Asia-Pacific Programme of Educational Innovation for Development – APEID's main objectives are to: (i) encourage and facilitate innovative activities to enhance equity and quality in post-primary education, (ii) strengthen the capacity of member countries to undertake innovative actions in all programme areas, and (iii) promote inter-country technical co-operation and the sharing of successful innovative experiences.

From the desk of the Director:
Success Lies in Applying Appropriate Innovations

We know that APEID was launched to play a catalytic role of facilitation, coordination and technical assistance in development-oriented educational innovations for the Member States. Over the years, we have seen that APEID has fine-tuned this mission by laying a special stress on educational innovation for development, especially sustainable human development. This is a laudable mission and it can be achieved only if we continue to work through effective networking.

We, at UNESCO Bangkok, realize that within the context of the Asia-Pacific region, in achieving the goals derived from this sustainable human development we will confront many problems emanating from magnitude and diversity, as well as their accompanying impediments of poverty, disease and illiteracy. While appreciating the achievements of APEID, I fully realize that the journey is long and there are many more miles to go.

With a view to facing this challenge, we are formulating a Regional Strategy of Education for which a brief paragraph has been given in this newsletter.

I am sure that the Member States and UNESCO will usher in a new era of education when we will be able to harness human potential through the judicious use of the available resources. We are looking forward to having a closer and deeper relationship with the Member States in order to undertake coordinated need based programmes and then share in their outcomes.

We will succeed, as I know that the answers to these problems lie in finding, designing and applying appropriate innovations for which APEID was conceived and commissioned. I am optimistic.

Sheldon Shaeffer
Director, UNESCO Bangkok

New Look: Shift in Context and Style

As a result of the restructuring of the UNESCO Bangkok Office under its Director, Mr. Sheldon Shaeffer, APEID has replaced ACEID to stand both as a regional inter-country co-operative programme and as an integral unit of the UNESCO Asia and Pacific Regional Bureau for Education. Hence, you will find that there will be a shift both in the content and style of this APEID Newsletter from the previous ACEID News.

The shift is much more than a change in name; it derives from APEID’s mission and its reformulated strategies.

The fundamental principle in the founding and launching of APEID was that Member States should jointly design, execute and evaluate APEID programme activities in an inter-relationship of reciprocity, mutual learning and self-reliance. Accordingly, in implementing a renewed strategy of refocusing on development-oriented educational innovation, APEID has changed the focus from reporting on ACEID staff's technical assistance activities, to highlights of educational innovations from member countries, both at national and local levels.

APEID is therefore happy to present country profiles, joint innovative projects and mainlines of actions for educational innovations, responding to emerging development challenges in country-
specific contexts. APEID will reinforce and build upon local innovations, as we believe that innovations from the grassroots level provide a life force for sustainable human development, which in turn empowers people to become the cornerstones of the culture of peace and human security, to which UNESCO is duty bound to contribute as its central mandate.

I am also happy to inform you that the APEID Framework for its 7th programme cycle has been developed, as a result of widespread consultation with member countries, and to coordinate with UNESCO Medium-Term Programme for 2002-2007. This issue also reports on the UNESCO Regional Strategy for Asia and Pacific Region, which will guide APEID programme actions as presented in the Framework.

You will agree that APEID as its secretariat and coordinator could function effectively only if there is a continuity of its interaction with its members. In this regard, this Newsletter will serve as one instance of a linkage of partnership, a platform for interaction, dialogue and exchange of ideas/experiences in undertaking educational innovations, and as evidence of solidarity and co-operation in achieving our joint mission through common endeavours. Your contributions and suggestions to the Newsletter will be deeply appreciated.

Another change to be introduced in the APEID Newsletter is that it will be published electronically through the UNESCO Bangkok Website at www.unescobkk.org, while continuing to be printed for dissemination to APEID Associated Centres and other partners.

While delivering the Raja Roy Singh Lecture in Bangkok, Sir John Daniel Assistant Director-General for Education, UNESCO, Paris, gave advice in the use of technology in education, posing the challenging question: “If technology is the answer, what was the question?”

He went on to advise the use of four Bs, two ways of thinking to avoid and two to adopt.

The two bad Bs refer to Vendor-Bias and Bullshit. He warns everyone to be skeptical of assertions concerning the value of technology coming from those who want to sell it and points out that the information technology vendor community has done a remarkable job in convincing political leaders that technology is the answer to every educational problem. The second B of Bullshit refers to a stampede of bulls and all the messiness it leaves behind, while he observes that there is a tendency for people to believe any current concept once it is ubiquitous in the public and press.

He advises that UNESCO should be able to detect these Bs, expose hollow-thinking, engage in evidence-based policy making and look at evidence when making statements about technology.

The two good Bs refer to Breadth and Balance. The Breadth is to think broadly about technology in teaching, learning and management. He said that ICTs mean much more than the Internet. Even in the industrialised world, let alone the developing world, only Internet fanatics and vendors claim that the Internet renders obsolete all preceding technologies: books, blackboard, film, radio, television, programmed learning and so on. The other B refers to Balance which calls for getting the right balance, or the right blend between different elements of learning, which is the key to both pedagogical and economic success when one uses technology in teaching and learning.
Sir John Daniel further said that we all face the tremendous challenge of bringing education to all in the next fourteen years. Only by educating everyone, can we achieve the individual fulfillment and social cohesion that will make September 11 a distant memory. To achieve education for all we must use every tool at our disposal. ICTs being a vitally important tool, let us use them wisely and effectively for the benefit of all humankind.

The Conference generated papers dealing with the use of ICT for quality: in the curriculum and in the classroom; in the training of teachers and education personnel; and in effective management. More than 120 papers and presentations were generated by participants from different countries that lead to the expansion of knowledge based on current experiences, best practices and innovative strategies. Furthermore, this networking contributed to the development of guidelines for the use of ICT in improving quality of content, methods of teaching, styles of learning and the management of education systems.

The presentations dealt with wide-ranging aspects, such as: the use of ICT in formal, non-formal and lifelong learning; using ICT as a subject, tool for curriculum and co-curricular resource; using ICT to enhance quality in the teaching-learning evaluation process; integrating ICT and pre-service teacher education; ICT for professional development and networking; and teacher training for the application of ICT in education.

Director Mr. Sheldon Shaeffer used four Cs to offer his comments about the effectiveness of the conference – two good Cs: Complexity, collaboration and two bad Cs: Coverage, and Compassionlessness.

- **Complexity** – the conference has shown the complexity of the field. The definitions of ICT, or even technology, are many, from donkeys to satellites. The relationship between education and technology is diverse – education with, about, for, in and during ICT use have all been discussed. Such complexity challenges us to think in ever more creative and synergistic ways.

- **Collaboration** – the conference has shown that further progress in ICT use in education requires more collaboration, to reduce duplication and confusing competition, to ensure shared efforts and to link innovations around the region and around the world.

- **Coverage** – with some notable exceptions, much of the focus of attention at the conference seemed to be on improving the average quality of education for the average child in the average – or perhaps even about average – school. While Mr. Shaeffer praised this focus, he called for ICTs to be used in the education of a far wider range of target groups, especially those most disadvantaged – minorities, the remote, the poor and those with special needs reducing, rather than increasing, disparities in educational access and quality.

- **Compassionlessness** – in most cases, Mr. Shaeffer said, the conference acted as if the world were a risk-free, trouble-free place and technology, a neutral actor playing within it – again, a focus on average children in average classrooms, while many children – and adults – in this region face many, and increasing, vulnerabilities and risks: abuse and exploitation, violence and conflict, drugs and AIDS. He noted that these facts, let alone the issue of terrorism, were seldom discussed in the course of this conference. He also said that it is worth noting that the session on ICTs and AIDS drew a total of seven participants – in a region that now has over 7 million people with HIV/AIDS, one million new infections, and the potential, in a relatively short time, to surpass Africa’s disaster in sheer numbers if not in infection rates. He went on to say that his colleague who organised the session was often asked – why a session on AIDS at a conference on ICTs? The answer to him was obvious – all possible means, including a wide range of technologies, must be harnessed to strengthen preventive education against AIDS and to lessen the impact of the pandemic on society – especially on education systems and schools, students and learning.
During the Conference the participants listened to others and expressed their views about ICT, gained first hand experience and developed new perspectives through a series of ICT Demonstration Workshops. The SIGs helped them to share their experiences with others. The roundtables widened their perspectives about new possibilities of using ICT in education. The conferences deliberated on a wide variety of issues related to this theme and produced professional literature with both local and global flavours.

In the end, Zhou Nan-Zhao highlighted the deliberations and the outcomes. He hoped that as result of these deliberations, the meaning of learning will be broadened to include learning to learn, learning to do, learning to be, and learning to live together, with the assistance of technology. However, he furthered, we should use technology with ethics and an appropriate understanding of pedagogy and must confront the issue of the digital divide. He hoped that the Conference had given us the opportunity to identify educational innovations for development. He thanked the participants and all others for all that they had done.

APEID’s Framework of Action for the 7th Programme Cycle

APEID has recently prepared a Draft Framework of Action for the 7th Cycle (2002-2007). The formulation was based on a series of steps including a careful review of the Sixth Programme Cycle (1997-2001); use of the outcomes of the Report of the Regional Consultation Meeting that was supported by the governments of Japan and China; and guidance provided by the UNESCO Medium-Term Strategy (2002-2007).

Particularly, the Draft Framework of Action has been guided by the three strategic objectives of UNESCO as enunciated in its Medium-Term Strategy: (a) promoting education as a fundamental right; (b) improving the quality of education through diversification of content and methods and the promotion of universally shared values; and (c) promoting experimentation, innovation and the diffusion and sharing of information and best practices, as well as policy dialogue in education.

The input from the participants of the Regional Consultation Meeting on APEID held in May 2001 was also used towards the development of the format and the substance of the Framework. This Meeting emphasized the use of guiding principles such as lifelong learning, decentralization, consultation, sustainability, and equitable participation, among others and articulated the following Main Lines of Action:

- Secondary Education
- Technical and Vocational Education and Training
- Higher Education
- Teacher Education
- Science, Mathematics Technology Health and Environment Education
- Education for Peace: Humanistic/ Civic Values Education
- ICT Applications to Post-primary Education

and Cross-cutting Themes:

- Improving Quality while Pursuing Equity
- Nurturing Human Potential for Personal and Social Development
- Capacity-building for System-wide Innovations/ reforms in the light of the Principle of Lifelong Learning
- Using ICT for/ in Educational Innovations

The following strategies will be used for the conceptualization and operations for the programme:

- Refocusing on Educational Innovation for Human Development
- Facilitating Policy Dialogue for Systemic Innovation / Reforms
- Assisting in Capacity Building for Innovation through Research, Training and Advisory Services
- Revitalizing the APEID Network and Strengthen Inter-country Cooperation
- Harnessing the Potential of ICT in Educational Innovation

This Draft Framework of APEID for the 7th Cycle will be placed before the Inter-Governmental Regional Committee on Education in Asia and the Pacific for approval.
Challenges Facing Secondary Education: From Education for All to Quality Education for All

In these times, secondary education is facing certain challenges concerning diversification of structures, expansion, involvement of parents, decentralization, encouragement of local participation in running schools, curriculum reforms, the blending of local and national contents in the curriculum, the use of ICT, improving assessment and evaluation systems, the transition from school to higher education and to the working world and the training and professional development of teachers.

In the future, secondary education will have to face further problems that are emerging due to contemporary shifts that are taking place inside and outside the system, such as, from an industrial to a knowledge economy, from traditional to emerging technologies for the delivery of education, from local to international concerns and from academic learning to the learning of values.

Another important shift – from education for all to quality education for all has far reaching implications. Accordingly, the quality of education is becoming redefined to include broader national development - goals, the educational endeavours of shaping a well-rounded person with greater effectiveness and higher efficiency.

Realignments have to be worked out between these shifts and the UNESCO strategies for Quality Education: Education as a fundamental right; improving the quality of education through diversification of contents and methods; promoting experimentation; innovation and sharing of information and best practices; protecting the common good; enhancing diversity; and sharing knowledge.

In this direction APEID has been organising case studies, facilitating policy dialogues and capacity building, and supporting networking for educational innovations. Based on the findings of such case studies regional trends are calculated as reported below.

The Member Countries of China, Fiji, Nepal, Thailand, and Vietnam have recently completed their national case studies of secondary education. These case studies addressed the following issues:

Expansion of secondary education, both at lower and upper levels, of formal and non-formal systems, since the early 1990s, including the distance and open learning programmes: describing the changing enrolment rate, changing demands for secondary education, new policies and measures for planned expansion, and major issues arising from and problems confronted in the expansion;

Diversification of secondary education over the past ten years in terms of proportion of: (a) enrolment in general vs. vocational-technical education programs and (b) enrolments in public vs. private institutions: identifying major economic-social development needs for the diversification; describing national policies to promote the diversification and presenting an analysis of new trends in diversification of secondary education from national and international perspectives;

Diversification of curricular structures and course offerings in view of diversifying national development needs and the impact of the rapidly advancing information technologies: describing how science-technology education vs. social/humanistic/civic education are structured in terms of nationally prescribed school subjects and their respective proportions in total instructional hours defined in the school syllabus, and analyzing major issues in the diversification of curriculum at secondary levels; selections and presentation of 2-3 most successful innovations and best practices in the diversification of secondary education and in the renewal of the formal school curriculum.

In analysis of these case studies, the following points can be made:

1. It is worth noticing that the countries of UNESCO Asia and Pacific Regional Bureau for Education, Bangkok are realising the importance of secondary education from the point of view of its utility for individual, social and economic development. The country governments, world bodies and...
International organisations have started to prioritize secondary education in terms of funding and programming. Some countries have given such importance to secondary education that they have made it both universal and compulsory.

2. Structures of secondary education are varying; while some have preferred to create uniformity within the countries, others have accepted variations in curriculum. In most of the countries, students study for a range of three to six years in secondary education. Diverse bodies such as federal governments, state governments and even private ones are engaged in managing the affairs of secondary education.

3. Decentralization of secondary education has been recommended by most of the countries with varying degrees and areas. Some others are cautious to begin this process and still others have referred back to the early initiatives. There are mixed feelings and trends about the autonomy and decentralization of secondary education.

4. Many countries have recommended vocationalisation of secondary education with mixed trends in development; some countries are doing well whereas many others are lagging behind the planned targets. The attitudes of the users of education, the increased cost of vocational education, the lack of trained teachers and many other handicaps have arrested the development of vocational education at the secondary stage.

5. Information and Communication Technology (ICT) is being introduced on a grand scale in the curriculum of secondary education. All the countries are keen to initiate ICT, both as a tool, and as a subject in its own right. Access to ICT is important if we are to take advantage of opportunities offered by the information age, but this can be a difficult task to arrange, as equipment is costly for developing countries. There is also a shortage of courses, syllabi, and qualified teachers. However, a tangible enthusiasm on the part of the students, teachers and governments of these countries is helping to speed up the process. Multiple sources of funding, cost sharing and partnerships with the private sector are necessary to provide the means for developing countries to gain access to ICT.

6. All over the region, there is dissatisfaction with the curricular processes that are being used for secondary education. The processes of teaching, learning and evaluating are under great scrutiny, and any changes are very slow to take effect; one of the reasons for this perhaps being the dominance of public examinations at the end of the secondary education stage.

7. Distance and open education, and now even, on-line education have been welcomed because of reasons of economy, flexibility and ever increasing pressures on the formal systems of education. Some are finding certain social advantages in these new approaches of delivery. These systems are expanding fast, but there has been some off-the-record criticism of decline in quality. Distance education materials are in the process of development.

8. Privatisation of education in general, that of secondary education in particular, is being encouraged as it shares the financial burdens between governments and contributes to the efficiency and diversity of management that is said to be the hallmark of private bodies. The partnerships between federal and provincial governments, between governments and the private sectors and between governments and businesses are on the increase.

9. As a postcolonial trend, some countries were opposing or at least were not encouraging, the introduction of foreign languages, such as English, French and so on. Now, there is an emerging trend that indicates that the secondary school systems have started to include English and other foreign languages in curricular programmes. In fact, these programmes have done much to make secondary education both more attractive, and of a better quality, especially in urban areas.

10. Teacher education programmes are under great scrutiny in relation to the adequacy of the length of their duration, the relevance of content and the dynamism of training processes used for the pre-service and in-service programmes. Distance education is being used for the in-service programmes and in some cases even for pre-service teacher education. Many teachers, particularly those of subjects such as mathematics and the sciences are under-qualified. In general, there is also a great shortage of computer and English teachers.
11. The Delors Commission said that secondary education must be re-conceptualized in the general context of using the principle of learning throughout life. The key principle is to arrange for a variety of individual paths through schooling, without ever closing the door on the possibility of a subsequent return to the education system.

**Joint Innovative Project on Raising the Quality of Secondary School in China**

The project, popularly known as the National Action Plan for the Joint Innovative Project on Raising the Quality of Secondary School Training, was put into action in 1990 with a view to popularizing nine-year compulsory education and with a clear-cut aim of transforming examination-oriented education to a quality-oriented education. Accordingly, an all inclusive and comprehensive definition of Learning Quality has been formulated and accepted, including moral, cultural, physical, psychological and intellectual aspects. Furthermore, the project aims at cultivating students’ consciousness concerning their studies, including aspects of self-reliance, study, development, creativity, appraisal and improvement; in other words, the students must become responsible for their own education. Over the years, the project has successfully dealt with various challenges related to quality education while working within the framework of teaching in large classes, vast numbers of participants and a wide range of subjects. As a result of this success in China, the JIP occupies a very important position among similar national experiments of educational science.

Over the years, the JIP has generated a solid theoretical base, pursued clear objectives, created systematic operational procedures, followed up strict organisational management, and used scientific means of assessment and evaluation, covering four stages of development.

The project was launched with the following stipulations.

- The experiment should be carried out in junior middle schools of different types in cities, towns and villages.
- The project should be based on the syllabus and curriculum issued by the State Education Commission and all kinds of permitted teaching materials.
- The experiment should be an overall reform with the purpose of improving students’ learning quality under the current conditions of large classes.
- The project should be fulfilled by activities that are based firmly in reality; and the creation of rules should be actively explored in an attempt to develop a theory which is instructive and worthy of dissemination.
- The project should be scientific and operational with both quantitative and qualitative analysis. Furthermore, it should be effectively controlled and directed; and at the same time creative exploration should be encouraged.
- The project should have a strict assessment system and means of examination.
- The experiment should be concluded in the stipulated period, including the annual task and the general goal.

Project evaluation was completed through a comprehensive combination of qualitative and quantitative analysis. Methods and approaches involved are listed below:

- Listening to the introduction and self-evaluation report by the experimental school.
- Checking school materials, including various written materials, pictures and audio-visual materials.
- Class visits, including visits to observe class teaching, activity classes and class meetings.
- Soliciting opinions and advice on the experiment from teachers, students and parents as.
- Visiting exhibitions on the experimental facilities and results.
- Discussion-based preliminary evaluation suggestions by the evaluation group and their feedback information to and exchanges with the relevant school administrators.
- Independent quantitative marking of the schools by the group members and their subsequent written evaluation.
- Further analysis by the evaluation group and their subsequent evaluation.
- The deliberation of these conclusions by the national supervising group and the distribution of its evaluation to the evaluated schools.
It is well recognised that the JIP has produced fruitful results due to the close cooperation of administrators, researchers, students, teachers and principals in Beijing, Shanxi and Shaanxi provinces. The project witnesses the fact that all the people concerned, school headmasters, teachers, parents, local educational administrators, are fully mobilized. The JIP project has been running since 1990, involving 3,310 teachers and 41,200 students of 268 schools in three provinces/municipalities, making it an extremely large-scale education experiment based on action research.

The JIP has been assessed on various dimensions of achieving an improved quality for learners, teachers, management, and even the local communities, and findings show that it has:

- Developed a conceptual framework of ‘learner-centered and teacher-guided education’, based on research and practice.
- Developed varied models of effective interaction between teachers and students both in curricular and extra-curricular activities.
- Effectively improved students’ learning achievements in physical, intellectual, affective and ethical dimensions of personality development.
- Promoted the professional development of teachers to improve skills, team work and the capacity to research to affect a paradigm shift from examination-driven instruction to quality-oriented education.
- Evolved into a national network of educational innovations in secondary education, a dynamic force in the renewal of education systems.
- Exemplified the far-reaching effects of an APEID project in the enhanced national/institutional capacity of making educational innovations for human development.

The outcome of the project has numerous implications at different levels. While it has a great theoretical and practical relevance for the developing countries’ education in the Asia-Pacific region, the JIP has enriched us with ideas of student-centered education that contributes to quality.

Projects in Science-Technology Education, Preventive Education

Science and Technology Education: Science and Technology Education for All has found an important place in the recommendations of the WCEFA (Jomtien 1990); the World Conference on Science (Budapest 2000); and the World Education Forum (Dakar 2000). In line with this, the APEID and member countries have undertaken programmes to meet the emerging needs in this region.

Comprehensive Health Education Programme and Preventive Education against HIV/AIDS and Drug Abuse: Countries in Asia have reported a high incidence of HIV/AIDS among vulnerable groups, especially the young, girls and women and the marginalized and disadvantaged - including ethnic minorities, school drop-outs and others. Drug abuse among youth, especially at secondary schools, has also been of concern. UNESCO’s core programme on Preventive Education, identifies HIV/AIDS as a priority concern, in addition to other health problems. Implementation is thus not just focused on HIV/AIDS and Drug Abuse, but rather in a comprehensive health education programme, in the context of FRESH (Focusing Resources for Effective School Health) - a joint programme agreed upon in the Dakar Forum by UNESCO, WHO, UNICEF and the World Bank. This programme will further deal with issues specifically related to poverty and the environment, health and nutrition, parasitic and infectious diseases, water and sanitation and nutrition in schools.

Education for a Sustainable Future: The interdisciplinary project Education for a Sustainable Future links environment, population and development and looks at the empowerment of communities to attain environment sustainability. UNESCO’s actions are in terms of environment education (in collaboration with UNEP) towards sustainable development and drug abuse prevention through sports activities (in collaboration with UNDCP).
Innovations in Higher Education: From a Virtual University to the Expanded Role of Private Institutions

GMK Virtual University Project

The proposal of establishing the Greater Mekong Sub-regional Virtual University (GMK) is on the anvil. Through a sub-regional workshop in August 2001, hosted by The Sukhothai Thammathirat Open University, Thailand, with the co-sponsorship of SEAMEO RIHED and UNESCO Asia and Pacific Regional Bureau for Education, the feasibility of establishing the Greater Mekong Sub-regional Virtual University was examined; details were specified in terms of administrative framework, organisational structures, curriculum and programmes of study, instructional systems, media structure, delivery and evaluation systems; and then preparing an action plan for implementation, if recommended.

This workshop was represented by delegations from: Cambodia, the People's Republic of China (Yunnan Province), the Lao People's Democratic Republic, Myanmar, Thailand, and Vietnam. Resource persons from ESCAP, Sasakawa Peace Foundation and the University Tun Abdul Razak (UNITAR), a Virtual University in Malaysia, 6 observers from AIT, Group T University in Belgium and JICA participated in the event.

Delegates from six GMS country governments accepted the idea of the GMS Virtual University unanimously. Three areas of interest: tourism, Mekong Studies and IT were identified and agreed upon as priority areas for pilot project formulation aiming at the establishment of GMSVU and partnership building as a major strategy towards this end.

As a follow up, an Expert Meeting on the Formulation of the Pilot Project for the GMS Tourism Programme was co-sponsored by UNESCO, Bangkok and SEAMEO RIHED and hosted by Yunnan Provincial Department of Education in collaboration with Yunnan University and Yunnan Radio and TV University China. The Expert Meeting decided to launch a one-year certificate short-term training programme with six credits to be created as a pilot project on GMS tourism at a distance and on-line.

The Role of Private Institutions in Higher Education

The role of private higher education is expanding. The policy-makers and administrators of private higher education institutions are sharing their ideas and experiences for the human resource development in this region. A meeting was organised to examine the role of private higher education in issues of quality assurance, autonomy, access, management, financing and funding; and then to provide recommendations for the governments.

Nine countries in the Asia-Pacific region namely, China, India, Indonesia, Japan, Korea, Malaysia, the Philippines, Thailand and Vietnam presented country papers that provided valuable information on common as well as specific experiences and lessons learned in the area of private higher education. The participants discussed issues related to the following areas:

- Legislatations and government policies: This reviewed country situations and addressing major issues, such as establishment and conversion of private higher educational institutions; challenges of a new paradigm of a globalised knowledge-based society; and monitoring and finance.

- Quality assurance: It considered the relevance of the Input-Process-Output model of quality assurance and proposing a comparative study of the practices in each country concerning quality assurance, particularly at the levels of entry to, and exit from, university.

- Financing: It discussed two lines of argument, that is, (i) private higher education deserves government support, and (ii) private higher education has a right to seek a return on its investment. The detailed deliberations sought to identify and clarify a number of issues relating the criteria of acceptability for private higher educational institutions to obtain funding.

- Management: This stressed that management of private higher education in the 21st century requires a high level of leadership capability, professionalism, proactive vision, a global mind-set, social consciousness and profound ethical values.

- Private higher education: Highly productive deliberations during the seminar produced statements on the four specific topics that will serve as recommendations for future development of private higher education in Asia and the Pacific.
Innovations in Teacher Education
Towards Teacher Education Reforms

Teacher Education is one of the most important programme areas of APEID. Recently, the member countries of China, India, Japan, the Philippines, Samoa and Thailand have undertaken a project entitled: Major policy and curricular issues leading to reforms of teacher education and training, with the above countries chosen to conduct case studies. Within the framework of this project, it was further planned to collect information from other countries of the Asia and Pacific region for the formulation of a comprehensive picture of teacher education.

These case studies covered different aspects of teacher education, namely: (i) national goals, system and policies of teacher education/training; (ii) main factors and forces in the nation-specific education/development contexts (including the impacts of ICT on teaching-learning), which have mandated policy changes in teacher education/training; (iii) major problems in the curriculum and materials development for initial teacher education and in-service teacher training, as regards the teaching of subject matter, pedagogical courses, instructional methodologies, and teaching practice; and (iv) an analysis and synthesis of newly formulated policies and renewed curricular frameworks in the reform of teacher education and training since 1990’s (including an analysis of the potential benefits and possible risks of introducing new technologies to teacher education/training). On the basis of the completed studies, the following patterns were seen to emerge:

1. Many countries of the Asia and Pacific region have realized that teacher education is one of the key instruments for improving school education. This has led many of them to undertake reforms in the related policies, structures and curriculum so as to fulfill the emerging demands of these new societies whose education is becoming increasingly influenced by the changing factors of globalization, demography, environment and socio-political forces. [China, Japan, India, Philippines].

2. Both, persuasive and compulsive means are being used to involve people in the reforms of teacher education. Many countries are reforming teacher education by enacting legislation and using mass media seeking the support of people who may help in improving the social status of teachers and then accepting new directions of improvement and finally, supporting better funding and infrastructure for teacher education at different levels of their operation.

3. The State is expanding teacher education institutions in quantity, implementing new structures of teacher training and providing more funds. The State is also permitting private bodies, volunteer organisations, community groups and individuals to establish additional institutions for initial and in-service education.

4. In spite of the expansion of teacher education through regular and alternative approaches, such as distance, on the job and non-formal teacher education, there remains both a lack of teacher quality and a shortage of teachers in many schools, particularly in English, Mathematics and Computers.

5. Some countries of this region are about to introduce Information and Communication Technology in teacher education programmes at the initial and in-service stages. Awareness programmes, generic ICT courses, content related programmes and advanced computer programmes for teacher students, teacher educators and others are being pursued by countries with varying levels of equipment and software.

6. All over the world and particularly in the countries of the Asia and Pacific region, teacher educators are providing pre-service training to their trainees with outmoded ideas regarding training systems, cognitive development of trainees and the social milieu of schools. While the countries are aware of this fact, still, many institutions are continuing with the traditional pre-service training, which perhaps is going to be counter productive in the long run.

7. There is a huge backlog of training for teachers and teacher educators. Millions of these people require initial training and then continuous self help improvements or other modes of training throughout their careers. Not only does this require more funds and trainers, but also new conceptual and operational strategies. Open and distance teacher education is providing one answer for school teachers but there is a flaw in that many distance education institutions are copying the mainstream systems of education to gain a certain level of acceptability. This may be their compulsion, but it has to be viewed seriously from the point of view of policy reforms.

8. Many countries are satisfied with current facilities in teacher education institutions, the professional competence of teacher educators and their products. One cannot, however, brush aside this issue by saying that it is but natural. The policy-makers, the employers, the parents and even teacher educators themselves are dissatisfied with the quality of their product. The countries are taking this matter quite seriously. Reforms for quality control, such as accrediting teacher education institutions, recognition of teacher education curricular programs, developing teacher education materials, monitoring training processes,
setting criteria and procedures of admission of candidates to the teacher education institutions, and then finally, issuing teaching licenses are being introduced with varying levels of sophistication.

9. Formal training of trainers is a neglected area of study and training. There are not enough full time formal courses for preparing teacher educators, since many decision-makers believe that the current school teachers training programmes are adequate. This assertion is fine, yet it has limitations. Research shows that we need new content and orientation for the training of teacher educators, such as fundamentals of teacher education, training for trainers, the construction of curricular programmes, teacher education for handling children with special-needs, conducting research programmes, and linking education with social requirements. Adequate policy decisions in this direction are lacking in this region.

Integrating Technology with Pedagogy: Training Modules in the use of ICT

This activity, developing modules for the training of teachers to use ICT as a teaching tool has the specific focus of integrating technology with pedagogy while using local contexts and resources from the Asia Pacific region. These modules are split between those focusing on the use of technology and those emphasizing educational theories. In fact, these modules will help the teachers to identify and integrate the relevant principles of technology and that of subject-pedagogy. It is planned that these modules will respond to the emerging needs of teachers who will work in new environments of learning.

Keeping this in mind, an expert group from a few countries participated in a workshop for planning the development of Modules on the Use of ICT for Teacher Training in Bangkok. This group produced a framework for the development of training modules and CD ROMs for teachers, also outlining the production plan. The Draft plan was prepared in terms of the desired titles, detailed outlines, objectives and contents, strategy of production, identification of platform and presentation.

The group identified priority modules and initiated its production, along with developing guidelines for the reviews. There will be second round of presentations for validation at the Seventh UNESCO-ACEID International Conference on Education in Bangkok. These modules will then be made available in the form of stand alone CD ROMs and will be used as a possible link with a teacher online curriculum centre.

A Token of Recognition
Professor Wang Receives Citation for Technical Assistance to Thai Higher Education

As a token of recognition to the technical assistance of APEID to member states, Prof. Wang was honoured to receive the Plaque of Honour from the Ministry of University Affairs on 28 September 2001 in Bangkok. Mr. Sutham Saengprathum, the Minister of University Affairs presented the Plaque of Honour in the presence of Dr. Suvit Kunkitt, the then Deputy Prime Minister and now Minister of Education and hundreds of university presidents/vice presidents and professors. The citation for the Plaque of Honour stated in part:

"Professor Wang Yibing has established excellent relations and co-operation with the Ministry of University Affairs (MUA) all through the years, in a sincere effort to develop quality and the internationalization of Thai higher education.

With initiatives of and strong support from Professor Wang, UNESCO PROAP has been our major partner, working with the MUA and the Asia-Pacific Region to promote mutual recognition of higher education qualifications and identify appropriate quality assurance measures and mechanisms for the region. Such attempts have facilitated the upgrading of Thai higher education provision while nurturing closer cooperation with international associations/consortiums, i.e. SEAMEO RIHED, AUN, ASAIHL and AUAP. UNESCO PROAP was one of the co-hosts of the International Conference on Quality Assurance in Higher Education: Standards, Mechanisms and Mutual Recognition held in November 2000, providing partial funding support and availing the services of Professor Wang as a guest speaker of the conference."

Professor Wang Yibing has also received the First-Class Award of Higher Education Research Paper for 2001 titled Historical Opportunity and Educational Decision Making on the Massification of Higher Education and Challenges Facing Developing Countries in Asia and the Pacific. The award was the result of the assessment and evaluation of thousands of higher education research papers carried out by the China Society of Higher Education. The paper was presented by Prof. Wang at the first follow-up workshop for the World Conference on Higher Education (WCHE) in Yantai, China in 1999 and is one of the series of papers and presentations made by the professor regarding challenges, opportunities and strategies on massification of higher education facing developing countries since the 1998 WCHE.

In receiving these two awards, Mr. Wang stressed that he sees them as evidence of UNESCO's influence in and impact on Member States in higher education due to UNESCO's programme activities in this area and their intellectual role for promotion of intellectual co-operation.
Educational Research and Innovations

Asia-Pacific Educational Research Association Launched

Through Asia-Pacific Educational Research Association, the professional from member countries and other institutions are aiming to create an environment of mutual support for the improvement of quality of education in this region. Although APEID is not directly engaged in undertaking fundamental research but member countries can draw their strength from the research activities of other institutions and countries and lend their support as well. This process of mutual support and interaction was wanting to have some formal forum and network. Educational researchers from member countries were looking for such mechanism so as to: identify emerging challenges in education, develop knowledge base, and associate with the formulation of policy plans. With this frame in mind, APEID has helped to launch Asia-Pacific Educational Research Association during the Seventh UNESCO-ACEID International Conference on Education held in Bangkok.

Education for Universally Shared Values: APNIEVE Sourcebook on Learning To Be

With the help of experts from several member countries APNIEVE has completed a teachers’ sourcebook on values education for peace, human rights, democracy and sustainable development for the region. The sourcebook deals with the conceptual framework and operational lessons on various concepts and ideas about shared core values that deals with çLearning To Beé. While defining these shared core values, the source book also acknowledges the great diversity among individuals and racial, ethnic, social, cultural, religious, national, and regional groups. It respects not only acceptance and tolerance of this rich diversity, but also the strengthening of local culture and traditional knowledge in the face of advancing globalization. The development of this sourcebook on Learning To Be has synergised APEID to conduct case studies analyzing the trends in value education in the region.
Country Profile: Innovations in Australia

The national VET in schools initiative commenced as a four-year programme in 1997. It has been the key component in a co-operative strategy on the part of government, business and industry to ensure the achievement of the National Goals for Schooling relating to the development of:

- employment and enterprise skills;
- understanding of the work environment, career options and pathways; and
- a positive attitude to life-long learning.

Since 1997, there has been a significant increase in the number of students involved in vocational education and training, particularly at senior secondary level and in the number of industry groups participating in VET in school programmes. The introduction of assessment and credentialing arrangements is a major feature of the programme.

Priorities for action for 2001-2004 include:

- Improving the range, depth and quality of student programmes (including coordination of structured workplace learning programmes) to meet emerging industry and employer needs and address issues of under-provision or skills shortage in specific industries and locations.
- Facilitating greater employer involvement in programmes and enhanced partnership arrangements between schools, industry and VET providers at national, state and local level.
- Increasing the emphasis on vocational learning in the compulsory years, including identification of strategies to support implementation in school communities and development of performance measures for vocational learning and enterprise education.
- Developing specific measures to address organisational and cultural change in schools and cost-effective programmes.
- Improving VET in schools pathways through integration in senior secondary certificates and recognition of achievement in VET courses in tertiary entrance scores.
- Developing a nationally consistent data collection on VET in schools.

The national Schools Online Curriculum Content Initiative is a collaborative and coordinated programme, which aims to generate high quality, researched and evaluated online curriculum content for system delivery to schools.

In this context, online curriculum content refers to digital material that is purpose-built to assist students in achieving learning outcomes with greater ease and efficiency. It is expected that the following areas will be agreed upon for priority development:

- Science – Year P-6 and 9-10
- Numeracy and mathematics – Year P-9
- Languages other than English (Chinese, Indonesian and Japanese) – all year levels
- Literacy – Years 5-9
- Studies of Australia – all year levels
- Innovation, enterprise and creativity – all year levels.

Over a period of five years, the initiative will create a pool of learning objects that can be selected, sequenced and organized by the teachers for use with students in schools. As already indicated, these will be designed for learning efficiency and effectiveness and built to agreed standards. Standardized metadata will be used as the basis of an information system to manage intellectual property rights, user access and quality control.
Projected outputs by 2006 include:

- A pool of online curriculum content for all schooling systems;
- Examples of the quality and range of required material;
- Articulated standards for: pedagogy, interoperability, information management, discovery, and rights management consistent with those in other sectors of Australian education;
- Intellectual property and rights-sharing agreements between states and territories;
- Rich data to support independent evaluative research to analyze, evaluate and measure the impact on learning of a growing body of online curriculum content and to provide feedback to inform future development.

Values education in South Australia schools is implicit throughout the new curriculum. The following values were explicitly outlined in Foundations for the Future, the declaration for South Australian public education and children’s services in 1997: trust, honesty, responsibility, equity, respect, caring, fairness, diligence and excellence. These and other values are embedded in the new curriculum through five essential aspects: Futures, Identity, Interdependence, Thinking and Communication. These aspects particularly include reference to children and students developing values that promote effective and collaborative relationships between people and taking civic action to benefit their community and environment.

Through its commitment to Multiculturalism in Education and Aboriginal Reconciliation, the South Australian Government and Department of Education, Training and Employment are taking a leading role in developing culturally inclusive practices in schools and workplaces as well as advancing the achievement of all people through the implementation of targeted support programmes and development of performance measures. The Countering Racism Strategy and the DETE Plan for Aboriginal and Early Childhood Education are important components of this work.

South Australia has played a leading role in implementing initiatives to support values education towards a culture of peace through its UNESCO-APNIEVE work and a South Australian based Unity in Diversity project.

The development of national literacy and numeracy benchmarks has been an on-going focus of activity at the Ministerial Council level over the past four to five years in response to increased demands for better monitoring and reporting, as well as improved accountability for learning outcomes. Ministers agreed that state and territory education systems would report against national literacy benchmarks for Year 3 and Year 5 reading, writing and spelling from 2000 onwards. Progress is also being made towards reporting against national benchmarks for Year 3 and 5 numeracy in late 2000-early 2002. Benchmarks have also been developed for Year 7 and progress is being made on development for Year 9. SA is moving to report against Year 7 national benchmarks with the introduction of a Year 7 test in 2001. In South Australia, the results of Basic Skills Tests for Years 3 and 5 have prompted the allocation of additional state funding to assist students identified as in need of support.

At the national level the National Education Performance Monitoring Taskforce is overseeing and coordinating the work of other groups concerned with reporting national comparable outcomes of schooling and is developing key performance measures as the basis for national reporting in other agreed areas.
UNESCO Bangkok Takes Step to Develop a Regional Education Strategy

The UNESCO Asia and Pacific Regional Bureau for Education, Bangkok is formulating a Regional Education Strategy. The Director, professionals and staff from the, and representatives from UNESCO field offices, education specialists and representatives from UNESCO Headquarters participated in the planning meetings. The field offices in Almaty, Apia, Beijing, Dhaka, Hanoi, Islamabad, Jakarta, Kathmandu, New Delhi, Phnom Penh, Tashkent, and Teheran have joined in Bangkok meetings.

During the meetings, it was accepted that the regional education strategy for a global organisation will have a twofold purpose: first, to interpret global priorities and goals in a regional context; and second, to adapt broad institutional strategies to achieve the regional goals.

A draft paper was prepared that covered the themes and issues as follows: (i) a brief review of UNESCO’s global education priorities and goals as stated in 31C/4; (ii) an analysis of the regional context, particularly with regard to the status of education; (iii) a discussion of regional education priorities based on the situation analysis; (iv) a presentation of main strategic thrusts for achieving stated regional goals; (v) a brief presentation of objectives and strategies by education subsectors and programmes; (vi) an overview of partner organisation activities in the education sector in the region; (vii) a brief description of the treatment of cross-cutting issues and initiatives in key areas; (viii) an analysis of issues likely to affect implementation of the strategic framework; and (ix) a discussion of the role of monitoring and evaluation processes in facilitating successful implementation.

The purpose of a regional strategy is to view the global strategy through a regional lens, with reference to three key questions:

(i) Which of the many points covered by the global statement are most important in the context of the Asia-Pacific region?
(ii) To what extent are the resources of UNESCO offices in the region sufficient to achieve these strategies?
(iii) What are UNESCO’s comparative advantages that can support progress towards implementation of the strategies?

The answer to the first of these can be derived from a regional analysis as attempted in the following section. The answer to the second requires an analysis of the staff and technical and financial resources available to UNESCO in the region- a task that will only be touched upon in this paper. The answer to the third is clear: technical expertise, name recognition, an extensive network of country contacts, the potential for multi-sectoral collaboration within UNESCO, and support from several high quality technical institutes (IIEP, UIS, IBE, etc.)

These assets suggest a strategy that maximizes their application. More details will be made available in due course.
UNEVOC Network in Action: A Dynamic Force in the Region

APEID gives special attention to the programme of Technical, Vocational and Enterprise Education (TVET). Some of the activities to promote TVET development were carried out at several fronts, with Education, Work and the Future as the central focus. The focus underlines the preoccupation and connection of TVET with preparing learners for the world of work by imparting suitable knowledge and skills, inculcating appropriate attitudes, and satisfying general educational needs.

An activity to mentor educators in doing studies and writing reports was undertaken with Laotian and Thai educators from departments of vocational education in their respective Ministries of Education. Working with a senior researcher and the Programme Specialist in TVE the students acquired knowledge and skills in studies and in preparing papers and reports. An upshot of the activity was the production of two reports on the use of ICT in TVET in secondary schools and colleges in Lao PDR and Thailand.

Technical advice and assistance was offered to members of a Mobile Training Team from the UNEVOC Centre, Kazakhstan in organizing a national dissemination workshop in June this year on improving quality of Management in TVET. Done under the Mobile Training Team Programme funded by the Japanese Funds-in Trust, the workshop was attended by educators from the Ministry of Education, its regional offices, and training institutions. The UNESCO Representative to Almaty and Head of Education Ministry spoke at the opening ceremony. The Programme Specialist in TVE and a resource person presented theoretical Frameworks for quality management in TVET and gave examples of good practice. The workshop reflected on the presentations and reports of novel practices and ideas of a Mobile Training Team that had been to Thailand and RMIT University, Melbourne Australia for studies abroad and inter-country study visits. Technical advice was provided to Cambodia Ministry of Education, Youth and Sports in the context of an appraisal and review process of the Education Sector support Programme, 2001-2005.

A few events have supported the cause of vocational education in the region. Among these are:

- UNEVOC Regional Experts’ Meeting being co-organized with the Lao P.D.R. Department of Higher, Technical and Vocational Education;
- UNEVOC Experts’ Meeting being co-organized with University College of Technology Tun Hussein, in J ohor, Malaysia;
- A UNEVOC Planning Meeting being jointly organized with the UNESCO-UVEVC Centre in Bonn, Germany, in cooperation with the Thai Department of Vocational Education; and
- A TVET Round-table at the 2001 ACEID International Conference being jointly organized with the UNESCO-UNEVOC Centre in Bonn.

Upcoming Event

The 8th UNESCO-APEID International Conference on Education: Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific on 26 - 29 November 2002

The Conference aims at developing new visions and strategies for secondary education reform and sharing successful innovations to better meet the varied needs of adolescents and youth.

Central theme of the Conference: Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific.

Three Sub-themes:

- Emerging challenges to secondary education reform in view of the diversified needs of adolescents and youth
- Innovations in improving quality and equity in secondary education
- Innovations in facilitating the transitions of adolescents through interactions with higher education and the world of work

Registration is available at any time through the Conference Website at http://www/unescobkk.org/education/aceid/conf8 or through Email: apeid.conf@unescobkk.org

Communication on all APEID Conference matters is preferred by email.