



INTERNATIONAL TELECOMMUNICATION UNION
Telecommunication Development Bureau
Telecommunication Statistics and Data Unit

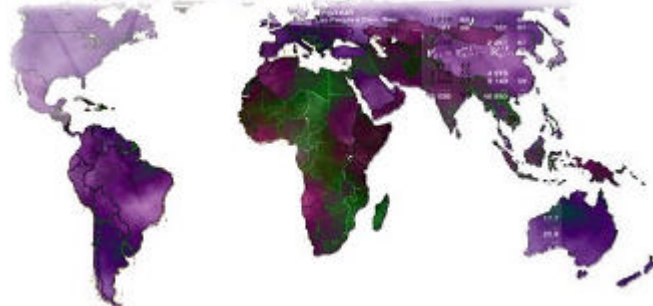
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Its Contribution to the WSIS (PowerPoint presentation)



The UNESCO Institute for Statistics (UIS):
An Introduction & An Overview of Its Contribution
to the WSIS
Diane Stukel
Lydia Deloumeaux

World Telecommunications/ICT Indicators Meeting
Geneva, Switzerland
January 15-17, 2003



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UNESCO Institute for Statistics Who are we ?

- Semi-autonomous body whose mandate is to support statistical activities of UNESCO in areas of education, Science & Technology, Culture & Communications
- Formally established in November 1999 with new director: Denise Lievesley
- Statutes and financial arrangements agreed by UNESCO General Conference
- Have our own governing board but receive a regular budget from UNESCO in a special account
- Relocated in Montreal in September 2001 with mostly new staff



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Functions of UIS

- Collection and dissemination of cross-nationally comparable data on education, science & technology, culture & communications
- Methodological, technical and conceptual statistical development; establishment and maintenance of international classifications
- Analysis and interpretation of international data (often in partnership with others)
- Statistical capacity building within countries for users and producers of data



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Principles underpinning the data collection Work of the UIS

- Data should not be collected for their own sake but because they are needed for policy purposes
- Countries should be fully involved in determining what data should be collected, with what frequency and how
- Data are owned by countries and they should be assisted in making use of them
- Response burden on countries should be minimised
- Co-ordination with other international agencies is paramount
- Methodology should be used which is appropriate to the circumstances
- Data should be collected and used in a way that is culturally sensitive



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Barriers to collecting high quality policy relevant statistical data

- There are too few resources for data collection in many countries
- Statistical staff may have inadequate expertise and they move posts frequently
- Statisticians in line-ministries may be somewhat isolated
- Statistical systems are often fragmented with little co-ordination between agencies
- Some of the relevant data are collected outside the official statistical system eg by the private sector
- There may be no protection against undue political pressure



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COMMUNICATIONS STATISTICS PROGRAMME REVIEW AND RENEWAL PROGRAMME

- No formalized data collection on communications in UIS (but data collected through regular culture surveys on museums, libraries, film&cinema, book production and the press)
- ITU has regular collection on “infrastructure” data relating to ICTs (fixed and mobile phones, multimedia and television, etc); don’t wish to duplicate effort
- Undergoing renewal process!!
- Should we be collecting data where UNESCO can offer competitive advantage: access, content and benefits of ICTs?
- Independent consultant produced “Review of Communications Statistics” identifying users of data, as well as currently available data and potential gaps in data
- UIS currently reviewing document and its recommendations in relation to UNESCO’s mandate and priorities
- Launch new data collections in future?



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COMMUNICATIONS STATISTICS PROGRAMME PROJECT B@BEL

- UIS spearheading statistical report regarding status of multilingualism on internet
- Potential themes:
 - Evolution of various languages on internet
 - Dominance/ regression of English on internet
 - North/south imbalance in web-site creation
 - Analysis of National Information Policies with regards to language preservation/ promotion
- UIS has found consultant from academic world to do study
- Input to WSIS 2003 and also will help us to identify potential future data collections within the UIS Communications Statistics Programme.



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COMMUNICATIONS STATISTICS PROGRAMME DIGITAL DIVIDE INDEX

- ORBICOM/CIDA/World Bank project (with involvement from CNRC, UNESCO, UIS) to define and measure divide across countries at given point in time/ within countries over time
- Phase I "pilot" in 9 countries to validate methodology now complete
- Phase II involving full-blown implementation in up to 75 countries during next two years
- UIS involvement will be consultative + through provision of data
- Results of this project will also feed into WSIS 2003



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COMMUNICATIONS STATISTICS PROGRAMME WORLD SUMMIT ON INFORMATION SOCIETY

- WSIS: Part I in Geneva 2003; Part II in Tunis 2005
- UIS involvement: statistical report giving global picture of ICT in areas of UNESCO's competence; finalizing content
- Among themes to be addressed at the summit, UIS report will give particular focus to:
 - ➔ ICTs and Education;
 - ➔ Providing universal and equitable access to information society;
 - ➔ Freedom of Expression;
 - ➔ Cultural Diversity;
- Also involved in organization of side event: roundtable on measurement issues for Knowledge Societies and Digital Divide
- Outcomes should help UIS to determine future programme of work regarding data collection + input to WSIS 2005



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UIS Statistical report Background

- List of indicators provided by UNESCO's sectors : Sciences, Culture and Education
- Identification of sector needs
- Definition of a general outline
- To avoid duplication: focus on social aspects (access, content, benefits) to complement ITUs collection of hardware



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Education sector's wish list:

- Internet connectivity of primary and secondary schools
- ICT related curricula/courses in primary/secondary/ higher education
 - graduate by field of education: % of students in computing
 - % of trained teachers in ICT
- On-line availability of training



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Culture sector's wish list

To broaden the measurable aspects of the cultural diversity in the world culture

- Current area :
 - artistic creation on the web : virtual galleries;
 - Cultural industries on the web : web sites for book sales
 - Presence of indigenous or minority group on internet : web sites in indigenous languages
- New area:
 - National resources on culture in information society :
 - » National museums on web sites, ministry of culture web sites
 - Cultural diversity in information society :
 - » presence of minority languages on internet



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Science sector's wish list

- Environment, infrastructure and policies:
 - Availability and use of computer technology
 - Internet connectivity
- Publication policies:
 - Circulation of scientific data on internet
- Contributions of ICTs in new learning and research environments
 - Use of ICTs for life long learning



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Building the Statistical report

- Identify which of the suggested indicators are feasible, available or are hardly measurable
- Try to avoid duplication with other agencies
- Three parts
- Focus on developing countries
- Secondary data sources : outsourcing
- Cases studies : see World communication report
- Boxes to illustrate experiences; cultural diversity in knowledge society; national profiles



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Outline description :

- Part 1 : Defining information society → Building a Knowledge society
- 4 UNESCO's Principles :
 - Equal access to Education
 - Equal access to information
 - Freedom of expression
 - Cultural diversity
- Part 2 : Sectoral & thematic approach
 - Impact of ICTs on education : e-learning
 - Science & ICTs
 - Culture & ICTs
 - » Multilingualism : [B@bel](#) project
 - Empowerment & ICTs



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Part 3 : measurement problems

- Prospects for developing countries
 - Cases studies : India: problem of data collection
 - Information, data gaps or data needs
 - Indicators related to ICT impact
 - Issues of international comparability and measurement limitations
- ↓
- Help us to define future UIS communications statistical programme : TUNIS 2005



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Current situation

- Pragmatic approach
 - Compilation of both existing indicators and sectoral requests
 - List of relevant sources
- Regional investigations ; looking at possible cooperation (ICT impact, usage)
- International approach for basic indicators (related to access)



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Internet Infrastructure and e-Governance in Pacific Islands

Countries: *Access to Government Services by Country*

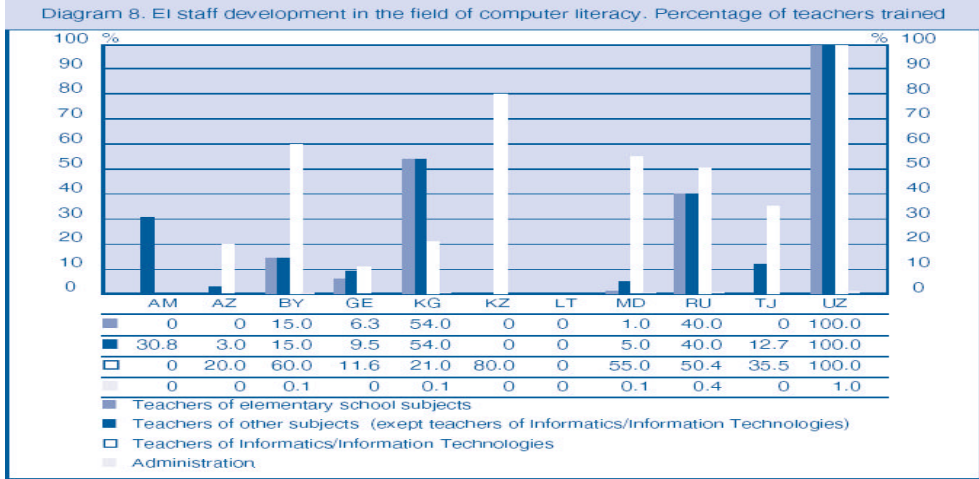
Activity	Cook Islands	FSM	Fiji	Kiribati	Marshall Islands	Nauru	Niue	Palau	PNG	Samoa	Solomon Islands	Tokelau	Tonga	Tuvalu	Vanuatu
Building up computerised databases	✓						✓	✓	✓	✓			✓	✓	✓
Computerising/digitising of Government documents/publications	✓						✓	✓	✓	✓			✓	✓	✓
Installing public internet access terminals				✓		✓	✓			✓			✓	✓	
Government subsidising of Internet services							✓						✓	✓	
Government subsidising of computer purchases (incl tax and customs exemptions)							✓						✓	✓	✓
Training of public decision-makers and government officials re ICT.			✓				✓			✓			✓	✓	✓
Reinforcing ICT training in schools, training institutes & universities			✓				✓			✓			✓	✓	✓
Intranet between Ministries				✓					✓						



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A Survey on the Development and Use of the Internet March 2002, NZL

Study on Basic ICT usage indicators in secondary education in the Baltic and CIS states

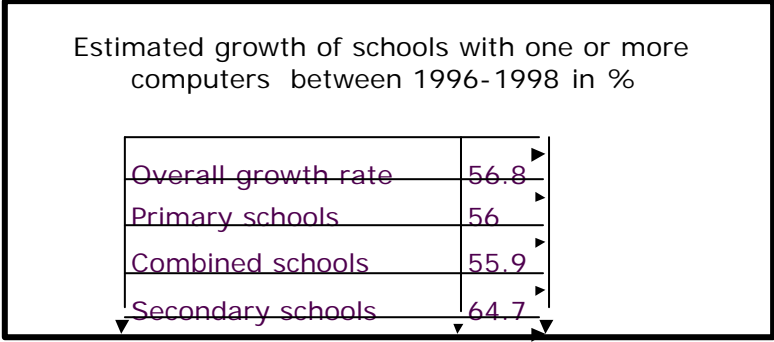


Source : IITE UNESCO Institute for Information technologies in education



National surveys of ICTs in South African Schools

Attempts to measure practical, foundational and reflexive competencies of educators, along with how well students enjoy ICT-related activities and learner's perception of how the use of computers improves learning and attitudes.



Towards a national strategy for supporting ICT development in schools

- **ICTs and human resource capacity**

- Educator attitudes towards ICT use
- Levels of skill and access to training
- Perceived quality of existing training
- Lack of clear curriculum guidelines
- Gender issues

- **The Way Forward: issues for consideration**

- Impact of resource levels on ICT usage and discrepancies across schools
- Realistic assessment of impact of parent contributions
- Increasing innovation and improving integration
- Educator capacity

- **The Way Forward: leverage mechanisms**

- *Mobilization*: facilitating effective ICT start-up
- *Partnerships*: initiating and supporting institutional partnerships
- *Capacity*: building human resources for ICT capability



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Next steps

- Discussions to choose the most relevant indicators
- Mid February:
 - detailed outline
 - Identification of appropriate indicators
 - Identification of case studies
- Mid March : Detailed plan



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