Additional effort will also be made to gather information from other countries not included in the inventory directly from governmental officials responsible for training teachers. This information will then be translated in order to draw more concise details about the programmes.

So while the analysis provided here may not be complete and exhaustive, it nevertheless provides a sound basis in understanding what initiatives already exist in the region.

**Geographic Range of the Inventory**

The information provided and synthesized here is from:

A) **Individual countries**

- **Afghanistan**
  - UNESCO Computer Training Centre for MOE (questionnaire)
- **Australia**
  - Victorian Department of Education and Training and IBM (Internet)
  - South Eastern Regional Computer Training Centre, Victoria, Australia (Internet - [http://www.serct.vic.edu.au](http://www.serct.vic.edu.au))
- **Indonesia**
  - State University of Jakarta and other provincial universities (questionnaire)
- **Korea, South**
  - KERIS (questionnaire)
- **Mongolia**
  - Ministry of Science Technology Education and Culture and J ICA (questionnaire)
  - Education Research Institute (questionnaire)
- **Pakistan**
  - National Institute Planning and Administration, Quetta (questionnaire)
  - Ministry of Education and Intel (questionnaire)
- **Philippines**
  - Coca-Cola Edventure (Internet)
- **Singapore**
  - Instructional Science Academic Group, National Institute of Education, Nanyang Technological University (Internet - [http://eduweb.nie.edu.sg/is/](http://eduweb.nie.edu.sg/is/))
  - [http://eduweb.nie.edu.sg/is/Inservice/AD_ITE.htm](http://eduweb.nie.edu.sg/is/Inservice/AD_ITE.htm) - provides the objectives of the in-service teacher training courses, training contents and modules
B. Regional or inter-country teacher training projects on ICT

1. SEAMEO INNOTECH (http://www.seameo-innotech.org)
   - Cambodia, China, Fiji, Lao PDR, Indonesia, Malaysia, Myanmar, Philippines, Thailand and Viet Nam

2. Intel Teach to the Future (http://www97.intel.com/education/teach/index.htm)
   - China (http://www.teachfuture.com/)
   - India (http://www.educationinindia.net/)
   - Japan
   - South Korea
   - Malaysia (http://www.i-eduweb.com/teachtothefuture.asp)
   - Pakistan
   - Philippines
   - Taiwan (http://itf.ice.ntnu.edu.tw/)
   - Thailand

3. Coca-Cola (http://www2.coca-cola.com/citizenship/education_asia_digital_divid.html)
   - Australia
   - China
   - Malaysia eLearning for Life, Malaysia - (http://www.elearningforlife.org/)
   - Philippines - Department of Education, Culture and Sports and Foundation for IT Educational Development - (http://www2.coca-cola.com/citizenship/education_philippines_latest_edventure.html)
4. UNDP
- Ministry of Education, China (Western provinces, Gansu, Sichuan and Yunnan)

- Cambodia
- China
- India
- Indonesia
- Lao PDR
- Philippines
- Viet Nam
- Sri Lanka

C. A few online teacher training programmes from the United States and Canada were also looked into in terms of their training curriculum only as they provide good models either in delivery mode or in a more integrated ICT-pedagogy approach (see Annex for the profile).