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Educational, Scientific and  
Cultural Organization

UNESCO Bangkok  
Asia and Pacific Regional  
Bureau for Education



Japanese  
Funds-in-Trust

# Japan-UNESCO Cooperation in the Asia-Pacific

PUBLICATIONS CATALOGUE

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## INTRODUCTION

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The Government of Japan, initially through its Ministry of Education, Science, Sports and Culture (Monbusho), and later through the Ministry of Education, Culture, Sports, Science and Technology (MEXT), has made a generous and sustained contribution through the “Funds-In-Trust” programme to enable the UNESCO Bangkok Office to undertake a wide range of activities to help countries overcome major educational challenges.

The Funds-in-Trust programme, more widely known as the Japanese Funds-in-Trust (JFIT), was first made available to the UNESCO Bangkok office in 1970. The objective of the first contribution was to support teachers of agriculture in Asia by organizing a mobile expert team on teacher training.

Since then, JFIT has contributed to the activities of UNESCO Bangkok, mainly in education, and with timely changes to meet the varying needs of the region, such as Education for All, Education to prevent HIV/AIDS, ICT in Education, and Education for Sustainable Development.

I am very pleased to introduce this publication aimed at a wider knowledge sharing of materials (books, brochures, etc.) developed through the generous contribution of JFIT since 2000. The content of these materials - ranging from manuals, toolkits, case studies and policy reviews - will no doubt contribute to the efforts of countries to overcome the educational challenges they continue to face in the Asia-Pacific region. It is my hope that this book will serve to assist educators to enrich and expand their knowledge, as well as to apply appropriate content selected from these materials.

All publications can be searched and retrieved in the UNESDOC database, a full-text archive of books and documents published by UNESCO globally, accessible at: <http://unesdoc.unesco.org/>.

This catalogue is, no doubt, an appropriate publication to bring out during the 40th year of JFIT's support to the UNESCO Bangkok Office. The long-standing support of JFIT has been crucial to the success of many regional educational activities undertaken by UNESCO Bangkok, with the help of UNESCO field offices in the region.

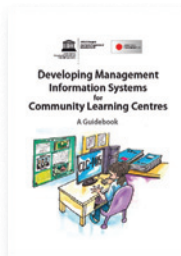
A handwritten signature in black ink, reading "Gwang-Jo Kim". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Gwang-Jo Kim

Director

UNESCO Bangkok

Asia-Pacific Regional Bureau for Education



## Developing Management Information Systems for Community Learning Centres: A Guidebook

**Language:** English

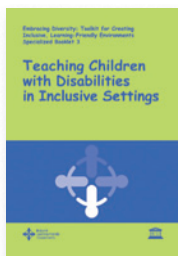
**Audience:** Education Managers, NGOs

**Theme:** Literacy and Lifelong Learning

**Pages:** 70

This publication presents in a systematic way steps to develop and operate a management information system for community learning centres (CLC-MIS). It targets primarily all individuals who are responsible for operating and managing a CLC. The guide provides detail in a step-by-step process to establish CLC-MIS such as CLC data collection, recording, analysis and/or dissemination. This guide offers information on not only the technical specifics regarding such operations, but more importantly on the overall concept and approach of the CLC-MIS, and the implications of his/her actions.

ISBN: 978-92-9223-257-3 (print) ISBN: 978-92-9223-258-0 (electronic)



## Teaching Children with Disabilities in Inclusive Settings: A Guidebook

**Language:** English

**Audience:** Teachers

**Theme:** Inclusive Education and Teacher Education

**Pages:** 109

This guide book supplements the UNESCO publication titled "Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments (ILFE)". It provides practical guidelines to successfully teach children with disabilities without compromising quality. The guidelines emphasize the use of learning-friendly practices that help children with disabilities achieve their full potential.

ISBN: 978-92-9223-243-6 (print version); ISBN: 978-92-9223-244-3 (electronic version)



## Promoting Gender Equality in Education (Brochure)

**Language:** English

**Audience:** Ministries of Education, NGOs, Gender Focal Points

**Theme:** Gender Equality

This brochure is about gender equality in the education programme of UNESCO Bangkok, within the context of the Asia-Pacific region. It is intended for target readers, particularly National Commissions, Gender Focal Points, ministry of education officials, NGOs and the larger audience about the concept of gender equality in education - and activities undertaken by UNESCO Bangkok in the Asia-Pacific region.

ISBN: 978-92-9223-296-2 (print); ISBN: 978-92-9223-297-9 (electronic)



## Photo Contest 2009 on Promoting Gender Equality in Education (Flyer)

**Language:** English

**Audience:** Students, Teachers, Ministries of Education, Gender Focal Points, General Public

**Theme:** Gender Equality

This flyer was printed to invite photo entries for the GENIA (Gender in Education Network in Asia-Pacific) and UNGEI (United Nations Girls' Education Initiative) photo contest, on the theme of "promoting gender equality in education." The main criterion for entries was to capture gender equality in action, and to show how stereotypical roles of girls and boys, women and men, are being challenged in schools, homes and communities in the region. The 13 winning photos featured in a 2010 calendar.

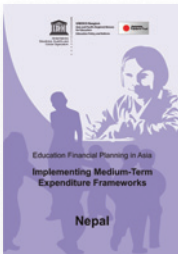
## Implementing Medium-Term Expenditure Frameworks

These case studies are part of a series of in-depth reports on financial planning and medium-term expenditure frameworks (MTEF) in the education sector in the Asia-Pacific. They document the experiences of the Republic of Korea, Mongolia, Nepal, Thailand and Viet Nam in implementing MTEF, including the successes and lessons learnt. The studies in this series contribute to an understanding of the diverse practical aspects of introducing MTEF, and aim to provide countries with strengthened knowledge to use MTEF and, thus, to contribute to the effective realisation of their planned education reforms.

**Language:** English

**Audience:** Education Practitioners, Researchers, Policy Makers

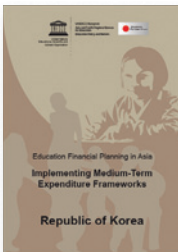
**Theme:** Education Planning and Management



### Implementing Medium-Term Expenditure Frameworks: Nepal

**Pages:** 28

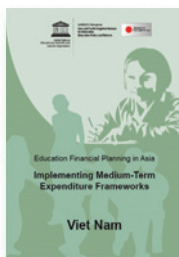
ISBN: 978-92-9223-274-0 (Electronic version) ISBN: 978-92-9223-298-0 (Print version)



### Implementing Medium-Term Expenditure Frameworks: Republic of Korea

**Pages:** 33

ISBN: 978-92-9223-261-0 (Electronic version) ISBN: 978-92-9223-283-0 (Print version)



## Implementing Medium-Term Expenditure Frameworks: Mongolia

**Pages:** 38 ISBN: 978-92-9223-262-7 (Electronic version) ISBN: 978-92-9223-282-7 (Print version)

## Implementing Medium-Term Expenditure Frameworks: Thailand

**Pages:** 32 ISBN: 978-92-9223-260-3 (Electronic version) ISBN: 978-92-9223-281-8 (Print version)

## Implementing Medium-Term Expenditure Frameworks: Viet Nam

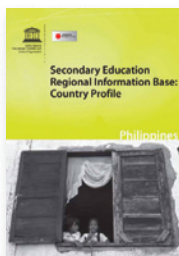
**Pages:** 33 ISBN: 978-92-9223-265-8 (Electronic version) ISBN: 978-92-9223-280-1 (Print version)

## Implementing Medium-Term Expenditure Frameworks: Tajikistan

**Pages:** 36 ISBN: 978-92-223-306-8 (Electronic version) ISBN: 978-92-9223-305-1 (Print version)

## Secondary Education Regional Information Base: Country Profiles

The Secondary Education Country Profiles of the Philippines and Mongolia provide basic information on the status and functioning of secondary education in each country of the region in a user-friendly format. They serve as a reference document for education practitioners and researchers in both country-specific and cross-national areas of work. Eight country profiles are available (as of 2009).



**Language:** English

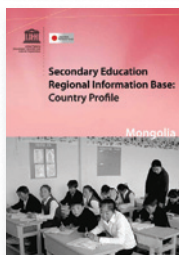
**Audience:** Education Practitioners, Researchers

**Theme:** Secondary Education

### Secondary Education Regional Information Base: Country Profile – Philippines

**Pages:** 30

ISBN: 978-92-9223-253-5 (Print version) ISBN: 978-92-9223-254-2 (Electronic version)



### Secondary Education Regional Information Base: Country Profile – Mongolia

**Pages:** 17

ISBN 978-92-9223-272-6 (Print version) ISBN 978-92-9223-273-3 (Electronic version)

## The Secondary Teacher Policy Research in Asia

The Secondary Teacher Policy Research in Asia series is a regional comparative study to assess how countries in the region are responding to the increasing demand of expanding access to quality secondary education, with a focus on opportunities and challenges related to secondary teachers. Each study gives an overview of secondary education development in the country and analyzes quantitative aspects and quality of secondary teachers, as well as compensation. The studies on the Republic of Korea and Lao PDR are the first two case studies to be published.

**Language:** English

**Audience:** Education Practitioners, Researchers

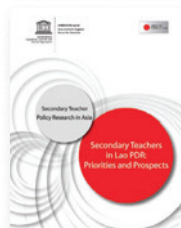
**Theme:** Secondary Education



### Secondary Teacher Policy Research in Asia: Secondary Education and Teacher Quality in the Republic of Korea

**Pages:** 34

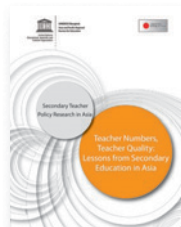
ISBN 978-92-9223-284-9 (Print version) ISBN 978-92-9223-285-6 (Electronic version)



### Secondary Teacher Policy Research in Asia: Secondary Teachers in Lao PDR: Priorities and Prospects

**Pages:** 50

ISBN 978-92-9223-292-4 (Print version) ISBN 978-92-9223-293-1 (Electronic version)



### Secondary Teacher Policy Research in Asia: Teacher Numbers, Teacher Quality: Lessons from Secondary Education in Asia

**Pages:** 75

ISBN 978-92-9223-299-3 (Print version) ISBN 978-92-9223-300-6 (Electronic version)



### Secondary Teacher Policy Research in Asia: Towards Providing Quality Secondary Education: Training and Retaining Quality Teachers in Malaysia

**Pages:** 28

ISBN 978-92-9223-294-8 (Print version) ISBN 978-92-9223-295-5 (Electronic version)



## Asia and the Pacific Education for All (EFA) Mid-Decade Assessment

As part of the Education for All Mid-Decade Assessment, compilations of national reports specific to the Mekong, Insular South-East Asia, South Asia and Central Asia sub-regions were prepared. They provide comparative assessments of progress towards EFA specific to each sub-region and aim to identify and locate the remaining gaps in terms of quality and equity sub-nationally, with a focus on disadvantaged and excluded populations. The contextual background of education is highlighted, aiming to provide a framework for developing targeted policies and strategies that address the unique challenges of each sub-region.

**Language:** English

**Audience:** Policy Makers, Ministries of Education, Education Practitioners

**Theme:** Education Statistics and Monitoring of Education Systems



### Mekong Sub-Region Synthesis Report – Asia and the Pacific Education for All (EFA) Mid-Decade Assessment

**Pages:** 260

ISBN: 978-92-9223-203-0 (print version) ISBN: 978-92-9223-204-7 (electronic version)



### Insular South-East Asia Sub-Regional Synthesis Report – Asia and the Pacific Education for All (EFA) Mid-Decade Assessment

**Pages:** 226

ISBN: 978-92-9223-199-6 (print version) ISBN: 978-92-9223-200-9 (electronic version)



### South Asia Sub-Regional Synthesis Report – Asia and the Pacific Education for All (EFA) Mid-Decade Assessment

**Pages:** 223

ISBN: 978-92-9223-276-4 (print version) ISBN: 978-92-9223-277-1 (electronic version)



## Improving the Quality of Mother Tongue-based Literacy and Learning: Case Studies from Asia, Africa and South America

**Language:** English

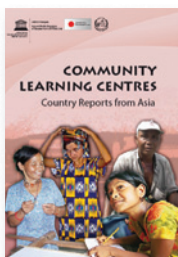
**Audience:** Policy Makers, Education Practitioners, NGOs

**Theme:** Literacy and Lifelong Learning

**Pages:** 194

The report provides case studies on mother tongue-based literacy programmes, including the processes, teaching-learning, including issues and challenges from 18 countries in Asia, Africa and South America. The South-South cooperation and mutual learning of this “meeting of the minds” around a common theme —improving the quality of mother tongue-based literacy and learning — have resulted in a particularly detailed and interesting set of case studies that should be of interest to those in the Asia-Pacific region and beyond.

ISBN: 978-92-9223-214-6 (print) ISBN: 978-92-9223-215-3 (electronic)



## Community Learning Centres: Country Report from Asia

**Language:** English

**Audience:** Policy Makers, Education Practitioners, Researchers

**Theme:** Literacy and Lifelong Learning

**Pages:** 112

This publication consists of two parts. The first part is a synthesis of nine country research studies that discuss the common and unique features of CLCs based on the findings concerning policies, activities, management, achievements, and impact of CLCs in the countries. The second part features the summary reports of each of the countries researched. Each summary report provides an overview, analysis and recommendations further development of CLCs in the country.

ISBN: 978-92-9223-182-8 ISBN: 978-92-9223-183-5



## EENET Asia Newsletter (Sixth Issue 2nd and 3rd Quarter 2008)

**Language:** English

**Audience:** NGOs, UN Agencies, Academics

**Theme:** Inclusive Education

**Pages:** 52

This newsletter is part of the quarterly series of newsletters being produced by the Enabling Education Network (EENET) Asia, a network established in, and focusing on inclusive education developments in South, Central and South-East Asia to share experiences and expertise, discuss and learn, inspire and support closer collaboration and information exchange between Policy Makers, programmers and practitioners.



### Gender-Responsive Life Skills-Based Education – Advocacy Brief

**Language:** English

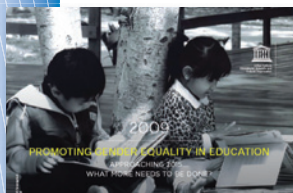
**Audience:** Development Practitioners, Gender Focal Points, Researchers

**Theme:** Gender Equality

**Pages:** 20

This publication is part of the series of advocacy briefs on gender in education and promotes the need for an active approach to gender in all aspects of education (including objectives, training processes, curricula and learning outcomes). Therefore, in this publication the term “gender-responsiveness” refers to the practice of active and engaged strategies and responses to issues relating to gender, in addition to gender sensitivity in educational planning and policies.

ISBN: 978-92-9223-226-9 (Print version) ISBN: 978-92-9223-227-6 (Electronic version)



### Calendar 2009 on Promoting Gender Equality in Education

**Language:** English

**Audience:** Development Practitioners, Gender Focal Points, Researchers

**Theme:** Gender Equality

This calendar is the result of the photo contest organized by UNESCO Bangkok on the theme of “Promoting Gender Equality in Education - what more needs to be done” in 2008 among countries that are part of the Gender in Education Network in the Asia-Pacific (GENIA). The photographs in the calendar are the winning entries received from Cambodia, India, Indonesia, Lao PDR, Pakistan, Thailand and Viet Nam, taken by students, teachers, ministry of education officials, development professionals and photographers in their respective countries.



### Transforming Early Childhood Care and Education in the Insular South-East Asia and Mekong Sub-Region:

Implications of the Global Monitoring Report 2007

**Language:** English

**Audience:** Policy Makers, Education Practitioners, Educators, Teachers, Teacher Trainers

**Theme:** Early Childhood Care and Education

**Pages:** 44

This publication summarizes the main findings of the Global Monitoring Report (GMR) 2007 and focuses on the application of specific recommendations within the GMR to early childhood care and education in the Insular South-East Asia (Indonesia, Malaysia and the Philippines) and the Mekong (Cambodia, Lao People’s Democratic Republic, Myanmar, Thailand and Viet Nam).

ISBN: 978-92-9223-201-6 (Print) ISBN: 978-92-9223-202-3 (Electronic)

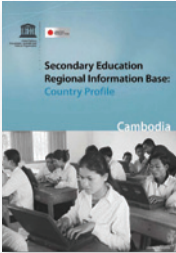
## Secondary Education Regional Information Base: Country Profiles

The Secondary Education Country Profiles of the Cambodia, Lao PDR, Nepal and Thailand provide basic information on the status and functioning of secondary education in each country of the region in a user-friendly format. They serve as a reference document for education practitioners and researchers in both country-specific and cross-national areas of work. Eight country profiles are available (as of 2009).

**Language:** English

**Audience:** Education Practitioners, Researchers

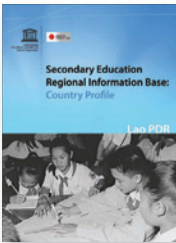
**Theme:** Secondary Education



### Secondary Education Regional Information Base: Country Profile – Cambodia

**Pages:** 18

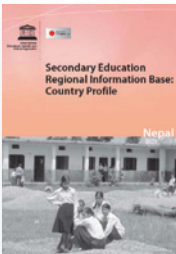
ISBN: 978-92-9223-187-3 (electronic version) ISBN: 978-92-9223-186-6 (print version)



### Secondary Education Regional Information Base: Country Profile – Lao PDR

**Pages:** 23

ISBN: 978-92-9223-173-6 (electronic version) ISBN: 978-92-9223-172-9 (print version)



### Secondary Education Regional Information Base: Country Profile – Nepal

**Pages:** 18

ISBN: 978-92-9223-213-9 (electronic version) ISBN: 978-92-9223-212-2 (print version)

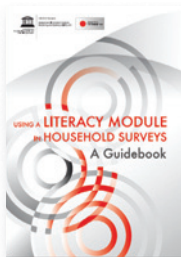


### Secondary Education Regional Information Base: Country Profile – Thailand

**Pages:** 31

ISBN: 978-92-9223-164-4 (electronic version) ISBN: 978-92-9223-163-7 (print version)

Year of Publication 2008



### Using a Literacy Module for Household Surveys:

**A Guidebook**

**Language:** English

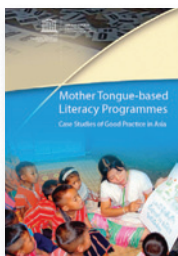
**Audience:** Ministries of Education

**Theme:** Literacy and Lifelong Learning

**Pages:** 52

The Household Survey-based Literacy Module presents a series of questions that examine literacy levels and gather information about the use of literacy skills in daily life. This guidebook is primarily intended for statistical and planning units dealing with literacy within education ministries and statisticians in charge of household survey designs within national statistical offices (NSOs) of developing countries.

Year of Publication 2007



### Mother Tongue-based Literacy Programme: Case Studies of Good Practice in Asia

**Language:** English

**Audience:** Policy Makers, Planners, Education Practitioners, NGOs

**Theme:** Literacy and Lifelong Learning

**Pages:** 165

This publication comprises seven case studies of using mother tongue-based teaching-learning in the classrooms. A regional synthesis of the seven case studies included in this report provides various models and practices of mother tongue-based literacy programmes in the countries, their similarity and differences, strengths and weaknesses, various teaching-learning approaches, including challenges and issues.

ISBN: 92-9223-113-8



### CLC Community Learning Centres: Overview and Country Experiences in Asia and the Pacific. Vol. 2

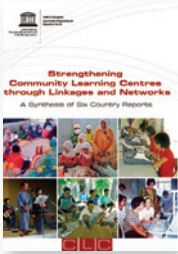
1 CD-ROM (VIDEO CD+DVD)

**Language:** English

**Audience:** Program Designers, Education Practitioners, NGOs

**Theme:** Literacy and Lifelong Learning

This CD-ROM provides an overview about the projects and activities of the community learning centres (CLCs) and country experiences in the Asia - Pacific region. The focus of the CLCs overview and its activities are in nine countries namely; China, Indonesia, Japan, Kazakhstan, Nepal, Pakistan, Philippines, Thailand and Viet Nam.



## Strengthening Community Learning Centres through Linkages and Networks: A Synthesis of Six Country Reports

**Language:** English

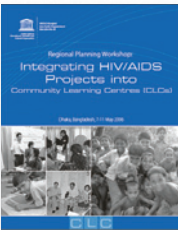
**Audience:** Program Designers, Education Practitioners, Researchers

**Theme:** UNESCO Strategy

**Pages:** 46 (+ 1 CD-ROM)

The main body of this study is the analysis of the six country reports. The first section of the analysis draws a composite picture of the CLCs, themselves, describing their basic structures, the role of local communities, their operating systems, principal role players, main activities and beneficiaries. The second and more extensive section is the analysis of the linkages and networks of these CLCs, the rationale for these linkages, the benefits derived from them, and the obstacles and challenges.

ISBN: -92-9223-104-9



## Regional Planning Workshop: Integrating HIV/AIDS Projects into Community Learning Centres (CLCs)

Dhaka, Bangladesh 7-11 May 2006

**Language:** English

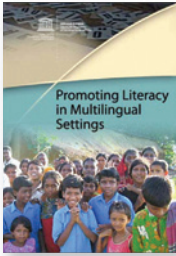
**Audience:** Program Designers, Education Practitioners, Researchers

**Theme:** Literacy and Lifelong Learning

**Pages:** 20 (+ 1 CD-ROM)

This publication is the output of the Regional planning workshop on the integration of HIV/AIDS projects into CLCs, in Dhaka, Bangladesh. It provides detailed proceedings of the workshops, and the discussions, strategies and approaches developed during the workshop to integrate HIV/AIDS into CLCs. The resource persons' presentations and other resource materials are also included in the publication.

ISBN: 92-9223-108-1



### Promoting Literacy in Multilingual Settings

**Language:** English

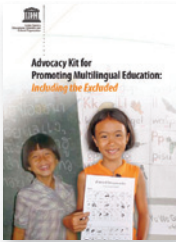
**Audience:** Policy Makers, Education Practitioners, NGOs

**Theme:** Literacy and Lifelong Learning

**Pages:** 62

This publication presents the outcomes of a regional workshop on mother-tongue/bilingual literacy programmes for ethnic minorities, which was organized by UNESCO Bangkok in 2005. It begins with two resource papers: one focusing on linguistic diversity, literacy and education; and the other on approaches to education in ethnic minority communities. Experiences from the nine countries participating in the UNESCO pilot project follow. The second half of the publication focuses on aspects of multilingual education programme development such as developing low-cost and effective materials, training community teachers, and using appropriate teaching methods.

ISBN: 92-9223-100-6



### Advocacy Kit for Promoting Multilingual Education: Including the Excluded.

**Language:** English

**Audience:** Government Officials, NGOs, UN Agencies , Researchers

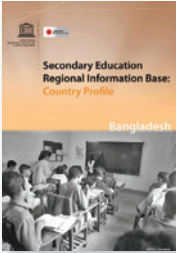
**Theme:** Inclusive Education

This advocacy kit aims to raise awareness on the importance of mother tongue-based multilingual education (MLE) among policy makers, education practitioners and specialists who want to improve access to and quality of education for those excluded by language. It will also be helpful for speakers of ethnic minority languages who want to improve the education situation in their own communities. It also presents ideas, research findings and concrete examples which can be used by the individual to think about their own situation and suggests steps for taking action to make school systems more responsive to linguistic diversity.

ISBN: 92-9223-110-3

## Secondary Education Regional Information Base: Country Profiles

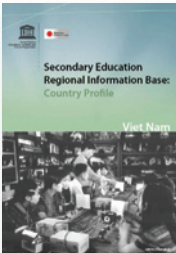
The Secondary Education Country Profiles of the Bangladesh and Viet Nam provide basic information on the status and functioning of secondary education in each country of the region in a user-friendly format. They serve as a reference document for education practitioners and researchers in both country-specific and cross-national areas of work.



**Language:** English  
**Audience:** Education Practitioners, Researchers  
**Theme:** Secondary Education

### Secondary Education Regional Information Base: Country Profile – Bangladesh

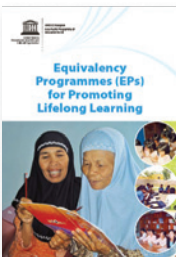
**Pages:** 31  
 ISBN: 92-9223-120-0 (electronic version) ISBN:978-92-9223-144-6 (print version)



### Secondary Education Regional Information Base: Country Profile – Viet Nam

**Pages:** 28  
 ISBN: 92-9223-114-6

## Year of Publication 2006



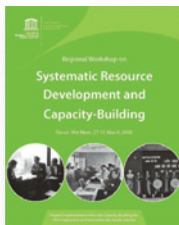
### Equivalency Programmes (EPs) for Promoting Lifelong Learning

**Language:** English  
**Audience:** Policy Makers, Researchers, Education Practitioners  
**Theme:** Informal Education and Non-Formal Education  
**Pages:** 50

This publication provides the conceptual frameworks of Equivalency Programmes (EPs) to provide educational opportunities to the disadvantaged and under-privileged who cannot have a formal education, or have dropped out from schools. It is divided into two parts. Part I contains good practices in EPs from four countries India, Indonesia, the Philippines and Thailand. Part II focuses on the outcomes of the 2005 regional workshop, including suggestions for synergy between formal and non-formal education and for improvements in the quality of EPs.

ISBN: 92-9223-096-4





### Regional Workshop on Systematic Resource Development and Capacity-Building, Hanoi, Viet Nam, 27-31 March 2006

**Language:** English

**Audience:** Policy Makers, Researchers, Education Practitioners

**Theme:** UNESCO Strategy

**Pages:** 24 (+ 1 CD-ROM)

This publication is the output of the regional workshop on systematic resource development and capacity building. It provides short summaries of each day's proceedings of the workshop, resource papers, country reports including discussion outcomes, strategies, approaches developed for the systematic resource development and capacity building. The CD provides more details, including country report summaries, outcomes of discussions, findings of field visits and follow-up action plans for the participating countries.

ISBN: 92-9223-101-4



### APPEAL Resource Pack for Literacy and Continuing Education (11 CDs)

**Language:** English

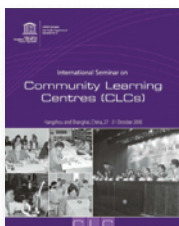
**Audience:** Policy Makers, Researchers, Education Practitioners, Teachers and Lifelong Learning

**Theme:** Literacy, Informal Education & Non-Formal Education

**Pages:** 123

This publication consolidates the multitude of materials from the Asia and Pacific Programme of Education for All (APPEAL) to provide a single resource package on literacy and continuing education. The pack consists of three parts that cover literacy and continuing education, community learning centres, and reference materials in specific content areas.

ISBN: 92-9223-085-9



### International Seminar on Community Learning Centres (CLCs) Hangzhou and Shanghai, China, 27-31 October 2005

**Language:** English

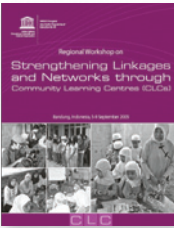
**Audience:** Policy Makers, Education Practitioners, Researchers

**Theme:** UNESCO Strategy

**Pages:** 50 (plus one CD-ROM)

This document contains the outcomes of the International seminar on CLC. It also contains the research study reports from six countries on the situation of CLCs in countries, including the policies and strategies and the impact on local community and learners. Discussion on the various issues of CLCs is included in the document.

ISBN: 92-9223-102-2



## Regional Workshop on Strengthening Linkages and Networks through Community Learning Centres (CLCs), Bandung, Indonesia, 5-9 September 2005

**Language:** English

**Audience:** Policy Makers, Education Practitioners, Researchers

**Theme:** UNESCO Strategy

**Pages:** 20

This publication is the outcome of the regional workshop on strengthening linkages and networks through Community Learning Centres (CLCs). The proceedings, programmes and resource materials, including the discussion outcomes on strategies and practices of strengthening linkages and networking through CLCs, are included.

ISBN: 92-9223-090-5



## APPEAL Resource and Training Consortium (ARTC) 2005-2006

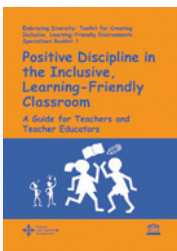
**Language:** English

**Audience:** Education Practitioners, Teacher Trainers

**Theme:** Literacy

**Pages:** 3

This publication is a brief introduction of the APPEAL regional network on literacy and continuing education i.e. APPEAL Resource and Training Consortium. The network basically assists APPEAL to coordinate and implement EFA programme and plans, through information sharing and working as a training hub in various countries. The document also provides a brief introduction to all 13 members of the ARTC, including working areas, technical capabilities, and major programme activities.



## Positive Discipline in the Inclusive, Learning-Friendly Classroom – A guide for teachers and teacher educators, A guidebook

**Language:** English

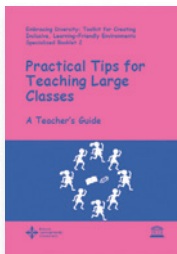
**Audience:** Teachers, Teacher Trainers

**Theme:** Teacher Education

**Pages:** 110

This guidebook supplements the UNESCO publication titled “Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments (ILFE)”. It focuses on abolishing corporal punishment in schools by using positive discipline as an alternative. It presents positive discipline tools that are concrete alternatives to such punishment practices as caning, spanking, pinching, threatening, pleading, bribing, yelling, commanding, name-calling, forced labour, and other even more humiliating action. It is an essential tool for teachers and teacher educators.

ISBN: 92-9223-086-7



## Practical Tips for Teaching Large Classes:

**A Teacher's Guide, A guidebook**

**Language:** English

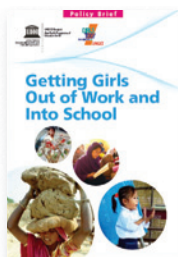
**Audience:** Teachers

**Theme:** Teacher Education

**Pages:** 58

This guidebook supplements the UNESCO publication titled "Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments (ILFE)". It does not offer a universal solution to all the challenges related to teaching in large classes but attempts to present a variety of practical methods and practices that could be useful for teachers who need to teach a large class on a daily basis. Furthermore, it provides useful tips and pointers to manage the class in the best possible way and to see the large class as a resource, rather than as a challenge to the teaching-learning process.

ISBN:92-9223-095-6



## Policy Brief: Getting Girls Out of Work and Into School

**Language:** English

**Audience:** Development Practitioners, Gender Focal Points, Researchers

**Theme:** Gender Equality

**Pages:** 19

Records show that school enrolment for girls is still lagging behind in some areas of the Asia-Pacific region. One major obstacle is the prevalence of girls being forced to work, as opposed to attending school. This brief summarizes the causes and consequences of girls' labour on their educational opportunities, and describes some of the instruments and strategies to get more girls into school. It also provides case examples from India and the Philippines to assist policy makers in better understanding and addressing the issues.

ISBN: 92-9223-089-1



## The Impact of Women Teachers on Girls' Education:

**Advocacy Brief**

**Language:** English

**Audience:** Development Practitioners, Gender Focal Points, Researchers

**Theme:** Gender Equality

**Pages:** 7

The recruitment of women teachers can have a positive impact on girls' enrolment in school. This advocacy brief is part of the series of advocacy briefs on gender in education by UNESCO Bangkok. It promotes the recruitment of women teachers, which is currently held back as a result of gender disparities. This brief provides insights and strategies to help solve the problem.

ISBN: 92-9223-080-8



### First Language First: Community-based Literacy Programme for Minority Language Contexts in Asia

**Language:** English

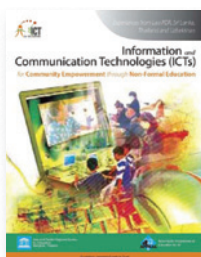
**Audience:** Policy Makers, Education Practitioners, NGOs

**Theme:** Literacy and Lifelong Learning, Education Planning and Management

**Pages:** 220

This publication deals with education programmes that use learners' "first language first" as a medium of instruction, for adults as well as children, in various Asian contexts. It is divided into two parts. Part one addresses the planning and implementing of a sustainable multilingual literacy programme. Part two contains resource papers and examples of good practice from countries participating in the UNESCO project.

ISBN: 92-9223-052-2



### Information and Communication Technology (ICTs) for Community Empowerment through Non-Formal Education: Experiences from Lao PDR, Sri Lanka, Thailand and Uzbekistan

**Language:** English

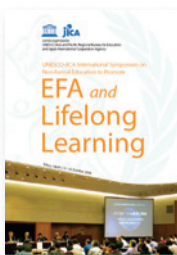
**Audience:** Policy Makers, Education Practitioners, NGOs

**Theme:** Informal Education and Non-Formal Education

**Pages:** 34

The publication provides country experiences of use of ICT in Lao PDR, Sri Lanka, Thailand, and Uzbekistan. It also provides experiences and analysis of the use of the ICT for community empowerment through NFE in the region. The analysis provides various components such as community participation, capacity building, networking, M&E etc. for the successful implementation of ICT programmes.

ISBN: 92-9223-045-x



### EFA and Lifelong Learning

**Language:** English

**Audience:** Policy Makers, Trainers, Program Developers

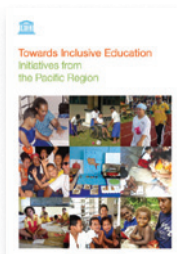
**Theme:** Informal Education and Non-Formal Education

**Pages:** 84

This publication is the output of the UNESCO-JICA International Symposium on Non-formal Education to Promote EFA and Lifelong Learning, Tokyo, Japan 13-14 October 2004. It is divided into two parts. The first part deals with the general and theoretical discussion on NFE and its role to achieve EFA and lifelong learning. The second part is more focused on specific issues/topic that NFE has to deal with based on growing international and national demand such as health and HIV/AIDS, income generation, rural development etc. through NFE.

ISBN: 92-9223-066-2

## Year of Publication 2005



### Towards Inclusive Education. Initiatives from the Pacific Region

**Language:** English

**Audience:** Government Officials, NGOs, UN Agencies, Researchers

**Theme:** Inclusive Education, Informal Education & Non Formal Education

**Pages:** 21

This booklet shares examples of positive efforts made in inclusive education (IE) by Pacific countries to provide all students with the opportunity to participate in their educational systems - both formal and non-formal. This booklet shares approaches to involve the community and ways to adapt materials, and offers techniques to include a wide range of students including the disabled ones because they are often excluded from school.



### Regional Workshop on Inclusive Education: 'Getting All Children into School and Helping Them Learn',

19-21 October 2004, Bangkok, Thailand, Final Report

**Language:** English

**Audience:** Government Officials, NGOs, UN Agencies, Researchers

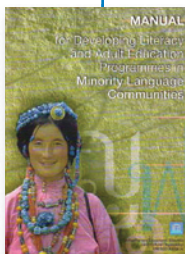
**Theme:** Inclusive Education

**Pages:** 121

This report provides the detailed proceedings of the workshop; discussions and sharing of experiences of inclusive education practices in the Asia-Pacific region; strategies/actions developed during the workshop on how to integrate inclusive education within the framework of EFA. Speeches, presentations and other resource materials are also included in the publication.

ISBN: 92-9223-042-5

## Year of Publication 2004



### Manual for Developing Literacy and Adult Education Programmes in Minority Language Communities (revised edition)

**Language:** English

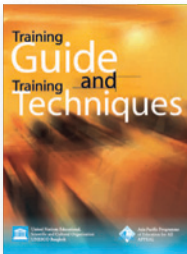
**Audience:** Program Developers, Education Managers, Teacher Trainers

**Theme:** Literacy and Lifelong Learning, Education Planning and Management

**Pages:** 116

This manual is about planning and implementing education-for-development programs for adult speakers of minority languages. It is written for members of the minority language communities and for the outsiders — provincial and district trainers, supervisors and others — who work with, and support the communities. The purpose of the manual is to provide information that will help programme leaders plan and implement adult education programmes. The manual is organized into ten chapters.

ISBN: 92-9223-022-0



### Training Guide and Training Techniques

**Language:** English

**Audience:** Teachers, Teacher Trainers

**Theme:** Technical and Vocational Education and Training

**Pages:** 51

The guide provides ideas to design training programmes based on various target audiences, models of various kinds of training. It provides various training techniques that a trainer needs to make the training more systematic, participatory and joyful. The guide also provides pre-training arrangement and post-training follow up activities development tips.

ISBN: 92-9223-017-4



### Brochure on Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environment

Brochure and CD-ROM, (issued in 2004, revised in 2009)

**Language:** English

**Audience:** Teachers, Teacher Trainers

**Theme:** Inclusive Education

**Pages:** 11

This brochure is a handy collection of the Toolkit for Creating Inclusive, Learning-Friendly Environments (ILFE). It provides information and an overview of the toolkit. It defines what “inclusive” and “learning-friendly” means. It provides useful information like: practical guidelines on how to use the toolkit, what the users of the toolkit will learn from each booklet and how the toolkit was developed. The titles and contents of the nine booklets in the kit were itemized. Attached on the last page of the brochure is a CD-ROM containing PDF files of all 10 booklets (including one introductory booklet) of the ILFE toolkit.



## Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments

Guidebooks (7 booklets, 3 specialized booklets) issued in 2004 (7 booklets), 2006 (Specialized booklet 1 & 2), 2009 (Specialized booklet 3)

**Language:** English

**Audience:** Teachers, Teacher Trainers

**Theme:** Inclusive Education

**Pages:** 16

This toolkit contains an introductory booklet and nine Booklets (including three specialized booklets), each of which contains tools and activities for self-study to start creating an inclusive, learning-friendly environment (ILFE). Some of these activities ask reader to reflect on what his/her school are doing now in terms of creating on ILFE, while others actively guide reader in improving his/her skills as a teacher in a diverse classroom.



## Role of Men and Boys in Promoting Gender Equality: Advocacy Brief

**Language:** English

**Audience:** Policy Makers, Development Practitioners, Researchers

**Theme:** Gender Equality

**Pages:** 10

This advocacy brief, which is part of their series of advocacy briefs on gender in education by UNESCO Bangkok, highlights that there is a subtle, yet critical, distinction between communicating the “role of men in achieving gender equality” as opposed to advocating “benefits of greater equality of women in society”. Any effective strategy to engage men in promoting gender equality must appeal to male policy makers as a pragmatic and rational framework with clear dividends for men, and not as a moral verdict on the status quo.

ISBN: 92-9223-029-8



## Education in Emergencies: The Gender Implications: Advocacy Brief

**Language:** English

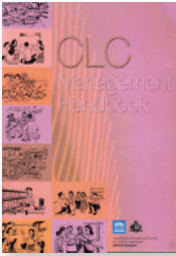
**Audience:** Development Practitioners, Gender Focal Points, Researchers

**Theme:** Gender Equality, Informal Education & Non-Formal Education

**Pages:** 12

“Education in emergencies” refers to education activities that are life-saving and sustaining. Women’s participation is critical in post-emergency recovery, reconstruction and peace building. This advocacy brief, which is part of the series of advocacy briefs on gender in education by UNESCO Bangkok, promotes gender-responsive education for women to better cope with with emergency situations, and recommends strategies that ensure the protection of children and youth in times of crisis.

ISBN: 92-9223-092-1



### CLC Management Handbook

2 parts, 7 modules

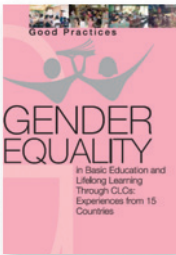
**Languages:** English, Bengali, Chinese, Filipino, Hindi, Indonesian, Kazakh, Khmer, Laotian, Mongolian, Myanmar, Thai, Urdu, Uzbek, Vietnamese

**Audience:** Education Managers, Program Developers, Education Practitioners, Teacher Trainers

**Theme:** Informal Education and Non-Formal Education

**Pages:** 151

This handbook is prepared for dedicated people working with community-based organizations such as community learning centres (CLCs). It is divided into two parts. Part one provides an introduction to CLC, including the concept. Part two consists of seven modules covering the seven main components of the planning and management of CLCs including needs assessment, developing plans, mobilizing resources, establishing network, M&E, documentation and capacity building.



### Good Practices: Gender Equality in Basic Education and Lifelong Learning through CLCs: Experience from 15 Countries

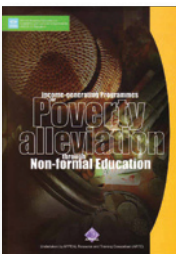
**Language:** English

**Audience:** Education Managers, Teacher Trainers, Program Developers, Gender Focal Points

**Theme:** Gender Equality

**Pages:** 101

This report reviews the activities carried out by selected CLCs in various countries of the Asia-Pacific region as examples of good practice in the promotion of gender equality in basic and lifelong education. The report provides various strategies followed by CLCs in promoting gender, increase the capacity of the CLC managers and other stakeholders on gender mainstreaming in CLC programmes and activities.



### Income-Generating Programmes for Poverty Alleviation through Non-Formal Education

**Language:** English

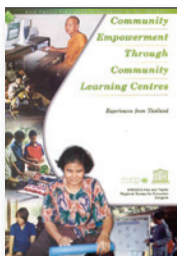
**Audience:** Program Designers, Researchers

**Theme:** Informal education and Non-Formal Education

**Pages:** 291

This document provides the findings of the joint research studies of ARTC members on the income-generating programme for poverty alleviation through non-formal education. It is divided into two sections. Part one is a synthesis of the reports from the countries. Part two presents the highlights of the research findings contained in the six reports.





### Community Empowerment through Community Learning Centres: Experience from Thailand

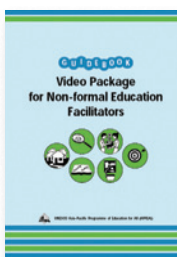
**Language:** English

**Audience:** Education Managers, Teacher Trainers, Program Developers, Gender Focal Points

**Theme:** UNESCO Strategy

**Pages:** 91

This book offers a synthesis of the experiences of the pilot CLCs in Thailand. Thereafter, the reports submitted by each of the pilot CLCs give a clear picture of how they were established and what activities they have implemented during their first year, or less, in operation. The reports also note difficulties that have been encountered - and make recommendations as to how those difficulties might be overcome.



### Video Package for Non-Formal Education Facilitators

**Languages:** English, Bengali, Chinese, Filipino, Hindi, Indonesian, Myanmar, Thai, Vietnamese

**Audience:** Teachers, Teacher Trainers

**Theme:** Informal Education and Non-Formal Education

**Pages:** 35

The video package for NFE facilitators is produced as an audio-visual aid to complement the Handbook for NFE facilitators. The package consists of one introductory video and six module-based videos, each approximately 15-20 minutes in length. The Introduction is a motivational, as well as an orientation video for NFE activities. It gives an overview of the competencies of the NFE facilitator within the context of a community's socio-economic development.



### Non-Formal Adult Education Facilitators (Handbook)

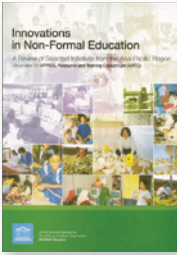
**Language:** English, Bengali, Chinese, Filipino, Hindi, Indonesian, Kazakh, Khmer, Laotian, Myanmar, Nepali, Thai, Urdu, Uzbek, Vietnamese

**Audience:** Teachers, Teacher Trainers

**Theme:** Literacy and Lifelong Learning, Informal Education & Non-Formal Education

**Pages:** 194

The handbook is aimed at people working in literacy and continuing education in villages and community learning centres to provide appropriate skills to organize literacy and NFE classes effectively. It has six modules dealing with Community Mobilization, Identification of Learning Needs, Preparing Lesson Plans, Participatory Learning, Using Learning Aids and Assessing Learning.



## Innovations in Non-Formal Education, A Review of Selected Initiatives from the Asia-Pacific Region

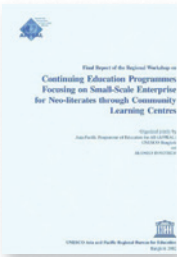
**Language:** English

**Audience:** Researchers, Policy Makers, Education Practitioners

**Theme:** Informal Education and Non-Formal Education

**Pages:** 117

This publication is a research study document jointly undertaken by APPEAL Resource and Training Consortium (ARTC). It provides the innovations in NFE to help people to improve their quality of life. It is divided into two sections. Part I is a synthesis of the reports from the nine member institutions. Part II presents the highlights of the research findings contained in the nine reports.



## Final Report of the Regional Workshop on Continuing Education Programmes Focusing on Small-Scale Enterprise for Neo-literates through Community Learning Centres

**Language:** English

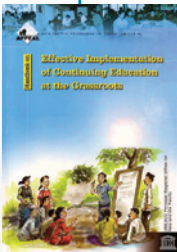
**Audience:** Teachers, Teacher Trainers, Program Designers

**Theme:** UNESCO Strategy

**Pages:** 138

This publication reports the result of the workshop with 29 participants from 15 countries that are responsible for CLCs supported by UNESCO's APPEAL unit. The objectives of the workshop were to: review the existing continuing education programmes for income-generating activities focusing on small-scale enterprises in participating countries; explore and understand the concept of entrepreneurship; and formulate an action plan, focusing on small-scale enterprise through CLCs.

Year of Publication 2001



## Handbook on Effective Implementation of Continuing Education at the Grassroots

**Language:** English, Bengali, Indonesian, Laotian, Myanmar, Thai, Vietnamese

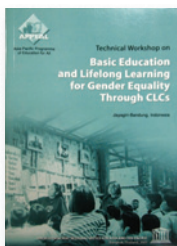
**Audience:** Education Practitioners, Education Managers

**Theme:** Informal Education & Non Formal Education

**Pages:** 192

## Year of Publication 2001

UNESCO, in cooperation with the experts in continuing education from the Asia-Pacific region, developed this handbook on the effective implementation of continuing education at the grassroots level. This handbook is meant for field workers involved in the delivery and arrangement of continuing education programmes. It provides them with guidelines on how to effectively carry out continuing education in communities of Asia-Pacific region.



### Basic Education and Lifelong Learning for Gender Equality through CLCs – Technical Workshop on Basic Education and Lifelong Learning for Gender Equality through CLCs

Jayagiri, Bandung, Indonesia, 28-31 March 2001

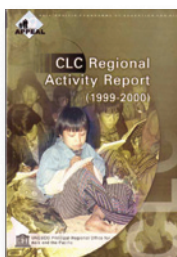
**Language:** English

**Audience:** Program Designers, Education Managers, Education Practitioners

**Theme:** Early Childhood Care, Gender Equality

**Pages:** 73

This report is the result of the Technical Workshop on Basic Education and Lifelong Learning for Gender Equality Through CLCs, in Jayagiri, Bandung, Indonesia, 28-31 March 2001. The objectives of the workshop were to: review and share the situation in the region regarding basic education and lifelong learning for gender equality; develop a framework for undertaking a pilot study on innovative strategies in basic education and lifelong learning for gender equality through CLCs in the region; and formulate an action plan for undertaking research.



### CLC Regional Activity Report (1989-2000)

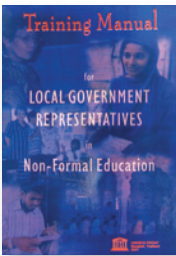
**Language:** English

**Audience:** Program Designers, Education Managers, Researchers

**Theme:** Informal Education and Non-Formal Education

**Pages:** 103

This publication highlights innovative features and lessons learned from the experiences in 18 countries in establishing, managing and sustaining CLCs and in conducting relevant and effective CLC programmes in specific localities. The report also provides the role of various stakeholders in sustaining CLC activities and programmes.



## Training Manual for Local Government Representatives in Non-Formal Education

**Language:** English

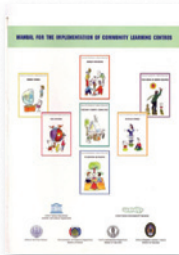
**Audience:** Government Officials, School Administrators

**Theme:** Informal Education and Non-Formal Education, Technical and Vocational Education and Training

**Pages:** 215

The manual is designed to identify and meet the training needs of countries in the Asia-Pacific, each with a different system of local governance and non-formal education programme. Consequently, the manual deals with the training requirements of LG representatives for providing and supporting NFE programmes and activities within the context of their own needs. It is encouraged that there is a widespread dissemination of the Manual and its adaptation.

Year of Publication 2001



## Manual for the Implementation of Community Learning Centres

(7 booklets)

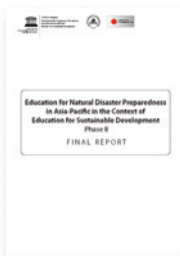
**Language:** English

**Audience:** Program Designers, Education Managers

**Theme:** Informal Education and Non-Formal Education

**Pages:** 91

In order to introduce communities to Community Learning Centres (CLCs) and their activities, this set of handbooks for planning and implementing CLCs has been prepared by the national partners of the project, in cooperation with UNESCO's Asia-Pacific Program of Education for All (APPEAL). This resource package consists of a set of seven booklets and the introduction of establishing a Community Learning Centre, Needs Assessments, Community Database, Community Participation, The Holistic Approach, Micro-Planning for Community Development, Self-Monitoring and Evaluation



### Education for Natural Disaster Preparedness in Asia-Pacific in the Context of Education for Sustainable Development: PHASE II

**Language:** English

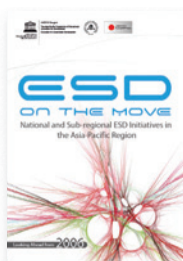
**Audience:** Researchers, Program Developers

**Theme:** Education Planning and Management

**Pages:** 87

Natural disasters undermine development, especially in developing and less developed countries. The main objectives of this project are to consolidate network and information prepared to promote effective integration of ENDP into school curricula and a shared understanding with educational policy makers of the importance of ENDP.

### Year of Publication 2008



### ESD on the Move

**Language:** English

**Audience:** Policy Makers, Education Managers, Program Designers

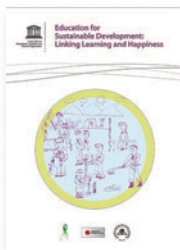
**Theme:** Education Planning and Management

**Pages:** 57

This publication examines how thirteen UNESCO Member States and two sub regions in Asia and the Pacific region have begun developing initiatives for the Decade of Education for Sustainable Development during the first years of implementation, including challenges, gaps in implementation and factors for success.

ISBN: 978-92-9223-171-2

### Year of Publication 2007



### Education for Sustainable Development: Linking Learning and Happiness (2007)

**Language:** English

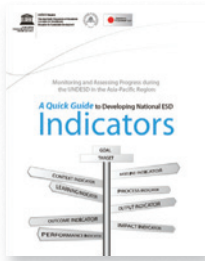
**Audience:** Policy Makers, Education Managers, Program Designers

**Theme:** Education Planning and Management

**Pages:** 19

This pamphlet provides a brief overview of the development concept of Gross National Happiness and its linkages with Education for Sustainable Development as a means for promoting 'Happiness' through quality learning.

ISBN: 978-92-9223-147-7 (Print version) ISBN: 978-92-9223-239-9 (Electronic version)



## Asia-Pacific Guidelines for the Development of National ESD Indicators

**Language:** English

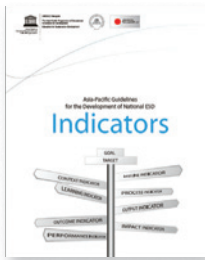
**Audience:** Policy Makers, Education Managers, Program Designers

**Theme:** Education Planning and Management

**Pages:** 120

The Asia-Pacific Guidelines for the Development of National ESD Indicators is the product of an international collaborative effort generously funded by the Japanese Funds-In-Trust and lead by UNESCO Bangkok and Macquarie University with assistance from the IUCN CEC to learn about and advance knowledge on the processes for developing national ESD indicators, data collection and reporting mechanisms.

ISBN: 92-9223-121-9 (print version) ISBN: 92-9223-122-7 (electronic version)



## Monitoring and Assessing Progress during the UNDESD in the Asia-Pacific Region: A Quick Guide to Developing National ESD Indicators

**Languages:** English, Spanish

**Audience:** Policy Makers, Education Managers, Program Designers

**Theme:** Education Statistics and Monitoring of Education Systems

**Pages:** 22

A resource designed to assist UNESCO Member States in the Asia-Pacific with developing national ESD indicators and monitoring systems for assessing progress during the UN Decade of Education for Sustainable Development. The Quick Guide provides an overview of the key messages and tools identified in the Asia-Pacific Guidelines for the Development of National ESD Indicators and acts as a map for finding relevant information in the Guidelines document.

ISBN: 92-9223-115-4 (print version) ISBN: 92-9223-133-2 (electronic version)



## Disaster Master

**Language:** English

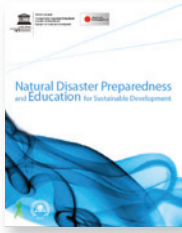
**Audience:** General Public

**Theme:** Post-Conflict and Post-Disaster Education

Disaster Master is an educational board game that conveys messages through answer cards to help players understand what natural hazards are and what actions can be taken to reduce the impact of natural disasters. The game covers six kinds of natural hazards: earthquakes; tsunamis; floods; landslides; volcanic eruptions and hurricanes.

ISBN: 92-9223-107-3

## Year of Publication 2007



### Natural Disaster Preparedness and Education for Sustainable Development

**Language:** English

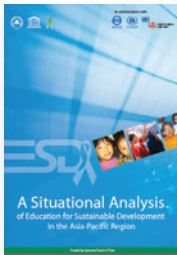
**Audience:** Policy Makers, Education Managers, Program Designers

**Theme:** Post-Conflict and Post-Disaster Education

**Pages:** 67

This publication provides details of the development of culturally appropriate and locally relevant educational materials for natural disaster preparedness that target key stakeholder groups and integrate Education for Sustainable Development (ESD) principles and strategies.

ISBN: 92-9223-103-0



### A Situational Analysis of Education for Sustainable Development in the Asia-Pacific Region

**Language:** English

**Audience:** Policy Makers, Education Managers, Program Designer

**Theme:** Informal Education and Non-Formal Education

**Pages:** 114

This analysis endeavoured to discover to what extent countries in the region have integrated ESD policies, programmes and practices into both formal and non-formal educational settings at the grassroots, sub-national and national levels, as well as to strengthen regional partnerships and networks on ESD.

ISBN: 92-9223-068-9

## Year of Publication 2005



### Working Paper: Asia-Pacific Regional Strategy for Education for Sustainable Development

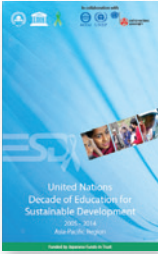
**Languages:** English, Chinese, Japanese, Vietnamese

**Audience:** Policy Makers, Education Managers

**Theme:** Education Planning and Management

This working paper for the Asia-Pacific Regional Strategy for ESD serves to guide the implementation of ESD throughout the region. Socio-economic, environmental and cultural realities are not static; therefore, the regional strategy is an open document that is adaptable for revision to the changing needs of stakeholders throughout the decade.

ISBN: 92-9223-050-6 ISBN: 92-9223-049-2



## United Nations Decade of Education for Sustainable Development, 2005-2014 - Asia-Pacific Region

**Language:** English, Chinese, Japanese

**Audience:** Policy Makers, Education Managers

**Theme:** UNESCO Strategy

**Pages:** 2

Brochure; provides introductory information on ESD





### Free Software for Educators

ICT in Education Teacher Training Series 1

**Language:** English

**Audience:** Teachers, Educators, Researchers

**Theme:** Teacher Education

This CD-ROM contains free (open source) software which may help educators to produce their own ICT based learning objects, learning materials and classroom resources. About 30 applications are included, categorized into office and design, Internet, educational tools, audio and video, graphics and animation and utilities.

ISBN: 978-92-9223-271-9



### Multimedia Resources

ICT in Education Teacher Training Series 2

**Language:** English

**Audience:** Teachers, Educators, Researchers

**Theme:** Teacher Education

A collection of clip art, PowerPoint backgrounds, icons, pictures, music, flash applets for teachers to produce their own materials or lesson plans.

ISBN: 978-92-9223-270-2



### Web-tools for Educators

ICT in Education Teacher Training Series 3

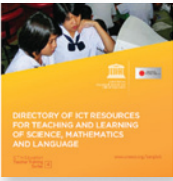
*(updated version of the 2007 Japanese Funds-in-Trust funded edition)*

**Language:** English

**Audience:** Teachers, Ministries of Education, ICT Coordinators

**Theme:** Teacher Education

This CD-ROM offers about 50 web-based applications which are potentially useful for all types of education activities. Every application has its own tutorial explaining the educational potential and the technical installation objects for quizzes, animation, and other kinds of multimedia learning activities.



## Directory of ICT Resources for Teaching and Learning of Science, Mathematics and Language

ICT in Education Teacher Training Series 4

*(Reproduction of the 2008 Japanese Funds-in-Trust funded edition)*

**Language:** English

**Audience:** Teachers, School Administrators

**Theme:** Teacher Education

**Pages:** 46

The directory contains a set of ICT-based resources for the teaching and learning of science, mathematics and language for secondary-level students, including simulations, video clips, interactive learning objects for quizzes, animation, and other kinds of multimedia learning activities.

ISBN: 987-92-9223-170-5



## E-Learning Series on Information and Communication Technology (ICT) in Education

**Language:** English

**Audience:** Policy Makers, Education Managers, Teachers

**Theme:** Education Planning and Management, Teacher Education

This e-learning CD-ROM contains two modules:

Module 1 - ICT in Education Essentials: provides learners with essential information about ICT in education and aims to promote common understanding about the topic in the education sector.

Module 2 - ICT in Education Decision Making: helps learners to consider the different factors involved in choosing the appropriate technology to use in a particular education setting.

ISBN: 978-92-9223-259-7

Year of Publication 2009



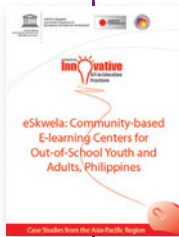
## In Search of Innovative ICT in Education Practices: Case Studies from the Asia-Pacific Region

**Language:** English

**Audience:** Policy Makers, School Administrators, Teachers

**Theme:** Teacher Education

This series of case studies showcases the innovative spirit of educators in using ICT in their teaching and learning practices. Each booklet is a standalone case study describing the background of the project, implementation, outcomes and lessons learned.



## Student Peer Teaching Strategy, Malaysia

**Pages:** 15

ISBN: 978-92-9223-252-8 (electronic version) ISBN: 978-92-9223-251-1 (print version)



## One Computer in Multi-grade Classroom Case of Buan Elementary School, Philippines

**Pages:** 10

ISBN: 978-92-9223-250-4 (electronic version) ISBN: 978-92-9223-249-8 (print version)



## eSkwela: Community-based E-learning Centers for Out-of-School Youth and Adults, Philippines

**Pages:** 25

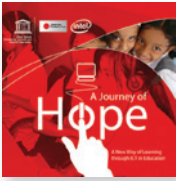
ISBN: 978-92-9223-248-1 (electronic version) ISBN: 978-92-9223-247-4 (print version)



## Innovation in the Connected Classroom, India

**Pages:** 12

ISBN: 978-92-9223-246-7 (electronic version) ISBN: 978-92-9223-245-0 (print version)



### **A Journey of Hope: A New Way of Learning through ICT in Education** (Video)

**Language:** English

**Audience:** Policy Makers, School Administrators, Teachers, Students

**Theme:** Teacher Education, Education Planning and Management

"A Journey of Hope" is a short but useful visual tool to demonstrate that integrating ICT into education systems can increase the quality of education and improve the effectiveness and efficiency of the delivery of planned educational outcomes. It highlights the impact of using ICT in the classrooms, showing how teachers and students became more engaged in the teaching and learning processes with the help of ICT.

ISBN: 978-92-9223-231-3 (Video)

### **Directory of ICT Resources for Teaching and Learning of Science, Mathematics and Language, 2nd edition**

**Language:** English

**Audience:** Teachers, School Administrators

**Theme:** Teacher Education

**Pages:** 41

The directory contains a set of ICT-based resources for teaching and learning of science, mathematics and language for secondary-level students, including simulations, video clips, interactive learning objects for quizzes, animation, and other kinds of multimedia learning activities.

ISBN: 978-92-9223-169-9 (Print version) ISBN: 978-92-9223-170-5 (Electronic version)

### **Web Tools for Educators CD-ROM**

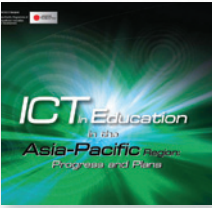
**Language:** English

**Audience:** Teachers, School Administrators, Ministries of Education, ICT Coordinators

**Theme:** Teacher Education, Education Planning and Management

This CD-ROM, "Web Tools for Educators", contains free web-based tools (computer software that is accessible via the Internet) that are useful for people working in the education field. In particular, this CD-ROM contains software that teachers can use to enhance teaching and learning, and software that education administrators can use to improve productivity and efficiency.





### ICT in Education in the Asia-Pacific Region: Progress and Plans

**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Education Planning and Management

**Pages:** 39

This publication provides a summary of the achievements of the UNESCO ICT in Education programme and the initiatives planned for the future.

ISBN 978-92-9223-129-3 (Print Version) ISBN 978-92-9223-130-9 (Electronic version)



### UNESCO ICT in Education Programme - Mini brochure

**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Education Planning and Management

**Pages:** 10

This brochure provides a brief summary of the achievements of the UNESCO ICT in Education programme and the initiatives planned for the future.



### ICT in Teacher Education: Case Studies from the Asia-Pacific Region

**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Teacher Education, Education Planning and Management

**Pages:** 130

This publication contains a collection of examples of "ICT in Teacher Education" projects from the Asia-Pacific region. In some cases the objective of the project was to raise the capacity of teachers to utilize ICT in teaching while in others the objective was to utilize ICT tools to improve teacher education. In addition, these projects provide information about the issues and obstacles that are often faced in ICT-enhanced teacher education in the region.

ISBN: 978-92-9223-151-4 (Print version) ISBN: 978-92-9223-152-1 (Electronic version)



## Initiating and Managing SchoolNets: Lessons Learned Vol. 3

**Language:** English

**Audience:** Teachers, School administrators, Ministries of Education, ICT Coordinators

**Theme:** Education Planning and Management

**Pages:** 70

This volume provides an overall summary of the lessons learned during the implementation of the UNESCO SchoolNet project, “Strengthening the Use of ICT in Schools and SchoolNet in the ASEAN Context”, which was funded by Japanese Funds-in-Trust (JFIT) and the ASEAN Foundation. Experiences and lessons learned through the project have been drawn out and summarized in this publication to provide guidance for educators and others involved in initiating, or managing national and international SchoolNets, particularly in South East Asia.

ISBN: 92-9223-111-1



## ICT in Education Website CD-ROM

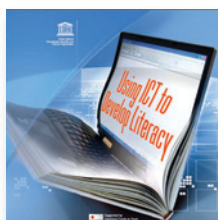
**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Education Planning and Management

The ICT in Education Website in an offline version on CD-ROM.

## Year of Publication 2006



## Using ICT to Develop Literacy

**Language:** English

**Audience:** Policy Makers, Trainers

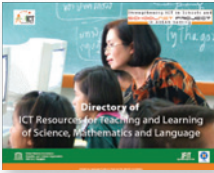
**Theme:** Literacy and Lifelong Learning, Education Planning and Management

**Pages:** 60

This publication provides a concise overview of the issue of literacy and explains how ICT can be used to improve literacy education. The booklet discusses five areas in which ICT can be used in literacy education (enhancing learning; raising access to literacy education; training of teachers; localizing content; and creating a literacy-conducive environment) and provides examples of projects in which ICT has been used effectively to improve literacy education.

ISBN: 92-9223-088-3

Year of Publication 2006



## Directory of ICT Resources for Teaching and Learning of Science, Mathematics and Language

**Language:** English

**Audience:** Teachers, School Administrators

**Theme:** Teacher Education

**Pages:** 54

This publication, the “Directory of ICT Resources for Teaching and Learning of Science, Mathematics and Language” describes the content on the UNESCO SchoolNet CD-ROM, which is a set of ICT-based resources for teaching and learning of secondary school level science, mathematics and language subjects.

ISBN: 92-9223-077-8



## Free Software for Windows CD-ROM

**Language:** English

**Audience:** Teachers, Teacher Trainers, Researchers

**Theme:** Teacher Education

This CD-ROM contains a selection of free and open source software (FOSS) tools, useful for a variety of contexts. The software on the CD-ROM are divided into the following categories: audio and video; games; graphics; Internet; learning; office; and utilities.



## Multimedia Resources CD-ROM

**Language:** English

**Audience:** Teachers, Teacher Trainers, Researchers

**Theme:** Teacher Education

When creating local teaching and learning materials, teachers often need to incorporate multimedia such as clip art, presentation backgrounds and audio clips. This CD-ROM is a collection of such multimedia resources, compiled by the UNESCO ICT in Education Unit. Teachers can utilise these resources freely and share them with colleagues.



### Technologies for Education. Progress and Plans

**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Education Planning and Management

**Pages:** 39

This publication provides a summary of the achievements of the UNESCO ICT in Education programme and the initiatives planned for the future.

ISBN: 92-9223-067-0



### Integrating ICTs into the Curriculum: Analytical Catalogue of Key Publications

**Language:** English

**Audience:** Teachers, School Administrators, Curriculum Developers

**Theme:** Education Planning and Management

**Pages:** 110

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, senior school managers, curriculum developers and administrators with guidelines and strategies for integrating ICTs effectively into teaching and learning.

ISBN: 92-9223-030-1



### Mobile Learning for Expanding Educational Opportunities

**Language:** English

**Audience:** Academics, UN Agencies, Government Officials, NGOs

**Theme:** Education Planning and Management

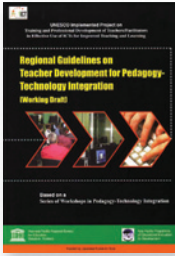
**Pages:** 164

This report is a compilation of the presentations of the “International Workshop on Mobile Learning for Expanding Educational Opportunities” held in Tokyo, Japan, from 16 to 20 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 and applications of those technologies, the report contains proposals, developed by the workshop participants, for projects to implement m-learning in their respective countries.

ISBN: 92-9223-074-3



## Year of Publication 2005



### Regional Guidelines on Teacher Development for Pedagogy-Technology Integration

**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Teacher Education

**Pages:** 100

This publication presents a set of draft guidelines that highlights 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 structures, are also discussed.

## Year of Publication 2004



### Harnessing Technologies towards Quality Education for All in Asia and the Pacific

**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Education Planning and Management

**Pages:** 19

This publication provides a summary of the achievements of the UNESCO ICT in Education programme and the initiatives planned for the future.



### Needs Assessment of ICT in Education Policy Makers in Asia and the Pacific: Towards the Development of a Toolkit for Policy Makers

**Language:** English

**Audience:** Policy Makers

**Theme:** Education Planning and Management

**Pages:** 32

Policy makers' information needs in the Asian region have been tracked by interviews with 14 policy makers from eight South-East Asian countries. Data from two additional questionnaires and from the UNESCO Bangkok Meta-survey on the Use of Technologies in Education (2003-4) have also been taken into account.

ISBN: 92-9223-038-7



## Building Capacity of Teachers/Facilitators in Technology-Pedagogy Integration for Improved Teaching and Learning

**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Teacher Education

**Pages:** 72

This final report draws together and outlines the deliberations of the Experts' Meeting. It provides a global view of ICT and Education, describes the current status of ICT in Asia and the Pacific, outlines major issues and challenges in integrating ICT in teacher education, presents a curriculum framework for the infusion of ICT in teacher education, and concludes with a proposed action plan. Selected papers by participating experts in the meeting are listed in the appendix.

ISBN: 92-9223-019-0



## School Networking: Lessons Learned Volume 2

**Language:** English

**Audience:** Teachers, School Administrators, Ministries of Education, ICT Coordinators

**Theme:** Education Planning and Management

**Pages:** 78

This publication, "SchoolNetworking: Lessons Learned Volume 2" consists of eight component chapters. The package provides a distillation of the rapidly growing body of experiences and innovative strategies from countries in the Asia and Pacific region (Indonesia, Malaysia, Philippines, Singapore and Thailand).

ISBN: 92-9223-039-5



### Integrating ICTs into Education: Lessons Learned Volume 1

**Language:** English

**Audience:** Teachers, School Administrators, Ministries of Education, ICT Coordinators

**Theme:** Education Planning and Management

This publication consists of eight chapters, covering various aspects relating to the integration of ICT into education. These chapters provide information to lay the foundation for integrating ICT into teaching and learning. A synthesis of lessons learned from selected countries in the region, the publication provides the basis for the development of tools and blueprints to guide policy. It also serves as an advocacy instrument to gain the support of policy makers and other stakeholders for the appropriate use of resources to support the integration of ICT into education.

ISBN: 92-9223-015-8



### Schoolnet Toolkit

**Language:** English

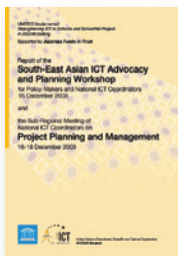
**Audience:** Teachers, School Administrators, Ministries of Education, ICT Coordinators

**Theme:** Education Planning and Management

**Pages:** 250

Based on the experiences of six countries in the region (Indonesia, the Republic of Korea, Malaysia, the Philippines Singapore, and Thailand) in setting up and running SchoolNets, the toolkit is meant for countries at various stages of development, with guidelines tailor-made for those in different stages with different needs. This toolkit arose from the need to provide a recipe book, or a blueprint for the pilot schools - a UNESCO project that aimed to establish, or strengthen Schoolnets in South East Asia at the national and sub-regional levels.

ISBN: 92-9223-020-4



### Report of the South-East Asian ICT Advocacy and Planning Workshop for Policy Makers and National ICT Coordinators

**Language:** English

**Audience:** Policy Makers, ICT Coordinators

**Theme:** Education Planning and Management

**Pages:** 54

The report contains six chapters providing background information, synthesis of experiences in South-East Asia in integrating ICT into education systems, a start-up toolkit for SchoolNet Operations, and innovative practices and initiatives.

ISBN: 92-9223-026-3



## Using ICT to Upgrade the Quality and Reach of Education in Asia and the Pacific

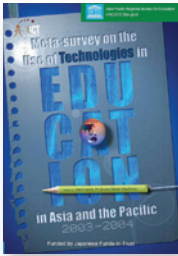
**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Education Planning and Management

**Pages:** 16

This publication provides a summary of the achievements of the UNESCO ICT in Education programme and the initiatives planned for the future.



## Metasurvey on the Use of Technologies in Education in Asia and the Pacific

**Language:** English

**Audience:** Policy Makers, Academics

**Theme:** Education Planning and Management

**Pages:** 272

This Metasurvey on the Use of Technologies in Education in Asia and the Pacific is the first such survey to map the use of information and communication technologies (ICT) in the education systems of an entire region. With a special focus on using ICT to achieve the Education for All goals, the report includes a chapter discussing issues relating to ICT use and gender equality. This chapter identifies areas for further efforts to ensure girls and women are not excluded from the educational benefits that ICT are seen to offer.

ISBN: 92-9223-010-7



## Evaluation Report: High Level Seminar on Workshop for Decision-Makers and Policy Makers from Asia and the Pacific

**Language:** English

**Audience:** Policy Makers

**Theme:** Education Planning and Management

**Pages:** 78

From February to May 2003, UNESCO Bangkok held a four-phased High Level Seminar and Workshop for Decision-Makers and Policy Makers from Asia and the Pacific on Towards Policies for Integrating Information and Communication Technologies into Education. The results of the evaluation show that most participants rated the overall management of the workshop as positive and very useful.

ISBN: 92-9223-039-5



## Information and Communication Technologies in Education: Bibliography Series, Volume 1

**Language:** English

**Audience:** Teachers, School Administrators, Curriculum Developers, Policy Makers

**Theme:** Education Planning and Management

**Pages:** 81

This Bibliography about ICT in Education is issued in support of the JFIT-funded Asia-Pacific ICT in Education Programme.



## Workshop on the Development of Guidelines on Teacher Training in ICT Integration and Standards for Competency in ICT

**Language:** English

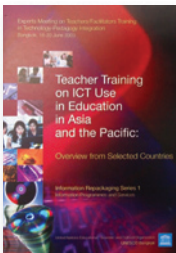
**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Teacher Education

**Pages:** 29

This final report is the outcome of the "Workshop on the Development of Guideline on Teacher Training in ICT Integration and Standards for Competency in ICT" which was held in Beijing, China. UNESCO invited a multidisciplinary group to develop a framework of guidelines and competency-based standards for integrating technology with pedagogy in teacher education for greater teacher professional development.

ISBN: 92-9223-016-6



## Teacher Training on ICT Use in Education in Asia and the Pacific: Overview from Selected Countries

**Language:** English

**Audience:** Teacher Trainers, Education Planners, Teachers, Researchers

**Theme:** Teacher Education

**Pages:** 52

To learn from experiences as well as benefit from existing training resources, UNESCO undertook an initial inventory of professional development and teacher training programmes on ICT from selected countries in the Asia-Pacific region. The inventory looked into the implementing bodies, sponsorship, objectives, recipients of training, geographical coverage, scope and level of training, curriculum course contents, modules and training materials developed, methodologies, and mode of delivery.

ISBN: 92-9223-000-x



**Report of the Experts' Meeting on Documenting Experiences in the Use of ICT in Education and Schoolnet Operations** Bangkok, Thailand, 7-8 July 2003

**Language:** English

**Audience:** Teachers, School Administrators, Ministries of Education, ICT Coordinators

**Theme:** Education Planning and Management

**Pages:** 55

Report of the Experts' Meeting and overview of the existing situation with regard to the use of ICT in education and the operations of School-Nets by the experts in their respective countries.

ISBN: 92-9223-025-5



**Developing and Using Indicators of ICT Use in Education**

**Language:** English

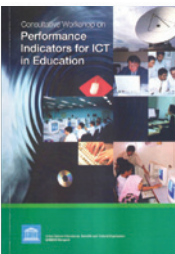
**Audience:** Ministries of Education, ICT Coordinators, Policy Makers, Researchers

**Theme:** Education Planning and Management

**Pages:** 39

The handbook introduces the terms "Indicators" and the rationale of their use, looks at their potential to assess the impact of ICT in education, discusses methods of collecting indicators, and presents various software or database systems for storing indicators.

**Year of Publication 2002**



**Consultative Workshop on Performance Indicators for ICT in Education** Manila, Philippines, 28-30 August 2002

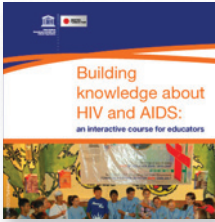
**Language:** English

**Audience:** Ministry of Education, ICT Coordinators, Policy Makers, Researchers

**Theme:** Education Planning and Management

**Pages:** 91

To study and assess the actual impact of the utilisation of ICT, UNESCO is conducting the "Performance Indicators on ICT for Education Programme", an international undertaking funded by the Japanese Funds-in-Trust (JFIT). The project will develop a structure of indicators to measure ICT use in education and provide a basis for policy planning and programme improvements, specifically demonstrating how ICT is raising standards in education and serving as a catalyst for educational change.



### Building Knowledge about HIV and AIDS: an Interactive Course for Educators

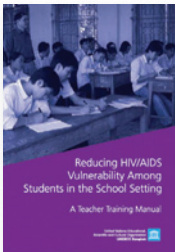
**Languages:** English, Russian, Khmer, Chinese, and Nepalese

**Audience:** Teachers

**Theme:** Informal Education and Non-Formal Education

This is a self-access e-learning course primarily designed for people who are involved in educating young people in both formal and informal educational settings. This course aims to build a broad knowledge base on HIV and AIDS. Learners will gain an in-depth understanding of the scientific, social, behavioural and health-related aspects of HIV and AIDS.

### Year of Publication 2005



### Reducing HIV/AIDS Vulnerability among Students in the School Setting

**Language:** English, Mongolian, Lao, Dari, Pashtu, Urdu, Russian, Kazakh, Kyrgyz, and Vietnamese

**Audience:** Teacher Trainers

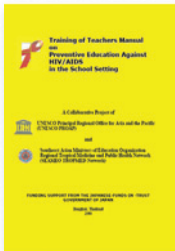
**Theme:** Teacher Education

**Pages:** 263

This manual aims to equip teachers with knowledge and methods for teaching about HIV/AIDS and related 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.

ISBN: 92-9223-044-1

### Year of Publication 2000



### Training of Teachers Manual on Preventive Education against HIV/AIDS in the School Setting

**Language:** English, Chinese, Lao, Thai, Urdu, Sindhi, and Russian

**Audience:** Teachers, Teacher Trainers

**Theme:** Teacher Education

**Pages:** 192

This manual aims to help teachers analyze basic information, core messages, values and practices related to AIDS prevention education. It also helps to sharpen their life skill techniques and learned-centred activities and integrate HIV/AIDS preventive education with the school curriculum.

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