Teacher Training on ICT use in Education in Asia and the Pacific

- 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.

Objectives of Inventory

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...
is to benefit countries in the region in improving their teacher training activities in ICT.

**Sources of Information**

The main sources of information in this inventory are the administered questionnaires submitted by selected countries through personal contacts and correspondence, as well as limited Internet searches followed up by correspondence to complete missing information. To extract information that was more or less common to all teacher training programmes for purposes of comparison, an inventory form was developed.

While most, if not all, of the items in the administered questionnaires were completed, the Internet searches had many gaps in the information required. Therefore, to reconcile the different degrees of information provided from the two sources, the analysis below focused on those common items which received substantive responses from both sources, and left out items which had scant or uneven information. For example, the initial wish to compile the actual training modules was abandoned simply because they were not readily available and accessible on the Internet and many of them were in the national languages.

The owners were also reluctant to share the information because of policy limitations and copyright issues. Instead, the analysis focused on reviewing the training contents based on the topical outlines derived from the training curricula, which were easier to access. It was also found that such outlines provided enough adequate information to indicate what teachers are being trained on, and thus provide useful directions to policy-makers, managers and practitioners.

More thorough searching on the Internet may unearth further websites that carry descriptions of teacher training programmes in the region, but for the initial analysis, large teacher training projects funded by corporations such as Intel, Coca-Cola, IBM, Nokia and international organizations like World Bank, World Links, Bellanet, UNDP, Japanese Funds, and a few U.S.-based institutions were selected owing to their dominant and accessible presence on the Internet, and because the information given is in English.