

# **Five-Year Assessment of the Asia-Pacific Centre for International Understanding (APCEIU) 2005-2009**

UNESCO Asia and Pacific Regional Bureau for Education, Bangkok

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*“One major challenge is that as the world shifts, and our interpretations of how it works also shift, then so does EIU. More and more get added to it, and greater responsibility is placed on education.”<sup>1</sup>*

*“APCEIU’s programs and activities are outstanding in terms of quality, relevance, and usefulness”<sup>2</sup>*

## **I. Introduction**

Category 2 Centres within UNESCO have assumed increasing importance in the achievement of the organisation’s programme priorities, as described in both the current Medium-Term Plan (34/C4) and the biennial programme of work and budget (35/C5). The Executive Board and General Conference have consistently supported an expansion in the number of such Centres while at the same time clarifying issues relating to their governance and legal structure, financing, programme development, and desired relationships with UNESCO entities.

As mandated by UNESCO’s Executive Board, each Category 2 centre is meant to be evaluated at least six months prior to the expiration of its agreement with UNESCO – thus, this assessment in terms of APCEIU’s programme of work, activities and publications; the significance of (and the relationships between) APCEIU to UNESCO; and APCEIU’s future plans and likely sustainability.

## **II. Terms of Reference and Methodology**

In order to undertake this evaluation, the following methodology was undertaken:

- A questionnaire was sent (twice) to all National Commissions and UNESCO Field Offices of the Asia-Pacific region; eventually, 18 of 47 National Commissions and six of 14 Field Offices responded.
- A questionnaire was also sent to APCEIU requesting information on its activities and products since the last evaluation in late 2004.

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<sup>1</sup> Lynn Davies, Global Discourses on Education for International Understanding, in *Teacher Training for Learning to Live Together*, 2008, APCEIU, p.13.

<sup>2</sup> Secretary General of a UNESCO National Commission.

- Interviews, in person and by telephone, were conducted with UNESCO staff and key individuals with close connections to APCEIU over the last five years.
- A review was made of the considerable body of publications produced by APCEIU since 2005 (see attached annex).

### III. APCEIU Mission and Mandate

Officially, there has been no change in APCEIU's mission and mandate since the last evaluation. They remain as follows, variously stated:

**Mission:** To promote and develop Education for International Understanding within a framework of a Culture of Peace in the Asia-Pacific region. (2008 Annual Report)

**Mission** (in more detail):

- To promote, regionally and internationally, EIU that strengthens participatory democracy, protection of human rights, social and economic justice, inter-cultural respect, ecological sustainability, and non-violent and just reconciliation of conflicts
- To collaborate with educators and institutions who share our goals, in order to expand, strengthen, and institutionalize EIU in schools and society
- To serve as a centre for excellence for education, training, research and development of curricula for EIU in the Asia-Pacific Region
- To share ideas and lessons for enhancing and implementing EIU with educators, policy-makers, institutions, and communities in other regions and countries, through networking and partnerships. (APCEIU, 2005, *Partnerships and for Peace and Sustainability in Asia and the Pacific*)

**Mandate:**

- Strengthen national and regional capacity in planning and implementing a broader range of practise in EIU for a Culture of Peace
- Encourage and facilitate collaborative links between Asia-Pacific initiatives and other regional, international, and global efforts in education
- Implement research and development on the philosophy, teaching methods, and curricula for EIU and for a Culture of Peace
- Produce and disseminate teaching materials and other publications (2008 Annual Report)

Less officially, however, there has been an evolution of thematic emphasis over the last five years from six themes (dismantling the culture of war; living with justice and compassion; promoting human rights and responsibilities; building cultural respect, reconciliation, and solidarity; living in harmony with the earth; and cultivating inner peace<sup>3</sup>) to a set of rather clearer and more practical themes of globalization (a major addition from 2005), human rights, cultural

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<sup>3</sup> APCEIU, *Learning to Live Together*, vol. 1, 2004, p. 16

diversity, peace (including, but with less focus on, “inner peace”), and sustainability. There has also been a renewed focus on the second half of its broad mission – a Culture of Peace – as the underlying rationale for all of its work (with, seemingly, a weaker focus over time on education for sustainable development as a primary theme).

Even this set of themes, however, is rather fluid. A recent major publication in the Pacific centred on “civic education”, and the most recent Asia-Pacific Training Workshop on EIU focused on six “issue areas”: human rights; disarmament, non-violence, and conflict transformation; sustainable development; the spirituality of peace; global and local justice; and cultural diversity and intercultural understanding. This points to both the expanding and evolving nature of EIU as a field and to the difficulty which APCEIU faces in defining it clearly and working from the definition as a guide to its programme.

#### **IV. APCEIU Programmes and Activities**

Though the titles and content of APCEIU's programme areas change frequently, most recently it divides its activities into four principal areas – research and policy development, capacity-building in EIU (education and training), publications and dissemination of information on EIU, and strengthening institutional capacities of APCEIU and enhancing the EIU network. There are also programme support activities carried out in regard to administration, planning, and programme development.

In general over the last five years, APCEIU has taken a number of new initiatives to broaden the range of its activities and strengthen its resource base from Korean sources (both from government and the business sector) and from international sources such as UNDP. The fact that Korea has now become a member of OECD-DAC (the first former recipient nation to do so) has led to an increase in its ODA. With its accumulated expertise and experience in the field of teacher training and educational materials development for the Asia-Pacific region, its expanding publications programme, and its growing network of partner institutions and specialists, it is recommended that APCEIU play an increasing important role in achieving Korea's ODA goals.

- **EIU Research and Policy Development**

A major activity in this area of work, largely coordinated by the section on Research and Development, focused on the development of five **sub-regional situation analyses** (for Southeast Asia, Central Asia, Northeast Asia, South Asia, and the Pacific – the last based on national reports only) of the state of EIU in each Member State through surveys and national reports. Coupled with sub-regional experts' meetings, this was meant to help develop relevant, focused recommendations to promote EIU at national level and create a community of national coordinators for EIU. It was generally recognised, however, that many of the national reports were incompletely done or, because of the lack of a standard approach to the country reports and quite different structures and content, had a large degree of variation and subjectivity and therefore were difficult to synthesise across a sub-

region. (The Pacific publication, for example, presents 13 very different country reports but no synthesis.) But in general, the sub-regional and subsequent national focus of this work has been useful in promoting EIU in the region; further and intensive follow-up to this work will be needed, however, to make it a regular stocktaking of the state of EIU in the region.

Another major activity in the promotion of EIU has been the identification, analysis, and dissemination of “**EIU Best Case Studies**”. Sixteen have been completed – with 20 planned (see the APCEIU Publications List – Annex 1), with a distribution originally of 900 copies and more recently of 2500. Although some are either too shallow or too detailed to be useful as case studies, several (e.g., from Mongolia, the Philippines, Indonesia, and Thailand) are important additions to good-practice literature on EIU. But it has been admitted that the process of nominating, screening, and publishing the case studies has not been adequately rigorous and that the resulting studies have been very different in approaches and methods and therefore not easily comparable.

A final activity is the APCEIU-SEAMEO **multimedia materials development for multicultural education**. This included an EIU card game that aims to enable students to appreciate diversity and recognise the importance of peace. In cooperation with three SEAMEO centres – INNOTECH, SPAFA, and SEAMOLEC -- APCEIU has produced a CD-based game (**SEA Journey**) for children in upper primary and lower secondary school focused on Southeast Asia. 2500 copies have been made, with 1500 provided to SEAMOLEC for further distribution (and it will be important to ensure that these are distributed usefully). The game starts with exercises concerning maps and national flags, costumes, and food; teachers are then instructed to encourage independent research by students on countries and issues of their choice. One concern of the Advisory Committee in regard to this activity has been that the work on multiculturalism should avoid a superficial approach and rather relate culture also with economic, political, social, political, and environmental dimensions including issues of the status of indigenous people, the impact of globalisation, gender inequity, interfaith dialogue, etc.

This concern relates also to a new programme related to **the promotion of Asian literacy** – meaning literacy about Asian nations and cultures. Again, there is an important question concerning the extent to which this project will include the discussion of “difficult” issues.

- **Capacity-building**

APCEIU capacity-building activities, coordinated through APCEIU's Education and Training section, concentrate on the annual 10-day **Asia-Pacific Training Workshop (APTW)** on EIU, now focused on teacher educators. The aim is to build the capacity of educators to prepare the skills and attitudes needed for critical conceptual understanding and pedagogical skill of EIU. In his response to comments of the Advisory Committee of June 2009, the Director of APCEIU indicated that “the APTW programme covers the holistic framework of EIU, EIU pedagogies, introduction to various teaching/learning resources, and EIU thematic (sic) such as educating for human dignity and rights, cultural respect and

intercultural understanding, sustainable development, local/global justice, democratic citizenship, peaceful conflict resolution, and the like.” The 9<sup>th</sup> APTW was held in Korea in September, 2009.

With an increasing focus on teacher educators and an ever larger number of countries now participating (in 2009, 42 participants from 24 countries), results include not only the development of relevant lesson plans and materials but also the local adaptation of training materials, input into national curriculum development processes, the promotion of national focal points for EIU (which leads to national seminars and workshops), alumni networks and related e-group communications around best practices, and contributions to other APCEIU publications.

One problem is that the reports of these workshops present no conclusions or summaries of learning. As in some other important publications of APCEIU, what is called an “executive summary” is actually a review of the agenda of the meeting.

Comments from National Commissions received via the questionnaire generally highly praised the APTW as relevant, well-conducted, and productive in terms of the outcomes achieved, with professional lecturers of “high quality with rich experience and broad outlook on globalization issues, sustainable development, intercultural dialogue and understanding.” And “the annual Asia Pacific training workshops have facilitated the development of networks among the representatives of the various countries in the region who form a diverse group of teacher educators, teachers, policy makers, government officials and curriculum specialists.”

A second training activity, deriving from the APTW, are **sub-regional training workshops** which have led to a deeper conceptual understanding and skills related to EIU, stronger local networks, the insertion of EIU/ESD into teacher training, and the development of resource books, training manuals, and training duties. A special focus has been on the UNESCO-supported framework, “Learning to Live Together”. Such workshops have been held in India, the Philippines, and Vietnam.

**Expert workshops** were also held annually from 2005-2007 to form an EIU resource pool that could, over time, lead to the development of training guides and manuals on EIU concepts and themes, processes, and pedagogy.

In addition to the above activities, APCEIU also organises **study visits** to Korea or out to countries with a particular interest in peace and sustainability, notably in the Philippines and Sri Lanka; training **workshops for Korean teachers**; and a **UNESCO-ROK Fellowships Programme**, funded by KOICA, to bring teacher educators from Africa to Korea for two months. The 2009 version of this programme was so successful in terms of the impact on both the African participants and the Korean hosts that KOICA has agreed to expand it in 2010 to include teacher educators from both Africa and Asia.

- **Publications and Dissemination**

APCEIU continues to strengthen its role as a major information provider and distributor of EIU through both traditional (print) and electronic means. With its limited budget, APCEIU can only provide a minimum number of copies of individual publications and then maximize its usage through online distribution. APCEIU has also been developing multimedia materials including “Web of Life (flash animation)”, “Joy of Life (music CD),” Documentary Films (EIU Photo Class, Multicultural education in Korea)”, “SEA Journey (game CD)” and others.

Two APCEIU publications, the annual *Journal of Education for International Understanding* and the biannual Korean-language **Kukjeihaekyoyuk**, were discontinued since the last evaluation. The former was discontinued in 2007 after three volumes and a distribution of 600 and was taken over by the Korean Society of Education for International Understanding. The latter, with a distribution of 2000, was also discontinued in 2007; the production of such a professional journal, even annually, became too difficult given the limited resource base of APCEIU and was part of a decision to move away from higher-level (and more international) dialogues to more practical and regional concerns – thus, the discontinuation at the same time of the annual Symposium on a Culture of Peace.

The remaining publications include the following:

- **SangSaeng**. This is APCEIU’s flagship publication, produced every four months and now in its 26th edition. It is meant to serve as a forum for dialogue and exchange of ideas on key issues, methods, and experiences in EIU among educators, teachers, students, and civil society actors in the region. It has become increasingly polished in appearance and substantive in content (e.g., a theme for each issue with several related articles), and its circulation has increased from 1415 in 2005 to 2588 in 2009 with several hundred additional copies reserved for later use. There is some inconsistency in content with some articles not clearly linked to EIU and a (sometimes creative) tension between the very abstract and the very practical, but in general **SangSaeng** is an excellent resource on EIU in the Asia-Pacific region.
- **E-newsletter** – this is now distributed regularly to an audience of 1200; in addition, the APCEIU website has a monthly total of 1200 hits, increasing approximately 100 hits per month. Concerns remain, of course, regarding the accessibility of the content (to remote areas, to non-English readers, etc.), but it seems to be a very useful contribution to EIU as a field.
- **Reports of the international symposia on a Culture of Peace** held in 2005, 2006, and 2007. These symposia and their reports – on partnerships for peace and sustainability (600 copies distributed), intercultural understanding and human rights education (350), and the MDGs and EIU (350) – were major activities of APCEIU with invited experts, a large number of participants from many countries, and working groups. The first two reports give extensive, verbatim coverage to the full speeches, question and answer

sessions, and working group discussions but no summary at all of the symposium as a whole (e.g., in 2006, 214 pages of such text and 15 pages of speech summaries). The 2007 report, however – in addition to 92 pages of speech texts – did provide 13 pages of general results, recommendations, and action plans.

- **Guidebook on Civic Education for the Pacific.** This guideline has introduced another confusing word into the lexicon of EIU. In this context it really means the integration of peace, sustainable development, human rights, and cultural heritage education in Pacific state education systems. One issue in the production of this document was the lack of Pacific cases, with more focus on Asia, which has perhaps made it less useful for Pacific educators. One suggestion has been to work more carefully with the different sub-regions of the Pacific, each with its own historical and cultural particularities.
- **Development of Materials for Understanding Asian Cultures.** This project, which needs to be more closely linked to the multicultural education project with SEAMEO, focuses largely on the production, collection, dissemination, and exhibition of photographs of the environment, heritage, nature, people, festivals, places, etc., from across the region. These photographs will be made available to teachers and educators through APCEIU's website and CDs. Some issues remain to be clarified, however, including that of accessibility, language, and appropriateness of the content – e.g., how can complex issues of sustainability, human security, social justice, and human rights, etc., be dealt with through photographs?
- APCEIU has also published a host of **Teachers' Resource Books, Trainer's Guides** (e.g., **Designing Training Programmes for EIU and ESD** and **Training for Learning to Live Together**), **EIU Training Modules**, et al. Some of these have been produced by the Research and Development section, meant largely for classroom application; others are developed by the Education and Training section for specific training and workshop activities. The links between these two sets of materials, however, are not as clear as they might be.

But materials such as this are much appreciated – as one National Commission, commented: “By continuing to produce Guidebooks that not only discuss issues, but that contain work plans, lesson guides and sample resources for teachers, these Guidebooks become invaluable and highly sought after publications. It is pleasing to see that APCEIU is making available suitable quantities to ensure wide dissemination of the finished product.”

## V. Cooperation with UNESCO

APCEIU has been very active in a range of UNESCO activities in the last five years, from General Conferences, Executive Boards, and Consultations with National Commissions; to regional workshops on ESD and APEID themes and in areas such as the right to education, ESD, lifelong learning, and youth; to training and consultation activities in Member States organised by Field Offices and National Commissions. More specifically:

- A. Headquarters** – in the early part of APCEIU’s history, it had direct links to UNESCO Paris, with a Director of the Education Sector representing UNESCO on its Advisory Committee and with support from Paris for publication activities. The argument was made, however, that as principally a regional centre, its most direct link should be with UNESCO Bangkok; this, supported by the evolving decentralisation policy of UNESCO, led to the official identification of UNESCO Bangkok as the Director General’s representative on the Advisory Committee. Financial and intellectual support from Paris, however, has continued, though funds have not been provided since 2006 except for \$75,000 provided to the UNESCO-ROK Fellowships Programme.
- B. UNESCO Bangkok** – consistently over the past five years, and earlier, APCEIU was encouraged to strengthen links with UNESCO Bangkok, as the Regional Bureau for Education in Asia and the Pacific. This did not systematically happen, however, until the Bureau represented UNESCO on the Advisory Committee. There is an ongoing relationship with APEID in regard to regular APCEIU attendance at annual APEID conferences and cooperation in various activities related to ESD and teacher training. The ESD unit in Bangkok, however, is not involved in these activities. An attempt should be made to expand APCEIU’s links with Bangkok in other programme sectors such as Culture (e.g., in the area of cultural diversity) and Social and Human Sciences.
- C. National Commissions of UNESCO** – again, in the early years of APCEIU, and as a body sitting within the Korean National Commission for UNESCO, its links with National Commissions were both logical and close. Invitations to APCEIU activities were directed through the Commissions which then selected participants and, in theory, were meant to provide continuing support to them upon their return. It is not surprising, therefore, that the National Commissions which responded to the questionnaire (largely those with some recent direct contact with APCEIU such as Sri Lanka and New Zealand) both had close links to APCEIU and found its workshops, publications, and networks of high quality and useful in providing knowledge and skills (to both invited participants and Commission staff), raising awareness, and sharing good practice.

Typical quotes from National Commissions are as follows:

“APCEIU is an active office. Its officers are friendly and kind.”

“APCEIU is doing a great job building a bridge of international understanding between the transregional areas through its educational programs attracting teachers, managers, cultural people, and representatives of public sectors.”

“Communication [with] APCEIU team leaders...and his team has been very informative, efficient, and professional, much credit is to the professionalism shown by APCEIU staff.”

“APCEIU’s initiatives in promoting EIU...have been of very good quality with proven relevance and usefulness.”



**D. UNESCO Field Offices** – Although long encouraged to strengthen links between APCEIU and UNESCO Field Offices, this has not, by and large, been achieved. APCEIU activities have been organised only with the FOs in Hanoi, Tashkent, Beijing, and Apia in the last five years – and with 13 National Commissions. Virtually every FO which responded to the questionnaire indicated that although it received APCEIU publications, it lacked systematic information from, and communication with, APCEIU, and therefore could not accurately assess the relevance and quality of APCEIU's work. Other opinions reflected the view that much of this work was “one-off” in nature (e.g., a training workshop) and therefore neither sustained nor strategic.

“Much of what APCEIU intends to do can be relevant and useful but it is not clear to use to what extent APCEIU's current programmes meet the standards of quality, relevance and usefulness.”

“I have seen some newsletter from APCEIU. That is not adequate to understand or consider collaborations.”

**E. Other UNESCO Centres** – There are now two other centres in the Asia-Pacific region, approved by the Executive Board in late 2009, which link closely to the principle concerns of APCEIU – the Mahatma Gandhi Centre for Education for Peace and Sustainable Development in Delhi, India (Category 1), and the Southeast Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD) in Manila, the Philippines (Category 2). The latter has had limited contact with APCEIU, and APCEIU, during the course of the debate over the endorsement of the Gandhi Centre, warmly welcomed its founding. But in doing so, it also took the opportunity to remind Board members that it is “actively working towards the promotion of Education for International Understanding through its programmes such as policy dialogues, teacher training, and material development in the region in pursuit of a Culture of Peace”. In other words, it is important to ensure that the programmes of the Indian and Korean centres do not overlap in terms of teacher training and the development of educational materials.

**F. Asia-Pacific Network for International Education and Values Education (APNIEVE).** This network, affiliated with UNESCO, agreed to cooperate with APCEIU to jointly publish APNIEVE's Resource Book No. 4, *Learning to Know*, in 2009.

## **VI. Legal status of APCEIU**

The evolution of APCEIU to an independent entity, with adequate legal status, now required by UNESCO's Category 2 policy, has been a slow and painful one. Virtually every Advisory Committee meeting held over the last five years and longer – both real and virtual – has been told that progress was being made in negotiations with the National Commission and the Ministry. Independence has now been provided through an agreement with the Ministry, and in January 2009 APCEIU obtained registration as an autonomous, non-profit organisation under

the Republic of Korea's laws and formal Articles of Association have now been adopted. Not yet resolved is the structure, role, and membership of the resulting independent governing body; this is ongoing, based on new regulations of UNESCO. At the moment an Education Development Committee meets periodically to provide guidance on APCEIU's programme and an Advisory Committee of eight members (five from Korea, one from Australia, one from Japan, and one from UNESCO Bangkok) meets bi-annually to advise the director on the Centre's programme and budget. The intention is to replace the Advisory Committee later this year with a formal Governing Board.

## **VII. Funding of APCEIU**

The financing of APCEIU has steadily increased in total since 2005, with the 2009 income (almost 2.5 billion Korean won) double that of 2005. The sources are as follows:

- **UNESCO** – no funding has been received from UNESCO since 2006 (14.3 million won); rather, support has been provided in-kind through cooperation in workshops and seminars and through assisting in the dissemination of APCEIU publications
- **Government of Korea** – its contribution to APCEIU has increased to over 2 billion won in 2009 (an 80% increase from 2005)
- **Other sources** – a projected total for 2010 of over 500 million won, from sources such as UNDP, Intel Korea, KOICA, the Hana Financial Corporation, Kolon Sports, etc.

## **VIII. Regional needs in regard to EIU and ESD**

Based on responses available from UNESCO field offices and National Commissions in the region, the demand for greater attention to EIU and ESD is clear. In fact, the whole range of values-related education promoted by APCEIU – not only sustainable development and education for international understanding but also civic education, peace education, and democracy -- is increasingly seen as essential content for education systems around the region. This includes additional work in the sensitisation and capacity building of policy-makers and planners; the development of stronger policies, programmes, and materials on EIU; the collection and dissemination of genuinely good practices in EIU; and the promotion of real change at the level where it means the most – the day-to-day practices of real teachers and in real classrooms.

A few quotes:

“I believe it is not only important but critical to the overall objective of UNESCO and the UN in ensuring that peace is pursued in the academic environment. Collaborating with various institutions and agencies is key to promoting peace in a time where new ideologies are leading younger children to destructive behaviours.”

“It is very important to ensure the teaching and practice of ESD by each and every teacher through the concepts of Peace and Sustainable Development in their day-to-day teaching-

learning processes...they must build positive thinking, learning to live together, being compassionate and doing no harm, being your true self, resolve conflict non-violently, develop inner peace, etc., into the minds of the students through ESD concept.”

“The vision of EIU is central to our work as teacher educators as respond to globalization and the need to develop global citizens who are concerned about environmental sustainability, inter-cultural understanding, and respect for persons and a culture of peace.”

## **IX. Conclusions and recommendations: future plans and sustainability**

“APCEIU has been incredibly effective at filling gaps in programming and producing materials and resources to reaching those communities and subject matters that are otherwise left untouched. In the production of high quality web and electronic materials, and the production and publication of reports documenting presentations and insights gained during the organization of timely and relevant sub regional and regional workshops. This work has been, and will continue to be an extremely valuable contribution to the development of quality education in the Asia Pacific Region.”<sup>4</sup>

**In summary, in many ways, APCEIU’s programme of work over the last five years has become more outreaching and focused – which were essentially the major recommendations of the last assessment five years ago. Its human and financial resources are increasing as are its status and reputation; its programmes are welcomed and respected by many partners in the region; and its future role in Korea’s ODA programming will likely increase. On the other hand, however, there remains the concern that APCEIU’s programme – now more shaped by the need for additional budgetary resources – may be getting once again too broad in nature, too loosely defined, and too ad hoc. Further reflection on these issues is now required. The 10<sup>th</sup> anniversary of APCEIU this year, coupled with the second renewal of its agreement with UNESCO and the launching of its autonomous status and official Governing Board, presents a perfect opportunity for such reflection.**

Following are conclusions and recommendations of this evaluation:

**APCEIU remains a valued partner of UNESCO and deserves a renewal of the endorsement of APCEIU as a Category 2 Centre.**

In the next phase of this relationship, however, it is suggested that UNESCO and APCEIU consider the following recommendations:

- The evolution and expansion of EIU over the last decade – processes which have accelerated over the last five years – have brought with them a particular challenge for APCEIU: how to respond to the increased demand for EIU-related education and the increased complexity of the field in a clear, comprehensive, and systematic way. **Demand**

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<sup>4</sup> Comment from a National Commission Secretary General.

– more and more education systems realise the importance of values-based education in a world faced with the challenges of globalisation, conflict, climate change, and .

**Complexity** – more and more issues are becoming part of the umbrella framework of EIU, beyond the original ones of peace, human rights, social justice, cultural diversity, and sustainability to include democracy, citizenship/civic education, globalisation, cultural heritage, disarmament, conflict resolution, etc.

In this fluid context, **APCEIU must continue its efforts to clarify – and perhaps simplify -- the conceptual framework under which it operates and, from this, its programmatic priorities. In the light of the expansion and evolution of the concept of EIU over the last five years (and of APCEIU’s 10<sup>th</sup> anniversary), reflection on and a re-statement of its operating definition for EIU, its mission, its mandate, and its resulting programmatic priorities is timely and appropriate. This might include the definition of the essential core components of EIU (e.g., peace, sustainability, cultural diversity, human rights, and social justice) without which the framework “fails” and a selection of the large range of other and emerging issues (e.g., climate change, food security, civic education) whose links into EIU needs further exploration. This would assist in the further process of strategising and consolidating APCEIU’s work. Another outcome might be further clarification of APCEIU’s role at national, regional, and international levels and of its relative focus on promoting systemic, policy dialogue and institutional reform vs. individual school, classroom, and teacher change.**

- APCEIU has an extensive and generally useful publications programme. Thus, many important activities of APCEIU (e.g., the earlier international symposia for a culture of peace, training workshops, the fellowship programme) lead to substantial, well-produced publications. But many of these are more collections of often quite diverse material (varied in content and quality) without a useful synthesis of conclusions, lessons learned, or future action plans.

**In general, despite its limited human resources, APCEIU should be encouraged to spend more time and resources on systematic, results-based monitoring and reflection on its work and its achievements; drawing out and synthesizing its outputs, conclusions, and lessons learned for the field of EIU; following up on the results of its workshops and training programmes – and on individual participants; and assessing the short- and longer-term collective impact of its activities (in countries, across the region, on UNESCO as a whole).**

- It is not possible to determine the impact of APCEIU’s publication and dissemination programme (either hard copy or electronic-based) on the ultimate user – the recipients. It is worrisome that such readable materials as SangSaeng (latest distribution 2588 copies), such substantively useful documents as the international symposia reports (350) and the case studies (1500), and such practical materials as the training guides and modules (110-300) are published and distributed in such limited numbers – in a region as large as Asia and the Pacific and for a Centre with international ambitions.

**APCEIU should undertake a systematic review of its publication and dissemination policy to determine who gets and reads the disseminated materials (e.g., on average, how many people – and what kind of people -- read every issue of SangSaeng?), whether and how more publications could be published and disseminated effectively, and with what additional investment. In addition, as an extension to both its website and the print resources, APCEIU should look to make available electronic versions of key resources. All Case Studies, all issues of SangSaeng, and all training/teaching materials, for example, could be compiled on CD-Roms/ DVDs for distribution at all APCEIU events and to all APCEIU partners and networks.**

- **SangSaeng** is a particularly important resource, especially with the cancellation of the annual Journal for EIU. This makes it even more important that its themes and related articles be carefully selected, synthesised, and linked explicitly to EIU and that there is an appropriate balance between the theoretical and the practical. **APCEIU should strengthen even further the substantive and practical utility of SangSaeng and consider, for example, periodically publishing the “best” articles and, annually or biannually, an index of articles by theme, sub-region, and author.**
- The debate concerning the extent to which APCEIU takes normative positions on issues of the day is a complex one. There has been some opinion on the Advisory Committee that APCEIU should deal more openly with economic, political, social, political, and environmental dimensions including issues of the status of indigenous people, the impact of globalisation, gender inequity, the implications of cultural diversity in areas such as mother-tongue instruction, etc. This relates to the extent to which APCEIU should be more explicitly “transformative” in its approach, calling not for reform of systems around their edges but for a more fundamental re-structuring of these systems which is advocated, for example, by proponents of ESD and inclusive education.

Examples include: (1) SEA Journey, the multi-cultural education CD-Rom developed with SEAMEO which, at least at the beginning, focuses on location, flags, costumes, and food and leaves more challenging issues (e.g., national responses to environmental degradation, economic disparities, traditional stereotypes) to the discretion of the teachers, and (2) the photographic collection and exhibition which portray indigenous culture, common spaces (e.g., kitchens of the region), traditional occupations, etc., in generally neutral and even “happy” colours (a kind of “cultural tourism” approach) rather than in the more somber tones which could be used to portray poverty and income disparity, the disintegration of indigenous culture, environmental degradation and conflict, etc.

There is no “right” answer to this issue, but **APCEIU should promote more open debate on the extent to which the “U” of EIU is a more “factual” understanding of other nations, peoples, customs, and beliefs (leading, one hopes, to greater tolerance) or a deeper, more “critical” understanding of the challenges of**

**injustice, inequity, conflict, and the denial of human rights facing the world (leading, one hopes, to its transformation).**

- APCEIU has made a number of strategic moves in the last few years which have increased its responsiveness to priorities and trends in the region – sub-regional meetings; more outreach programmes held outside of Korea; a re-focusing of attention from the training of (rather randomly-chosen) teachers to teacher educators, curriculum developers, and policy-makers; a diversification of venues of training and other activities; a more systematic approach to institution building. But the more bottom-up approach of training individual teachers of key schools and even the attack-at-the-middle approach of working with principals and teacher educators will likely not be enough to transform in a timely and necessary fashion the current approach (or the lack of an approach) to EIU.

**APCEIU should therefore explore, in a limited number of countries “ready” for EIU, how to reform the pre-service and in-service teacher education curriculum toward EIU – in other words, sensitise, convince, and train whatever person or entity in a country is responsible, over time, for developing the curriculum of teacher education institutions, for both primary and secondary levels.**

- Although contacts between APCEIU and UNESCO entities in the region have increased in the last five years, there remains a serious lack of communication with UNESCO Field Offices (e.g., despite several attempts, only six of 14 Field Offices were able/willing to respond to the questionnaire sent for this assessment, and their responses were generally brief and uninformative). Only those offices recently and directly involved in APCEIU meetings had adequate knowledge of its work. In other words, except when their assistance is needed to provide logistical support to APCEIU workshops or other activities, and although they receive (and often appreciate) APCEIU publications, they are not systematically involved in, or benefit from, APCEIU work. The country-level focus of APCEIU’s work remains largely National Commissions rather than Field Offices. Closer links have been established with one unit of UNESCO Bangkok (APEID) but links with other relevant units (ESD, Culture, Social and Human Sciences in the area of human rights) should also be explored.

**APCEIU should continue its efforts to establish closer linkages with both (1) Members States (e.g., through more regular attendance at sub-regional Commission meetings and Ministry of Education fora) and (2) UNESCO FOs, especially UNESCO Bangkok; this might include publishing articles in the Bangkok newsletter and taking more advantage of APEID partners. With both sets of partners, the earlier notification of future activities would be useful in order to help ensure suitable participants and adequate funding.**

- The establishment of two new centres related to APCEIU’s mandate in the region (in India and the Philippines) only complicates the nature of contacts across UNESCO

entities. There is both the risk of overlap among these centres (and with UNESCO offices) and the opportunity for real complementarity and synergy among them.

**APCEIU, as the most experienced UNESCO education centre in the region, should take the lead, supported by UNESCO Bangkok and HQ, in starting the dialogue and promoting coordinated workplanning with the new centres in Delhi and Manila.**

- Clearly a major function of APCEIU – and one much appreciated by the Member States – is the development of teaching and training materials related to EIU. But there are many of these (guidebooks, modules, training manuals, and resource books, let alone the case studies and multi-media materials also useful in training processes), developed at different times, for different purposes, by different sections of APCEIU, using different formats, and for different audiences.

**APCEIU should continue to give priority to the development of generic curricula and materials relating to EIU. But it could also benefit by more clearly mapping out how the existing materials relate to each other and to the teaching and training continuum, by making more explicit links among them (e.g., by re-packaging in a more logical fashion), and by identifying (and then planning to fill) gaps that remain.**

- APCEIU staff are by and large committed, well-organised, hard-working – and overworked and underfinanced. To have achieved so much in 10 years (even with the caveats above) is a credit to their dedication and that of the current and former directors.

**But APCEIU needs more (especially international) staff (to make possible more “quality” time spent on strategy development, planning, monitoring, and evaluation of current and future activities rather than to initiate a host of new activities not essential to its mandate) with more opportunities for specialised training (e.g., in monitoring and evaluation) and professional development (e.g., short-term attachments to UNESCO Bangkok). Along with this could usefully go a re-thinking of the current sectional structure of the organisation to ensure that the essential functions of research, development, planning, capacity-building, and materials development are carried out effectively, synergistically, and with careful coordination.**