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UNESCO Bangkok
Asia-Pacific Programme of
Educational Innovation for Development



APEID FRAMEWORK OF ACTION

8th Programme Cycle
2008-2013

APEID Framework of Action

8th Programme Cycle

2008-2013

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Foreword

Since its establishment in 1973, the Asia-Pacific Programme of Educational Innovation for Development (APEID) has undergone several changes affecting its structure, programmes and activities. These changes have largely been in response to the developing needs and demands of UNESCO's Member States and APEID's partners. Similarly, APEID has had to adjust its planning and programming to match the United Nations and the UNESCO Education sector reforms to increase the impact of its programmes.

It was within this context that APEID began planning for its 8th Programme Cycle in 2006. The work has focused on developing a framework of action that reflects the priorities of Member States and UNESCO, in line with UNESCO's 2008-2013 Medium-Term Strategy and the three biennium programmes for 2008-2009, 2010-2011 and 2012-2013.

The planning process has benefited from the regional consultation meetings with the National Commissions for UNESCO, APEID networks, and partners, including the presentation of a preliminary draft to the inaugural meeting of the APEID Standing Committee in December 2006 and to an Experts' Consultative Meeting in May 2007. Input was also received from other meetings, such as the World Conference on Higher Education Follow-up Meeting in July 2007, the Strategic Roundtable Meeting on Technical and Vocational Education and Training in August 2007, and the Regional Meeting of UNESCO Education Staff in September 2007.

Hence, *APEID Framework of Action: 8th Programme Cycle, 2008-2013* is the result of a thorough process of consultation and planning. Much attention has been made to capture the topical issues and challenges facing Member States in an era marked by many important initiatives and decades – Education for All, Millennium Development Goals, the United Nations Literacy Decade and the Decade of Education for Sustainable Development. Clearly, the successes and failures of our united efforts at the end of the cycle will be measured against the targets set by all these initiatives.

In this light, the 8th Programme Cycle is at a critical juncture when the APEID Secretariat must ensure that the activities are instrumental in providing the necessary technical assistance and advice to Member States to help them meet those benchmarks and targets. Likewise, Member States, APEID networks, and partners have to support APEID in every way to facilitate the Secretariat's tasks and assignments.

With strong commitment and collaboration from all parties, I am confident that the outcomes of the 8th Programme Cycle will indeed contribute to sustainable human development, underpinned by tolerance, human rights and a culture of peace.



Sheldon Shaeffer
Director, UNESCO Bangkok

Acronyms

| | |
|---------|--|
| APARNET | Asia Pacific Academic Recognition Network |
| APEID | Asia-Pacific Programme of Educational Innovation for Development |
| APNIEVE | Asia-Pacific Network for International Education and Values Education |
| APQN | Asia-Pacific Quality Network |
| ASPnet | Associated Schools Project Network |
| DESD | Decade of Education for Sustainable Development |
| EFA | Education for All |
| ESD | Education for Sustainable Development |
| ESD-NET | Asia-Pacific Regional Network of Teacher Education Institutions to Address ESD |
| GIS | Geographic information systems |
| GMS-VU | Greater Mekong Sub-region Virtual University |
| GUNI-AP | Global University Networks for Innovation – Asia Pacific |
| IBE | International Bureau of Education |
| ICT | Information and communication technologies |
| ILO | International Labour Organization |
| MLA | Main lines of action |
| MTT | Mobile training team |
| NIER | National Institute for Policy Research of Japan |
| OECD | Organization for Economic Cooperation and Development |
| STE | Science and technology education |
| TEI | Teacher education institutions |
| TVET | Technical and vocational education and training |
| UCPD | UNESCO Country Programming Document |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNESS | UNESCO national education support strategies |
| UNEVOC | International Centre for Technical and Vocational Education and Training, Bonn |
| UNISDR | United Nations International Strategy for Disaster Reduction |
| UNITWIN | University twinning and networking scheme |

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“Quality innovations in education”



Introduction

The Asia-Pacific Programme of Educational Innovation for Development (APEID) was established on 4 November 1973. Since then, the Programme has gone through seven programming cycles. The current 8th Programme Cycle (2008-2013) coincides with the UNESCO Medium-Term Strategy for 2008-2013 (34 C/4) and the three biennium programmes – 2008-2009 (34 C/5), 2010-2011 (35 C/5) and 2012-2013 (36 C/5). In accordance, APEID's 8th Programme Cycle reflects a framework of action that aligns UNESCO's mandates and priorities with the Medium-Term Strategy and biennium programmes.

The planning process for the 8th Programme Cycle began in 2006, and took place alongside institutional reforms within the United Nations system, in general, and the UNESCO Education sector, in particular. Because the primary focus of the UN reform action has been at the country level with particular emphasis on the "Delivering as One" initiatives, i.e., One Plan/Programme, One Budgetary Framework, One Leader of the UN Country Team, and One Office/House, UNESCO is participating proactively in all "Deliver as One" pilot initiatives. In addition, UNESCO is launching the UNESCO Country Programming Documents (UCPDs) designed to capture UNESCO's activities in each country succinctly by highlighting result-oriented approaches, in tandem with the Education Sector-wide planning through the UNESCO national education support strategies (UNESS).

UNESCO's Education sector has recently been reorganized into four main divisions: (i) Division for the Co-ordination of UN Priorities, (ii) Division of Higher Education (iii) Division for the Promotion of Basic Education and (iv) Division of Education Strategies and Field Support (see Figure 1). APEID's programmatic activities cut across these four divisions.

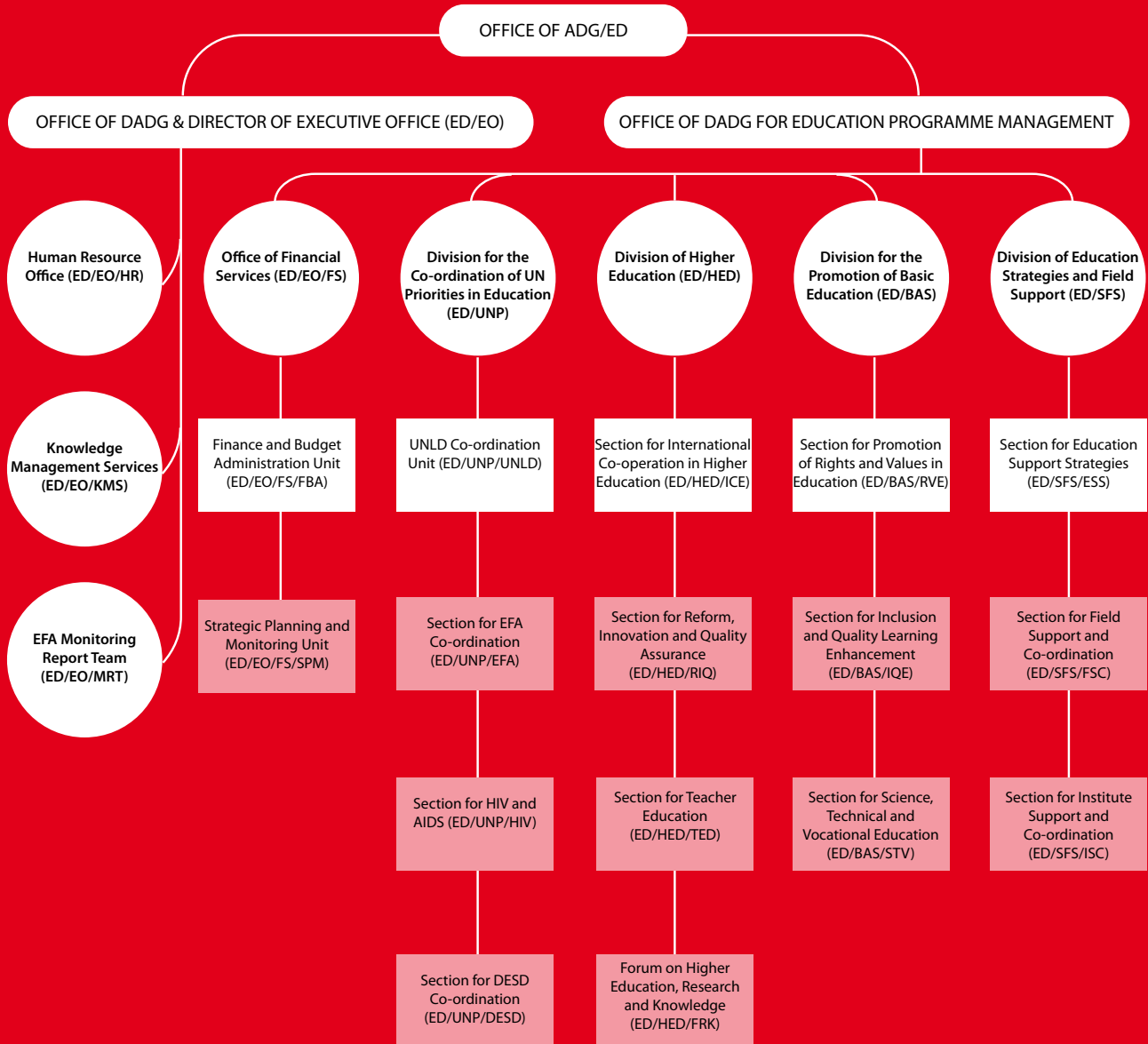
The Education sector has the medium-term overarching objective, entitled "Attaining Quality Education for All and Lifelong Education [Learning]," which will be accomplished by assuming two strategic programme objectives: (i) strengthening UNESCO's global lead and co-ordination role for Education for All (EFA) and providing support to national leadership in favour of EFA; and (ii) developing policies, capacities and tools for quality education for all and lifelong education, as well as promoting education for sustainable development.

In accordance with its mandate as a specialized agency in education, the draft proposal for the 34 C/5 programmes have highlighted UNESCO's mission as follows:

- Provide international leadership for creating learning societies with educational opportunities for all populations.
- Provide expertise and foster partnerships to strengthen national educational leadership and the capacity of countries to offer quality education for all.

UNESCO's Strategic Framework for the Education sector has been streamlined into four main lines of action (MLAs) to facilitate and enhance the planning, implementation, monitoring and evaluation of the sector's programmes and activities.

Figure 1: UNESCO Education Sector Organizational Chart



MLA 1: Global leadership in EFA, co-ordination of United Nations priorities in education and development of strong partnerships

MLA 2: Establishment of a global framework and networks for capacity development in planning and management of education systems

MLA 3: Promotion of policy dialogue, research, norms and standards

MLA 4: Capacity development and technical support to assist national efforts to achieve the Dakar Goals¹

In addition, UNESCO is implementing the UNESS as a means of enhancing UNESCO's national programmes and activities in line with UN reform at the country level. The planning and implementation of the 8th APEID Programme Cycle have to be flexible enough to allow for adoption and adaptation as the UNESS in each country is put in place.

Overview of APEID

APEID was established as an inter-country co-operation programme tasked with the following mission:

To contribute to sustainable human development (underpinned by tolerance, human rights and a culture of peace) through the design and implementation of education programmes and projects, mainly at the post primary level of education, which stress 'educational innovation for development.

¹ The Dakar Goals are:

- (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) Ensuring that by 2015 all children, particularly girls, in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programme;
- (iv) Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
- (vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Serving 47 UNESCO Member States in the Asia-Pacific region, APEID's goal is to improve the quality of education and strengthen capabilities and self-reliance at the national, sub-national and grassroots levels by:

- fostering educational innovation and research in support of development;
- forging partnerships in education, particularly through the establishment and servicing of networks to facilitate free and open flow of information;
- promoting inter-country technical co-operation; and
- providing technical support and advice to Member States and partners.

Over the years, APEID has maintained its primary focus, but the mechanisms, strategies and tools have been modified to meet changing times, contexts, priorities, needs and challenges.

For APEID to remain relevant as a programme that is responsive to the needs of Member States, its programme areas should address the current situation and its modalities should be appropriate to local contexts. Strategic choices should reflect the best use of the limited resources available and, above all, should actively contribute to technical co-operation and sustainable development in the region.

APEID's emphasis on making use of local expertise and taking into account local contexts in the Asia-Pacific region is reflected by the Member States' role in designing, implementing, monitoring and evaluating APEID's programmes.

APEID 7th Programme Cycle (2002-2007)

APEID's programme areas in the 7th Programme Cycle initially consisted of higher education, teacher education, general secondary education, technical and vocational education and training, science-technology and environmental education, health promotion and preventive education against HIV/AIDS and drug abuse, education for peace, and then later information and communication technology (ICT) in education and education for sustainable development were included as cross-cutting themes. In carrying out its programme activities, APEID reinforces UNESCO's five functions, namely, (i) a laboratory of ideas, (ii) a standard-setter, (ii) capacity-builder, (iii) a catalyst for international cooperation; and (v) a clearing house. The following sections are brief summaries of APEID's main areas of activity during the 7th Programme Cycle.

Higher Education

APEID's work on higher education focuses on strengthening the capacities of Member States to reform and improve higher education and to strengthen international cooperation. In the realm of standard setting, APEID monitored the application of the UNESCO Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific; disseminated the UNESCO–Organization for Economic Cooperation and Development (OECD) Guidelines on Provision of Quality Cross-Border Education; and

developed the UNESCO–Asia-Pacific Quality Network (APQN) Toolkit to help Member States meet the challenges of cross-border higher education. APEID organized regular regional conferences and seminars with other higher education institutional networks in the region to build capacity in the management and administration of such institutions. As part of its clearinghouse function, APEID carried out research studies in several areas, including higher education reform, academic freedom in the region, performance indicators for assessing research capacities in universities, and innovative practices in open and distance learning. To facilitate information sharing, APEID set up two web portals, namely, the “Open and Distance Learning Knowledge Base” portal and Asia Pacific Academic Recognition Network (APARNET), in collaboration with quality assurance agencies and academic recognition bodies. APEID also initiated a number of university networks in the region, such as Global University Networks for Innovation – Asia Pacific (GUNI-AP) and Greater Mekong Sub-region Virtual University (GMS-VU), and worked closely with other university networks in various projects and activities.

Teacher Education

APEID’s teacher education work has focused on the development of competency-based standards on ICT pedagogy integration and on building the capacity of teacher educators to use ICT as a tool for teaching and to utilize ICT in innovative ways. In addition, a regional network of teacher education institutions has been established for re-orienting teacher education to address issues related to sustainable development.

As part of UNESCO’s efforts to achieve the Education for All goals, APEID organized a regional seminar on “The Status of Teachers: Attracting, Developing and Retaining Effective Teachers” in August 2006 to review the current situation of teacher education, teachers’ status and working conditions in the region. As part of APEID’s clearinghouse function, a report of the seminar was produced that presents a situational analysis of major issues, challenges and recommendations with regard to teacher education.

Secondary Education

APEID’s secondary education activities have included values education, international education and ASPnet activities. As part of its standard setting function, APEID has initiated meetings in the areas of secondary education reform and private education, and has supported the preparation of case studies and policy development in these fields. In the realm of capacity-building, APEID convened meetings during 2003-2005 to bring together ASPnet coordinators in order to focus on building capacity and strengthening collaboration.

In the realm of international cooperation, APEID has worked closely with partners in promoting peace education, values education and education for international understanding in secondary schools. As part of APEID’s clearinghouse function, a number of studies have been conducted in the areas of peace education and values education.

Technical and Vocational Education and Training

Technical and vocational education and training (TVET) relates to the preparation of learners for the world of work, citizenship and higher education in the context of lifelong learning. With continual changes occurring in the work place, initial job preparations now focus on multi-skilling and developing flexibility to equip people with the capacity to work across a range of task categories. TVET can no longer be narrow, specific training. Instead, it must be increasingly integrated with managerial, organizational and entrepreneurial skills.

In terms of standard setting, APEID has assisted new universities in the Asia-Pacific region to develop their academic programmes in technical fields.

In relation to its clearinghouse function, APEID has developed and disseminated educational materials relating to TVET. In addition, annual seminars by APEID Associated Centres such as the University of Tsukuba and Obihiro University have increased the exchange of experiences and sharing of innovations and best practices. Reports from these seminars were produced for dissemination in the region.

In the area of capacity-building, APEID has undertaken training of TVET professionals via group meetings, seminars, workshops, conferences, and study visits.

Science and Technology Education

APEID's work in the area of science and technology education (STE) has included school health education and HIV/AIDS prevention education. In the areas of standard setting, APEID conducted needs analysis activities to provide information required for policy and curriculum reform in Lao People's Democratic Republic (PDR) and Myanmar. In addition, APEID conducted a workshop and competition in Lao PDR to assist in improving the quality of physical education.

As part of its capacity-building function, APEID engaged in activities to build the capacities of curriculum specialists, supported youth life skills development, produced a manual for training in scientific and technological literacy, and supported training of science teachers in microscience technologies. In collaboration with International Bureau of Education (IBE) and National Institute for Policy Research of Japan (NIER), APEID developed a resource pack for capacity-building in "Leading and Facilitating Curriculum Change." This resource pack has been translated into several national languages in the region.

In terms of its clearinghouse function, APEID supported the sharing of information on school health and nutrition, undertook a study on girls' participation in science and mathematics, and developed a strategy for building the capacity of teachers and community members in tsunami-affected areas in Thailand.

ICT in Education

The aim of the ICT in Education programme is to empower learners, teachers, educators, managers and leaders to use ICT judiciously and effectively for expanding learning opportunities and improving educational quality and relevance.

In the realm of standard setting during the 7th Programme Cycle, APEID implemented a project to develop indicators for monitoring and measuring the impact of ICT use in education. APEID also produced a number of reference documents and tools for teachers, teacher educators and policy makers.

As part of its clearinghouse function, a project was initiated to conduct research, develop resources, and disseminate information about using ICT to improve the reach and quality of education. In addition, forums were established to allow teachers and teacher educators to discuss and share their experiences, problems and successes encountered in using ICT in schools and classrooms.

In the area of capacity-building, APEID convened training workshops in the region to build the capacity of education ministry planners to develop appropriate policies and plans for the integration of ICT into education. APEID also initiated a host of workshops to build the capacity of teachers and teacher educators to utilize ICT effectively in the classroom and to develop content using ICT. Projects have also focused on building the capacity of non-formal education providers to educate out-of-school youth and adults through ICT.

Education for Sustainable Development

The aim of the Education for Sustainable Development (ESD) programme is to promote reform and change in education so as to incorporate the principles of sustainable development.

APEID' standard setting activities in this area include its participation in the Asia-Pacific Regional Interagency Steering Committee. This committee convened regularly and has established a solid network of collaboration for activities relating to the United Nations Decade of Education for Sustainable Development (DESD). An additional major contribution for standard setting was the formulation and promotion of evidence-based DESD monitoring and assessment frameworks that must be developed with national guidelines during the Decade.

As part of its clearinghouse function, APEID carried out a situational analysis of ESD in the Asia-Pacific region, and formulated the Asia-Pacific Regional Strategy for ESD. The programme produced and disseminated a series of education for natural disaster preparedness materials in the form of a board game, a video and printed documents. An additional clearinghouse-related activity was the 10th UNESCO-APEID International Conference, "Learning Together for Tomorrow: Education for Sustainable Development" (held in Bangkok, Thailand in December 2006), which served as a platform for sharing information, knowledge, and innovative practices in education.

Mobile Training Teams

The mobile training team (MTT) modality cuts across all of APEID's programme areas and focuses mainly on capacity-building. During the 7th Programme Cycle, MTT activities that were carried out included teacher education and training in Afghanistan, China, Myanmar and India; technical and vocational education in Lao PDR and Uzbekistan; science and technology education in Cambodia, Lao PDR, and Nepal; values education in India; educational technology in Indonesia; training in production of teaching and learning materials in Democratic People's Republic of Korea; and world heritage education for ESD in East Asia.

APEID International Conferences

During the 7th Programme Cycle, APEID convened four international conferences and a strategic development meeting. The APEID conferences were:

- 8th UNESCO-APEID International Conference on "Innovation in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific" in 2002 in Bangkok, Thailand
- 9th UNESCO-APEID International Conference on "Educational Innovations for Development in Asia and the Pacific" in 2003 in Shanghai, PR China
- 10th UNESCO-APEID International Conference on "Learning Together for Tomorrow: Education for Sustainable Development" in 2006 in Bangkok, Thailand
- 11th UNESCO-APEID International Conference on "Reinventing Higher Education: Toward Participatory and Sustainable Development" in 2007 in Bangkok, Thailand

In February 2004, APEID's Strategic Development Meeting was held in Tokyo, Japan, to develop concrete strategies for revitalizing APEID.

Critical Review of 7th Programme Cycle

An assessment of the activities and outcomes of the 7th Programme Cycle against the backdrop of recent UNESCO reforms and the "One United Nations" policy revealed several shortcomings.

Firstly, it was clear that APEID's limited human and financial resources were insufficient to effectively meet the broad range of programme areas and make an impact on realizing necessary educational changes in Member States. Secondly, several activities were *ad hoc* in nature and not sustainable, and it was difficult to scale up some of the innovative projects. Many of the projects were funded by external sources. In most cases, they ended when the donors discontinued their funding. Therefore, it is essential for project designs to incorporate strategies for continuing the projects when external support and funding are no longer forthcoming.

Thirdly, the 7th Programme Cycle focused too much on content of thematic areas and sub-sectoral concerns, but not enough on the processes, such as facilitating policy dialogues, conducting research and situational analyses for formulating evidence-based policies, and building the capacities of national educational institutions to enable them to develop local initiatives and take ownership of the innovative projects. Very often many activities in each programme area were carried out without attention to their linkages to other programme areas within APEID.

In view of the overall diminishing financial resources, it is very critical to increase integration and synergy among the various APEID programme areas. Fourthly, many outcomes proposed for the various activities of the 7th Programme Cycle were too general to be easily measured and reflected upon. More specific quality assurance processes and outcome measures are needed to address this issue. Finally a key function of APEID is to facilitate information-sharing through its networks to provide ideas for promoting educational innovations in Member States. However, a number of APEID networks were inactive or were not functioning effectively. Therefore, there is an urgent need to review the role of APEID Associated Centres, to revitalize its existing networks and to develop new relevant networks that can meet changes and new challenges.

In response to these observations, concerted efforts were taken in the later part of the 7th Programme Cycle to consolidate APEID's programme according to UNESCO priority areas, enhance the integration and synergy among the various APEID programme areas, conduct research and situational analyses to identify emerging needs and challenges in Member States, develop models for institutional capacity-building (especially among teacher education institutions), and engage in continuous efforts to raise funds for APEID activities.

Preparation of the 8th Programme Cycle

In preparation for the 8th Programme Cycle, APEID has:

- taken stock of its achievements and shortcomings in the 7th Programme Cycle (2002-2007);
- considered the changing educational context in the Asia-Pacific region;
- recognized the emerging needs of Member States;
- examined the global roles and priorities of UNESCO; and
- aligned APEID programme activities within the identified context, needs and priorities.

The APEID 8th Programme Cycle document has undergone a regional consultation process. The first draft was discussed at the Inaugural APEID Standing Committee Meeting in December 2006, and it was revised for further discussion at an Expert Consultation Meeting held in May 2007. The second draft was circulated among the National Commissions for UNESCO for inputs and comments. In addition, specific consultations on different programme areas took place in the regional events on higher education, technical and vocational education, teacher education, and ESD, which were held throughout 2007. The third draft was presented to the Second APEID Standing Committee Meeting for further comments and revision. The result is this final document, which will be presented in May 2008 to the Regional Consultation with National Commissions in the Asia-Pacific meeting in Manila, Philippines, for endorsement.

These preparatory activities have reaffirmed the main objective of APEID: to improve the quality of education by promoting innovative practices and inter-country technical co-operation. They have also reminded APEID that to be a catalyst for change in education and to contribute to UNESCO's goals and advance sustainable development, its programmes and approaches must be both effective and relevant to the needs of Member States.

The overall aim of the APEID 8th Programme Cycle is to improve the quality of educational institutions, programmes and instruction. The key objectives of the 8th Programme Cycle are:

- To facilitate systemic reforms in higher education, teacher education, and technical and vocational education in Member States;
- To promote innovative practices in education for sustainable development and the use of ICT in education within educational institutions; and
- To strengthen APEID networks through regional coordination, regional knowledge-sharing, and inter-country technical cooperation.

Institutional Mechanisms

The institutional mechanisms to implement APEID's activities include: the APEID Secretariat based in the UNESCO Bangkok office; the newly established APEID Standing Committee; a regional consultation process; the APEID Associated Centres; national co-ordinating mechanisms through the National Commissions for UNESCO; and the APEID networks.

APEID Secretariat

The APEID Secretariat is an integral part of the UNESCO Asia and Pacific Regional Bureau for Education based in Bangkok, Thailand. Headed by the APEID Co-ordinator, the Secretariat facilitates, co-ordinates, supports and implements activities in close collaboration with Member States, National Commissions for UNESCO, Associated Centres, APEID networks and other units at the Regional Bureau, UNESCO field offices in the region, UNESCO Headquarters, UN agencies, and governmental and non-governmental organizations. Key activities include the promotion of innovative ideas and approaches for quality education; the promotion and support of inter-country and regional co-operation; the provision of technical assistance and services; and the dissemination of relevant knowledge and information.

APEID Standing Committee

The APEID Strategic Development Meeting, held in Japan in 2004, recommended that an APEID Standing Committee be formed to advise, guide, monitor and mobilize resources for APEID's programme areas and activities. The Standing Committee was established in 2005. Each of the six sub-regions, namely, East Asia, the

Greater Mekong Sub-region, South-East Asia, South Asia, Central-West Asia and the Pacific, is represented on the Standing Committee. Other members are selected from relevant experts in the region and from countries which substantially support APEID's activities. The Standing Committee currently comprises one representative each from 11 National Commissions of selected countries in the region,² the Director of UNESCO Bangkok and the Co-ordinator of APEID. The Standing Committee meets at least once a year to discuss the implementation of APEID programmes, particularly to:

- identify the current education challenges and needs of Member States in the Asia-Pacific region;
- mobilize both human and financial resources to support APEID's programme activities;
- recommend new institutional mechanisms and modalities to facilitate APEID's work in promoting education innovation for development in the region;
- prepare the Framework of Action for the six-year Programme Cycle; and
- recommend experts in core programmatic areas to be called upon as necessary for substantive contributions to the programme.

Regional Consultation Process

The regional consultation process is embodied in the regional consultation meetings, which are held periodically to review the work and assess the effectiveness of APEID and to develop new activities. The consultation meetings provide the means to keep priorities consistent with the nature and concerns of Member States.

The regional consultation process involved in the preparation of the APEID 8th Programme Cycle included the presentation of a preliminary draft to the inaugural meeting of the APEID Standing Committee in December 2006 and to an Experts' Consultative Meeting in May 2007, both of which were held in Bangkok. This document also includes outcomes from the World Conference on Higher Education Follow-up Meeting in July 2007, the Strategic Roundtable Meeting on Technical and Vocational Education and Training in August 2007, and the Regional Meeting of UNESCO Education Staff in September 2007. In addition, this document was circulated to all the Member States' UNESCO National Commissions and to members of the APEID Standing Committee for comments and feedback before it was revised again for presentation at the Second APEID Standing Committee Meeting on 11 December 2007.

APEID Networks

APEID networks include:

- Associated Schools Project Network (ASPnet)
- Asia-Pacific Network for International Education and Values Education (APNIEVE)
- University Twinning (UNITWIN)/UNESCO Chairs

² Australia, People's Republic of China, India, Indonesia, Japan, New Zealand, Pakistan, Republic of Korea, Thailand, Uzbekistan and Viet Nam.

- Global University Networks for Innovation – Asia Pacific (GUNI-AP)
- Asia-Pacific UN Interagency Steering Committee for the Decade of Education for Sustainable Development
- Asia-Pacific Regional Consultative Group for the DESD
- ESD Monitoring Network
- Asia-Pacific Regional Network of Teacher Education Institutions to Address ESD (ESD-NET)
- Teacher Education Institutions for Information and Communication Technologies
- UNESCO-UNEVOC Centres

Please refer to Annex 1 for information on each of the APEID networks.

Changing Contexts and Emerging Challenges

The Asia-Pacific region is one of contrasting realities – small and large countries, sparse and dense populations, poor and rich economies. It is also diverse in terms of historical and cultural backgrounds, political systems and stages of development.

A range of issues confronts the nations making up the Asia-Pacific region. The region contains about 70% of the world's rural people and 67% of the world's poorest populations. Compared to the past, more children are now attending school in South Asia and South-East Asia, but the region still accounts for the world's largest share of out-of-school children. Furthermore, nations face problems such as access to clean water, climate change, food security, rising fuel costs, social and religious conflicts, and rapidly changing values.

UNESCO and other organizations must take these challenges into consideration in planning for achieving the Millennium Development Goals, Education for All goals, United Nations Literacy Decade objectives and the goals of the United Nations Decade of Education for Sustainable Development.

To help APEID consider these challenges in planning for the 8th Programme Cycle, an Experts' Consultative Meeting was convened in May 2007. The participants at the meeting reviewed APEID's 7th Programme Cycle, explored strategies for strengthening APEID networks and contributed recommendations regarding activities in the 8th Programme Cycle. Key findings and recommendations from the meeting are listed below.

Content versus Process

The 7th Programme Cycle focused on content of thematic areas or sub-sectoral concerns, but neglected processes (e.g., policy and reforms, frameworks and guidelines, research and analysis). In order to ensure that APEID fulfils its role as a laboratory of ideas, APEID should address processes such as research and development of educational innovations, situational analysis of changing demands and needs of Member States, identification of good innovative practices and facilitation of international co-operation and exchange of information. For example, APEID should provide policy briefs and guidelines for capacity development on project management and education institution-building. The guidelines could also include assistance from facilitators who can

support national teams to develop local projects and provide feedback to national teams on their planning process and movement towards established goals. This will enable greater national autonomy in planning and, subsequently, greater responsiveness to national contexts and realities.

Synergies

Increased integration and synergy among the various APEID programme areas are necessary. This is particularly important in view of limited funding and human resources, and also in view of the UN and UNESCO Education sector reforms and UNESS. ESD and ICT in Education are cross-cutting themes within APEID that offer great potential for highlighting the synergies between the various programme areas. Another recommendation was to explore synergies among the networks. The contributions by the networks under the umbrella of APEID could be enhanced through greater collaboration and co-ordination.

Sustainability

Project activities are often tied to external funding and, once funding is withdrawn, the projects are usually not sustained and activities cease. This is especially true in poorer countries in the region. There is a strong call for South-South co-operation. APEID's project activities need to have built into them, from the outset, qualities and characteristics that will ensure continuation of effective activities after external support and finance are removed. For this to take place, the Member States must take ownership of the projects and allocate funds to the activities or attract funds from external agencies.

Assessment of Outcomes

Some outcomes proposed for the activities during the 7th Programme Cycle were too general to be easily measured and assessed. For decision-making to be based upon evidence, project proposals and plans should include evaluation of eventual project activities and outcomes. They should also specify responsibilities and roles. There is also a need for more specific quality assurance processes to reassure Member States and funding agencies that there is value to their efforts and funding. It is recommended that outcomes should be more specific and measurable to facilitate reporting, and that both quantitative and qualitative methods are used in measuring progress towards goals. Although many of APEID's goals are long-term – trying to bring about changes in attitudes, positioning, relationships and interactions – short-term progress towards these goals can still be measured through identifying indicators that would be measured at specified intervals during the lifetime of the projects.

Networking

APEID is a “network of networks” that serves as a clearinghouse of ideas and innovative approaches in education. The roles of network members need to be examined. In particular, the role of Associated Centres should be reviewed and their roles be revised as necessary to address emerging challenges. In addition, better communication among Associated Centres is required. Each country should map their participating organizations to identify and promote intra-national relationships, support networks, promote synergies and allow for critical evaluation of the activities in which each institution is engaged. Intra-country communication should be promoted through the National Commissions. To enhance communication between the APEID Secretariat and the Associated Centres and other network members, the potential benefits of information and communication technologies must be harnessed. There should be a thorough investigation of how ICT could be used to improve communications and strengthen networks. For example, APEID member organizations in all the networks (Associated Centres, ASPnet schools, UNITWIN/UNESCO Chairs, APNIEVE focal points, teacher education institutions, UNEVOC Centres, ESD National Steering Committee, ESD Monitoring Network and focal points, ICT focal points) should be encouraged to use geographic information systems (GIS) mapping for compiling and sharing information about in-country organizations and activities.

Major Strategies

In developing the Framework of Action for the 8th Programme Cycle, it is necessary to remember that the main goal of APEID is to facilitate educational improvements through the propagation of innovative ideas, policies and practices. As a regional programme, APEID designs and adapts its programmes to operate in harmony with the regional strategies of UNESCO Headquarters and field offices, as well as the developmental goals of Member States.

To fulfil UNESCO’s five main functions – **laboratory of ideas, standard-setter, capacity-builder, catalyst for international co-operation and educational change, and clearinghouse** – APEID pays particular attention to the following activities:

- Develop high-level commitment to system-wide education policy reforms;
- Research, develop and generate innovative education policies, processes, practices, tools and resources;
- Provide models of institutional collaboration on education innovations;
- Promote partnerships between the public and private sectors;
- Network with APEID Member States, Associated Centres and network members, APEID partners, other UN agencies, regional centres and national institutions;
- Share and disseminate information about innovations in education; and
- Build capacity of teachers, teacher educators and policy-makers.

As a result of the priorities identified by Member States and guided by the Standing Committee and outcomes from the Experts' Consultative Meetings, APEID has identified the following **strategies** as key components of its Framework of Action for the 8th Programme Cycle:

- ▶ **Facilitate systemic education reforms**
- ▶ **Focus on innovations in education for human and sustainable development**
- ▶ **Assist in capacity-building through research, training and advisory services**
- ▶ **Strengthen regional and inter-country co-operation, collaboration and partnerships**
- ▶ **Mobilize resources**
- ▶ **Undertake quality assessment of APEID activities**

Operational Approaches

APEID will use a wide range of approaches depending on changing circumstances and local contexts. Some approaches are listed below:

- Co-operation with Ministries of Education and UNESCO National Commissions in organizing regional and sub-regional conferences, seminars and workshops;
- Establishment of collaborative partnerships with its networks and key regional organizations with similar interests to develop Joint Research Projects or Joint Innovative Projects;
- Implementation of national plans for the Decade of Education for Sustainable Development in collaboration with national task forces and partners;
- Planning and implementation of TVET programmes and activities with key players in the region;
- Promotion of ICT in education in collaboration with key players in the ICT industry;
- Utilization of ICT to process and disseminate research findings, innovative ideas, policies and practices;
- Utilization of the mobile training team modality for capacity-building activities;
- Utilization of ASPnet schools to pilot-test innovative practices at the school level; and
- Provision of advisory services and technical assistance to Member States.

Programme Areas and Modalities

During the 7th Programme Cycle, APEID programme areas were restructured. Some areas of activity, such as the co-ordination of general secondary education, HIV/AIDS preventive education, and Science and Technology education, were shifted out to other units within UNESCO Bangkok and to UNESCO Jakarta. At the same time, two other programmes, namely ESD and ICT in Education, were incorporated into APEID.

For the 8th Programme Cycle, the programme areas have been streamlined and now include:

- Higher Education
- Teacher Education
- Technical and Vocational Education and Training (TVET)
- Education for Sustainable Development (ESD)
- ICT in Education

supported by three long-standing modalities:

- Mobile Training Team
- UNESCO-APEID International Conference
- APEID Networks

In addition, newly formed networks such as the ESD-NET, ESD Monitoring Network and teacher education institutions (TEIs) for ICT will be instrumental in enhancing APEID's role as a "network of networks."

Programme Areas

Higher Education: *Promoting higher education reform in the Asia-Pacific region*

For the 8th Programme Cycle, the higher education programme aims to promote policy dialogue, research, and the setting of norms and standards as well as facilitate the sharing of information on the restructuring of higher education in the Asia-Pacific region. It will focus on issues brought about partly by the massification of higher education systems and the impact of globalization on higher education. These were the outcomes of the Regional World Conference on Higher Education Follow-up Meeting held in July 2007 in Macao, China.

Under this broad umbrella, UNESCO Bangkok will create an informed basis of higher education dialogue and exchange among Member States in addressing issues and challenges in the following areas:

- university governance and management;
- quality assurance and qualification recognition;
- diversification and privatization of higher education;
- internationalization of higher education; and
- use of ICT in widening access and improving the quality of higher education.

More specifically, the Higher Education programme will:

- facilitate the revision of the 1983 Asia-Pacific Regional Convention on the Recognition of Academic Qualification;
- organize regional meetings leading up to the global consultation on new trends and challenges to higher education as a follow up to the 1998 World Conference on Higher Education;
- strengthen research capacities in higher education institutions through the UNITWIN/UNESCO Chairs; and
- facilitate regional university networks.

Teacher Education: *Capacity development through teacher education in the Asia-Pacific region*

For the 8th Programme Cycle, the Teacher Education programme aims to improve the quality of education by enhancing the competencies of teachers and the capacity of teacher education institutions. The main objective is to encourage TEIs to incorporate UNESCO's initiatives in the areas of rights-based education, ESD and values education, ICT in education and skills development into their training programmes. The focus will be to reform the teacher education systems by introducing innovative approaches to teacher education in terms of teacher training policies, curricula, methodologies and resources. The targets will be ministries of education, TEIs, teacher educators and regional network master teachers.

Under this programme, training and curricular materials on ESD, ICT in teacher training and TVET will be developed and disseminated. Regional guidelines, toolkits and manuals will be produced and adapted for local use. Training workshops will be held at the regional, sub-regional and national levels. In addition, monitoring and evaluation of the status and working condition of teachers in line with the 1966 ILO/UNESCO Recommendations Concerning the Status of Teachers will be a key activity for the 8th Programme Cycle.

Technical and Vocational Education and Training: *Emerging agendas in the Asia-Pacific region*

For the 8th Programme Cycle, the TVET programme builds on the outcomes of the evaluation of the regional TVET programme in 2007 and the subsequent Strategic Roundtable Meeting. Three core themes identified during the Roundtable Meeting form the basis for the new regional TVET programme. They highlight the strategic niches for APEID to assist and add value to national policy interventions and bilateral aid programmes.

The three specific activities are:

- TVET to address poverty reduction and access of marginalized groups;
- vocationalization of secondary education and TVET at secondary and post-secondary levels; and
- regional qualification frameworks on TVET.

Other technical- and research-focused activities will be carried out on training in the private sector as well as entrepreneurship education. Many activities will be carried out in close collaboration with UNESCO-UNEVOC in Bonn, Germany.

Education for Sustainable Development: *Co-ordination in the Asia-Pacific region*

The ESD programme for the 8th Programme Cycle will build on regional and national launches of ESD in the region by strengthening and expanding national ESD committees' roles in terms of linkages to national sustainable development frameworks, as well as to partners and donors active in this area. Support will also continue for the sub-regional efforts in this area. More specifically, capacity-building for developing indicators to monitor and evaluate the Decade's progress in the Asia-Pacific region will be further developed in terms of drawing together and assessing qualitative change in formal and non-formal education and training systems (including media and private sector). Specific thematic areas of ESD that will receive special attention are disaster preparedness, climate change, urbanization, indigenous knowledge and a culture of peace.

In line with the UNESCO Action Plan for DESD, a key thrust of ESD is to re-orient existing educational programmes at all levels so that the purpose, content and processes of education will promote the social, environmental, cultural and economic knowledge, skills, perspectives and values inherent to sustainability. To achieve this objective, APEID will identify innovative practices on ESD at all educational levels. It will develop and disseminate trainers' guides, teachers' manuals, and curricular materials on ESD for teacher education institutions and schools. One thematic subject to be addressed will be disaster preparedness under the United Nations International Strategy for Disaster Reduction (UNISDR)-UNESCO ESD focus, based on the Hyogo Framework for Action 2005-2015: Building Resilience of Nations and Communities to Disasters.

Information and Communication Technologies in Education: *Harnessing the potential of ICT for achieving quality education for all*

ICT has been demonstrated to have the potential to facilitate greater access to education by marginalized groups and under-served communities. Harnessing of this potential is seen by UNESCO as valuable in achieving UNESCO's EFA goals and for efforts towards elimination of the digital divide. When used appropriately, ICT also has the potential to increase the quality of education and change the way we teach and learn.

For the 8th Programme Cycle, the ICT in Education programme aims to promote policy-making, standard setting, teacher training, effective use of ICT in the teaching and learning process, and knowledge-sharing concerning the integration of ICT in education throughout the region. It focuses on the long-term technical assistance for Member States in harnessing the potential of ICT towards achieving quality education for all.

More specifically, the activities have four components:

- regional co-ordination in using ICT for literacy and for quality education for all;
- strengthening regional knowledge-sharing;
- capacity development for educators in the region; and
- technical assistance to Member States in developing and implementing appropriate national ICT in Education policies.

Modalities

Mobile Training Teams

Funded by the Japanese Funds-in-Trust, the mobile training team (MTT) modality aims to enhance the capacity of Member States for innovation in selected themes. Since its inauguration in 1972, MTT has been restructured and modified to meet changing demands and conditions. The modality continues to use ESD as a cross-cutting theme for the 8th Programme Cycle.

To begin the new cycle, two MTT projects have been identified:

- **MTT for ESD-NET**

Capitalizing on the newly established ESD-NET of teacher education institutions in the Asia-Pacific region, this project will assist the TEIs to develop curricular content for ESD in two specific subjects: science and social studies. A key element of the project is the action-research approach embedded in the design of the project. Another new feature is the involvement of TEI deans at the sub-regional workshop to increase their understanding and, therefore, their support in enabling the adoption and implementation of the curricular contents.

- **MTT for the Asia-Pacific National DESD Indicators**

Member States will be assisted in using guidelines which have been produced during the 7th Programme Cycle to develop national-level ESD indicators, data collection and reporting mechanisms. Monitoring systems will be established to enhance interactions between global initiatives and national-level activities.

The details of the MTT modality may differ in the two projects, but the basic concept of using resource persons and expertise at sub-regional and in-country training workshops is maintained. Evaluation of the projects will be built into the activities of the MTT for ESD-NET, while an external evaluator will be identified by UNESCO to assess the MTT for DESD indicators. Additionally, reports of MTT activities will be produced and disseminated to maximize APEID's clearinghouse function.

APEID Conferences

During the 7th Programme Cycle, APEID convened four international conferences, with the participation of APEID networks, educators and subject specialists. For the 8th Programme Cycle, APEID will continue to organize these conferences on specific themes as a forum for sharing research results and innovations, networking and creating opportunities for collaboration and alliances. Representatives from governments, educational institutions, non-governmental organizations, the private sector and local communities will remain the direct targets of the conferences.

While the outcomes of the conferences may not be immediately measurable, the long-term impacts of such international gatherings are expected to be *extensive* because the themes selected will play major roles in shaping the education sector in every country; *profound* because the conferences will explore fundamental concepts of basic human rights, gender equality, social inclusion, sustainability and poverty reduction; *constructive* because practical suggestions will be solicited to maximize learning about these concepts and building of capacity; and *cumulative* because the conferences will reinforce international networking, action-research and publications that increasingly mainstream social engagement among the various stakeholders in the education sector.

APEID Networks

The APEID Secretariat will continue to work closely with APEID networks to plan and implement project activities in each of its programme areas. APEID will partner with its Associated Centres to carry out joint projects, host regional and sub-regional seminars and workshops, and collaborate with UNESCO field offices and UNESCO National Commissions in different Member States to organize follow-up activities.

ASPnet schools spread out in various countries in the region will be used to pilot test innovative ideas in school management, curriculum and classroom practices. UNEVOC Centres will be the testing grounds for new ideas on TVET. At the higher education level, APEID will cooperate with the various higher education networks found in the Asia-Pacific region, including UNITWIN/UNESCO Chairs and GUNI-AP, to facilitate international exchange and information sharing on innovative practices.

APEID will utilize existing networks and develop new networks to extend its programme activities. For the implementation of the DESD, APEID will participate actively in the Asia-Pacific UN Interagency Steering Committee for DESD and the Asia-Pacific Regional Consultative Group for the DESD, as well as develop the ESD-NET to incorporate ESD in teacher-education programmes. The ESD Monitoring Network will be strongly supported to strengthen national-level development of monitoring and reporting systems for ESD.

In addition, APEID will partner with key players in the IT sector and TEIs to produce the next generation of teachers who are competent in using ICT effectively and appropriately in their daily practices.

Mobilization of Resources

APEID is funded and supported by the following sources:

- UNESCO regular programme budget
- Extra-budgetary funds
 - Japanese Funds-in-Trust
 - Korean Funds-in-Trust
 - Voluntary contributions from Member States
 - Funding agencies, e.g. Asian Development Bank, other UN agencies
 - Private sector companies, e.g. Microsoft, Cisco
 - Income generated by some activities
- Annual donations from the Government of the People's Republic of China through the Chinese National Commission for UNESCO
- Seconded staff under the Associate Expert Scheme on two- to three-year assignments from Japan, Korea and Finland
- Sponsored Australian Youth Ambassadors for Development on one-year assignments

APEID will continue to use the following strategies to mobilize resources for its activities:

- Implement resource and cost-sharing arrangements with Member States or with other Associated Centres within an agreed framework;
- Encourage Associated Centres to generate their own sources of funding locally in partnership with a range of agencies and private providers;
- Encourage co-operation and financial commitments from Member States which are in stable financial positions to offer extra assistance;
- Continue and expand extra-budgetary activities that are self-supporting or produce a budgetary surplus that can be utilized in relevant programme areas;
- Develop and submit new proposals to appropriate funding agencies;
- Develop collaborative linkages with institutions to creatively share and combine resources, both financial and human, to pursue common objectives;
- Initiate income-generating possibilities at various levels, such as marketing innovations or charging subscriptions for publications; and
- Seek support from UNESCO Headquarters, cluster offices and field offices for the accreditation of programmes and projects to increase status and, therefore, the potential drawing power of activities.

The directions and implications of the UN and UNESCO Education sector reforms will become clearer in the near future. During the 8th Programme Cycle, APEID will need to adapt its programmes and funding strategies accordingly to ensure the sustainability and impact of the core business of APEID, i.e. to improve the quality of education by fostering educational innovation and research, forging partnerships in education, promoting inter-country technical co-operation, and providing technical support and advice to Member States and partners.

Annex 1: APEID Networks

APEID Associated Centres

APEID Associated Centres are institutions in Member States or inter-governmental bodies of Member States associated with APEID at the request of the governments. They serve as the nuclei of the APEID programme, carry out joint projects, host regional or sub-regional workshops and study visits, organize follow-up activities, and co-operate with other Centres and APEID in the design, conduct and evaluation of APEID activities. Associated Centres join APEID to contribute to, and to benefit from, the exchanges of mutual insights, skills and expertise. In some countries, the Associated Centres are co-ordinated by the National Commission for UNESCO. There are 78 APEID Associated Centres in the Asia-Pacific region.

APEID Networks

Associated Schools Project Network (ASPnet)

Launched in 1953, the Associated Schools Project Network (ASPnet) links schools throughout the world committed to the ideal of UNESCO to construct the defences of peace in the minds of people. ASPnet promotes education for international understanding, peace and human rights, with the goal of preparing children and young people to meet the challenges facing humanity, especially within the context of challenges relating to use of Earth's resources.

Approximately 1,000 schools are part of the ASPnet in the Asia-Pacific region, and more than 7,000 educational institutions in 171 countries are involved worldwide. The four main ASPnet themes are World Concern and the United Nations System, Human Rights and Democracy, Inter-cultural Learning, and Environmental Issues. A strategic framework has been designed to chart a new course to enable ASPnet to play a more effective role in fostering quality education.

Asia-Pacific Network for International Education and Values Education (APNIEVE)

The Asia-Pacific Network for International Education and Values Education (APNIEVE) was established in 1995. The major objectives of APNIEVE are to promote and develop international education and values education for peace, human rights, democracy and sustainable development through inter-country co-operation among individuals and institutions working in these fields. APNIEVE is composed of individual and institutional members from both government and non-government sectors.

University Twinning (UNITWIN)/UNESCO Chairs

The UNITWIN/UNESCO Chairs Programme was launched in 1991 as an international plan of action for strengthening higher education in developing countries through appropriate mechanisms for enhancing inter-university co-operation, while emphasizing the transfer of knowledge between universities and the promotion

of academic solidarity across the world. Through participation in the UNITWIN/UNESCO Chairs Programme, existing inter-university and academic networks have been reinforced. New networks have been established through agreements with inter-regional, regional and sub-regional non-governmental organizations.

Global University Network for Innovation - Asia Pacific (GUNI-AP)

The Global University Network for Innovation (GUNI) was established in 2000 as one of the joint follow-up actions of the 1998 World Conference on Higher Education held by UNESCO and the United Nations University (UNU). The network is based at Catalonia University of Technology in Barcelona, Spain. The Asia-Pacific network (GUNI-AP) was established in October 2001 at Zhejiang University in China. A draft charter and a memorandum of consensus were adopted and signed by participating presidents and representatives of presidents of universities from eight countries in the region, namely La Trobe University, Australia; Zhejiang University, China; Devi Ahilya University, India; University of Indonesia, Indonesia; Osaka University, Japan; Seoul National University, Republic of Korea; Universiti Kebangsaan Malaysia, Malaysia; Chulalongkorn University, Thailand; Mahidol University, Thailand; Association of Southeast Asian Institutions of Higher Learning (ASAIHL); and the United Nations University, Japan. The mission of GUNI-AP is to promote reform and innovative practices in higher education institutions in the Asia-Pacific region.

Asia-Pacific UN Interagency Steering Committee for the Decade of Education for Sustainable Development

The Asia-Pacific UN Interagency Steering Committee increases co-operation among UN agencies on education for sustainable development at the regional level. The enhanced co-ordination resulting from the Steering Committee serves as a catalyst for a productive ESD regional network. The Steering Committee liaises with donor organizations to encourage appropriate funding of ESD initiatives in the region, provides transparency and governance for the DESD programme in the region, implements a communication plan to engage other UN agencies, and identifies projects and initiatives that agencies can contribute to. The Steering Committee plays a crucial role in the generation of intellectual ideas and views for the Decade of ESD (DESD). The Steering Committee consists of regional representatives from various UN organizations and associated agencies, including UNESCO, UNESCAP, UNEP, United Nations University-Institute of Advanced Studies, Asia-Pacific Cultural Centre for UNESCO (ACCU), Asian Development Bank (ADB), UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU), The World Conservation Union (IUCN), and Southeast Asian Ministers of Education Organization (SEAMEO).

Asia-Pacific Regional Consultative Group for the DESD

The Asia-Pacific Regional Consultative Group for the UN Decade of Education for Sustainable Development facilitates the process of ongoing stakeholder dialogue for the Decade. Comprising experts who represent the interests of different parts of the region as well as different sectors, the Consultative Group liaises with the Interagency Steering Committee for the DESD to inform the overall guidance of the Decade and assist in activating regional networks and ESD projects. The Group will also participate in the qualitative evaluation and

monitoring processes of ESD in the region and assist in defining ESD indicators and monitoring systems. In addition, the Group liaises with other stakeholders with interests in ESD, including, but not limited to, academic institutions, non-governmental organizations, relevant government departments, inter-governmental bodies, donor agencies and civil society.

ESD Monitoring Network

The ESD Monitoring Network consists of nominated national ESD monitoring focal points who work in collaboration to develop monitoring systems in the Asia-Pacific region. The network focuses on identifying the steps, challenges and lessons learned toward developing national monitoring systems for respective countries, including appropriate national-level indicators and national mechanisms for data collection and reporting. The network will also play a primary role in the development and piloting of a regional monitoring and reporting system for ESD.

Asia-Pacific Regional Network of Teacher Education Institutions to Address ESD (ESD-NET)

The Asia-Pacific Regional Network of Teacher Education Institutions to Address Education for Sustainable Development (ESD-NET) was launched in May 2006 at a UNESCO experts meeting on ESD held in Kanchanaburi, Thailand. ESD-NET aims to establish a regional network of teacher education institutions (TEIs) which are committed to reorienting their education programmes towards ESD. The network works to identify gaps, from an ESD perspective, in existing teacher education curricula and take action by assisting teacher educators and TEIs to find locally relevant and culturally appropriate ways to reorient their teacher education courses, and by establishing a network of action research projects in teacher education for sustainable development.

Teacher Education Institutions for Information and Communication Technologies

Teacher Education Institutions for Information and Communication Technologies is a growing partnership of universities and teacher colleges active in the field of professional development of teachers that are concerned with integration of information and communication technologies into teacher education. The network aims to build the capacity of teacher education institutions and provide guidance in curriculum development and teacher education in the Asia-Pacific region. Beneficiaries of the network include students, teachers, participating TEIs, policy makers and national governments, particularly Ministries of Education as TEI activities assist governments in reforming and re-aligning their national education systems to improve the quality of teaching and learning.

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training acts as a key component of UNESCO's international programme on technical and vocational education and training. It contributes to increased opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development, with an emphasis on helping to meet the needs of developing countries,

countries in transition and those in a post-conflict situation. The Centre achieves this through taking action to strengthen and upgrade its UNEVOC Network, with particular reference to:

- stimulating international and regional co-operation concerning human resource development;
- promoting UNESCO normative instruments and standards;
- promoting best and innovative practices in technical and vocational education and training (TVET);
- knowledge-sharing;
- mobilizing expertise and resources; and
- strengthening partnerships with other relevant agencies.

In the Asia-Pacific region, UNEVOC Centres are the lead agents for developing and using new modes of education and training, and attendant curricula.





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