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.
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 JICA (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