (GKP), qui soutiennent et financent l'organisation de la plate-forme, sont par exemple toutes deux présentes sur le marché avec de nombreux projets et différentes présentations. Il est très étonnant que la demande de la part du secteur privé n'émane pas de la Suisse, le pays hôte, mais d'autres pays industrialisés comme la Finlande, le Canada et le Japon. La question se pose par conséquent de savoir si la branche des TIC en Suisse peut se permettre, par rapport à ces concurrents du marché mondial, de ne pas être représentée dans le cadre d'un sommet dont elle reçoit les acteurs. Cela tient peut-être au fait que le SMSI n'était jusque là guère connu en Suisse. Mais les choses bientôt changer. C'est pourquoi on espère que les entreprises privées suisses dans le domaine des TIC vont bientôt se réveiller.

Du point de vue de l'organisation, tout sera entrepris pour réunir les intéressés et leur faciliter la participation à une table ronde mixte. Chaque organisation peut choisir en ligne la position souhaitée sur la place du marché et même, si elle le désire, l'emplacement adéquat. Des prix très bas sans concurrence ainsi qu'une récompense accordée aux dix meilleurs projets contribuent à faire de la participation à la plate-forme ICT4D un must pour chaque entreprise engagée et innovatrice dans ce domaine. @

Pour obtenir toute information complémentaire et pour s'inscrire : www.ict-4d.org

Sites partenaires :
DDC : www.deza.admin.ch
GKP: www.globalknowledge.org
SMSI : www.itu.int/wsis

Forums publics organisés par Science et cité

Vivre dans la société de l'information

GIAN- ANDRE CASUTT, SCIENCE ET CITE

Les nouvelles technologies à la conquête du quotidien

Les nouvelles technologies influencent de plus en plus notre vie. Nous communiquons par le biais de l'internet et du téléphone portable, nous payons par carte et nous passons commande en ligne. Cependant, tous ne sont pas égaux devant le maniement de ces nouvelles technologies de l'information et de la communication; nombreux sont ceux qui n'y ont pas -ou que peu - accès. Les possibilités inestimables que nous offre la société de l'information vont de pair avec certains risques, certaines incertitudes. C'est pourquoi la Fondation Science et Cité souhaite lancer un débat en Suisse sur les défis liés à la société de l'information. Qu'est-ce que la science a à dire sur les changements provoqués par les nouvelles technologies ? Quelles sont les craintes et les espoirs de la population ?

L'utilisateur au cœur de la discussion

Nous sommes tous concernés, dans différents domaines, par le développement des technologies de l'information et de la communication. C'est donc l'utilisateur qui est au centre des forums qu'organise Science et Cité. Ce sont les seuls événements, proposés dans le cadre du sommet de l'ONU, qui ne s'adressent pas à un public d'experts!

Quatre forums, se déroulant dans différentes villes de Suisse, présenteront chacun une thématique différente, quoique certaines questions seront abordées plusieurs fois. La Suisse est-elle en train d'assister à la formation d'une fracture numérique entre ceux qui connaissent les nouvelles technologies et ceux qui ne bénéficient pas de cette évolution ? Les données numérisées sont-elles un plus, ou devons-nous craindre des immixtions dans nos sphères privées ? Le risque d'abus des nouvelles technologies est-il important ? Les personnes présentes aux forums Science et Cité ne resteront pas passives, en ne faisant qu'acquérir de nouvelles informations; elles apprendront au contraire à mieux connaître ces nouvelles technologies (par ex. au moyen d'expositions interactives) et pourront exprimer leur opinion, leurs inquiétudes et leurs attentes.

L'entrée aux forums de discussion sera gratuite et ouverte à toutes les personnes intéressées.

Le public sera invité à prendre part aux discussions et aura la possibilité de partager son avis, d'apprendre à connaître les nouvelles technologies de l'information ainsi que de discuter avec des experts suisses et internationaux.

Une contribution de la population suisse au sommet de l'ONU

Des représentations visuelles seront faites de chaque forum. Au terme de cette série de rencontres, Science et Cité concevra différents documents qui feront état des forums et des sujets qui y auront été débattus. Il est prévu de publier un CD-Rom, une vidéo ainsi qu'un document écrit avec les points forts et les propositions résultant des forums. Ce document écrit constituera une contribution de la délégation suisse au sommet de l'ONU, qui sera poursuivi en 2005 à Tunis. Une contribution, qui n'aura pas été élaborée par une commission d'experts, mais qui émanera directement des participants à la société de l'information et qui reflétera l'opinion prévalant en Suisse sur le sujet.

Déroulement des forums

Les forums se dérouleront dans des lieux centralisés, faciles d'accès pour un large public, dans une atmosphère agréable et détendue. A chaque forum, il y aura la possibilité d'avoir, outre les débats publics, des discussions décontractées les uns avec les autres (stands de restauration). Les forums débuteront en fin d'après-midi par la présentation de projets en cours. Le centre en sera le débat public, entre 19h et 21h, auquel pourra participer toute personne désireuse de le faire, qu'elle soit spécialiste ou non.

A cet élément principal viendront s'ajouter différentes activités, selon la créativité des organisateurs locaux, tels que des stands, des projections, des terminaux d'informatique, des films, des expositions, etc..

Terminus à la gare de Genève (5 - 12 décembre 2003)

Pendant une semaine, la gare de Genève-Cornavin sera animée dans le but de sensibiliser le public aux débats qui ont eu lieu dans les forums. De brèves séquences vidéo pré-sentant les différents avis des visiteurs des forums seront projetées à l'intention des passants et donneront un bon aperçu de l'opinion de la population suisse sur le thème «Vivre dans la société de l'information». Le lien entre les nouvelles technologies et les rapports Nord-Sud doit notamment être souligné. Le fossé numérique entre le tiers-monde et les autres pays constitue aussi un thème central de la conférence.

Apprendre à l'âge de l'information, Lausanne, EPSIC, le 8 octobre 2003

Le forum de Lausanne abordera la question des rapports qui unissent les nouvelles technologies de l'information et de la communication avec la formation et l'éducation (du jardin d'enfants aux cours du soir pour adultes). Il présentera de nouvelles formes d'apprentissage et soulèvera des questions telles que : comment les

élèves peuvent-ils en bénéficier le plus possible ? Quels sont les avantages et quels en sont les inconvénients ? L'exposition Lego/Logo invitera les visiteurs à jouer avec des robots en lego qu'une classe a elle-même construits et programmés. Les enseignants et les professeurs présenteront leurs projets d'apprentissage électronique et partageront leurs expériences de l'enseignement utilisant les nouvelles technologies. Ils seront aussi disponibles pour répondre aux questions des visiteurs. L'après-midi aura lieu un tournoi d'info qui opposera plusieurs équipes. Le jury décernera un prix à l'équipe qui aura réussi, en utilisant l'internet, à rassembler le plus d'informations de qualité sur des thèmes spécifiques. Le soir, les visiteurs pourront participer à une discussion publique avec des experts, des enseignants et des élèves.

Le patient à l'âge de l'information, Zurich, Uni Irchel dans le cadre du congrès spécialisé «eHealthCare», le 16 octobre 2003

Au forum de Zurich, le débat portera sur l'utilisation des nouvelles technologies de l'information et de la communication dans le domaine de la santé. Différents stands présenteront aux visiteurs les différentes manières de se renseigner sur des maladies, la façon dont l'accompagnement des patients pourrait évoluer ou encore ce que les patients peuvent attendre des nouvelles technologies. Les visiteurs pourront notamment tester eux-mêmes de nouveaux outils TIC utilisés dans le secteur de la santé (centre d'appels, carte de patient électronique, «telehomecare», etc.). En outre, ils auront la possibilité, lors du débat qui suivra, de dialoguer activement avec des experts, des politiques et des usagers. La manifestation portera principalement sur les chances et les risques pour les patients résultant de l'utilisation des TIC dans les soins médicaux : quels sont les avantages d'un dossier médical virtuel ? Qui se charge de la gestion des données virtuelles ? Quels sont les avantages d'une consultation médecin-patient à pied d'égalité ? Quelles peuvent être les répercussions des nouvelles technologies sur l'explosion des coûts de la santé ? Quelles sont les possibilités qu'offrent les nouvelles technologies aux personnes nécessitant des soins ou atteintes de maladies chroniques ?

La production et la consommation à l'âge de l'information, Lugano, Palazzo dei congressi, dans le cadre de «Ticino informatica», du 22 au 26 octobre 2003

Le forum traitera des questions liées aux applications et aux répercussions des TIC dans les domaines de la structure des sociétés, du comportement des consommateurs et des finances. L'un des points centraux sera le thème du commerce électronique. Au travers du débat qui aura lieu, le public entendra le point de vue de différents spécialistes dans des disciplines telles que la sociologie du travail, l'économie, la psychologie et l'industrie. Ils auront ainsi l'occasion d'influencer l'orientation du débat public par leurs contributions.

Gouvernement et administration à l'âge de l'information
Berne, Kornhaus, le 6 novembre 2003

Les TIC permettent non seulement de nouvelles formes de participation politique (vote électronique), mais aussi une communication facilitée avec les autorités et les offices. L'augmentation du volume de données suscite une question, outre celle du perfectionnement des prestations de l'Etat : la question de la protection de la sphère privée. Les TIC favorisent-elles la participation politique et la création de nouveaux mouvements politiques, ou encore le rôle des partis est-il appelé à évoluer ? Influencent-elles la culture démocratique de la Suisse, transforment-elles les structures fédéralistes de la Confédération ? Si oui, dans quelle mesure ? Quels sont les changements souhaitables, quels sont les problèmes liés à cette évolution ? Outre la discussion publique, les visiteurs pourront examiner l'application de différents projets. «Smartvote» présentera au public sa plate-forme, sur laquelle les électeurs et les électrices pourront remplir un questionnaire. Puis, un ordinateur comparera ces données avec le profil des personnalités politiques et définira quel est le candidat idéal correspondant aux données introduites. Le forum donnera aussi la parole à l'Office fédéral de la statistique, aux Archives fédérales et à la Chancellerie fédérale, qui présenteront des projets conçus pour donner de nouvelles possibilités à l'administration.@

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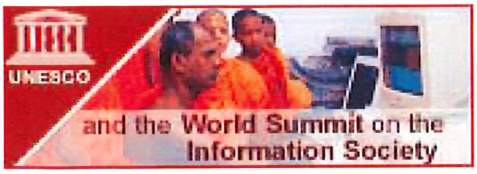
Pour plus d'information sur l'action de la Confédération suisse dans le domaine de la société de l'information : http://www.infosociety.ch.

Toute personne intéressée à rédiger un article en lien avec la société de l'information en Suisse et dans le monde peut nous contacter sur newsletter@infosociety.ch.



WSIS (World Summit on the Information Society)
UNESCO Side Events

Round-Table: Education in the Information Society – A Knowledge Society for All.

Preparatory Note
Recommendations to the Speakers

Bernard CORNU
September 12th, 2003

The Round-Table on Education in the Information Society will be held at the WSIS, on December 10th or 11th, 2003 in Geneva. The Round-Table is under the responsibility of IITE, the UNESCO Institute for Information Technologies in Education and its Director, Prof. Vladimir KINELEV; it will be chaired by Prof. Bernard CORNU (France). The participants will be the Official Member States delegates to the WSIS and the WSIS participants

It will mainly focus on the « Knowledge Society », as a part of the Information Society, and the role of Education in the Knowledge Society : Education FOR the knowledge society (which Education is needed in the Knowledge Society? ; how Education can prepare the Knowledge Society? what are the main trends, challenges? what kind of Policy is needed?), and Education IN the Knowledge Society (what is learning, teaching in the Knowledge Society? Which resources and tools are needed? which strategies can be designed for Education in the Knowledge Society?).
The Round-Table will also address UNESCO's role in the development of education for knowledge societies (in the spirit of the « Education For All » action plan).

The Round-Table will base its work on the input brought by the speakers and the discussion with the participants, and will contribute to precise and enrich the main documents of the WSIS : the WSIS draft declaration of principles and the WSIS draft action plan.

The main objectives of the Round-Table are :

- To sensitize Member States delegates to the WSIS to the importance of Education and educational use of ICTs in the information society in general and in the WSIS process in particular.
- To analyse the essential role of education in the knowledge society.
- To analyse the core changes brought by ICTs in Society and in Education
- To analyse how education can prepare future citizens of the knowledge society
- To provide recommendations to the Member States.

Outputs : The round-table will lead to written outputs :

- short contributions by the experts.
- minutes of the round-table.
- a document providing recommendations for principles and actions.

These outputs should be made available a few hours after the round-table.

The speakers are requested to address the topic of the session with all their experience from the past as a background and with their visions about the future as an inspiration.

The aim of the WSIS is to develop a common vision and understanding of the Information Society and to draw a strategic plan of action for concerted development towards realizing this vision.

We therefore invite the speakers to contribute to the development of such a vision and to give their input to the definition of the Information Society.

Their ideas concerning important action items would be appreciated.

The WSIS draft Declaration of Principles states core principles on which our reflection should be based.

It reminds that we are building a new kind of Society: the Information Society.

We recognize the right to communicate and the right to access information and knowledge as fundamental human rights.

We recognize that knowledge, information and communication are at the core of human progress, endeavour and well-being.

The Information Society should harness the power of ICTs to advance human development.

The Information Society should be based on ethics and moral values and human rights, and should be an environment where dignity of humankind is comprehensively respected and fostered.

We are aiming at an Information Society For All.

We are aiming at improving access to information and knowledge for all.

Everyone should be offered the opportunity to acquire the necessary skills in order to understand, participate actively in, and benefit fully from, the Information Society and the knowledge economy ("capacity building").

The information society is founded on respect for cultural expression; ICTs may stimulate cultural diversity.

Ethical questions are raised; the Information Society should be subject to universally held cultural and ethical values such as truth, justice, solidarity, tolerance, human dignity, shared responsibility, transparency and accountability.
International and regional cooperation should be reinforced by ICTs, especially for the sharing of knowledge.

The Speakers are asked to refer to the principles stated in the Draft Declaration of Principles, to precise them and to suggest actions for their implementation.

The WSIS draft action plan contains a list of 127 possible actions for the Information Society. The speakers are asked to refer to them and suggest other possible actions, particularly in the field of Education.

Each of the 3 sessions should lead to a short list of strong principles and recommendations.

Session 1 (10-11 am): Education FOR knowledge societies: trends, challenges and policies.

Chair: Bernard CORNU
Moderator: Bernard CORNU

10:00 – 10:05 : Opening of the Round-Table by Mr John DANIEL, UNESCO Assistant-Director-General for Education.
10:05 – 10:10 : General introduction by Bernard CORNU: Knowledge Societies and Education.
10:10 – 10:40 : Speakers:
10:10 – 10:20 : Mr Vladas ADAMKUS, former President of the Republic of Lithuania, UNESCO Goodwill Ambassador for the construction of Knowledge Societies.
10:20 – 10:30 : Dr Yu WEI, former vice-Minister of Education of the People's Republic of China, vice-President of All China Women's Federation.
10:30 – 10:40 : Prof. Raoul WEILER, Club of Rome.
10:40-11:00: Discussion.

This session will address the following questions, to which each speaker is invited to contribute:
Our Societies are becoming Knowledge societies. What does it mean? What is a knowledge society? What are the main trends towards knowledge societies, at the national and at the international levels? How to prepare the Knowledge Society for All?
What is Knowledge in the Information society? What is new knowledge?
What are the new ways for accessing Knowledge in the knowledge society?

What is the role and the place of education in a knowledge society?
How can Education contribute to prepare the knowledge society?
How can educational policies take into account and facilitate the development of the knowledge society for all through Education?

Mr Vladas ADAMKUS is invited to precise his views on Knowledge Societies and to give his vision as a former Head of State. He is invited to formulate principles and recommendations for Policy-makers. At the international level, he is invited to share his reflection on the question of education for All in Knowledge societies. Which kind of knowledge society correspond to the values promoted by UNESCO?

Dr Yu WEI is invited to give her views, from her experience as a vice-Minister, with the specificities of Asian Countries. She is invited to address the issue of globalization and the ethical questions which are raised by the new knowledge societies. She is invited to formulate core principles and to suggest possible actions.

Prof. Raoul WEILER is invited to contribute to the reflection about knowledge societies and the role and place of Education, to remind the core principles of the Club of Rome and to explain how the Club of Rome can help in improving Education in and for knowledge societies. He is invited to formulate core principles and to suggest possible actions.

Session 2 (11-12 am): Education IN knowledge societies: strategies, tools, teaching and learning.

Chair: Bernard CORNU
Moderator: Raymond MOREL

11:00 – 11:05 : General introduction by Raymond MOREL
11:05 – 11:40 : Speakers:
11:05 – 11:15 : Dr Osman FARRUK, Minister of Education, Bangladesh.
11:15 – 11:25 : Prof. Klaus BRUNNSTEIN, President of IFIP (International Federation for Information Processing).
11:25 – 11:35 : Prof. Bernard LOING, General Delegate of ICDE (International Council for Open and Distance Education).
11:35 – 11:40 : Prof. Tom van WEERT, IFIP and the University of Utrecht.
10:40 – 11:00 : Discussion.

This session will address the question of Education in a knowledge society. In such a society, education takes a specific dimension and particular forms. For instance, OECD has published a study about the school of the future, with six possible scenarios for the place and role of schools in future societies.

What is learning in a knowledge society? Are there specific new forms of learning?
What is teaching in a knowledge society? What is the place and role of a Teacher in a knowledge society?
How can ICTs help teaching and learning in a knowledge society?
Which new tools and resources should be available for teaching and learning in a knowledge society?
What should be the specificities of educational policies in the ICTs context and in a knowledge society?
The session will take into account the "Youth Declaration" adopted at the IFIP WCC in Montreal (2002), as well as the output of the WITFOR 2003 Conference.

Dr Osman FARRUK is invited to present his reflections from a Ministerial point of view; what is a national educational policy in a knowledge society and how can it contribute to new forms of teaching and learning? He is invited to formulate core principles for educational policies in knowledge societies and to suggest possible actions.

Prof. Klaus BRUNNSTEIN is invited to reflect from the academic and international point of view. How can international cooperation and international organizations such as IFIP contribute to develop education in knowledge societies. How to promote research, development, pedagogy, cooperation, etc. He is invited to formulate core principles for international cooperation in knowledge societies and to suggest possible actions.

Prof. Bernard LOING is invited to speak about the new forms and new tools for Education in knowledge societies, particularly Open and Distance Education: new needs, new trends, new questions... He is invited to formulate core principles for new educational resources and tools in knowledge societies and to suggest possible actions.

Prof. Tom van WEERT is invited to address the issue of Life Long Learning, its place in knowledge societies, the tools and resources needed. He is invited to formulate core principles for Life Long Learning in knowledge societies and to suggest possible actions.

Session 3 (12-13 pm): UNESCO's role in the development of education for and in knowledge societies.

Chair: Bernard CORNU
Moderator: Peter BOLLERSLEV

12:00 – 12:05 : General introduction by Peter BOLLERSLEV
12:05 – 12:35 : Speakers:
12:05 – 12:15 : Academician Blagovest SENDOV, Bulgaria.
12:15 – 12:25 : Mr. Anton MANGSTL, FAO, United Nations.

12:25 – 12:35 : Mrs. Monique FOUILHOUX, President of the NGO-UNESCO Liaison Committee and of the International NGOs Conference.
12:35 – 12:50 : Discussion.
12:50 – 13:00 : Debate and adoption of the final document of the Round-table: Principles and recommendations for action.

The speakers are asked to consider the following four themes and comment on them:
- UNESCO should in collaboration with other agencies set up models of in-service training and professional development of teachers which make effective use of the approaches, facilities and opportunities provided by ICTs.
- UNESCO should establish an information bank where experiences in the use of ICTs in education are collected and grouped according to comparable environments and circumstances.
- UNESCO should develop strategies for the use of ICTs in education in order to overcome the gender disparities, especially in LDCs.
- UNESCO should develop strategies for establishing an infrastructure for ICTs in LDCs which would help in order to overcome illiteracy through Life Long Learning projects.

In relation to the above mentioned four themes among others we read in the WSIS Draft Declaration of Principles,

- that ICTs should become an essential tool, accessible to all (para 1)
- that ICTs have yet to benefit the vast majority of the world (para 2)
- that ICTs should be used to improve the quality of life, particularly for the majority of the peoples of the world who live in developing countries (para 4)
- that ICTs (the Information Society) can help ... achieving universal primary education, promoting gender equality and empowering women (para 11)
- that ICTs (the Information Society) can help women so that they are able to participate early and fully in the political, economic and social life and development of their country (para 15)
- that governments should develop comprehensive and forward-looking strategies to respond to the new human capacity needs, including the creation of an environment that supports information literacy, ICTs literacy and life-long learning for the general public (para 30)
- that the use of ICTs for education and human resource development, in both formal and informal learning environments, should be promoted, with a special reference to the requirements of disadvantaged groups, and to the specific needs of girls and women (para 31).

The WSIS Draft Action (version of 18 July 2003) consists of 127 action items. Most of them relate to the above mentioned themes and in general to the involvement of UNESCO in the process of using ICTs to let the Information Society encompass LDCs.

However, some of the action items are especially related to the themes of session 3: cf. Annex 1.
Please consider these action items. The list is by no means exhaustive and there is an interrelationship between the items.
If your contribution could lead to some principles and recommendations as a result of the Round-Table session we will make a major step forward in our efforts to solve the digital divide.

Finally, we have the following suggestions for questions to each of our three speakers:

Academician SENDOV: About 15 years ago you were President of a UNESCO Project. Did the outcome contribute to bridging the gap between the developed and the developing countries? Which lesson can be learnt from the project?
As a former President of IFIP do you feel that the organization (IFIP) can contribute in a better way for the benefit of the LDCs than has been the case in the past?

Mr. MANGSTL: How can FAO contribute in relation to the action items listed? What can FAO bring to educationalists and education-policy-makers in the Knowledge Society and how can LDCs benefit?

Mrs. FOUILHOUX: How does the fundamental lines of action from the Discussion Forum for Civil Society comply with the action items of WSIS? What are the main reflections of the Civil Society and the NGOs about Education in knowledge societies?

ANNEX 1: WSIS Draft Action Plan

- extracts -

1. Within their field of competence, international organizations especially UNESCO have a specific role and responsibility for action. In particular, a clearinghouse should be established for the exchange of information and to promote cooperation among groups concerned with child abuse.

2. Establish an international legal framework to prohibit producing and circulating pornographic contents and harmful materials throughout the Internet under the auspices of UNESCO.

10. All villages to be connected by 2010, with a community access point by 2015.

11. All universities to be connected by 2005, all secondary schools by 2010 and all primary schools by 2015.

12. 90 % of the world's population to be within wireless coverage by 2010 and 100 % by 2015.

19. Provide all interested countries with appropriate technical assistance for the preparation of network development plans for broadband Internet and IP.

21. Establish an international fund to finance the initiation, study and implementation of ICT projects in rural areas, particularly in the LDCs, within 3 years.

22. Provide, for a period of three years, technical and financial assistance for the promotion and consolidation of subregional centres of excellence and Internet training centres that can become focal points for ICT research and development.

25. Support countries, particularly developing countries, in drawing up their e-strategies, providing guidance and producing guidelines to that end.

32. Set up within three years distance training centres in LDCs.

45. E-strategies: National e-strategies, including necessary human capacity-building, should be developed for all countries within three years.

48. Handbook on good practices and success stories: A "Handbook on good practices and success stories", could be developed and launched, based on compilation of contributions from all stakeholders, in a concise and compelling format. The handbook could be re-issued periodically and turned into a permanent experience-sharing exercise.

49. Training content workers: Content workers such as archivists, librarians, scientists, teachers and journalists – should be equipped and trained, making use of the expertise and operational capacity of the relevant international professional organizations.

63. The UN Family shall work closely together to ensure maximisation of synergies and the impact of resources, particularly between UN initiative and the Development Gateway initiative.

77. Design, develop and adapt ICT infrastructure, tools and applications that are responsive to the needs of the poor, including women.

84. Promote open and flexible international and interoperable standards to ensure that all can utilise the technology and associated content and services to their maximum potential.

92. Human capacity building, a major component of forward loking e-strategies, should be promoted in particular through literacy, education, training and increased R&D.