Overview of APEID Programmes: Past, Present and Future
The framework at a glance

- Laboratory of Ideas
- Standard Setter
- Capacity builder
- Catalyst for Int’l Cooperation
- Clearing House
## The framework

<table>
<thead>
<tr>
<th>A Laboratory of Ideas</th>
<th>A Standard-Setter</th>
<th>A Capacity Builder</th>
<th>A Catalyst for Int’l Cooperation</th>
<th>A Clearing House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>Based on the ethical principles that UNESCO champions, such as peace and international understanding, ESD, LTLT, inclusiveness human rights, etc.</td>
<td>Convention, declaration, recommendation Regional convention Regional or sub-regional thematic guidelines, toolkits Meeting synthesis reports</td>
<td>Technical assistance upon the request of member states Policies, national strategies, projects, feasibility studies, evaluation</td>
<td>Catalytic role for int’l cooperation Networking and partnership thematic meetings at global, regional and sub-regional levels</td>
</tr>
<tr>
<td>Teacher Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Higher education

- Communiqué of the UNESCO 2009 WCHE
Higher education

- **Follow-up meetings** to the WCHE in Asia and Pacific to facilitate reforms and document best policies and practices
- Facilitating the revision, ratification, and implementation of the Asia and Pacific **Regional Convention** on the Mutual Recognition of Qualifications in Higher Education (1983, 2011)
- Asia and Pacific **Regional Committee Sessions** on the Recognition of HE Qualifications
Higher education

- Education Research Institute Network (ERI-Net) researches projects

<table>
<thead>
<tr>
<th>Year</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>The impact of financial crisis on higher education in Asia and Pacific</td>
</tr>
<tr>
<td>2011</td>
<td>International student mobility</td>
</tr>
<tr>
<td>2012</td>
<td>Public-private partnership in higher education and TVET and youth unemployment</td>
</tr>
<tr>
<td>2013</td>
<td>Transition from secondary education to higher education</td>
</tr>
</tbody>
</table>
## Higher education

- UNESCO-APEID Meeting on **Entrepreneurship Education**

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December, 2011, Jakarta, Indonesia</td>
<td>15th UNESCO-APEID International Conference on Creativity and Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>June, 2012, Hangzhou, China</td>
<td>1\textsuperscript{st} UNESCO-APEID Meeting on Entrepreneurship Education</td>
<td></td>
</tr>
<tr>
<td>April, 2013, Hangzhou, China</td>
<td>2\textsuperscript{nd} UNESCO-APEID Meeting on Entrepreneurship Education</td>
<td></td>
</tr>
<tr>
<td>December, 2013, Kuala Lumpur, Malaysia</td>
<td>3\textsuperscript{rd} UNESCO-APEID Meeting on Entrepreneurship Education</td>
<td></td>
</tr>
</tbody>
</table>
Higher education

Future priority area 1: Governance of higher education systems and institutions

- Higher education policy advice
- Regional and sub-regional policy debates
- Technical documents (regional guidelines or toolkits informed by best policies and practices)
- Networking for information sharing and partnership building
- Common knowledge base
Higher education

Future priority area 2: Internationalization of higher education

- Facilitate the ratification and implementation of the Regional Convention
- Convene Regional Committee Sessions to monitor the application of RC
- Develop regional guidelines on issues such as NICs, QA to support the implementation of the RC
- Develop regional HE harmonization tools such as RQFs, RCTS, RSBF, DS to support students mobility
Future priority area 3: Technology and delivery of higher education

- Analyzing trends and mechanisms
- Expanding open and distance learning (ODL) to traditional universities
- Quality assurance of on-line higher education programmes
- Technical assistance on national open education resource (OER) policies for higher education
- Partnerships for OER infrastructure development
Teacher development

- EFA and ESD centered
- Post-2014 ESD/Post-2015 EFA/Post MDGs
- UN Education First Initiative (2012)– Fostering global citizenship
- International Task Force on Teachers for EFA: A global alliance of EFA partners to address the “teacher gap”
Teacher development

1966 ILO/UNESCO Recommendation concerning the Status of Teachers

- Social dialogue in education; initial and continuing teacher education; employment and careers; teacher salaries; teaching and learning conditions; teacher shortage in the framework of EFA

1997 UNESCO Recommendation concerning the Status of Higher Education Personnel

- Academic freedom and institutional autonomy in higher education; higher education terms and conditions of employment; the impact of private and for-profit providers of post-secondary education
Teacher development

- Reorienting quality teacher education towards **EFA** and **ESD** (2010-2014)
  
  - Improve teacher education policies, curricula, materials and pedagogies
  - Assist teacher educators and teachers to design contents for EFA-ESD concepts
  - Develop EFA-ESD curriculum and institutionalize it into the national education systems
Teacher development

- **Project-based learning (PBL)** and telecommunication (initiated in 2012)
Teacher development

- Promoting **intangible cultural heritage** for educators to reinforce ESD
  
  • Equip teachers and learners with knowledge and skills to understand ICH
  
  • Raise awareness about the value of ICH as a form of education to promote sustainability of local traditions and knowledge
  
  • Emphasize the importance to integrate and cultivate local identities and knowledge systems into formal education
Teacher development

- **Pre-primary teacher development** in Southeast Asia (2013-2015)
  
  - Strengthening Southeast Asian countries’ **capacity** to comprehensively analyse pre-primary teacher education and professional development policies and systems
  
  - Raising the standard of pre-primary teacher **qualifications** and professional development systems
Teacher development

- **Future priority area 1: Teacher competence standards**
  - Assisting member states to establish competence-based teacher education system;
  - Empowering TEIs to ensure that their pre-service and in-service programmes are in line with the Teacher Competence Standards (TCSs);
  - Supporting member states to monitoring and evaluating teacher’s performance and career development based on TCSs.
Teacher development

Future priority area 2: Teacher’s professional development and innovative pedagogy

- Assisting member states to strengthen national strategy for teacher’s professional development;
- Empowering TEIs and teacher educators with the use of innovative pedagogy, e.g. PBL and technology;
- Promoting school-based teacher’s profession development through action research;
- Supporting the development of OER for teachers.
Future priority area 3: School leadership and supervision

- Launching analytical studies on school leadership;
- Developing technical document;
- Assisting Member States to develop relevant policies, including government regulations on the professional development of school principals;
- Supporting TEIs to develop relevant programmes;
- Establishing regional platforms for information sharing and knowledge building.
Teacher development

Future priority area 4: Status and working conditions of the teachers

- Reviewing status and working conditions in the region;
- Exploring innovative channels and platforms to gather feedback from teachers;
- Providing policy recommendations for recruitment of teachers to address teacher shortages.
ICT in education: Overview

- Important component of EFA
- No world conference on ICT in education yet
- **ICT-CFT** developed by UNESCO HQs as a global framework for developing teacher’s competence for ICT-pedagogy integration
- **Cross-cutting** thematic area across sectors
- Supporting role in innovating teacher education and training and higher education (**ODL, OER**)
- **UNESCO 37 C/5** defining ICT-related priorities
Supporting **Competency-Based** Teacher Training Reforms to Facilitate **ICT-Pedagogy Integration**

- **Funding source**: Korean Funds-in-Trust
- **Target groups**: MOE officials and TEIs
- **Duration**: 48 months (2013-2017)
- **Objectives**: To support governments and TEIs to reform the teacher training into competency-based to systematically train, guide, monitor and track teachers’ professional dev’t
- **Responsible officers**: Libing Wang, Jonghwi Park and Mel Tan
• **Funding source**: Korea Funds-in-Trust (seeking new partners);
• **Target groups**: Teacher Educators and TEIs
• **Duration**: 2013-2015;
• **Objectives**: to sustain the network of TEIs to serve as national/regional focal points for UNESCO resource distribution and training
• **Responsible officers**: Jonghwi Park and Hartfried Schmid
Asia and Pacific Ministerial Forum on ICT in Education (AMFIE)

- A regional flagship activity since 2010, to provide a platform for high-level policy dialogue, information sharing and partnership building

- **AMFIE 2013**: 26-28 Nov. 2013, Shenzhen, China.
- **Theme**: Fostering Favorable Policy Environments for Mainstreaming Sustainable Innovations
- **Funding sources**: KFIT, Intel and the Government of China
Future priority area 1: Promoting open educational resources beyond higher education

- Updating and developing collections of teaching and learning resources as OER for basic education
- Technical advice on “Quality Assurance”
- Advocating and promoting policy dialogue on the importance of OER in achieving quality education for all
- Seeking partners such as mega IT providers, digital content providers, etc.
Future priority area 2: Advocating the responsible and safe use of ICT

- To raise awareness on the responsible use of ICT and set up a regional/global declaration/standards
- To build a platform to share the initiatives and relevant materials as OER
- Potential partners: ITU, Intel, KT Cultural Foundation, InfollutionZERO and more
Future priority area 3: ICT indicators to measure school-level effectiveness

- High demands on how to measure whether/to what extent their ICT investments have impacts on student learning at the school level
- UNESCO would like to provide a standard set of school-level indicators to support governments to make a informed-decision on ICT for schools.
- Expect to require intensive work, extensive expertise and massive budget.
The UNESCO-APEID International Conference held since 1995, a platform for policy dialogues and information/knowledge sharing on education innovations and exemplary practices

2009: ICT Transforming Education
2010: Education for Human Resource Development
2011: Inspiring Education: Creativity and Entrepreneurship
2012: The Heart of Education: Learning to Live Together
Thank you for your attention!