IFIP GA, Gaborone, Botswana
September 4 – 5
Report from TC 3: Education
From: Jan Wibe - TC3 chair

PART I: General Assembly

1. TC3 meetings held since last report
July 2 – 3, Stellenbosch, South Africa.
The TC3 dinner was hosted by the South African Computer Society. Many thanks to Peter Waker and Basie von Solms who managed this and also provided us with meeting rooms and refreshments during the meetings.

2. TC3 meetings scheduled until next IFIP GA meeting
Time: June 24 - 25, 2006
Place: Aalesund, Norway
The meeting will take place immediately before the joint working conference between WG 3.1 and 3.5. June 26th – 30th, 2006. WG 3.1 will celebrate it’s 40th anniversary during the meeting and the conference.

3. Changes in Membership
New members from:
Sweden: Lena Olsson
Spain: Carlos Delgado Kloos
Peru (CLEI): Ernesto Cuadros

TC3 has no members from the following countries:
Canada, Chile, Croatia, Cyprus, Czech Republic, Egypt, Greece (not active), Ireland, Oman, Syria, Malaysia, New Zealand.
TC3 requests nomination of delegates from the Computer Societies of these countries.

4. WG Reports
WG 3.1 Informatics and ICT in Secondary Education
Officers:
Chair: Deryn Watson, UK
Second term: 2004-2006
Vice-chair: Pieter Hogenbirk, Netherlands
Web site: http://www.didaktik-der-informatik.de/tc3/wg31/
Events:
Open conference - joint with 3.5: Title: Imaging the future for ICT and education
2007: Boston, USA. Dates not settled.
Open conference. Title: Teaching informatics in schools
IPC chair: John Hughes, OC chair: Raul Wazlawick.
Website:  http://www.wcce2009.org/

WG 3.2 Informatics and ICT in Higher Education
Officers:
Chair: John M Hughes, Australia
Vice-chair: Raul Sidnei Wazlawick, Brazil
Web site: http://poe.netlab.csc.villanova.edu/ifip32/
Events:
2006: WCC 2006 as a follow up of a previous conference.
They also plan a joint activity with WG 3.4 in late 2007 or early 2008. They will focus on
getting new and younger members.

WG 3.3 Research on Education Applications of Information Technologies
Officers:
Chair: Paul Nicholson, Australia.
Vice-chair: Andrea Karparti, Hungary
New members:
Nick Reynolds (AU)
Geoff Romeo (AU)
Bob Munroe (UK)
Michelle Sellinger (UK)
Mary Web (UK)
Events:
2007: Budapest - a closed working conference - at the invitation of Andrea Karparti
2008: Either in Bangkok as part of the UNESCO education conference or at an alternate
location to be decided in 2006.

WG 3.4 IT-Professional and Vocational Education in Information Technology
Officers:
Chair: Barrie Thompson, UK
Vice-chair: Arthur Tatnall, Australia
Events:
2006: WCC 2006
2007: Australia.

WG 3.5 Informatics in Elementary Education
Officers:
Chair: Sindre Røsvik, Norway
Vice-chair: Márta Turcsanyi-Szabo, Hungary
Web site: http://ifip35.inf.elte.hu/

Events:
2006: WCC 2006

WG 3.6 Distance Learning
Officers:
Chair: Gordon Davies, UK
Second term: 2003-2005
Vice-chair: Elizabeth Stacey, Australia
Elizabeth Stacey is elected for her first term: 2006 – 2008

Events:

WG 3.7 Information Technology in Educational Management
Chair: Adrie Visscher, Netherlands
Vice-chair: Ian Selwood, UK
Web site: http://ifip-item.hkbu.edu.hk
New members:
Greg Baker (AUS)
Geoff Sandy (AUS)
Coach Kereteleswe (Botswana)
Len Newton (UK)

Events:
2006: ITEM 2006 in Japan
2008: Melbourne or Kent

Special Interest Group on Lifelong Learning: SIG 3.8
TC3 has decided to set up a Special Interest Group on Lifelong Learning:
SIG 3.8. (Formerly: Task Force on LLL).
Chair of the group is Brian Samways.
In addition the group has the following members:
Tom van Weert, Mike Kendall and Jan Wibe. More members will be recruited from TC3.
The decision was taken in the last TC3-meeting in July 2005.
It was further decided to invite all TC's to nominate members to the group.
See Appendix 1 for the Aims and Scope for SIG 3.8.

Events:
2006: WCC 2006

5. Events Report
(Since last report to GA)
Joint 3.2 – 3.4:
Information and Communication Technologies (ICT) and Real-life Learning
The conference had about 600 participants, plus 200 local teachers invited to attend one day.

Contributions to the program:

**United Nations Institute for Training and Research (UNITAR)**

http://www.unitar.org/

Two panel sessions was arranged on Wednesday.
15:00 – 16:30: Mobilising expertise and resources for Digital Solidarity in Education.
16:30 – 18:00: Mobilising expertise and resources for Digital Solidarity in Education.

Working session for Recommendations for the Bilbao Summit.
The cooperation with UNITAR is very important for TC3 and will be followed up by Bernard Cornu and Raymond Morel.

**2nd International Conference on Open and Online Learning (ICOOL 2005)**

Organised by the University of Mauritius in the context of WCCE 2005.
Conference Website: http://www.sbs.co.za/wcce2005/icool/icool.html

Chairman of the Programme Committee:
Alain Senteni, Director, Virtual Centre for Innovative Technologies, University of Mauritius,
The ICOOL sessions took place on Tuesday and Wednesday.

**The Stellenbosch Declaration.**
The idea for a Stellenbosch Declaration came from IPC-chair Bernard Cornu. The main purpose for it was to produce input for WSIS 2005 in Tunis. But it could be used by others as well.
Input came from session-chairs and speakers at WCCE 2005. All were asked to submit ideas from the sessions. A committee chaired by Bernard worked on the input and it was presented by Bernard in the closing session.
The Declaration is attached as a separate document.

### 6. Other activities and projects

#### 6.1 TC3 Strategy Document
To produce a Strategy Document was decided in the TC3-meeting in 2003. A first draft was produced by Tom van Weert in October 2003 and discussed in the TC3-meeting 2004. The document was finalised in the last TC3-meeting. It will contain all activities within TC3 and will be continually updated.

#### 6.2 TC3 Newsletter
The Newsletter has been sound asleep since the late nineties. We are now starting it again, and a first issue was made in May 2005.
Editor: Mikko Ruhonen, Finland (TC3-elected member and former chair of WG 3.4)

6.3 TC 3 Conference Management System (Icms)
The first version of this system was made in the late nineties and it has been used in TC3-events since then. Last at WCCE 2005 with great success.
The system contains the following main functions:
- information on paper handling for authors
- upload of abstracts and papers
- administration of and communication with reviewers
- online abstract and paper reviewing
- communication with presenters
- support for IPC meeting (lists, statistics,...)
- compilation of conference programme
The system is developed by Anton Knierzinger, Austria. It may be used by all TC3 events and will now be offered to all TC’s for a modest prize which may be negotiated.

6.4 Liason with UNESCO
Responsible: Bernard Cornu (TC3 Secretary) and Raymond Morel (Special consultant)
Main activity with UNESCO Institute for Information Technologies in Education (IITE)
A Memorandum of Understanding has been signed between TC3 and IITE. Signed by Professor Kinelev on behalf of IITE and Jan Wibe on behalf of TC3.
Contact from TC3: Bernard Cornu who is also vice-chairman of the IITE Governing Board.

6.5 Liason with EU
Members of TC3 and the working groups have been very active in EU-projects as experts on ICT and Education. We will try to strengthen this cooperation by setting up meetings with key persons in EU to discuss further cooperation. Particularly with the Commissioners and Directors of Information Society and Media, Education and Culture, and Research.

6.6 United Nations Institute for Training and Research (UNITAR)
http://www.unitar.org/
Bernard Cornu and Raymond Morel have established contact with UNITAR through Louise Lassonde. They have had several meetings in Geneva. The result of this contact has been program sessions at WCCE 2005.
The Digital Solidarity Fund was recently set up in Geneva (Switzerland) with several high ranked politicians present. The Mayor of Lyon (France) has been active in setting up this fund and so the Digital Solidarity Agency is situated there. Money for the fund is coming from several sources, including contributions from States and Cities, and special voluntary taxes.
IFIP TC3 offers to be one of the resources for expertise for the Digital Solidarity Fund and Agency activities.
It is proposed that IFIP TC3 and UNITAR cooperate for designing a Citizen passport for educational development for sustainable societies, in order to encourage dedication for involvement.
TC3 wants to be involved in the concept of Digital Solidarity for Education and will plan some activities on that purpose?

6.7 EAIT Journal.
Deryn Watson has been editor for ten years.
The journal continues to flourish. The IFIP Editor, Jennifer Evans, reports: “EAIT is at its distribution peak. The journal is subscribed to by over 300 academic government and corporate library consortia, constituting 4000-5000 libraries worldwide. Over 10 million end-users have access to the journal. Its online usage remains steady at around 18,000 full-text downloads a year. This is on average 70 downloads for every available article.”

6.8 TC3 Photo Gallery – Jan Wibe
Website: http://www.plu.ntnu.no/ansatte/janwib/ifip/ifip-tc3/
The website contains pictures from TC3 events but also from recent Council and GA-meetings. Period: 1998 - 2005

7. Election of TC3 Chair
Jan Wibe was elected for his second term: 2006 – 2008.

8. Publications
Publications are listed from January 2003.

Working conference:
ICT and the Teacher of the Future
27-31 January 2003, Melbourne, Australia
Joint: WG 3.1 and WG 3.3
Proceedings:
Information and Communication Technology and the Teacher of the Future
Editors:
Carolyn Dowling, Australian Catholic University, Australia
Kwok-Wing Lai, University of Otago, New Zealand
Kluwer Academic Publishers

Working Conference:
Quality Education @ a Distance
3-6 February 2003, Geelong, Australia
WG 3.6
Proceedings:
Quality Education @ a Distance
Editors:
Gordon Davies, Open University, UK
Elizabeth Stacey, Deakin University, Australia
Kluwer Academic Publishers

Working Conference:
E-training Practices for Professional Organisations
7 – 11 July 2003, Pori Finland
Joint WG 3.3 and WG 3.4
Proceedings:
E-training Practices for Professional Organisations
Editors:
Paul Nicholsen, Deakin University, Australia
Mikko Ruohonen, University of Tampere, Finland
J. Barrie Thompson, University of Sunderland, UK
Jari Multisilta, Tampere University of Technology, Finland
Kluwer Academic Publishers

Working Conference:
E-training Practices for Professional Organisations
7 – 11 July 2003, Pori Finland
Lifelong Learning Track
Proceedings:
Lifelong Learning in the Digital Age
Editors:
Tom J. van Weert, Hogeschool van Utrecht, The Netherlands
Mike Kendall, Northamptonshire County Council, UK
Kluwer Academic Publishers

Conference:
World Summit on the Information Society (WSIS)
11 – 12 December 2003, Geneva, Switzerland
Proceedings:
Education and the Knowledge Society.
Information Technology supporting human development
Editor:
Tom J. van Weert, Hogeschool van Utrecht, The Netherlands
Kluwer Academic Publishers

IFIP 18th World Computer Congress
22 – 27 August 2004, Toulouse, France
TC3 / TC 9 1st Conference on the History of Computing in Education
Proceedings:
History of Computing in Education
Editors:
John Impagliazzo, Hofstra University, USA
John A. N. Lee, Virginia Tech / Radford University, USA
Kluwer Academic Publishers

9. Web-pages
TC3 Home Page
http://wwwwedu.ge.ch/cptic/prospective/projets/ifip/
TC3 Journal Page
http://www.wkap.nl/journalhome.htm/1360-2357
TC3 National Policies
http://wwwwedu.ge.ch/cptic/prospective/projets/ifip/contributions.html
TC 3 Picture Gallery:
http://www.plu.ntnu.no/ansatte/janwib/ifip/ifip-tc3/
PART 2: Technical Assembly

Special Interest Group on Lifelong Learning: SIG 3.8
TC3 has decided to set up a Special Interest Group on Lifelong Learning: SIG 3.8. (Formerly: Task Force on LLL).
Chair of the group is Brian Samways.
In addition the group has the following members:
Tom van Weert, Mike Kendall and Jan Wibe. More members will be recruited from TC3.

The decision was taken in the last TC3-meeting in July 2005.
It was further decided to invite all TC's to nominate members to the group.
See Appendix 1 for the Aims and Scope for SIG 3.8.

TC 3 Conference Management System (Icms)
The system can be made available for other TC’s for a reasonable price. A contract must then be set up between Anton Kierzinger, TC3 and the other TC.

Stellenbosch Declaration
See Appendix
# ANNEX 1: National members

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**TC3 elected members:**

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# ANNEX: 2  Attendance at TC3 Meetings

Y = attended  P = apology

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**TC3 elected members**

- Bernard Cornu: Y Y Y Y 4
- Tom van Weert: Y Y Y 3
- Anton Knierzinger: P Y Y 2
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Appendix 1: Aims and Scope for SIG 3.8
SIG 3.8 Special Interest Group on Lifelong Learning

This Special Interest Group is concerned with the role of both Informatics and the resulting Information and Communication Technologies (ICT) that enable each citizen and worker to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future. It looks particularly at the interaction between the different ways of acquiring and updating all kinds of abilities, interests, knowledge and qualifications. From this perspective of the individual learner it addresses all forms of learning, including:

- formal learning, such as a degree course followed at university;
- non-formal learning, such as vocational skills acquired at the workplace;
- informal learning that crosses generations.

The way in which all these forms of learning affect one another and the resulting outcome for the individual are also addressed.

Lifelong Learning takes place in the real world, that means in a real life setting where new knowledge has to be created and applied, because it is needed (to steer our actions). Therefore Lifelong Learning may appear in different contexts:

- Professional context;
- Local/dispersed community context;
- Individual context.

The mission of the Special Interest Group is to provide a forward look on the development and impact of Informatics and the resulting technologies on Lifelong Learning from an international viewpoint. It tries to identify problems, document experiences and find solutions. It does not strive to offer a unique solution to problems as it is aware of the specific circumstances of countries and of individual people.

AIMS

- The Special Interest Group aims to develop effective communication among its members. This communication network which is based on group communication through telecommunications and meeting in person at working conferences and workshops, allows members to actively access state-of-the-art results of research and practice and to develop a collective expertise.
- On the basis of this collective expertise, prospective ideas about development and impact of informatics and related technologies in lifelong learning are formed.
- The collective expertise is shared with others in open conferences, seminars and workshops, consultancy, and through telecommunications and publications.

SCOPE

The work in Special Interest Group 3.8 covers all aspects of the interactive role of informatics and resulting technologies in lifelong learning. Among these aspects are:

- Lifelong Learning as an economic issue:
- Lifelong Learning as a social issue:
- Lifelong Learning as a civic issue:
- Lifelong Learning as a cultural issue:
- Lifelong Learning as a personal issue:
- Lifelong Learning as an Information and Communication Technology issue:
Lifelong Learning as an economic issue:
Economies are changing: In knowledge intensive economies the demand for competent knowledge workers and skills workers is increasing. Supply is not in balance with the demand. The main economic importance of knowledge workers in knowledge intensive economies derives from innovation through knowledge creation; the main economic importance of skills workers from innovation in knowledge application. To keep up with economic demands both groups have to enhance their competence in ‘learning teams’. Learning is integrated into the work, learning on the job. This constitutes Lifelong Learning from the employment related perspective.

Lifelong Learning is a social issue:
Social changes occur because of part-time work during initial education, of disappearing transition between initial education and working life, and of change as a second nature in work. Also new technological possibilities such as mobile phones play a role. We want (to do) it now, we want to do more at one time, we want it flexible and we want it personal and meaningful. We do not want to wait for general supply, we demand it now and want it personalised. This also applies to our social learning where ‘learning communities’ appear, be it local communities or communities of hobby or interest, including citizenship communities (civic life).

Lifelong Learning is a civic issue:
New opportunities for active participation is society are needed, empowering citizens to increase their influence over social, cultural and economic factors, locally and further a field, as ICT permits remote participation. Lifelong Learning in citizenship communities is a means to this active participation: “Just as learning is being taken to the learner enhanced by the use of ICT, so is citizenship with developments in electronic governance.”[2]

Lifelong Learning is a cultural issue:
We have moved to a ‘zap’ culture with television, local satellite and webTV, that now is amplified by Information and Communication Technology. Small chunks of information, or entertainment, build up the mosaic of our cultural experiences, a culture of ‘blips’. Ubiquitous mobile communication (“where are you?”), video and gaming, surfing the globe, all allow us to create our own cultural communities.

Lifelong Learning is a personal issue:
Changes in economic and social life require on-going personal development. In personal life a person may be a ‘lonely’ learner. But economic, social and cultural life require ‘team learning’ or ‘community learning’. ‘Lone wolf’ learners may be able to ‘help themselves’, but have to be drawn into teams or communities. These ‘lone wolf’ learners fall into several age groups. Attention must be given to reaching all ages.

Lifelong Learning is an Information and Communication Technology issue:
Lifelong learning provides new opportunities for active participation in society, empowering citizens to increase their influence over social, cultural and economic factors, locally and further a field, as ICT permits remote participation. Economic, social and cultural developments all point in a direction where personalised, flexible learning will be part of our economic, democratic, cultural and social life. Just as at the work place where its use is integrated, Information and Communication Technology will play an important enabling role. And ICT is able to play this role because also its integration in our social and cultural life is just a matter of time. It can furthermore be noted that: “ICT is a major component in merging personal, private, leisure and work time”.

SIG 3.8 Special Interest Group on Lifelong Learning Further Details
Lifelong Learning takes place in the real world, that means in a real life setting where new knowledge has to be created and applied, because it is needed (to steer our actions). Therefore Lifelong Learning may appear in different contexts:

- Professional context;
- Local/dispersed community context;
- Individual context.