DOCUMENT RESUME

ED 214 698 RC 013 231

TITLE Work Plan of APEID for the Third Programming Cycle, 1982-1986. Regional Consultation Meeting (7th, Bangkok, Thailand, June 1-10, 1981).

INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE 81

NOTE 84p.; For a related document, see RC 013 230. Paper copy not available due to publisher's preference.

AVAILABLE FROM UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Career Education; Creativity; Developing Nations; *Educational Development; Educational Innovation; Educational Technology; *Equal Education; Foreign Countries; Futures (of Society); Information Networks; International Programs; *Nonformal Education; Organizational Objectives; *Program Development; Research Needs; Rural Development; *Science Programs; Staff Development

IDENTIFIERS *Asian Programme of Educ Innovation for Development; Support Services; Urban Development

ABSTRACT

The Seventh Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID) proposed this detailed Work Plan for the project's third cycle (1982-1986). Each of the eight programme areas is defined and then addressed in the following categories: development objectives; immediate objectives; and lists of projects, with their participants, linkages, and expected outcomes. The first five programme areas listed are: universalization of education (access to education at first level by both formal and non-formal means); education for promotion of scientific and technological competence and creativity; education and work; education and rural development; and education and urban development. The final three programme areas are reported as: educational technology with stress on mass media and low-cost instructional materials; professional support services and training of educational personnel; and co-operative studies, reflections and research related to educational development and future orientation. (BRR)

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ED214698

EC
17-03-82

APEID

Asian Programme of Educational Innovation for Development

Seventh Regional Consulation Meeting
Bangkok, 1-10 June 1981

WORK PLAN OF APEID
for the
Third Programming Cycle
1982-1986

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC
Bangkok, 1981

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APEID Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, 7th, Bangkok, 1-10 June 1981.

Work plan of APEID for the Third Programming Cycle, 1982-1986. Bangkok, Unesco, 1981. 75 p. (Asian Programme of Educational Innovation for Development)

1. EDUCATIONAL INNOVATIONS - ASIA. 2. EDUCATIONAL INNOVATIONS - PROGRAMME PLANNING - ASIA. I. Unesco. Regional Office for Education in Asia and the Pacific, Bangkok. II. Title. III. Series.

371.39

APEID

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UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC
Bangkok, 1981

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Published by
the Unesco Regional Office for Education in Asia and the Pacific
920 Sukhumvit Road
G.P.O. Box 1425
Bangkok, Thailand

Printed in Thailand

The contents of this publication represent the opinions of the participants of the Regional Consultation Meeting and do not necessarily coincide with the official position of Unesco. No expression of opinion is intended herein concerning the legal status or the delimitations of the frontiers of any country or territory.

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PREFACE

The Asian Programme of Educational Innovation for Development (APEID), a co-operative programme of the Member States in the Asia and Pacific region supported by Unesco, UNDP and the Member States, is reviewed periodically by the participating members meeting at the invitation of Unesco.

The Seventh Regional Consultation Meeting, held at Bangkok on 1-10 June 1981, addressed itself to (i) an overall evaluation of APEID during the second cycle of its operation (1978-1981), and (ii) developing the project and Work Plan for the third programming cycle (1982-1986). The evaluation of APEID was carried out as a Tripartite Review of the Programme.

The report of the Meeting has been published in two volumes. The first volume contains the conclusions of the Meeting on the evaluative review and recommendations on the scope and design of the project in the third cycle. The present volume contains the detailed Work Plan of APEID proposed by the Meeting for the project in the third cycle.

Abbreviations used

AC - Associated Centre of APEID

ACEID - Asian Centre of Educational Innovation for Development (an integral part of the Unesco Regional Office for Education in Asia and the Pacific, Bangkok)

APEID - Asian Programme of Educational Innovation for Development

MS - Member State

NDG - National Development Group for Educational Innovation

RCM - Regional Consultation Meeting on APEID

RL - Regional Level

ROEAP - Unesco Regional Office for Education in Asia and the Pacific, Bangkok

PROGRAMME AREA I

UNIVERSALIZATION OF EDUCATION: ACCESS TO EDUCATION AT FIRST LEVEL BY BOTH FORMAL AND NON-FORMAL MEANS

The problem of universalization of education, primarily at the first level of education, is a persistent one in many countries in the region. Although a great deal of effort and resources have been devoted to promoting broader base of educational opportunities, the disparities among different segments of the society are all too apparent. This is due to the fact that in many countries of the region the benefits of economic growth have not been shared equitably. The national development strategies are now focused more and more on equitable distribution of development benefits. Increased access to education and equitable distribution of educational opportunities are decisive in facilitating social cohesion and mobility and in promoting economic productivity.

Development objectives

The programme in this area will aim at strengthening action at the country level to achieve equal access to education and equal educational opportunity.

Special attention will be given to certain specific population groups which suffer severely from educational deprivation, namely, girls and women, population in rural areas and in depressed urban areas, tribal and nomadic groups, minorities, and the physically and mentally handicapped.

Immediate objectives

1. To promote policies and affirmative attitudes in the policy makers, academic community and society concerned with extending educational opportunities for children and young people, notably:

   a) girls and women;

   b) out-of-school children and youth;

   c) disadvantaged and deprived groups; and

   d) mentally and physically handicapped groups;

2. To facilitate the development of new structures (both formal and non-formal as complementary), contents, methods, instructional materials and institutional organizations, to meet the learning needs of children and young people without access to educational opportunities, or those who are educationally disadvantaged and the disabled;

3. To promote the mobilization of community resources and participation for providing educational opportunities to the disadvantaged and the disabled groups;

4. To facilitate innovations in decentralized planning and management and to establish built-in systems of monitoring and evaluation for promoting equality of educational opportunities;

5. To contribute to strengthening of the professional services, including continuous education for teachers and other related personnel, necessary for the equalization of educational opportunities;

6. To promote education for better health and nutrition as an integral part of the educational process;

7. To promote the application of educational technology and facilitate the introduction of innovative methods for the development of low-cost instructional aids, teaching/learning devices including traditional arts and crafts, self-instructional packages and mass media for universalization of education;

8. To promote co-operative research and exchange of information, ideas and experiences for the qualitative improvement of education in order to enhance learning effectiveness.

• • • • • • • • • • •

Project 1: Promoting policies and affirmative attitudes
(cf. objective No. 1)

Participation:

1. Community leaders
2. Policy makers
3. Educational administrators
4. Teachers
5. Teacher educators
6. Planners, researchers and evaluators
7. Media people
8. Development workers

	Activity	Location	Commencement	Duration
1.1	Status studies on access to educational opportunity			
	- Carrying out of studies	MS	82-83	1 year
1.2	Setting up of Regional Programme Panel (RPP) 1/	RL/MS	early 82	continuing
1.3	Policy strategy conferences	MS RL	83 87	various
1.4	Periodic review studies to update data and make assessment against national targets	MS	85	continuing
1.5	Review and evaluation meeting (by the RPP)	RL	early 86	1 week
1.6	Inventories/case studies/ episodes (of innovative experiments)	RL	mid-81	continuing
1.7	Intra-country study visits and local-level activities	MS	82	continuing
1.8	Inter-country study visits	MS/RL/ACs	83	3 weeks

Outcomes:

1. Suggestions and guidelines on structures, methods and content of education of different groups
2. Sets of innovative case studies/materials
3. Designs for conducting status studies
4. Evaluation reports on progress
5. Greater public/media awareness on problems

1/ The RPP is intended as a continuing body of high-level officials from the countries in the region which will monitor the progress of universalization in the region, identify growth points as well as gaps, and promote positive attitudes and policies.

6. Knowledge and recognition of grassroots action and community innovative efforts

7. Sensitization of policy making process

8. Greater co-ordination among development workers

Linkages:

1. Education and rural development

2. Educational technology with stress on mass media and low-cost instructional materials

3. Co-operative studies, reflection and research related to educational development and future orientations

Note:

1. The universalization of education is not necessary to be confined to the Associated Centre.

2. Project 1.3, policy strategy conference at regional level, will be undertaken by the Ministers' Conference.

3. The Regional Programme Panel will also provide technical services to Projects 3 and 4.

4. Activity 1.5 is related to activity 3.6 of Project 3.

. . . . . .

Project 2: Education of handicapped children
(cf. objective No. 1)

Participation:

1. Teachers
2. Researchers and planners
3. Teacher educators
4. Educational administrators
5. Policy makers
6. Community workers
7. Media people

	Activity	Location	Commencement	Duration
2.1	Survey studies of handicapped children	MS	82	6 months
2.2	National training programme for teachers of the handicapped (follow-up of the regional seminar to be held in Japan in 1981)	MS	82-86	2 weeks continuing
2.3	Mobile team workshop on training of teachers in the development of instructional materials	ACs	83-86	3-4 weeks continuing
2.4	Attachments/internships	ACs	83,-84	continuing

Outcomes:

1. Reports of national studies
2. Instructional materials
3. Cadre of trained persons

Linkages:

1. Professional support and training of teachers

. . . . . .

Project 3: Facilitating the development of new structures including institutional arrangements both formal and non-formal, and mobilization of community resources
(cf. objectives Nos. 2 and 3)

Participation:

1. Community leaders
2. Policy makers
3. Educational administrators
4. Teachers and teacher educators
5. Planners and researchers
6. Media people
7. Development workers

	Activity	Location	Commencement	Duration
3.1	Survey studies of existing national structures, content and methods	MS	mid-81	continuing
3.2	Advanced-level workshop on new structures	ACs	mid 82-85	1 week continuing
3.3	Community-oriented national/ sub-national workshop on new structures	MS	mid 82-85	2 weeks continuing
3.4	Inter-country study visits	ACs	early 83 mid-85	3 weeks
3.5	Dissemination and use of information	ACs/ACEID	mid-81	continuing
3.6	Review and evaluation meeting (by the Regional Programme Panel)	RL	early 86	1 week

Outcomes:

1. Reports and studies
2. Identification of new strategies
3. Cadre of trained persons

Linkages:

1. Education and rural development
2. Education and urban development
3. Professional support services and training of educational personnel
4. Education and work

Note:

1. Activity 3.6 is related to activity 1.5 of Project 1

Project 4: Meeting the learning needs of children and young people without access to educational opportunities, or those who are educationally disadvantaged and the disabled, focusing on planning, management, monitoring and evaluation and promoting application of innovative methods
(cf. objectives Nos. 2, 4 and 7)

Participation:

1. Educational administrators and supervisors
2. Researchers, planners and evaluators
3. Curriculum developers
4. Media people
5. Audio-visual specialists
6. Teachers and teacher educators
7. Textbooks writers and illustrators
8. Community workers

	Activity	Location	Commencement	Duration
4.1	Background studies/synthesis to prepare training materials and programmes	MS	early-late 82	1 year
4.2	Technical working groups (within the framework of the Regional Programme Panel, RPP) for developing the design of training programmes relating to	RL	early 82	10 days
	a) content and methods			
	b) planning and management			
	c) instructional materials and mass media programme			
	d) evaluation			
4.3	National workshops/sub-national workshops	MS	late 82	2 weeks, continuing
4.4	Mobile team workshops	ACs	83, 84	3-4 weeks
4.5	Sub-regional training workshop	ACs	83-85	2 weeks

	Activity	Location	Commencement	Duration
4.6	Attachments/internships	ACs	82-84	continuing
4.7	Development support communication	MS & ACs	83-84	continuing
4.8	Evaluation studies on all the above activities	MS/ACs	85	continuing
4.9	Review and evaluation by RPP	RL	early 86	1 week

Outcomes:

1. Training schemes and programmes
2. Training materials
3. Media programmes
4. Low-cost instructional aids and teaching-learning devices
5. Evaluation report
6. Cadres of trained persons
7. Sensitization of public awareness

Linkages:

1. Education and rural development
2. Education and urban development
3. Education and work
4. Educational technology with stress on mass media and low-cost instructional materials
5. Professional support services and training of educational personnel

Note:

1. Activity 4.1 will take stock of the results achieved during the second cycle in the related field
2. Activity 4.2 will focus on decentralized planning and management
3. Activity 4.9 is related to activity 3.6 of Project 3 and activity 1.5 of Project 1

Project 5: Strengthening professional services for equalization of educational opportunities
(cf. objective No. 5)

Participation:

1. Teachers
2. Supervisors
3. Administrators
4. Other educational personnel
5. Community workers

	Activity	Location	Commencement	Duration
5.1	A study group at national level to review the training of teachers with reference to the special needs of the disadvantaged group	MS	82	1 week
5.2	Intra-country study visits of local-level activities	MS	82	continuing
5.3	Sub-regional workshops for generating and developing training programmes for teachers and teacher educators and community and other development workers	MS/ACs	83-84	2 weeks continuing
5.4	National workshops for training of teachers and teacher educators and other community workers	MS	83-85	2-3 weeks continuing
5.5	Inter-country study visits	ACs	83, 84	continuing
5.6	Review and evaluation by RPP	RL	early 86	1 week

Outcomes:

1. Training schemes and training programmes
2. Cadre of trained teachers
3. Cadre of trained community workers
4. Training materials
5. Reports

Linkages:

1. As in other cases

Note:

Activity 5.6 is related to activities 1.5 of Project 1, 3.6 of Project 3 and 4.9 of Project 4.

. . . . . .

Project 6: Promoting better health and nutrition through education (cf. objective No. 6)

Participation:

1. Teachers
2. Supervisors
3. Administrators
4. Health educators
5. Community workers
6. Parents
7. Media people

	Activity	Location	Commencement	Duration
6.1	Inventories of innovative projects in health and nutrition education	MS	81	continuing
6.2	National workshops on health and nutrition education and services involving parents and community people to identify, activate, involve and mobilize voluntary efforts	AC	82-83	continuing
6.3	National workshops on curriculum development on health and nutrition at primary level (follow-up of study group meeting organized in India, in 1980)	MS	82-83	continuing
6.4	Inter-country study visits to observe and study programmes and practices in member countries	MS/ACs	82	continuing

	Activity	Location	Commencement	Duration
6.5	Regional workshop on design, development, implementation and evaluation of instructional materials for teaching health and nutrition education in primary school	RL	83	2 weeks
6.6	Mobile team workshop for development of instructional materials	ACs	84	3-4 weeks

Outcomes

1. Training of cadres
2. Instructional materials
3. Development of curriculum with health and nutrition component

Linkages:

1. Education for promotion of scientific and technological competence and creativity
2. Education and rural development
3. Education and urban development
4. Educational technology with stress and mass media and low-cost instructional materials

Note:

1. Activity 6.3 involves the follow-up of two national workshops in Afghanistan and Philippines.
2. Regarding activity 6.2, it would be useful for the countries to organize sub-regional workshops before national workshops.

. . . . . .

Project 7: Joint innovative project (cf. objectives Nos. 1, 2 and 8)

Participation:

1. Curriculum writers
2. Media specialists
3. Supervisors
4. Community workers

Activity	Location	Commencement	Duration
7.1 Joint innovative project on integrating subject areas in primary education curriculum (carry over from second cycle)			
a) National workshops to develop plans for implementing the curriculum	MS		continuing
b) Inter-country study visits	RL		continuing
c) Synthesis meeting	ACs	82	1 week
d) Preparation of final project reports and their dissemination	RL	82	6 months
e) Evaluation of project outcomes at the national level	MS	83	3 months
7.2 Joint innovative project on meeting the educational needs of young people without schooling or with incomplete schooling (carry over from second cycle)			
a) Finalization meeting	ACEID	81	1 week
b) Final project report and its dissemination	ACEID	82	6 months
c) Evaluation of project outcomes at national level	MS	83	3 months
7.3 Joint innovative project on the development of teachers resource kits for preparing teachers in coping with pedagogical problems of universalization			

Activity	Location	Commencement	Duration
a) Planning meeting	RL/MS/AC	82	2 week.
b) Development of elements of the kits	MS	82-83	10 months
c) Synthesis and evaluation meeting	ACEID	early 84	2 weeks
d) Reproduction of kits for distribution and field evaluation	MS	85	1 year
7.4 Joint innovative project of raising the level of achievement of children and innovative capacity of the schools			
a) Identification of research teams/institutions in participating countries	RL/MS	mid-82	3 months
b) Planning meeting	RL/MS/ ACEID	early 83	2 weeks
c) Development activities	MS	late 83	6 months
d) Interim review meeting	RL/ACs	mid-84	2 weeks
e) Continuation of development activities	MS	mid-84	6 months
f) Finalization meeting	RL/ACs	early 85	2 weeks
g) Report and dissemination	RL/MS	mid-85	3 months
h) National meetings for discussions of above report and follow-up action	MS	end of 85	continuing

Outcomes:

1. For activities 7.1 and 7.2, same as in second cycle
2. Training kits
3. Technical report

Linkages:

1. As in other cases

PROGRAMME AREA II

EDUCATION FOR PROMOTION OF SCIENTIFIC AND TECHNOLOGICAL COMPETENCE AND CREATIVITY

During the past two decades, the participating Member States have been involved in innovation in science education with a view to providing science education to all the students throughout the primary and secondary stages of school education as well as enlarging the base of scientific literacy among the out-of-school youth and adults.

Science and technology are crucial elements in national development. In order to promote development, a critical factor is the number of competent and creative scientists and technologists that a country is able to produce as well as the development of a broad base of science and technology education.

The building of scientific understanding, attitudes and skills among the general population is therefore regarded as a major national thrust in the development of science and technology. At the same time, there is a growing realization that scientific and technological competence and talent should be fostered as a matter of high educational priority, and this process should begin from the earliest stage of education. Equally important is the generation of a climate supportive of scientific and technological creativity.

Development objectives

The main aim of the programme under this area will be to further strengthen the development of scientific attitudes, understanding and skills among populations both in and out-of-school, raising the scientific and technological competence and creativity and exploration of significant problems.

Special attention will be given to the development of 'open competence', 1/ nurturing of the talent and creating a climate supportive of scientific and technological creativity through fostering awareness and public understanding of science and technology and their implications.

1/ refers to empowering concepts and skills which are flexible and applicable to a wide variety of situations rather than a limited scope.

Immediate objectives

1. To promote inter-country exchange of experiences and materials related to innovations in curricula, methods, evaluation, organization and instructional materials for development of scientific and technological competence and creativity;

2. To facilitate inter-country exchange of experiences in the formulation, implementation and evaluation of programmes dealing with pre-service, in-service and continuing education of science and technology teachers and other educational personnel concerned;

3. To promote inter-country exchange of experiences and co-operation in the design, development and use of self-learning and distance learning materials for teachers, supervisors and students;

4. To strengthen national initiative and efforts for the identification of scientific talent and development of programmes for their nurturing, particularly by providing opportunities for interaction between gifted students and eminent scientists;

5. To strengthen and stimulate national institutions and groups to develop programmes for recognition and further development of scientific and technological talent among the youth and working population, particularly in deprived areas, through both formal and non-formal programmes;

6. To further strengthen national capabilities through exchange of experiences and co-operative efforts, in the designing, development, production and evaluation of science equipment and its maintenance and repair and production of audio-visual teaching aids with focus on low-cost ones;

7. To promote the development of facilities and activities for public understanding of and support for science and its applications particularly with regard to conservation of resources, protection of the environment, use of renewable forms of energy and the impact of science on human life;

8. To co-operatively explore new approaches and methods in disseminating scientific and technological information on discoveries and innovations and the involvement of scientific institutions and eminent scientists for this purpose;

9. To encourage studies and co-operative research and promote exchange of information relating to curriculum, learning and the development of open competence.

Project 1: Encouraging innovations in designing and development of curricula, methods, evaluation and organization for development of scientific and technological competence and creativity

Participation:

1. Specialists engaged in science and technology curriculum development, particularly for secondary/senior secondary level programmes
2. Secondary/senior secondary level science and technology teachers
3. Research scientists in various science disciplines from universities
4. Evaluation specialists
5. Specialists from other development sectors (health, agriculture, etc.)

	Activity	Location	Commencement	Duration
1.1	Inventory/portfolio of innovative projects	MS	early 82	continuing
1.2*	Mobile field operational seminars	ACs	late 82 mid-84	3 weeks
1.3	Mobile training teams	MSs	late 82 mid-84 mid-85	3/4 weeks
1.4	Regional workshop on chemistry education	ACs	mid-82	2 weeks
1.5	Technical working group meeting on mathematics education	ACs	late 82	2 weeks
1.6+	National workshops on integrated science	MSs	late 82- early 83	
1.7+	a) Regional workshop on nutrition education	ACs	mid-83	2 weeks
	b) Support for follow-up national activities		84/85	

	Activity	Location	Commencement	Duration
1.8+	a) Research and micro-studies on pupil achievement	MSs	82-83-84	1½ years
	b) Study group meeting at national level	ACs	mid 84	1 week
	c) Study group on pupil evaluation with special reference to performance evaluation	ACs	late 84	2 weeks
	d) Follow-up national workshops for development of question-banks	ACs	85-86	2 weeks
1.9	Attachments	ACs	mid 82-mid 83	4-6 weeks
1.10	Professional support services and resource persons	ACs	83-85	

Note:

* - This activity is linked to Project 2 also
\+ - These activities will have a bearing on Programme Area I
Life sciences should receive special focus in all the activities.

Expected outcomes:

1. Inventory of innovative projects for expanding the information base
2. Synthesis of experiences on designing and developing science and technology curricula for development of competence and creativity
3. Guidelines for enhancing the relevance of chemistry, mathematics and nutrition education to development needs and fostering scientific competence and creativity
4. Synthesis of experiences on pupil evaluation and guidelines on strategies and methodologies for performance evaluation to enhance scientific competence and creativity
5. A corps of persons trained in developing improved science and technology curricula, methods, materials and new approaches to pupil evaluation

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Project 2: Promoting pre-service, in-service and continuing education of science and technology teachers and other educational personnel

Participation:

1. Teacher educators and supervisors/inspectors for science and technology subjects
2. Staff of centres of innovation responsible for pre-service and in-service education of science and technology teachers
3. Personnel from other developmental agencies concerned
4. Educational technology specialists

	Activity	Location	Commencement	Duration
2.1+	Portfolio of short case studies on innovative projects related to the training of science teachers	MSs	early 82	continuing
2.2+	Regional workshop on alternative approaches to training of science and mathematics teachers	AC	late 82	2 weeks
2.3*	a) Writing workshop for development of exemplar training modules with focus on developing competence and creativity	AC	mid-83	3 weeks
	b) Support for follow-up national activities	ACs	early 84-late 85	2 years
2.4*	a) Sub-regional workshop for development of training materials in selected laboratory techniques	AC	late 83	2 weeks
	b) Support for follow-up training activities at national level	ACs	mid-84-mid-86	2 years
2.5	Inter-country/inter-project study visits			
	a) First series	ACs	early 84	3 weeks
	b) Second series	ACs	early 85	3 weeks

Activity	Location	Commencement	Duration
2.6+ Mobile training teams (two)	MSs	83 and 86	4 weeks
2.7+ a) Technical working group meeting on continuing education of science teachers and teacher educators	ACEID	late 84	2 weeks
b) National advanced-level workshops for science teacher educators	ACs	mid-85 - late 86	2 weeks
2.8+ Study group meeting on evaluation of teacher competencies and performances	AC	end of 85	2 weeks
2.9 Attachments and resource persons	ACs	mid-82- mid-86	continuing

Note:

* - These activities are linked to Project 3 also.
\+ - These activities are related to Programme Area VII also.

Expected outcomes:

1. Portfolio of case studies
2. Strategies for developing alternative structures for teacher training
3. Synthesis of experiences in the formulation, implementation and evaluation of programmes of pre-service and in-service training of science teachers and other educational personnel concerned with science education
4. Exemplar training and evaluation materials
5. Corps of persons trained in innovative methods and techniques in designing and developing new methods and techniques of training science and technology teachers

Project 3: Training in design and development of instructional materials, including self-learning and distance learning materials

Participation:

1. Subject specialists and science curriculum developers in charge of developing self-learning and distance learning materials
2. Educational technology specialists

	Activity	Location	Commencement	Duration
3.1	Collection and dissemination of available self-learning and distance learning materials for teachers training	MS	early 82	continuing
3.2	Sub-regional training workshop for development of materials (two series)	ACs	mid-83 mid-84	3 weeks
3.3	Follow-up national workshops	ACs	late 83	continuing (4 weeks each)
3.4	Professional support services for the above	ACs	late 83	continuing
3.5	Attachments/internships	ACs	early 84	continuing (6-8 weeks each)

Note:

i) All the above activities are closely related to Project 1 and 2 under this area and Programme Area VII.

ii) Life science should receive special focus in all the activities.

Expected outcomes:

1. A variety of instructional materials, including self-learning and distance learning materials for teacher training
2. A corps of persons trained for writing of the instructional materials

Project 4: Joint innovative studies and co-operative efforts, including training, for the design, development, evaluation, maintenance, repair and effective use of equipment for science education

Participation:

1. Science and technology curriculum development specialists
2. Science teachers
3. Equipment design and development engineers
4. Science teacher educators
5. Workshop technicians

	Activity	Location	Commencement	Duration
4.1	Task force meeting to specify equipment suitable for a co-operative design and development programme	AC	late 82	2 weeks
4.2	Technical working group meeting to develop the design of a joint innovative project	MS	mid-83	2 weeks
4.3	a) National-level research and development activities including evaluation of prototypes	ACs	early 84	2 years
	b) Professional support, attachments and resource persons for above	ACs	mid-84	1½ years
	c) Study group for (mid-stage) evaluation of designs and prototypes for further improvements	AC	mid-85	2 weeks
	d) Finalization meeting	AC	early 86	3 weeks
	e) Establishment of a designs storage and dissemination system	ACEID/	mid-86	continuing
4.4	Regional workshop on the maintenance and repair of school science equipment, including the preparation of an exemplar teacher manual	AC	late 83	3 weeks

	Activity	Location	Commencement	Duration
4.5	Follow-up national workshops on the specification choice, testing, maintenance and repair of science equipment	ACs	mid-84	2 years
4.6	a) Study group meeting on the packing and distribution of science equipment	AC	late 85	2 weeks
	b) Follow-up national workshops on the packing and distribution of school science equipment	ACs	mid-86	
4.7	Attachment on the design, development, evaluation, maintenance and repair of school science equipment	ACs	mid-82 onwards	each attachment 4-6 weeks

Expected outcomes:

1. Design drawings and prototypes of selected items of science equipment
2. Teacher's manual on repair and maintenance of school science equipment
3. Guidelines on packing and distribution of science equipment
4. A corps of people trained in designing, developing and evaluating science equipment
5. Establishment of a designs storage and dissemination systems

. . . . . .

Project 5: Promoting and strengthening the development of facilities for identification and nurturing of scientific and technological talent among the young people in- and out-of-school and adult working population

Participation:

1. Scientists from universities and other research institutions
2. Science and technology curriculum developers and teachers
3. Evaluation specialists

4. Non-formal education specialists and instructional material developers

5. Policy makers and educational planners

	Activity	Location	Commencement	Duration
5.1	Inventory of national projects, both in-school and out-of-school	MSs/ACEID	mid-82	continuing
5.2	Short case studies of innovative projects	MSs/ACEID	early 83	continuing
5.3*	Technical working group meeting for developing guidelines on identification and nurturing of scientific and technological talent among school and out-of-school populations	AC	early 84	2 weeks
5.4	Inter-country study visits/ attachments for young scientists	MSs	late 84	2 years
5.5	Sub-regional workshops (2) for development of exemplar identification tools and nurturing programmes	ACs	late 84 mid-85	3 weeks 3 weeks
5.6	Follow-up national activities, including attachments, resource persons and exchange of materials	ACs	early 86	2 years
5.7*	Study group meeting on development of open-ended laboratory, field and desk experiences	AC	early 86	2 weeks

Note:

* - These activities are linked to Project 1 also.

Expected outcomes:

1. Inventory of innovative projects and portfolio of short case studies related to identification and nurturing of scientific and technological talent

2. Guidelines for locating and nurturing scientific and technological talent

3. Exemplars of identification tools and nurturing programmes

4. Guidelines on and exemplars of open-ended laboratory, field and desk experiences for developing open competence and scientific creativity

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Project 6: Promoting public understanding of science, its applications and implications

Participation:

1. Curators of science and technology museums
2. Science writers and science film, TV and radio-broadcasting specialists
3. Research scientists
4. Members of various science associations
5. Organizers of science clubs, science fairs and science field centres
6. Members from science-based industries (manufacturing and agricultural)

	Activity	Location	Commencement	Duration
6.1	Inventory of innovative projects	MSs	early 82	continuing
6.2	Portfolio of short case studies	MSs	mid-82	continuing
6.3	Technical working group meeting for preparing guidelines for development of facilities and activities for public understanding of science and its applications and dissemination of information	AC	late 82	2 weeks
6.4	Follow-up study groups at national level	AC	early 83	continuing
6.5	Regional workshop for training in development of materials	AC	early 83	3 weeks

	Activity	Location	Commencement	Duration
6.6	Follow-up national workshops and other activities	AC	late 83	2 years (each workshop 2 weeks)
6.7	Professional support services	MSs	late 83	continuing
6.8	Inter-country/inter-project study visits (2)	ACs	mid-84 mid-85	4 weeks 4 weeks
6.9	Attachments	AC	early 84	continuing (2-4 weeks)

Note:

All the activities under this project will contribute to the concerns of Project 1 and 5 of this area also and Programme Areas I, III, IV and V.

Expected outcomes:

1. Inventory of innovative projects and portfolio of case studies on public understanding of science
2. Guidelines and strategies for development of facilities and activities focused on popularization of science, its applications and implications
3. Synthesis of experiences
4. A variety of materials for popularization of science, its applications and scientific discoveries
5. A corps of trained persons
6. Development of out-of-school science facilities and activities

PROGRAMME AREA III

EDUCATION AND WORK

The problem of providing strong linkages between education and work or learning and work has been one of the major concerns of the member countries participating in APEID activities. In the general education programmes in most of the countries, work education has been included in the curriculum in the form of skills development and/or as a general orientation to the world of work. Various approaches have been adopted in the countries in this regard: Skills training in particular subjects and elective specialized courses in the general education or introduction to work through participation in community development projects, and introducing special programmes based on the principle "Earn while learning".

Linkages between education and work are more specifically being promoted through increasing expansion and development of a variety of vocational and technical education programmes leading to acquisition of employable skills grouped according to occupations. These programmes are being carried out by educational institutions (general secondary schools, and specialized technical and vocational schools), industrial, commercial or community organizations in the rural and urban sectors or by various combinations of each of these. All these organizations make use of full-time or part-time training, training through sandwich courses, job release, on-the-job training and various other combinations of formal and non-formal approaches.

Development objectives

The programme under this area will aim at:

1. Strengthening and supporting national efforts to provide work education as an essential part of general education to orient young people to the world of work. This will include promoting the development of positive attitudes towards work and utilizing work-related experiences for development of manipulative and associated intellectual skills (thereby providing a base for socio-economic development);

2. Strengthening national initiatives in the development of skills and knowledge related to specific occupations by making technical and vocational education more relevant to the changing structure of modern science and technology with a view to helping individuals to adjust successfully to continually changing patterns of employment and economic development in each country.

Immediate objectives

1. To stimulate the continuous expansion of knowledge for linking education to the world of work and to develop in the youth proper attitudes, understanding and skills required for work in the modern and traditional sectors, including the use of community facilities and expertise as learning resources;

2. To promote studies and exchange of experiences relating to the provision of and responsibilities for vocational and technical education by various types of institutional arrangements such as secondary schools, specialized vocational and technical institutions, programmes by industrial/commercial enterprises and the community in the rural and urban areas;

3. To promote the exchange of experiences and co-operative activities, including training, for the development of materials for vocational and technical components entering schools as part of the vocationalization of secondary education;

4. To promote the exchange of experiences and information related to the evaluation and certification schemes used in participating countries at various levels of training in order to facilitate educational and occupational mobility;

5. To promote co-operation in the development of curricula, including core curricula, general education components; specialized subjects; and related practical experiences and their assessment; teaching methods; modular and other types of instructional materials for vocational and technical education;

6. To promote exchange of inter-country experiences and co-operative training programmes in the formulation, implementation and evaluation of pre-service and in-service training programmes for vocational and technical teachers and related personnel;

7. To enhance the relevance of existing science and mathematics subjects to the needs of various technical and vocational education programmes and to encourage development of new courses;

8. To promote the establishment of systems and facilities for the study of trends and future occupational requirements and related skills for preparing profiles of personnel and formulation of policies and strategies for their training and retraining;

9. To promote the development and utilization of practical experiences, laboratory and workshop facilities and educational technology for enhancing the effectiveness of vocational and technical education programmes.

Project 1: Stimulating efforts for linking education to the world of work

Participation:

Educational researchers, policy makers, curriculum specialists, educational administrators, manpower planning specialists and representatives from other development sectors - manpower, employers' and employees' groups.

	Activity	Location	Commencement	Duration
1.1	National status studies	MS	early 82	1-5 years
1.2	Technical working group meeting	AC	mid-83	2 weeks
1.3	Support for national research studies	ACs	early 84	2 years
1.4	Professional support for research studies	ACs	mid-84-mid-85	1 year
1.5	Study group meeting	AC	mid-86	2 weeks

Outcomes:

1. Set of studies
2. Guidelines and strategies for linking education and work
3. Analytical studies on linking education and work at national level
4. Synthesis of experiences

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Project 2: Promoting studies and exchange of experiences on future occupational requirements and related skills as well as on evaluation and certification systems, for planning of vocational and technical education

Participation:

1. Education administrators, policy makers and curriculum specialists in vocational and technical education

2. Educational planners and manpower planning specialists

3. Training specialists from the rural, industrial and commercial sectors

4. Specialists in vocational and technical education

5. Vocational guidance and placement specialists

6. Specialists involved in the evaluation, certification and administration of vocational or technical education

	Activity	Location	Commencement	Duration
2.1	Studies of systems for establishing manpower needs	MSs	late 82	continuing
2.2	Collection and dissemination of information on existing personnel profiles for occupations	ACs	early 83	continuing
2.3	Inventory of evaluation criteria and systems used in Member States (a useful mode may be to conclude contract with an AC)	MSs	mid-83	continuing
2.4	Technical working group meeting on systems, facilities and training for preparation of personnel profiles, and on evaluation criteria for vocational and technical education with particular reference to educational and occupational mobility	AC	mid-84	3 weeks
2.5	Sub-regional training workshops (two) on how to prepare personnel profiles for selected occupations and related curricula and on evaluation, certification and registration criteria	AC	early 85	2 weeks
2.6	Follow-up national workshops	ACs	85-86	2 weeks each
2.7	Professional support for the above		85-86	

	Activity	Location	Commencement	Duration
2.8	Seminar on certification and registration to include consideration of regional co-operation to recognize national standards	ACEID	86	2 weeks

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Project 3: Promoting studies and exchange of experiences relating to the optimum utilization of diverse institutional arrangements for providing vocational and technical education

Participation:

1. Vocational and technical educational researchers
2. Educational planners, policy makers and administrators of vocational and technical education
3. Representatives of various development sectors and enterprises and manpower training specialists
4. Representatives of employers' and employees' groups

	Activity	Location	Commencement	Duration
3.1	National status studies	MSs	early 82	1-2 years
3.2	Technical working group meeting	AC	end 83	2 weeks
3.3	Follow-up studies on national level	ACs	early 84	2 years
3.4	Professional support for national studies	ACs	early 84	2 years
3.5	Compilation and dissemination of information and exchange of experience	ACEID	early 84	continuing
3.6	Attachments/internships	ACs	84, 85	1-2 months
3.7	Study group meeting	AC	mid-86	2 weeks

Outcomes:

1. Set of studies
2. Guidelines for utilization of various strategies and methodologies in providing vocational and technical education
3. Trained personnel in the utilization of various institutional arrangements for vocational and technical education
4. Synthesis of experiences

Linkages:

Projects 1, 2, 4 and Programme Areas II, IV and V.

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Project 4: Encouraging exchange of experiences and the development of instructional materials for vocational and technical components of secondary education

Participation:

1. Curriculum development specialists in vocational and technical oriented subjects
2. Selected teachers of vocational and technical oriented subjects
3. Specialists in relevant occupational fields
4. Evaluation specialists

	Activity	Location	Commencement	Duration
4.1	Short case studies	MSs	mid-82	continuing
4.2	Mobile field operational seminar	ACs	mid-83	3 weeks
4.3	Mobile training team	MSs	mid-84 mid-85	4 weeks 4 weeks
4.4	Sub-regional workshops (2)		early 84 early 85	3 weeks 3 weeks

	Activity	Location	Commencement	Duration
4.5	Follow-up national workshops		late 84	continuing
4.6	Professional support through resource persons for 4.5 above		late 84	continuing
4.7	Attachments		early 83	continuing

Outcomes:

1. Portfolio of case studies
2. Guidelines for production and evaluation of instructional materials
3. Core of trained personnel
4. Exemplars of instructional materials

Linkages:

In this Programme Area, it is related to Projects 1, 2, 3 and also with Programme Areas I, II, IV and V.

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Project 5: Strengthening national effort for development of curriculum, including instructional materials and physical facilities for vocational and technical education

Participation:

1. Specialists in technical and vocational education
2. Classroom teachers, instructors and other related personnel from formal and non-formal sectors providing vocational and technical education
3. Curriculum and evaluation specialists in vocational and technical education
4. Personnel from other development sectors

	Activity	Location	Commencement	Duration
5.1	Inventories of innovative projects and practices	MSs/ ACEID	early 82	continuing
5.2	Mobile training teams (2)	MSs	late 82, 83	3/4 weeks
5.3	Technical working group meetings	AC	late 82 mid-84 mid-85	2 weeks 2 weeks 2 weeks
5.4	National workshops for development of:			
	a) Syllabi and exemplar instructional materials		82	2 weeks
	b) Assessment items and procedures, including question banks	AC	84	4 weeks
	c) Prototype laboratory and workshop designs	AC	85	4 weeks
	d) Teachers' guides and manuals	AC	86	4 weeks
5.5	Professional support services and resource persons for the above	ACs	82-86	
5.6	Research and micro-studies on acquisition of skills and their use	ACs	mid-84	1 year
5.7	Study group meeting on methods of evaluation of the acquired skills and their employability	AC	late 85	2 weeks
5.8	Attachments/internships	ACs	mid-82-mid-84	4-6 weeks

Outcomes:

1. Portfolio of inventories of innovative projects and practices
2. Cadre of trained personnel in proper curriculum development including related physical facilities
3. Group of people competent in the development of instructional materials
4. Studies on appropriate evaluation techniques and practices in relation to employable skills

5. Sets of guidelines on curriculum planning, physical facilities and instructional materials development
6. Question banks, and prototype assessment materials for exchange and dissemination

Linkages:

Projects 1, 2, 3, 4, 5 and 6 and Programme Areas II, IV, V and VI.

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Project 6: Promoting pre-service and in-service training programmes for teachers and related personnel in vocational and technical education

Participation:

1. Specialists in pre-service and in-service education of vocational and technical teacher education of related personnel
2. Personnel from other development sectors

	Activity	Location	Commencement	Duration
6.1	Compilation of case studies	MS	mid-82	continuing
6.2	Regional workshop on pre-service and in-service education of teachers designing a programme for developing of prototype training modules	ACEID	late 83	2 weeks
6.3	National writing workshops for developing prototype training modules	AC	early 84	3 weeks each
6.4	Professional support for follow-up national activities	MS		continuing
6.5	National follow-up activities for testing these modules		late 84, 85	continuing
6.6	Regional workshop for exchange of experiences and compilation of tested modules	AC	mid-83	2 weeks
6.7	Inter-country/inter-project study visits	ACs	mid-83	3 weeks
6.8	Mobile training teams	ACs	84, 86	4 weeks each

Activity	Location	Commencement	Duration
6.9 Follow-up national training workshops	ACs	mid-85	3 weeks
6.10 Study group meeting on evaluation on competency and performance of teachers	ACs	late 84	2 weeks
6.11 Attachments/internships	ACs	82-86	2-3 months

Outcomes:

1. Portfolio of case studies
2. Prototype training, evaluation and other instructional materials
3. Corps of more competent teacher educators
4. System for testing teachers' competency

Linkages

Projects 3, 4 and 7 and Programme Areas I and VI

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Project 7: Enhancing the relevance of science and mathematics curricula for vocational and technical education

Participation:

1. Science, mathematics and technology curriculum development specialists
2. Specialists in vocational and technical education
3. Specialists in science, mathematics and technology
4. Representatives of users of modern science and technology
5. Policy-makers and educational planners

Activity	Location	Commencement	Duration
7.1 Study of present and future demands on science and mathematics learning in relation to vocational and technical education	MS	early 82	continuing

	Activity	Location	Commencement	Duration
7.2	Technical working group meeting	AC	early 83	2 weeks
7.3	National study group meetings	ACs	mid-83	2 weeks each
7.4	National workshops for curriculum developers	ACs	mid-84	7-12 days
7.5	Professional support for the above		84	
7.6	Inter-country visits for high-level decision makers	ACs	mid-83	2 weeks
7.7	Regional seminar	AC	early 85	2 weeks
7.8	Attachments and internships	ACs	83-85	6-8 weeks

Outcomes:

1. Report on future demands on science and mathematics learning related to vocational and technical education
2. Guidelines and strategies for enhancing the relevance of science and mathematics curricula for vocational and technical education
3. Synthesis of experiences
4. A corps of trained persons
5. Exemplar curricular materials

Linkages:

Projects 2, 4, 5 and 6 and Programme Area II

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PROGRAMME AREA IV

EDUCATION AND RURAL DEVELOPMENT

The vast majority of the people in most of the developing countries of Asia and the Pacific live in the rural areas, and the rural sector is in general the most disadvantaged sector in the region. Consequently, development of the rural population is a major concern of the national development programmes of a number of the countries participating in APEID. Rural development aims at improving not only the economic conditions of the rural population, but also the social and cultural, such as developing rural participation and leadership, harmonizing the various segments of the rural society, improving work ethics and methods and organization of work. Most of the participating countries have undertaken planned and comprehensive approaches in rural development. Some of the notable features of these approaches are decentralization of decision-making and administration; more equitable sharing of resources; co-ordination of the efforts of different agencies concerned with rural development; utilization and further development of local and indigenous capabilities and resources; and community participation. In the total process of rural development, education plays an important and indispensable role - as a force as well as a mechanism to achieve inter-sectoral collaboration, to make the people aware of the need for development, and to prepare them to face the challenges of development endeavours.

Development objectives

The programme in this area will aim at increasing the awareness of and commitment to the crucial importance of the rural sector for national integration and development, linking educational programmes and methods to the needs of the people, and thereby enhancing the contribution of education in inter-sectoral programmes and programmes of other development sectors.

Immediate objectives

1. To facilitate the continuation of the identification of issues, problems and growth points relating to education and rural development;

2. To promote the development of programmes for the orientation of policy-makers, planners, staff of development agencies and key administrators to the crucial importance of education in rural development and the diverse measures adopted in various other countries;

3. To promote the development of programmes for the effective involvement of teachers, teacher educators, field staff and their supervisors, and other educational personnel and personnel of other agencies and the local community in rural development;

4. To encourage the development of learning programmes for urban and rural in-school and out-of-school children, youth and adults for developing appreciation and understanding of the role of rural development in national development;

5. To raise the capability of institutions in rural areas and of adult education programmes to upgrade and reorient education for rural development in relation to values and attitudes, vocational/occupational skills, health, hygiene, sanitation and nutrition through both formal and non-formal approaches;

6. To promote exchanges and co-operation in the development of instructional materials, methods of teaching, supervision, management and evaluation;

7. To promote research, policy studies and exchange of information, ideas and experiences within and between countries on alternative structures, organizations and methods for linking of formal and non-formal education, and collaborative approaches with emphasis on community participation.

Project 1: Issues, problems and growth points

Participation:

1. Researchers of education and allied disciplines
2. Planners and policy makers
3. Personnel engaged in implementation of formal and non-formal education programmes
4. Community leaders

	Activity[1]	Location	Commencement	Duration
1.1	National case studies	MS	early 82	1 year
1.2	Study Group Meeting to synthesize case study materials and develop guidelines for planning	ROEAP	early 83	10 days

Activities of this project will have to be implemented very early in the cycle as so much of the activities in education and rural development will be based on their outcomes.

Outcomes:

1. Case studies
2. Sharing of experiences on current action
3. Guidelines for national planning

Linkages:

1. Education and work
2. Universalization of education
3. Professional support services
4. Promotion of co-operative studies

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Project 2: Orientation programmes for policy makers and planners

Participation:

1. Policy-makers
2. Planners
3. Staff of development agencies and key administrators

	Activity	Location	Commencement	Duration
2.1	National-level planning meeting for developing guidelines for orientation programmes	MS	early 82	1-2 weeks
2.2	Inter-country visit and working group meeting	MS and ROEAP	late 82	10 days
2.3	Organization of national programmes	MS	early 83	continuing
2.4	Review of guidelines for orientation programme	ROEAP	late 84	1 week

Outcomes:

1. Awareness of crucial importance of education in rural development
2. Sharing of national experiences
3. Guidelines for orientation programmes

Linkages:

1. Professional support services
2. Educational technology

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Project 3: Development of programmes for the involvement of teachers and related personnel

Participation:

1. Teachers
2. Teacher educators
3. Field staff and their supervisors
4. Educational personnel of agencies concerned with rural development

	Activity	Location	Commencement	Duration
3.1	Training workshops for development of skills for: a) teachers, field staff and supervisors; b) teacher educators; c) trainers in non-formal education and other development programmes	ACs	early 83 early 84 early 85	2 weeks
3.2	Planning meeting for identification of skills and development of programmes for different categories of persons	MS	early 82	1-2 weeks
3.3	Regional/sub-regional meeting for sharing of experiences on identification of skills	ROEAP	mid-82	1 week
3.4	Inter-country/inter-project study visits	MS and ROEAP	1983 1985	2 weeks
3.5	Attachments (maximum number possible)	ACs	1983	3-6 months

Outcomes:

1. Plan of action
2. Sharing of experiences
3. A corps of trained personnel

Linkages:

1. Professional support services and training of educational personnel

2. Educational technology

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Project 4: Development of learning programmes for children, youth and adults

Participation:

1. Curriculum developers
2. Teachers and teacher educators
3. Field workers, inspectors and supervisors
4. Policy makers and planners

	Activity	Location	Commencement	Duration
4.1	High-level personnel project study and seminar to develop a framework for learning programmes	ROEAP	early 84	2 weeks
4.2	Joint innovative project on the development of learning programmes on appreciation and understanding of the role of rural development in national development	ACs	early 83	2 years
4.3	Dissemination of studies, publications, materials, etc.	ACs/ ACEID	late 84	continuing

Outcomes:

1. Development of learning programmes
2. Reports of studies, programmes, etc.
3. Skilled personnel

Linkages:

1. Universalization of education
2. Curriculum development
3. Educational technology
4. Professional support services
5. Education and work

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Project 5: Enhancement of institutional capabilities

Participation:

A. Organization

1. Key persons of institutions and non-formal education programmes
2. Trainers within various areas/skills
3. Research staff
4. Curriculum developers

B. Training

1. Curriculum developers
2. Instructional material developers
3. Training staff

	Activity	Location	Commencement	Duration
5.1	Status studies of institutional capabilities and linkages of formal and non-formal approaches, including identification of needs and resource strengths	ACs	early 82	1 year
5.2	Technical working group meeting at the national level to develop guidelines and strategies to meet the identified needs	MS	early 83	1-2 weeks
5.3	Inter-country/inter-project study visits	ACs ROEAP	1983 1985	2 weeks
5.4	Attachments (maximum number possible)	ACs	1983	3-6 months
5.5	Development of an inventory of available resources in the region	ACs/ ACEID	1983	6 months
5.6	Training courses for the development of specific skills	ACEID	early 84	2 weeks
5.7	Assembling and disseminating of relevant materials	ACs/ ACEID	1983	continuing

Outcomes:

1. Better institutional structures
2. Increased personnel capabilities
3. More diverse training of staff
4. Stronger linkages of formal and non-formal educational approaches

Linkages:

1. Professional support services
2. Curriculum development especially in rural development, population and family welfare, values, attitudes, vocational/occupational skills, health, hygiene, sanitation and nutrition
3. Education and work
4. Universalization of education
5. Science and technology

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Project 6: Exchange of information and materials to facilitate co-operation

Participation:

1. Curriculum, material development specialists
2. Technical staff of libraries and documentation centres
3. Teacher educators
4. Supervisors
5. Evaluation specialists

	Activity	Location	Commencement	Duration
6.1	National-level workshops to pool, examine, select and develop instructional materials, etc.	MS	1982 1983	1-2 weeks
6.2	Collection and dissemination of information and materials (translation where necessary) at the regional level	ACEID	1982	continuing
6.3	Regional workshop and seminar to exchange and co-operate on the development of materials etc.	ROEAP	1984	10 days

	Activity	Location	Commencement	Duration
6.4	Attachments/internships for the development of documentation skills (maximum number possible)	MS/ ROEAP	1982 1984 1986	3-6 months
6.5	Inter-country/inter-project study visits at regional level	MS/ ACEID	1983 1985	2 weeks
6.6	Attachments to provide resource persons	ACs/ ACEID	1984	3-6 months

Outcomes:

1. Exchange of information and materials
2. Exchange of personnel
3. Co-operation in development of curriculum, methods, etc.

Linkages:

1. Educational technology
2. Professional support services and training of educational personnel

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Project 7: Research and policy studies into linkages between formal and non-formal education and community participation

Participation:

1. Research personnel from education and allied disciplines
2. Personnel engaged in implementation of formal and non-formal education programmes
3. Policy makers and planners
4. Community leaders

	Activity	Location	Commencement	Duration
7.1	National studies on alternative structures, organizations, methods linking formal and non-formal education, etc.	ACs	mid-82	1 year

	Activity	Location	Commencement	Duration
7.2	National-level seminar for examining the studies, researches, etc. and making policy recommendations	MS	mid-83	1-2 weeks
7.3	Regional meeting to develop research design for a joint innovative project	ROEAP	late 83	10 days
7.4	Undertaking the joint innovative project	ACs	early 84	2 years
7.5	Exchange of information about the joint innovative project	ACs, ACEID	1985	continuing
7.6	Synthesis (finalization) meeting concerning the joint innovative project	ROEAP	1986	10 days

Outcomes:

1. Research reports
2. Policy studies
3. Sharing of experiences

Linkages:

1. Research
2. Universalization of education
3. Educational technology with stress on mass media
4. Education and work
5. Professional support services

PROGRAMME AREA V

EDUCATION AND URBAN DEVELOPMENT

With the accelerated pace of industrialization, the growth of the urban population has been stimulated. In terms of the absolute numbers moving from the countryside into urban areas, the Asian region is the biggest urbanizing area in the world. It is estimated that by the end of the century, Asia will have 15 cities with a population of more than 10 million each, and almost 40-45 per cent of the total population will be in urban centres. There are also examples of large urban developments without significant industrialization but associated with the movement towards a cash economy.

There are problems of living and working in the rapidly changing urban environment, e.g., new work skills and working to time schedules; handling pollution and waste disposal; living in confinement; coping with traffic; personal isolation; difficulty in finding a place in a community; break-up of the extended family; break-down of traditions. Some of these problems are more acute for the rural migrants.

On the positive side, the urban environment has many advantages for the improvement of the standards of living, improving skills, prospects and progress in one's field of work. Urban concentrations have also helped more effective use of a variety of mass media, availability of and access to health/welfare facilities, opportunities for cultural and leisure pursuits.

Development objectives

The programme in this area will aim at promoting an awareness of the dimensions and immediacy of the problems of urban living and their implications for education; encouraging initiatives in search of new structures, methods and approaches for providing the skills, knowledge and attitudes needed to live in an urban situation.

Immediate objectives

1. To facilitate the identification and research of issues, problems and growth points relating to urbanization leading to the development of awareness of the magnitude and challenges of urban living;
2. To promote the co-operative development of educational structures, materials and programmes to improve the quality of urban living;
3. To support the harnessing of existing community resources to play a positive role in the development and implementation of relevant educational programmes and to launch appropriate training schemes.

Project 1: Issues, problems and growth points in education and urban development

Participation:

1. Researchers in education, social science, culture and allied fields
2. Planners
3. Policy-makers
4. Community leaders
5. Mass media perso

Activity	Location	Commencement	Duration
1.1. National case studies	MS, ACs	early 82	1 year
1.2 National study group meeting	MS	early 83	1-2 weeks
1.3 High-level personnel project study and seminar	ROEAP	1982	10 days
1.4. National workshops on education and urban living	MS	1983	1-2 weeks
1.5 Joint innovative project on problems of urban living	ACs/ ACEID	1983	2 years
1.6 Collection and dissemination of information on problems, issues and growth points relating to education and urban living	ACs/ ACEID	1983	continuing
1.7 Inter-country and inter-project visits for on-the-spot study	ROEAP	1984 1985	2 weeks

Outcomes:

1. Baseline data
2. Guidelines for national planning
3. More informed personnel
4. Increased awareness amongst the population

Linkages with:

1. Educational technology
2. Research
3. Co-operative studies

Project 2: Co-operative development of structures, materials and programmes

Participation:

1. Civic planners, administrators, community leaders and leaders of ethnic groups.
2. Educational planners, administrators and teachers
3. Personnel of allied agencies

	Activity	Location	Commencement	Duration
2.1	National planning meeting for programme development including pre-school education	MS	early 82	1-2 weeks
2.2	Action research on various strategies and methods to overcome specific urban problems as identified (e.g. migrants, drugs)	ACs	1983	2 years
2.3	Field operational seminars at national level	MS	1984	2 weeks
2.4	National workshops to examine outcomes of the action researches and relate them to community education programmes	MS	1985	1-2 weeks
2.5	Regional/sub-regional study groups for evaluation of completed activities	ROEAP	1985	10 days
2.6	Inter-country/inter-project study visits	ACs, MS, ROEAP	1986	2 weeks

Outcomes:

1. Educational programmes
2. Organizational arrangement involving formal and non-formal education
3. Research reports and educational materials

Linkages:

1. Pre-school education
2. Research
3. Professional support services and training of educational personnel

Project 3: Harnessing community resources

Participation:

1. Community leaders of all levels and agencies
2. Mass media
3. Community organizations/agencies
4. Representatives of different community interest groups
5. Voluntary organizations
6. Educational personnel

	Activity	Location	Commencement	Duration
3.1	Identification and development of a bibliography on urban development. (This bibliography should include all regions of the world)	ACEID	1982	6 months
3.2	Studies to identify existing and potential resources in the community	MS, ACs	1982	1 year
3.3	Meetings within the urban communities:			
	a) to evolve strategies to mobilize resources	MS	1983	1-3 days
	b) to develop education programmes	MS	1984	1-2 weeks
	c) to develop training programmes	MS	1985	1-2 weeks
3.4	National-level meeting for exchange of experiences on the development and implementation of educational programmes and training courses	MS	1985	1-2 weeks
3.5	Regional technical working group meeting to formulate guidelines in the regional setting	ROEAP	1986	10 days

Outcomes:

1. Involvement of the community
2. Development of educational programmes
3. Training schemes
4. Guidelines for development of urban education programmes

Linkages:

1. Research
2. Professional support services
3. Education and work
4. Science and technology
5. Educational technology

PROGRAMME AREA VI

EDUCATIONAL TECHNOLOGY WITH STRESS ON MASS MEDIA AND LOW-COST INSTRUCTIONAL MATERIALS

To cope with the problem of lack of resources to meet the educational needs implied in national development plans, more and more countries are turning to educational technology with stress on the use of mass media and innovations directed to the development of instructional materials (including textbooks and printed materials) of high quality at reasonable cost. For the variety of needs of the countries of the region, educational technology offers two major approaches: one based on simple technology utilizing locally available resources, and the other on more advanced technologies.

Creative improvisation and maximum cost-effectiveness remain major considerations in this area, but this need not preclude the use of sophisticated media.

Development objectives

The programme under this area will aim at the development of infrastructures for educational technology, particularly to cope with the problems of lack of resources and trained manpower to meet the educational needs implied in national development plans and to increase the effectiveness of educational programmes.

Immediate objectives

1. To promote and encourage the development of systems and structures for the planning, production, utilization, management and evaluation of suitable education materials, programmes and equipment, particularly:
   a) teaching/learning materials (including multi-media learning packages), using locally available resources and expertise;
   b) textbooks and other printed materials;
   c) distance learning systems using correspondence, learning groups, broadcasting and other techniques;
2. To promote and encourage the development of resource centres at the local level;
3. To promote and encourage the use of educational technology among teachers and other educational personnel.

Project 1: Development of systems and structures for teaching/learning materials including textbooks

Participation:

1. Educators and administrators with leadership roles in such systems and structures
2. Publishers, producers and users of materials

	Activity	Location	Commencement	Duration
1.1	Survey of country situations on planning- production, utilization, management and evaluation of educational materials (including textbooks)	ACEID and MS	early 82	1 year
1.2	Technical working group meeting for analysis	ACEID	early 83	2 weeks
1.3	Selected case studies on resources and needs in planning, production, utilization, management and evaluation of educational materials, programmes and equipment	MS	83	1 year
1.4	Sub-regional workshop (3) to consider case studies and suggest solutions to problems (one for least developed countries)	ACs	84 and 85	2 weeks
1.5	National workshops (assisted if possible by mobile teams)	ACs	82-86	2-4 weeks
1.6	Follow-up activities	ACs	84	continuing
1.7	Evaluation of project based on national reports	ACs	86	

Outcomes:

1. Inventories of resources/needs in planning, production, utilization, management and evaluation of educational materials, (including textbooks) programmes and equipment
2. Wider perspective as a basis for improvement in the system and structures arising from exchange of experiences

Linkages:

All the other programme areas.

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Project 2: Development of distance learning systems and structures

Participation:

Professional staff concerned with distance learning systems

	Activity	Location	Commencement	Duration
2.1	Study group meeting on existing evaluative methods and management techniques (leading to selected case studies)	MS/AC	mid-82	10 days
2.2	Regional workshop on the management of learner support services	MS	end 82	10 days
2.3	Sub-regional workshops on materials development (2)	ACs	83	3 weeks
2.4	National workshops on materials development	ACs	84-86	3 weeks
2.5	Attachments	ACs	82	continuing
2.6	Study group meeting to evaluate the project	MS/AC	86	1 week

Outcomes:

1. Exchange of experiences in the management of distance learning systems with special reference to the learner
2. Development of professional competence in design, production, utilization, management and evaluation of distance learning systems

Linkages:

All the other programme areas, with particular reference to professional support services and training of educational personnel

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Project 3: Local resource Centres

Participation:

Educational personnel involved in the planning and development of local resource centres

	Activity	Location	Commencement	Duration
3.1	Case studies and dissemination of information	MS and ACEID	82	continuing
3.2	Inter-country study visits	ACs	82-86	3 weeks

Outcomes:

1. Exchange of experiences in the establishment and development of local resource centres.
2. Portfolio of selected case studies on resource centres

Linkages:

All the other programme areas, with particular reference to professional support services and training of educational personnel

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Project 4: Promotion of the effective use of educational technology

Participation:

Researchers, senior administrators, teacher educators, members of teachers' professional associations, senior educational broadcasters, resource centre personnel and staff of relevant Associated Centres

	Activity	Location	Commencement	Duration
4.1	Joint studies on factors which inhibit and enhance the effective use of educational technology	MS	82	1 year
4.2	Study group meeting to develop strategies and guidelines for promoting the effective use of educational technology	ACEID	83	2 weeks
4.3	National workshops on possible implementation of suggested strategies and guidelines	ACs	end of 83-85	2 weeks

	Activity	Location	Commencement	Duration
4.4	Attachments/internships	ACs	84	continuing
4.5	Follow-up activities (national reports)	MS	86	

Outcomes:

1. Suggested strategies and guidelines for promoting the effective use of educational technology
2. Enhanced skills in the effective use of educational technology

Linkages:

All the other programme areas, with particular reference to professional support services and training of educational personnel

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PROGRAMME AREA VII

PROFESSIONAL SUPPORT SERVICES AND TRAINING OF EDUCATIONAL PERSONNEL

Education systems in the region have undergone enormous changes in the recent past, and even more fundamental reorientation is being planned for the future. The national education systems need to have effective infrastructures for developing, mobilizing and expanding their human resources.

In this context, professional support services and education and training of educational personnel are urgently needed for teacher training institutions, curriculum development centres, educational technology services including resource centres of different types, and educational planning and management centres, etc. Capabilities need to be developed also in interdisciplinary research and evaluation, planning and programming of education in relation to other sectors and in the context of desired futures and emerging technology of mass communication and education. Links need to be systematically established between education and other sectors, so that their facilities and expertise are available for professional growth of educational personnel in terms of new competencies such as management of innovation, rural development, productive skills and improvement of health and nutrition. Many countries are concerned about problems in the recruitment and retention of competent educational personnel.

Development objectives

The programme in this area aims at strengthening structures, organizations, and methods for preparing and updating staff competencies to meet changing needs related to educational innovation for development and provide professional support based on research and evaluation. This will involve the development of skills, attitudes and strategies responsive to the varying needs of different target groups, future orientations of society, and national aspirations.

Immediate objectives

1. To promote professional competence of teachers and other educational personnel,[1] to meet existing and emerging needs of society, through the development of:

   a) institutional facilities and services;

   b) new skills and attitudes through personnel profiles with special emphasis on professional support services;

   c) programmes of training and continuing education; and

   d) suitable conditions and climate to facilitate innovations;

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1. Including those non-educators whose professional work impinges on education

2. To promote co-operation within and between groups of educators, non-teaching personnel and other professionals in related fields of development in order to share, exchange and mutually assist with ideas, knowledge and experiences through national and inter-institutional initiatives;

3. To promote studies and exchanges concerning policies of staff recruitment and development, with special reference to the problems of attracting and detaining competent teachers and other educational personnel.

Project 1: Systems, structures and services for raising professional competencies

Participation:

Staff responsible for personnel development and support services.

	Activity	Location	Commencement	Duration
1.1	Identification of national problems and needs through inter-country study visits[1] (2/3)	MS and ACs	82	continuing
1.2	Study group meeting for overview of inter-country experiences and identification of common problems	ACEID	83	10 days
1.3	Examination of report at national level and follow-up activities	MS	84	1 year
1.4	Regional seminar to develop guidelines for alternative strategies and solutions	ACEID	85	10 days
1.5	Support to follow-up activities at national level and ACEID	MS/AC & ACEID	85	continuing

Outcomes:

1. Synthesis of country experiences for development of facilities
2. Guidelines for preparing professional support services

1. It is suggested that national problems be identified by small groups touring several countries. Each country visited is represented in the group.

Linkages:

All the other programme areas, with particular reference to educational technology with stress on mass media and low-cost instructional materials.

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Project 2: Content, materials and programmes for initial and continuing training

Participation:

Staff responsible for personnel development and support services; researchers and trainers.

	Activity	Location	Commencement	Duration
2.1	Task force meeting for developing methodology for determining new professional profiles, especially for professional support services	ACEID	end 83	1 week
2.2	Commissioning (a) national studies and (b) studies by regional and international organizations (7)	MS	83	
2.3	Dissemination of studies	ACEID & ACs	84	
2.4	Technical working group meeting twice to develop (a) manuals of training methods and techniques and (b) exemplar curriculum materials (2)	ACEID	84	2 weeks for each ses-
2.5	Training courses and workshops at national level for specific training skills	MS/ACs	85	
2.6	Attachments/internships	ACs		
2.7	Study group on evaluation of initial and continuing training and professional support service	ACs	86	

Outcomes:

1. Methodology for determining new professional profiles

2. Manuals of training methods and techniques for new skills
3. Exemplar curriculum materials
4. Increased responsiveness to innovation

Linkages:

All the other programme areas, with particular reference to educational technology with stress on mass media and low-cost instructional materials.

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Project 3: Co-operation among educators and other professionals in related fields of development[1]

Participation:

All concerned groups.

Activity	Location	Commencement	Duration
3.0 Joint Innovative Project on In-Service Primary Teacher Education (continued from the second cycle when National Workshops and Synthesis Meeting would have been held and follow-up actions planned)			
a) Preparation of final project reports and their dissemination	ACEID	early 82	6 months

1. The main thrust in this project is to promote attitudinal change for closer links and co-operation among educators and other professionals in related fields of development. Many studies have been made in the region concerning new approaches in teacher preparation incorporating community involvement in education and the institution of mechanisms for co-operation. These studies could form the basis for concerted and integrated efforts in the APEID network for the exchange of experiences and dissemination of information on existing modes of co-operation.

Due consideration should be given to this aspect (of co-operation) in all APEID activities at the national, sub-regional and regional levels through:

a) inviting to meetings of APEID other professionals in related fields of development;
b) dissemination of information on a wider basis;
c) expanding study visits/attachments to include this aspect;
d) inviting contributions from other professionals for APEID's Newsletter and other publications.

	Activity	Location	Commencement	Duration
	b) Monitoring and evaluation of project outcomes at the national level	MS	late 82	3 months
3.1	Cross study on co-operation among educators and other professionals in successful innovations, including community involvement in education	ACEID	83	6 months
3.2	Support for specific national activities	MS	82	continuing
3.3	National reports on significant activities for dissemination	MS	86	

Outcomes:

1. Awareness of the need for co-operation
2. Cross fertilization of ideas
3. Community involvement in education

Linkages:

The success of this project depends on its recognition as an integral part of the entire programme, with particular reference to:

1. Educational technology with stress on mass media and low-cost instructional materials
2. Co-operative studies, reflections and research related to educational development and future orientations.

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Project 4: Recruitment and career development of educational personnel

Participation:

Researchers, high-level administrators, representatives of professional teachers' associations/unions and other professional bodies concerned with education.

	Activity	Location	Commencement	Duration
4.1	Technical working group to formulate guidelines for case studies and career profiles	ACEID	late 82	10 days

	Activity	Location	Commencement	Duration
4.2	Case studies on country situations	MS/ACs	83	2 years
4.3	Development of career profiles* for the teaching profession	MS/ACs	84	2 years
4.4	Sub-regional seminars for exchange of experiences, consideration of common problems and to suggest alternative solutions (2/3)	MS and ACEID	85	10 days
4.5	Follow-up actions at the national level	MS/ACs	85	continuing

Outcomes:

1. Portfolio of case studies on country situations.
2. Career profiles* for educational personnel.
3. Exchange of experiences on problems concerning recruitment and retention of competent teachers and other educational personnel.
4. Alternative policies and strategies for solution of problems of recruitment and retention.

Linkages:

All the other programme areas, with particular reference to:

1. Educational technology with stress on mass media and low-cost instructional materials
2. Co-operative studies, reflections and research related to educational development and future orientations

* These are projections, actual and hypothetical, of working careers in the education professions with a view to developing appropriate incentive systems and structures, taking into account inter alia:

a) original personal and academic and/or professional basis for recruitment;
b) initial professional training and educational experiences;
c) evolution of seniority, new educational tasks, status, national responsibilities, salary, etc.;
d) parallel professional continuing education/training experiences;
e) membership of wider professional communities (e.g. local and central administrators, health services personnel, broadcasters, training and development groups, etc.)

PROGRAMME AREA VIII

CO-OPERATIVE STUDIES, REFLECTIONS AND RESEARCH RELATED TO EDUCATIONAL DEVELOPMENT AND FUTURE ORIENTATIONS

A number of participating countries are expanding their facilities and programmes of applied research and evaluation, and have stressed that APEID should emphasize this aspect. At the same time, concern has also been expressed about the validity of some of the well-known national evaluation studies that have been undertaken.

Furthermore, it has also been suggested that APEID should promote reflections on research and evaluation and on some other important concerns relevant to educational innovation for development.

Development objectives

The programme in this area will aim at promoting co-operative studies, research and reflections on educational innovation and reform in relation to alternative futures; on the validity and relevance of evaluative studies, research paradigms and methodologies; on the emerging concerns about the inter-relationship of education and development;[1] and on strengthening of infrastructures for research, development, evaluation and information.

Immediate objectives

1. To promote studies and reflections as well as exchange of experiences on the studies of alternative futures and training in the development of educational objectives, structures, content, methods and materials in the context of alternative futures;
2. To promote reflections on identification of problems and limitations of research paradigms, concepts and methodologies in the context of applied research in and evaluation of studies of education systems, programmes, institutions and student performance;
3. To promote studies, reflections and exchange on emerging issues and problems in education in relation to development;

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1. The term 'development' here implies "an overall, multi-dimensional and diversified process essentially endogenous in nature, linked with the values peculiar to each society and requiring the active participation of individuals and groups who are its agents and beneficiaries" (Resolution No. 1-0 of the General Conference of Unesco, at its nineteenth session, Nairobi, 1976).

4. To promote studies and reflections on learning with reference to socio-cultural heritage in different societies and new technological development;
5. To promote the development of information systems and techniques (including the use of computer) for research, innovation, project formulation and evaluation;
6. To promote reflections and studies on systems and facilities for developing research policies, co-ordinating research activities, disseminating and utilizing of its outcomes, and initiating studies on improving the infrastructures;
7. To facilitate the development of inter-institutional co-operative programmes within and between countries in research and evaluation.

Project 1: Alternature futures and education
(cf. Immediate objective 1)
/The terms 'education' and 'educational programmes' under this project will cover such aspects as objectives, content, methods and structures of education./

Participation:

1. For activity 4, 20 including specialists of various disciplines in education; 2-3 specialists on future forecasting from within and 3 from outside the educational system.
2. For activity 5, 15 planners of curricula and teacher training including non-formal education.
3. For activity 8, participation as interns limited to Associated Centres; resource persons to be invited from, and outside, ACs (15 attachments).
4. For activity 10, 6-8 scholars from participating countries.

	Activity	Location	Commencement	Duration
1.1	Prepare plan of work and contracts for studies as at nos. 2, 3	ACEID (with the help of a resource person)	early 82	2 weeks
1.2	Review of literature on alternative futures and techniques of preparing future scenarios	ACs	late 82	5 months
1.3	Contract scholars to write papers on various aspects of the future man and society and their needs and problems	ACEID	early 82	8 months

	Activity	Location	Commencement	Duration
1.4	Interdisciplinary meeting on education within the context of alternative futures in the region	ACEID	early 83	5 days
1.5	Regional training in scenario-making, future forecasting and other techniques in relation to development of educational programmes	AC	late 83	10 days
1.6	National workshops on alternative futures focused on educational programmes (18 countries)	MSs	mid-84	14 days
1.7	Monitoring and evaluation	MS	For each activity, from beginning to end of 1986	
1.8	Provision of professional support services (materials, internships, resource persons)	ACEID/ ACs	mid-82	continuing
1.9	Information development and dissemination including a directory of institutions, scholars and programmes under way	ACs/ ACEID	early 82	continuing
1.10	Study group meeting on development of a source book	ACEID	late 85	12 days

Outcomes:

This project will be undertaken in relation to other programmes outside APEID's context on future of education and education of the future undertaken by Unesco, and will result in:

1. Synthesis of outcomes of studies on alternative futures - multidisciplinary view within the region in the context of global scenarios in relation to the preparation of educational programmes;
2. Trained national personnel with focus on improved capabilities for formulating educational objectives, content, methods and materials in the context of scenario-making and other forecasting techniques;
3. National plans of education based on alternative futures;

4. Guidelines for scenario-making and their use in developing educational programmes;
5. Continued improvement of knowledge and information in relation to findings of research and other developments.

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Project 2: Reflections and studies on the state of art in research and evaluation
(cf. Immediate objective 2)

Participation:

1. For activity 4: High-level research scholars with involvement in the respective types of studies (system-wise, programmes and projects, institutions or student performance, 6-8 for each study group meeting).
2. For activity 6: Ten internships/resource persons per year for three years (30 in all)

	Activity	Location	Commencement	Duration
2.1	Identification of scholars and studies	ACEID	mid-82	3 months
2.2	Preparation of: (a) papers on applied research and evaluation already undertaken; (b) review of studies; and (c) papers on the present state of applied research (under contract)	MS	late 82	9 months
2.3	Preparation of: (a) portfolio of review and studies; (b) analysis of criticisms by teachers, the public, and policy makers; (c) conceptual analysis on inter-relation of research and reforms	ACEID	mid-83	3 months
2.4	Study group meetings for reflections on paradigms, concepts and methodologies of applied research and evaluation leading to the generation of guidelines for activity 5	AC	late 83 (4 meetings on separate topics)	12 days

	Activity	Location	Commencement	Duration
2.5	Promoting evaluation of existing researches and evaluative studies completed or under way in the countries, in four categories: (a) national systems as a whole; (b) programmes and projects; (c) institutions (teaching, teacher training, research and development, and others); (d) student performance	MS	early 84	continuing
2.6	Professional support services in the form of materials, attachments, internships, and resource persons for training	MS	early 84	continuing
2.7	Continued development and dissemination of information on changes in the state of applied research	ACEID	early 84	continuing
2.8	Repeat the above, 1-7	ACEID/ MS/ACs	mid-84	to be completed by end of 1986

Outcomes:

1. Synthesis of experiences on new types of instruments, guidelines, exemplar designs of instruments for better planning, implementation and evaluation of innovations in systems, aspects of education, institutions and teaching/learning;
2. Increase in persons trained in developing new research and development designs and techniques;
3. Development of attitudes, knowledge and skills for creative work in the methodologies of research and development and evaluation;
4. Continued increase in national capabilities and the participation of Asia and the Pacific scholars in extending knowledge of research, development and evaluation.

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Project 3: Inter-relationship between education, culture, technology and development (cf. Immediate objectives 3 and 4)

This project will focus on the relationship between education and development including such considerations as taking into account culture and history in harmonization with technological advancement; treating education as a development goal in

itself; and stressing, whenever practical, programmes related to moral values, as well as the problem of conservation and use of scarce resources and environmental protection. In doing so, account will be taken of the relevant suggestions received from the countries, and their project activities (noted under programme areas VI and VIII in document ROEAP-81/APEID.CM/7)

Participation:

For activity 3 : Scholars, policy planners and key decision-makers, resource persons from different countries and of different disciplines (15 in all)

For activity 5 : Policy planners and curriculum specialists and resource persons (24)

For activity 6 : 12 attachements/resource persons

For activity 7 : 3 nationals and 1 ACEID staff in each group (18 in all)

	Activity	Location	Commencement	Duration
3.1	Identify scholars and institutions and obtain critical studies and suggestions	MS (NDG)	early 82	8 months
3.2	Contract reviews of literature and studies on promising innovative projects	ACEID	mid-82	8 months
3.3	Study group meeting to identify major issues, problems, alternative approaches, trends and future prospects, and to highlight areas of research concerns	AC/ ACEID	mid-83	10 days
3.4	Follow-up national studies and consultations	MS	late 83	6 months
3.5	Three sub-regional technical working group meetings on the implication of national studies on educational policies and programmes	ACs/ ACEID	early 84 mid-84 mid-84	2 weeks 2 weeks 2 weeks
3.6	Professional support services (materials, attachments, resource persons) for planning, implementation and evaluation of educational policies and programmes	ACs/ ACEID	mid-84	continuing

	Activity	Location	Commencement	Duration
3.7	Joint operational studies of relevant projects and their outcomes	MSs (6 countries)	early 85	3 weeks
3.8	Dissemination of studies, plans, experiences and evaluation of reports	ACEID	continuing	continuing
3.9	Monitoring and evaluation	NDGs, ACs, RCM	mid-83	continuing

Outcomes:

In respect of harmonizing consideration of cultures and technological advancement, the project is expected to contribute in the form of:

1. Guidelines and evaluation criteria on educational policies, programmes, implementation and evaluation;
2. Training of personnel of different categories involved in educational innovations and reforms in the use and further development of the guidelines;
3. Improving the understanding of issues, problems, and alternative approaches;
4. Increased facilities and activities in educational research support at the national level;
5. Continued expansion of exchanges and co-operation among the countries in researches, strategies and techniques in improving the planning, implementation and evaluation.

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Project 4: Strengthening of national capabilities in information systems and techniques with reference to research and project development
(cf. Immediate objective 5)

Participation:

For activity 4: Each workshop will have one participant each from the interested member countries (15-18 in each).

For activity 6: Training will be provided to interns at ROEAP or at Associated Centres and resource persons provided for national training activities (20 attachments).

	Activity	Location	Commencement	Duration
4.1	Identification of scholars and institutions and establishment of baseline data on national capabilities with the help of NDGs and specialized agencies	MS/ ACEID	early 83	3 months
4.2	Preparation of reviews of literatures and studies on information systems and techniques (including the use of computer) for research, innovations, project development and evaluation (under contract)	ACEID	mid-82	6 months
4.3	Preparation under contract, of exemplar training packages on development and dissemination of information (including the use of computer) in respect of educational innovation, project development and evaluation	AC/ ACEID	early 82	7 weeks
4.4	Regional training workshop on development and dissemination of information (including the use of computer): 2 workshops, one involving the use of computer	AC or ACEID	late 82 and mid-83	1 month each
4.5	Follow-up national development actions with emphasis on the establishment of national networks of information services, relevant to research, innovation, project formulation and evaluation	NDG/ACs	end of 83	continuing
4.6	Training, through APEID attachments, involving internships and resource persons	ACEID	mid-84	continuing
4.7	Dissemination of outcomes and experiences	ACEID	end of 84	continuing
4.8	Periodic dissemination of research findings and their utilization	ACs	mid-83	continuing
4.9	Monitoring and evaluation	NDG/ACs	mid-84	continuing

Outcomes:

1. Improved knowledge of the patterns of information development facilities, policies, activities and trends in respect of research and innovation;
2. Production and training in the use of training materials for improved information development and dissemination;
3. Establishment of national and regional networks of information services, with improved facilities and working conditions;
4. Increase in the number of trained personnel, including those using computer, in relation to information systems for research, innovation, project development and evaluation;
5. Stimulation of applied research and evaluation in project formulation, implementation and evaluation;
6. Establishment of mechanisms and procedures for continuing development of information support to research and innovation.

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Project 5: Infrastructure for research and development
(cf. Immediate objectives 6 and 7)

Participation:

For activity 3 : One each from participating countries, from among researchers, policy planners and administrators (18 in all)

For activity 4 : Researchers, policy planners and administrators, teachers and teacher trainers (15-20 in all)

For activity 6 : Top researchers, 6 per group (18 in all)

For activity 10 : 16 attachments

	Activity	Location	Commencement	Duration
5.1	Identification of agencies involved in research, their respective role, links among them and their relationship with decision-making bodies, and modes of development and dissemination of information	MS/ACs	early 82	2 months
5.2	National survey of problems in respect of research for policy making, co-operation among research agencies themselves and between them and decision-making bodies, management of research	MS	early 82	8 months

	Activity	Location	Commencement	Duration
	and innovation, dissemination and utilization of research findings, and further development of infrastructure in relation to the aforesaid aspects			
5.3	Regional seminar on research and development strategies and techniques, and optimum use of research outcomes	ACs/ ACEID	mid-83	2 weeks
5.4	Regional study group meeting on facilities and systems of co-operation for research, development and innovation, with particular reference to the catalytic and co-ordinating roles of APEID's institutional development	AC	early 83	1 week
5.5	National workshops on the development of intra-country and inter-country co-operation in research, development and innovation (in 10 Member States)	MS	late 83	2 weeks each
5.6	Inter-country visits	MS/ACs	early 86	3 weeks (6 countries in each group to visit 3 countries)
5.7	Follow-up national activities: intra- and inter-country	ACs/ ACEID	early 83	continuing
5.8	Monitoring and evaluation: intra- and inter-country	MS (NDGs)	late 82	continuing
5.9	Information development and dissemination	NDGs/ ACs ACEID	continuing	continuing
5.10	Technical co-operation in the form of internships and resource persons	ACs	early 83	continuing

Outcomes:

1. Inventory of agencies of educational research for development
2. Status studies of infrastructure
3. Problem survey
4. Systematic development of research policy and co-operation (intra-, inter-country)
5. More developed research and development organizations and better trained staff
6. Guidelines on research report and inventory for the purpose of dissemination and utilization.

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Notes on Development objectives and Immediate objectives

1. Very often innovations are "ad hoc", thus they created problems in schools. Sometimes they are derived from borrowed ideas.
2. Educational research has tended to be academic and theoretical and does not generate ideas for creating change.
3. No such dichotomy as experimental and developmental research exists.
4. Several issues and problems should be resolved in providing infrastructures:
   a) What are priorities in research infrastructure? Who determines them?
   b) How are researches utilized?
   c) How would co-ordination among research institutions be effected?
5. It is important to relate culture and moral values.
6. The use of computers is being questioned. It can be a deterrent to the decentralization of research efforts.

Notes concerning Projects 1 to 5

Evaluation

1. Several types of evaluation may be undertaken in respect of participation:
   a) Regular evaluation of impact of the activity by ACs or special committees of NDGs and reported to ACEID.
   b) Annual review by NDG of all activities, and reported to ACEID.
   c) Biennial review by RCMs on the synthesis of national reports received by ACEID.

2. Action on the results of evaluation should be taken in subsequent activities by ACs, NDGs and ACEID.
3. Special committees of NDGs and ACs (combined) should develop instruments of evaluation and reporting procedures.
4. Nominated candidates should be evaluated in terms of the purpose of the activity, proposed use of its outcomes in national efforts and other similar considerations.

Notes on Project 1

1. Care should be taken that in a multidisciplinary meeting the core substance should be education. Hence there should be more participants from the education sector.
2. This area is closely linked with some projects to be undertaken in educational planning and is treated as complementary to the developments in the region under those projects. An ROEAP staff was on hand to explain the past activities and plans for the future in educational planning.
3. One activity has previously been undertaken under APEID and would provide a useful starting point. Three publications resulting from that activity are as under:
   a) New Personnel Profiles (1980).
   b) Social Change and New Profiles of Educational Personnel: National Studies (1981).
   c) Changing global scenarios: Implications for Education (APEID Occasional Paper No. 4).

Notes on Project 2

1. Study group meeting should focus discussions on limitations of some research paradigms and categorization of paradigms, their appropriateness for some research problems.
2. There are other issues regarding the use of research paradigms:
   a) The validity of using experimental techniques for applied research is being questioned. This technique which is 'sanitized' seems not valid for the study of human variables, since these variables are fraught with randomness, instability of feelings, emotions, behaviours. The physical model is good only for strictly scientific research (agriculture, etc.) where human element is not concerned. Another problem that has to be pointed out is the ethical aspect of putting human beings under experimental control.

   Another critical issue besides the use of inappropriate research paradigm is the fetish for numbers in research. Statistical analysis seems to have more importance and sometimes the substance of the research is forgotten. For instance in regression:

$$y = \underbrace{a_1 x_1 + a_2 x_2 + a_3 x_3 + \ldots a_n x_n} + e$$

Where the value of e is big, what is important is not the first part of the above model (in brace) but the explanation for 'e'. That must be (in behavioural or applied research on learning styles) attributed to very volatile factors like personality feelings, etc. which cannot be studied accurately with the use of experimental paradigms fit for the physical sciences. It was observed that there is a need for conducting qualitative analysis after quantitative analyses, which step is generally overlooked.

3. Research paradigm

It refers to the overt or covert style of thought, together with its character, in operation of methodological procedures and rules, i.e. conceptualization and definition of problems, formulation of hypotheses, verification and validation of laws and construction of theoretical systems. It may be said to be a habit of scientific thinking built up by problem-solving activities, the tradition of intellectual culture, creative inquiries, and others. It may be understood as a working framework in scientific studies; sometimes, however, it could become a mechanism of bias and prejudice as well as a hindrance to liberation of the mind, if not examined by critical reflections. The paradigm of 'Input-Process-Output' as a working model is a simulation of the computer system, and the conception of "education as growth" (a paradigm) is an analogy of the growth of plants.

4. Participants should be research scholars.

5. Research alone is not enough for decision-making.

6. Borrowing paradigms will lead to imitation of foreign models.

Notes on Project 3

The emphasis of Project 3: Inter-relationship between education, culture, technology and development, is on:

1. Cultural and historial tradition and modernization.
2. Moral and ethical values.
3. Education as development theme.
4. Diverse styles of learning in cultural background.
5. New styles of learning based on technological development.
6. Educational quality in mass educational systems.
7. Integration vs. multiculturalism.
8. Relevance and impact of educational content, methods, systems in the light of social stratification and principle of equality.
9. Diverse conceptions of development.
10. Education and ideology.

This project should deal with the balanced contribution of culture and technology to education.

Notes on Project 4

Care should be taken in choosing the system in the application of computers. It was observed that in this connection, the experiences of Unesco should receive special consideration. The Director of IBE offered to provide information and suggested that consultations could be usefully held with the Unesco Secretariat in Paris. It was observed that in dealing with activities 1 and 2, these suggestions should also be taken into account.

Notes on Project 5

1. Invite administrators and teachers to test the appropriateness of the language of research when abstracts for research utilization are being produced (this refers to Activity 2).
2. Many countries including Japan and Republic of Korea have to arrange for the translation of the materials published from the national languages into English. It was observed that this is handicapping the exchange of experiences, and should be given special attention at the national and regional levels during APEID's third cycle.

The Asian Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through the national centres which they have associated for this purpose with APEID.

The 21 countries in Asia and the Pacific participating in APEID are: Afghanistan, Australia, Bangladesh, China, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Singapore, Socialist Republic of Viet Nam, Sri Lanka and Thailand. Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchanges between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, coordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The aims of APEID are:

- To stimulate efforts in the Member States for the development and implementation of innovations in education, both formal and non-formal;

- To make students, parents, communities, teachers and other educational personnel, aware of the need for relevant changes in education;

- To promote understanding and appreciation of the differences in educational practices and approaches of the Member States.