IFIP TC3 Strategy Plan

Version 1.3
Updated January 2006

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About this document

A first draft of this document was prepared at an IFIP TC3 working seminar that was held at Bengtskär Island before the IFIP Open Conference on “E-training Practices for Professional Organisations”, July 7-11, 2003, Pori, Finland (http://www.pori.tut.fi/etrain). The working seminar was for the TC3 officers who have the responsibility to guide TC3 strategic and operational initiatives in the field of ICT and education. The objective of the working seminar was to provoke discussion and decisions on the role of TC3 in developing ICT and Education issues in the world. The seminar provided a forum for creating a scenario for next 5-6 years.

The results of the working seminar were presented to the TC3 2003 Annual Meeting and adopted. Version 1.2 was created with additional input from the 2004 TC3 meeting in Budapest and from chairs of working groups. After the 2005 TC3 meeting (Stellenbosch) version 1.3 has been produced with minor changes. However, the Strategy Document has been split into two parts: one part containing stable information and a second part that needs updating every year. The fist part is named: IFIP TC3 Strategy Plan; the second part is named IFIP TC3 Five Year Action Plan (2005 – 2009).
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IFIP TC3 resource base
This document is part of the IFIP TC3 resource base that is to be found on the IFIP TC3 website:

www.ifip.or.at; select: TC-3 Education; select: TC 3; select: URL: http://wwwedu.ge.ch/cptic/prospective/projets/ifip/
1. Background

Mission of the International Federation for Information Processing

IFIP’s mission is to be the leading, truly international, apolitical organization which encourages and assists in the development, exploitation and application of Information Technology for the benefit of all people.

IFIP takes no account of political, social or economic aspects of its member organizations because IFIP is totally dedicated to the transfer of scientific and technical information and experience.

IFIP work is based on volunteers who cover their own expenses in respect to their attendance at meetings.

Developing nations are of special concern to IFIP. It is a major and an important task to contribute to technology transfer between these nations and developed nations and newly industrialized countries.

IFIP Technical Committee 3 - Education


IFIP TC3 is about:
- Teaching informatics
- Educational uses of communication and information technologies (ICTs)

AIMS

- To provide an international forum for educators to discuss research and practice in:
  - teaching informatics
  - educational uses of communication and information technologies (ICT)
- To establish models for informatics curricula, training programs, and teaching methodologies.
- To consider the relationship of informatics in other curriculum areas.
- To promote the ongoing education of ICT professionals and those in the workforce whose employment involves the use of information and communication technologies.
- To examine the impact of information and communication technologies on the whole educational environment:
  - teaching and learning
  - administration and management of the educational enterprise
  - local, national and regional policy-making and collaboration.
- [Proposed 2003] To engage with formal and informal learning environments, including homes, communities and the world of work, as characteristics of the knowledge society. Decision to be taken by TC3 in 2006
- [Proposed 2004 by Chair WG 3.3] To support the engineering of a more equitable knowledge society. Decision to be taken by TC3 in 2006

TC3 Working Groups

WG 3.1 Informatics and ICT in Secondary Education
WG 3.2 Informatics and ICT in Higher Education
WG 3.3 Research on Education Applications of IT
WG 3.4 IT-Professional and Vocational Education in IT
WG 3.5 Informatics in Elementary Education
WG 3.6 Distance Learning
WG 3.7 Information Technology in Educational Management
Version 1.3

SIG 3.8 Special Interest Group on Lifelong Learning
2. Functioning of TC3

2.1 TC3 as a collective team

TC3 is not simply a committee with functions, but works as a collective team, with specific characteristics:

- A very international group;
- Involved in networks;
- Wide field of expertise
  - Scientific;
  - Educational;
  - Political;
- Capacity for reflection;
- Capacity for action.

2.2 IFIP TC3 as a thematic network

An example of IFIP TC3 thematic networking

The IFIP TC3 network of WGs and national representatives may collaborate as a network to address transversal themes, led by champions.

*Theme: Change management and its links with lifelong learning*

Niki Davis and Tom van Weert

As an example we present a potential collaboration on the above theme. In this case the WG to take a lead may be WG 3.3 that has a mission for educational research. The specific mission within this theme would be to collect relevant literature reviews and key research results and to make them accessible worldwide. Second would be to identify specific topics and areas for further research and action by TC 3.

The working group would call for information and related research though its own working group members, through other working group chairs and IFIP TC3 national representatives. WG 3.3 would also collaborate with the TC3 Special Interest Group on lifelong learning in this work. In addition, both the Special Interest Group and the working group would actively promote relevant co-publication.

The review questions will need to be identified before the detailed review can be accomplished. The first phase would encourage widespread identification of related literature by all participants and the widest possible network, as above. This will be done from the perspectives of the discussants in the first instance, but they will also begin preliminary discussions as to the particular questions or focus of this review of research and evidence on the theme. This first phase would inform a workshop within WCCE 2005 that brings both the literature identified and the many perspectives together to a consensus on the most important questions on which to focus and the strategies through which to weigh the research that is reviewed.

The second phase will activate the network again to provide more focused input. The discussants will then perform a more detailed analysis and edit together a document and related database or bibliography of key items reviewed. This stage will make the document and related bibliography widely accessible world.

Follow-up actions are expected in the light of the review. For example, there will be a need to operationalise the research into guidance for those with problems related to this theme, change management in this case.

Development of IFIP TC3 thematic networking

Our society, and with it education, is continuing to change and the rate of change is increasing. There is a prominent role for informatics and ICT. Contributions to innovation are needed. New ways of working gain importance and new ethical rules are developing. To contribute both to the ongoing development of informatics teaching and the educational uses of communication and information technologies (ICTs) IFIP TC3 has to take account of these changes, both in its way of working and in the key themes it addresses. To address the strategic issues involved there is needed a focus in activities of TC3 and its Working Groups. Therefore TC3, in its June Budapest meeting, has
decided to organize a TC3 event in 2006 for TC3 and Working Group members.

**2.3 Development of TC3 strategic initiatives**

**Context**
Our society, and with it education, is continuing to change and the rate of change is increasing, with a prominent role for informatics and ICT. Contribution to innovation; new ethical rules.
To contribute both to the ongoing development of informatics teaching and the educational uses of communication and information technologies (ICTs) IFIP TC3 has to take account of these changes, both in its way of working and in the key themes it addresses.

**Community of Practice of professionals**

*How will we work?*
To provide an international forum for educators to discuss research and practice through
- A network of Communities of Practice working together
- Adding community value by building on and enhancing community resources (implying re-use of added value resources)
- Using a transparent and open system of quality assurance in all work (implying quality of added value)
- Being aware of the relationships with other professional areas

**Key themes**

*What will be the key issues we work on?*
- *Models* of how to make Educational Communities of Practice a success
- *Models* of how to design and implement learning environments for lifelong learning in our changing society, taking into account:
  - formal and informal environments for teaching and learning
  - administration and management of the educational enterprise
  - local, national and regional policy-making and collaboration.

**Middle term strategic action plan**

*What are our strategic activities?*
- IFIP TC3 Strategy Paper in journal
- Presenting comprehensive synthesis of research on:
  - Educational Communities of Practice (CoP Task Group)
  - Learning environments (CoP Task Group), including:
    - Learning environments for informatics education (WG 3.2/WG3.4/…)
- Development of one new partnership, with new actors, in another modality and with non-book results that are followed-up
- Update of TC3 Strategy Document on new locations, targeted participants, actors, modalities, outputs and follow-up.

**Action Plan framework**

<table>
<thead>
<tr>
<th>What is the idea?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>By what CoP method</td>
<td></td>
</tr>
<tr>
<td>How specifically</td>
<td></td>
</tr>
<tr>
<td>What specific CoP result</td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td></td>
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<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
</tr>
</tbody>
</table>
### 2.4 Suggestions/ideas for TC3 activities

<table>
<thead>
<tr>
<th>Idea</th>
<th>Method</th>
<th>Aims covered</th>
<th>To be done by</th>
</tr>
</thead>
</table>
| Encourage more persons to become involved with IFIP TC3 & TC3 WGs.   | 1. More regional/specific seminars (eg new learning situations including mobile learning, www access, on buzz words, mechanisms for learning for the ‘haves’ and ‘have nots’, the idea of the learning organisation  
2. More task groups/specialised groups (eg international collaboration on ‘new ways’).  
3. Sharing of existing ‘research’ which can be built on.  
4. Increase size of WGs (if appropriate).  
5. Create new Groups.                                                                 | 1b, 2, 4     | New e-mail (CoP) groups set up specifically  
New Task Groups  
WG liaison person  
WG Chairs  
TC3 members                                                                 |
2.5 TC3 follow-up on initiatives

TC3 should organise follow-up on its own initiatives, for example:

- The WCC 2002 statement on youth and technology;
- A Melbourne conference 2003 Focus Group recommendation on raising the status of teachers;
- The Vilnius declaration.

2.6 Three main groups of actors and partners

TC3 is involved with 3 main groups of actors and partners, and has different roles in relation with each group:

A) Working groups (the core activity of TC3, the essence of TC3…)
B) National Representatives
C) Others:
   - Other TCs
   - UNESCO
   - Etc.

A. Role of TC3 towards Working Groups

- Support for ongoing activities of WGs;
- Development of themes and activities with WGs;
- Coordination and making coherent WG’s activities;
- Promotion of the results and outputs from WGs;
- Helping disseminate the outputs of WGs.

B. Role of TC3 towards National Representatives

- Collecting and disseminating information about ICTs in Education in different countries and regions, state of the art, progresses in the knowledge and information society…;
- Disseminating TC3 outputs through national representatives;
- Using national representatives to influence education in countries and regions.

C. Role of TC3 towards other partners

- Establishing of partnerships on a collective basis (not only individuals); establishing of agreements;
- Providing expertise;
- Contributing to and participating in the actions of various partners;
- Consultancy;
- Formulation of recommendations;
- …
3. Actors and partners

3.A IFIP TC3 Working Groups

3.A.1 Generic working group description

Informatics and ICT in X

This generic description is based on the current TC3 Working Group description with elements from the IFIP TC3 Policy Document added.

The Working Group is concerned with the role of both Informatics and resulting Information and Communication Technologies (ICT) in X.

The mission of the Working Group is to provide a forward look on [research and practice], the development and impact of informatics and [ICTs] on X from an international viewpoint. It tries to identify problems, document experiences, [debate issues] and find [approaches for] solutions. It does not strive to offer a unique solution to problems, as it is aware that specific circumstances of people and countries must in general be taken into account.

Aims

- The Working Group aims to develop effective communication among its members who come from many countries. This communication network which is based on group communication through telecommunications, meeting in person at working conferences and workshops, allows members to actively access state-of-the-art results of research and practice and to develop a collective expertise.

- On the basis of this collective expertise, prospective ideas about development and impact of informatics and related technologies on X are formed.

- The collective expertise is shared with others in open and working conferences, seminars and workshops, consultancy, and through telecommunications and publications.

Scope

The work in Working Group 3.X covers all aspects of the role of informatics and resulting technologies in X. Among these aspects are:

- Educational models
- Curricula
- Management of change
- National and supra-national policies
- Design and implementation of learning environments
- Transformation to new roles for learners and educators
- Professional development

3.A.2 Activities and results

<table>
<thead>
<tr>
<th>Activities</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>IFIP meetings</td>
<td>Strategy and Planning</td>
</tr>
<tr>
<td>Group consultancy</td>
<td>Investigative, descriptive report</td>
</tr>
<tr>
<td>Seminar, Workshop</td>
<td>Professional updating</td>
</tr>
<tr>
<td>Working meeting/Focus Group</td>
<td>Recommendations, Report, Publication</td>
</tr>
<tr>
<td>Working Conference</td>
<td>Interest, Sharing, Review, Recommendations, Publication</td>
</tr>
<tr>
<td>Open Conference</td>
<td>Interest, Sharing, Publication</td>
</tr>
<tr>
<td>eConference/eMeeting</td>
<td>Recommendations, Report, Publication</td>
</tr>
</tbody>
</table>
3.A.3 Themes

<table>
<thead>
<tr>
<th>Themes</th>
</tr>
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<tbody>
<tr>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>Open and Distance Learning</td>
</tr>
<tr>
<td>Cost-Effectiveness</td>
</tr>
<tr>
<td>Disciplines (art, science, ..)</td>
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<tr>
<td>Learning Styles</td>
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<tr>
<td>Learning environment</td>
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<tr>
<td>Learning visions</td>
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<tr>
<td>Professionalism</td>
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<tr>
<td>Change management</td>
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<tr>
<td>Global and local</td>
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<tr>
<td>Social and ethical</td>
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<tr>
<td>Knowl. based v. Competence b.</td>
</tr>
<tr>
<td>learning</td>
</tr>
<tr>
<td>Curriculum issues</td>
</tr>
<tr>
<td>Real life learning</td>
</tr>
<tr>
<td>Educational policies</td>
</tr>
<tr>
<td>Development of TC3 as a thematic network</td>
</tr>
</tbody>
</table>

3.A.4 Audiences

1. Working Group members
2. Researchers
3. Practitioners
4. Students
5. Teachers
6. Managers of education
7. Designers of education
8. Developers of educational materials
9. Educational consultants
10. ICT support people
11. Educational Institutions
12. Ministries of education
13. Member societies
14. European Union
15. OECD
16. UNESCO
17. ……
3.A.5 Interactions

Researchers and educators in less favoured regions have a disadvantage as a result of the way in which IFIP is organised. Although grants are available at times, attendance at IFIP events remains problematic and IFIP remains a voice with significant under-representation. New strategies need to be considered and promoted:

- IFIP working groups could use communications technologies, including conference tools accessed via the Internet to mitigate this. However, recent attempts to plan to do so have not been well received. It appears that IFIP working groups do not know how or wish to use technology to enhance their work. This is of concern and serves discussion. Examples where other international organizations and projects have successfully used such tools to promote international collaboration are not difficult to find.

- Third world countries can also be facilitated in the following ways:
  1. London, Amsterdam, Frankfurt are key hubs in Europe for the third world. Conferences in such hubs would help to keep travel costs down;
  2. Recognition to employer for recognition of any/major contribution is particularly important for those working in challenging circumstances;
  3. Push information via email because that can be collected despite unreliable Internet connections.

3.A.6 Role of TC3 Vice-Chair for Working Groups

TC3 liaison

The TC3 vice-chair for working groups acts as TC3-liaison for working group officers (chairs and vice-chairs) on practical matters. For formal matters the TC3 chair is contact person.

Working Group practical matters

The TC3 vice-chair for working groups will – in close co-operation with the Chair of the Working Group - supply advice to help Working Group officers (and members) deal with practical matters, such as:

- Organisation of events
  1. Selection of host and appropriateness of venue
  2. Preparation of IFIP Event Request forms
  3. Preparing a budget, ensuring at least break-even outcome
  4. Building of a Programme and an Organising Committee
  5. Event time line
  6. Support of the Organising Committee in organisational matters
  7. Payment of IFIP fee and final report to IFIP

- Publication of proceedings
  1. Preparation of Marketing Proposal forms
  2. Selection of editors
  3. Contract with IFIP publisher
  4. Pre- or post-conference proceedings
  5. Organisation of review process
  6. Organisation of editing process
  7. Preparation of final document

- Selection and removal of Working Group members
  1. Formal constraints
  2. Practical procedures
  3. Admission and approval process
  4. Removal of non-active members

- Preparation of reports and longer term Working Group action plans
  1. Agenda and Procedure for Working Group meetings
  2. Report formats for TC3 meetings
  3. Recording of membership data
  4. Creation of 12 month plan
  5. Creation 3 year plan
TC3 practical matters

The TC3 vice-chair for working groups will supply advice, information and analysis to help TC3 officers deal with practical matters, such as:

- Keeping records on membership all Working Groups for TC3
  - List of members
  - Analysis of membership (e.g. with respect to country, institution, date of joining)
  - Size and changes in size of Working Groups
  - Attendance at Working Group meetings
- Keeping records on activities all Working Groups for TC3
  - Working Group events
  - Geographical locations of meeting and events
  - Reports on Working Group events

Resource base

The TC3 vice-chair for working groups will maintain and, where necessary enhance, a resource base of briefings and document formats that the working group officers can use when dealing with practical matters. This resource base should support the Working Group Chairs in their duties such as maintaining a membership list, maintaining the IFIP website and preparing the minutes of (annual) Working Group meetings.

The resource base itself is located at the IFIP TC3 website.

*The current Vice-Chair for Working Groups is Tom van Weert from The Netherlands. Tom is keen to assist TC3 officers with any aspect of their role. He can be contacted at the following e-mail address: tom.vanweert@hu.nl*
3.B IFIP TC3 National Representatives

3.B.1 Role of TC3 National Representatives

(The following is based on guidelines developed by the Australian Computer Society)

The main responsibilities of TC3 representatives of IFIP member countries and national organisations are to:

1. Provide **national reports** to TC3 about latest developments and concerns in the country they represent in order to ensure an international focus for TC3 activities; *TC3 offers a guideline for the national report (see TC3 National Members Kit)*.
2. Provide information to relevant researchers, academics and practitioners in their own country about the activities of TC3 and its Working Groups, through their national organisation; Report on TC3 activities to their national society annually, or more frequently if appropriate; *TC3 has available a guideline for these reports (see TC3 National Member’s Kit)*
3. Plan and promote international TC3 activities and events to be held in their country.

Other activities and responsibilities for TC national representatives are to:

- Attend business meetings of TC3; if unable to attend the representative should forward an apology in writing in time to be tabled at the meeting;
- Supply to TC3 members a two-page written annual report regarding the country’s activities and events, one month before the meeting - this report is part of the documentation of the TC3 meeting, regardless of a member’s ability to attend the meeting; *TC3 offers a guideline for the national report (see TC3 National Member’s Kit)*.
- Report on TC3 activities to their national society annually, or more frequently if appropriate; *TC3 has available a guideline for these reports (see TC3 National Member’s Kit)*
- Publish information about TC3 conferences in their society’s and other national publications, and promote TC3 conferences at their own national conferences and events;
- Answer enquiries about their research community, activities and events, when requested by people seeking information for TC3 conferences or TC3 publications;
- Supply items of interest about their country’s activities and events for inclusion in TC3 publications;
- Publish items from TC3 in national publications relevant to their community of expertise;
- Publish information from the IFIP publisher(s) about TC3 publications, and ensure reviews of TC3 publications in national journals and newsletters;
- Disseminate information about TC3 activities to potential conference participants;
- Suggest speakers to TC3 and Working Group Conference Programme Chairs;
- Identify, nominate and endorse suitable individuals to join and contribute to the activities of Working Groups;
- Maintain cognisance and communication with TC3 Working Group members from their country;
- Offer to host TC3 meetings and events in their country;
- Assist in the development of sources of funding to help support delegates from their country to participate in the activities of TC3 and its Working Groups.

3.B.2 National reports to TC3

TC3 provides a guideline for national reports to TC3. The national reports should be sent electronically to all TC3-members via the list sever address to be found on the TC3 website, at least ONE month before the next TC3-meeting.

3.B.3 Role of TC3 Vice-Chair for National Representatives

The TC3 Vice-Chair for National Representatives acts as TC3 liaison on practical matters for representatives of IFIP member countries and their national societies. (For formal matters the TC3 Chair is contact person.)

The TC3 Vice-Chair for National Representatives will provide advice to help national representatives to undertake their role effectively, consistent with the mission of IFIP and the aims of their national societies, and with benefit to themselves and to institutions and individuals in their countries.
Practical matters

The TC3 vice-chair for national representatives in close co-operation with the TC3 Chair will supply information, advice and reminders to keep members of TC3 and the Societies they represent, up-to-date:

- **The TC3 National Member’s Kit**, including:
  - Role of TC3 National Member
  - Role of TC3 Chair and Vice-Chairs
  - Role of WG Chairs and Vice-Chairs
  - Role of TC3 Secretary
  - Sample of WG rules
  - Guideline for a TC3 National Report
  - Guideline for a Report to the national computer society

- **Tasks**
  - Give advice on content of National Reports
  - Provide summary of National Reports for TC3 minutes
  - Consider ways of enhancing effectiveness of National Representatives

- **Actions**
  - Report attendance figures (for National Representatives)
  - Informal follow-up non representation to provide information for TC3 Chair
  - Informal follow-up non attendance to provide information for TC3 Chair
  - Encourage membership of non-IFIP countries
  - Publicise IFIP publications to member countries
  - Provide TC3 Newsletter editor with appropriate copy

- **Analysis**
  - Analysis of attendance
  - Analysis of TC3 events/actions, geographically
  - Checking of Societies’ hotlinks to TC3 website

The TC3 vice-chair for national representatives will supply advice, information and analysis to help TC3 officers deal with practical matters, such as:

- **Keeping records on membership for TC3**
  - List of members
  - Analysis of members (e.g. society, country, institution, date of joining)

- **Keeping geographical records on activities for TC3**

The current Vice-Chair for National Representatives is Anne McDougall from Australia; her national society is the Australian Computer Society. Anne is keen to assist TC3 national representatives with any aspect of their role. She can be contacted at the following e-mail address: a.mcdougall@unimelb.edu.au
3.C IFIP TC3 and other partners

3.C.1 Role of IFIP TC3 towards other partners

TC3 has three main groups of actors and partners:
- Working Groups, and WG Chairpersons;
- Member Countries and national representatives;
- Other partners.

Towards other partners, TC3 must make clear its specificities and characteristics:
- TC3 is a very international group;
- TC3 is linked with many networks in the field of ICT and Education;
- TC3, through its working groups and members, has a high level of expertise and capacities;
- TC3 has a capacity for reflection;
- TC3 has a capacity for action (leading to conferences, working meetings, production of material, etc.)
- TC3 has competencies in the scientific field, in the educational field, in the policy field.

TC3 must make its capacities available to other partners, and play its role in several domains:
- provide scientific, educational and political expertise;
- provide consultancy;
- formulate recommendations;
- contribute to and participate in the actions of different partners (publications, meetings, seminars, training, …).

There is a lot of expertise available individually from members, but TC3 should increase and improve its institutional relations with partners, on a collective basis, discussing partnerships, plans, projects, agreements.

3.C.2 Relations with other TCs

What do we have in common? How to follow up?

Experiences

1. HINC 1: June ’03 – Norway. WG 9.7 – TC?
2. WCC 2002: Joint Sessions (Raymond fill in with details)
5. History of Computers in Education: WCC 2005

Actions

1. History of Computers in Education: WCCE 2005
2. IFIP Council + General Assembly
   - Inform about TC3’s willingness to cooperate
   - Try to identify areas of cooperation

3.C.3 TC3 and IFIP WCCs

The IFIP World Computer Congress is held every 2 years.

TC3 has a long history of contributing to WCC. In recent years, it has been the stream Teleteaching (1998 and 2000) and Telelearning (2002). Many presentations and a substantial part of the participants came from TC3. The contribution to 2004 was the stream HCE, the workshop Edutech, in cooperation with TC10, and the workshop ISCP from WG 3.4.

But globally speaking, the participation of TC3 WGs is rather light, and the attendance of TC3 WG members is usually very low. The main reasons are that TC3 is not encouraging its WGs to participate, that many themes in WCCs are not of direct interest for TC3 people, and that the cost is usually quite high.

However, the development of computers and ICT makes Education a crucial issue for the use and integration of new
technologies in every domain. It would be good to increase awareness of IFIP people about Education and help them know the developments of ICTs in Education, and conversely it would be useful to make TC3 people better aware of the integration of ICT in other domains (industry, health, security, etc.).

TC3 suggests the following actions regarding participation in IFIP WCCs:

- TC3 is positive to contribute and will encourage its members and the members of its working groups to participate in WCCs, but this will always rely on the willingness of the WGs and individuals, and there is no particular obligation for TC3 WGs to participate as groups. This has to be discussed in the WGs for each WCC.
- TC3 will offer events to WCCs, with the aim of crossing the “Education Community” with other Computer communities. For instance, TC3 will offer:
  - Plenary keynote sessions about the developments of ICT in Education;
  - Streams or sub-conferences linked to Education that could be of interest for every participant in WCC;
  - Workshops, tutorials, panels or round-tables addressing the integration of ICT in different domains, including Education, so that information, experience, problems, etc. can be shared.
- These contributions may be TC3-based solely or in cooperation with other TCs.
- TC3 will take the opportunity of WCCs for making its work and its outputs better known by IFIP people.

3.C.4 UNESCO

Among other partners, UNESCO plays a special role. TC3 already has strong cooperation with UNESCO, sometimes through personal links; such cooperation should be more clearly institutional and fixed through written contracts and agreements. Official discussions should be continued with UNESCO (Headquarters, IITE, etc.). Let us quote some of such cooperation:

**National Commissions**

Links with UNESCO National Commissions (for example, Bernard Cornu is a member of the French National Commission for UNESCO).

**IITE**

The UNESCO Institute for Information Technologies in Education (IITE) is located in Moscow, Russia. Bernard Cornu is the vice-Chair of the IITE Governing Board.

IFIP and IFIP members have participated in many IITE activities, such as seminars and publications (Information and communication technology in education : a curriculum for schools and programme of teacher development (UNESCO, Paris, 2002); Elementary ICT Curriculum for teacher training (UNESCO, IITE, Moscow, 2001/2002); Informatics for primary education (UNESCO, IITE, Moscow, 2000).

IFIP TC3 has also contributed to important events, such as the IITE High Level Seminar for Decision-Makers and policy-Makers : “Towards Policies for integrating Information and Communication Technologies into Education “, which was held twice (in Moscow, and in Bangkok).

The WSIS UNESCO Round-Table (see below) is also a cooperation between IFIP and IITE. IITE is developing its actions for ICT in Education, in several Regions in the world. IITE is an excellent partner for IFIP; a clear and precise agreement should be made between TC3 and IITE.

The ties between IFIP/TC3 and UNESCO/IITE are now strengthened through a signed Memorandum of Understanding. TC3 is the main source of experts for IITE. IITE should be invited to have a member in TC3; some TC3 events could be hosted by IITE.

**UNESCO Bangkok Office**

Another example is the UNESCO Bangkok Office. It was said that IFIP TC3 should increase its links with Asia and Pacific countries. The UNESCO Bangkok Office is now becoming a very active place for ICT and Education, and a discussion about possible cooperation between TC3 and the UNESCO Bangkok Office would be fruitful.

**UNESCO Headquarters**

Of course, there is a necessity for permanent discussion between TC3 and UNESCO Headquarters. Two
examples illustrate possible cooperation between TC3 and UNESCO Headquarters:

- EFA (Education For All). In April 2000 more than 1,100 participants from 164 countries gathered in Dakar, Senegal, for the World Education Forum. They adopted the 2000 Dakar Framework for Action, Education for All: Meeting Our Collective Commitments, reaffirming the goal of education for all as laid out by the World Conference on Education for All (Jomtien, Thailand, 1990). This framework should drive the development of ICT for Education in every country, especially the developing countries. IFIP TC3 should be an actor of “Education for All”, through a precise agreement with UNESCO.

- UNESCO Position paper: The UNESCO Education Sector is now preparing a UNESCO Education Position Paper: “Promoting Education for All and Lifelong Learning through Information and Communication Technologies”. Several IFIP members have been asked to contribute and review this position paper, but mainly on an individual basis. Such an example shows that IFIP TC3 should better have a collective and institutional cooperation with UNESCO (Education Sector) on such a task.


WSIS

The WSIS (World Summit on the Information Society), to be held in Geneva, Switzerland, December 10-12, 2003, has been a major occasion to discuss the issue of education in the Information Society and to express recommendations and principles.

IFIP TC3 was associated with several actions during the WSIS; Raymond Morel helped in establishing the necessary links. A particular event was the UNESCO Round Table “Education in and for Information Societies”, organized by IITE, and chaired by Bernard Cornu. Several TC3 members have participated.

Another event in which TC3 collaborated with the World Federation of Engineering Organizations was “Engineering the Knowledge Society (EKS)” addressing the issue of the engineering of the application of Information Technology (or Information and Communication Technology) to support human development. The Conference addressed: Lifelong Learning and education, e-inclusion, ethics and social impact, engineering profession, developing e-society, economy and e-Society. A Round Table session has provided concrete project proposals for action. TC3-member Raymond Morel played a major and much appreciated role in the organisation of the event. The results of EKS have been published by Kluwer Academic Publishers in the IFIP TC3 book Education and the Knowledge Society. Information Technology supporting human development”. At the event a “Comprehensive synthesis of research” was presented by WG3.3; these results have also on an informal basis been shared with OECD and the US federal Department of Education.

3.C.5 Relations with the European Community

The question of the relationship and possible cooperation with the European Union has been addressed at the TC3 2003 Annual Meeting, but it has only been said that we should discuss this question more deeply at the 2004 meeting. No particular action has been undertaken in 2003-2004 regarding this liaison.

Suggestions for actions:

Existing relationships

Even if there is no institutional agreement between the European Union and IFIP TC3, many actions certainly take place: TC3 members are involved in European Projects, act as experts for the European Commission, or contribute to the EU policy for ICT in Education. There may also be some involvement of TC3 Working Groups in European actions or projects, and some events could have taken place which where occasions for cooperation between the EU and IFIP TC3.

A first task could be to identify the existing links and cooperation, at the individual level of TC3 WG members and at the level of TC3 WGs.

Making visible what IFIP already does through its members in European actions is essential.

European networks

At the European level, there are many networks about ICT in Education: EUN Schoolnet, Prometeus, etc.
- we should identify them;
- we should explore the existing links between these networks and IFIP TC3 through individuals or WGs;
- we should explore which networks would be interesting to cooperate with, according to their themes and working methods.
**European Projects**

Most of the EU actions take place through Calls (such as Framework Programs). IFIP TC3 should reflect on how to be involved in teams applying for European Projects, directly or through other institutions.

**Reciprocal visibility**

We should make our work more visible to the European Union and to European networks. Some of our publications and productions should be systematically disseminated to the EU and some European Institutions. And conversely, we should use better the outputs from European Institutions and make them better known and usable by TC3 working groups.

**New European Countries**

We are at a crucial moment of the European Union development, with the new countries which just entered EU. IFIP TC3 should take this opportunity to develop its partnerships at the European level. Some cooperation between newcomers in EU and more ancient ones should be established, and IFIP TC3 people should be active in this.

Now that there are 10 new EU countries (such as small, but energetic Baltic countries, large population countries such as Poland, Czech Republic, Slovakia, ICT-oriented Hungary and Slovenia, small island countries Malta and Cyprus) there is a variety of growing economies in which IFIP TC3 educational activities need to be presented, while IFIP provides a truly international expert network.

For example, in Estonia there is a lot of entrepreneurship and energy in many issues and they are moving fast. The EU supports many educationally oriented development projects (although some of them are also quite bureaucratic).

Most of these countries are already represented in TC3, but some are not. It might be an idea to have an activity with current and newcomer representatives/countries and in that way invite new potential representatives for collaborative action.

**Joint events:**

We would see how it would be possible to organize joint events between EU and IFIP TC3 (workshops...).

**EU TC3 members:**

TC3 members from EU countries should reflect on these topics and make proposals and suggestions.

**Meet EU Officials:**

Then, we could organize a meeting with European institutions (for instance meeting the D.G. Education and Culture and the D.G. Information Society, or/and the commissioners), and examine different possibilities for cooperation and joint actions.

**3.C.6 Relations with Asia**

There should be sought ways to penetrate into Asia, for example by way of the UNESCO Bangkok office as a platform. It seems that TC3 is currently loosing contacts and networks in Asian countries. Asian countries are growing and modernising their educational systems. For example in Malaysia there is potential for informatics education and the use of ICT in education.
4. Other TC3 activities

4.1 EAIT - TC3 Journal Education And Information Technology
Actor: Deryn Watson

http://www.springeronline.com, select Education, select Journals

EAIT is now in its 10th year and getting increase in submission. The journal promotes IFIP in a nice way, since lots of the readers don’t know of IFIP. Libraries are important subscribers. TC3 support from WGs, including new reviewers and associate editors is crucial. Editors need credibility, but can be from anywhere in the world. Working conferences can provide the journal with good articles, both solving review challenges and getting necessary contributions. This indeed is an international journal, with academic credibility.

This journal is a platform for the range of debates and issues that are current in our field. It is a broad field; we aim to provide perspectives at all levels, from the micro of specific applications or instances of use in classrooms to macro concerns of national policies and major projects; from classes of five year olds to adults in tertiary institutions; from teachers and administrators, to researchers and designers; from institutions to open, distance and lifelong learning. The strength of this breadth lies in the opportunity to raise and debate fundamental issues at all levels, to discuss specific instances and cases, draw inference and probe theory. This journal is embedded in the research and practice of professionals. It will not proselytise on behalf of the technologies but rather provoke debate on all the complex relationships between information and communication technologies and education.

Abstracted/Indexed in:
Communication Abstracts, Computer Literature Index, Higher Education Abstracts, Inspec, MathDi, SCOPUS

4.2 ICMS- IFIP TC3 Conference Management System
Actor: Anton Knierzinger

The whole conference system is web-based and works only online. Everyone has the same status of information. Cooperation on distance is supported. Access to all functions via the web. The system is role based (visitors, presenters, reviewers, organizers, admins). Functions can be customized for every conference.

For more information:
Anton Knierzinger, IFIP TC3 Special consultant for Conference Management:
a.knierzinger@ist.eduhi.at
Tel: ++43 (0)732 788078
Fax: ++43 (0)732 788078 88
4.3 TC3 Newsletter
Actor: Mikko Ruhonen

The newsletter is a condensed source of information, rather an appetizer for other IFIP information. It is not only meant for internal use, but for a broader public to alert them about IFIP activities.

Contact: mr@cs.uta.fi

4.4 TC3 Website
Actor: Raymond Morel

In the discussion on the IFIP TC3 Strategy Document it was concluded that TC3 needs renewal in ways of working and organisation. Networking through a renewed website is a crucial vehicle. A new website is currently (fall 2005) under construction.

www.ifip.or.at; select: TC-3 Education; select: TC 3; select: URL:
http://wwwedu.ge.ch/cptic/prospective/projets/ifip/

4.5 TC3 Photo gallery
Actor: Jan Wibe

http://www.plu.ntnu.no/ansatte/janwib/ifip/ifip-tc3/
The site is regularly updated.

4.6 National Policies
Actor: Raymond Morel

4.7 International Olympiad of Informatics (IOI)
Actor: Jari Koivisto
jari.koivisto@oph.fi
Annex Working Group Activity Template

0. Activity name: <please, enter meaningful name, acronym and mark your Working Group>

<table>
<thead>
<tr>
<th>Activity name</th>
<th>TC3 Body</th>
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<tbody>
<tr>
<td></td>
<td>WG 3.1 Informatics and ICT in Secondary Education</td>
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<tr>
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<td>WG 3.2 Informatics and ICT in Higher Education</td>
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<td>Activity acronym</td>
<td>WG 3.3 Research on Education Applications of IT</td>
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<td></td>
<td>WG 3.4 IT-Professional and Vocational Education in IT</td>
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<td>WG 3.5 Informatics in Elementary Education</td>
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<td>WG 3.6 Distance Learning</td>
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<td>WG 3.7 Information Technology in Educational Management</td>
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<td></td>
<td>SIG 3.8 Special Interest Group on Lifelong Learning</td>
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1. Activity dates: <please, specify dates or period>

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<tr>
<th>Days</th>
<th>Month</th>
<th>Year</th>
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2. Activity location: <please, specify>

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4. Activity description: <please, select from the list below>

<table>
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<tr>
<th>WCCE</th>
<th>Open Conf.</th>
<th>Work. Conf.</th>
<th>Workshop</th>
<th>Prof. Group</th>
<th>eConf/ eMeet</th>
<th>Journal</th>
<th>Follow-Up Document</th>
<th>Focus group</th>
<th>Ad hoc seminar</th>
<th>Event in conjunction with others</th>
<th>IFIP Meeting</th>
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5. Activity results: <please, select from the list below>

<table>
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<tr>
<th>Activity</th>
<th>Result</th>
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<tbody>
<tr>
<td>IFIP meetings</td>
<td>Strategy and Planning</td>
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<tr>
<td>Group consultancy</td>
<td>Investigative, descriptive report</td>
</tr>
<tr>
<td>Seminar, Workshop</td>
<td>Professional updating</td>
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<tr>
<td>Working meeting</td>
<td>Recommendations, Report, Publication</td>
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<tr>
<td>Working Conference</td>
<td>Interest, Sharing, Review, Recommendations, Publication</td>
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<tr>
<td>Open Conference</td>
<td>Interest, Sharing, Publication</td>
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</table>

6. Date of delivery of results: <please, specify date or period>

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<th>Days</th>
<th>Month</th>
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7. Activity themes: <please, select from the list below>

LLL
Open and Distance Learning
Cost-Effectiveness
Disiplines (art, science, ..)
Learning Styles
Learning environment
Learning visions
Professionalism
Change management
Global and local
Social and ethical
Knowl. based v. Competence b. learning
Curriculum issues
Real life learning
Educational policies
8. **Audience**: <please, select from the list below>

<table>
<thead>
<tr>
<th>Audience</th>
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<tbody>
<tr>
<td>Working Group members</td>
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<tr>
<td>Researchers</td>
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<td>Practitioners</td>
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<td>Students</td>
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<td>Teachers</td>
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<td>Developers of educational materials</td>
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<td>Educational consultants</td>
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<td>ICT support people</td>
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9. **Cooperation with others**: <please, select from the list below>

<table>
<thead>
<tr>
<th>Other bodies</th>
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<tr>
<td>Other TC3 bodies</td>
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<td>TC1 Foundations of Computer Science</td>
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<td>TC2 Software: Theory and Practice</td>
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<td>TC5 Computer Applications in Technology</td>
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<td>TC7 System Modelling and Optimization</td>
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<td>TC8 Information Systems</td>
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<td>TC9 Relationship between Computer and Society</td>
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<td>TC10 Computer Systems Technology</td>
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<td>TC11 Security and Protection in Information Processing Systems</td>
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<td>TC12 Artificial Intelligence</td>
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<td>TC13 Human Computer Interaction</td>
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<td>UNESCO</td>
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<td>National Commission &lt;please, specify country&gt;</td>
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<td>UNESCO Institute for Information Technologies in Education (IITE)</td>
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<td>UNESCO Regional Office &lt;please, specify region&gt;</td>
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<td>UNESCO Headquarters</td>
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10. Other relevant information: <please, fill in>

Table 1 Themes and modalities of TC3 activities

<table>
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<tr>
<th>Activities</th>
<th>WCCE</th>
<th>Open Conf.</th>
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TC3 = Technical Committee 3
3.1 = Working Group 3.1
SIG = Special Interest Group Lifelong Learning