

This final report provides a detailed examination of the mobile training team modality, which has been used by UNESCO for capacity-building within education over the last thirty years. The study looks at the effectiveness of the approach, and assesses how the training methodology can be put to the best use in the future.

http://www2.unescobkk.org/elib/publications/Mobile_training/


http://www2.unescobkk.org/elib/publications/7thAPEID_activities/index.htm
Advances in Information and Communication Technology (ICT) have created unprecedented opportunities in the education field, and have had a profound effect on the way teachers teach and how learners learn. This publication presents a set of draft guidelines that highlight the new visions and guiding principles of pedagogy-ICT integration, and proposes a curriculum framework for professional development of teachers towards ICT-pedagogy integration. Performance standards for teacher competency in ICT-pedagogy integration are featured. Implementation issues, with adequate emphasis on systems approaches and support structure, are also discussed.
http://www2.unescobkk.org/elib/publications/regional_guidelines/

APEID/ESD

The Situational Analysis provides a snapshot of the extent to which ESD has been integrated across various educational settings. Moving from Environment Education to ESD will be a key challenge for the Decade. Youth, rural and indigenous communities, civil society, media and the private sector are all important stakeholders in meeting this challenge.
http://www2.unescobkk.org/elib/publications/ESD_situation_analysis/

The Strategy serves to guide the implementation of ESD throughout the Asia-Pacific region. It is an open document that is adaptable for revision according to the changing needs of stakeholders and emerging issues throughout the Decade of ESD.

http://www2.unescobkk.org/elib/publications/esd_working_paper/


The Mandarin version was featured at the Chinese National Launch for ESD held in Tongji in September 2005. It is the first translation available for the Strategy Paper, and will be followed by Japanese and Bahasa Malaysia versions.

http://www2.unescobkk.org/elib/publications/ESD_working_paper/index.htm
A linguistic mismatch between school and community creates problems in both access to school services and the quality of those services. This advocacy brief argues that one of the principal mechanisms through which inequality is reproduced is language, specifically the language used as the medium of instruction. It urges policy makers to consider how the learner’s mother tongue holds the key to making schools more inclusive for disadvantaged groups, especially for girls and women.

http://www2.unescobkk.org/elib/publications/mother_tongue/index.htm


ISBN: 92-9223-051-4

The Dakar Framework for Action calls on the world community to find appropriate strategies for educating underserved groups and those children, particularly girls, who live under difficult circumstances. To achieve this EFA goal, one approach that countries might consider is the use of boarding schools. This policy brief documents how boarding schools have been used in a wide range of countries from different regions of the world in order to ensure access to education for children, especially girls, who might
otherwise be deprived of it. The brief discusses both the advantages and disadvantages of this educational strategy. Finally, it provides useful hints for maximizing the effectiveness of the boarding school approach.

http://www2.unescobkk.org/elib/publications/girls_remote_areas/


ISBN: 92-9223-041-7

Existing measures for access to and efficiency in the school system are very limited indicators of gender equality, even though there have been marked improvements in sex-disaggregated data. These access and retention measures cannot, in their raw form, point to a wider understanding of gender equality in schooling nor, as a result, in education more generally. Thus, the idea for developing a scorecard that weighs enrolment, participation and survival into adulthood originated from concern over the need to find a publicly accountable measure that could distil some general components of human flourishing linked to education and schooling. This briefing reports on results derived from applying to Asian countries a methodology used by the Beyond Access project for measuring gender equality in schooling and education.

http://www2.unescobkk.org/elib/publications/gender_equality_asia/index.htm

The APPEAL Bulletin provides an overview of APPEAL activities, published twice a year. It is a resource material for the promotion of APPEAL activities throughout the region and elsewhere. The publication helps to share views, news and the experiences of past, on-going and future projects/programmes.

http://www.unescobkk.org/index.php?id=2460


Enabling Education Network (EENET) works for the promotion of inclusive education and acts as a platform for practitioners to share experiences globally. A regional initiative has now been established that focuses on the Asia region. The first issue of the EENET Asia Newsletter was released in June with support from UNESCO Bangkok, and focuses on enabling education in the broadest sense. The newsletter will be published twice a year, and translated into several languages.

http://www.eenet.org.uk

ISBN: 92-9223-046-8

What knowledge and tools are needed to undertake qualitative research to promote gender equality in the classroom, school or in the education system? This manual gives readers knowledge and practical guidance to begin exploring and understanding gender disparities in education, their causes, and the ways in which they can be overcome. The content of the manual ranges from an explanation of the gender analysis processes to highlighting ethical considerations in qualitative research. The manual will be adapted and translated to local languages and contexts in selected countries.

http://www2.unescobkk.org/elib/publications/GenderEdu/index.htm


This publication provides policy makers, planners and practitioners with ideas for planning and organizing quality literacy programmes for minority people. It addresses education programmes that use learners’ “first language first” as a medium of instruction for adults and children in various Asian contexts. The book is divided into two parts. Part I focuses on planning and strategies for implementing a sustainable multilingual literacy programme, while Part II contains resource papers and examples of good practices from five countries, as well as issue papers written by specialists in the field.

http://www2.unescobkk.org/elib/publications/first_language/index.htm
Girls, Educational Equity and Mother Tongue-based Teaching.

An expanded version of the advocacy brief “Mother Tongue-based Teaching and Education for Girls,” this study highlights in more detail the correlations between girls, language and marginality. It shows that there are indeed positive links between the use of mother tongue in education and female participation and achievement in learning. While many challenges remain, the use of mother tongue in education has powerful pedagogical and social justifications and thus is a critical step in the right direction towards achieving Education for All.


Collecting and documenting tools and techniques for the use of bilingual education/mother tongue-based teaching are important to planning and providing quality education programmes for ethnic minority children. UNESCO and CARE International in Cambodia have joined forces to record one such undertaking, the Highland Children’s Education Project (HCEP). This publication documents
the model of bilingual primary education provided for the Tampuen and Kreung ethnic minority groups in six remote villages of Cambodia’s northeastern Ratanakiri Province.


It’s been ten years since the Salamanca World Conference on Special Needs Education adopted the principle of inclusive education, yet, what progress has been made? The final report from the Regional Workshop on Inclusive Education: Getting All Children into School and Helping and Helping Them Learn is UNESCO Bangkok’s first publication to make such a review. The publication spotlights inclusive education concepts, useful resource materials, and application examples underway in the region. In addition to serving as documentation of meeting proceedings, this report offers a collection of highly important presentations devoted to inclusive education themes: legislation and policy, teacher training, curriculum development, local capacity-building, developing inclusive education systems, exploring the linkages with the Education for All framework, and more.

http://www2.unescobkk.org/elib/publications/Inclusive_Edu/

The Pacific region is making real efforts towards EFA, yet little is known about it. UNESCO Bangkok has released a booklet featuring good examples on inclusive education from the Pacific region. The examples focus on students with disabilities, since they are most often excluded from school, but the booklet is also relevant as a source of encouragement and inspiration for other children facing barriers to formal schooling.


ISBN: 92-9223-047-6

To promote the United Nations Literacy Decade (UNLD) that was launched in 2003, UNESCO Bangkok has published a promotion kit on the UNLD that includes a regional progress report, a brochure, postcards, posters and promotion video. The progress report examines topics to be addressed during the Decade, including gender, disability, mother tongue literacy, and community participation. Profiles of UNLD regional resource team members are also included.

http://www2.unescobkk.org/elib/publications/unld_asiapacific/
Communication and Information


This Thai translation is now available to community radio practitioners and NGOs promoting community media throughout Thailand. The Handbook is a good source of information that helps to clarify various issues regarding community radio, from definition to financing to programming.

http://www2.unescobkk.org/elib/publications/community_radio/


A final report on the pre-pilot phase of the Greater Mekong Sub-regional Virtual University project, co-organized by UNESCO, SEAMEO RIHED and the Asian Institute of Technology (AIT). The document contains reports from participating universities on the modules under their responsibility. Presentation slides are also annexed to the report.

http://www2.unescobkk.org/elib/publications/GMSVU_04Nov/index.htm

ISBN: 92-9223-065-4

This report is made up of papers presented by artists, art educators, art and culture experts and policy makers from across Asia at two recent UNESCO arts education meetings. As well as providing a comprehensive summary of the aims and achievements in arts education in Asia, this book describes the direction and progress of education reform efforts so far, and reflects the distinct perspective of the various nations that make up this region.


In the midst of rapid urbanization, the Asia-Pacific region faces serious challenges in preserving, managing and developing its cultural heritage. This resource provides clear guidelines and practical advice for preserving the unique characteristics of local heritage. Community planners can use this publication as a
reference guide to manage their towns and cities in a way that allows for wise development and encourages tourism initiatives that incorporate heritage preservation.


ISBN: 974-92862-1-9

As part of the World Heritage Education Project, a series of forums and training workshops have been held in Asia over the past eleven years. This publication is a report of the second Southeast-Asian workshop, held in Vigan, Philippines, which focused on the “Art and the Historic Environment” approach: Using the creative arts as a tool for learning about the historic environment. The report provides information about this approach, and contains the Heritage Education Art (HEart) Activity Sheets created by workshop participants.

http://www2.unescobkk.org/elib/publications/world_heritage/
Education Policy and Reform


ISBN: 92-9223-053-0

Lao Ministry of Education EFA National Plan of Action The Lao PDR Education for All National Plan of Action 2003-2015 covers the country’s national plans for early childhood care and development, primary education, lower secondary education, non-formal education and skills training. It incorporates EFA-related goals and targets from key documents (Education Strategic Vision 2020, the Millennium Development Goals and the National Growth and Poverty Eradication Strategy) that are central to Lao PDR’s development agenda. The publication also contains a detailed resource implication assessment and financial projections. The EFA Plan is currently being used by the Asian Development Bank to prepare a large-scale co-financing scheme for basic education development with other donors.


This Handbook is part of a series of activities that UNESCO has undertaken to support countries in the East Asia and Pacific region in their efforts to reach the Dakar EFA goals in cost-effective ways (e.g. the development of the EFA Planning Guide for Southeast and East Asia). The purpose of this Handbook is to enable education planning staff and decision-makers in Ministries of Education and in
provincial education administrations to develop the capacity needed for developing and applying consistent, sustainable education planning and implementation monitoring at both the central and provincial levels. The Handbook does this by sharing the experiences UNESCO gained by working with countries in the region on the preparation of national EFA plans and, in particular, on the decentralized planning capacity needed for the effective implementation of national EFA plans. It also provides technical information of an innovative kind, including modern planning concepts and the use of modern IT-based planning tools (in particular, the ANPRO-Model). The Handbook is not intended as a training or self-learning material for beginners; it is meant to be useful for staff and international experts engaged in international funding agencies.


ISBN: 92-9223-048-4

This report provides a comprehensive review of vocational skills development in Lao PDR. It gives particular attention to the specific needs of socially and economically excluded groups such as out-of-school youth and the rural poor. The work is a final report of the Lao Ministry of Education 2003-2004 study on the UNESCO Bangkok-IIEP supported project “Assisting the
Design and Implementation of EFA Skills Development Plans: Skills Development to Meet the Learning Needs of the Excluded,” which has shaped the skills development programme component of the Lao PDR National Plan of Action for Education for All.


HIV/AIDS

HIV/AIDS Coordination and School Health


This discussion paper presents the impact of the epidemic on children (0-18 years old) by reviewing and synthesizing several research studies that have been conducted over the years in the Asia-Pacific region.

HIV/AIDS in Asia: Human Rights and the Education Sector:
HIV/AIDS and Education (Discussion Paper No. II). prepared by

ISBN: 92-9223-063-8

This paper takes a closer look at the impact of HIV/AIDS on
education from a human rights perspective. It
offers a conceptual framework to assess the
impact of HIV/AIDS on human rights and the
education sector, and discusses directions for
future response. The inter-related dynamics of
human rights, HIV/AIDS and the education
sector, as well as how the education sector can be
mobilized to protect human rights in the context
of HIV/AIDS are highlighted in this study.

http://www2.unescobkk.org/elib/publications/HIV_AIDS_EDU2/
index.htm.

The Untapped Potential of School Directors to Strengthen
School-based Responses to HIV/AIDS (Discussion Paper No.
III). prepared by Jan Wijingaarden, Arun Malik and Sheldon


Given the absence of a cure or vaccine, HIV
prevention education and the transfer of skills/
attitude to reduce people’s vulnerability to HIV/
AIDS are the most effective tools in fighting the
pandemic. Currently, there are no materials
targeting school directors and their roles in the
prevention of HIV/AIDS. This discussion paper
analyses the crucial participation of school
directors within the school system to reduce the spread of HIV/AIDS by promoting and providing health education for the prevention of the disease.


ISBN: 92-9223-044-1

A unique teacher training manual, Reducing HIV/AIDS Vulnerability Among Students in the School Setting was produced through a regional evaluatory process of teacher training needs in HIV education. The manual, which has benefited from reviews by several experts in the region, aims to equip teachers with knowledge and methods for teaching about HIV/AIDS and related health topics. It includes many group activities, ensuring the topic is dealt with in a student-centred manner with a minimum of lectures and a maximum focus on strengthening basic life skills that can help reduce young people’s vulnerability to HIV/AIDS. The manual will be adapted for use in 13 countries in the Asia-Pacific region. Links will be ensured to existing teaching-learning materials developed by Ministries of Education or by other organizations. This teacher training project is funded mainly by Japanese Funds-in-Trust (JFIT), as well as by UNAIDS UBW.

Information and Communication Technologies in Education


Thailand’s beloved Princess Maha Chakri Sirindhorn has been strident in her dedication to many development initiatives throughout the years. *The IT Princess: Her Royal Highness Princess Maha Chakri Sirindhorn* looks at one area of her activities that are, perhaps, not so well publicized – her valuable accomplishments in promoting information technology. Based on an original Thai-version text, this publication bears testimony to the boundless array of educational development projects under the Princess’ tutelage that use information technology to improve the quality of life in Thailand. [http://www2.unescobkk.org/elib/publications/itprincess/](http://www2.unescobkk.org/elib/publications/itprincess/)

Information and Communication Technologies (ICTs) for Community Empowerment through Non-formal Education: Experiences from Lao PDR, Sri Lanka, Thailand and Uzbekistan. 2005. 34 pp.


The first of its kind for UNESCO, this publication provides information about using information communication technologies (ICTs) in non-formal education programmes for community empowerment. It highlights experiences using radio, load speakers, computers, CDs, video and digital cameras. It also includes lessons learnt, as well as a synthesis of experiences from the four countries documented: Lao PDR, Sri Lanka, Thailand and Uzbekistan. As a bonus, the book provides findings from a June 2004 regional workshop on the subject that took place in Lao PDR. [http://www2.unescobkk.org/elib/publications/ICT_NFE/](http://www2.unescobkk.org/elib/publications/ICT_NFE/)

ISBN: 92-9223-030-1

This catalogue contains a range of resources in the form of books, CD-ROMs, online publications, websites and articles from e-journals that aim to provide teachers, school managers, curriculum developers and administrators with guidelines/strategies for integrating ICTs effectively into education. The catalogue is divided into six sections, each with a particular focus area. The materials have been purposefully gathered from a range of sources to provide as broad a perspective on the various issues as possible. Websites and publications from government agencies and departments of education are featured, as are respected online educational journals and case studies from regional and national schools.


ISBN: 92-9223-074-3

Developed by UNESCO and the Asian Development Bank Institute, this work documents findings from the
“International Workshop on Mobile Learning for Expanding Educational Opportunities” held in May 2005. As well as discussing the potential of mobile technologies for enhancing the reach and quality of education in the Asia-Pacific region and describing the various forms/applications of those technologies, the report contains proposals to implement m-learning projects.


ISBN: 92-9223-067-0

This publication describes the key achievements of UNESCO Bangkoks’ ICT in Education programme, and presents the initiatives that are planned for implementation over the next few years. The publication also discusses current partnerships, as well as how interested groups and organizations can become involved and share in this programme’s activities and achievements.


The AEN is published twice a year (June and December) by Advocacy and Educational Support to ARH, a project implemented by the UNESCO Asia and Pacific Regional Bureau for Education (Bangkok) within the Information Knowledge Management Unit (IKM), through UNFPA funding under project RAS/SR/103.

http://www.unescobkk.org/index.php?id=2453


UNESCO Bangkok’s quarterly newsletter that covers all areas of office operations. This issue features articles about UNESCO’s 60th Anniversary celebration, as well as an interview with Peter Smith, UNESCO’s newest Assistant Director-General (ADG) for Education.

http://www.unescobkk.org/index.php?id=1354


The Association of Asian Social Science Research Councils (AASSREC) 15th Biennial General Conference brought together social scientists from a range of countries and disciplines, including psychologists, sociologists, demographers, anthropologists, economists, and social geographers. They examined from their perspectives some of the challenges and opportunities young people face in selected Asian countries. Youth in Transition: The Challenges of Generational Change in Asia explores how the social sciences can anticipate and respond to these challenges.

http://www2.unescobkk.org/elib/publications/youth_transition/
2004

UNESCO Bangkok Publications


http://www2.unescobkk.org/elib/publications/GenderEFA/index.htm


ISBN: 92-9223-022-0


ISBN: 92-9223-036-0

Asia-Pacific Programme of Education for All

ISBN: 92-9223-029-8


Early Childhood Care and Education in South-East Asia: Working for Access, Quality and Inclusion in Thailand, the Philippines and Viet Nam. 2004. 106 pp.
ISBN: 92-9223-024-7

ISBN: 92-9223-012-3

ISBN: 92-9223-032-8


A Study on How Research Results on Gender and Education Have Been Translated into Policy Formulations in South Korea. 2004. 27 pp.


ISBN: 92-9223-017-4

http://www2.unescobkk.org/elib/publications/APPEALtrainingguide/index.htm
CULTURE

Asia-Pacific Programme of Educational Innovation for Development


EPR

Education Policy and Reform

ISBN: 92-9223-014-X

ISBN:92-9223-037-9
http://www2.unescobkk.org/elib/publications/Student_Loan_Asia/index.htm.

ISBN: 92-9223-019-0


Integrating ICTs into Education: Lessons Learned A Collective Case Study of Six Asian Countries: Indonesia, Malaysia, Philippines, Singapore, South Korea, Thailand. 2004. 9 vols.

ISBN: 92-9223-038-7


ISBN: 92-9223-020-4


http://www2.unescobkk.org/elib/publications/ICT_lessonslearned2/index.htm


http://www2.unescobkk.org/elib/publications/arh_assessment/
Regional Unit for Social and Human Sciences in Asia and the Pacific

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