Introduction and Summary

There is now an irreversible trend among countries in Asia and the Pacific to transform their teaching force and educational staff into technology literate and skilled workers. In almost all countries in the region, including emerging countries, teachers in primary, secondary and tertiary levels are being trained in the use of information and communication technologies (ICTs) in education with varying degree and scope. In summary, these teacher training programmes on ICT are being initiated:

- with a wide variety of objectives, ranging from supporting broader development goals of creating a workforce equipped for the knowledge society and knowledge economy, to promoting educational reforms and revolutionizing the teaching and learning process;

- through the sponsorship of multiple parties, with many emerging/developing countries largely funded by outside donor agencies, while the more developed nations are receiving substantial Government allocations;

- through ready-made prototype training models, contents and modalities provided by sponsoring agencies, but modified and adapted by the countries;

- with the apparent tendency for curriculum contents to be more oriented towards basic computer literacy for the emerging/developing countries, while the more advanced countries are following a more integrated ICT and pedagogical approach (although this can also depend on the donor agency mandates and thrusts, no matter what the development level of a country is);

- with priority attention being given to training secondary level teachers in charge of selected subjects and with gradual inclusion of principals and administrators in the training scheme - with pre-service teacher training gaining ground as well;
through a nationwide approach for the more advanced countries and those receiving substantial outside funding; and for less developed countries, through a limited number of pilot schools, but in various parts of the country;

mostly using face-to-face and limited online modes of delivery; and

with a few projects sharing their training contents and resources through the Internet.

To learn from these experiences as well as benefit from existing training resources, UNESCO undertook an initial inventory of professional development and teacher training programmes on ICT from selected countries in Asia and the Pacific (see list below). The inventory looked into the implementing bodies, sponsorship, objectives, recipients of training, geographical coverage, scope and level of training, curriculum course contents, modules and training materials developed, methodologies, and mode of delivery. Data and information culled and analytically synthesized from this inventory will hopefully:

provide policy-makers and administrators/managers with information to help formulate their teacher training programmes involving ICTs for education;

assist the trainers in selecting and trying out/adapting existing training curriculum and existing materials, rather than trying to reinvent the wheel;

help to avoid pitfalls and weaknesses in existing programmes and replicate strengths; and

assist teachers in identifying and accessing the wealth of training resources that are already available and ready to use.

The inventory is still, at best in the embryonic phase - the initial information will be used to launch a database of teacher training programmes on ICT in the region, to be made searchable online. This is an ongoing project which will see a continuous expansion and updating of the database as all countries in the region begin to perceive the importance of contributing to its updating. The end goal