ASIA AND PACIFIC REGIONAL BUREAU FOR EDUCATION
BANGKOK THAILAND

EVALUATION REPORT

HIGH LEVEL SEMINAR AND WORKSHOP FOR DECISION-MAKERS AND POLICY MAKERS FROM ASIA AND THE PACIFIC

"TOWARDS POLICIES FOR INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES INTO EDUCATION"

UNESCO BANGKOK

february to may 2003

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ICT IN EDUCATION

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High Level Seminar and Workshop for Decision-Makers and Policy Makers from Asia and the Pacific

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prepared by Max Gigling, Ph.D.

EVALUATION REPORT
High Level Seminar and Workshop for Decision-Makers and Policy Makers from Asia and the Pacific
"Towards Policies for Integrating Information and Communication Technologies into Education"

1. Evaluation 2. Seminars 3. Educational Planners 4. ICT 5: Asia and the Pacific

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Table of Contents

{ section1. **Executive Summary** } **1**

{ section2. **Background and Context of the Evaluation** } **2**

The ICT in Education Policy project } 2

The high level seminar and workshop for decision and policy makers } 2

Budget } 3

{ section3. **Purpose of the Evaluation** } **7**

{ section4. **Evaluation Methodology** } **8**

{ section5. **Participants and Respondents** } **10**

Participants of the workshop } 10

Respondents to the post-workshop evaluations } 11

Respondents to the final evaluation questionnaire } 12

{ section6. **Main Findings** } **13**

Relation of the participants to the ICT in education policy-making } 13

Efficiency of implementation } 13

1. Organization of seminar/workshop } 13
2. Gender-specific concerns } 14
3. Selection of experts } 14

Evaluation of the workshop } 15

1. Comparative usefulness of the different parts of the workshop } 15
2. Part I: first seminar in Bangkok, February 2003 } 15
3. Part II: first online seminar, February to April 2003 } 17
4. Part III: second workshop in Bangkok, April 2003 } 19
5. Part IV: second online seminar, April to May 2003 } 20
6. Most useful aspect of workshop } 20
7. Workshop activities and priorities } 21

Workshop objectives } 23

Follow-up activities carried out by the participants of the workshop } 24

{ section7. **Opinion of ICT Experts** } **27**

Follow-ups } 27

Organization and activities } 27

Content } 28

{ section8. **Conclusions** } **30**

{ section9. **Recommendations for future workshops** } **31**

{ section10. **Addendum: Suggestions for Future Evaluations** } **33**

Questionnaires for future workshops } 33

Indicators for the project } 34

{ section11. **Annexes** } **36**

section 1

Executive Summary

From February to May 2003, UNESCO Bangkok held a 4-phased High Level Seminar and Workshop for Decision-Makers and Policy Makers from Asia and the Pacific on *Towards Policies for Integrating Information and Communication Technologies into Education*. Twenty-five participants from 10 countries attended all or part of this seminar, which consisted of two face-to-face seminars in Bangkok (phases I and III), and two online seminars (phases II and IV).

The results of the evaluation show that most participants rated the overall management of the workshop as positive and very useful. They regarded the two face-to-face seminars as the most useful parts. There were numerous follow-ups carried out by the participants.

Some of the workshop's shortcomings include the following:

* Participation in the online phase was insufficient.
* Too much time was devoted to presentations.
* The experts did not have full appreciation of the particularities of the Asian context.
* The workshop did not fully reflect the commitment to gender equity.

The comments of the experts show their overall satisfaction and the need to improve the online phase in future.

Recommendations for a future workshop include:

* Presentations should be shorter and more praxis and policy oriented. The time devoted to interactive exchanges should be lengthened.
* Experts have to be familiar with the local country situations.
* Objectives should be more participant-oriented, realistic and measurable.
* If the workshop is assumed by various institutions, the responsibilities should be clearly delineated.
* If ministers are invited, the workshop should be adjusted to maximize their participation.
* Participants should meet some criteria for selection, like a clear implication in policy-making, a commitment to participate as far as possible in all phases of the workshop, and a sufficient proficiency in spoken English.
* The second phase and the integration of the whole workshop have to be improved.

section2

Background and Context of the Evaluation

In 2003, UNESCO Bangkok held the High Level Seminar and Workshop for Decision-Makers and Policy Makers from Asia and the Pacific on *Towards Policies for Integrating Information and Communication Technologies into Education*, in Bangkok, Thailand, from February to May 2003 in cooperation with the UNESCO Institute for Information Technologies in Education, Moscow (IITE). An external evaluation of this seminar and workshop was conducted from October to December 2003. The tasks of the consultant were to analyze the materials and questionnaires relating to the workshop, conduct a study with the participants, recommend possible improvements and future directions, and help develop possible indicators for evaluations of future workshops and the policy project as a whole.

This report describes the evaluation and its main findings, conclusions and recommendations. Appendices present the questionnaires used and additional results obtained, as well as other materials consulted for the evaluation.

The ICT in Education Policy project[1]

The ICT in Education Policy project aims at assisting selected Member States in the Asia and Pacific region in the formulation of ICT in education visions and masterplans.

It is not enough to equip schools ad hoc with personal computers and to train teachers in their use to prepare pupils for the demands of the 21st century. ICT in itself is not going to radically change education systems for the better. An overall view of what education should be seeking to achieve is needed for ICT to be utilized to their full potential within education systems. Thus, the policy project component is expected to assist decision and policy makers in re-formulating necessary and appropriate policies.

Another UNESCO concern is to ensure that ICT does not become a source of further inequality, with the digital divide accentuating already existing disparities. Access to computers, the Internet,

[1] Large parts of this and the following sub-sections were taken from different unpublished UNESCO texts, with the aim of reflecting the objectives of the project as defined by UNESCO.

and the capacity to make use of it depend largely on socio-economic and/or ethnic background, as well as on gender, age, educational background and geographical location. The project intends to promote successful policy models and strategies of ICT integration, with special emphasis on removing barriers to participation, and the learning of girls and women, out-of school youth, the disadvantaged, those with special needs, and the poor.

The objectives of the policy project include: (1) to enhance awareness and vision, mobilizing leadership: advocating high-level decision-makers to make judicious use of ICT in education; (2) to develop a strategic vision and a masterplan of participating countries: enhancing the capacity of mid-level policy makers to formulate a national ICT in education policy, appropriate strategies and measures through a consultative process involving key stakeholders; (3) to facilitate the implementation of other Japanese Funds-in-Trust (JFIT) programme components in the selected countries; and (4) to ensure UNESCO's involvement in international policy discussion and the integration of this initiative into networks of policy planners.

To meet these objectives, a series of high-level seminar, and analysis of the relationship between ICT, development of policy tools and publications are undertaken to formulate the model of the ICT policy. UNESCO is first concentrating on assisting countries with no specific ICT in education policy or plan (group 1). It is also focusing on countries that are either in the stage of developing their policies or have just developed their policies without yet implementing them (group 2).

The high level seminar and workshop for decision and policy makers

In order to respond to the immediate needs expressed by Member States and UNESCO offices, UNESCO Bangkok, in co-operation with the UNESCO Institute for Information Technologies in Education (IITE), organized a high-level policy maker workshop from February to May 2003.

The objectives of this seminar were to:

* Share views and experiences from different countries, deliver executive summaries on key ICT in education issues, present

global trends, address typical bottlenecks, and analyse and present lessons learnt from different countries and continents;
* Address questions raised by participants on ICTs in education;
* Establish and state core principles, which have to be taken into account for the development of educational policies;
* Provide evidence to support policy formulation, management, and monitoring;
* Assist policy makers in developing strategies to integrate ICTs in educational policies and programmes in a more systematic, cost-effective, and culturally appropriate manner;
* Provide assistance in planning, training, assessment, and hands-on support to ministries to help develop or improve policies for the effective use of technologies in education.

The project of this workshop was first promoted by the ICT in Education Policy team of UNESCO Bangkok. The workshop as well as the ICT in Education Policy project as a whole was mostly organized and managed by Mr Cédric Wachholz.

The original seminar has been developed by an international working group set up by UNESCO IITE for a policy maker seminar held by the IITE in Moscow in 2001. This high-level seminar for decision and policy makers, on *Towards Policies for Integrating Information and Communication Technologies into Education*, was organized in three parts, two face-to-face seminars separated by a two month online phase during which the participants worked in their home countries, assisted by experts at a distance.

This seminar has been used, after a few modifications, for the workshop in Bangkok. The parts are further described below.

On initiative of UNESCO Bangkok, a partnership/fundraising strategy component with Craig Smith was added to the second face-to-face meeting (part III). The expert was available online for one month after the meeting to guide participants in further elaborating the concept outlines they had developed in Bangkok. In accordance with several documents, this second online phase is referred to as the fourth part.

The first part of three days (opening ceremony and reception on the 18th, plus seminar from 19 to 21 February 2003) was devoted to sharing questions and presenting executive summaries on key ICTs in education issues, based on the present situation in different countries and on the prospective view for the future. This part was composed predominantly of

presentations, including: Education and Sustainable Development; Educational Philosophy in the 21st Century; Policy Issues; Case Studies; Technology Issues; Pedagogical Issues; Process Issues; Ethical Issues; Issues of Economics.

During **the second part** (22 February – 21 April 2003) the participants continued to work on ICT policies in their home countries, assisted by the group of experts at a distance (online seminar hosted by the IITE web portal, discussion forum, e-mail and telephone conferences). The task of the participants was to analyse country situations and elaborate or improve masterplans on ICTs in education. These masterplans were intended to be important inputs into the third period. The entire national team was expected to benefit from the exchanges at a distance with the experts.

The third part (from 23 to 25 April 2003) meeting was a structured exchange of country experiences, to bring forward or finalize the practical work on masterplans, to develop appropriate fundraising strategies and to address implementation constraints. It included also several presentations from experts.

During the **fourth part** (from 26 April to 31 May 2003), the participants had the opportunity to communicate through e-mail or a discussion group with an expert, with whom they had developed project proposals and fundraising strategies during the third part.

Budget

There were two separate budgets for the workshop, due to the fact that costs were supported by two distinct UNESCO institutions: IITE Moscow and UNESCO Bangkok. Together, the agencies spent US$78,092.13.

Based on obtained records, the IITE spent $36,305 for the workshop, excluding the costs of IITE staff, website support and initial module development. The expenditure is described below:

* Mission to the preparatory meeting in Paris (Ms Smirnova)	$	1,935
* Four consultant contracts, including missions to Bangkok		27,651
* Fee contract (Mr Passi)		2,400
* Two missions to Bangkok (Ms Smirnova)		3,909
* Printing of materials		410
Sub-Total:	$	36,305

UNESCO Bangkok, on the other hand, spent $41,787.13 for the workshops. The breakdown of expenditure is:

*	Participants' travel	$	26,784.69
*	Participants' daily subsistence allowances (DSA)		14,121.79
*	Hospitality and Organizing expenses		352.56
*	Computer Rental		528.09
*	Consultant (Craig Smith)		4,600.00
*	Temporary assistance		600.00
	Sub-Total:	$	46,987.13
	Total:	$	78,092.13

section3

Purpose of the Evaluation

The aim of the seminar evaluation is to help UNESCO improve future seminars in particular, and the activities of the ICT in Education Policy Project in general.

The evaluation is expected to provide answers to the following main questions:

* Did the seminar meet the policy makers' needs; was it the right thing to do to design/improve ICT in education policies?
* Was it done the right way? What should be improved in similar, e.g. the Pacific Island Countries?
* What was the impact of this intervention? What country follow-up was undertaken by the participants?
* Were gender concerns addressed during the seminar?

The evaluation is also expected to include suggestions for indicators for assessing future workshops and the policy project as a whole.

section4

Evaluation Methodology

Following each of the first three parts of the workshop, an evaluation questionnaire was distributed to the participants. These questionnaires were formulated by the ICT in Education Team. The questions covered mainly the usefulness of the content of the workshop.

An interview-questionnaire for the evaluation of the workshop half a year later was developed by the consultant with inputs from programme officer and other UNESCO staff involved in the seminar. The experts who participated in the workshop were also invited to provide inputs. Responses to earlier questionnaires were also used to formulate additional questions.

A mixed method was chosen using open-ended questions (to obtain more information on unclear matters) and close-ended questions (to gain quantitative information on key sections).

Earlier questionnaires had shown a “ceiling effect” for responses given on a symmetric scale that included two negative and two positive values (e.g. “not at all”, “a little”, “well”, “excellent”): Most responses were limited to the positive values (“well”, “excellent”), perhaps out of a desire to be polite. The lowest value (“not at all”) was hardly ever used. The scales thus had a weak discriminative power, as all sessions were rated alike. To avoid this “ceiling effect” in the questionnaire of the final evaluation, scales were moved towards the positive range, adding a third positive value and removing the most negative value, so that respondents might select from a broader range of options.

All participants were contacted repeatedly using different means in order to increase the response rate. At first, participation was requested by e-mail. This was followed up by several e-mails and, where possible, phone calls to serve as reminders.

The interview-questionnaire was carried out by e-mail (in a printable version and as a Word form), since several participants with lesser knowledge in English felt more at ease with a print version than with a phone interview. At the same time, this allowed

to reach remote areas with difficult phone access (e.g. Afghanistan). Participants were given a choice between sending back the filled-in questionnaire and answering the questions by phone.

Two types of analysis were performed:

* Basic quantitative analysis: frequencies and some comparisons.
* Basic qualitative analysis.

section5

Participants and Respondents

Participants of the workshop

Twenty five participants attended part or all of the workshop. Of 25 participants, 13 participated in both seminars, eight only in the first and four only in the second seminar. Twenty one participants took part in the first face-to-face seminar, while 17 participated in the second. There were fewer participants in the second seminar because of the absence of two countries: Viet Nam (because of SARS), and Republic of Korea. Table 1 below, lists the participants by country and by face-to-face seminars they attended. An up-to-date list of participants is found in Annex 2 of this report.

Table1.Participants of the workshops

Country	Name	Seminars attended	Method of responding to final evaluation
Afghanistan	Mr Najibullah NAZIF	both	-
	Mr Mohammad LATIF RASOOLI	both	-
	Mr Qadir QAYOUMI	both	e-mail
Bangladesh	Dr M. Osman FARRUK	first	-
	Mr A.N.M. Ehsanul Hoque MILAN	second	-
	Mr Sved jaglul PASHA	both	-
Cambodia	Dr Nath BUNROEUN	both	e-mail
	Mr Om SETHY	second	e-mail
	Mr Supote PRASERTSRI	first	e-mail
Indonesia	Ms Harina YUHETTY	both	e-mail
	Dr Ir. Gatot Hari PRIOWIRJANTO	first	-
	Mr Ferry YULMARINO	second	e-mail
Mongolia	Mr Baatar ERDENESUREN	first	-
	Mr Purevjal AYUSH	second	-
	Mr Gunjee TSOGT	both	e-mail

Country	Name	Seminars attended	Method of responding to final evaluation
Pakistan	Dr Habib KHAN	both	e-mail
	Ms Sultana BALOCH	both	-
Philippines	Dr Lolita M. ANDRADA	both	phone
	Ms Maria Victoria D. ABCEDE	both	-
South Korea	Mr Jong-Nam LEE	first	-
	Ms Jeehyun CHANG	first	phone
Thailand	Dr Athipat CLEESUNTORN	both	-
	Dr Narongsak BOONYAMALIK	both	e-mail
Viet Nam	Dr Quach Tuan NGOC	first	e-mail
	Dr Dao Thai LAI	first	e-mail

An analysis of the positions of the participants reveals that more than half were higher-level policy makers, director-level or higher

* 3 Ministers and vice-ministers
* 12 Directors of departments or agencies
* 6 Assistant directors and programme specialists
* 4 Researchers and consultants

This distribution shows that it has well been a “high-level policy maker workshop” even if the aim to attract an important number of ministry-level policy makers has not been achieved.

Respondents to the post-workshop evaluations

Each of the two face-to-face seminars in Bangkok (Parts I and III of the workshop) was evaluated through a questionnaire distributed at the end of the seminar. The Part II (first online seminar) was evaluated at the beginning of the Part III. No specific assessment was carried out for Part IV.

As Table 2 shows, the response rate for Part I is 8 out of every 10 participants, for Part III it is 9 out of 10. For Part II (first online phase) response rate is as about two thirds of those participants who attended both face-to-face seminars.

Table2.Response rate for post-seminar evaluations

Workshop part	Number of participants	Number of questionnaires	Response rate
Part I	21	17	81%
Part II	13*	8	62%
Part III	17	15	88%

*Number of participants who attended both face-to-face seminars

Respondents to the final evaluation questionnaire

Thirteen participants responded to the final evaluation questionnaire; the participation rate was 52%. Table 1 shows the names of those who responded either by e-mail or phone.

Three weeks were set aside for data collection, from 17th November to 9th December 2003. During this period, three emails were sent, followed, if need be, by at least three personal reminder emails and participants were reached by phone where possible. No additional questionnaires were received after this time.

section6

Main Findings

The overall assessment of the workshop was very positive, “the best workshop of the year” according to one of the participants. Nevertheless, the detailed assessment results show that there is still room for improvement.

Relation of the participants to the ICT in education policy-making

Six months after the end of the workshop, all but two of the respondents still worked in the same position as at the time of the workshop.

Two-thirds (eight respondents) felt that their position was directly related to the design or implementation of policies for integrating ICTs in education. Five respondents were not policy makers: three had an indirect participation in the policy-making through information or research and two were observers.

More than one-third of the respondents had no role or participated indirectly in policy-making. This was a high proportion considering the fact that the workshop was specifically aimed at policy makers. In fact, the high level policy makers (Vice-Ministers etc.) responded least in the survey. The real proportion of policy makers was therefore higher than suggested by the responses.

Efficiency of implementation

1. Organization of seminar/workshop

The number of participants (25 participants from 10 countries) was “just right” according to nearly all respondents (11 out of 13). One respondent would have liked more participants, while another suggested less.

The organization of the workshop in 4 parts or phases was generally rated positively by participants. The few criticisms

received were mostly connected with the second part (online). Some shortcomings, such as difficulties in accessing computers were noted.

2. Gender-specific concerns

The project document of the general policy project mentions the importance of gender issues. The workshop did not adequately reflect this commitment.

A gender balanced meeting has not been achieved, even if this issue has been taken into account for the selection of the participants. The invitation of at least two national participants aimed partially at the achievement of a gender balanced participation for the workshop and the invitation letters stated: "Please ensure, if at all possible, a gender balanced choice, so that your country will be represented by male and female participants." Twenty men and five women participated in the workshop. The countries which sent at least a woman included the Philippines (two women, no man), Pakistan and Republic of Korea (one woman and one man each), and Indonesia (one woman, two men).

Throughout the seminar, gender-specific concerns had not been addressed at all the discussion and presentations.

Although the organizer tried to encourage a more balanced gender participation through the selection of candidates, the responsibility in the selection rested on the participating member countries. Nevertheless, the content did not clearly reflect UNESCO's commitment to gender equality and equity.

3. Selection of experts

Experts of the workshop were drawn mostly from Europe. Should there have been more experts from Asia? Five of the respondents said that the workshop could be clearly improved by choosing mainly experts from Asia while the same number (5) assumed that the origin of experts was not so important.

The commentaries[1] reveal that behind these split opinions was a common concern: the experts should have a good knowledge of the situation and cultural background of the countries of the participants. The difference was in the proposed solution: take

[1] For details, see transcriptions of participants' answers to questions 12a and 12b in annexe 15.

experts from Asia because they better understand the concerns, being in the same situation, or consider that the origin of the experts was unimportant, as long as the expert have the required competencies.

When asked in another question[2] to choose which part of the workshop needing most improvement, half of the respondents pointed to the lack of understanding of regional conditions by the experts selected by the IITE.

The findings suggest that the participants perceived a knowledge gap among the European experts on the situation of the participating countries. The origin of the experts did not seem to matter very much; the large number of European experts in the workshop was an insignificant issue.

Evaluation of the workshop

1. Comparative usefulness of the different parts of the workshop

Which of the four parts of the workshop was found to be most useful? The seven respondents who assisted in all parts of the workshop were unanimous in identifying the two face-to-face seminars as “most useful” and “second most useful” parts of the four-phased workshop. The perceived usefulness of these two seminars was quite equal: the first seminar was chosen more often as “most useful” but the explanations pointed more explicitly to the second phase.[3]

2. Part I: first seminar in Bangkok, February 2003

Overall satisfaction with the first face-to-face seminar was high, as was the rating of the usefulness of the different sessions (see Table 3). These very positive ratings lead to a ceiling effect which impedes a clear discrimination between the different sessions. Two of the three case studies obtained the highest (Korea) and lowest scores (Egypt).

[2] Question 16a-c. For details, see annexe 15.
[3] See transcriptions of question 8 in the annexe 15.

Table3. Evaluation of the first face-to-face seminar in Bangkok

Question	Mean score
Did the workshop meet your expectations?	3.6
How well did the facilitators respond to your needs?	3.6
Would you prefer less (—) or more (++)	
presentation	2.4
time to question-answer and	3.3
group discussion?	3.6
Were your ideas and input valued?	3.3
How useful was the content:	
ICTs and educational Policies	3.5
Society Today: Global Megatrends	3.3
Educational Philosophy	3.3
Case Studies:	
-Finland	3.5
-Republic of Korea	3.7
-Egypt	3.1
Policy issues	3.5
Technology Issues	3.2
Pedagogical Issues	3.2
Process Issues	3.3
Ethical Issues	3.4
Issues of Economy	3.3
How much of what you have learned will you be able to put into action?	3.3

(Scores reach from 1= 'not at all' to 4 ='excellent'; N = 17)

Noticeably, participants wished for fewer presentations and more time for question-answer and group discussion, even when they rated highly the usefulness of the individual presentations (see Table 3). This result corroborates the hypothesis that the very high ratings of the presentations were in part due to a desire to be polite. The rating of "presentations" in general allowed the expression of criticisms without being impolite to any of the presenters.

When considering both remarks from participants and UNESCO staff about the content of the presentations, and the study of documents related to the presentations it seems that the content was less exciting than suggested by the ratings of the participants. For example, in several sessions, there appears to have been a lack of concrete examples of ICT in education and/or policy related issues, or of relevance in the Asia-Pacific context.

The very high score achieved by the case study about ICT in Education in the Republic of Korea could therefore be a result of the practical and relevant information offered in this presentation: what was the situation, what policies and strategies were elaborated, how ICT in education was implemented, what outcomes could be observed.

All presenters appeared to be strong proponents of the use and usefulness of ICT in education. Given the existing controversies about ICT in education, the importance of the needed investments and the uncertainty of the outcomes, a more critical voice could have been useful to broaden and deepen the discussion.

In brief, the presentations have been generally appreciated by the participants, but were too long and were not sufficiently practical and policy-oriented.

3. Part II: first online seminar, February to April 2003

Even if the overall evaluation of part II was positive, several indicators point to the fact that this part had not been a success. In the results displayed in Table 4, this might be shown by the relatively low score obtained by "the reality" of this online phase, compared to "the idea".

Table4. Evaluation of part II {first online part} of the workshop

Question	Mean score
Could you apply at home, what you learnt in the first BKK seminar in February?	
Use it for your work	3.4
Use it for the seminar's "homework"	3.4
What is your overall rating of the second online phrase?	2.4
Usefulness for work	3.6
Personal learning effect	3.8
The idea	3.5
The reality	2.9

(Scores reach from 1= 'not at all' to 4= 'excellent'; N = 15)

Several indicators show that this phase had been virtually non-existent for at least several of the participants:

* Some participants had no contacts with the experts or other participants during this phase.
* According to the organizer, very few participants had done their "homework".
* The website which should have supported the second phase was scarcely used and did not seem very user-friendly. The documents made available on the site were, to a large part, the support materials which had already been distributed during the first phase. The e-mail discussion group had hardly been used.
* When asked, in the evaluation questionnaire, which parts of the workshop they remembered as "most useful" and "second most useful", participants mentioned phases I and III but never phase II. Two of the participants noted that the online part was "not quite effective".

The online phase of the workshop needs urgent improvement since its failure undermines two central aspects of the whole seminar-workshop, its structure and its content.

* The structure of the workshop in several phases is justified by the online phase. Without this phase being exploited, there is no reason of having two workshops with the same

participants in a three months' interval, a setting neither cost nor time effective.

* The similarity between this online phase and the content promoted by the workshop cannot be ignored. This phase puts into application the use of ICT in a context of teaching and learning. In contrast, phases I and III could compare to a more traditional educational setting. Therefore, the impression could arise that UNESCO is advocating the use of ICT without being able to achieve it in a relatively favourable setting: the promoter is an international agency recognized for its expertise in new technologies and not an educational system in a developing country, and most of the participants are experts or promoters of this new technologies and no reluctant and insufficiently formed teachers. Moreover, the failure cannot be excused by the newness of the formula because it was already the second edition of the workshop realized by the expert team of the IITE.

  As indicated by several indicators, the online phase has not achieved its goals. This could undermine the credibility of the structure and the content of the workshop. Considering that UNESCO plays an important role in the promotion of the effective use of ICT in education, a possible loss of reputation is to be avoided, making it necessary to improve the online phase or, at worst, go back to a classical one-phased workshop.

4. Part III: second workshop in Bangkok, April 2003

As in the first face-to-face workshop, the rating of the usefulness of the different sessions of the second face-to-face workshop was very high (see Table 5). The resultant ceiling effect impedes a clear discrimination between the different sessions. Five out of nine sessions scored 3.3, the lowest score being 3.1 "Designing policy tool: contents and tools". The highest score (3.6) was given to the "Resource mobilization component". As in the part I, the highest rating was given to a presentation with a concrete and more easily applicable content.

Table3.Evaluation of the second face-to-face seminar in Bangkok

Question	Mean score
Were your ideas and input valued?	3.2
How useful were these sessions:	
Country report and discussion	3.3
Software issue (ten-options - by Matti Sinko)	3.3
Teachers professional development (by Bernard Cornu)	3.5
"Clinic session" 2 experts for 45 min. with one country	3.3
Self-directed video- and software exploration in room3	3.4
UNESCO regional ICT in education program	
Indicators (by Carmelita Villanueva)	3.3
Clearing House (by Carmelita Villanueva)	3.3
Designing policy tool: contents and tools (Cedric Wachholz)	3.1
Resource mobilization by Prof. Craig Smith	3.6

(Scores reach from 1= 'not at all' to 4 ='excellent'; N = 15)

5. Part IV: second online seminar, April to May 2003

This last part had been the direct continuation of the last day of the third part, devoted to resource mobilization. According to the evaluation of the third part, the session on fundraising received the highest score among all the sessions (see table 5, above). It resulted in several follow-ups with participants, as well as a day-long project regarding public/private partnerships in Bangkok on invitation of the Permanent Secretary of the Thai ICT Ministry in November 2003.

6. Most useful aspect of workshop

Six month after the end of the workshop, what do participants remember as the most useful aspect of the workshop?[4]

The most remembered aspect was the discussion and sharing of information and experience between participating countries. According to participants, the discussions and sharing of

[4] Question 6, verbatim responses can be found in annexe 15.

experiences introduced them to innovative approaches, and best practices of other countries.

The other remembered aspects reflected the wide variety of workshop topics. Sometimes the link to the personal occupations of the participant was obvious, e.g. the workshop about training of trainers was mentioned by a teacher training department director.

These other aspects included:

* ICT policies in different countries
* Success stories of different countries
* Curricular matters
* Technological issues
* Aston's viewpoint that not quantity but quality matters
* Resource mobilization
* Rationale, policies and strategies on the potentials and use of ICT in education

Thus, depending on the participants, various aspects of the workshop have been particularly important. For instance, a wide range of ICT in education issues had been apparently a good choice. The examples of other countries appeared to be of particular importance too.

7. Workshop activities and priorities

The workshop provided a mix of activities, the presentations being the central and most important part. Given the weight of the presentations, knowledge transmission stood at the centre of the workshop, especially in part I. Several questions were asked to assess this choice.

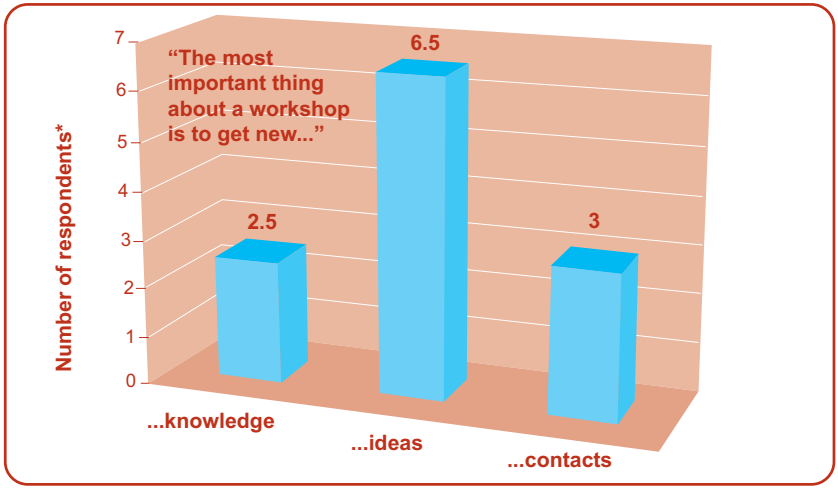
When asked to estimate the time five different activities should take in a workshop, participants allocated almost the same time to four activities: Presentations, exchange with experts, exchange between participants, as well as practical work and experience. The only activity which rated less was the individual assistance by experts (see Table 6).

Table6.Perceived importance of workshop activities {N=12}

Workshop activities	Average {%}	Max {%}	Min {%}
Presentations	22	30	10
Exchange with experts	22	30	20
Exchange between participants	22	40	10
Practical work and experience, e.g. software exploration, role playing, exercises	22	30	10
Individual assistance by experts	14	30	5

When participants were asked if a workshop was about "knowledge, ideas or contacts"[5], the respondents replied that "getting new ideas is most important" (see Figure 1 below). Only three respondents rated knowledge as most important. This finding was consistent with the earlier findings, showing that only one-fifth of the workshop time was to be devoted to presentations. Moreover, the evaluation following the first face-to-face seminar showed that participants preferred fewer presentations (see Table 3). The ideal workshop seems to be closer to a brainstorming session than to a university style seminar.

Figure1.Importance of different aspects of a workshop {N = 12}



*If a respondent gave two answers, each counted for 0.5

[5] "Knowledge" ("the theoretical or practical understanding of a subject") is considered in contrast to "ideas" ("a thought or suggestion as to a possible course of action"; definitions from The New Oxford Dictionary of English).

When participants were asked to choose one aspect of the workshop needing most improvement[6], half of the respondents said there should be more exchange of experiences among participants, and more practical work. These comments apply not only to the experts' but also to the participants' presentations.

By providing a mix of activities, the workshop appeared to come closer to the wishes of the participants. Nevertheless, the time devoted to presentations has to be limited and more focussed on sharing ideas than on knowledge transmission. If the overall structure of the activities is to be maintained, the time spent for presentation in the theoretical session should be limited to not more than half of the session, the rest of the time being devoted to structured exchanges with the experts and between participants. The purpose is to foster the exchange and creation of ideas. A deeper revision of the activities might be welcome.

Workshop objectives

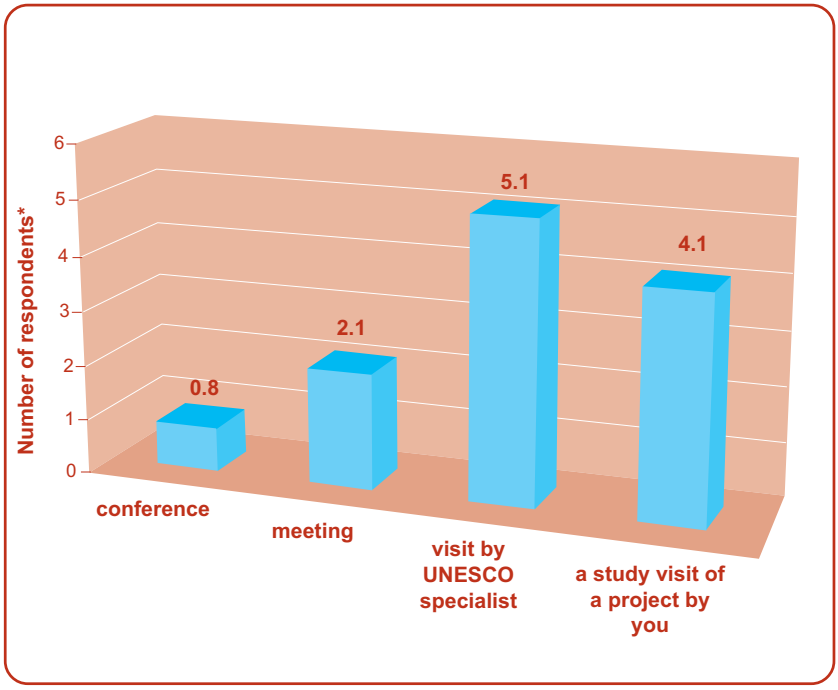
Six objectives were stated in the presentation paper of the workshop.[7] Most of these objectives have been achieved at least partially. But the objectives themselves presented two important failures which reduce their usefulness: they addressed outcomes which were difficult to measure and/or they presented rather the means to achieve the objective ("we will have this action") than the objective itself ("this result is to be achieved").

This apparent vagueness and the focus on means of the objectives addressed ICT issues in a very general way (e.g. "deliver executive summaries on key ICT in education issues", "state core principles"), without taking into account the effect on the participants, who wished for a more concrete and precise example and practice-based content.

Twelve out of 13 respondents indicated a UNESCO follow-up of the workshop (see Figure 2). They felt that a visit by an UNESCO expert was a useful follow-up; alternatively, a study visit to and ICT project would be beneficial. A new meeting or a conference is often considered less useful.

[6] For details, see annex 15 for participants' answers to questions 16a-c. See also question 17.
[7] For the list of objectives, see section II.B of this report.

Figure2.Suggested UNESCO follow-ups {N = 12}



*If 2 answers were given by a respondent, each counted for 0.5, if 3 then 0.33

Follow-up activities carried out by the participants of the workshop

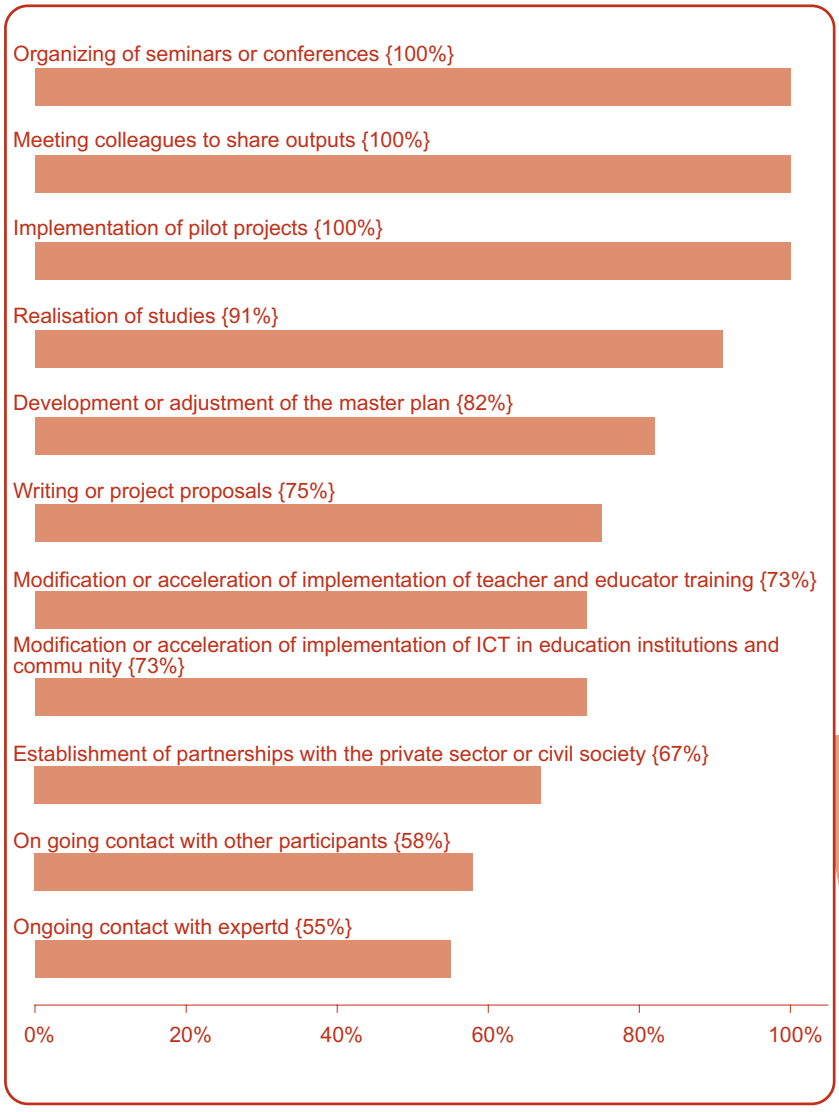
Nearly all respondents (92%) said that the workshop helped them to bring forward their plans on policies for integrating ICT into education. Two thirds (67%) felt that the workshop did change their approach to ICT in education policies.

Figure 1 shows that in all cases there has been dissemination of the received information by “organizing of seminars or conferences” and “meeting colleagues to share outputs”. The workshop has also triggered to a very high extend the “implementation of pilot projects” and the “realisation of studies”.

The “development or adjustment of the master plan” – a follow-up directly related to the main purpose of the seminar, the development of policies for integrating ICT into education – has been mentioned by 4 out of every 5 participants.

Networking between participants and experts of the workshop, even if mentioned by still more than half of the participants, had been the least mentioned outcome (see Figure 3): be it “the establishment of partnerships with the private sector or civil society”, “ongoing contact with other participants” or “ongoing contact with experts”.

Figure3.Follow-ups carried out by the participants[8]



[8] The suggested follow-ups issue from the answers to an open-ended question about possible follow-ups, in the evaluation questionnaire distributed at the end of phase III.

Respondents mentioned the following additional follow-ups of the workshop:[9]

* Establishment of a national team for ICT implementation in schools and selection of pilot schools
* Revision of policy draft or action plan
* Broadening the scope of ICT teacher-training
* Increased integration of ICT in the curriculum
* Systematic integration of ICT as part of the education project and programme planning
* Increased efforts in distance education
* Joining the implementation of ASEAN SchoolNet project.
* Broadened perspective and clearer idea about the usefulness of ICTs in education
* Translation of the ICT in Education master plan from Thai version to English version.
* Creation of a project on capacity building efforts employing ICT.
* Creation of a project on evaluation of ICT in Education.

To sum up, the workshop has stimulated a great variety of activities. All participants declare having carried on the outputs of the seminar in meetings, conferences, and seminars, which should assure a wide dissemination of the benefits of the workshop. An important number of concrete projects and adjustments have followed the workshop.

[9] For all details, see annex 15 for participants' answers to questions 3, 4 and 5b.

section 7

Opinion of ICT Experts

Of the seven ICT experts requested to answer the questionnaires, four responded. Their responses are described below.

Follow-ups

All four experts said they had ongoing contacts with participants of the seminar: Bangladesh (3), Mongolia (3), and Viet Nam (2).

Other follow-up activities included the organization of a four-day seminar in Ulaanbaatar and in Thailand, as well as the presentation of the Seminar in ICT conferences.

Organization and activities

The organization of the seminar in several phases seemed satisfactory to the experts. They had a few small suggestions to make, such as a better management of the ICT facilities.[1]

The experts found the number of participants "just perfect".

Asked about the most important thing to stress in such a seminar (i.e., new knowledge, new ideas or new contacts), two experts ticked all three, while one chose "ideas" and another picked "knowledge".

The perceived importance of different activities of the workshop by the experts was relatively close to the perceived importance assigned by the participants (see Table 6 below). However, the experts differed (by 10 percent) from participants in the time allotment to presentations.

[1] For details, see transcriptions of experts' answers to question 4 in annex 16.

Table7.**Perceived importance of workshop activities as seen by experts**

Workshop activities	Expert A	Expert B	Expert C	Average expert	Average participants
Presentations	35	25	35	32	22
Exchange with experts	20	20	10	17	22
Exchange between participants	15	15	15	15	22
Practical work and experience, e.g. software exploration, role playing, exercises	20	25	25	23	21
Individual assistance by experts	10	15	15	13	14

All four respondents thought there should be a UNESCO follow-up of the seminar in the Asia-Pacific region. Three felt there should be a visit by a UNESCO expert. Additionally a meeting and a study visit of a project by the participants were mentioned. No expert suggested a conference. One expert suggested "a workshop on specific issues, e.g. indicators and e-learning materials".

Asked to choose one aspect of the seminar which needed most improvement, all experts identified the second phase (online seminar). Support and interaction during that phase had to be improved through clearer guidelines and responsibilities and changes in the homework, making it more interactive and challenging.[2]

Other suggestions to enhance the seminar included: the adaptation of the seminar to the region, some knowledge of the participants by the experts, qualifications for the participants, a sufficient level in spoken English, more examples and hands-on experiences and a continued support to ICT development in participating countries.[3]

Content

Experts were asked to evaluate the participants' information needs concerning ICT policies. In turn, the participants were asked to evaluate their own needs. Although, the comparison of responses must be taken with great caution given the small number of respondents, some interesting tendencies are worth noting (see Figure 4):

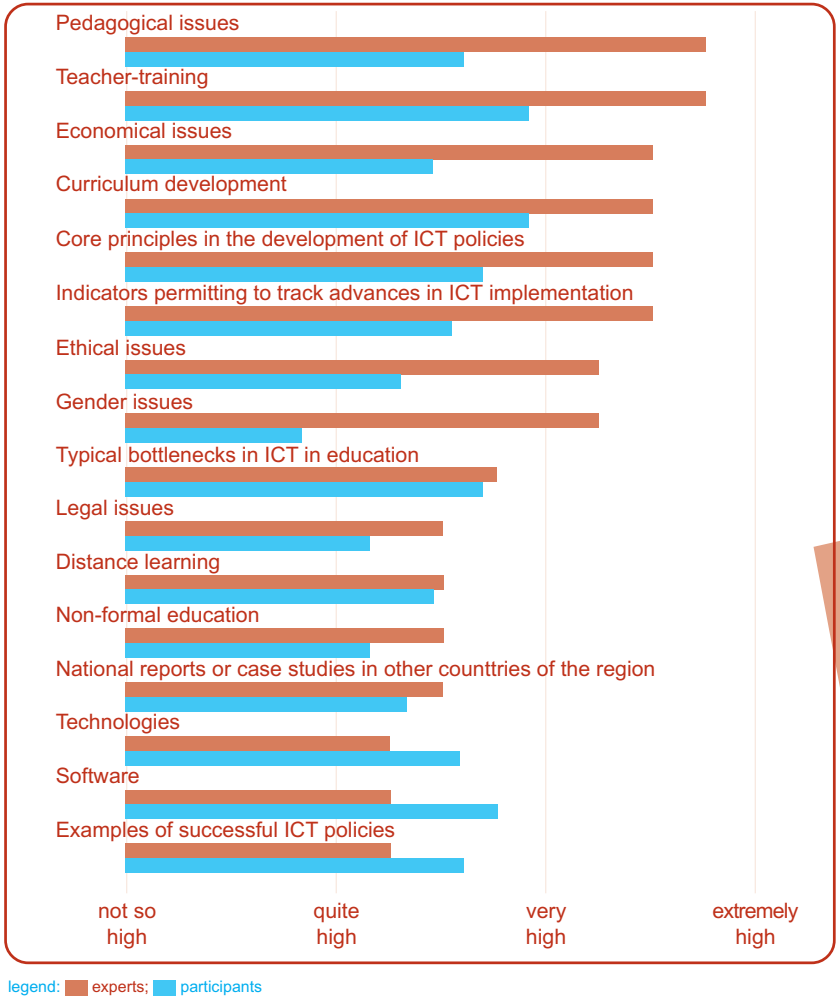
* Issues related to ICTs that were highly valued by experts but much less so by the participants include: "Pedagogical issues", "Teacher training", "Economical issues", "Curriculum

[2] For details, see annex 16 for experts' answers to question 10.
[3] See annex 16, questions 11 and 12.

development", "Core principles in the development of ICT policies", "Indicators permitting to track advances in ICT implementation", "Ethical issues" and "Gender issues".

* Both experts and participants felt that issues such as "Typical bottlenecks of ICT in education", "Legal issues", "National reports or case studies", and applications outside of classical education ("Distance learning" and "Non formal education") need attention and that more information should be provided on these.
* Finally, "Technologies", "Software", and "Examples of successful ICT policies" were considered more important by participants than by experts.

Figure4.Participants' need for information about ICT policy related issues, according to the participants {N=13} and the experts {N=4}



section8

Conclusions

1. The workshop had been regarded a very much welcomed event and seen as useful by all respondents.

2. Although the presentations were mostly appreciated, it was felt that too much time was devoted to presentations and too little time to exchanges.

3. It is a good idea to integrate ICTs in a workshop about ICTs, as a tool changing the way the workshop is done. This "practice what you preach" approach does not only have the ability to improve the workshop, but also gives participants an experience of the potential of ICTs, as well as the difficulties of implementation. Nevertheless, in order to make this proceeding an additional argument in favour of ICT implementation, it is essential that the gains surpass the difficulties. The achievements of the online phase of the workshop were unfortunately similar to many experiences in the implementation of ICT in education: lack of use of provided facilities, some technical difficulties, lack of interesting software tools and, most of all, lack of a solid project that would benefit the users.

4. The workshop has not been sufficiently centred on the Asian context. This is even more problematic since participants showed a high interest in examples and case studies. Nevertheless, not all experts have to come from the region; there can be experts from outside as long as they show a profound understanding of the participants' country situations.

5. Follow-ups of the workshop carried out by the participants were numerous and diverse.

6. Gender concerns were insufficiently addressed during the workshop.

section 9

Recommendations for Future Workshops

1. There should be fewer presentations and more time for exchange between participants and among participants and experts. Presentations should be more praxis and policy oriented.

2. Experts must be familiar with the local country situations and the presentations have to sufficiently consider the Asia-Pacific context.

3. Objectives of the next workshop should be participant-oriented, with concrete, measurable outcomes.

4. The content should adequately reflect UNESCO's commitment to gender equity and equality.

5. If the workshop is organized by various UNESCO agencies, a clear sharing of responsibilities which is accepted by both parties should be planned, or only one responsible organizer should be designated.

6. When ministers are invited, the workshop should be adapted to their limited availability in order to increase their participation.

7. For the selection of participants other than the ministers, UNESCO should give a precise description of the suitable participants. Prerequisites for all participants should include a sufficient level of English and that they have a direct role in the design and/or implementation of ICT in education policies. As far as possible, the participating policy makers should also commit themselves to attending throughout the three (or four) parts of the seminar.

8. Participants could be asked to arrive with their "homework" already complete at the beginning of the first phase. This would increase their input, participation and interest.

9. Participation during the second phase (the online phase) has to be improved, as well as the integration of the three phases. The first face-to-face workshop should be clearly directed towards ongoing work. Then ways must be found to assure participation

in the second part. Finally, the third phase should largely be built on the “homework” carried out during the second part.

10. The fourth phase in part repeated the work of the second phase, without providing an opportunity for the participants to exchange their achievements and lessons learned. Integrating the fourth phase into the second one could be considered.

section10

Addendum: Suggestions for Future Evaluations

Questionnaires for future workshops

There is a need for specific and measurable objectives on what is to be achieved by participants. The objectives should include clear and measurable indicators with a fixed timeframe.

The format of the questionnaires should be improved to get best results:

* Questions which asked for open criticism appeared to be largely useless: in the scales, the very negative values are completely ignored and questions asking for a negative comment are largely ignored. Accordingly, future evaluation should permit the expression of criticism in an indirect way; for example, asking for the "most interesting part" or using a scale with mostly positive values, ranging from "not so positive" to "absolutely positive". This latter procedure permits to correct the impact of the "positive bonus" by considering in the analysis the less positive ratings as negative. The questionnaire used for the final evaluation took into account these recommendations and the outcomes seem to confirm the usefulness of the modification of the scale.

* There should be no extra boxes in the questionnaire since this may cause confusion amongst the respondents and errors during data entry. For example, the questionnaire for part 3 of the workshop asked: "How useful were these sessions:" as an introductory heading, followed by a list of sessions. However, about half of the participants answered this question, since it was followed by a box providing space to answer.

* In some of the questionnaires used for the post-workshop evaluations, a same scale (e.g. "not at all", "a little", "well", "excellent") was used for all questions. The scale should be adapted to the questions to facilitate the responses; a same scale may not fit all questions.

* The entry of the data should be done carefully, a summary verification found several errors, which can be quickly of importance with a small number of responses.

Indicators for the project

The ICT in education policy project tries to foster the creation and improvement of ICT in education policies. The problem regarding the evaluation of the project is that UNESCO's activity is just one of many concurrent factors in the promotion and the development of ICT policies and projects.

For this reason, general indicators about the development of ICT policies in selected countries (e.g. existence or degree of achievement of the policy) or the implementation of ICTs in education (e.g. number of ICT initiatives linked to the policy and coherence of these initiatives, number of computers and internet access, quality of education, etc.) could only serve to promote UNESCO's activity without having a real validity for an evaluation. The Performance Indicators of the UNESCO Asia-Pacific Regional Survey on ICT Use for Education give examples of possible questions for such a promotional exercise.

It is possible to ask policy makers of the countries to evaluate the impact of the activities of UNESCO. This seems to be a better solution, despite the inevitable subjectivity of the responses.

Some concerns seem to be more specific to UNESCO, such as the concern for gender equality and equity. This kind of concern could serve as a more reliable indicator, e.g. how many ICT in education policies integrate a section on gender concerns.

Particular activities also allow more accurate assessment, for example the achievements of a particular workshop. The consideration of several limited assessments might provide a good sense of the progress of the whole project.

Finally, the resources UNESCO provides in the framework of the programme permit to measure the interest for the programme, not only with the website (number of page hits, downloads, time spent, number of web links pointing to project related pages, etc.) but also with other publications (number of demands for publications, CD-ROMS, tools, etc.).

Other possible indicators include:

* Capacity to attract highest-level participants (e.g. ministers, vice ministers) to activities (workshops, events, conferences).
* Number and diversity of participants/users.
* Statements of participants/users in public or in the press.
* Number of citation in articles related to tool-assisted policy-making.

section11

Annexes

Annex01 Participants list to the workshop.
Annex02 Timetable of the first seminar in Bangkok, February 2003
Annex03 Timetable of the second seminar in Bangkok, April 2003
Annex04 General Scheme of the 4 phases of the seminar
Annex05 Questionnaire used after the first seminar in Bangkok
Annex06 Questionnaire used after the first online seminar
Annex07 Questionnaire used after the second seminar in Bangkok
Annex08 Final evaluation questionnaire for participants
Annex09 Final evaluation questionnaire for experts
Annex10 Objective-indicator grid of the questionnaire used for the evaluation
Annex11 Invitation letter
Annex12 Additional results - Expert feedback about phase 2 - Matti
Annex13 Additional results - Expert feedback about phase 2 - Passi
Annex14 Additional results - Participants responses to open questions
Annex15 Additional results - Experts responses to open questions

Annex01
Participants list to the workshop

High Level Seminar and Workshop for Decision-Makers and Policy-Makers From Asia and the Pacific

"Towards Policies for Integrating Information and Communication Technologies into Education"

Bangkok, Thailand
18 Feb to 25 April 2003

List of Participants (actualized November 2003)

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Annex02
Timetable of the first seminar in Bangkok, February 2003

High Level Seminar and Workshop for Decision-Makers and Policy-Makers From Asia and the Pacific

"Towards Policies for Integrating Information and Communication Technologies into Education"

Part I Bangkok, Thailand, 18 – 21 February 2003

Provisional Timetable

18 February, Tuesday

18.30 pm-19.15	**Official opening**
19.15	**Welcome reception**

19 February, Wednesday

09.00 – 11.00	**UNIT I** **Introduction. ICTs and Educational Policies:** Principles, Aims, Expected Outcomes and Method for the Seminar*Presentation, guidelines, group work, discussion*
	10.00 - 11.15 {morning break}
11.15 – 12.15	**UNIT II** Society Today: Global Megatrends ***Presentation, guidelines, discussion***
	12.15 - 13.15 {lunch break}
13.15 – 14.15	**UNIT III** **Educational Philosophy in the 21st Century:** Responses to the Megatrends*Presentation, guidelines, group work, discussion*

14.15 – 15.00	**UNIT IV** Case Studies ***Introduction to the unit; presentation of the case study 1 (Finland)***
15.00 – 15.45	**UNIT IV** Case Studies ***Introduction to the unit; presentation of the case study 2 (South Korea)***
15.45 – 16.15	**UNIT IV** Case Studies ***Introduction to the unit; presentation of the case study 3 (Egypt)***
16.15 – 16.30	**UNIT IV** **General discussion of case studies**
16.30 – 16.45	**"Happy Fifteen"**

20 February, Thursday

08.30 – 09.15	**UNIT IV** **Synthesis of the case studies**
09.15 – 10.15	**UNIT V** Policy Issues: **Trends and Local, National and International Policies*Presentation, guidelines, discussion***

10.15 - 10.30 {morning break}

10.30 – 11.45	**UNIT VI** **Technology Issues** *Presentation, guidelines, discussion*
11.45 – 12.30	**UNIT VII** **Pedagogical Issues** *Presentation and guidelines*

12.30 - 13.30 {lunch break}

13.30 – 14.45	**UNIT VII** Pedagogical Issues ***Guidelines, group work and discussion***

14.45 - 15.00 {afternoon break}

15.00 – 15.15	**UNIT VII** **Pedagogical Issues** *General discussion*
15.15 – 16.30	**UNIT VIII** Process Issues ***Presentation, guidelines, discussion***
16.30 – 16.45	**"Happy Fifteen"**

21 February, Friday

08.30 – 09.45	**UNIT IX** Ethical Issues ***Presentation, guidelines, discussion***

10.15 - 10.30 {morning break}

10.00 – 11.00	**UNIT X** Issues of Economy: **Designing and Implementing Economically and Ethically Sound National Educational ICT Strategies*Presentation, guidelines, discussion***
11.00 – 12.15	**UNIT VII** **General discussion.Preparing and starting the 2nd part of the seminar-workshop**

12.15 - 13.15 {lunch break}

13.15 – 15.00	**Preparing and starting the 2nd part of the seminar-workshop** *(continuation)*
15.00 – 15.15	**Happy Fifteen**
15.15 – 15.30	**Closure of the 1st part of the seminar-workshop**

Annex03
Timetable of the second seminar in Bangkok, April 2003

High Level Seminar and Workshop for Decision-Makers and Policy-Makers From Asia and the Pacific

"Towards Policies for Integrating Information and Communication Technologies into Education"

Part III Bangkok, Thailand, 22 – 25 April 2003

Provisional Timetable

22 April, Tuesday

09.00 – 09.30	**Opening** of the 3rd part of the seminar
09.30 – 10.30	**Summarizing "homework" outcome and preparing for the country reports.** *Group work*
	10.30 - 10.45 {morning break}
10.45 – 11.45	"Going further": Topic 1 – **Software issues**
11.45 – 12.30	**Country report 1**
	12.30 - 13.45 {lunch break}
13.45 – 15.15	**Country reports 2 & 3**
	15.15 - 15.30 {lafternoon break}
15.30 – 16.15	**Country reports 4**
16.15 – 16.30	**Discussion on country reports**
16.30 – 16.45	**"Happy Fifteen"**

23 April, Wednesday

08.30 – 10.45	**Country reports 5, 6 & 7**
	10.45 - 11.00 {morning break}
11.00 – 12.30	**Country reports 8 & 9**
	12.30 - 13.45 {lunch break}
13.45 – 15.00	**Discussion on country reports** (identifying "bottlenecks" and first suggestions for action)
	15.00 - 15.15 {lafternoon break}
15.15 – 16.15	"Going further": Topic 2 – **Teachers professional development; teacher training; training the trainers**
16.30 – 16.45	**"Happy Fifteen"**

24 April, Thursday

08.30 – 09.00	**Daily practice.** *Introduction*
09.00 – 12.30	**Daily practice: Examples of policies, projects, web sites, etc.** *Workshop*
10.00 – 10.45	**Linking theory and practice.** *Group work (3 groups in parallel)*
	10.45 - 11.00 {morning break}
11.00 – 11.45	**Linking theory and practice.** *Group work (3 groups in parallel)*
11.45 – 12.30	**Linking theory and practice.** *Group work (3 groups in parallel)*
	12.30 - 13.45 {lunch break}
13.45 – 14.45	"Going further": Topic 3
	14.45 - 15.00 {lafternoon break}
15.00 – 16.00	**Building partnership:** UNESCO activities and resources for support to the ICT policies in education. *Presentation and discussion*
16.00 – 16.30	**Framework for resource mobilization**
16.30 – 16.45	**"Happy Fifteen"**

25 April, Friday

08.30 – 10.45	**Five-part process of resource mobilization**
	10.45 - 11.00 {morning break}
11.00 – 12.30	**Five-part process of resource mobilization** (continuation)
	12.30 - 13.45 {lunch break}
13.45 – 14.15	**Five-part process of resource mobilization** (continuation)
14.15 – 14.45	**Possible follow-up to the Seminar.** *General discussion*
14.45 – 15.15	**Closure of the seminar-workshop**

Annex04
General Scheme of the 4 phases of the seminar

High Level Seminar and Workshop for Decision-Makers and Policy-Makers From Asia and the Pacific

"Towards Policies for Integrating Information and Communication Technologies into Education"

Bangkok, Thailand, 18February - 31May 2003

General Scheme

Part	Dates		Content			
Part I	18-21 February 2003	18 February, Tuesday	Official opening of the seminar and workshop Welcome reception			
		19 February Wednesday	**Unit 1** Introduction. ICTs and Educational Policies	**Unit 2** Society Today: Global Mega trends	**Unit 3** Educational Philosophy in the 21st Century	**Unit 4** Case Studies
		20 February Thursday	**Unit 5** Policy	**Unit 6** Technology Issues	**Unit 7** Pedagogical Issues	**Unit 8** Process Issues
		21 February Friday	**Unit 9** Ethical Issues	**Unit 10** Issues of Economics	Preparing and starting the second part of the session	Closure of the first part of the seminar and workshop
Part II (work at a distance)	**22 February – 21 April 2003**		Practical work. The participants work on ICT policies in their home countries, assisted by the group of experts at a distance (online seminar hosted by the IITE web portal, discussion forum, e-mail and telephone conference). The aim is to analyse country situations and elaborate or improve masterplans/action plans on ICTs in education.			

Part	Dates		Content
Part III	**22-25 April 2003**	22 April Tuesday	Aims to be pursued: to exchange country experiences, bring forward or finalize the practical work on master plans or action plans and address implementation constraints.
		23 April, Wednesday	
		24 April, Thursday	
		25 April, Friday	**Resource mobilization: developing a framework for ICT in Education partnerships, and exploring appropriate fundraising strategies** Closure of the face-to-face part of the seminar and workshop
Part IV (work at a distance)	**26 April – 31 May 2003**		Every participant left the face-to-face workshop with a good understanding of partnership strategies and a rough, self-developed project proposal in their hands. All participants who wish to further develop the draft to a real proposal get assistance at a distance from Craig Smith.

Annex05
Questionnaire used after the first seminar in Bangkok

High Level Seminar and Workshop for Decision-Makers and Policy-Makers From Asia and the Pacific

"Towards Policies for Integrating Information and Communication Technologies into Education"

Bangkok, Thailand, 18February - 31May 2003

QUESTIONNAIRE

Please be so kind to take 5 minutes for this feedback

1. Please evaluate the seminar:

	-- 1	- 2	+ 3	++ 4
Did the workshop meet your expectations?				
How well did the facilitators respond to your needs?				
Would you prefer less (- -) or more (++)				
• presentation				
• time to question-answer and				
• group discussion?				
Were your ideas and input valued?				
How useful was the content:				
ICTs and educational Policies				
Society Today: Global Megatrends				
Educational Philosohy				
Case Studies: Finland Republic of Korea Egypt				
Policy issues				
Technology Issues				
Pedagogical Issues				
Process Issues				
Ethical Issues				
Issues of Economy				
How much of what you have learned will you be able to put into action?				

What was the best thing about the workshop?

_____

What could be improved?

_____

_____

What application and follow-up do you personally take?

_____
_____

What application and follow-up do you recommend the UNESCO Asia and Pacific Regional Bureau for Education to take?

_____
_____

2) Which topics should be covered in more depth during the next workshop?

_____
_____

3) UNESCO Bangkok plans to develop three decision- and policy-maker toolkits:

Would below tools serve your needs best?	-- 1	- 2	+ 3	++ 4
1) The decision makers' essentials will be a concise, stimulating publication on leading successful ICT policy orientation in different country contexts.				
2) A set of interactive ICT in education policy guidelines (CD-Rom), will help to analyze existing and develop new ICT in education policies.				
3) The interactive ICT planning matrix (CD-ROM), will help to generate ICT in education plans for				
national level				
school level				

What kind of tools, information, guidelines, standards would you like us to develop, with which tools could we assist you best?

_____
_____
_____
_____
_____
_____
_____

Thank you very much!

Annex06
Questionnaire used after the first online seminar

High Level Seminar and Workshop for Decision-Makers and Policy-Makers From Asia and the Pacific

"Towards Policies for Integrating Information and Communication Technologies into Education"

Bangkok, Thailand, 18February - 31May 2003

QUESTIONNAIRE

- Your feedback will be highly appreciated!
- Pease be so kind to put the questionnaire in the attached envelope and in the box at the registration desk this Tuesday morning.

Please evaluate the 2nd online part of the seminar, (the last two months):

1. Could you apply at home, what you learnt in the first Bangkok seminar in February?	-- 1 not at all, weak	- 2 not really, a little bit	+ 3 satisfying, good	++ 4 excellent
Use it for your work				
Use it for the seminar' s "homework"				
….				

2. When you came back home from the first seminar in Bangkok, did you have any follow-up activities in your country?	yes	no
1. Briefings of colleagues		
1. Briefings of colleagues		
3. Initiation of a taskforce on ……..... (Please specify)		
4. Other….		
5.		
6.		

3. If you introduce a change in the area of ICT and education, how many people …

A)… can you potentially reach (including through pyramid effects)?	B)… did you actually reach with changes because of the seminar during the last 2 months?
Directly: (e.g. 3 administrators)	Directly: (e.g.: 1)
…	...
Indirectly: (e.g.26 teacher training institutions 260 administrators 25000 future teachers	Indirectly (0 5 0)
….	

	Email to you (from your expert)	From you to your expert
4. How many email contacts did you have ? (not including the mails from Bernard Cornu/IITE to all participants) ?		

5. Did you ask the expert for assistance for the homework?

[ ] NO [ ] YES If yes,	-- 1 not at all	- 2 not really	+ 3 satisfied, good	++ 4 excellent
Were you satisfied with the experts response?				

6. Did you ask for assistance on something else than the homework?
[ ] No [ ]Yes - if yes, on what?
(Please specify)

_____
_____
_____
_____
_____
_____
_____
_____
_____

7. Did you – through this workshop- …	yes	no
• Identify the characteristics and levels of the national educational ICT development		
• Analyze relevance and implementation phase of your national ICT in education strategy (not done, done but not yet implemented, done and implemented but outdated ...) ?		
• Prepare a national report with the focus on…		
Development of a whole new national strategy (or its updating) in application (or integrating) of ICTs in education		
Development (or updating) of long-term and/short-term programmes		
Development (or updating) of national action (implementation) plan		
Development (or updating) of a policy to a particular strategic issue (or issues) (funding, equity, consolidating and dissemination of good practice, teacher education, evaluation etc.)		
• Make a draft design of strategy, policy and/or action (implementation) plan consisting of three main units:		
A description of the real base-line situation with relevant data (if available)		
A vision for the desirable future situation		
A draft for the strategy/policy/action (implementation) plan with resources, procedures, scheduling, risk analysis, etc.		

8. What is your overall rating of the second, online phase?	-- 1 not at all, weak	- 2 not really	+ 3 satisfied, good	++ 4 excellent
Usefulness for work				
Personal learning effect				
The idea…				
The reality…				

9. What did you like in the online phase?

_____
_____
_____

10. What could be improved?

_____
_____
_____

Annex07
Questionnaire used after the second seminar in Bangkok

Short (1page!) questionnaire on the third part of the seminar

Please be so kind to take a few minutes for this feedback

1. Please evaluate this seminar:

	-- 1 not at all	- 2 a little	+ 3 well	++ 4 excellent
Did this III part of workshop meet your expectations?				
Were your ideas and input valued?				
How useful were these sessions:				
Country reports and discussion				
Software issues (ten options – by Matti Sinko)				
Teachers professional development (by Bernard Cornu)				
"clinic session", 2 experts for 45 min. with one country				
Selfdirected video- and software exploration in room 3				
UNESCO`s regional ICT in education programme				
Indicators (by Carmelita Villanueva)				
Clearninghouse (by Carmelita Villanueva)				
Designing policy tools: contents and tools (Cedric Wachholz)				
Resource mobilization (by Craig Smith)				

What was the best thing about this part of the workshop?

_____

_____

What could be improved?

_____

_____

What application and follow-up do you personally take, if any?

_____

_____

What application and follow-up do you recommend the UNESCO Asia and Pacific Regional Bureau for Education to take?

_____

_____

Thank you very much!

Annex08
Final evaluation questionnaire for participants

Evaluation of the UNESCO High Level Policy Maker Seminar, February-May 2003

NAME OF PARTICIPANT:_____

1) There were two sessions in Bangkok. Did you attend both or only February or April?
   [ ] Both
   [ ] Only February 2003
   [ ] Only April 2003

2a) Do you still work in the same position as at the time of the workshop?
   [ ] yes (go to question 2c)
   [ ] no

If no:
2b) How was your former position related to the design or implementation of policies for integrating ICT in Education?
   [ ] direct participation in the creation
   [ ] indirect participation through information or research
   [ ] no direct participation, observer

Specify: _____

2c) How is your current position related to the design or implementation of policies for integrating ICT in Education?
   [ ] direct participation in the creation
   [ ] indirect participation through information or research
   [ ] no direct participation, observer

Specify: _____

3a) Did the workshop help you to bring forward your plans on Policies for Integrating ICT into Education?
   [ ] yes
   [ ] no (go to question 4)

If yes:
3b) Could you specify what progress you realized?

4a) Did the workshop change your approach to ICT in education policies?
   [ ] yes
   [ ] no (go to question 5a)

If yes:
4b) Could you specify how your approach changed?

5a) I'll read you a list of possible follow-ups of the workshop. Please indicate for each follow-up if it applies to you or not.

Follow-ups		yes (1)	no (2)
1	Ongoing contact with other participants.		
2	Ongoing contact with experts. (If so, with whom?)		
3	Organizing of seminars or conferences.		
4	Meeting colleagues to share outputs.		
6	Development or adjustment of the master plan.		
7	Realisation of studies.		
8	Implementation of pilot projects.		
9	Modification or acceleration of implementation of teacher and educator training.		
10	Modification or acceleration of implementation of ICT in educational institutions and community centers		
11	Writing of project proposals.		
12	Establishment of partnerships with the private sector or civil society.		

5b) Have there been any other follow-ups?

6a) What aspect or part of the workshop do you remember as the most useful?

6b) Why?

7) In your opinion, what is the most important thing about such a workshop: is it (1) getting new knowledge, or is it (2) getting new ideas or is it (3) getting new contacts?
[ ] knowledge
[ ] ideas
[ ] contacts

Answer this question only if you attended both workshops:
8a) The whole workshop consisted of 4 parts, (1st) a seminar in Bangkok in February, (2nd) an online seminar hosted by the IITE web portal, (3rd) a second seminar in Bangkok in April, (4th) a second online phase.
Which part would you consider the most useful part for the Policy making and deciding process? Why?

The most useful part was:
[ ] 1st part
[ ] 2nd part
[ ] 3rd part
[ ] 4th part

Why?

Answer this question only if you attended both workshops:

8b) Which part would you consider the second most useful part? Why?

The second most useful part was:

[ ] 1st part
[ ] 2nd part
[ ] 3rd part
[ ] 4th part

Why?

9) What do you think about the set-up of the workshop in 4 parts or phases? Could it be improved in terms of duration, timetable, organization, and so on?

10) Several participants of the first workshop in February indicated that they wished for fewer presentations.
I will read you a list of 5 different activities of a normal workshop. Please indicate in percentage the part of the workshop you think each activity should take. For example if you think an activity should take a quarter of the time of the workshop, write 25% for this activity. Please check that the total activities sum up to 100%.

___% (1) presentations
___% (2) exchange with experts
___% (3) exchange between participants
___% (4) practical work and experience, e.g. software exploration, role playing, exercises
___% (5) individual assistance by experts

(Total (1) + (2) + (3) + (4) + (5) = 100%)

11a) I will read you a list of issues related to the development of ICT policies. According to your experience of the development of ICT policies, please tell me for each issue, if the need for information in your country is not so high, quite high, very high or extremely high.

	Your need of information about... is	not so quite (1)	quite high (2)	very quite (3)	extremely quite (4)
1	Examples of successful ICT policies				
2	National reports or case studies in other countries of the region				
3	Indicators permitting to track advances in ICT implementation				
4	Core principles in the development of ICT policies				
5	Typical bottlenecks in ICT in education				
6	Software				
7	Technologies				
8	Teacher-Training				
9	Curriculum development				
10	Gender issues				
11	Non formal education				
12	Distance learning				
13	Ethical issues				
14	Legal issues				
15	Pedagogical issues				
16	Economical issues				

11b) Are there other topics for which there is a need for information in order to improve ICT policies?

12a) Experts of the workshop were mostly from Europe. Do you think, the workshop could be clearly improved by choosing mainly experts from Asia or do you think the origin of the experts is not so important?
[ ] mainly experts from Asia – why?:
[ ] origin of experts is not so important

12b) Are there other criteria which could in your opinion improve the choice of experts?

13) About 10 countries and 25 participants attended the workshop. Do you think this was too much, just perfect or too little?
[ ] too much – specify how much would be perfect: ____
[ ] just perfect
[ ] too little – specify how much would be perfect: ____

14a) Do you think there should be a UNESCO follow-up of the workshop?
[ ] yes
[ ] no (go to question 15a)

If yes:
14b) Which kind of follow-up would you consider the most useful (choose one)?
[ ] conference
[ ] meeting
[ ] visit by UNESCO expert
[ ] a study visit of a project by you
[ ] other (specify): _____

15a) In your country, is there a specific need for direct technical assistance by UNESCO?
[ ] yes
[ ] no (go to question 16a)

If yes:
How could UNESCO assist in what area?

16a) And finally, if you had to choose one part or aspect of the workshop which needs most to be improved, which one would, you choose?

16b) Why?

16c) How to improve it?

17) Do you have other suggestions to improve any part of the workshop?

18) Do you have any other comments?

Thank you for your participation!

Annex09
Final evaluation questionnaire for experts

Evaluation of the UNESCO High Level Policy Maker Seminar, February-May 2003

NAME OF EXPERT:

1a) Do you have any ongoing contacts with participants of the seminar?
[ ] yes
[ ] no (go to question 2a)

If yes:
1b) Could you specify with whom?

2c) Have there been any other follow-ups of the seminar?

3) In your opinion, what is the most important thing for the participants of such a seminar: is it (1) getting new knowledge, or is it (2) getting new ideas or is it (3) getting new contacts? (choose one)
[ ] knowledge
[ ] ideas
[ ] contacts

4) What do you think about the set-up of the seminar in 4 parts or phases? Could it be improved in terms of duration, timetable, organization, and so on?

5a) Will you revise the structure and/or content for the seminar you plan in Europe?
[ ] yes
[ ] no (go to question 6)

If yes:
5b) Which changes do you intend to introduce?

6) Several participants of the first seminar in February indicated that they wished for fewer presentations.
Below, you will find a list of 5 different activities of a normal seminar. Please indicate in percentage the part of the seminar you think each activity should take. For example if you think an activity should take a quarter of the time of the seminar, write 25% for this activity. Please check that the total activities sum up to 100%.

□% (1) **presentations**
□% (2) **exchange with experts**
□% (3) **exchange between participants**
□% (4) **practical work and experience** (e.g. software exploration, role playing, exercises)
□% (5) **individual assistance by experts**

(Total (1) + (2) + (3) + (4) + (5) = 100%)

7a) Below, you will find a list of issues related to the development of ICT policies. According to your experience of the development of ICT policies, please indicate for each issue, if the need for information of participants is not so high, quite high, very high or extremely high.

	The need of information of participants about... is	not so quite (1)	quite high (2)	very quite (3)	extremely quite (4)
1	Examples of successful ICT policies				
2	National reports or case studies in other countries of the region				
3	Indicators permitting to track advances in ICT implementation				
4	Core principles in the development of ICT policies				
5	Typical bottlenecks in ICT in education				
6	Software				
7	Technologies				
8	Teacher-Training				
9	Curriculum development				
10	Gender issues				
11	Non formal education				
12	Distance learning				
13	Ethical issues				
14	Legal issues				
15	Pedagogical issues				
16	Economical issues				

7b) Which other important topics would you add?

8) About 10 countries and 25 participants attended the seminar. Do you think this was too much, just perfect or too little?
[ ] too much – specify how much would be perfect:
[ ] just perfect
[ ] too little – specify how much would be perfect:

9a) Do you think there should be a UNESCO follow-up of the seminar in the Asia Pacific region?
[ ] yes
[ ] no (go to question 10)

If yes:

9b) Which kind of follow-up would you consider the most useful (choose one)?

[ ] conference
[ ] meeting
[ ] visit by UNESCO expert
[ ] a study visit of a project by the participants
[ ] other (specify):_____

10a If you had to choose one part or aspect of the seminar which needs most to be improved, which one would, you choose?

10b) Why?

10c) How to improve it?

11) Do you have other suggestions to improve any part of the seminar?

12) Do you have any other comments?

Thank you for your participation!

Annex10
Objective-indicator grid of the questionnaire used for the evaluation

OBJECTIVE-INDICATOR GRID

Objective	Indicator
general questions	participation to both or one WS only
	Desire of UNESCO follow-up
	Other comments
assessment of needs of policy makers	Justification of compared importance of different parts of the seminar.
	Need of information for a list of WS related topics
	Compared need for knowledge, ideas or contacts
	Need for direct technical assistance
	analysis of objectives
assessment of impact (country follow-up) of seminar	Number and interest of follow-up activities, if any. Gives an indication of real impact of seminar and should be useful to demonstrate the success of seminar to donor.
	Impact of WS on policy plan
	Impact of WS on approach
	Link of participant to ICT in ED policies. To assess pertinence of candidate. To assess variety of participants (if to diverse, difficult to address all their needs at the same time)
assessment of efficiency of implementation: organization and progress of seminar, selection and participation of participants	a) Preference for Asian experts. b) Other preferences concerning the experts.
	Relative importance (in%) the different parts of the workshop should have.
	appreciation of the 4-phase-formula of WS
	Number of participants
	Other suggestions of improvement
	Spontaneous recall of the most useful part of workshop
	Worst part or aspect of WS, justification, proposition of improvement

Annex11
Invitation letter

United Nations Educational, Scientific and Cultural Organization

UNESCO Bangkok
Asia and Pacific Regional Bureau for Education

UNESCO Institute for Information Technologies in Education (IITE)

Ref: 117.4/200/03 16 January 2002

Dear Minister,

On behalf of the Director-General, we have the honour to invite you and one of your colleagues to participate in a high level seminar-workshop for ministers of education, policy-makers and decision-makers "Towards Policies for Integrating Information and Communication Technologies into Education", co-organized by the UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) and the UNESCO Institute for Information Technologies in Education (IITE).

The main goal of the seminar is to assist UNESCO Member States in designing or updating policies for integrating information and communication technologies into education. We trust that the participating countries will benefit from the unusual, 3 phase seminar-workshop structure: The first 3-day-seminar will be held in Bangkok from 18 to 21 February, followed by 2 month work at distance (online), finalized by a face-to-face workshop in Bangkok from 22-25 April 2003. Please find attached the first announcement with more information about the seminar-workshop and about the profile of the participants.

UNESCO Bangkok and the IITE will cover the costs of travel, accommodation and meals of two participants per country. Please do not hesitate to contact Mr C dric Wachholz, UNESCO Bangkok's Focal Point for ICT in education (email c.wachholz@unescobkk.org; tel. +66 2 391 -0577, ext. 223; fax -0866) and Ms Irina Smirnova, IITE Project Manager (email Irina.Smirnova@iite.ru; tel. +7 095 718 0844;95 129-49-62, fax. +7 095 120 1225-12-25,) for further information and for your registration.

We would be pleased to receive an early confirmation of your participation and look forward to receiving you in Bangkok in February 2003.

Yours sincerely,

Sheldon Shaeffer
Director
UNESCO Bangkok

Vladimir Kinelev
Director
UNESCO IITE

Minister of Education
_____
_____

cc: National Commission for UNESCO
UNESCO office

Encl.: First announcement

Annex12
Additional results - Expert feedback about phase 2 - Matti

Date: April 11

Expert: *Matti*

1. Has there been what some of you called “a contract” between you and the participant/ country on what should be achieved during the 2nd period?
   Did such a contract serve a useful purpose? If so, what?

   There was no other contract, but the one agreed by all in Bangkok. My clients did, however, both confirm through email, that they will abide with the contract.

   For the time being, neither team has turned in any material for comments.

2. On which seminar follow-up activity(ies) –if any- did which country report on (e.g. any briefings they gave to colleagues, meetings they hold with the ministry of communication, orÉ)?

   Both teams have reported, that the work is in progress, but not details submitted.

3. Did the participant respond to your emails?
   (Details, including quantifications welcome, e.g. 1 participant per country responded, we had about 3 group email exchangesÉ)

   Both teams had agreed with me already in Bangkok, that only one from both teams will carry correspondence with me. So one from each team responded to my queries. One team requested help in finding information about specific issues they needed help.

4. Did the countries ask for assistance in something other than the homework assignment?
   If yes, on what?

   Yes, well in broad sense, the help asked was related with their ICT strategy work, clearly aimed at enhancing it, but did not relate to reporting.

5. Did the participants express the wish to explore more deeply a specific topic in the 3rd phase, the April workshop, or did they express any specific wishes for this workshop?

   Yes they did, but already in Bangkok. I reported it to you then, and do not have my notes unfortunately at hand now.

6. What is your impression of the second, online phase in reality (versus the expected ideal)?

   I did not have high expectations, because of the similarity of the situation with the earlier experience. What came out was about what I expected. It is important to note, even though the visible outcome was modest, that the forum and emails served, I am sure, as a prompting or triggering mechanism for their homework. It will be seen as probably better quality of their final reports, than would have been the case, if we had not been encouraging them during this interim period. There has been a sense of sharing and being taken care of by the experts, I believe.

7. What was good?

   Friendly and relaxed, collegial atmosphere.

8. What could be improved?

   We should be more flexible in the future to encourage participants of possible similar future seminars to reflect or report on issues, that do not need to be encompassing the total national agenda, smaller chunks might be easier to cope with, digest and share. There should not be a feeling, that you have to address every issue before you get social approval. The idea of sharing should be emphasised as well as any contribution being valuable during the process. Afterwards what counts most for the participants, is of course, what is the contribution of the exercise to the capacity building of the national team and impact on enhancing the national agenda.

Annex13
Additional results - Expert feedback about phase 2 - Passi

1. Has there been what some of you called “a contract” between you and the participant/ country on what should be achieved during the 2nd period?
   Did such a contract serve a useful purpose? If so, what?

   - Yes, we had contacts through e-mails... even though, the exchange rate was quite less, and informal ... I am not disappointed as I expected it to be so, the ICT environments in the countries in demanding the attention. I think this period of two months is less... it should be at least four months.
   - It created a feeling of we-ness. We could build some ownership of relations
   - It gives a sense of our duty towards the clients

2. On which seminar follow-up activity(ies) –if any- did which country report on (e.g., any briefings they gave to colleagues, meetings they hold with the ministry of communication, orÉ)?

   - There were no such exchange /reporting
   - Yes the countries did ask about the grid ... a few simple questions

3. Did the participant respond to your emails?
   (Details, including quantifications welcome, e.g. 1 participant per country responded, we had about 3 group email exchangesÉ)

   - Yes... there were group emails and also the country email exchange ... one of the countries was more frequent in mails

4. Did the countries ask for assistance in something other than the homework assignment?
   If yes, on what?

   - The country asked questions.. simple procedural questions about the grid

5. Did the participants express the wish to explore more deeply a specific topic in the 3rd phase, the April workshop, or did they express any specific wishes for this workshop?

   - The countries had expressed a great desire to explore the areas of ICT policy making by themselves while we had the preliminary discussion at the end of phase one of the seminar. .

6. What is your impression of the second, online phase in reality (versus the expected ideal)?

   - I have partly responded to this point while answering question one above.
   - The digital web was created for this purpose. This facility could be used a little more frequently. Through this facility, one can discuss issues more openly. These issues are then available to all. It goes beyond the assigned countries and the tutors.

7. What was good?

- It created clarity of our responsibility.
- The means of using digital communication is fast provided all of us the facility at our desks. It is not true so everywhere. Some of us do not understand how difficult it is a developing country to have free and easy access to digital communication.
- However, we (participants and organizers) must understand the importance of this communication. Both parties have to adjust.

8. What could be improved?

- There should more time for this phase
- Pre-seminar phase should be strengthened
- Duration of fist phase should be flexible... if a country needs more help...they should overstay.
- There should be emphasis on all the technologies ... stating from simple to advanced.
- Diverse case studies belonging to the Region may be included

Annex14
Additional results - Participants responses to open questions

Experts' answers to the open questions

Question 4)

"What do you think about the set-up of the seminar in 4 parts or phases? Could it be improved in terms of duration, timetable, organization, and so on?"

Comments about the set-up of the seminar are:

- The duration of field phase should be increased.
- I think it worked well. ICT support should be more promptly in the future.
- In terms of duration: 1st Part – reduce by one day. Middle – keep to approximately 6 weeks. 3rd Part – increase by one day. — In terms of timetable: Some of the most useful work goes on between 'formal' sessions – so perhaps there should be an increase in the break times – and an informal get-together one evening early on in the first phase that is not a coach visit to an event (although these are always a good icebreaker and are enjoyed by participants as part of a cultural programme). — In terms of organisation: It would be helpful if all involved in the Seminar knew in advance who was responsible for what e.g. setting up and servicing of the computer lab (particularly if event in a hotel), photocopying, interpreting etc.
- It seems appropriate. 3 days for the first part seems OK, 4 days for the second part. In terms of organization, the computer and technical facilities must be better organized, so that the experts do not have to take care of organizational matters, and so that participants can really use computer facilities for working.

Question 5)

"Will you revise the structure and/or content for the seminar you plan in Europe? If yes, which changes do you intend to introduce?"

- Field level interactions and workshop for hands on experiences.
- The rapport developed during the first session is difficult to sustain over the second and third period. The homework should somehow be strategically more challenging and aim at adding more value to understanding the country situation. Now there is a tendency to largely repeat what has been reported already during the first phase or defend earlier positions rather than have courage to challenge one's own national priorities and plans. It should be noted, however, that this is just individual reflection, because it will be the team that will come up with changes if any.
- We are waiting for the Seminar leader to start the dialogue on revision for the Europe plan – but already it has been indicated that we are to introduce a session on EMIS (Educational Management Information Systems) and perhaps drop some of the case study materials. Changes not yet fully decided.
- he changes will be discussed by the expert team. Main changes I will suggest are: Reduce the time (not the number) of expert presentations in part 1; introduce more work activities with the participants so that the specificities and needs of the participating countries can be better taken into account from the first part. Link better the resource mobilisation module with the rest of the Seminar. Try to have a better interaction during the Homework part. Update the choice of examples in terms of software, web sites, examples, and also adapt study cases to the Region of each Seminar. Try to improve permanently the tools presented and used (grids, etc.).

Question 7)

"Which other important topics would you add?" [Topics related to the development of ICT policies, for which there is a need for information of participants]

- Case study of four types of schools like emerging, applying, infusing, transforming
- Educational Management Information Systems. Developing a national ICT Curriculum. Cross-curricular ICT
- Learning environments, virtual campuses...

Note: The list of issues mentioned in question 7a) included:

- Examples of successful ICT policies
- National reports or case studies in other countries of the region
- Indicators permitting to track advances in ICT implementation
- Core principles in the development of ICT policies
- Typical bottlenecks in ICT in education
- Software
- Technologies
- Teacher-Training
- Curriculum development
- Gender issues
- Non formal education
- Distance learning
- Ethical issues
- Legal issues
- Pedagogical issues
- Economical issues

Question 10)

a) "If you had to choose one part or aspect of the workshop which needs most to be improved, which one would, you choose?" b) "Why?" c) "How to improve it?"

What? (10a)	Why? (10b)	How to improve it? (10c)
field support	this part is most difficult and very important	We need to give support with suitable tools and continuous interaction through identified focal point
Homework	It should be more challenging to participating countries and participants	The tasks should be more precise, perhaps more tailor-made to each participating country. The support should be more substantial.
The homework phase	There is little activity and interaction during this period	Much clearer guidelines for role of tutors, IITE, participants and Website
Homework	It was too much individual work of each country. Experts were not enough solicited.	Make it more interactive; make the participants really use the experts as resources for analysing the situation in their country.

Question 11)

"Do you have other suggestions to improve any part of the seminar?"

- There should be some follow-up mechanism to continue supporting the strategic development in participating countries.
- Some pre-knowledge of participants by tutors
- Adapt to Region of the Seminar.
- Some people did not understand english in the bangkok seminar .. we should ensure the level of understandingof the participants

Question 12)

"Do you have any other comments?"

- Designing seminars of this kind should be based on a set of pre-requisites of the participants. Each seminar takes on a style of its own and the nature was very different in SE Asia from that in Moscow for the CIS+. SE Europe will be different again as a number of the countries likely to be involved have already embarked on ICT Education programmes. In essence, I am saying that the seminar needs to be sensitive to the demands of the region.

  Perhaps actually use some of the tools and resources presented ("practice what we preach"); and make more examples available.

Annex15
Additional results - Experts responses to open questions

RParticipants' answers to the open questions

Question 2c)
"How is your current position related to the design or implementation of policies for integrating ICT in Education?"

"Direct participation in the creation" of ICT policies was specified as follows:

- Within the context of education policy studies, I wrote the chapter on "IT in Education" in the National Education Policy 1998-2010. AEPAM is responsible for creating ICT awareness and computeracy among educational mangers.
- Designing system for implementation of ICT in education; Enhancing the quality of human resources through the development and implementation of ICT; and developing ICT based learning materials.
- We prepare the ICT plans for education.
- National ICT coordinator in the framework of EFA.
- Director of the Bureau of Secondary Education.
- Schoolnet and ICT use in school.
- I coordinate with the Government on the policy, advocacy and capacity building on ICT in education and convince the Government to invest in this new area. I also supervise the current ICT project executed by UNESCO PNP.

"Indirect participation through information or research" was specified as follows:

- Giving information to The National Center for Communication Technology in Education on the development progress of ICT in Vocational Education and Training (VET).
- In charge of monitoring and sillnation.

"No direct participation, observer" was specified as follows:

- Consultation.
- Researcher - came as helper of another participant.

Question 3)
"Did the workshop help you to bring forward your plans on Policies for Integrating ICT into Education? If yes, could you specify what progress you realized?"

The mentioned progresses are:

- AEPAM organizes management trg pgm for managers. Each trg provided for a small fraction of ICT related trg. But now after the seminar, we have designed separate workshops on "ICT applications in educational management"
- 1). we decided to launch the web based learning materials called edukasi.net 2). the people are beginning to know us as the center for implementing ICT for education 3). etc
- Workshop helped us to justify policy documents, make plans on some institutional levels and have ideas to resolve financial problems.
- We have more and more officials in the Ministry concerned on the development of ICT in education.
- I wrote letter to the permanent secretary to revised the action plan and she agreed
- - Ministry of Education, Youth and Sport (MoEYS) has introduced ICT in the Pre-service Teacher Training curriculum (2 hours per week); - By late December, MoEYS wants to revise the 2nd draft of National Policy on ICT in Education.

- Direct integration of ICT in the curriculum
- Educational staff (teaching and non-teaching) have been informed the value of ICT use, and they are interested in learning and teaching it.
- Draft policy formulated, funding secured by donors and government, 400 teacher college lecturers trained in 2003.
- Now in all Ministries the people get training on ICT and am happy from it, it was my wish, because in our country after the 24 years of war the people are very backward and we the young generation have to work very hard to introduce people with ICT and now the trainees are also work hard to get help of IT and ICT in their daily work.
- Integrate ICT into the classroom

Question 4)
"Did the workshop change your approach to ICT in education policies? If yes, could you specify how your approach changed?"

The described changes in the approach are:

- Now we offer separate workshops on different aspects of ICT, i.e., ICT application in education; web designing and maintenance; data analysis for better decisions using ICT; and GIS for better management etc.
- More effort is been made on Distance education in all levels and in-service teacher training.
- b- Group discussion with partners/NGOs. - Train the teacher trainers in the Education Institutions
- Broadened perspective
- The Ministry of Education, Youth and Sport has established a national team for ICT implementation in schools and three schools have been selected to be pilot schools for ICT.
- Now we always integrate ICT as a part of our education project/programme planning.
- As my profession is ICT so it was very helpful for me that how to explain the needs of ICT to our honourable ministers in our country so before it was little bit hard for me to explain the needs of ICT in education.

Question 5b)
"Have there been any other follow-ups?"

Other follow-ups mentioned by the participants were:

- I have recently signed a project with UNESCO Paris on capacity building efforts employing ICT. Another project is in pipeline, also sponsored by UNESCO Paris on organizing management training programs for mid-level educational mangers in Pakistan will include "computeracy skills", and ICT application in the classroom and management.
- will joint the implementation of ASEAN SchoolNet project
- - Created a project to evaluate ICT in Education - going to translate ICT in Education master plan from Thai version to English version
- Yes, with UNESCO BKK, and with Prof. Passi, one of the experts: policy formulation, current events and seminars on the ICT in the region, and ICT advocacy.

Note: the follow-ups already mentioned in question 5a) were:

- Ongoing contact with other participants.
- Ongoing contact with experts.
- Organizing of seminars or conferences.
- Meeting colleagues to share outputs.
- Development or adjustment of the master plan.
- Realisation of studies.
- Implementation of pilot projects.
- Modification or acceleration of implementation of teacher and educator training.
- Modification or acceleration of implementation of ICT in educational institutions and community centers
- Writing of project proposals.
- Establishment of partnerships with the private sector or civil society.

Question 6)
a) “What aspect or part of the workshop do you remember as the most useful?” b) “Why?”

Aspect or part of workshop remembered as most useful (8a)	Why (8b)
Parts related to ICT policies in different countries, curricular matters, and the technological issues	There is a misconception that having a computer is the solution to ones problem. The real problem starts when you have a computer and you don't know how to make it work. The limiting factors may be how to use the computer, why to use it or the availability of electricity, the curriculum, the SW etc.
New ideas from Mike Aston	Gave new viewpoint on ICT in Education: in my country ICT has to be a percentage of the time, Aston said that not quantity but quality matters
Rationale, policies and strategies on the potentials and the use of ICT in education	This is the first learning revolution in the world since the invention of the writing system
Workshop training of trainers	Trainers try their best to share with their student-teachers during the 2-year training course in Teacher Education Institutions
Resource Mobilization to ICT in Education	I have a idea to push our organization, have own budget on ICT
Experiences of the participated countries, financial issues.	Country reports showed approaches of the other partners in the same issues as ours and financial issues are crucial for Mongolia.
The presentations, the success stories of the different countries, encouragement from moderators and Other participants	
Information sharing among participant countries on the development strategy of ICT.	Through this session, we could learn the best practices from the participants.
Discussing	Sharing information and experiences
Looking at various contexts of policies	Gives empirical bases, data, which is needed to elaborate policies which will work - just theory based policies don’ t work
Practical work and experience	Because we all learn new things by doing it.

Question 8)
a) “The whole workshop consisted of 4 parts, (1st) a seminar in Bangkok in February, (2nd) an online seminar hosted by the IITE web portal, (3rd) a second seminar in Bangkok in April, (4th) a second online phase.
Which part would you consider the most useful part for the Policy making and deciding process? Why?”
b) “Which part would you consider the second most useful part? Why?”

Only those who attended both workshops answered this question.
First choice (8a): part 1 – why?

- Many participants don’t either have a computer or access to the Internet. If they have these, they don’t have the time or an environment in which they can discuss. From my experience as a distant-learning teacher with senior officials support this hypothesis. Many times I observed that senior officers asked their sub-ordinates to complete their assignments. In context of this seminar, not even half of the participants were computerate.
- The on line part is not quite effective. No intensive communication for maybe both the experts and participants are busy after coming to their own office.
- It provided the new things for participants more than another part.
- To provide opportunity to learn from each other.

Second choice (8b): part 3 – why?

- It re-enforced what was preached in Part-I
- I learnt more on the experiences of other countries.
- There are a many sessions on chasing experience along with other country

First choice (8a): part 3 – why?

- There were presented more ideas and clear reports.
- The face-to-face makes it personal. The 2nd workshop in Bangkok was richer in experience and build on the first.

Second choice (8b): part 1 – why?

- To take start.
- Face-to-face is more personal and feed-back is more instantaneous, online is impersonal.

Question 9)
"What do you think about the set-up of the workshop in 4 parts or phases? Could it be improved in terms of duration, timetable, organization, and so on?"

- The set-up of the workshop is good (4 times)
- Interesting to have homework and online work and to get together 2 month later
- Organizing it in four phases is better than combining into one or two. We need time for reflection.
- Was good.
- Could be improved in the organization.
- Workshop duration for Seminar phases in Bangkok was sufficient. However, organization on the Online Seminar phases could probably be improved since handicaps were overcome by participants, especially in terms of time and accessibility.
- Enhance the face-to-face period

Question 11b)
"Are there other topics for which there is a need for information in order to improve ICT policies?"

- From where to start, when, how, who should take the initiative
- Leader's understanding
- How to be address the best strategy to get the over all goal?
- Strategies on integration/application of ICT (could be included in "pedagogical issues"). - Evaluation. - Potentials of ICT in education, non conventional use of ICT.
- Access to funding for expanding ICT training and services to secondary and primary schools.
- In our country we do need books on ICT education in Persian (Dari) language because most of our people don't know English language.

Note: The list of issues mentioned in question 11a) included:

- Examples of successful ICT policies
- National reports or case studies in other countries of the region
- Indicators permitting to track advances in ICT implementation
- Core principles in the development of ICT policies
- Typical bottlenecks in ICT in education
- Software
- Technologies
- Teacher-Training
- Curriculum development
- Gender issues
- Non formal education
- Distance learning
- Ethical issues
- Legal issues
- Pedagogical issues
- Economical issues

Question 12a)
"Experts of the workshop were mostly from Europe. Do you think, the workshop could be clearly improved by choosing mainly experts from Asia or do you think the origin of the experts is not so important?"

Additional explanations of those who would like to see principally experts from Asia:

- I suppose they will know more about the problems that we face and know how to solve it because we are culturally, socially and economically are not so much different. It is more on the point of view in seeing the problems. But we still need one or two from other different part to gain the knowledge from them.
- We understand our situations and are in same conditions
- Approach a little bit different between Asia/Europe/North-America. Asian experts will have different ideas because of their different situation. Example: In Asia there are little resources but more manpower: different starting situation.
- It should be mixed
- Easy to exchange idea or concepts
- Because they can understand the needs of Asian countries very well because as you know there are very big policy difference between Asia and Europe (this is my personnel opinion).

Question 12b)
"Are there other criteria which could in your opinion improve the choice of experts?"

- There should be a mix of experts. Some expert(s) were extremely rude. Please remove them from your list. This guy thought as he was teaching in an Indian Primary school. You need teacher who can make friends of ICT and suggest U can do. There was un-necessary dialogue among the "experts" at the end of each presentation and that left no time for clarifying questions that popped in our minds.
- They should have more time to give individual assistance and should know more or less the situation and cultural background of the country.
- Good view and visions, good practical.
- The experts should 1. be familiar with various education settings; 2. have experiences in successful implementation and design of ICT policies in education
- No matter where they come from, as far as they can deliver, relate, contextualize (they have to know the context of the participants, not to be part of it.)

Question 15a)
"In your country, is there a specific need for direct technical assistance by UNESCO? If yes, how could UNESCO assist in what area?

Suggested areas for the assistance are:

- We are already joined hands with UNESCO HQ. The Bangkok office would be more appropriate due the regional similarities.
- In the establishment and management of implementation of ICT into education and training of teachers
- Contents developments, authoring tools, ICT curriculum developments
- Teacher training, ICT in education projects development.
- Provide us with consultants for multimedia and program development for 6 months. Those consultants will train ICT trainers/instructors during their assignment.
- In the area of establishing ICT fund or resources mobilization.
- National Policy on ICT in Education; Training of Trainers
- Look how effective strategies are. Assist in what should be development areas and look how UNESCO could help.
- Providing computers and technical assistant to teacher training centers
- All areas listed in 11 a
- Actually I do work with UNESCO as an ICT trainer with the Ministries.
- Implementation of the master plan for integrating ICT in Education. Distance education. Implementation and use of Education software in the classroom.

Question 16)
a) "And finally, if you had to choose one part or aspect of the workshop which needs most to be improved, which one would, you choose?" b) "Why?" c) "How to improve it?"

What? (16a)	Why? (16b)	How to improve it? (16c)
Selection of resource persons.	A good expert is the one who would work to win the support of these senior officials and convince them about their role and how they can be effective in employing ICT in their countries	Select those who have direct knowledge and experience, and have excellent communication skills
The experts	It would be better I think to have more Asian experts	Adds some Experts from the region
Expert's presentations	More clear and useful for us	Studying and understanding Asian countries conditions. And we need sharing the projects, the contents, the experiences.
Exchange with experts, and practical work and experiences	Because experts always bring new things to participants and participants can learn new things from experts by doing.	Assist participants with case study and material relevant to the ICT subjects.
Processing participants input in the 2nd seminar in Bangkok	Would lead to analyse, to a higher level of thinking, answering the question "so what?" which arises if the presentations are not followed by any processing.	
Policy formulation, capacity building, and resource Mobilization	They influence the changes in the process and outcome of the ICT in education	Sharing of experience among the member states of different levels of ICT development
Practical work and experience.	Because I love to do everything practically not to promise someone.	

Question 17)
"Do you have other suggestions to improve any part of the workshop?"

- It should be a regular feature of ICT endeavour. Arrange and sponsor such workshop in each member country
- Change the venue of the workshops from BKK to other cities or countries
- It's should be have study visit and look the local country work. It's can see the real situation work.
- Conduct a follow-up seminar to see how far have we progressed
- Sharing our experiences
- More time for sharing experience with participants.

Question 18)
"Do you have any other comments?"

- I am satisfied by the workshop and sure it will be usefull for our country.
- It's very good plan to organized the seminar and workshop.
- It is the best workshop of the year!
- I am once again very thankful to IITE and UNESCO BKK.