



United Nations  
Educational, Scientific and  
Cultural Organization



Ministry of Education  
Thailand



PEARSON

J.P.Morgan

# The of Education

## *Learning to Live Together*

16th UNESCO-APEID  
International Conference



21-23 November 2012  
Bangkok, Thailand



The  of Education  
*Learning to Live Together*

**16<sup>th</sup> UNESCO-APEID  
International Conference**

21-23 November 2012  
Bangkok, Thailand

Published by UNESCO Bangkok  
Asia and Pacific Regional Bureau for Education  
Mom Luang Pin Malakul Centenary Building  
920 Sukhumvit Road, Prakanong, Klongtoey  
Bangkok 10110, Thailand

© UNESCO 2012

All rights reserved

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The authors are responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

Design/Layout: Sirisak Chaiyasook

Photo credits: © UNESCO/L. H. Lugo, © UNESCO/N. N. Thaung and © UNESCO/S. Chaiyasook

Printed by Pearson Thailand

# TABLE OF CONTENTS

Welcome Message _____	V
Introduction to the Raja Roy Singh Lecture _____	VI
Schedule of Events _____	1
Concurrent Sessions _____	5
Abstracts of Plenary Sessions _____	13
Abstracts of Concurrent Sessions _____	23
Plenary Speakers _____	49



# WELCOME MESSAGE

Education holds the key to a brighter future for many people. Stories of how parents struggled to keep their sons and daughters in schools to ensure that they can escape the poverty trap are found all over the world. As a passport to better livelihoods, education has helped to spur human resource development and economic progress in both developed and developing countries.

Given current concerns about the economy across the world, it is not surprising that the education sector is under great pressure to develop the human capital in many countries. Nonetheless, governments and civil societies alike are mindful about the pursuit of economic growth at the expense of the social and natural environments.

The education systems in many countries rely on examinations and tests to measure learning outcomes and accomplishments. Through such assessment tools and technologies, governments are able to evaluate and benchmark the quality of their education systems, and to review and reform them accordingly to meet their needs. While grades and degrees received are important indicators, policy makers, educators, parents and the general public do recognize the importance of the non-cognitive aspects of learning, such as values, ethics, social responsibility and civic engagement.

In 1996, UNESCO released the inspirational Delors report *Learning: The Treasure Within*. It presented a vision of education based on four pillars of learning: learning to live together, learning to know, learning to do and learning to be. The report emphasized that the survival of humanity is highly dependent on learning how to live together, beginning by understanding and accepting other people and their history, cultures, traditions and values.

The world has changed in many ways since the publication of the Delors report. Much has been accomplished, but a lot more needs to be done to translate the idealistic vision of education into actions on the ground. There is increasing demand for education to balance the focus on economic development with social responsibility and citizenship.

The 16th UNESCO-APEID International Conference, *The Heart of Education: Learning to Live Together*, provides a forum to help frame current thinking on education in a changing world. The Conference is fortunate to have eminent speakers, education experts and practitioners to share their knowledge and experiences. We hope that the participants will be actively engaged in the discussions, raise critical questions, provide constructive feedback and, most of all, be inspired to transform what they have learned from the Conference into reality in their own country, institution, community and family.



Siriporn Kijkuakul  
Secretary-General  
Thai National Commission  
for UNESCO  
Ministry of Education  
Thailand



Gwang-Jo Kim  
Director  
UNESCO Bangkok  
Thailand



Michelle Lombard  
President  
Pearson  
APAC Emerging Markets

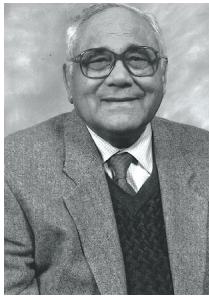


Chayotid Kridakon  
Senior Country Officer  
and Managing Director  
J.P. Morgan  
Thailand

## INTRODUCTION TO THE RAJA ROY SINGH LECTURE

Beginning in 1997, the first Keynote Address at each UNESCO-APEID International Conference on Education is designated as the "Raja Roy Singh Lecture". This is in recognition of, and to honour, the enormous contribution Dr. Raja Roy Singh had made to assisting UNESCO Member States in the Asia-Pacific region improve their education systems, through working in partnership with UNESCO Bangkok to promote educational innovation for development.

### Dr. Raja Roy Singh



Dr. Raja Roy Singh joined UNESCO in 1964 and served initially as the Regional Director of Education and later as the Assistant Director-General of UNESCO in the Asia and the Pacific. He was based in Bangkok for 20 years until his retirement in 1985. Dr. Singh was deeply involved in international co-operation for the promotion of education in the Asia and the Pacific region. He was instrumental in developing the UNESCO Bangkok office into an effective institution that helped to address and resolve educational issues and problems in Member States. In his work, he was a visionary, ushering in a new donor-recipient model that became the Asia-Pacific Programme of Educational Innovation for Development (APEID).

Prior to joining UNESCO, Dr. Singh gained extensive and varied experience in the education field in India, first as a State Director of Education, and subsequently as an Educational Adviser at the Federal Ministry of Education. After his retirement, Dr. Raja Roy Singh lived in Chicago where he maintained a keen interest in the role of education for the development and betterment of humanity. He passed away quietly on 3 November 2005 at the age of 87.



## **SCHEDULE OF EVENTS**

# SCHEDULE OF EVENTS

## Conference Programme

Wednesday, 21 November 2012

07:30 – 09:30	Registration		
09:30 – 10:30	<b>Opening Ceremony</b>		<b>Infinity Room</b>
	<b>Welcome Speeches</b> <ul style="list-style-type: none"> <li>Gwang-Jo Kim, Director, UNESCO Bangkok, Thailand</li> <li>Michelle Lombard, President, Pearson, APAC Emerging Markets</li> <li>Thomas DuCharme, Head, Treasury and Securities Services, Asia Pacific, J.P. Morgan</li> <li>Panita Kambhu Na Ayutthaya, Permanent Secretary, Ministry of Education, Thailand</li> </ul>		
10:30 – 11:00	<i>Press Conference and Break</i>		
11:00 – 12:00	<b>Introduction to Raja Roy Singh Lecture</b> <ul style="list-style-type: none"> <li><i>Gwang-Jo Kim, Director, UNESCO Bangkok, Thailand</i></li> </ul> <b>Raja Roy Singh Lecture</b> <b>Learning to Live Together: A Challenge and a Promise for the Future</b> <ul style="list-style-type: none"> <li><i>Khunying Kasama Varavarn, Former Permanent Secretary of the Ministry of Education, Thailand</i></li> </ul>		
12:00 – 13:30	<b>Lunch hosted by J.P. Morgan</b>		
13:30 – 15:30	<b>Plenary Session I: Paradigms of Learning to Live Together</b>		<b>Infinity Room</b>
	Chair: Prapatpong Senarith, Former Deputy Permanent Secretary, Ministry of Education, Thailand <ul style="list-style-type: none"> <li><b>Rewriting the 21<sup>st</sup> Century Curriculum: A Considered Approach to Universal Wellbeing</b>  <i>Ross Hall, Director, Education for Social and Economic Development, Pearson, UK and Jim Playfoot, Managing Director, White Loop Limited, UK</i></li> <li><b>Learning to Live Together through International Education</b>  <i>Zhou Nan-Zhao, President, Asia-Pacific Network of International Education and Value Education, People's Republic of China</i></li> <li><b>Empowering Youths in Co-Creating Sustainable Social Change</b>  <i>Ng Chun Pin, Director, Youth Division, Ministry of Culture, Community and Youth, and Director, National Youth Council, Singapore</i></li> <li><b>Central Asia: International Forum “Learning to Live Together. Education as an Instrument for Social Cohesion, Conflict Prevention and Resolution”</b>  <i>Inna Melnikova, Programme Specialist, UNESCO Almaty, Kazakhstan</i></li> </ul>		
15:30 – 16:00	<i>Break</i>		
16:00 – 17:30	<b>Concurrent Session 1</b>		
	<b>Session</b>	<b>Title</b>	<b>Room</b>
	1A	Values, Instruments and Practices for Learning to Live Together	Beta
	1B	Learning to Live Together Across Cultures	Delta
	1C	Empowering Students to Learn to Live Together	Epsilon
	1D	Transforming Education, Building Communities through Strategic Collaborations: Public, Private and Social Sectors	Gamma
18:30 – 20:00	<b>Welcome Reception hosted by Ministry of Education of Thailand</b>		
20:00	<b>End of Day 1</b>		

**Thursday, 22 November 2012****08:30 – 10:00 Concurrent Session 2**

	Session	Title	Room
	2A	International Education for Learning to Live Together	Beta
	2B	Developing Interactive Learning Packages for Teachers and Students	Delta
	2C	Learning from Disasters: Experiences from the Field	Epsilon
	2D	Working and Learning with Communities to Live Together	Gamma

10:00 – 10:30 *Break***10:30 – 12:30 Plenary Session II: Innovative Practices of Learning to Live Together** **Infinity Room**

Chair: Etienne Clement, Deputy Director, UNESCO Bangkok, Thailand

- **The Bamboo School and Community Empowerment**  
*Mechai Viravaidya, Chairman, Mechai Viravaidya Foundation, Thailand*
- **Confronting Narrow Identities in a Globalized World: Multicultural Education for Tolerance**  
*Kamal Ahmad, Founder and CEO, Asian University for Women Support Foundation, Bangladesh*
- **Human Needs-based Curriculum – Integrating Empathic Connection and Academia**  
*Catherine Cadden, Founder, TEMBA School and Author of Peaceable Revolution through Education, USA*
- **Mindanao Peace Village: An Initiative for Inter-cultural Understanding and Cooperation**  
*Maria Luisa Beltran Mutia, Former Schools Division Superintendent, Department of Education, Lanao del Norte, Philippines*

12:30 – 13:30 *Lunch***13:30 – 15:00 Concurrent Session 3**

	Session	Title	Room
	3A	The 21 <sup>st</sup> Century Challenges of Learning Together	Beta
	3B	The Role of Higher Education in Promoting International Understanding	Delta
	3C	Innovative and Participatory Pedagogies and Tools for Learning to Live Together	Epsilon
	3D	Bridging the Learning Gap to Support Divided Communities and Marginalized Children	Gamma

15:00 – 15:30 *Break***15:30 – 17:30 Plenary Session III: Collaboration and Learning Communities** **Infinity Room**

Chair: Michelle Lombard, President, Pearson, APAC Emerging Markets

- **Learning for Collaboration, Trust and Intercultural Understanding**  
*Dirk Van Damme, Head, Centre for Educational Research and Innovation, OECD, France*
- **Role of Teachers in Supporting Learning to Live Together: Lessons from Teacher Reform in Indonesia**  
*Mae Chu Chang, Head, Human Development Sector, World Bank, Indonesia*
- **Living Together Online: The Power of Social Networking**  
*Helen Rose, Learning Solutions Director, Pearson, APAC Emerging Markets*
- **Reforming the Academic Structure – A Multi-pronged Approach to Fostering Collaboration and Learning Communities**  
*Catherine K. K. Chan, Deputy Secretary, Education Bureau, Hong Kong SAR*

**18:00 – 20:00 Welcome Reception hosted by Pearson****20:00 End of Day 2**

## Friday, 23 November 2012

### 08:30 – 10:00 Concurrent Session 4

	Session	Title	Room
	4A	Conflict Resolution and Peace Education: Theories and Practices	Beta
	4B	Enhancing Teacher Education for the Development of 21 <sup>st</sup> Century Learners	Delta
	4C	Utilizing Multiple Media to Support Collaborative Learning	Epsilon
	4D	Face to Faith: A School Programme by Tony Blair Faith Foundation Promoting Respect and Understanding	Gamma

10:00 – 10:30 Break

### 10:30 – 12:00 Plenary Session IV: Policies and Instruments for Learning to Live Together Infinity Room

Chair: Savitri Suwansathit, Advisor to the Ministry of Culture, Thailand

- **How Do We Learn to Live Together Through Education Systems? Desk Research from Selected Countries in the Asia-Pacific Region**  
*Ramya Vivekanandan Rodrigues, Programme Specialist, UNESCO Bangkok and Gwang-Chol Chang, Chief, Education Policy and Reform Unit, UNESCO-Bangkok*
- **infollutionZERO: Shaping Policy for Learning to Live Together in the Cyber World**  
*Nam-Joon Cho, Founder, infollutionZERO, Deputy Director, NITTHM and Associate Professor, Nanyang Technological University, Singapore*

12:00 – 13:00 Lunch

### 13:00 – 14:30 Concurrent Session 5

	Session	Title	Room
	5A	Working Together for Educational Change: A New Approach to Educational Planning at the Local Level	Beta
	5B	Building the Capacity of Teachers to Inculcate Learning to Live Together Ethos and Practices	Delta
	5C	Engaging Youth in Designing Multicultural Curriculum and Environment	Epsilon
	5D	Enhancing Living Together Values and Practices through Community Heritage and Cultural Engagement	Gamma

14:30 – 15:00 Break

### 15:00 – 17:00 Closing Session: Panel Discussion on Next Steps and Partnerships Infinity Room

15:00 – 16:30 Facilitator: Voranai Vanijaka, Social Commentator and Bangkok Post Columnist, Thailand

Panellists:

- Gwang-Jo Kim, Director, UNESCO Bangkok, Thailand
- Catherine Cadden, Founder, TEMBA School, USA
- Jean Sung, Executive Director & Manager, Global Philanthropy, J.P. Morgan, Asia Pacific
- Helen Rose, Learning Solutions Director, Pearson, APAC Emerging Markets
- Jun Woo Jang, Student, International School of Manila, Philippines
- Sulagna Hati, Student, New International School of Thailand, Thailand

16:30 – 17:00

#### Wrap up of Conference

- Libing Wang, UNESCO Bangkok

#### Vote of Thanks and Closing Remarks

- Gwang-Jo Kim, UNESCO Bangkok, Thailand
- Representative from Ministry of Education, Thailand

#### End of Conference

#### Collection of Certificates of Participation

## **CONCURRENT SESSIONS**

# CONCURRENT SESSIONS

**Day One: 21 November 2012**

**Concurrent Session 1: 16:00 – 17:30**

**1A: Values, Instruments and Practices for Learning to Live Together**

**Chair: Danilo Padilla**

**Venue: Beta**

16:00	1.A.1. Gross National Happiness, Sufficiency Economy, Sustainable Development <i>Manit Boonprasert, Rangsit University, Thailand</i>
16:30	1.A.2. The Earth Charter's Integrated Ethical Approach to Learning to Live Together: An Example of an International Master Course <i>Nelly Kostoulas-Makrakis, University of Crete, Greece</i>
17:00	1.A.3. The Best Practices of Human Rights in Education to Enhance Learning to Live Together <i>Jane Teng Yan Fang, Universiti Pendidikan Sultan Idris Malaysia, Malaysia</i> <i>Chang Lee Hoon, Universiti Pendidikan Sultan Idris Malaysia, Malaysia</i>

**1B: Learning to Live Together Across Cultures**

**Chair: David Chapman**

**Venue: Delta**

16:00	1.B.1. Understanding Creativity across Cultures to Enhance Learning to Live Together <i>Ananda Kumar Palaniappan, University of Malaya, Malaysia</i>
16:30	1.B.2. Intercultural Education for Peaceful Living Together <i>Suraporn Suriyamonton, The Pestalozzi Children's Foundation and Partners, Thailand</i>
17:00	1.B.3. A Study of Sociocultural Adjustment among International Students in Bangkok, Thailand <i>Douglas Rhein, Mahidol University International College, Thailand</i>

**1C: Empowering Students to Learn to Live Together**

**Chair: Arini Beaumaris**

**Venue: Epsilon**

16:00	1.C.1. Learning Together to Live Together: Promoting Action Competence through Democratic and Participative Education <i>Johanna Diwa-Acallar, United Nations University-Institute for Sustainability and Peace, Japan</i>
16:30	1.C.2. Students' Behavioral Engagement: Measurement Model Validation and Invariance Across Student Background <i>Kanit Sriklau, Chulalongkorn University, Thailand</i> <i>Nonglak Wiratchai, Chulalongkorn University, Thailand</i>
17:00	1.C.3. Lifewide PROGRESS Report (LPR): A Framework to Nurture Learning to Live Together <i>Christine Picone and Christopher Picone, Australian College of Kuwait, Kuwait</i>

**1D: Transforming Education, Building Communities through Strategic Collaboration: Public, Private and Social Sectors**  
**Chairs: Jean Sung and Gwang-Jo Kim Venue: Gamma**

16:00 – 17:30	Panellists: <ul style="list-style-type: none"><li>• Fritz E Simandjuntak, President, Rajawali Foundation</li><li>• James Chen, Co-Chair, Chen Yet-Sen Family Foundation</li><li>• Luli Heras de Leon, President, Ayala Foundation</li><li>• Cherie Nursalim, Trustee, United in Diversity Foundation</li></ul>
---------------	--

**Day Two: 22 November 2012**  
**Concurrent Session 2: 08:30 – 10:00**

**2A: International Education for Learning to Live Together**  
**Chair: Zhou Nanzhao Venue: Beta**

08:30 – 10:00	The recent trend of international education increasingly emphasizes learning rather than teaching as well as its role in promoting social cohesion. Education for international understanding (EIU), which provides the educational framework that “learning to live together” is anchored on, embraces respect for diversity and universal values (i.e. human rights, peace, sustainable development) and non-violent way of conflict resolution. The Asia Pacific region has been at the forefront of recognizing the importance of EIU and promoting it. For instance, Asia-Pacific Network of International Education and Value Education (APNIEVE) and Asia-Pacific Centre of Education for International Understanding (APCEIU), which were established in 1995 and 2000 respectively, have a long history of leading educational innovation for “learning to live together” through both regional and inter-regional activities. In this context, APCEIU and APNIEVE will facilitate discussions in this session.
---------------	--

**2B: Developing Interactive Learning Packages for Teachers and Students**  
**Chair: Vassilios Makrakis Venue: Delta**

08:30	2.B.1. SimAULA: Training our Teachers through Innovative Methodologies based in Serious Games <i>Carlos Fernandez, Universitat Oberta de Catalunya, Spain</i> <i>Roumiana Peytcheva-Forsyth, Sofia University, Bulgaria</i>
09:00	2.B.2. Research and Development of Innovative Teacher Education Curriculum to Promote the 'Learning to Live Together' with the Production Process of Audio and Video Materials <i>Fumihiko Shinohara, Tokyo Gakugei University, Japan</i>
09:30	2.B.3. The Heart of Education is the Education of the Heart <i>Bal Krishnan Muniandy, Universiti Sains Malaysia, Malaysia</i> <i>Paul D'Souza, Mumbai University Affiliated Education Colleges, India</i>

## **2C: Learning from Disasters: Experiences from the Field**

**Chair: Sima Barmania**

**Venue: Epsilon**

08:30	2.C.1. Strengthening Learning Community from the Experience of Tsunami in Aceh <i>Qismullah Yusof, Universiti Pendidikan Sultan Idris Malaysia, Malaysia</i> <i>Jane Teng Yan Fang, Universiti Pendidikan Sultan Idris Malaysia, Malaysia</i>
09:00	2.C.2. Creating New Relationship between School and Local Community from the Lesson of East Japan Earthquake 3.11 <i>Tomonori Ichinose, Miyagi University of Education, Japan</i>
09:30	2.C.3. Social Media as an Educational Tool for Developing Youth Citizenship in a Post Disaster Context <i>Chris Henderson, Cognition Education Ltd, New Zealand</i>

## **2D: Working and Learning with Communities to Live Together**

**Chair: Oliver Crocco**

**Venue: Gamma**

08:30	2.D.1. Beyond Insular Education Policy: Learning to Live Together in the Face of Climate Change in the Pacific <i>Daniel Lin, Pacific Resources for Education and Learning, United States</i>
09:00	2.D.2. Urban Renewal through Culture Revitalization in the Central University Belt (CUBE): An Educational Process <i>Nieva Jagmis Discipulo, University of the East, Philippines</i>
09:30	2.D.3. Strengthening Collaboration in Learning Universal Design for Inclusive Society <i>Witiya Pittungnapoo, Naresuan University, Thailand</i>

## **Day Two: 22 November 2012**

### **Concurrent Session 3: 13:30 – 15:00**

#### **3A: The 21<sup>st</sup> Century Challenges of Learning Together**

**Chair: Ross Hall**

**Venue: Beta**

13:30 – 15:00	The balance of education priorities varies from country to country. For some access is the number one priority; while for others quality is key; for a few equity is the number one issue; while for others competitiveness is the focus. Whatever the exact to-do list for each Department of Education, we are all responding to three big areas of change: demography, economics and technology. With a particular focus on higher education, this session will explore those trends, what they mean for education and how different countries and institutions are responding. Is it revolution or evolution? Are we making the right long-term decisions? And how can we ensure that we are learning better together?
---------------	--



### **3B: The Role of Higher Education in Promoting International Understanding**

**Chair: Ananda Kumar Palaniappan      Room: Delta**

13:30	3.B.1. Cross-border Collaboration in Higher Education: Learning to Work Together <i>David Chapman, Birkmaier Professor of Educational Leadership, University of Minnesota, United States</i> <i>Amy Pekol, University of Minnesota, United States</i>
14:00	3.B.2. International Cooperation Studies Unit at Obihiro University of Agriculture and Veterinary Medicine: Fostering International Understanding and Community <i>Marshall Smith, Obihiro University of Agriculture and Veterinary Medicine, Japan</i>
14:30	3.B.3. Learning and Living Together in Higher Education: How Co-Curricular Efforts Enhance Curricular Education and Foster Thriving Communities <i>Oliver Crocco, Payap University, Thailand</i> <i>Esther Wakeman, Payap University, Thailand</i>

### **3C: Innovative and Participatory Pedagogies and Tools for Learning to Live Together**

**Chair: Johanna Diwa-Acallar      Venue: Epsilon**

13:30	3.C.1. Helping Children to Make Wise Choices <i>Arini Beaumaris, Newcastle University, Australia</i>
14:00	3.C.2. Pupils in Lower Secondary Schools in Central Vietnam Improve their Empathy towards Local People and Perception of Traditional Craft Village Preservation through Project-based Learning <i>Thy Tran, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Viet Nam</i>
14:30	3.C.3. 'Grassroots Comics': An Innovative Participatory Teaching Learning Tool <i>Khanna Aparna, Lady Irwin College, University of Delhi, India</i> <i>Sharma Sharad, World Comics India and Lady Irwin College, University of Delhi, India</i>

### **3D: Bridging the Learning Gap to Support Divided Communities and Marginalized Children**

**Chair: Monne Wihlborg      Venue: Gamma**

13:30	3.D.1. Mind the Gap: The Dissonance between the Theory, Policy, and Practice of Learner-centered Pedagogy in Timor-Leste <i>Ritesh Shah, University of Auckland, New Zealand</i>
14:00	3.D.2. Teaching Divided Communities in Northern Ireland <i>Anna Murray, Peace and Reconciliation Group, United Kingdom</i> <i>Mika Weinstein, University of Oregon, United States</i> <i>John Wilson, Developing Performance Potential Pty, Thailand</i>
14:30	3.D.3. Etania Schools: Providing an Education for Marginalised Children of Indonesian Labourers in Sabah, Malaysia <i>Kathryn Rivai, Malaysia</i>



**4D: Face to Faith: A School Programme by Tony Blair Faith Foundation Promoting Respect and Understanding**

**Chair: Simmi Kher**

**Venue: Gamma**

08:30 – 10:00	A workshop presenting the Face to Faith (FTF) programme which prepares students aged 12-17 for a globalized world in which boundaries of culture and identity are rapidly changing. The workshop will enable participants to learn about the tools required for safe and meaningful dialogues.
------------------	--

**Day Three: 23 November 2012**

**Concurrent Sessions 5: 13:00 – 14:30**

**5A: Working Together for Educational Change: A New Approach to Educational Planning at the Local Level**

**Chair: EPR-UNESCO Bangkok**

**Venue: Beta**

13:00 – 14:30	<p>Panelists:</p> <p><i>Kerry Kennedy, Hong Kong Institute of Education, China</i>  <i>Kwok Tung Tsui, Hong Kong Institute of Education, China</i>  <i>Gwang-Chol Chang, UNESCO Bangkok, Thailand</i>  <i>Le Thu Huong, UNESCO Bangkok, Thailand</i></p>
------------------	--

**5B: Building the Capacity of Teachers to Inculcate Learning to Live Together Ethos and Practices**

**Chair: Mami Umayahara**

**Venue: Delta**

13:00	<p>5.B.1. Conceptualising International Education: Pedagogical Visions for the Inter-cultural Mind</p> <p><i>Monne Wihlborg, Lund University, Sweden</i>  <i>Meeri Hellsten, Södertörn University, Sweden</i></p>
13:30	<p>5.B.2. How to Support Innovative Practices of Learning and Learning to Live Together? The Case of Capacity Development of Teacher Education Institutions in Cambodia and Viet Nam</p> <p><i>Jef Peeraer, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Viet Nam</i>  <i>Tran Nu Mai Thy, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Viet Nam</i>  <i>Stefaan Vande Walle, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Cambodia</i></p>
14:00	<p>5.B.3. Situating Teacher Education within Essentials of 'Learning to Live Together'</p> <p><i>Rishabh Kumar Mishra and Bharati Baveja, University of Delhi, India</i></p>

### **5C: Engaging Youth in Designing Multicultural Curriculum and Environment**

**Chair: Chris Henderson**

**Venue: Epsilon**

13:00	5.C.1. Reflective Pedagogy: Making Meaning in Experiential-based Learning to Live Together <i>Wilson Chua, Far Eastern University Peace Center, Philippines</i>
13:30	5.C.2. Using Framework and Model as a Tool to Understand Human Diversity <i>Jun Woo Jang, UNESCO Club Global City, Philippines</i>
14:00	5.C.3. Exploring University Students' Competence on Learning to Live Together Sustainably: An International Survey Research <i>Vassilios Makrakis, University of Crete, Greece</i>

### **5D: Enhancing Living Together Values and Practices through Community Heritage and Cultural Engagement**

**Chair: Daniel Lin**

**Venue: Gamma**

13:00	5.D.1. How Can Heritage Assist People to Enhance Living Together? <i>Waltraud Mayr, Universiti Sains Malaysia, Malaysia</i>
13:30	5.D.2. Modernization in Timor Leste: The "Community" at Stake <i>Paddy Tobias, University of New England, Australia</i>
14:00	5.D.3. Learning for Sustainability in Bazhu Community, Southwest China <i>Alicia Constable, Shangri-la Institute for Sustainable Communities, China</i> <i>Yunhua Liu, Shangri-la Institute for Sustainable Communities, China</i>

## **ABSTRACTS OF PLENARY SESSIONS**

# ABSTRACTS OF PLENARY SESSIONS

## Wednesday, 21 November 2012 – Rajah Roy Singh Lecture

Infinity Room

11:00 – 12:00

### **Learning to Live Together: A Challenge and a Promise for the Future**

*Khunying Kasama Varavarn, Former Permanent Secretary of the Ministry of Education, Thailand*

In 1996, when the Delors' Report on "Learning: the Treasures Within" proposed the four pillars for education in the Twenty-first century, learning to live together was often seen as the most achievable goal. Its importance had long been recognized, and the concept was easily understood. Furthermore, it was believed that the process of socialization within the family and the community, enhanced by the on-going learning process within the schools could amply contribute to the attainment of such goal.

Within the past decade, however, the world has witnessed unprecedented conflicts and violence of varying natures and scales at all levels. It is clearly evident that education, even in the broadest sense of the word, has failed to prepare the youths and the population as a whole to cope with these unexpected changes and to "learn to live with each other" in peace and harmony.

Drawing upon her 40 years of experiences in education, the speaker examines how the goal of learning to live together has been implemented in schools and how these approaches have evolved over the years.

Three areas, in particular, are highlighted: learning to live with oneself, learning to live with others and learning to live with nature. In each area, certain dominant policies and intervention strategies are identified.

In exploring the attempts to enhance the youth's ability to develop positive self-concept, the speaker traces the struggles to develop life skills in schools. The policy of inclusive education is seen as exerting major influences on the abilities of the students, the teachers and the entire education system to value and to become more responsive to the special needs of the increasingly diverse student body. Finally, the Thai model of self-sufficiency schools is described to illustrate how education can help to develop the ability to co-exist in harmony with nature, thereby providing a firm foundation for sustainable development.

In each of these areas, promising practices and challenges for the future are discussed from a practitioner's point of view. It is hoped that the presentation will help to reaffirm Mr. Raja Roy Singh's conviction that the Asia and Pacific Region has a wealth of wisdom to share and to guide the future direction of education development.

---

## **Wednesday, 21 November 2012 – Plenary Session I**

### **Paradigms of Learning to Live Together**

Infinity Room  
13:30 – 15:30

#### **Rewriting the 21<sup>st</sup> Century Curriculum: A Considered Approach to Universal Wellbeing**

*Ross Hall, Director, Education for Social and Economic Development, Pearson, UK and Jim Playfoot, Managing Director, White Loop Limited, UK*

The dominant voice in education reform puts economic development at the heart of its argument. Much of the thinking in this space effectively regards economic growth, competitiveness, profit, productivity, effectiveness, and efficiency as being synonymous with improving Quality of Life. And while these are important determinants of Quality of Life, they are not the *only* determinants: There are other economic factors that should be considered, and of course economic activity cannot be entirely divorced from other aspects of life. A rounded conception of Quality of Life needs to take into account the personal, the social, the biospheric, the economic, the cultural and the political.

In 2013, Ross Hall and Jim Playfoot will publish their book that argues a case for taking a more rigorous and systematic approach to defining the learning objectives we prioritise in our education systems – an approach that uses with a more holistic and aspirational conception of Quality of Life – and takes into account everything that we now understand about the human brain.

This paper presents a summary of this extensive research project that started in 2007 and that will culminate in the book launch next year.

#### **Learning to Live Together through International Education**

*Zhou Nan-Zhao, President, Asia-Pacific Network of International Education and Value Education, People's Republic of China*

In essence, learning is a tool of empowerment of the people to pursue ‘a deeper and more harmonious form of human development’. Based on a critical analysis of main tensions central to the problems in a changing, complex and increasingly interdependent world, the International Commission on Education for the Twenty-first Century proposes in its Report to UNESCO, *Learning: The Treasure Within*, that “if it is to succeed in its tasks, education must be organized around four fundamental types of learning: learning to know, learning to do, learning to live together, and learning to be”. While the Commission emphasizes the need for equal attention to be paid in all organized learning to each of the four pillars as “the foundations of education” it places greater emphasis on the pillar of learning to live together.

The purpose of this presentation is two-fold: to provide personal observations on the what, why and how of learning to live together, and to propose actions on further implementation of this type of learning, particularly through international education.

In broad terms, learning to live together implies developing an awareness of interdependence between all humans and nation-states, “discovering others” and their cultural values, solving potential conflicts through peaceful dialogue, and working towards common objectives” in cooperative undertakings.

The paper examines the imperatives of learning to live together in light of the ethical mission of UNESCO in constructing the defence of peace in the minds of men and women, and of the moral solidarity indispensable to the solution of many globalized problems in building a harmonious world of growing interdependence. It also looks at this pillar of learning as an essential tool in

itself in fulfilling education's task of "engendering a new humanism" in nurturing 'world citizens' in the 'global village' without losing their cultural roots.

The implementation of learning to live together, or putting it into educational practices, should be based on fundamental reflection on the aims and roles of education and renovation of policies, contents and methods of education in the broader development contexts at national and international levels. Learning and education should contribute to the twin goals of peace and development. No development could take place without a peaceful environment, and peace will be fragile in poverty-stricken and underdeveloped settings. Thus learning to live together goes beyond the acquisition of values and requires the development of skills (vocational-technical skills, social skills, communication skills and life skills, etc.) and competencies in working with both minds and hands increasingly demanded by the changing world of work. This learning should be facilitated and promoted within the framework of UN Decade of Education for Sustainable Development.

As a policy response to globalization and its pervasive impacts, international education is "a concise expression of education for international understanding, cooperation and peace" and should be "for every one at all levels of formal and non-formal education" (UNESCO) to promote understanding and solidarity of all peoples of the world and develop a commitment to working individually and with others. The presentation proposes joint efforts in promoting learning to live together (LTLT) through international education in the following lines of actions:

- Developing policies to ensure LTLT as an essential learning in formal, non-formal and informal education
- Changing curriculum to integrates LTLT into all school subjects and non-formal education components
- Designing teaching-learning materials and training modules on LTLT appropriate to diversified learning needs and learning styles
- Developing teacher professional competencies as a determining factor in facilitating LTLT in locally-specific settings
- Using information and communication technologies effectively as powerful tools of teaching and learning to live together
- Disseminating evidence-based successful cases and scaling up innovative practices of member states and local communities in implementing LTLT
- Enhancing partnership and networking of institutions/organizations in international education to promote LTLT.

In the final analysis, the paper emphasizes that the four pillars of learning "all form a whole" as there are "many points of contact, interaction and exchange among them" and that they complement and interpenetrate one another. Learning to live together and with others should be made an integral part of education as "a total experience throughout life" for both individual and societal development.

### **Empowering Youths in Co-Creating Sustainable Social Change**

*Ng Chun Pin, Director, Youth Division, Ministry of Culture, Community and Youth, and Director, National Youth Council, Singapore*

In a rapidly changing youth landscape, the Singapore Government recognises the need to refocus its role to support and drive the aspirations of young Singaporeans in co-creating sustainable social change for social good. The National Youth Council (NYC), set up by the Singapore Government on 1 November 1989 as the national co-ordinating body for youth affairs in Singapore and the focal point of international youth affairs, plays a key role in catalysing partnerships among the public, private and people sectors (3P) to support ground-up initiatives by inspired and committed youths.



This presentation shares the Singapore government's efforts in catalysing 3P partnerships to enable youths to effect sustainable social change both locally and in the region. The sharing will provide insights into the infrastructures that enable youth social entrepreneurs to connect, collaborate and synergise their efforts for greater social impact. Inspiring stories of youth changemakers will also be shared to provide context of how such 3P partnerships are benefitting the local community and supporting the aspirations of young Singaporeans.

**Central Asia: International Forum “Learning to Live Together. Education as an Instrument for Social Cohesion, Conflict Prevention and Resolution”**

*Inna Melnikova, Programme Specialist, UNESCO Almaty Cluster Office for Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan*

The UN General Assembly Declaration (2010) acknowledges that education in emergencies should remain a key priority for the international community and Member States. The Member States networking in post conflict situation is an open question for practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies through to recovery.

Achieving quality education for all that responds to the social, economic, cultural and environmental dimensions of emerging challenges requires improvements to the quality and relevance of learning contents, processes and contexts with the focus to conflict prevention and management. Under this area of work, based on UNESCO pillar “Learning to Live Together”, there is a need to develop the concept of “education in post conflict situation” and assist post conflict countries in formulating and implementing policies, plans and programmes to promote it.

The International Forum “Learning to Live Together” aimed to support education initiatives and collect best practices in the context of disaster and conflicts prevention from the Central Asian countries and CIS. The Forum provided opportunity to identify debate and discuss priority issues in different areas of post conflict education; a platform for networking, collaboration and seeking common solutions to problems arising in the post conflict situation. It contributed to introduction of approaches on conflict prevention and post-conflict rehabilitation onto national strategic and other documents in the field of education of Central Asian countries.

In 2012-2013, UNESCO's Almaty work in this area aims to enhance content knowledge, risk reduction and preparedness, as well as conflict management, critical thinking skills in order to equip learners with the requisite skills, knowledge and attitudes to deal with future uncertainties and challenges.

---

**Thursday, 22 November 2012 – Plenary Session II**  
**Innovative Practices of Learning to Live Together**

Infinity Room  
10:30 – 12:30

**The Bamboo School and Community Empowerment**

*Mechai Viravaidya, Chairman, Mechai Viravaidya Foundation, Thailand*

In 2008, the Mechai Bamboo School was established by the Mechai Viravaidya Foundation to be a lifelong learning center for students as well as other citizens and a springboard for social and economic advancement. This school strives to produce a new generation of honest, capable, and socially-conscious entrepreneurial students who will perform at their full potential. The Bamboo

School has also launched a new integrated rural development initiative to assist government primary schools in poor areas to also become a lifelong learning center and hub for social and economic progress in that area. This project is now known as the School-Based Integrated Rural Development program (School-BIRD). The second school, the Mechai Bamboo School by the sea in Pattaya, opened in May 2012 to enable Year 10 students from Northeast Thailand to experience life in a different geographic, social, economic, and cultural environment.

### **Confronting Narrow Identities in a Globalized World: Multicultural Education for Tolerance**

*Kamal Ahmad, President and CEO, Asian University for Women Support Foundation, Bangladesh*

In the current age of globalization, there are two conflicting tendencies at work. First, in many parts of the world, old concepts of sovereignty are being reimagined. As people, ideas, and transactions move faster and more easily than ever before, notions of sovereignty are beginning to supersede the traditional makeup of the nation-state. Simultaneously, there are deep forces at work feeding a ceaseless frenzy of violence and intolerance that is based on narrow ethnic, religious, and political identities. In many cases, the defeat of the terrors of dictatorship has only unleashed forces of blatant sectarianism and conflict. In such a context, it is vital to promote understanding and tolerance among citizens, and among young people in particular. The Asian University for Women stands as an example of an institution where young women from across cultures, religions, and nations come together to learn from one another as they prepare to inherit this paradox of globalization and identity-based conflict. The students of AUW learn not only to tolerate difference, but to embrace it. Located in Chittagong, Bangladesh, AUW seeks to educate the next generation of women leaders in Asian region, focusing on areas where women have few opportunities. The University provides talented, promising young women from across Asia with a rigorous liberal arts curriculum, and cultivates an ethos of critical thinking and tolerance that we hope will guide these emerging leaders as they work to solve the region's greatest challenges.

### **Human Needs-Based Curriculum - Integrating Empathic Connection and Academia**

*Catherine Cadden, Founder, The TEMBA School, and Author of Peaceable Revolution through Education, USA*

When curriculum is based on meeting the authentic human needs of the learner rather than “meeting standards”, education becomes a relationship to life itself. Students can engage in connection with others, move through conflict on various levels, have a sense of self in relationship to others, express ideas, understand others’ ideas, and relate to the world around them. Needs-based curriculum brings meaning and purpose to academics. This builds a culture of empathy, trust, and respect in our learning environments that inspires learners to embody paradigms which will, in turn, create societies that are equitable, productive, and harmonious. Three important components to create these kinds of learning environments are transcending a punishment/reward paradigm, developing empathic listening and expressing skills, and validating multiple learning intelligences.

### **Mindanao Peace Village: An Initiative for Inter-cultural Understanding and Cooperation**

*Maria Luisa Beltran Mutia, Former Schools Division Superintendent, Department of Education, Lanao del Norte, Philippines*

The Philippine southern island of Mindanao teems with natural resources. Its 18 million people live in diversity: the indigenous *Lumads*, the native Muslims, and the Christian settlers. Each of them practices and protects its own set of beliefs, culture and traditions. Diversity tends to breed or aggravate mistrust and prejudice, misunderstanding and animosity. In Northern Mindanao, a peace initiative called “Peace Village” was launched several years ago aiming to instil in children the

values and attitudes needed to achieve a harmonious and peaceful coexistence among the island's tri-people. It has sought to promote tolerance, goodwill, respect and understanding of diversity and cultural differences among young minds through learning activities that encourage them to: a) share stories that foster understanding, tolerance, and goodwill – and learn from them; b) share thoughts and feelings on peace and its elements in communities of mixed faith, beliefs, and cultures; c) celebrate similarities and differences among diverse cultures and faith; d) experience the beauty of music, arts and crafts, dance and folk tales borne of different cultures; and e) play games and compete in sports, and hone skills and talents in the process. The initiative draws support from local governments and non-governmental organizations in the area.

---

## **Thursday, 22 November 2012 – Plenary Session III Collaboration and Learning Communities**

Infinity Room  
15:30 – 17:30

### **Learning for Collaboration, Trust and Intercultural Understanding**

*Dirk Van Damme, Head, Centre for Educational Research and Innovation, OECD, France*

We increasingly get to understand how education can foster the development of cognitive skills which contribute to social and economic development. Less is known about the contribution of education to the development of so-called 'non-cognitive' and social skills which are increasingly seen as crucial for social progress and the development of mankind in general. Together with cognitive learning outcomes, these 'soft' skills have to be recognized as critically important to address the social and cultural challenges of modern times, but also to meet the demands of innovation-driven 21<sup>st</sup> economies. Based on recent CERI work on the social outcomes of learning, on the contribution of education to social progress and on the role of languages in inter-cultural understanding, this presentation will try to build a strong case for the crucial role of 'non-cognitive' and social skills. At the same time, the point will be made that these 'soft' skills should be as rigorously researched, measured and assessed as the cognitive skills for which international assessments are now well-established.

### **Role of Teachers in Supporting Learning to Live Together: Lessons from Teacher Reform in Indonesia**

*Mae Chu Chang, Head, Human Development Sector, World Bank Indonesia*

The Indonesian Teacher and Lecturer Law of 2005 was unusual in the comprehensiveness of its various components and the structures, mechanisms, and processes put in place to implement it covering virtually all aspects of the a teacher's career. It was also unusual in the principal incentive designed to inspire it – the granting of status as a "professional" and, probably more importantly, the large and unconditional increase in income provided on gaining this status.

But the evolution of the Teacher and Lecturer Law of 2005 from its original conceptualization to its current state of implementation is not unusual for major reforms. From larger macro-level political and economic considerations, to more personal and institutional rivalries, a number of complications have arisen to delay or derail the implementation of various parts of the reform. These are well understood by the Ministry of Education and Culture, and steps are being undertaken to resolve many of them. Whether these are successful will go a long way to determining whether the lofty goals and aspirations of the Teacher Law are finally met.

The presentation will provide detailed information on the context of the reform; the impact of the reform on teacher behaviour and learner outcomes; changes in classroom practice related to the

reform (in 8<sup>th</sup> grade mathematics); and in the reform's impact on the efficiency (supply and distribution) of teacher hiring and deployment. The presentation will also summarize the lessons learned from the reform process.

### **Living Together Online: The Power of Social Networking**

*Helen Rose, Learning Solutions Director, Pearson, APAC Emerging Markets*

Since the UNESCO-Delors report was published (1996) the face of society has changed significantly. Report authors were not to know that the following year a company in the US would introduce Instant Chat or that Blogging would take off simultaneously. By 2004 the launch of a social network giant completely changed the way people interact across the world. We are all aware that there are now billions of people who regularly “socially network” using technology. Although a traditional approach to social skills remains vital, we cannot ignore this growing phenomenon. Additional aspects of social skills need to be considered than was envisaged in 1996. Some may claim this is only an issue for developed countries, however reputable sources state that developing countries account for approximately 50% of social networking. If we cannot ignore the trend, how do we harness it? What might “living together online” look like and what can be done to assist the traditional learning and teaching process? This presentation will explore some examples of innovative practices which use the power of technology as part of a holistic learning experience while contributing to the development of a new aspect of social skills.

### **Reforming the New Academic Structure – A Multi-pronged Approach to Fostering Collaboration and Learning Communities**

*Catherine K. K. Chan, Deputy Secretary, Education Bureau, Hong Kong SAR*

The New Academic Structure (NAS) in Hong Kong, also known as 334, provides three years of junior secondary, three years of senior secondary for ALL students including those with special needs, and four years of tertiary education. The structural change gives a golden opportunity for a determined territory-wide effort to respond actively to the demands of the new millennium and to enhance our human resources. Building on the basic education reform introduced in 2001, the NAS starting at Secondary 4 in 2009 aims at developing a new generation of life-long learners who not only can collaborate and communicate well with others, but are also able to think independently and creatively in their studies and in the workplace. To this end, it emphasises a new culture of learning and teaching, students' whole-person development, the development of 21<sup>st</sup> century skills, the articulation between different stages of learning, and the engagement of different sectors of the community. To provide the necessary conditions for implementation, a multi-pronged approach is used to promote collaboration in curriculum development to provide diversified learning experiences, and to nurture a culture of collaborative learning and learning communities that engage different stakeholders and organisations in different sectors in building the capacity, consensus and momentum needed for the reform. This presentation attempts to explain the strategies adopted in the approach, the initial impact and the challenges ahead.

---

## **Friday, 23 November 2012 – Plenary Session IV**

### **Policies and Instruments for Learning to Live Together**

Infinity Room

10:30 – 12:00

#### **How Do We Learn to Live Together Through Education Systems? Desk Research from Selected Countries in the Asia-Pacific Region**

*Ramya Vivekanandan Rodrigues, Programme Specialist, UNESCO Bangkok and Gwang-Chol Chang, Chief, Education Policy and Reform Unit, UNESCO-Bangkok*

In reflecting upon the pillar of learning to live together, the Delors Commission (1996) posed a crucial question: “*Is it possible to devise a form of education which might make it possible to avoid conflicts or resolve them peacefully by developing respect for other people, their cultures and their spiritual values?*” (p. 92). Sixteen years after the Delors Commission’s report was published and in the face of increasing political unrest, ethnic and religious conflict and the dynamics of globalization, regionalization and migration, the importance of this question resonates now more than ever.

While very few would dispute that such a form of education and learning to live together should be a crucial aspect of the educational process, there is a large gap in terms of how this supposition is translated into the reality of policy practice, schools, teachers and learners. There is thus a crucial need to better understand how education systems – from the policy discourse, curricula, pedagogies, school environment and settings, assessments and extra-curricular activities – are concretely preparing young people to live together.

This desk study is a response to this gap, and it attempts to understand how selected countries in the Asia-Pacific region have gone about or are going about integrating the aspect of “learning to live together” in teaching and learning. While the Delors Commission did not offer an exact definition of “learning to live together”, the report frames it very much on the complementary processes of “discovery of others” and “experience of shared purposes”. As such, this study examines the integration of competencies associated with these processes (e.g. empathy, knowledge of other cultures, cultural sensitivity, understanding of discrimination, acceptance, tolerance, communication skills, teamwork, leadership, trust, political participation, community involvement and concern for the environment), with a particular focus on their integration in national vision documents, education policy documents and curriculum frameworks. The study is based on comparative analysis in selected countries in the Asia-Pacific region, notably: Afghanistan, Australia, Bhutan, China, India, Japan, Malaysia, Myanmar, Pakistan, Philippines, Singapore, Sri Lanka and Thailand.

#### **infollutionZERO: Shaping Policy for Learning to Live Together in the Cyber World**

*Nam-Joon Cho, Founder, infollutionZERO, Deputy Director, NITHM and Associate Professor, Nanyang Technological University, Singapore*

The digital world offers another reality for our children in which to dream, plan, and communicate. Yet access to too much or inappropriate content may leave children vulnerable to so-called ‘infollution’ (information pollution), such as obscene and violent content, cyber bullying, and technology addictions. Early exposure to infollution can cause children to treat others as objects, become perpetrators and/or victims of cyber bullying, lead to pornography addiction, and induce a gradual desensitization to violence. It is imperative that we address these issues and empower our children to freely dream, freely play and freely communicate. infollutionZERO is committed to this mission by 1) raising awareness that infollution is one of the most urgent and important global issues which we face today; and 2) assembling a cross-disciplinary team of experts to propose a global standard to address infollution and to build a sustainable cyber-culture. In this talk,

examples will be presented about how infollutionZERO is shaping policy towards a green digital world through public awareness campaigns, youth education and publication of industry reports.

infollutionZERO was named as the second winner of the 2011 UNESCO-King Hamad bin Isa Al Khalifa for the Use of ICT in Education.

---

## **Friday, 23 November 2012 –Closing Session: Panel Discussion on Next Steps and Partnerships**

Infinity Room

15:00 – 16:30

Facilitator: Voranai Vanijaka, Social Commentator and Bangkok Post Columnist, Thailand

Panellists:

- Gwang-Jo Kim, Director, UNESCO Bangkok, Thailand
- Catherine Cadden, Founder, TEMBA School, USA
- Jean Sung, Executive Director & Manager, Global Philanthropy, J.P. Morgan, Asia Pacific
- Helen Rose, Learning Solutions Director, Pearson, APAC Emerging Markets
- Jun Woo Jang, Student, International School of Manila, Philippines
- Sulagna Hati, Student, New International School of Thailand, Thailand

**ABSTRACTS OF  
CONCURRENT SESSIONS**

# ABSTRACTS OF CONCURRENT SESSIONS

**Wednesday, 21 November 2012**

## **Session 1A: Values, Instruments and Practices for Learning to Live Together**

Beta

16:00 – 17:30

### **1A.1. Gross National Happiness, Sufficiency Economy, Sustainable Development**

*Manit Boonprasert, Rangsit University, Thailand*

Comparatively, the philosophies of Sufficiency Economy of Thailand and Gross National Happiness of Bhutan share common values with sustainable development principles of UNESCO that attempts to promote the balance among economy, society and culture, and environment. The principles of Sufficiency Economy value the moderation path, self-immunity, reasonableness, knowledge and morality while the principles of Gross National Happiness are concerned with sustainable and equitable socio-economic development, conservation of environment, preservation and promotion of culture and good governance. This article will highlight the implementation of the philosophy of Sufficiency Economy and the concept of Gross National Happiness in school system and the lesson learned.

### **1A.2. The Earth Charter's Integrated Ethical Approach to Learning to Live Together: An Example of an International Master Course**

*Nelly Kostoulas-Makrakis, University of Crete, Greece*

The Earth Charter, the product of a worldwide decade long cross-cultural dialogue on common goals and shared values, is a vision and declaration of fundamental ethical principles for building a just sustainable and peaceful global society in the 21st century. This paper presents the instructional/learning design of a course entitled Teaching to Live Together Sustainably through the Earth Charter. This course is part of a curriculum of an international joint Master degree programme that aims to promote the transition to sustainable ways of living. The whole programme aims to a global society founded on a shared ethical framework that includes respect and care for the community of life, ecological integrity, universal human rights, respect for diversity, economic justice, democracy and a culture of peace. The course design on Learning to Live Together has been developed for use on a global level and yet flexible enough to be interpreted within different cultural and social contexts. It looks at underlying values of education for sustainable development and need to reorient education systems policies and practices in order to empower people in learning to live together sustainably.

### **1A.3. The Best Practices of Human Rights in Education to Enhance Learning to Live Together**

*Jane Teng Yan Fang, Universiti Pendidikan Sultan Idris Malaysia, Malaysia*

*Chang Lee Hoon, Universiti Pendidikan Sultan Idris Malaysia, Malaysia*

The study investigated the schools' experiences on SUHAKAM's (Human Rights Commission of Malaysia) best practices in Human Rights (ATHAM) programme. The aim of the best practices on Human Rights in schools is to create and practice a culture of human rights in schools responsibly for continual social harmony and living. With the cooperation of the Ministry of Education, five schools were selected as the pilot project. The study focused on the investigation in the aspects of participation, challenges, implementation, benefits, and future plans of human rights in schools.



This paper focuses on the report of the qualitative results. The findings show that the challenges faced by the schools in practicing the Human Rights program are lack of knowledge; inadequate skills; and lack of community support. The results also inform that the ways to overcoming the challenges are establishing a common practice for all; integrating Human Rights in subjects and implementing ATHAM through various projects. Nevertheless, the results indicated that the schools had benefited from the program. The advantages gained are value-added knowledge; awareness and responsibilities at all levels which enhance the learning experience for people to live together. This study informs and motivates the various stakeholders to promote the implementation of Human Rights in schools to continue to sustain learning to live together harmoniously.

---

**Wednesday, 21 November 2012**

**Session 1B: Learning to Live Together Across Cultures**

Delta

16:00 – 17:30

**1.B.1. Understanding Creativity across Cultures to Enhance Learning to Live Together**

*Ananda Kumar Palaniappan, University of Malaya, Malaysia*

This paper will discuss the findings of a cross-cultural research on creativity aimed at understanding cultural differences to promote learning to live together. There are significant differences in the nature of creativity and thinking across cultures. Understanding these differences contributes significantly to the ability to learn each other's culture-based creativity which can be seen in all aspects of life – namely in the product produced, thinking processes, environmental influences as well as personality characteristics. This paper reports findings relating to the differences in the personality characteristics. Globalization has increased diversity with people from Western culture (the US, for example) living and interacting together with Asians (Malaysians, for example). Hence, understanding cultural and personality differences plays an important role in learning to live together. Based on this rationale, the nature of creative personality was assessed across samples from these two countries – Malaysia and the US – using high school students to determine which areas demonstrate significant differences. Findings indicate that there are significant differences in how Malaysian and American students perceive themselves as creative, especially in terms of their past achievements as well as their personality characteristics, thus providing support for interventions to enhance learning to live together.

**1.B.2. Intercultural Education for Peaceful Living Together**

*Suraporn Suriyamonton, The Pestalozzi Children's Foundation and Partners, Thailand*

One of the seven Intercultural Education Guiding Principles of the Pestalozzi Children's Foundation is that Intercultural Education (ICE) must be holistic and aims to employ cultural linguistic and other forms of diversity as a resource. It is a methodology that creates a learning exchange space among peers to create mutual understanding in order to find a common strategy to reduce the different forms of violence with the participation of all actors including rights holders with the Human Rights/Child Rights Framework in schools, classrooms, homes and communities towards a common goal. This paper presents the experiences and lessons learnt from the Pestalozzi Children's Foundation and NGOs and IPOs partners' cooperation on improving access to quality and relevant education for indigenous and ethno-linguistic minority children through Child Rights-based Approach by applying the philosophy of participatory learning and action and Intercultural Education for peaceful living together in each stage of project cycle. PCF and partners operate in a culturally diverse setting in Thailand, Myanmar and Lao PDR. ICE is a means for empowerment, learning and working with Head, Heart, Hands towards a common vision of peaceful living

together. ICE-PLT innovations and opportunities in the ASEAN integration context will be presented.

**1.B.3. A Study of Sociocultural Adjustment among International Students in Bangkok, Thailand**  
*Douglas Rhein, Mahidol University International College, Thailand*

International students experience many difficulties during their adjustment to a new culture. These challenges can lead to both psychological and health problems. Competitive universities realize the importance of offering programs and support services to help international students deal with these problems. This paper will briefly review current research on international student psychological adaptation to new environments with a focus on common psychological problems and best practice support shown to be most effective for these students. I will then discuss my current research and case study, which involves a survey of international students enrolled at Mahidol University International College in Thailand, as well as information from a series of in-depth interviews with well-adjusted and poorly-adjusted students. Emphasis will be placed on practical application of these ideas within a multicultural learning environment in Thailand.

---

**Wednesday, 21 November 2012**

**Session 1C: Empowering Students to Learn to Live Together**

Epsilon

16:00 – 17:30

**1.C.1. Learning Together to Live Together: Promoting Action Competence through Democratic and Participative Education**

*Johanna Diwa-Acallar, United Nations University-Institute for Sustainability and Peace, Japan*

Action competence is one of the competencies required in students to be able to work critically and effectively with issues of sustainability. The focus of learning programs in schools then should not contradict with the very nature of education and should enhance autonomous and critical thinking in students. This paper discusses the findings of a study on students' views on their own action competence related to environmental issues in the Philippines. The results of the study indicate that Education for Sustainable Development (ESD) programs in schools are effective in promoting students' action competence through high levels of self-determination and co-creation in working with environmental issues. The democratic and participative learning consists of teachers who serve more of a facilitator of an interactive process who help co-learners (students) to discover their own goals partake in the decision making participate in the process and drive the learning process through their own questions and critical thoughts. As a result, students' views reflect that 1) they can help in solving environmental problems, 2) the environmental programs in their school have improved their skills in solving environmental problems, and 3) they have become more inclined to apply their learning in making a better world to live together.

**1.C.2. Students' Behavioral Engagement: Measurement Model Validation and Invariance Across Student Background**

*Kanit Sriklaub, Chulalongkorn University, Thailand*

*Nonglak Wiratchai, Chulalongkorn University, Thailand*

Students' behavioral engagement is a current issue in encouraging students to study and live happily in the competing world because of its role as a significant cause of students' success or failure. The purposes of this study were to develop, validate and study the invariance of the measurement model of students' behavioral engagement across students' context. The sample was

440 students who studied in schools in both urban and rural areas. The research instrument was self-evaluated questionnaire measuring students' behavioral engagement. The data were analyzed using SPSS to detect reliability and other psychometric properties and LISREL program to validate the measurement model and the model invariance across students' context. The major findings were 1) the developed measurement model based on theoretical and literature review consisted of four indicators: involvement in activities, responsibility, interaction with others and disaffection, and revealed satisfactory validity and psychometric properties; and 2) the measurement model was invariant only in form and some factor loadings across context of students, the result of which yielded policy recommendation concerning students' success and failure.

### **1.C.3. Lifewide PROGRESS Report (LPR): A Framework to Nurture Learning to Live Together**

*Christine Picone and Christopher Picone, Australian College of Kuwait, Kuwait*

The primary focus of student activity and governance within too many schools is still the end of year academic report which remains largely a teacher prepared document written about the student but not with the student even though it is for the student and has an enormous impact on their self-perception at graduation.

For education in this new millennium, the Delors report identified one academic plus three other key areas of learning indeed giving priority to the area of learning to live together. Accordingly, school reports should cover not only scholastic achievement but also progress in wider character synthesis.

If educators are to truly help students prepare for their independent and connected futures, then the academic report must be presented to all stakeholders as representing just one albeit important part of student lifewide achievements to date and as the early stage in a continuum of lifelong learning as self-fulfilled and engaged community members. Accordingly, graduates should leave school with not only a report by others about their past, but more importantly, a documented plan written by themselves as an initial draft for their unfolding futures. The focus at all times must be on nurturing the motivation and skills to make their future better as individuals and as active contributors within their community.

Any graduate who leaves school with a self-perception of failure is also a failure for their education system and a potential loss to their community.

If students are not meaningfully involved in the management of their learning and formation whilst at school, there is a danger they will either become disengaged from the process and/or not be stimulated to achieve their own unique potential for personal and community benefit. Lifewide PROGRESS Reports are therefore presented as one framework for teachers to nurture students in the setting and review of progress towards their lifewide goals for self and societal returns. The template was first launched at the UNESCO World Conference on Education for Sustainable Development in 2009 and has since been tested in seven countries. More information about Lifewide PROGRESS Reports is available at <http://www.pecascentres.com/doc/lpr.pdf>.

---

**Wednesday, 21 November 2012**

**Session 1D: Transforming Education, Building Communities through Strategic Collaborations: Public, Private and Social Sectors**

Gamma

16:00 – 17:30

This session brings together several private foundations with UNESCO in an effort to generate ideas and share best practices from successful community alliances built on principles of collaboration. The session will set a platform for catalytic partnerships focused on transforming education in Asia Pacific.

Although improving education is a key focus for government and scores of foundations and NGOs, an estimated 67 million children worldwide fail to receive primary education. The figure rises to around 70 million for secondary education. Girls are often hardest hit.

Poor education conditions result in a variety of social problems that cut across sectors and boundaries and positive interventions have to be flexible and comprehensive. Change can occur when there is collective commitment, expertise and partnerships of public, private and social sectors leaders.

J.P. Morgan understands the value of strategic collaborations and it is committed to support social and economic opportunities through increasing education access and working hand-in-hand with the private, public and social sectors to continuously drive positive change with a common goal of improving education systemically.

Panellists:

- Fritz E Simandjuntak, President, Rajawali Foundation
- James Chen, Co-Chair, Chen Yet-Sen Family Foundation
- Luli Heras de Leon, President, Ayala Foundation
- Cherie Nursalim, Trustee, United in Diversity Foundation

---

**Thursday, 22 November 2012**

**Session 2A: International Education for Learning to Live Together**

Beta

08:30 – 10:00

**2.A.1. Building Global Education Competence through International Teacher Exchange**

*Lee Yangsook, APCEIU, Republic of Korea*

Among APCEIU's various activities designed to foster EIU in the region, the International Teacher Exchange Programme is one of the recent and innovative approaches to strengthen global education competence of teachers. So far, over a hundred teachers from Asian countries have participated in the programme, which is expanding its scope to include more participating countries. Through the bilateral teacher exchange programme, the teachers are provided with valuable opportunities to experience partner country's educational system and culture. Since teachers play a critical role in the promotion of EIU, building their competencies in global education will bring a culture of living together and helping each other.

## **2.A.2. Enhancing International Understanding through Innovative Educational Resources**

*Park So-Youn, APCEIU, Republic of Korea*

Mindful of the great cultural diversity in the Asia-Pacific region, APCEIU has been developing a wide range of educational resources, including print, photographs, audio-visual, and on-line materials, specially designed for educators and students in the region. Two notable projects are the multimedia material development for multicultural education in Southeast Asia, as well as the launching of visual e-learning contents on cultural diversity, sustainability, and peace. These innovative educational resources have contributed to cultivating a deeper understanding of cultures in the educational settings in the region.

## **2.A.3. Migration and Motivation: The New Trends of Chinese Scientific Diasporas**

*Yugui Guo, Beijing Normal University, China*

*John William Medendorp, Michigan State University, USA*

Macroeconomic models of the phenomenon call “brain drain” have shown mixed effects on country of origin. These mixed effects have variously been labeled brain drain, brain gain, brain exchange, reverse brain drain, brain circulation, and brain adaptation. Although there is enough empirical evidence to demonstrate that the macroeconomic effects of the mobility of the highly skilled on countries of origin is mixed and complex, there is very little known about the microeconomic motivations for mobility. Assumptions regarding motivation for mobility are usually based on economic rational choice models. The few studies that have been done on this topic have focused more on reasons for departure rather than reasons for return, since return to country of origin appears counter-intuitive in economic rational choice modeling. This study examines the mobility trends among the highly skilled Chinese student and how the China attracts its overseas Chinese students and professionals through international brain circulation. After examining the evidence for recent mobility trends, we focus on one particular group of returnees, foreign-trained Chinese PhDs. The study consists of an analysis of a number of semi-structured interviews with returned Chinese PhDs working in Chinese academic institutions. Our study shows that reasons for return are mixed at best and do not conform to classical economic rational choice models, but rather require more nuanced models based not strictly on economic motivation, but taking into account a broader value system when examining the rational choices of Chinese PhDs.

---

**Thursday, 22 November 2012**

## **Session 2B: Developing Interactive Learning Packages for Teachers and Students**

Delta

08:30 – 10:00

### **2.B.1. SimAULA: Training our Teachers through Innovative Methodologies based in Serious Games**

*Carlos Fernandez, Universitat Oberta de Catalunya, Spain*

*Roumiana Peytcheva-Forsyth, Sofia University, Bulgaria*

National teachers' training systems face several challenges in the beginning of our 21st century: increased number of skills and competences, wide complexity of educational systems, need of integration of ICT in society and education diversity of intercultural situations, etc. On the other hand, overall, our traditional models for teachers' training remain rigid and usually consist of structured and fix periods of theoretical training plus sometime practicing in a classroom. The SimAULA project aims to be a resource that brings flexibility, personalization and engagement to

those training systems. SimAULA is an innovative technology Serious Game-based that proposes teachers to put into practice their teaching skills in an immersive environment.

There teachers conduct an avatar in a virtual classroom that simulates the behaviours of real students where educational objectives have to be accomplished by overcoming many of the situations that would happen in a traditional classroom. The virtualization of teachers' preparation complements our traditional systems by allowing teachers to practice their skills beyond risks and the barriers of space and time. Also the future possibility to customize settings for each classroom and group of students represents an interesting strategy to deal with diverse educational situations and intercultural issues.

## **2.B.2. Research and Development of Innovative Teacher Education Curriculum to Promote the 'Learning to Live Together' with the Production Process of Audio and Video Materials**

*Fumihiko Shinohara, Tokyo Gakuji University, Japan*

'To live together' in our daily life may require tolerance with respect, reliance and value-sharing mind, all of which are related to the non-cognitive aspects of our life so as to participate in and co-operate with others which youngsters tend to be weaker in but is one of the fundamental attributes of quality teachers, especially in carrying out the teaching-learning activities in schools.

To learn the non-cognitive aspects, audio and video images, if they are properly used, have been proven to be more effective for the teaching-learning processes than other media. Existing ICT facilitates users to design and develop audio and video images with their own ideas and imagination under the active participation and the collaborative work environments.

This paper will discuss and present an innovative practice of ICT-related curriculum designed and developed in 2007 by the 'Rashomon Approach' integrated with the 'Nurture' strategy to be implemented in 2012 at the teacher education university in Japan, with highest consideration about the urgent need of the training of logical thinking and the enhancement of the skill for writing proposals aside from its standardization among teacher education and training institutions in Asia and the Pacific region.

## **2.B.3. The Heart of Education is the Education of the Heart**

*Balakrishnan Muniandy, Universiti Sains Malaysia, Malaysia  
Mumbai University Affiliated Education Colleges*

Although there are many forms of education, none of it should be exclusive. Education must be broad and holistic. The UNESCO report of the International Commission on Education for the 21st Century entitled Learning: The Treasure Within outlines the four pillars of education as: Learning to know, Learning to do, Learning to live together and Learning to be. This is an excellent approach to view the role of education as it is more holistic and all-encompassing. Learning is surely more than individual development in terms of the ability to be literate and numerate! It is also about learning how to care for themselves and others, being happy and learning to build a sound and rewarding human relationship. This paper highlights the affective role of education through the education of the heart. The education of the heart is discussed by proposing a framework that integrates elements of (a) Pedagogy of Love (b) Emotional Intelligence and (c) Empathy. The application of these three concepts in education will be discussed in detail. A conceptual framework and some research evidences will also be provided in this paper.

---

**Thursday, 22 November 2012**

**Session 2C: Learning from Disasters: Experiences from the Field**

Epsilon

08:30 – 10:00

**2.C.1. Strengthening Learning Community from the Experience of Tsunami in Aceh**

*Qismullah Yusof, Universiti Pendidikan Sultan Idris Malaysia, Malaysia*

*Jane Teng Yan Fang, Universiti Pendidikan Sultan Idris, Malaysia*

The study investigated into the lessons learnt from the experience amongst survivors of the tsunami in Aceh, Indonesia. The study was inspired by people who had provided assistance during the disaster. The aim of the study is to explore their experience with the focus of the things that people should have done during the disaster but did not. The need to record the journey these people had gone through would serve as important information for the next generation. The study focused on the exploration in the aspects of learning experience, specifically on the challenges they faced during the disaster. The findings show that the challenges faced by the community during the disaster were lack of knowledge, inadequate skills and lack of community leadership. The results also inform that the ways to overcoming the challenges are fostering a learning community, developing community leadership and mobilizing human resources effectively. Nevertheless, the results indicated that the experience and learning during the disaster had impacted people's life. Thus this study informs and recommends every effort be made by the policy to promote and enhance continuous learning.

**2.C.2. Creating New Relationship between School and Local Community from the Lesson of East Japan Earthquake 3.11**

*Tomonori Ichinose, Miyagi University of Education, Japan*

One and a half year past after the East Japan Earthquake 3.11 in 2011, Miyagi University of Education (MUE) collected a lot of lessons from the schools in the affected area. For example, at a school which was directly suffered by the tsunami, panic was common among the refugees in the school when they were waiting for help. At another school which became the evacuation center, school teachers could not control the evacuation center systematically. In this situation, the neighborhood association played an important role to control evacuation center. At a school located at the back of the disaster area, the military requested the use of the school as a base for the rescue. These lessons are very useful for Disaster Risk Reduction in the Asia Pacific area and it will contribute to have a rethink on a new relationship between schools and local communities. The Greater Sendai Area was acknowledged as the Regional Center of Expertise (RCE) authorized by United Nations University. UNESCO Associated School Project network activities are also very popular.

**2.C.3. Social Media as an Educational Tool for Developing Youth Citizenship in a Post Disaster Context**

*Chris Henderson, Cognition Education Ltd, New Zealand*

In the past two years, Christchurch has suffered three devastating earthquakes. Socially, economically and environmentally, the city has been left in ruins. Educators in Christchurch now have the chance to explore the powerful learning opportunities that are available in the reconstruction process. Correspondingly, young people – as the key 'stakeholders of tomorrow' – have the chance to make a meaningful contribution towards the redevelopment and future function of their city. The implications for youth citizenship and democratic participation are unprecedented at this time and it is therefore critical that educators are equipped to utilize the learning potential of this context. Based on the author's own involvement in post-quake Christchurch, this paper

examines the role of social media as an invaluable educational tool for negotiating the post disaster challenge, reinforcing notions of community and consolidating youth innovation for the implementation of future disaster response and recovery processes.

---

**Thursday, 22 November 2012**

**Session 2D: Working and Learning with Communities to Live Together**

Gamma

08:30 – 10:00

**2.D.1. Beyond Insular Education Policy: Learning to Live Together in the Face of Climate Change in the Pacific**

*Daniel Lin, Pacific Resources for Education and Learning, United States*

Ideas of living together are not new in the Pacific. Many islands have historical relationships, familial connections that foster an exchange of ideas and resources among neighbors. Today, climate change and adaptation are issues of pressing concern forcing those of us who live in the Pacific to expand our relationships and learn to live together in a new way.

Communities in the region are already experiencing the impacts of climate change. Implications on the environment economy and socio-cultural dynamics of the Pacific region call for new broader forms of collaboration among traditional and government leaders within and among island communities. Leaders are looking to reinvent how and what students learn in order to prepare a new generation of climate-aware citizens. We are called to reach beyond our own communities to learn from others developing policy and institutional frameworks that promote regional collaboration.

In this paper we explore ways education in the Pacific can move forward in light of climate change. Work is currently underway within countries and among partnering nations to learn from successes and failures. These initiatives, while nascent, build on those bonds and stand as examples for how communities are reimagining climate education from a regional perspective.

**2.D.2. Urban Renewal through Culture Revitalization in the Central University Belt (CUBE): An Educational Process**

*Nieva Jagmis Discipulo, University of the East, Philippines*

This paper focused on culture revitalization activities in Manila Central University Belt Area (CUBE) carried out by higher education institutions (HEIs) particularly Far Eastern University (FEU), University of the East (UE) and The University of Manila (UM). The study aimed to generate a support model for urban renewal initiatives as educational process to eradicate 3Ds (Dirty, Dangerous and Disorderly) in CUBE.

The study described the 1) culture revitalization activities of HEIs in the CUBE Area; 2) stakeholders' response to cultural revitalization, and 3) ways on how cultural revitalization activities support urban renewal. The researcher conducted a qualitative community survey at the CUBE to gather baseline data in the initial stage. Documentary analysis was used to generate data on the beginnings of the three private HEIs their mission, vision and culture revitalization activities. These data were validated in 22 focus group discussions with 121 participants by 17 key informants and through participant observation and in-depth interviews. Filipino indigenous ways of eliciting data such as pagtatanong-tanong (asking questions) and pakapa-kapa (searching groping) were used. Ethnography was utilized to describe dormitory life and the streets of CUBE. The study also employed quantitative method using survey to 894 respondent-stakeholders to



validate some qualitative data. The study recorded at least 40 community revitalization activities grouped as: 1) institutional and curricular activities including performing arts and sports, 2) Damayan (community collaborative responding activities against crime and crises), and 3) Bayanihan (community collaborative activities towards a common goal).

### **2.D.3. Strengthening Collaboration in Learning Universal Design for Inclusive Society**

*Witiya Pittungnapoo, Naresuan University, Thailand*

Over the last decade, a concept of universal design has been considerably employed by a wide range of organisations in order to make people of all ages and disabilities have better quality of life. However it can be problematic as just knowing the principle is not enough for pushing concept into practice unless collaboration is achieved. Improvements of eight houses in Dokamtai District and two houses in Phukamyao District, Thailand, are examples of how participatory design and collaboration among different organizations made principles of universal design worked in real situation. This paper will discuss certain techniques used to strengthen collaboration in learning universal design. First is a mutual understanding of universal design. Second is learning outside a classroom as this provides opportunity and direct experience for architecture students to work with communities. Undoubtedly, collaboration and inclusive society will never happen unless learning lesson is transferred without any boundary. Third is a participatory design. Forth is learning and sharing together which can be seen in various forms of activities. Finally a sense of supportive community and caring public should be promoted in the university. Promotion and support of public-minded intellectuals have sustained learning and collaboration for better inclusive society in the long run.

---

**Thursday, 22 November 2012**

### **Session 3A: The 21<sup>st</sup> Century Challenges of Learning Together**

Beta

13:30 – 15:00

The balance of education priorities varies from country to country. For some access is the number one priority; while for others quality is key; for a few equity is the number one issue; while for others competitiveness is the focus. Whatever the exact to-do list for each Department of Education, we are all responding to three big areas of change: demography, economics and technology. With a particular focus on higher education, this session will explore those trends, what they mean for education and how different countries and institutions are responding. Is it revolution or evolution? Are we making the right long-term decisions? And how can we ensure that we are learning better together?

- *Ross Hall*, Director of Education for Economic and Social Development, Pearson, and author of *A Considered Approach to Universal Wellbeing*, will facilitate an open discussion in response to the first half of this session, with a particular emphasis on the learning outcomes that Higher Education institutions should be delivering in the context of changing demographic, economic and technological environments.
- *Louis Coiffait*, Head of Research in the Pearson Think Tank (<http://thepearsonthinktank.com>) and Editor of *Blue Skies* (<http://pearsonblueskies.com>), a growing collection of short articles from around the world about the future of higher education.

**Thursday, 22 November 2012**

**Session 3B: The Role of Higher Education in Promoting International Understanding**

Delta

13:30 – 15:00

**3.B.1. Cross-border Collaboration in Higher Education: Learning to Work Together**

*David Chapman, Birkmaier Professor of Educational Leadership, University of Minnesota, United States*

*Amy Pekol, University of Minnesota, United States*

Organizations like individuals must learn to work together. The growing interest in cross-border partnerships in higher education represents an important area in which effectively working together depends on partners understanding each other's motives needs and operating constraints. International collaborations among universities have taken many forms including student and faculty exchanges dual and joint degree programs twinning between pairs of universities and the formation of university networks. While such collaboration is a popular idea among education development specialists the level of enthusiasm and the nature of the concerns of those university personnel on whom the operation of these collaborative programs actually falls are less well understood.

This presentation by a co-author of the upcoming monograph from the Asian Development Bank (ADB) on cross-border collaboration in higher education examines issues raised by government and higher education leaders from across Asia regarding the effectiveness of cross border collaboration in strengthening higher education in the region and the issues they believe will need to be addressed if such collaborations are to be successful. It also examines a wider international experience with university collaboration that may offer lessons for the development of these arrangements across Asia.

**3.B.2. International Cooperation Studies Unit at Obihiro University of Agriculture and Veterinary Medicine: Fostering International Understanding and Community**

*Marshall Smith, Obihiro University of Agriculture and Veterinary Medicine, Japan*

This presentation is an attempt to share the experience of Obihiro University of Agriculture and Veterinary Medicine in developing programs for increasing not only awareness and understanding among students of different people groups and cultures in the world, but also motivation and capacity for having a positive impact on the earth's global community. With internationalization becoming a fundamental pillar of the university's educational goals, several programs have been implemented accordingly. Among these including the English Resource Center, a special hands-on training program for in-coming freshmen, closer ties and increased activity with JICA (Japan International Cooperation Agency) and several new exchange agreements with various foreign universities, the International Cooperation Studies (ICS) unit stands out as an innovative program that is reaping positive results. This presentation focuses on the ICS program – its mission, goals, required learning modules (including volunteer activities) and how students are reacting to and benefiting from the program (outcomes). It is believed this presentation will be an appropriate venue for educators wishing to share similar experiences and be a good source of information for other schools trying to set up similar programs.

### **3.B.3. Learning and Living Together in Higher Education: How Co-Curricular Efforts Enhance Curricular Education and Foster Thriving Communities**

*Oliver Crocco, Payap University, Thailand*

*Esther Wakeman, Payap University, Thailand*

Effective higher education is a foundational aspect of development in Thailand and Southeast Asia. There have been numerous efforts in the last two decades by universities to improve academic curricula to help Thai students prepare for globalization, changing workforce needs, and looming ASEAN economic integration. However, little is known about how co-curricular efforts (i.e. student activities, student leadership programs, residential life, etc.) contribute to the education of students. This heuristic non-empirical study draws on over thirty-five studies of interdisciplinary research of undergraduate student life in Thailand and Southeast Asia to argue that co-curricular efforts enhance effective curricular education and foster thriving communities. More particularly, four salient benefits of co-curricular in higher education emerge: the promotion of holistic human development, the fostering of ethical maturity, an increased ability to adapt to socio-cultural changes, and a greater readiness for leadership. This paper then describes current best practices in the co-curricular literature, suggests key research directions and policy recommendations to improve higher education in Thailand and beyond.

---

**Thursday, 22 November 2012**

### **Session 3C: Innovative and Participatory Pedagogies and Tools for Learning to Live Together**

Epsilon

13:30 – 15:00

#### **3.C.1. Helping Children to Make Wise Choices**

*Arini Beaumaris, Newcastle University, Australia*

Research has established clear links between academic excellence and values or character education. The foundation to moral behaviour fundamental to learning to live together is developed in early childhood. The challenge is to find pedagogy suitable for young children to learn how to make wise or ethical choices in educational environments. Traditionally, the responsibility of developing character strengths has rested with family and religion which continues to lose its influence. Developing capabilities to learn to live peacefully and harmoniously together therefore need to become integrated into educational practice.

This paper will present an innovative strategy and set of tools synthesized from the presenter's doctoral findings on learning to act on moral judgement. A set of six key steps are taught through the use of imaginative stories and characters that help the child to solve their ethical problem.

Brain compatible learning has identified that we learn how to be moral in the same way we learn to read. This has profound implications for how we manage teachable moments and behaviour management approaches. Findings suggest that children would benefit from an intentional process of facilitated reflection and respectful engagement upon feeling states and personal moral experiences in a safe and caring environment.

### **3.C.2. Pupils in Lower Secondary Schools in Central Vietnam Improve their Empathy towards Local People and Perception of Traditional Craft Village Preservation through Project-based Learning**

*Thy Tran, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Viet Nam*

Project-based learning (PBL) is a model that organizes learning around projects (Thomas p.1, 2000). Projects are authentic tasks closely linked to learners' daily lives. By being engaged in projects, learners not only develop the 21st century skills but also promote their awareness of and care about surrounding environment and people. This research examines how the pupils in two lower secondary schools in Quang Nam, a province in Central Vietnam, develop their empathy towards the local people and improve their perception of preserving three traditional craft villages (mat, sedging, blacksmith and noodle making) when they participate in the UNESCO-funded project-based learning project.

### **3.C.3. 'Grassroots Comics': An Innovative Participatory Teaching Learning Tool**

*Khanna Aparna, Lady Irwin College, University of Delhi, India*

*Sharma Sharad, World Comics India and Lady Irwin College, University of Delhi, India*

The Department of Development Communication and Extension, Lady Irwin College (University of Delhi) in association with World Comics India has been using the media of Grassroots Comics as a part of its curriculum to train post graduate students to mobilize peri-urban and rural women and adolescent girls in Delhi to share their concerns by preparing Comics. They have conducted workshops as Master Trainers to impart skills to the community and generate several Grassroots Comics highlighting the needs of women and adolescent girls. The stories from the Comics were shared as feedback with NGOs working in their community and used as guides for programme monitoring and evaluation.

Students have been able to mobilize the community to use their Grassroots Comics to create public opinion and debate on pertinent issues and mobilize the community to find solutions to their problems themselves. They have approached the local government or NGOs to resolve their grievances. Issues like shortage of drinking water, erratic functioning of the local PDS (government run ration shop), opening of a Balwadi (play school) and introducing vocational training for youth, especially girls, have been resolved successfully.

The production and application of Grassroots Comics have been examined to assess their potential as media for creating awareness on development concerns and as media for participatory development communication. Comics are being used by students as tools for building rapport while initiating work with new Grassroots communities. As a research method, they have been used to identify and illustrate the 'Most Significant Change' as experienced and depicted by school children living in a resettlement colony of Delhi. Stories of change have been graphically rendered in four panels as wall posters to be used as reading material and motivate grassroots communities.

A course in Comics Journalism has being designed with World Comics India – offering six months to one year Certificate and Diploma Courses in the University of Delhi. It is proposed that the course would be open to undergraduate and post graduate students.

Grassroots comic strips and booklets are being prepared to document the success stories of adult learners and design reading material for neo literate learners. Comics prepared all over the country are being documented to create a data base and publish them for wider circulation. It is proposed that the same Comics can be used to generate animation films and digital stories for mass circulation.

---

**Thursday, 22 November 2012**

**Session 3D: Bridging the Learning Gap to Support Divided Communities and Marginalized Children**

Gamma

13:30 – 15:00

**3.D.1. Mind the Gap: The Dissonance between the Theory, Policy, and Practice of Learner-centered Pedagogy in Timor-Leste**

*Ritesh Shah, University of Auckland, New Zealand*

Increasingly, the imperative of schooling experiences for students that promote democratic values are seen as critical in post-conflict and/or fragile states such as Timor-Leste, if for nothing else than to promote a fundamental level of social cohesion (i.e. learning to live together). Unfortunately, mechanisms to achieve such objectives are often defined, measured and assessed by external actors and lack appropriate consideration of the context of implementation. Specifically, learner-centered pedagogy is one such idea that has been heavily promoted by international agencies such as UNICEF and numerous INGOs in contexts where teachers, communities and policy-makers may have very different understanding of the concept from its pedagogical roots in progressive education. Thus, underneath this apparent global consensus are complexities, contradictions and local interpretations of learner-centeredness rendering educational policy transfer problematic at best and wholly insufficient at worst. This paper explores this concept in the context of Timor-Leste through: (1) a critical analysis of donor documentation and national policy documents on the topic, and (2) local understandings/conceptions/contestations of learner-centeredness and 'schooling for civic participation' through the authors' own empirical work.

**3.D.2. Teaching Divided Communities in Northern Ireland**

*Anna Murray, Peace and Reconciliation Group, United Kingdom*

*Mika Weinstein, University of Oregon, United States*

*John Wilson, Developing Performance Potential Pty, Thailand*

Subsequent to the Good Friday/Belfast Agreement of 1998 and ending of violent conflict reconciliation of Northern Ireland's educationally divided Protestant/Unionist/Loyalist (PUL) and Republican/Nationalist/Catholic (RNC) communities remains a challenge which has been further exacerbated by additional socio-economic divisions. Most schools and teacher training institutions are segregated, consequently many teachers are ill-equipped to present a multi-faceted history or engage in dialogue on the Troubles. Students rely on their families and communities to learn about the past, reinforcing sectarian mindsets and existing meta narratives. This paper reports personal and policy initiatives aimed at bridging the educational divide. It identifies current barriers to advancing shared education and a common curriculum including erratically funded community and voluntary groups working in a piecemeal inconsistent fashion. It shares lessons learned from a highly-regarded pilot project of the Peace and Reconciliation Group – 9000 Years on an Island which brought together students from Northern Ireland and Eire to learn about Ireland's history through workshops, drama and site visits, and produced learning resources for students and teachers for wider use. In conclusion this paper will identify pathways for the future to build on current work realistically and meaningfully.

### **3.D.3. Etania Schools: Providing an Education for Marginalised Children of Indonesian Labourers in Sabah, Malaysia**

*Kathryn Rivai, Malaysia*

There are more than 53,000 children of Indonesian labourers in Sabah, Malaysia, with no access to education due to political issues. These children live on rubber and oil palm plantations, generally very isolated. They are illiterate and, until recently, have had no prospects for enhancing their life.

In Sabah, we have set up four learning centres in remote areas where several hundred children now have access to education and access to hope. Children require not only learning academic skills, but also life skills necessary for the betterment of their lives. It is vital that parents are involved in this learning and they too can benefit from learning with their children to break the cycle of illiteracy and of poverty.

The environment we try to develop in our schools is one of social entrepreneurship where children have a meaningful school life tracking to a beneficial adulthood. Character development and life-long learning skills are a significant part of our broad curriculum. Our teachers are constantly undergoing training to acquire necessary skills to provide a beneficial education for all children and to understand specific needs.

Our desired outcome is children working together contributing to the betterment of their community and nation.

---

## **Friday, 23 November 2012**

### **Session 4A: Conflict Resolution and Peace Education: Theories and Practices**

Beta

08:30 – 10:00

#### **4.A.1. Conflict Transformation Circles**

*Catherine Cadden, Founder TEMBA School and Play in the Wild! International*

Conflict Transformation Circles engage students in a way that establishes a foundation in peace by building an empathic connection and mutual understanding. When we turn towards conflict to build trusting relationships students access an intrinsic motivation for the process of learning. Each moment in the classroom can become an opportunity to practice compassion, equanimity, and conciliatory behaviors.

#### **4.A.2. UNESCO Youth Peace Ambassador Training Workshops**

*Darryl Macer, UNESCO Bangkok, Thailand*

UNESCO is building peace in the world through empowering youth from different countries across Asia and the Pacific, and across the world, to share experiences of working to promote the culture of peace and to develop practical action plans with the inspiration of the young people. Since 2010, UNESCO, in cooperation with partner institutions has organized five Youth Peace Ambassador Training Workshops across the Asia-Pacific with 420 youth from many countries and circumstances. Together, the youth have worked to identify issues that can promote a culture of peace, and developed 160 action projects promoted at making a difference in their communities.

Through the Youth Peace Ambassador Programme (YPA), UNESCO is harnessing the power, optimism and influence of young people to promote action and change for Peace. The outcomes include:

- Strengthening the youth peace ambassador network of young people as a forum for the exchange of ideas and good practices for effecting social change for peace;
- Reducing the suffering from conflicts and violence;
- Broadening aspects of participant life plans from a multicultural perspective;
- Support for specific youth-led projects to be implemented in different countries;
- Expand the integration of security and peace activities into policy making, with special relevance to young persons; and
- Developing non-formal peace education programmes.

The programme is especially for youth who have already started to make a difference in their community to overcoming the challenges for their communities, and persons who are actually doing things to rebuild communities. The action plans include themes such as environment, animal protection, events, concerts, peace education, sports, inspirational/motivational, Student Peace Clubs, international exchange of ideas, film, radio, poetry/art, social problems, woman's rights/gender, poverty eradication, human rights and refugees, help with challenged communities, HIV, nuclear weapons/issues. There are also 6 national groups of YPAs established, and many other events under the programme.

#### **4.A.3. Potatoes For Peace (TM): A Peace Education Initiative for School-aged Children**

*Sima Barmania, United Nations University-International Institute of Global Health, Malaysia*

In certain regions, there exists a gulf of understanding between different cultures and religions. Mixed with conflict, prejudices and negative stereotypes can start from a young age in children. If we wish to create a culture of peace, we need to think of preventing any conflict in the first instance and this involves peace building and peace education. My idea is a peace education tool called Potatoes for Peace for use amongst school children.

Individual potatoes are transformed to potato people of different nationalities, cultures and religions to help them develop a better appreciation of the other. Each child creates their potato person with a name and unique personality with the assistance of the teacher and the toolkit which is provided.

The toolkit offers practical steps on how to create the potato person whilst also incorporating classroom exercises. Each child assumes responsibility of caring for the potato person for 2-3 weeks after which time the potato would have aged like a real person and will be planted to produce new potatoes.

This is a fun innovative inexpensive way to create an environment of cultural harmony acceptance and understanding in school children for people of different faiths ethnicities races and nationalities.

---

**Friday, 23 November 2012**

**Session 4B: Enhancing Teacher Education for the Development of 21st Century Learners**

Delta

08:30 – 10:00

**4.B.1. Implementing the Education for International Understanding and Cultivating Students' Consciousness of Learning to Live Together**

*Wang Yuanmei and Li Jun, Beijing Institute of Education, China*

The Education for International Understanding is not only an important theme of contemporary international education but also the important content of China's education policy and an integral part of China's quality education. Based on the admission of the interdependent relationship among mankind and the diversity of international culture, Education for International Understanding aims to promote the mutual understanding and tolerance among people of different cultural backgrounds, ethnics, and religions in different regions and countries. Moreover, through active cooperation, consensus on major issues concerning human survival and social development should be reached and thus every individual can have a better understanding of the world, him/herself and other people, and can change factual interdependence relationship among human beings into conscious unity and mutual aid.

In basic education, by developing the Education for International Understanding teaching textbooks and implementing the Education for International Understanding teaching activities, teachers can guide the students to get to know – become familiar – experience – get the feeling – set up the concept – analyze and deal with the new situation, can cultivate the students' awareness of learning to live together and can improve the students' ability of cross-cultural communication, and can guide the students to respect the people from different countries and their culture, civilization, social standards and living style. These measures' purpose is to help the students to improve their basic quality of being “Global villager”, to learn to respect the cultural diversity and maintain world peace, and to learn to live together in this interdependent world.

**4.B.2. Sustainable Development and Preparation for ASEAN through the Promotion of Holistic, Multicultural Education in Thailand**

*Joanne Narksompong, Chulalongkorn University, Thailand*

Education is the frequently referred to as the key to development as it leads to increase in human resource and drives economic growth. With increasingly severe impacts from global climate change and natural disasters, the importance of education for sustainable development grows rapidly. Current paradigms for education are too exam-oriented and now more than ever, there is a need for education to emphasise social responsibility and citizenship to ensure learners can critically analyse and conclude for themselves what they choose to believe from various forms of media.

Looking at education in Thailand in the context of a nation preparing to enter the ASEAN coalition in 2015, this paper seeks to review various holistic multicultural-multilingual educational approaches. The ultimate goal – to build a conscientious, compassionate and competitive workforce and citizenry for the future of Thailand and ASEAN at large – is increasingly important as technology, modernization and globalization accelerate the pace of adoption and assimilation of unsustainable, high consumption practices of western (or developed) nations by less developed (or undeveloped/developing) countries.



### **4.B.3. Teachers are the Key for Promoting Peace and Harmony in Pakistan**

*Abida Mahmood, Qurban & Surraya Educational Trust, Pakistan*

Education has a vital role to play and teachers must be intentionally trained to teach and ACT for tolerance caring cooperation and justice and to be the change they hope to see in the world.

Pakistan is a country buzzing with ethnic sectarian and religious diversity. We need to learn how to accept, tolerate and celebrate the differences rather than reject each other. We are in dire need of an education system capable of nurturing mature citizens who can coexist peacefully. The educational institutions have the capacity to positively influence society rather than get influenced by the stereotypes and prejudices existing in it.

This paper is based on the innovative teacher training module that sheds light on how teachers at Qurban & Surraya Educational Trust are trained in handling student aggression encouraging honesty, compassion and harmony, developing peace education and promoting life skills among students. With the use of the latest technologies and traditional methods, teachers have learnt to transform their thinking and feelings which help them not only to transfer their expressions of respect and tolerance, but they have developed the courage to act out their values. This peace education program has been highly appreciated and replicated by Punjab University many other institutions.

---

**Friday, 23 November 2012**

### **Session 4C: Digital Media to Support Collaborative Learning**

Epsilon

08:30 – 10:00

#### **4.C.1. The Japan Solidarity Project – Encouraging Messages of Hope, Resilience and Recovery**

*Katie Vanhala and Jennie Ekedahl, UNESCO Bangkok, Thailand*

While governments are taking steps to address the needs of learners, teachers and communities in the aftermath of disasters, the international sector can do much to show its ongoing support to those impacted. The Japan Solidarity Project, funded by Japanese Funds-in-Trust and coordinated by UNESCO and the Asia-Pacific Cultural Centre for UNESCO (ACCU), has explored action based on expressions of solidarity as a way of improving the knowledge and understanding of disaster risk reduction among schools and students in unaffected countries and communities. In addition to providing support for affected areas, the solidarity messages also seek to strengthen the institutional networks that provide opportunities for exchange and experience sharing between schools and between nations.

#### **4.C.2. Empowering Youth with Digital Media and Global Learning Collaboration**

*Manabu Ishihara, Keio University, Japan*

*Marcos Sadao Maekawa, Keio University, Japan*

*Narissara Khathippatee, Keio University, Japan*

*Keiko Okawa, Keio University, Japan*

What if youth could teach and learn from each other collaborating in real time across borders and inspiring each other to find solutions for the challenges they will or are already facing? This paper describes and analyzes AGORAsia Youth, a cross-border collaborative learning activity designed to promote global education collaboration and empowerment among the generation that will shoulder the society in the near future. Under the theme Energy-What Can I Do and video production introduced as the main assignment, participants from Myanmar, Korea and Japan

gathered online and joined this new learning experience. They searched information and produced original material-presentation files and video messages about the energy situation in their own countries, shared with their peers and then got a general view of the energy scenario in Asia. The different approaches adopted by this curriculum were designed to achieve a better engagement for discussion among sites and also more commitment and active participation in the whole content creation process. The results and findings described in this paper brought up important hints for future work in the following aspects: distance collaboration, curriculum, digital media in the classroom and the role of teachers in the digital era.

#### **4.C.3. Moral Education Enhanced by New Media in IT Courses**

*Jing Ma, Tokyo Gakugei University, Japan*

ICT used in classrooms has brought great change in the way teachers teach and students learn. Now with rapid development and wide spread of new media such as Facebook, YouTube, Podcast, etc., many students and teachers start learning and communicating through them. Moreover some researchers have developed theories for this new style of learning: Technology Enhanced Learning. It enlarges the time and space for learning, provides better support and helps to develop students' information literacy. However when we enjoy the advantages of the new technologies, we also have to solve the moral problems caused by the media utilization. As high school teachers, we need to find the way to conduct moral education and make the students understand each other better and live to be together in this new virtual world. As a fast developing subject, IT course contains a variety of new technologies and new moral problems which students have to experience and learn in order to survive in the information society. So let us design relevant new activities for students to enjoy the advantages new media bring us and conduct moral education as newly expected education objectives.

---

### **Friday, 23 November 2012**

#### **Session 4D: Face to Faith: A School Programme by Tony Blair Faith Foundation Promoting Respect and Understanding**

Gamma

08:30 – 10:00

Facilitator: Simmi Kher, Tony Blair Faith Foundation

Face to Faith (FTF) program prepares school students aged 12-17 for a globalized world in which boundaries of culture and identity are rapidly changing by offering them the opportunity to engage in meaningful dialogue with students of other states and countries whose cultural background may differ from their own.

By participating in discussions in the classroom on a secure website and via facilitated video-conferences with other schools, students worldwide have the chance to explore important global issues from a variety of faith perspectives – gaining key skills required to resolve conflict and promote peace through the breaking down of religious and regional stereotypes.

We are currently active in 19 countries across four continents: Australia, Canada, Egypt, Israel, Indonesia, India, Italy, Jordan, Lebanon, Mexico, Pakistan, Palestine, the Philippines, Singapore, Ukraine, UAE, UK, USA and Kosovar.

Salient features of Face to Faith program are: respect; understanding; living together.

---

**Friday, 23 November 2012**

**Session 5A: Working Together for Educational Change: A New Approach to Educational Planning at the Local Level**

Beta

13:00 – 14:30

*Kerry Kennedy, Hong Kong Institute of Education, China*

*Kwok Tung Tsui, Hong Kong Institute of Education, China*

*Gwang-Chol Chang, UNESCO Bangkok, Thailand*

*Le Thu Huong, UNESCO Bangkok, Thailand*

Educational planning at the local level or educational micro planning is by no means a new idea having its roots in decentralization efforts and attempts to marry macro and micro educational planning. A recent UNESCO Bangkok initiative has built on the ideas supporting education micro planning as a policy tool to emphasis four main aspects of planning and change: Providing Access, Enhancing Participation, Supporting Open Decision Making, and Improving Learning Outcomes. This framework has moved education micro planning from being a functionalist management tool to one that appreciates the social and cultural contexts in which planning takes place and attempts to bring communities together to meet identified needs at the local level.

The result is a new Educational Micro Planning Tool Kit designed to support local development in a national education planning context. The purpose of the Kit is to empower local communities to participate in such a way that local needs are clearly articulated and policy solutions are designed to meet these needs.

The purpose of this consultation will be for participants to conduct a formative evaluation of the draft materials and make recommendations for changes to be included in the final drafts. The consultation process will be characterized by dialogue participation and engagement. Where there is sufficient interest participants may be able to be involved in a post-conference trial of the materials in their own countries. They can then report further on changes that are necessary to make the Tool Kit a valuable aid to education micro planning that can bring communities together to support quality education.

---

**Friday, 23 November 2012**

**Session 5B: Building the Capacity of Teachers to Inculcate Learning to Live Together Ethos and Practices**

Delta

13:00 – 14:30

**5.B.1. Conceptualising International Education: Pedagogical Visions for the Inter-cultural Mind**

*Monne Wihlborg, Lund University, Sweden*

*Meeri Hellsten, Södertörn University, Sweden*

Internationalization grew out of the globalization movement of the late twentieth century. The phenomenon of internationalization of higher education is frequently confused with the general topic of globalization which includes political and market regulated flows of people, money, goods and services. Political and economic systems are increasingly integrated (Waks 2003). It drives a global academic ecosystem that converges in internationalization.

This discussion paper takes up the critical and timely issue of high quality pedagogy in the higher education system in times of global transformation. Central to the theme is the cultivation of effective pedagogy that challenges international education.

This research draws on Bruner (1996) and the intention to understand 'how people come to know what others have in mind and how they adjust accordingly.' (London 2011, see Bruner). Additionally, the challenges lie as recently identified by Hargreaves and Fullan (2011) in developing 'professional capital' among educators and articulated as work capacity and effectiveness leading to educational transformation through collectively investing in educators as national assets and nation builders. This paper critically explores this theory to question how educators' collective mindset might extend to intercultural settings. Are there clear visions and how do these take shape in situ? The paper adopts a critical approach to the analysis of research literature on the topic presented and will involve the audience in a meaningful discussion aiming at gaining insights into scholarly opinion on the objectives of the paper. The analysis encompasses a critical review of the literature on internationally applied pedagogy from the perspective of incumbents of the international education system.

### **5.B.2. How to Support Innovative Practices of Learning and Learning to Live Together? The Case of Capacity Development of Teacher Education Institutions in Cambodia and Viet Nam** *Jef Peeraer, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Viet Nam*

*Tran Nu Mai Thy, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Viet Nam*

*Stefaan Vande Walle, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Cambodia*

Individual and organizational capacity development at teacher education level is a crucial strategy to support sustainable educational innovation and change. In this paper, we analyze two development cooperation support programs on capacity development in teacher education in Cambodia and Viet Nam that have been implemented by the Flemish Association for Development Cooperation and Technical Assistance and its operational partners. We draw a brief overview of the educational context in both countries that led to different capacity situations for aspects of learning and learning to live together. We apply an adapted version of Morgan's model of five core (institutional) capabilities and Champion Kiel and McLendon's nine role model to analyze capacity development in both programs. After comparing how these aspects have been addressed in the respective support programs, we reflect on the role of external change facilitators. The findings underline the value of technical cooperation to shape the preconditions from where capacity development can take place, the role of change agents to work on socio-political and organizational factors and the importance to take into account cultural factors when designing for capacity development.

### **5.B.3. Situating Teacher Education within Essentials of 'Learning to Live Together'**

*Rishabh Kumar Mishra and Bharati Baveja, University of Delhi, India*

Learning to live together has emerged as a major theme of present education system. In India, educational policies, practices and innovations aim at promoting this theme in various forms through different agencies of education. It is significant to note here that all these pedagogic innovations are executed by teachers in classrooms. Without equipping the teachers with such pedagogic tools which nurture the essence of 'learning to live together' we cannot imagine a classroom-culture where community of learners are engaged in 'learning to live together', 'learning to know', 'learning to do' and 'learning to be'.

The first part of the paper explores some 'essentials' necessary for above mentioned forms of learning especially for 'learning to live together'. The second part of the paper develops a framework for teacher education adopting the 'socio-cultural approach to learning'. It will help in cultivating an ethos in teacher education institutes which will not merely 'train' teacher for 'teaching' subjects but prepare them as ever evolving person as well as professional. If the student teachers are exposed to experiential, collaborative, creative and innovative pedagogic practices during teacher education, they will carry forward their learning as a teacher in their schools. Against this backdrop, the third part of the paper focuses on 'Pedagogy of Social Science' and explains an 'activity-based' pedagogic approach of teaching 'How to teach Social Science' to student teachers.

---

**Friday, 23 November 2012**

**Session 5C: Engaging Youth in Designing Multicultural Curriculum and Environment**

Epsilon

13:00 – 14:30

**5.C.1. Reflective Pedagogy: Making Meaning in Experiential-based Learning to Live Together**

*Wilson Chua, Far Eastern University Peace Center, Philippines*

The purpose of the paper is to develop students' self-awareness through reflection and to take positive steps to learn and appreciate their inner leadership values. Such reflection assists students to explore self-awareness and describes the journey of the students' most significant learning. Reflection process provides students with useful methods for reviewing and critiquing connections between classroom learning and practical experience.

In recent years, an understanding of reflective approach to learning has emerged. The need to reflect on self as a means of self-development is widely endorsed in schools of education globally. The use of student narratives from their reflections on their experiences with their consent illustrates the power of the reflective method to pursue lifelong learning and how to learn to live together.

Reflection is a pedagogical approach and essential part of education for sustainability. It challenges the way students interpret the world and how knowledge and opinions are shaped by personal experiences and social influences. Personal experiences and observations as they relate to course content are linked.

Reflection can serve as a method for enhancing understanding of course content a strategy for making meaning and a means for illuminating and critiquing student understanding.

**5.C.2. Using Framework and Model as a Tool to Understand Human Diversity**

*Jun Woo Jang, UNESCO Club Global City, Philippines*

We currently face an interconnected diverse and multicultural world as a result of globalization. Yet many young people fail to understand racial diversity and disparate cultures that have become common aspects of our communities. Under the impression that students are constantly exposed to diversity, various cultures and the international community, teachers assume that students will receive sufficient awareness and understanding of human diversity. However many students believe that multiculturalism is not essential in the real world and in their future careers, which in retrospect result in students retaining their racist perceptions of others (Bucher 2000 in Du Plessis

2007). This research paper contains sources from academic papers that delve into the concept of multiculturalism, human diversity and the existing framework systems that are currently utilized in secondary schools in British Columbia, Canada and Singapore. In the high schools of British Columbia, the government uses four strategies in order to promote human rights, human diversity and shared national identity (Bromley 2011). In Singapore's secondary education, multicultural education is integrated in their social studies education due to the many ethnic identities that comprise its nation (Ho 2009). This paper concludes with several curricula or frameworks that can be included in school educational systems.

### **5.C.3. Exploring University Students' Competence on Learning to Live Together Sustainably: An International Survey Research**

*Vassilios Makrakis, University of Crete, Greece*

This study presents an international survey that studied university students' competence on learning to live together sustainably as a constituent of an ESD competence framework aimed to guide the Reorientation of University Curricula to Address Sustainability (RUCAS) – an EU Tempus-funded project. The sample was 3,757 students from 11 universities, 5 were from EU and 6 from Egypt, Lebanon and Jordan. The respondents represented six disciplinary strands: educational sciences, social sciences, applied sciences, technical sciences, business/economics sciences and health sciences. A Cronbach reliability test for the research instrument indicated a measure of 0.87 which implies that the constructed instrument was highly reliable. The analysis of the learning to live together sustainably competence shows that the mean score on a 6-point Likert scale ranged from 3.8 to 4.6. Compared to the other ESD-related competences (learning to know, learning to be, learning to do and learning to transform oneself and society), there were some differences (mean scores from 3.6 to 4.30). The results of this study are discussed in terms of their implications in revising curricula and instructional methods to be aligned with the concept of learning to live together sustainably.

---

**Friday, 23 November 2012**

### **Session 5D: Enhancing Living Together Values and Practices through Community Heritage and Cultural Engagement**

Gamma

13:00 – 14:30

#### **5.D.1. How Can Heritage Assist People to Enhance Living Together?**

*Waltraud Mayr, Universiti Sains Malaysia, Malaysia*

According to Watson and Waterton (2010), in some places heritage is very strongly linked with leisure activity, something that emerges of the spheres of education and leisure. Most community heritage engagement will take place within that segment of the personal daily schedule that is dedicated to non-work activity and recreation which is not of course to diminish its social and cultural significance. In other locations, community engagement with heritage is more overtly linked with cultural distinctiveness, identity and nationalism or exists as an articulation of ancestral links with important places traditions and narratives. Therefore, the aim is to respond to the diversity that is apparent in forms of engagement around the world. Two projects have been selected to reflect on the nature of community engagement as characteristic of contemporary heritage practice.

Thus this paper examines the possibility of using heritage as a tool to bring people of different races and age groups together with the purpose to collaborate effectively for the benefit of the

conservation of heritage. After elaborating on two own projects, their objectives, challenges and problem resolving, the view will open to projects worldwide.

### **5.D.2. Modernization in Timor Leste: The "Community" at Stake**

*Paddy Tobias, University of New England, Australia*

Timor Leste has recently celebrated its 10th anniversary of statehood. In the past decade, the country has undergone massive transition into what is now a relatively stable, modern democratic state. In some respects, however, this 'development' has happened at the demise of the social significance of indigenous culture, particularly within urbanized areas and demographics. This paper is a case study of the Aileu district in Timor Leste which will look at first the social role of indigenous Timorese culture and second its capacity to maintain a cohesive and functional society. I will reflect on the power of indigenous culture to inspire a sense of community in Aileu mediated by the *uma lulik* (sacred house) and the respect for humanity's common origin, and then discuss the negative effects that forms of modernity, such as a competitive multi-party political system and individualistic economic environment, have had so far. The paper will conclude by warning against modernization in fledgling nations such as Timor Leste if it does not properly preserve, through educational means, the pro-community practices and values that are indigenous to the area.

### **5.D.3. Learning for Sustainability in Bazhu Community, Southwest China**

*Alicia Constable, Shangri-la Institute for Sustainable Communities, China*

*Yunhua Liu, Shangri-la Institute for Sustainable Communities, China*

Through a case study of Bazhu Community in Southwest China, this article showcases a living example of how a community can achieve the successful balance of People, Planet and Profit. From the perspective of the 3Ps, the article outlines an alternative model for community development, one based on traditional philosophies that emphasise frugality, humility and harmony. It demonstrates how local communities rooted in their natural environment and cultural traditions, empowered through a process of collective learning and action, can improve all aspects of their lives and contribute to the development of a sustainable future in their area and beyond. The article highlights the importance of spirituality (the 4th P: Pneuma) and re-connecting the links between local culture and nature in order to attain the harmony of the 3Ps. This is explored through a look at the commonalities of the traditional Chinese philosophies practiced in the wider area of Shangri-la and how these link with national regional (Asian) and global values and ethics for sustainable living. Common values are identified and the need for collective values and common responsibilities for local and global sustainability emphasized.





## **PLENARY SPEAKERS**

## PLENARY SPEAKERS



**Gwang-Jo Kim**  
**Director, UNESCO Bangkok, Thailand**

An education expert, Gwang-Jo Kim has worked in various capacities for the Government of the Republic of Korea. As the Deputy Minister of Education and Human Resources Development, he initiated the Global Human Resources Forum aimed at providing an international platform for sharing information, knowledge and best practices in human resources issues among leaders. He also worked in the Office of the President of the Republic of Korea where he played a key role in an education reform that contributed to the restructuring of the entire Korean educational system. From 2001 to 2003, he was seconded as a senior education specialist to the World Bank working mainly in the Latin American and Caribbean regions. He served as a professor at the Graduate School of Education at Keimyung University in Korea before joining UNESCO Regional Bureau for Education in Asia and the Pacific in early 2009. Mr. Kim has a Bachelor's degree in Public Administration from Korea University. He also holds a Master's degree and Doctor of Education in Economics of Education from Harvard University in USA.



**Michelle Lombard**  
**President, Pearson, Emerging Markets, Asia Pacific**

Michelle Lombard joined Pearson in 1997 as an accountant at the Financial Times, London. She then moved to various roles within the FT Finance team before eventually moving to Hong Kong in 2006 as Regional CFO for the FT in Asia Pacific. Michelle was appointed President, Emerging Markets, in July 2009 in what was a newly created position for the region. The Emerging Markets, which include Indonesia, Vietnam, Thailand, the Philippines, Cambodia, Laos, Myanmar and Guam, represent significant opportunities for Pearson. In this role Michelle is looking to build on Pearson's existing business as well as develop strategic relationships with key partners (including the various ministries and departments of education), to put Pearson at the heart of educational development and reform. This includes delivery of affordable, quality education across wide geographies and social communities where infrastructure can vary from high-tech Internet and PC access to lacking or non-existent access to technology of any kind.



**Thomas DuCharme**  
**Head, Treasury and Securities Services, Asia Pacific, J.P. Morgan**

Thomas DuCharme is Managing Director and Head of Treasury and Securities Services (TSS), Asia Pacific at J.P. Morgan. Based in Singapore, DuCharme is the regional executive for the TSS business and responsible for growing the TSS franchise in Asia Pacific. TSS employs more than 8,000 people in 15 countries throughout the region.

DuCharme joined J.P. Morgan in September 2010. Prior to this, he was Head of Global Transaction Banking for Asia Pacific with Deutsche Bank. DuCharme's banking career spans 20 years, out of which 12 were based in Hong Kong and Singapore. During this time, he has held various senior

leadership roles in relationship management, strategy planning, product and sales management with Citigroup and Deutsche Bank.

DuCharme holds a Bachelor of Science degree in Business Administration Economics from the University of California and a Master of International Management from the American Graduate School of International Management (Thunderbird).



**Panita Kambhu**  
**Permanent Secretary, Ministry of Education, Thailand**

Panita Kambhu was appointed Permanent Secretary for Education on 1<sup>st</sup> October, 2012. She graduated with a Bachelor degree in Arts, majoring in Archeology from Silpakorn University and with a Master degree in Science from the Asian Institute of Technology. Since 2002, she has held key positions in the Ministry of Social Development and Human Security and becoming the Permanent Secretary in 2010. After being an Advisor to the Prime Minister for a short period in 2012, she was appointed the Permanent Secretary for Education.



**Khunying Kasama Varavarn**  
**Former Permanent Secretary of the Ministry of Education, Thailand**

Khunying Kasama Varavarn was born in Bangkok, Thailand in 1949. She was educated in Thailand, England and the United States, where she received her bachelor degree and doctorate degree in educational planning from Harvard University.

Upon returning to Thailand, she began her career as a program officer for the first functional literacy and family life planning project in Thailand. Over the subsequent 38 years, Khunying Kasama worked in different capacities as Director of the National Literacy Campaign, Director-Generals of the Departments of Curriculum, Primary Education, Secondary Education, Basic Education and was the first woman to be appointed as Permanent Secretary of the Ministry of Education.

Khunying Kasama had served as the Chairman of the Executive Board of UNESCO Institute for Education (presently UNESCO Institute for Lifelong Learning), member of the National legislative Assembly, member of the Civil Service Commission and member of the Council of State and the chairperson of Rajbhat Pranakorn Sri Ayuttaya University executive board. Presently, she sits on three university executive boards.

In October 2009, Khunying Kasama retired from the government service, but continued to be active through various commissions and non-government agencies such as the Foundation for the Promotion of Children's books, Khun Poom Foundation for Autistic Children and Other Disadvantaged Children.

Khunying Kasama is known for her concerted efforts in the areas of literacy, non-formal education, lifelong learning, education for the disadvantaged groups and education reforms.



**Ross Hall**  
**Director, Education for Social and Economic Development, Pearson UK**

Ross Hall joined Pearson in December 2006, from a background in corporate venturing. He has been responsible for establishing and growing more than 20 businesses around the world, in a wide range of market sectors including education, human resources, logistics, media and healthcare. Ross also has a track record of advising organizations on innovation for growth and using innovation as a vehicle for social and economic development.

At Pearson, he is aiming to define and implement novel learning solutions that result in economic and social development – often for disadvantaged populations.

Ross is the author of *Effective Education for Employment* – a research project that has been used to evaluate education provision in several countries around the world, and that formed the basis for the development of a suite of new employability qualifications that embrace 21<sup>st</sup> century skills. He is also authoring *A Considered Approach to Universal Wellbeing* which is a guide to identifying the human qualities that are most influential on quality of life. Central to this project is a neuroscientific and psychological approach to understanding these qualities of mind and how they develop. And in regarding learning as synonymous with the development of the brain – and recognizing that learning happens whenever a person's experience leaves a trace on the brain – Ross is addressing the need to provide structured learning experiences beyond the classroom.



**Jim Playfoot**  
**Managing Director, White Loop Limited, UK**

Jim Playfoot is a highly creative researcher, writer and education expert. As co-founder and Managing Director of White Loop, he runs the company's research output as well as leading on all major creative activities.

He has particular expertise in 21st century skills, global education trends and technology-enhanced learning. Jim brings his passion for creativity and belief in the power of education to every project. Jim has been actively working in education for over ten years, collaborating with government departments, development organizations and commercial companies to articulate the challenges of learning in the 21st century.

His research covers a range of topics within education including the use of gaming technology to foster entrepreneurship, the role of employers in enhancing education outcomes and the place and value of lifelong learning to improve quality of life for elderly people.

In 2010, he was invited to join the board of the Business Leadership Review, an online publication run by the Association of MBA's in London, and is a regular contributor. In 2011, he co-founded Stealth Education, a technology incubator that develops learning technologies and serious games.



**Zhou Nan-Zhao**  
**President, UNESCO Asia-Pacific Network for International Education and Value Education, P.R. China**

Zhou Nanzhao was member of the International Commission on Education for the 21st Century. He joined UNESCO in 1998 as Senior Programme Specialist in International Education and was UNESCO-APEID Coordinator at the Asia and Pacific Regional Bureau for Education (2000-2004). Both before and after his services at UNESCO Bangkok Office, he had active participation in China-international education projects supported by major inter-governmental and non-governmental organizations. His professional career in China includes years' of work as Research Fellow and Vice President of China National Institute of Educational Research (CNIER) under the Ministry of Education (1993-1998). Currently he serves as the President of Asia-Pacific Network for International Education and Value Education (APENIEVE), a regional international organization in UNESCO's specialized networks while remaining a research fellow at the China National Institute of Educational Sciences (renamed NIES after CNIER) and concurrently professor at East China Normal University. Zhou Nanzhao completed his undergraduate education at Beijing Normal University and holds a Master of Arts (Education) degree and a doctoral degree (Ph.D. in Education) from the State University of New York in Buffalo, USA. He has more than a hundred of published writings in English and Chinese.



**Ng Chun Pin**  
**Director, Youth Division, Ministry of Culture, Community and Youth, and Director, National Youth Council**

Ng Chun Pin graduated with a Bachelor of Engineering (Dean's list) from the University of Tokyo and served in the Singapore Administrative Service. He attained his Masters of Business Administration (with Distinction) at INSEAD in 2008, and completed the 9<sup>th</sup> General Management Programme at Harvard Business School in 2010.

Chun Pin was appointed to his current posts in October 2011. Under his leadership, the National Youth Council underwent a strategic review to better support and drive the aspirations of young Singaporeans in co-creating sustainable change for social good. Chun Pin played a pivotal role in setting up a community of young adult leaders from the public, private and people sectors (3P) to enable informed giving of their professional skills to meet community needs. His team was instrumental in transforming the National Youth Council Academy to become the social innovation hub for youth social entrepreneurs to create social impact locally and in the region. In the area of nurturing student leadership, Chun Pin led his team to design a national framework to engage student leaders as youth changemakers.

Prior to his current posts, Chun Pin served at various Ministries in the Singapore Government. At the Ministry of Manpower in 2006-2011, he oversaw the development of employment-related policies such as worklife strategies and enhancing the well-being of local and foreign workers. At the height of the economic downturn in 2008/2009, he worked closely with unions and employers, to help companies implement cost-cutting measures

to stay afloat and minimize job losses.

Chun Pin has extensive experiences handling international issues. At the 60<sup>th</sup> United Nations General Assembly (UNGA) in New York, USA in 2005, he managed Singapore's positions on diverse plenary resolutions. More recently, he was involved in negotiating the Trans-Pacific Partnership FTA between Singapore and other countries, and represented Singapore at the International Labour Organisation (ILO) conferences and regional meetings. His team further helped coordinate Singapore's ratification of the ILO Priority Convention 144 on Tripartism and Social Dialogue (in 2009), and the ILO Maritime Labour Convention (in 2011). In July 2011, Chun Pin played a key role in Singapore's presentation at the 49<sup>th</sup> Session of the Committee on the Elimination of Discrimination Against Women (CEDAW)



**Inna Melnikova**  
**Programme Specialist, UNESCO Almaty Cluster Office**

Inna Melnikova is the Education Specialist, Team Leader of UNESCO Almaty Cluster Office for Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan. She holds a PhD in education sciences from Moscow Academy of Pedagogy and USA Ohio State University, the Department of the Professional Theory and Practice of Education.

Commencing her career as a teacher trainer, researcher with focus on psychology, pedagogy, values of education, she has been professionally involved in education policy development, monitoring and evaluation, coordination of educational programs and trainings. She was senior researcher in the Education Research Institute (Moscow), the Dean of the Department of Pedagogy and Psychology in Teacher Training Institute, and the Deputy Director of Soros Foundation (Belarus). Prior to joining UNESCO in 2003, she worked as a UNICEF Programme Officer for CIS countries (1997-2003). In this capacity she was responsible for the communication and education activities including, reinforcing capacities of teacher training institutions, local NGOs, enhancing the young people's education and networking, developing youth participation strategy. As UNESCO Almaty education specialist, she developed strategies, activities and programmes, formulated, coordinated and monitored the implementation of education programme activities in the four Member States of the Almaty Cluster through the design of technical support, strategic partnership, capacity building programmes and projects in order to provide the educational planning, management and policy support to the region. In her current position with UNESCO, she contributes to and promotes inter-disciplinarity in the multi-sectoral team effort of UNESCO Almaty, particularly with regards to the educational dimension of the Millennium Development Goals and the United Nations Development Assistance Framework development. Mrs. Melnikova serves as a professional expert and member of the Thematic UN Expert Groups on monitoring the right to education through National Development Strategies, Fast-Track Initiatives, Poverty Reduction Strategies, and Programmes for Socio- Economic Development in Central Asia.



**Mechai Viravaidya**  
**Chairman, Mechai Viravaidya Foundation, Thailand**

Mechai Viravaidya founded the Population and Community Development Association (PDA) in 1974 to address the unsustainable population growth rate in Thailand. A variety of innovative, humorous, and original methods were implemented in conjunction with mobilizing and educating a network of rural school teachers and village community members to make contraceptives available throughout Thailand. When HIV first appeared in Thailand in the mid-1980s, similar methods were used to launch a major prevention program.

In between running PDA's activities, he was also appointed to such key positions as Thailand's Cabinet spokesman, the Minister of the Office of the Prime Minister, and Chairman of several of Thailand's largest government-owned enterprises. He was also elected to the Senate between 1987-1991, 1996-2000, and 2000-2006.

Recognizing that civil society organizations cannot survive and expand solely on the generosity of others, Mechai Viravaidya established Thailand's first social enterprise to help fund the operating costs of PDA in 1975. Since then, this Business for Social Progress has spawned 18 other social enterprises which have contributed significantly to the financial needs of the association. Perhaps the best known is the Cabbages & Condoms Restaurants and Resorts.

Mechai has aggressively addressed the problem of rural poverty by empowering the poor through the Village Development Partnership, to build sustainable entrepreneurial capacity, community empowerment for health, and income generating activities at the village level in partnership with the business sector. This project is now also implemented in Cambodia through assistance from the Bill & Melinda Gates Foundation.

For his efforts in various development and educational endeavors, Mechai Viravaidya has been acclaimed with numerous awards, recognition, and honorary doctoral degrees. These include the United Nations Population Award, the Bill and Melinda Gates Award for Global Health, the Prince Mahidol Award for Public Health, the Ramon Magsaysay Award for Public Service, and the Skoll Award for Social Entrepreneurship. He was also named one of *Asiaweek's* "20 Great Asians", and one of *TIME Magazine's* "Asian Heroes" to mark the magazine's 60th year of its publication in Asia.



**Kamal Ahmad**  
**Founder and CEO, Asian University for Women, Bangladesh**

Kamal Ahmad is the Founder of the Asian University for Women. Based in Bangladesh, the University is dedicated to the education and leadership development of Asian women. Opened in 2008, the University has students from 12 countries. As a teenager in Bangladesh, Kamal founded internationally-funded schools for disadvantaged children. At Harvard College, he created the Overseas Development Network, comprised of 70 student groups focused on international development. Kamal served on the staff of the World Bank, the Rockefeller Foundation and UNICEF. While practicing law with Fried Frank Harris Shriver & Jacobson, he conceived

and co-directed the World Bank/UNESCO Task Force on Higher Education & Society. Kamal has received numerous awards including the UN Gold Peace Medal & Citation Scroll; *Time* magazine College Achievement Award; and the World Economic Forum's *Global Leader for Tomorrow* Award. Kamal holds a B.A. from Harvard College and a J.D. from the University of Michigan Law School.



**Catherine Cadden**  
**Founder, TEMBA School, USA**  
**Author of *Peaceable Revolution through Education*, USA**

Catherine Cadden's work is to advance a consciousness of interdependence among all peoples, for generations to come, through cultivating the physical, intellectual, emotional, and spiritual maturity of the Seventh Generation, and those who directly affect the Seventh Generation. She knows what it takes to change the world – willingness to make empathic connection the basis of our actions. Since 1987, she worked in U.S. public schools, Montessori, and Waldorf classrooms, witnessing first-hand the devastating effects of the educational system, both mainstream and 'alternative': racism, materialism, apathy, alienation, and violence. In 1997, Catherine walked out of the known systems of education. Having studied the power of social change through the philosophies and movements of Mahatma Gandhi and Dr. Martin Luther King, Jr., she opened the doors of TEMBA, a K–8 academic school founded on empathy, self-responsibility, and the tenets of nonviolence. To address everyday challenges, she eschewed the advice of armchair educational theorists, instead seeking advice directly from expert peacemakers: H.H. the Dalai Lama, Jack Kornfield, and Marshall Rosenberg. In its eleven years of operation as a true multi-age, multi-ethnic, and multi-class classroom, TEMBA became a beacon of hope for the communities that it served, a place where parents, students, and teachers thrived. TEMBA graduates went on to become leaders in their high schools and colleges, initiating outdoor education programs, creating coalitions between youth and police, and resolving peer conflicts – all while making the highest marks in their academic endeavours. Catherine has brought trainings in Nonviolent Communication, TEMBA teaching methods, social change organizing, and alternatives to violence to peoples of all ages in Afghanistan, Argentina, Australia, China, Japan, Quebec, South Africa, and the United States. Catherine continues the work she started with TEMBA through Play in the Wild!, an organization she co-founded that offers international programs to youth and families. Catherine is putting the inspiration and practical knowledge for creating a safer, more joyful, and peaceful society into the hands of people worldwide through speaking engagements, workshops, intensive trainings, and her book, *Peaceable Revolution Through Education*. Further information about her work can be found online at [playinthewild.org](http://playinthewild.org).



**Maria Luisa Beltran Mutia**  
**Former Schools Division Superintendent, Department of Education,**  
**Lanao del Norte, Philippines**

Maria Luisa B. Mutia served for 12 years as Schools Division Superintendent of the Philippine Department of Education in the province of Lanao del Norte, until her retirement from government service in September 2012. This position capped a long career in public education



since 1975. Under her watch, the Schools Division Superintendent's office had led initiatives on different concerns. Its women's health promotion project won an award for the office as the "Outstanding Schools Division Superintendent with Best Initiatives for Women's Health Promotions". Its "Peace Village" initiative had held its 8th annual "peace camp" activities in June 2012. Dr. Mutia currently sits as member of the Board of Directors of the Sandiwaan Learning Center, a non-profit organization dedicated to helping in the education of the Filipino poor.



**Dirk Van Damme**  
**Head of the Innovation and Measuring Progress Division, OECD,**  
**France**

Dirk Van Damme currently is Head of the Innovation and Measuring Progress Division (IMEP) in the Directorate for Education at the OECD in Paris. He holds a PhD in educational sciences from Ghent University and is also professor of educational sciences in the same university (since 1995). He also was part-time professor in comparative education at the Free University of Brussels (1997-2000) and visiting professor of comparative education at Seton Hall University, NJ, USA (2001-2008). He was general director of the Flemish Rectors' Conference, the main advisory body for higher education policy in the Flemish part of Belgium between 2000 and 2003. He has been professionally involved in educational policy development between 1992 and 2008, and served as chief of staff of Mr Frank Vandenbroucke, Flemish minister of education between 2004 and 2008. His current interests are evidence-based innovation in education, comparative analyses of educational systems, new developments in the learning sciences and knowledge management in education. At the OECD he is responsible for the Innovation and Measuring Progress Division, covering both the Centre for Educational Research and Innovation (CERI) and the Indicators of Educational Systems (INES) programme.



**Mae Chu Chang**  
**Head, Human Development Sector, World Bank, Indonesia**

Mae Chu Chang is the Head of Human Development Sector in Indonesia and Lead Education Specialist of the World Bank. She leads a comprehensive programme of support to Indonesian education from early childhood to higher education amounting to about US\$1.5 billion. She has worked intensively to help governments to develop comprehensive education reform strategies and provide World Bank technical advice and technical support – in partnership with other donors in countries such as Iran, Egypt, Yemen, Jordan, South Asia and East Asia – in China, Malaysia, Thailand and Laos. Dr. Chang holds a B.A. from Melbourne University, Australia and a Doctoral Degree in Education from Boston University, U.S.A.

Dr. Chang manages a research program which has produced about 100 titles, covering wide range of topics in education from early childhood development, basic education, teacher development to higher education and skills development. She is the co-author of forthcoming books: "The Role of Politics and Evidence-Based Policy Making: The Case of Teacher Reform in Indonesia", and "Early Childhood Education and Development in Indonesia: Strong Foundations, Later Success".



**Helen Rose**  
**Director, Learning Solutions, Pearson, Asia Pacific Emerging Markets**

Helen Rose has been an educator for 35 years. Her experience spans almost every sector of education including primary, secondary, vocational and tertiary. She joined Pearson Asia Pacific in January 2012 as the Director of Learning Solutions for the Emerging Market countries (Indonesia, Philippines, Thailand and Vietnam). Prior to this she worked in a variety of positions as a technical adviser and consultant with education development programmes in the Pacific and Asia region.

Helen has worked in remote, rural and city locations, managed district, regional and state level programmes in the Western Australian education system. Her experience includes being the principal of a large school in Western Australia.



**Catherine K. K. Chan**  
**Deputy Secretary, Education Bureau, Hong Kong SAR**

Catherine K.K. Chan is Deputy Secretary (Curriculum and Quality Assurance) of the Education Bureau in the Hong Kong Special Administrative Region. Dr. Chan has played a key role in leading the school curriculum reform since 2001, and in shaping the design and strategies for implementing the new senior secondary academic structure that started in 2009. She is committed to carrying through the reform measures, synergizing the work of different organizations and communicating with different stakeholders to ensure that the implementation of the new academic structure could achieve the learning aims for students, as well as to open up multiple pathways for them to pursue further studies and be better prepared for work. Before joining the government in 1998 as head of the Curriculum Development Institute, Dr Chan was an Associate Professor in the Faculty of Education, The University of Hong Kong. Her areas of research interest include curriculum policies, design and evaluation as well as teacher education. She started her career as a secondary school teacher and then school inspector.



**Ramya Vivekanandan Rodrigues**  
**Programme Specialist, UNESCO Bangkok**

Ramya Vivekanandan Rodrigues is a Programme Specialist in the Education Policy and Reform Unit (EPR) at UNESCO Bangkok (Asia-Pacific Regional Bureau for Education), a position she has held since January 2012. She is Team Leader for the programme on Quality of Education, with a focus on curriculum, pedagogy and assessment with a particular emphasis on social and non-cognitive aspects of education. Prior to joining UNESCO Bangkok, she worked for six years at UNESCO's Education Sector in Paris on teacher issues as well as HIV and AIDS and education and school health. Before coming to UNESCO, she worked with a range of NGOs with education projects in various parts of Sub-Saharan Africa including Uganda, Senegal and Malawi as well as with the Ministry of Pre-University and Civic Education in the Republic of Guinea. Ramya Vivekanandan Rodrigues holds a Master's Degree in International Education Policy from the Harvard University Graduate School of Education.



**Gwang-Chol Chang**  
**Chief, Education Policy and Reform Unit, UNESCO Bangkok**

Gwang-Chol Chang is Chief of Education Policy and Reform Unit (EPR) at UNESCO Bangkok (Asia-Pacific Regional Bureau for Education) since May 2010. He coordinates UNESCO's regional work for policy research, knowledge management and capacity development support in the fields of education sector policy, planning, management, financing as well as secondary education, technical and vocational education and training, and quality of learning in Member States of the Asia-Pacific region. From 1996 to 2010, he worked at various units of UNESCO's Education Sector in Paris, dealing with issues of educational reconstruction, education policy analysis, planning and management. He provided technical and capacity development support for dozens of developing and transition countries across all regions. Before joining UNESCO in 1996, he worked at the Planning Department of the DPR Korea Ministry of Education. Gwang-Chol Chang holds a Doctorate in Education (Ed.D) from Kim Hyong Jik University of Education, DPR Korea.



**Nam-Joon Cho**  
**Founder, infollutionZERO, Deputy Director, NITHM and Associate Professor, Nanyang Technological University, Singapore**

Nam-Joon Cho is the Founder of infollutionZERO, a nonprofit organization focused on raising public awareness of infollution, providing digital citizenship for youth, and shaping public policy on internet governance and safety. Dr. Cho is also Nanyang Associate Professor at Nanyang Technological University in Singapore and Visiting Associate Professor at Stanford University. In addition, he is Deputy Director of the Nanyang Institute of Technology in Health and Medicine, and Principal Investigator at the Singapore-MIT Alliance for Research and Technology. As an engineer who solves cross-disciplinary problems, Dr. Cho founded infollutionZERO in order to ensure that our children enjoy the opportunities of the digital world in a safe and productive manner. Since its launch, infollutionZERO has been recognized as the fastest growing nonprofit organization in Korea during 2011. infollutionZERO is currently expanding across Asia and North America with particular attention on youth education. He is a graduate of Stanford University and the University of California, Berkeley.



**Voranai Vanijaka**  
**Social Commentator and Bangkok Post Columnist, Thailand**

Voranai Vanijaka is a political and social commentator with the Bangkok Post newspaper. He won the MR Ayumongkol Sonakul "Writer of the Year" award in 2011 for his Sunday columns. He is a frequent commentator on Thai politics and society for BBC, as well as other international media, and has hosted two political talk shows on Thai TV. He is also a frequent speaker at local and international forums and teaches at Thammasart University in the Faculty of Journalism and Mass Media. His bachelor's degree is in politics, philosophy and history and his master's degree is in international business.



**Jean Sung**  
**Executive Director & Manager – Global Philanthropy, Asia Pacific,**  
**J.P. Morgan**

Jean Sung is an Executive Director and the Manager of Global Philanthropy at J.P. Morgan in Asia Pacific region, responsible for managing and strengthening the Company's corporate philanthropy and community relations across 15 markets in Asia Pacific and optimizing opportunities for employee volunteerism and engagement.

Jean has always taken a strong and personal interest in supporting educational initiatives, making education accessible to children and community outreach programs empowering girls and young adults. Her extensive experience with non-profits gives her vast exposure to all aspects of community and social responsibility. She is often asked by her peers and professionals for her insight and opinion on new and innovative ideas relating to community programming and social services for underprivileged children and marginalized population.

In her role at J.P. Morgan, Jean developed opportunities integrating employees' skills-based volunteerism in pro-bono activities leveraging expertise that can increase philanthropic and social impact. Jean is also Manager of J.P. Morgan's Hong Kong Diversity Council, Co-Chair for the Hong Kong Women's Interactive Network, and founding member of the GO GREEN networks across seven markets in Asia. These networks implement new and innovative ways of promoting awareness and environmentally conscious choices in the regional offices and local communities.

Jean was born in Hong Kong and is fluent in English, Cantonese, Shanghainese and Putonghua. She has three daughters.



**Jun Woo Jang**  
**Student, International School of Manila, Philippines**

Jun Woo Jang is 15 years old currently studying as a sophomore in the International School Manila. He has lived Korea for four years and one year in Singapore before moving to the Philippines. This is his tenth year in the Philippines. He is involved in various sports teams and the school band. He is a member of the class council which is in charge of helping an organization known as Child Hope. Child Hope funds street children from Manila to send them to schools. The job of the sophomore council is to help fund the organization and also to interact with the children within the International School. Jun Woo is also a member of the UNESCO Global City Charters and is the treasurer of the Mind Movers Club, a project where the student members visit a local school to teach them about science and perform interesting experiments.



**Sulagna Hati**  
**Student, New International School of Thailand, Thailand**

Sulagna Hati is currently a Year 12 student at the New International School of Thailand (NIST) in Bangkok. This is her fifth year at NIST. She lived in India for twelve years before moving to Bangkok. Sulagna is involved in several clubs and teams at NIST. She plays football, regularly performs at

school concerts and also co-ordinates a service group known as Dreams We Believe In. This group works towards eliminating the stigma associated with HIV/AIDS and specifically works with the children at the Mercy Center in Bangkok. She has also been part of the Mini United Nations (MUN) team at NIST for the past three years.



United Nations  
Educational, Scientific and  
Cultural Organization

**UNESCO-APEID  
INTERNATIONAL CONFERENCE SECRETARIAT**

UNESCO Bangkok  
920 Sukhumvit Road, Prakanong, Klongtoey, Bangkok 10110, Thailand  
Tel: (66-2) 391 0577, Fax: (66-2) 391 0866  
E-mail: [apeidconf@unesco.org](mailto:apeidconf@unesco.org)  
Website: [www.unescobkk.org/education/apeid/conference2012](http://www.unescobkk.org/education/apeid/conference2012)