Final Report

Evaluation of the Mobile Training Team Projects (1996-2003)

Supported by Japanese Funds-in-Trust

Asia and Pacific Regional Bureau for Education
UNESCO Bangkok

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Contents

List of Annexes

Foreword

It is a great pleasure for me to present the *Evaluation of the Mobile Training Team (MTT) Projects (1996-2003)* report.

The MTT project was launched in 1972 through extra-budgetary funding generously provided by the Government of Japan's Japanese Funds-in-Trust (JFIT). It has been one of the most successful modalities over the years for promoting educational innovation in the framework of the Asia-Pacific Programme of Educational Innovation for Development (APEID), UNESCO Bangkok.

The MTT projects aim to assist Member States in enhancing their capacity for innovation in a particular educational field, utilizing approaches that each country deems most suitable for itself. Twenty-nine Asia-Pacific countries have implemented the MTT projects since 1980.

In order to assess the impact and sustainability of the MTT projects, APEID has been evaluating projects since 1996. As this most recent report bears out, we have been consistently transparent about the results of these evaluations.

We further hope that this report will help you understand the kind of projects APEID has been implementing, and how they have impacted educational innovation in the Asia-Pacific region.

In 2002, the United Nations General Assembly proclaimed 2005 to 2014 to be the Decade of Education for Sustainable Development (DESD). In consultation with relevant international organizations, governments, non-governmental organizations and other stakeholders, UNESCO is taking the lead in promoting the Decade. For its part, UNESCO-APEID will be using the MTT modalities for planning and implementing future DESD programmes.

Thus, this publication can be of particular use, as well, to Member States as they prepare to implement DESD activities. For our part, we shall ensure that MTT continues to make meaningful contributions to educational innovation for development in the Asia-Pacific region, and to UNESCO's central mission of human development and a culture of peace.

Sheldon Shaeffer
Director
UNESCO Asia and Pacific Regional Bureau for Education

Introduction

For more than thirty years (1972-2004), the Government of Japan has generously contributed funds-in-trust to UNESCO for implementation of the Mobile Training Team (MTT) projects through the Asia-Pacific Programme of Educational Innovation for Development (APEID) and its Member States. The MTT assists Member States to enhance their capacity in development-oriented educational innovation through inter-country study visits/training courses, in-country training workshops, provision of equipment/reference materials, and advisory/technical assistance for sustainability of innovations.

This report presents a major evaluation of the MTT projects that have been implemented since 1996. The evaluation was planned by APEID, and approved by the Government of Japan and UNESCO Headquarters. It consisted of documentation research at APEID, study visits by two evaluation teams to MTT-implementing countries, and a wrap-up MTT Evaluation Meeting held on March 2004 in Bangkok, Thailand.

The objectives of the MTT evaluation were: (1) to present evidence showing that the MTT projects have made an impact; (2) to identify success factors of and problem areas in MTT implementation, including assessment of long-term effects; and (3) to explore new directions and strategies to improve the MTT projects during the Seventh Programme Cycle.

As indicated in the report, the MTT projects have effectively promoted national/institutional capacity-building that assists Member States to undertake innovations in educational development areas of high priority. They have produced both immediate and long-term results with tangible and intangible impacts.

Tangible impacts of the MTT projects:

- Hundreds of education policy makers, researchers and practitioners trained through MTT inter-country study visits
- Majority of educators trained and involved in national training workshops and follow-up activities at the national level
- Varied curricular and teaching-learning materials developed either as preparation for or as a result of MTT activities
- Innovative programmes, institutions or activities developed as follow-up initiatives in the MTT-implementing countries/institutions
- Improved infrastructure and/or technical/material facilities developed or provided

Intangible impacts of the MTT projects include, though are not confined to, the following:

- Changed attitudes and increased open-mindedness of related educational personnel toward educational innovation or change as a result of the MTT-enabled capacity-building through training
- Improved knowledge, skills and competencies (of the MTT members and all others involved in the MTT projects) in planning/implementing innovations in such areas as educational policy-making, curriculum development, science education, vocational-technical education, educational technology, and teacher education
- Partnership and networking forged among institutions and individual professionals focused at joint efforts in undertaking system-wide or sub-sector/institutional innovations
- Human capacity developed: the most essential ingredient for the sustainability of all educational innovations and, ultimately, of sustainable socio-economic and human development

The findings of the MTT evaluation and the presentations at the MTT Evaluation Meeting all indicate that the JFIT-supported MTT projects have been firmly established and highly valued by APEID Member States in the Asia-Pacific region.

In further promoting improvements in and the multiplying effects of the MTT projects, the APEID Unit and the MTT Evaluation Meeting have made recommendations for re-orienting MTT towards new directions in light of the Framework of Action for APEID Seventh Programme Cycle. Among other things, recommendations include:

- The MTT projects should be re-focused on national/institutional capacity-building for development-oriented educational innovations.
- The MTT projects should be demand-driven and made more responsive to the high priority needs of member countries, with expanded programme areas and increased flexibility in project/programme planning.
- Approaches to capacity-building should be more holistic and re-oriented towards system-wide educational innovation/reform, rather than piecemeal changes in a narrowly defined area of study.
- Where possible, countries that have similar needs and common interests should share the MTT project resources.
- Better balance should be achieved among APEID member countries both in regards to which countries are granted the MTT projects and to the programme areas in which projects are implemented.
- Selection of the MTT members should be based on merit, since it is they who should be in a position to facilitate educational changes/innovations as a result of inter-country mobile training. Likewise, choice of international resource persons should also be made based on each individual's relevant expertise to assist the MTT-implementing institutions/countries in undertaking system-wide innovations.

Under the advice of the Government of Japan, MTT will continue to be a modality of action for capacity-building in educational innovations. Beginning in 2005, however, it will become an integral part of a new Japanese Funds-in-Trust Education for Sustainable Development (ESD) programme. We earnestly hope, and believe, that APEID Member States will continue to benefit from these changes, and as such, strengthen their contributions to educational innovation for sustainable development.

APEID and all its staff members would like to extend its gratitude to the Government of Japan for its generous Funds-in-Trust support, and to APEID member countries for their persistent efforts in implementing the MTT projects to serve development purposes.

Zhou Nan-zhao, Ph.D.
Coordinator, APEID
UNESCO Asia and Pacific Regional Bureau for Education
15 October 2004

EXECUTIVE SUMMARY

Established in 1972, Mobile Training Team (MTT), funded by the Japanese Funds-in-Trust and administered by UNESCO's Asia-Pacific Programme of Educational Innovation for Development (APEID), has been supporting innovative learning for over thirty years. This report documents an evaluation of MTT projects that were implemented from 1996 to 2003. The evaluation process was conducted utilizing documentary evidence, field questionnaires, and follow-up field interviews in selected Member States. Finally, results from the evaluation and additional reports from Member States were presented at a March 2004 MTT meeting.

Thirty-two MTT projects were awarded during the period under review. Of these, 29 projects have been reviewed in this evaluation report. These were: Educational Technology (8); Technical and Vocational Education (6); Curriculum Development (10); Science Education (3); and Special Education (2). For these educational areas, an innovation applicable to one country may not be true for another country since the strategy used is based on the system already in place. One important common component of the MTT, however, is the study visit, whereby key education personnel visit other countries to gain insight and exchange experiences. As a follow-up to the visits, the personnel are required to conduct a national workshop in order to share lessons learned from the study visits. A completion report is then submitted to APEID, by both the recipient and visited country through their UNESCO National Commissions. Technical support is provided by APEID programme specialists in each particular educational area.

General findings from the MTT Evaluation include the following: (1) all countries have promoted educational innovations; (2) inter-country co-operation and mutual understanding have been initiated and promoted; and (3) national capacities for educational change have been enhanced. Problems encountered include: (1) proposed activities have not been adhered to, and (2) a number of countries did not make enough effort to get ready for the study visits by preparing relevant information.

The following suggestions have been made for improving communication between countries: (1) an organizer/ expert from the host country should visit the recipient country before or after the study visit, and (2) countries should continue to share information through exchange of newsletters or participation in activities organized by respective institutions. On the whole, the MTT has made an impact in driving significant policy changes in education systems, especially for recipient countries.

While there was no recommendation for drastic restructuring of the project, the following changes were recommended: (1) organize study visit cum attachment to institutions for at least one month (not just days); (2) organize more workshops; (3) provide more training to education personnel who have experience, but no appropriate educational qualifications; (3) organize in-country workshops for recipient and visited country personnel to share experiences and plan activities, also as a form of refresher (updating) on new trends; (4) have people from more than one country participate in an MTT, and include participants from different countries in workshops to discuss similar problems and to learn from each other; (5) increase financial assistance for in-country workshops; and (6) provide financial and technical support for continuous monitoring, follow-up and evaluations. Furthermore, it was recommended that a regional perspective should be used in developing and implementing the MTT projects in order to broaden the MTT base to include multi-sectoral, inter-agency participation and to take into account national, regional and international developments.

Chapter 1

AN OVERVIEW OF THE MTT PROJECTS

Background

In July 2002, UNESCO and Japanese Funds-in-Trust (JFIT) representatives held an annual meeting in Bangkok to review their cooperative efforts. At this time, the two parties agreed on the need to conduct an evaluation of the Mobile Training Team (MTT) activities since 1996 in order to assess its long-term impact on educational policy and practice.

Since MTT was launched in 1972, it has been one of UNESCO-APEID's most significant modalities for educational innovation for development throughout the Asia-Pacific region. Initially, the MTT modality reflected its name: Mobile Training Team. Under this modality, activities primarily focused on in-country workshops which were resourced by a visiting team of two to three MTT experts. Importantly, at this time, one fundamental feature of the current project – the inter-country study visits – was not a part of the modality during those early years.

MTT, thus, developed into its current form in 1980, with extra-budgetary funding generously provided by the Japanese Government through its Ministry of Education, Science, Sports and Culture. The currently stated (2004) objectives of MTT are as follows:

The MTT aims to assist Member States in enhancing their capacity for educational innovation in a particular education field, using the most suitable modalities, which may include:

- Arranging for Member States to benefit from the expertise and experiences of other countries through inter-country study visits, in-country training workshops, internships, training courses and the like.
- Assisting the beneficiary country in organizing training workshops for a defined group of personnel.
- Providing a limited amount of equipment or reference materials (as decided necessary); and/or
- Providing assistance for sustaining the innovation being implemented.

The pattern for each MTT consists of inter-country visits to two or three other countries by the selected team, support for organizing in-country workshops with assistance from outside consultants, and support for the service of one or two resource person(s).

Each country is expected to submit a proposal to APEID according to a given format. After processing by APEID, the proposal is submitted to the donor country (Japan) through UNESCO Headquarters. On approval by the donor country, the recipient country is informed of the award, and the project is implemented by APEID in collaboration with the Member States concerned and the UNESCO Bangkok regional office.

Outline of Methodology

As a cooperative project of the Member States, funded by the Japanese Funds-in-Trust and implemented by APEID, it was decided that representatives of all the MTT project stakeholders should participate in the evaluation process.

Accordingly, the information gathered during the evaluation process was submitted at the MTT Evaluation Meeting of representatives held from 3-4 March 2004 in Bangkok. The participants at this meeting considered the following:

i. A report on the "Evolution of the MTT project," based on documents available at APEID: reports of APEID Consultative Meetings, a report of the MTT Evaluation Mission conducted in 1996 and other relevant documents

ii. A review of the MTT projects awarded to Member States between 1996 and 2003, based on project reports available at APEID

iii. Report of a questionnaire survey carried out among Member States that were awarded the MTT projects between 1996 and 2003

iv. Report of a questionnaire survey carried out among Member States that hosted study visits between 1996 and 2003

v. Reports of field visits to selected countries which were awarded the MTT projects

vi. Submissions made by Member State participants at annual MTT project meetings about the various educational areas implemented in their respective countries

The meeting commenced with addresses by Mr. Sheldon Shaeffer, Director of UNESCO, Bangkok; Mr. Takashi Asai, Assistant Director-General for International Affairs, Ministry of Education, Culture, Sports, Science and Technology, Japan; and Mr. Zhou Nan-zhao, APEID Coordinator.

The meeting next considered the evidence presented from the various sources to deliberate on different aspects and issues relevant to the MTT project, such as the innovations generated by the project and their sustainability, the impact, the factors which led to these, the problems encountered in implemention, the changes which are needed and, finally, the recommendations for the future. The subsequent chapters deal with these aspects and issues. The specific speeches made and the information presented at the March 2004 meeting are provided in the Annex.

The Evolution of the MTT Projects

The start of the MTT project is almost simultaneous with the start of APEID, itself. As with most other entities, it has undergone change over the years. "Mobile Training" is referred to in APEID's First Programme Cycle report, but apparently it was not only in relation to projects funded under the JFIT.

The term "Mobile Training Team" appears to have been first introduced for the second cycle of APEID at the Fourth Regional Consultation Meeting held in April, 1977. It referred to teams of experts (generally three) from different countries, with one being from Japan, going from one country to another to conduct training workshops. The teams were led by APEID (formerly ACEID, acronym for Asian Centre of Educational Innovation for Development) staff members. The composition of the teams varied. There were no study visits attached to this type of mobile training.

"Study visit" methodology was also in use during this initial phase. It is interesting that at this time, a study visit was provided for personnel from no less than 12 countries.

The modality changed to its present form of having host-country resource people assist in the visits and workshops, probably on account of the Japanese Government's offer in 1982 to provide five MTTs in: Educational Technology, Curriculum Development, Technical and Vocational Education (TVE), Science Education, and Special Education. This new approach was used for TVE at that time.

Currently the MTT project is used only in relation to the particular programme area funded under the JFIT, and is an important modality under APEID. The *Seventh Programme Cycle of APEID 2002-2007*, for example, recognizes the MTT project as "one of the longest running and most successful of APEID modalities." Specific recommendations were made regarding further improvements to the project.

The Framework of Action for the Seventh Programme Cycle, for example, spells out an overall strategy in organizing activities by "Programme Areas" and "Cross-cutting Themes." The MTT projects are currently awarded

under five different programme areas. However, there does not appear to be a difficulty in accommodating future projects under the new organizational structure, while continuing to define each project according to the educational field that it may emphasize.

Educational Innovation as Conceived Under APEID

The major aim of the MTT project is to "assist Member States in enhancing their capacity for educational innovation in a particular education field." The concept of "educational innovation" has been a subject of discussion and study by APEID from its very inception. While there may be different meanings attached to "innovation," the following definition from a UNESCO publication, *Innovations and Initiatives in Teacher Education in Asia and the Pacific Region*, appears to be the most useful:

> Educational innovation refers to an idea or practice new to a specific educational context that meets unsatisfied needs. It is the introduction or promotion of new ideas and methods that are devised in education and/or school practices which have a substantial effect on changing the existing patterns of behaviour of a group or groups involved. Innovative strategies imply the development of new ideas that are disseminated and utilized; they usually occur in response to particular problems that exist within the educational systems of Member States.
>
> Educational reform refers to a planned change brought into widespread use for the betterment of an educational system. It is an innovation that is in widespread use throughout a particular education system.
>
> Educational development refers to educational reforms, innovations or changes that result in the advancement or improvement of education systems. It is 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.
>
> [Source: UNESCO Principal Regional Office for Asia and the Pacific (PROAP). *Innovations and Initiatives in Teacher Education in Asia and the Pacific Region.* Bangkok, 1990, Volume 1: Overview, p. 2. *Thirteenth Regional Consultation Meeting on APEID, Thailand, 22-26 June 1992*. Bangkok: UNESCO, 1992, pp. 54-55.]

This definition, which distinguishes between "educational innovation," "educational reform," and "educational development," provides useful criteria to assess whether the countries that participate in the MTT project have, indeed, carried out "innovations." The criteria may be stated as follows:

i. An innovation implies "an idea or practice new to a specific educational context that meets unsatisfied needs."

ii. An innovation should have "a substantial effect on changing the existing patterns of behaviour of a group or groups involved."

iii. An innovation arises "in response to particular problems that exist in the education systems of Member States."

To further understand how this criteria applies to country evaluation, the MTT projects implemented in Myanmar and Viet Nam provide examples:

Country	Area of study	Nature and scope of the innovation
MYANMAR	In-service Teacher Education	Training of teachers both pre and in-service Country-wide
VIET NAM	Education Administration: computer-based networking	Introduction of computers in education management Country-wide

Neither the introduction of computers nor in-service and pre-service education are anything new, in general. Yet, each project meets the criterion given in the above definition in that each is "an idea or practice new to a specific educational context that meets unsatisfied needs." In both cases, there could be "a substantial effect on changing the existing patterns of behaviour of a group or groups involved." Both have occurred in response to "particular problems that exist in the education systems of Member States." Thus, based on the above definition,

the projects in Myanmar and Viet Nam have supported innovations. These innovations may not yet have the status of "educational reforms," but nevertheless, they are innovations under the above definition.

A Brief Review of the MTT Projects Awarded from 1996-2003

During the 1996 to 2003 evaluation period, there were thirty-two MTT projects awarded, with one of them having been awarded to two countries.[1] Of these, twenty-nine have been reviewed (Annex 2). Of the other two, one is still on-going, and there is little information about the other.

Twenty-one countries received at least one MTT project during the period. The countries are as follows (the number within brackets indicate the number of awards for countries getting more than one): Bangladesh, Bhutan, Cambodia (2), Lao PDR (3), China (2), Fiji, India (2), Indonesia, Kazakhstan, Democratic People's Republic of Korea, Malaysia, Maldives, Marshall Islands, Mongolia (2), Myanmar (2), Pakistan, PNG (2), Philippines, Sri Lanka, Thailand (2), and Viet Nam.

The awards were generally made in five educational areas. While some of the projects could be classified under more than one area, on the whole, the distribution by area was as follow:

Area	No. of awards
Educational Technology	8
Technical and Vocational Education	6
Curriculum Development	10
Science Education	3
Special Education	2

Based on the definition given above, each country has attempted to implement something "new" in their context. Understanding that countries of the region are at different developmental stages, what is "new" to one country may be a routine activity in another.

While all of the innovations are concerned with and involve the formal school system, Technical and Vocational Education projects also deal with articulation between schools and the employment world outside, as well as with helping those who have dropped out of the formal school system, and Science Education works towards scientific literacy for all by promoting school science relevant to daily life.

Study visits have been hosted by the following twelve countries (the number within brackets indicates the number of study visits hosted): Australia (12), China (2), Indonesia (1), India (2), Japan (5), Republic of Korea (2), Malaysia (7), Maldives (1), New Zealand (3), Philippines (6), Sri Lanka (1) and Thailand (7).

All countries have organized in-country workshops, except Bhutan, where the MTT project did not call for one. These workshops were assisted by resource persons, who were experts from the host countries.

In slightly more than half the projects reviewed, the original country proposal did not specifically indicate any follow-up work, which is an integral part of the project. Reporting on follow-up activities, however, is not currently a project requirement.

The review indicates the following achievements:

i. Promoting innovations

The major focus of the MTT project is "Educational Innovation for Development." Each of the countries participating in the project has attempted an innovation in their education system. Many of the innovations attempted are relevant and useful to other countries, as well. The MTT project may, thus, take credit for generating innovative educational activities in twenty-one countries of the region during this period.

[1] The MTT Project in Science Education was awarded to Cambodia and Laos in 2003.

ii. Initiating and promoting inter-country cooperation and mutual understanding

Inter-country cooperation is very solidly built into the MTT project. It is not possible to implement any MTT project without at least two countries of the region cooperating with each other.

The inter-country cooperation has not simply been a formal exercise. The institutions in the respective countries have shared their knowledge and experiences, thus, making a significant contribution to the furtherance of international understanding.

Resource persons from the more advanced countries have visited other countries that do not have the resources to which they are accustomed. The fact that leading professionals have visited these countries, worked with local staff under local conditions, and gained some first-hand knowledge of these countries is a valuable asset to both countries.

iii. Enhancing country capacity for educational change

Under MTT, people working in a specific educational area become exposed to new ideas, practices, methodology, equipment, etc. Even if the innovation may not be a priority of the institution, the personnel concerned undoubtedly profit from this exposure. In this way, the MTT project has been able to provide a broad range of participants with a broad range of educational knowledge and training.

The review has also indicated the following problems and limitations:

i. Difficulty of adhering to the stated procedure

- Obtaining proposals

  Many of the proposals submitted do not adhere fully to the required format. The proposals are expected to be developed with assistance from APEID.

- Submission of reports

  Several countries have not submitted the final report. In some instances, the report is very short and sketchy, and does not give relevant information. There are, however, also instances of excellent reports. The quality varies a great deal.

Not all international resource persons have submitted reports, although their contract clearly states that a report should be submitted.

Completion reports have apparently not been done for several projects. Participants in study visits are expected to submit reports of their visits, yet some have not done so. Here, too, even where the reports have been submitted, the quality varies.

ii. Problem of follow-up activities

Many countries have not listed follow-up activities, although this does not necessarily mean that countries are not doing any follow-up work. Hence, the “problem” with respect to follow-up activities may be one of two types. The first is that follow-up activities may be taking place, but are not reported to APEID. The other is that follow-up activities are simply not taking place. There is clearly a need for a regular mechanism to check on the status of follow-ups.

iii. Choice of study visit countries/institutes and preparation for study visits

Only a very few countries have taken great pains to get ready for study visits by requesting information about the institutes to be visited.

Chapter 2

THE INNOVATIONS MADE AND THEIR SUSTAINABILITY

The Innovations in General

All MTT proposals must specify the "problem" that each country intends to address through the project, explain how the country plans to correct the problem, and identify the principal group of personnel who will be involved in the effort. Each MTT project exposes these personnel to new experiences in the relevant fields by enabling them to meet leading experts, visit institutes and gather the information they need. Further training also takes place through in-country workshops with the support of external resource persons. Something "new in their context" is attempted that, in many instances, spreads beyond the initial group and institutes.

All of the innovations are concerned with and involve the formal school system, though projects in the area of Technical and Vocational Education are more expansive, as has been earlier noted. The scope of the innovations have rarely been explicitly stated in the country proposals, but it may be inferred that nearly all of them[2] have been concerned with a country-wide spreading of the innovation.

Only a very few projects have been concerned with the introduction of equipment and physical infrastructure. In Bhutan, for example, computers were introduced into schools. In Viet Nam, computers were to be used in education management. In both cases, however, MTT's main responsibility was in training a core group of staff to use the equipment.

Indeed, all projects are primarily concerned with changing people's attitude and/or practices (primarily teaching practices) in the system. The relatively large number of projects in curriculum development, for example, involve basic teacher training, the introduction of new curriculum material and curriculum development capacity-building. In all cases, too, a wide ranging group of people are often involved: national-level decision-makers, university professors, senior management, local administrators, and school teachers.

There are also innovations of a different nature, such as the "new model for teacher education" that was introduced through a project in China.[3] Indeed, there can be many "models" for teacher education. It is unlikely that any single model will fit all conditions. The nature of this innovation is such that it expands the possibilities which teacher educators may have not only in China, but elsewhere also. Innovations which expand "choices" in the system are very desirable.

Likewise, the attempt under one Thai project to involve community, parents and teachers in the management of schools is an innovation which goes beyond the school, and recognizes the "totality approach" to education. Another innovative project in Uzbekistan has led to revision and formulation of new national policies with respect to special education. Innovations such as these have relevance beyond a country's borders.

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[2] Only the Philippines has explicitly limited its MTT project to one region of the country.

[3] The MTT Project in Curriculum Reform and Teachers Professional Development (Secondary Education Curriculum and Teacher Education) was implemented from 2001 to 2002. The main objectives were to determine desirable changes to the national curriculum in China, and to encourage and support those responsible for the teachers' professional development at the secondary school level to implement a curriculum that is better suited to student-centred learning.

Some Specific Examples of Innovations Presented at the Evaluation Meeting

Country experiences presented at the March 2004 Evaluation Meeting provided extensive information about the innovations made under the MTT project auspices. They are briefly presented here:

China

A problem confronting the country was how to integrate new technology into school practices. While new technology was being used, the problem of efficient integration was not recognized.

The MTT was composed of a core team of professors in the educational field from leading institutes throughout the country. Thailand and Malaysia hosted study visits.

The team was able to get many new ideas about using the new technology at the school level. As an immediate outcome, the team held an in-country seminar to plan the in-country workshop, which was also conducted later.

Fiji and the Maldives

The common problem which existed in both countries was the need to improve school curriculum in environmental education. Both countries wanted a more practically-oriented curriculum in which the pupils engaged in activities outside the normal classroom/laboratory and in the actual "environment." Both also wanted more involvement from the school communities, with emphasis placed on global perspective.

The core group from both countries included senior personnel responsible for curriculum development and teacher education at the national level.

The Maldives team visited Australia and New Zealand, and the Fiji team visited Australia and the Maldives. Through the Australia and New Zealand visits, the teams were able to gain first-hand experience of school practices and, while in the Maldives, the Fiji group also participated in a workshop. Through both the study visits and the workshop, which was assisted by a resource person from South Africa, the two teams gathered – and shared – many insights.

Some insights gathered:

- Environmental Education encompasses three approaches:

Education about the environment	–	Environmental management
Education in the environment	–	Environmental interpretation
Education for the environment	–	A sustainable environment

- Experiental learning is highly effective.
- Teachers have an important role in creating a sustainable environment through education.
- Students should be encouraged to think critically about their own attitudes, values and behaviour towards the environment and each other.
- It is important to take an action-research approach to EE, where teachers and students together monitor and evaluate their own values, practices and progress in improving the environment.

The follow-up in-country workshops then allowed teachers to learn about the new approaches, develop their knowledge about environmental education, exchange ideas with each other and plan relevant activities.

Indonesia

Indonesia wanted to overcome the inadequacy of its conventional delivery system in most education and training institutions. The country noted limitations in admission, structure, learning environment, methodologies, delivery and administrative capabilities. It sought to achieve an expanded education/training system that would be more global and borderless in nature. As a result, an MTT team of three specialists undertook a study visit to Japan in 2000. (An earlier one on Computer Assisted Instruction (CAI) was granted in 1994.)

The following are among the insights gained:

- Computers can be utilized to enhance the quality of learning.
- Internet technology can be used to carry high quality learning material promptly to the learner.
- If designed carefully, the Internet can store and deliver multimedia learning material to be accessed by students, teachers, and anyone who needs it.
- Internet technology can be utilized to make learning fun, and hence, attract students to learn.
- By utilizing the Internet, it is easy to create a virtual learning community where everyone can share their knowledge, experience and expertise.

The immediate outcomes of the project: 1) training of selected personnel in developing interactive multimedia courseware and multimedia networks, and 2) formulation of prototype CAI programs and a "Development Plan of an Interactive Multimedia Network for Open and Distance Learning."

Kazakhstan

MTT addressed the need for a revised Vocational Education and Training (VET) system that better suited a country which was changing from a command economy to a market economy. The existing VET system did not meet the needs of the country adequately. A New Law of Education was adopted in 1999, and as a result, proposals for the reform of VET in the medium term and other strategic documents were prepared. To implement these reforms, the country needed to change the management structures at the institutional level based on democratic approaches that maximized student and parent participation. Two experts working at the national level visited Australia and Thailand.

Among the insights gained were the following:

- A vocational certification system based on vocational competencies specified by industry or enterprises, specification of key competencies, etc. is a sound approach.
- People acquire skills through many pathways.
- The principles of competency-based training are essential.
- Trade unions and employers have an important role to play in defining the content of education, including continuing education.
- Non-governmental VET providers must also be considered.
- It is necessary to identify and monitor indicators of VET quality.

As an outcome of the project, country-appropriate approaches and recommendations for the improvement of VET quality and management were agreed upon; the in-country workshop was attended by high-level personnel with the result that many persons who would be critical to successful reform were brought into the process; and new materials were obtained from the countries visited.

Lao PDR

Lao PDR, too, wanted to overcome the many deficiencies in its Technical and Vocational Education (TVE) system. It had many unqualified and under-qualified teachers, a shortage of appropriate textbooks and teaching/learning material and weak management at all levels. A team of four people, including the Head of the Vocational Education Division, visited Malaysia and Thailand.

Among the insights gained were the following:

- Teaching and learning practices in TVE institutions should focus on the market and both community and personal needs, and not be based on academic curricula.
- TVE schools should assist community development by introducing community skills and know-how as elective subjects.
- Teachers and TVE institution administrators should be systematically trained (both pre- and in-service).
- Teachers should be aware of their future career path/ladder.

Mongolia

The problem faced by Mongolia was the need to revise its secondary school science curriculum to make it more oriented to applications in every day life. The existing curriculum was too "academic." A team of three high-level professionals visited Japan, the Philippines and the Republic of Korea to observe school science programmes and exchange views with experts in the countries. The in-country workshop was organized with resource persons from APEID and the Curriculum Development Center, Ministry of Education in Malaysia.

Some of the insights gained were the following:

- Science is better understood if its presentation is relevant and useful to the learner.
- Effective science education should focus on creativity, inquiry skills that promote higher-order thinking skills and responsible citizenship.
- Curriculum reform in science education has to start with policy reforms in education.
- Capacity of teachers should be built or strengthened for effective curriculum implementation.

A curriculum revision was done in 1998, followed by another in 2003, and the textbooks have been published according to the new curriculum.

Thailand

Thailand's problem concerned the use of Information and Communication Technology (ICT) in the formal school system and the development of an ICT Master Plan in the context of education reforms that were underway. Two teams made study visits: one to Japan and the other to Australia. One member participated on both teams. The teams comprised national-level policy makers, administrators and teachers.

Each team submitted a study visit report that indicated very clearly the observations made and the insights gained. A particularly noteworthy feature was a section on what study visit lessons could be applied within the Thai context.

Among the insights and knowledge gained were the following:

- Policy and strategies for ICT in Education were developed.
- Required infrastructure and hardware for ICT was identified.
- Availability of software and resources for learning was expanded.
- Competencies of ICT teachers were built.
- Support from administrators and educational institutions was strengthened.

Uzbekistan

Uzbekistan sought to improve its educational services for children with special abilities. Most of them were being excluded on account of negative attitudes and prejudices based on popular misconceptions. Programmes that did exist were being provided by special institutions. Two members of the country's planning group made study visits to Japan and the Republic of Korea.

Among the insights gained were the following:

- A central element in special education planning is the integration of disabled children as much as possible into ordinary schools where they can receive important support.
- Teachers and other professional educators have a great responsibility for changing negative attitudes – not only in the classroom, but in the community, as a whole.

The Sustainability of the Innovations

The relevant work undertaken after the in-country workshop – which is generally regarded as being the "completion of the MTT project" – is a valid indicator of just how sustainable the innovations are. Associated with this is the scope of the follow-up work: whether it is restricted to the core group, whether the group has expanded and whether the innovation has spread to other institutions. Another consideration is the nature of the follow-up work. In some cases, for example, the follow-up has led to changes in national policy, though such policies may still need to be fully implemented.

As mentioned in the review of the projects, the countries are not required to report on follow-up work after the in-country workshop. Hence, evidence for sustainability must come from the questionnaire surveys, the field visits and the presentations made by the countries at the MTT Evaluation Meeting. The following is a listing of some of the work done subsequent to the in-country workshops, which indicates that the innovations have been sustained very adequately.

China

Three other workshops have been held: the "National Workshop on Microteaching," the "Provincial Workshop in Hainan Province on Using New Equipment and Technology," and the "National Workshop on Integrated Learning."

Teachers have developed software.

Schools are sharing software.

All schools in Shanghai and Beijing are connected to the Internet.

A research project has been started on "classroom design" to take note of the changing technology. The concept of "classroom" has remained static in spite of other changes.

Fiji

A follow-up workshop was held for the same participants as in the in-country workshop in March 2001.

Similar workshops were organized throughout other districts in Fiji. From 2001 to date, other workshops in environmental education have been organized with the assistance of a local NGO called Live and Learn Environmental Education (LLEE).

In each of the nine districts of Fiji, primary school teachers have formed Green School Committees and secondary school teachers have formed Sustainable Schools Action Committees.

Indonesia

The country has developed an education portal named edukasi.net. This portal provides learning materials in mathematics, physics, chemistry and biology. These learning materials will support senior secondary schools and vocational secondary schools. The portal was launched in August 2003 as www.edukasi.net. The portal is being developed as a facility for teachers and students to communicate online.

Kazakhstan

The core group of experts continues their work.

A methodology of self-assessment for Vocational Education and Training (VET) institutions was developed and is now used in many VET schools.

The knowledge and expertise obtained during the workshop and study visits have been disseminated further through lectures/seminars for skills upgrading of teachers and education administrators.

A model of social partnership in VET is being piloted in two oblasts.[4]

[4] State-like divisions that were created during the country's Soviet Period.

Lao PDR

Information on curriculum preparation and teacher development strategies in the Technical and Vocational Education (TVE) sector has been provided to thirty TVE institutions and fifteen government departments.

The country is planning to hold dissemination seminars to reach at least 100 key practitioners at the grassroots level.

Maldives

The country has completed the revision of its environmental education curriculum.

Teachers who participated in the in-country workshop have developed materials focused on providing practical experiences in Environmental Education (EE) for children.

“Best practice materials” have been published.

Further in-service training workshops have been conducted.

A revised course in EE has been developed for teacher trainees.

Mongolia

A new science curriculum has been designed to make the subject more practically oriented.

Text books based on the new curriculum have been published.

All stakeholders, including publishers, were involved in textbook preparation. Seminars were organized for the publishers.

Teachers have been trained to teach the new curriculum.

Contacts have been maintained with study visit countries. A journal is being published giving information about other countries.

An association of science teachers has been organized.

Thailand

At the individual school level, software has been developed by the teachers, and parents have contributed to the establishment of school computer laboratories. In one school, a multimedia room has been designed for English instruction, with the teachers using computers to grade pupils. Another school is experimenting with establishing an e-learning centre. These schools are serving as pilot schools.

At the national level, the development of the Master Plan for ICT has been completed and is being implemented.

Uzbekistan

In 1988, the Government worked in close collaboration with the UNESCO Tashkent office to organize the First Central Asian Inter-Agency Workshop, “Together for Inclusive Society,” in Bukhara.

A special course on inclusive education has been carried out since 1997 at the Tashkent State Pedagogical University.

Inclusive education has already been implemented in forty schools throughout the country.

Summary

It is very evident from the examples cited that the MTT projects awarded to these countries have resulted in significant innovations that continue to influence the country long after the administrative end of its MTT project. While some of the study visit participants are no longer in their original positions, many of the core groups are still active. Even those who have left their original positions have made contributions as resource persons. In all the countries, the innovations have spread nationally; additional personnel have been trained; material for nationwide use has been designed and produced; resource centres have been established; and national policies have been influenced.

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Chapter 3

THE IMPACTS

Introduction

The scope of definitions for "educational innovation," "educational reform" and "educational development" provided in Chapter 1 clarifies the nature of a specific activity's educational "impact." As impact implies a broad diffusion of an innovation that leads to educational reform, the three terms are closely interlinked. Indeed, this diffusion has certainly been shown under a number of the MTT projects, as is clear from the field visit reports (Annex 3) and from the Member States' submissions to the MTT Evaluation Meeting. These countries have not only been able to sustain their innovations, but have also been able to extend the innovations and expand the beneficiaries, sometimes across their entire nations.

Impact also refers to the effect that the MTT project has had on the education system of a member country. Changing people's attitudes is an intangible impact; the production of curriculum materials for use in the system is a tangible one. The field visits provide evidence of both. Some of the effects on the country may be felt in the short term and others may take a longer time. The development of software by teachers who exchange them with one another, for example, is a short-term impact, while the effect of the ICT Master Plan on Thailand will take a much longer time to show its full impact.

When describing the impact of an MTT project on a country, it is not possible to assert that the MTT project, alone, is responsible for progress made. Certainly, many other factors may contribute to impact a country's educational development. Nonetheless, MTT has made indisputable contributions. It has, indeed, acted as a "catalyst" to set off a chain of progressive actions. Of course, for a catalyst to be effective, certain other conditions are necessary. In the following brief descriptions of impact, an attempt will be made to identify such factors.

Some Specific Examples of Innovation Impacts Presented at the Evaluation Meeting

China

While China's innovation with ICT has not covered the whole country, it has diffused to the more developed areas. More teachers and students are now involved. The private sector has taken an interest and contributed to the development of software by teachers. A research project underway on designing a new "classroom" in the context of the new technology promises long-term impact, as does concept development to create an "electronic book," which is currently underway.

Some of the factors that contributed to this progress:

- the selection of high-level academics to constitute the core team
- the core team's strong proficiency in the pertinent educational field
- the organization of a preparatory seminar that provided intensive preparation for the in-country workshop

Fiji

Materials have been prepared for teachers and Environmental Education (EE) networks have been set up in schools. A longer-term impact is the co-ordination of EE and Education for Sustainable Development (ESD) in schools to upgrade teachers as environmental educators. Supporting this is the establishment of Green Schools Committees by teachers in primary schools and Sustainable Schools Action Committees by teachers in secondary schools. A very noteworthy impact is the support extended by a local NGO, and the involvement of this NGO in the management of the EE activities. In the River Care Project in secondary schools, teachers and students monitor and evaluate their own values, practice and progress in improving the environment. A long-term impact from this project is also expected by using the findings to raise community awareness.

Some of the factors that contributed to this progress:

- selection of high-level personnel who are proficient in EE to constitute the MTT
- support extended by a local NGO
- flexibility of the administration in involving an NGO in the management of school-level activities
- relevancy of school activities to the community (i.e. keeping a check on river water quality)

Indonesia

The Center for Information and Communication Technology for Education, Ministry of National Education now has the capability to develop good quality interactive multimedia learning materials. The Center gained this capability as a result of the training.

Edukasi.net, a learning portal, has been launched and is being continually developed by the Center. There are plans this year to improve Edukasi.net by adding some features so that it can be used as a vehicle for school networking.

Some of the factors that contributed to this progress:

- implementation of an earlier MTT on Computer Assisted Instruction (CAI) development
- need for this type of innovation in the context of a very widely dispersed country
- increasing use of information technology within the country
- existence of a dedicated national centre for the work involved

Kazakhstan

Approaches and recommendations have been drafted for the further improvement of Vocational Education and Training (VET) quality management that is appropriate to the country. The experiences in standards development and development of social partnership are being used in joint work conducted by the Ministry of Education and Science, and National Observatory.

A Centre of Excellence (resource centre) on VET issues was set up. It brings more resource people into the fold, and people can find the materials in Russian and Kazakh on VET issues. Though it was not set up strictly within the MTT project, it contains materials prepared as a result of the MTT project. Access to Internet is provided to enable people to seek and find the information they need.

Networking supported by UNESCO and the European Trading Foundation has proved to be very productive. There is a network of “change agents” in all regions of the country through which recommendations and methodologies can be implemented. There is also a network with employers’ organizations which is working well.

Some of the factors that contributed to this progress:

- selection of high-level personnel who are proficient in VET to constitute the MTT
- country’s readiness for change
- participation of very high-level personnel in the in-country workshop

Lao PDR

For the first time, the country has a guide in the Lao language that can be used as a tool in Technical and Vocational Education (TVE) curriculum development and teacher development programmes. The Ministry of Education, too, now has a concept and strategy for preparation of TVE teachers.

Some of the factors that contributed to this progress:

- formation of a MTT composed of an active and responsible policy maker, a strategic and conceptual thinker/developer, and two to three active doers/practitioners; in other words, avoidance of members who have a high position, but no time to engage in the work
- precise assignment of activities to MTT members
- avoidance of delays in conducting the work

Maldives

The innovative teaching/learning materials produced are being used in the schools. Materials for teacher training have also been developed, and are being used in the system.

Methodology, experience and materials from the MTT training are being used in the Education Development Centre and the Faculty of Education, both national institutes.

Some of the factors that contributed to this progress:

- selection of appropriate personnel from the national institutes responsible for curriculum development and teacher training to participate in the MTT
- cooperation of staff from different institutions working together as part of the MTT team was carried over into the regular work environment

Mongolia

Revision of the science curriculum is now a regular activity. A broader view is being taken of science education with a separate section established at the National Institute for Educational Research to develop non-formal education.

A factor that contributed to this progress:

- selection of MTT participants from the institute responsible for developing the science curriculum, including the head of the institute

Thailand

The long-term impact under the project at the national level is the contribution of the MTT to the development of the ICT Master Plan.

At the local level, the schools involved are making increasing use of ICT in the teaching/learning process, and teachers are developing their own software. Furthermore, communities associated with the schools have donated equipment.

Some of the factors that contributed to this progress:

- MTT team composition included national-level policy makers, administrators and practitioners
- readiness of the country for the innovation; a new Education Act was being implemented that stated a clear policy through which ICT could be developed

Uzbekistan

A new education reform policy, the "National Programme for Personnel Training," was adopted in 1997. The new education policy, among other issues, stresses the importance of special education and the establishment of links between special education activities and ordinary education provision (inclusive modes). A resource centre for the development of learning materials for children with special needs was also established in November 2001.

Some of the factors that contributed to this progress:

- attendance in the in-country workshop by teachers, representatives from the Ministry of Education, teachers from pedagogical universities, parents and disabled people, themselves
- inter-active organization of the workshop
- transfer of all equipment used during the workshop to the Department of Special Needs at the Ministry of Public Education (until this time, the Department did not have any computer equipment)

Summary

It is evident that a variety of impacts have been made in MTT participant countries. Sometimes, little distinction is made between follow-up work and impact, because when done successfully, follow-up work should directly lead to substantive impact. Indeed, the follow-up work described above has clearly yielded many short-term impacts, and a significant number of long-term impacts continue to evolve.

Yet, another very significant impact has not yet been mentioned and deserves notice: the international solidarity built up between participant countries. The recipient countries have not only benefited from the other countries, but a feeling of cooperation and need for mutual assistance between them has emerged. The professionals who have been a part of the MTT know each other and appreciate each other's work.

Chapter 4

PROBLEMS AND LIMITATIONS

The MTT Evaluation Meeting identified several problems and limitations with the projects:

1. Non-implementation of Some Recommendations from the 1996 Evaluation Mission

Some of the findings and major recommendations made by the 1996 Evaluation Mission are given in Annex 1. Among them are the following:

- That APEID prepare an annual operation plan for MTTs, on the basis of which requests for Japanese Funds-in-Trust would be made
- That APEID define a plan, with justification, for the future distribution of MTTs between APEID Member States in the Asia-Pacific region
- That the Chief of APEID – designated as the officer responsible for administration of the MTT project – ensure an intellectual input from APEID into the MTT project either from amongst staff members available or by obtaining expertise from the APEID network

It was observed that some of the recommendations were not implemented. This inadequacy explained the reduction of funding for the MTT project, a point that was also discussed at the meeting. While APEID had provided professional assistance to some of the countries, it was not the general practice.

2. Difficulty of Including the MTT Projects in National/Regional Development Plans

Member States are not able to situate the MTT projects within their national plans, since they do not know sufficiently in advance whether they will be granted an MTT project or not.

Since the granting of the MTT projects are responses to individual country needs, the MTT projects as a whole may not reflect regional priorities.

3. Non-Conformance to the Stated Procedure

Member States who wish to participate in the MTT project are expected to follow a certain procedure that includes, among other activities, the submission of a proposal according to a given format. While some variation is to be expected, significant items of information are sometimes missing, e.g. follow-up action/s; justification of the destinations proposed for study tours; evaluation of the MTT.

The countries which have been awarded the MTT projects are also expected to submit reports of study visits made, reports of national workshops and a final report. In fact, however, participants from several countries have not submitted study visit reports. Even where the reports have been submitted, the quality varies. Several countries have not submitted the final report. As was earlier noted, in other instances, the report may be very short, sketchy, or lacking in relevant information. Likewise, not all international resource persons have submitted reports, although their contract clearly states that a report should be submitted (see Annex 2).

4. Problems in Relation to Follow-up Activities

Many countries have not listed follow-up activities. While there is a requirement to conduct follow-up activities, there is no requirement to report about them. Hence, there is no record available about follow-up activities. Though countries have, indeed, been doing follow-up work, there does not appear to be a regular mechanism to monitor this (see Annex 2).

5. Better Preparation for Study Visits

Only a very few countries have taken great pains to get ready for the study visits. In addition, the documents studied for the evaluation do not indicate that advance information about the institutes to be visited was sent to the participants (see Annex 2).

6. Non-availability of Study Visit Participants for National Workshop

Study visit participants are expected to work with the external resource persons in designing and conducting the in-country workshop. There are instances where some participants were unavailable because they had left their former positions (see Annex 2).

7. Little Communication Between Countries Subsequent to Study Visits

In general, there has been little communication between the countries subsequent to the study visits (see Annex 3).

8. Low Response to Questionnaire Surveys

Questionnaire surveys received a low response, probably because the questionnaires were addressed to the UNESCO National Commissions; the actual implementation of the projects was done by other agencies in the respective countries. Another probable reason may be the time lag. Information was sought about projects implemented several years prior to the survey. The question was also raised whether the MTT projects “failed” in some of the countries which did not respond. In this context, it was pointed out that while some countries did not respond, the reports relating to all the projects that were awarded had been studied. This study (see Annex 2) indicates that some innovative activity has been done by each country and, in that sense, no project had been a failure. In the absence of more information, it is not possible to state whether these innovations made any further progress.

Chapter 5

CHANGES NEEDED

Changes are needed to overcome the problems and limitations referred to in Chapter 5, while maintaining and improving upon the substantial achievements gained under the MTT project, thusfar. The deliberations at the MTT Evaluation Meeting indicated the following envisaged changes:

1. The Nature of the MTT Project's Impact

Is it only on the participating individuals?

Is it on institutional capacities?

Is it on the system as a whole?

The meeting noted that many an "innovation" has died a natural death because it never went beyond the particular individuals concerned. A true "innovation," however, should have an impact on institutions and on the system as a whole. In terms of the definitions given earlier, "innovation" should lead to "education reform" and "educational development."

It was also observed that this provides a criterion for evaluating the success or failure of an MTT project. Donors wish to know if what they have funded has been successfully implemented. An MTT project that does not produce an "innovation" may be regarded as a failure. Hence, in any future proposal for a project, the nature of the intended innovation will need to receive specific attention.

Participants also discussed the time and additional resources necessary for a project to show any impact. Examples of these were given to show that when an impact has resulted, it has invariably been accompanied by additional resources. It was also observed that the relatively low level of project funding restricts the innovations attempted to a very small scale.

2. The Strategic Position of the MTT Project Within the APEID Framework

Questions were raised relating to this issue: Should there be fewer educational areas of concentration so that more focused attempts may be made in those areas? Would there be a dilemma in trying to meet country needs within regional needs? It was observed that future APEID programmes are likely to be under the broad theme of Education for Sustainable Development, reflecting regional needs and donor priorities. As it was recognized that the MTT modality was a very flexible and effective one, participants commonly felt that MTT should be retained to execute programmes and projects under Education for Sustainable Development. In other words, the MTT focus would change from implementation under selected educational areas to serving as an apparatus solely for ESD.

3. Awarding of the MTT Projects

Yet, even if MTT continues as a modality under ESD, there is still the question of how countries are to be selected for an award. Country participants at the meeting noted that they would like to know well in advance whether they are to get an award or not. Recommendations from the 1996 Evaluation Mission were discussed, particularly in regards to development of an annual operational plan and a plan justifying the distribution of projects to countries.

4. Adequacy of Resource Mobilization

The concerns under this issue were: whether it would be preferable to support fewer educational areas and thereby have more funds available for follow-up activities; whether additional funding sources could be obtained either within or outside the country; and whether the MTT project could fit strategically into other activities.

In general, it was felt that better prepared projects with more funding would be preferable. Examples were given of additional resources obtained from within the country by local agencies – both public and private – and from other international agencies. Examples were given of how the MTT projects fitted within the planned activities of countries.

The need to link up with other donor agencies operating in the region was also discussed, with examples being given of such assistance in the projects already executed.

5. Need for Better Networking

A continuing topic during the discussions was the need for Member States to obtain more information from each other. While the study visits were a useful beginning to get in touch with other relevant persons and agencies, there was a need to continue and expand such contacts. The studies (see Annex 3) have shown that there has not been much communication between the countries after the MTT. Countries did not know who to contact for the information they needed. It was observed that there were already existing networks at UNESCO-APEID, and that they be improved, strengthened and better utilized. APEID Associated Centres and UNESCO Field Offices were also recognized as important resources for the MTT project implementation and information. Finally, the benefit of establishing networks within a country was stressed.

With respect to APEID's Associated Centres, it was clarified that their functions included sending experts to other countries, organizing workshops and seminars, and receiving expert secondments from other countries.

6. Common MTT Projects

The possibility of organizing an MTT for more than one country was discussed. The countries responding to the questionnaire survey all agreed that it was useful to have more than one country participating in a MTT. Examples were given of instances of this happening. The advantage of clustering countries which have a common language and similar problems was mentioned.

7. Quality of the MTT Members

The quality of the members selected and the composition of the team were key components of the successfully implemented MTT projects.

8. Assurance of Project Quality

Meeting participants underscored the need for quality assurance with respect to the drafting of country proposals, the implementation of the proposals – including the training – and the ensuing follow-up work. In order to achieve such assurance, continuous monitoring and evaluation is crucial. UNESCO Bangkok may play a more pro-active role here.

Chapter 6

RECOMMENDATIONS

In the early 1970s, when cross-border mobility was rather limited, the MTT approach of offering "physically mobile" training teams that traveled from one country to another throughout the region was truly innovative. Championed by APEID, itself a pioneer of regional educational cooperation, MTT played an important role in fostering a spirit of South-South cooperation. Over the years, the project's contribution to its Member States has been significant. However, there have been many changes and initiatives in education aid and cooperation since MTT's inception. In considering the future of MTT, it would be useful to consider the role of MTT in two wide contexts: 1) the emergence of aid coordination and 2) UNESCO Bangkok's Japanese Funds-in-Trust (JFIT)-supported educational projects.

Within the first context, there has been a recent trend to emphasize the need for "partnership" between donors and developing countries in order to avoid overlaps/waste in aid, and to lessen the burden of aid recipient countries. Towards this aim, aid coordination (or donor coordination) has increasingly become a focus in aid activities. Through this coordination approach, aid is only provided after adjusting or aligning aid policies and programmes both among donors, and between donor and recipient countries. There are a variety of coordination modalities: Sector-Wide Approaches (SWAP), harmonization, common basket, etc. As trends continue to support such coordination, education aid or education cooperation (cooperation in other sectors) that does not conform to such an a approach appear unacceptable.

Regarding the second context, there are JFIT programmes with much larger budgets than MTT: Education for All (EFA) ($600,000-$900,000 annually) and Information Communications Technology (ICT) ($1.0-1.5 million annually). Compared to these, MTT's current annual budget of $80,000 is quite minimal. Importantly, EFA and ICT FITs emerged as a response to developing countries' new needs. Likewise, MTT – if continued – must serve the needs that Member States prioritize. Given deliberations at the MTT Evaluation Meeting, MTT's most appropriate role may be in support of Education for Sustainable Development.

While this move has still to be well-elaborated, meeting discussions indicated that MTT can be a very effective modality for ESD. The following recommendations can, thus, be made for continuation of the MTT project through the Government of Japan's support:

1) The MTT project should continue and be strengthened with the understanding that it will be developed as a modality under Education for Sustainable Development – the major theme under which APEID programmes and activities are expected to take place in the future.

2) An overall planning framework for the MTT project, within APEID's current Framework of Action and taking note of the recommendations made at the APEID Strategic Development Meeting held in Japan in February 2004, should be developed by APEID in consultation with Member States (APEID Affiliated Centres).

3) In developing such an overall planning framework that reflects regional concerns, needs and priorities, note should be taken of other sectors besides Education and of assistance to Member States from other international agencies.

4) Member States should apply for the MTT projects within such a planning framework.

5) The mechanism and procedures for the awarding of an MTT project should do the following:

    a. Make all Member States aware of the overall planning framework for the MTT project and the procedure to be followed if they wish to apply for a project.

b. Ensure that the recipient country is informed of the award sufficiently in advance so that the MTT project may be included in the educational development plans of the country.

c. Ensure that, where feasible and efficient, an award may be made jointly to more than one recipient country.

d. Ensure that interested countries are provided with professional assistance to develop their proposals.

e. Undertake monitoring and evaluation of the MTT projects.

6) A data base on completed MTT projects should be maintained to provide access to reports by participating resource persons and countries via the existing APEID and UNESCO Bangkok networks.

7) The existing networks of APEID and UNESCO Bangkok should be further developed to cater to the information needs of countries that participate in the MTT project.

Annex 1: The Evolution of the MTT Projects

1. Introduction
2. A Summary of Major Findings and Recommendations of the 1996 Evaluation Mission
3. The MTT as a Modality Within APEID
4. Educational Innovation as Conceived Under APEID (and the MTT Project)
5. The MTT Project Within the Seventh Programme Cycle of APEID 2002-2007
6. Concluding Remarks

Annex 1

The Evolution of the MTT Projects

1. Introduction

This study of the MTT project is based on documents available at APEID. These documents may be considered under two broad categories. One set of documents focuses on the actual MTT projects implemented in the Member States. It provides a large amount of information on the individual projects. The other category comprises APEID reports on the MTT project, as a whole. These are mainly reports of Regional Consultative Meetings and of Experts Meetings which deal with APEID, in general, and an evaluatory report of the MTT project from 1996. This study is based on the latter set of documents and deals with overall programmatic considerations. The former set of documents have been used to compile a review of the MTT projects, which is presented in Annex 2.

The start of the MTT project is almost simultaneous with the start of APEID, itself. As with most other entities, it has undergone change over the years. "Mobile Training" is referred to in the first programme cycle of APEID, but apparently it was not only in relation to projects funded under the JFIT. Currently, the MTT project is used only in relation to the particular educational area funded under the JFIT.

Being a modality under APEID, the MTT project is very much concerned with "innovation." The major emphasis in this study is on the concept of "innovation" as used by APEID, and to what extent the MTT project can make a contribution to such "innovation." Yet, a major limitation of this study is that it does not deal with "innovation" in a broader frame. There are studies on innovation in the education sector which are very relevant. (Benveriste, Luis A. and Mc.Ewan, Patrick J. "Constraints to Implementing Educational Innovations: The Case of Multigrade Schools," *International Review of Education*. Vol. 46, No. 1-2, May 2000, pp. 31-48.) "Innovation" is also very much in vogue in other sectors – particularly in the business world – and new concepts like "high involvement innovation" continue to emerge. (Bessant, J. *High Involvement Innovation*) The time available for the study, however, has not permitted the presentation of a wider view.

2. A Summary of Major Findings and Recommendations of the 1996 Evaluation Mission

An evaluation of the MTT project was carried out in 1996 by a team of three people, consisting of two external evaluators and a representative of APEID. The team gathered information from studying the documents on the MTT projects implemented (available in the APEID office) through questionnaires administered to all countries that had taken part in the programme, and through field visits to selected countries that had implemented the MTT projects. Their report was published in 1996. The following information is from this report. (UNESCO. *Report of the Evaluation Team on the Mobile Training Team Programme Under Japanese Funds-in-Trust*. Bangkok: UNESCO, 1996.)

Among the major findings are the following:

> The MTT project is firmly established and valued by APEID Member States in the Asia-Pacific region as a modality for promoting educational innovation. They would like to see the project continue, but with some adjustments to its content modality and governance.
>
> Over the years, in terms of implementation of the MTT, the thrust on "innovation" has somewhat diminished. Countries want a clear focus on "educational innovation" to be re-established.

The "adjustments" referred in the findings are as follow:

> Identification of other possible programme areas for MTTs in order to more adequately respond to a country's needs.
>
> Greater flexibility with regard to the modality adopted for any particular MTT.

Greater flexibility with regard to funding for the MTT project, with funding varying according to the needs of the country within a specified upper limit.

With regard to "governance," the findings are as follows:

APEID has concentrated more on the managerial function than on the intellectual function with regard to MTTs.

There have been delays in the management of the MTTs.

Greater attention must be given to framing and vetting of proposals.

Distribution of MTTs between countries is very uneven.

Some of the international resource persons selected for in-country training have not been able to discharge their functions satisfactorily, largely due to problems of language.

The laxity in preparing completion reports has been rectified.

With respect to re-establishing the focus on "innovation," the findings are as follows:

It is desirable that the MTT project occurs within the APEID framework, programme areas of which are agreed upon by the Member States.

Preference should be given to proposals of merit that stress relevant aspects of EID.

The Evaluation Mission has made recommendations in accordance with the findings. These recommendations include the following (recommendations may not be quoted in full):

Summary of selected recommendations

The MTT project under Japanese Funds-in-Trust should be continued, but with some adjustments to its content, implementation and governance.

Project operations should always keep an eye on "innovation" at every stage of the implementation.

Five MTT should be offered each year for "educational innovation," with the education topics to be nominated and justified by the countries in negotiation with APEID.

Financial allocation for an MTT should be determined on a case-by-case basis.

Precise details of the modality to be adopted for any given MTT should be worked out through discussion and negotiation between the individual country to be awarded a particular MTT and APEID.

MTTs should continue to be allocated within the framework of APEID in terms of the network's founding philosophy, to the on-going benefit of recipient countries.

APEID should prepare an annual operation plan for MTTs on the basis of which requests for Japanese Funds-in-Trust will be made.

APEID should define a plan, with justification, for the future distribution of MTTs between APEID Member States in the Asia-Pacific region.

The Chief of APEID – designated as the officer responsible for administration of the MTT project – should ensure an intellectual input from APEID into an MTT project either from amongst staff members available or by obtaining expertise from the members of the APEID network.

The following is the concluding statement of the Evaluation Mission:

> The MTT project under Japanese Funds-in-Trust, which is undertaken under the umbrella of APEID activities, is much appreciated by countries in the Asia-Pacific region. The recommendations for adjustment to the MTT project reflect the views of Member States regarding what they believe to be desirable changes to the content, administration and modality of the MTT that will make it even

> more effective than it has been in the past in helping countries achieve education innovation for development with regard to key aspects of their education/school system. (p. 9)

3. The MTT as a Modality Within APEID

The Asian Programme of Educational Innovation for Development (APEID) has its origin in Resolution No. 14 of the Singapore Conference and the authorization of the General Conference of UNESCO in Resolution 1.211 adopted at its 17th Session. (UNESCO. *Regional Experts Meeting on the Asian Programme of Educational Innovation for Development, Bangkok, 25 February – 4 March 1974.* Bangkok: UNESCO, 1974, p. 1.)

The 17th Session of the General Conference was held in 1972. The First Regional Experts Meeting on APEID was convened in February/March 1974. In their view, the long-range objectives of APEID were as follow:

> To promote awareness of the need for innovation and of possibilities of change.
>
> To promote understanding of the processes and practice of innovation with a view to encouraging systematic experimentation and accelerating the adoption of educational innovations in response to problems of development.
>
> To assist the Member States in creating and strengthening national capabilities in terms of personnel, techniques and management capacity for the development and use of innovations in education linked to the needs of national development.
>
> To identify and stimulate innovative activities and co-operative action among the Member States.
>
> To promote inter-country transfer of experience. (Ibid., pp. 12, 13.)

In the development of APEID over the initial years, the following periods have been recognized:

> Implementation – Preliminary Phase 1974
>
> Implementation – Operational Phase 1975-1977
>
> APEID became operational in 1975.

(UNESCO. *Fourth Regional Consultation Meeting on the Asian Programme for Development, Bangkok, 19-25 April 1977.* Bangkok: UNESCO, 1977, pp. 17-20.)

There is reference to “Mobile Training” during this “Implementation – Operational Phase” from 1975-1977.

Under the area of curriculum development, the following are referred to:

> Continuing the series of Mobile Training Operations, the first two of which took place in Nepal and Afghanistan, two more Member States (Bangladesh and Thailand) will be covered by mid 1977….
>
> The third series of Mobile Training Operations is proposed for India and Indonesia and will be completed in November/December 1977. (Ibid., p. 26.)

For the same period the following is listed under Educational Technology:

> A Mobile Team in Educational Technology, financed from Japanese Funds-in-Trust, was provided to Indonesia, to conduct a two-week workshop from 18-30 November 1975….
>
> Another Mobile Team in Educational Technology in the same series was provided to the Philippines (23 February – 19 March 1976). The workshop provided training in developing instructional modules, notably in the areas of health, nutrition and skills development….
>
> An Inter – Project and Inter-Country Study Visit in Educational Technology (14 February to 7 March 1977) was organized for a group of educational technologists from Afghanistan, Bangladesh, India, Indonesia, Japan, Republic of Korea, Malaysia, Nepal, Philippines, Singapore, Sri Lanka and Thailand....
>
> The second series of Mobile Team Operations took place in early 1977. A *Mobile Training Team Workshop in Educational Technology* was organized in Pakistan on 21 March to 9 April 1977. (Ibid., pp. 30-31.)

The Fourth Regional Consultation Meeting on APEID, when considering the modes of operation for the second cycle of APEID, included the following:

> Mobile Training Teams for in-country workshops (original title – mobile training teams and in-country workshops)
>
> The title of this activity has been amended to reflect more clearly the nature of the activity. (Ibid., p. 44.)

It is clear that the concept of "Mobile Teams" as an operational mode of APEID was there from the very start of APEID's field activities. The expression "Mobile Training Team" appears to have been first introduced for the second cycle of APEID at the Fourth Regional Consultation Meeting referred to above.

It is also clear that the term "study visits" was also in use in this initial phase of APEID. It is interesting that this particular study visit provided for personnel from no less than 12 countries.

A first evaluation of the MTT project was carried out in 1996. (A summary of their findings and recommendations were given in Section 1-2 above.). The report of this Evaluation Mission makes the following comment on the MTT project.

> The modality first adopted reflected the name of the project: Mobile Training Team. Such teams were established, usually of three persons, and on occasions the team was constant for two or three visits. Under this first modality, which operated until 1980, there were no inter-country visits. The focus of the project was an in-country workshop resourced by a Mobile Team of experts from other countries, one of which was Japan, under the leadership of an APEID staff member.
>
> The reasons behind the changes rung from 1980 onwards are not expressly stated in the documentation.
>
> The offer of the Japanese Government to provide five MTTs as of 1982, each at a cost of US$ 32,260, in the fields of Educational Technology, Curriculum Development, Technical and Vocational Education (TVE), Science Education, and Special Education, and modeled on the procedures previously followed with TVE MTTs, marked the change from the previous modality…. It marked a distinct variation from the concept of a Mobile Training Team. The emphasis came to be placed on the inter-country visit and the Mobile Team was reduced in practice to two and, sometimes, one person. More emphasis was placed on follow-up activities and a specific amount of the budget was earmarked for equipment to be utilized for the workshop and follow-up activities. (Evaluation Report, pp. 19-20.)

The emphasis on inter-country visits referred to above was not confined to Mobile Training Teams, and appears to be a general endorsement of that modality in APEID activities as would be evident from the comments cited below.

The Sixth Regional Consultation Meeting on APEID makes the following recommendations:

> Personnel exchange projects have proved effective in developing a corps of persons who can act as catalysts for change. Such high-level personnel exchange projects at the policy-making level should be further strengthened in future years under APEID's various areas of innovation. The members of the National Development Groups (NDGs) should also be provided opportunities to have exchanges of experiences under such projects.
>
> Inter-project/Inter-country visits have been found to be very useful and have already made considerable impact in the Member States. More of such visits should be provided in various APEID areas of innovation. (UNESCO. *The Sixth Regional Consultation Meeting on APEID, India, 22-30 April 1979.* Bangkok: UNESCO, 1979, p. 63.)

The Ninth Regional Consultation Meeting on APEID held in Bangkok from 20-26 March 1984 considered the UNDP/UNESCO Evaluation Report on APEID-supported projects. The report of the meeting cites the following comment from the report with reference to "project activities like mobile teams and attachments and internships":

> …The participants in the project not only develop specific skills for their own benefit, but on their return they are able to initiate, motivate and strengthen certain chain activities to promote desirable

> educational innovations and change in their own countries. (UNESCO. *Ninth Regional Consultation Meeting on APEID, Bangkok, 20-26 March 1984. Bangkok: UNESCO,* 1984, p. 9.)

This Consultative Meeting in formulating guidelines for the period 1984-1986 made the following recommendation:

> Training particularly through mobile teams, and under attachments and resource persons exchange – these modes of operation should be expanded. This is particularly needed in such areas as special education, curriculum development, technical and vocational education, educational technology and science education. These training activities should be linked with other activities such as training seminars to derive a maximum benefit from the training of this type. (Ibid., p. 115.)

It may be noted that the areas mentioned are precisely those which were to be funded under the JFIT.

This emphasis on inter-country study visits, exchange of personnel, etc., has been a consistent feature in APEID's operational modalities from the very beginning up to the present. The latest Regional Consultation Meeting on APEID in its Final Report titled "New Directions for APEID in the Seventh Programme Cycle (2002-2007)" makes the following observation:

> APEID operates under three broad modes of action: the promotion of inter-country exchange and sharing of experiences and expertise within the framework of regional co-operation; programme development, support and implementation; and the generation and dissemination of information, particularly related to innovations, reforms and new developments.

Therefore, it is clear that the MTT concept has evolved within the general operational modalities of APEID. The MTT uses one modality – among others – which has been consistently used by APEID from the very beginning and which has been consistently endorsed by the Member States, namely, study visits. If more emphasis appears to be placed on study visits, it is in keeping with the general developments within APEID and not peculiar to the MTT project.

As a modality under APEID, the MTT should support "innovation." This may be considered separately and is dealt with in Section 1-4 which follows.

4. Educational Innovation as Conceived Under APEID (and the MTT Project)

The concept of "innovation" has been discussed from the very inception of APEID. Some extracts indicative of the thinking of Experts/Member States are given below.

> …The Meeting stressed the APEID Programme should concentrate on innovations relating to new problems posed by social and economic development in the Asian Region. It was pointed out that "transferability" of experience was crucially important, and any project therefore has to be carefully assessed in terms of its transferable elements. It is likely that techniques rather than systems of ideas may be found to have greater transferability. (UNESCO. *Regional Experts Meeting on APEID. Bangkok, 25 February to 4 March* 1974.)

Here "innovations" are viewed from a regional perspective and the concern is with the transfer of "innovations" from one country to another. The following observation is made a few years later.

> While identifying some of the gains that APEID has made, the Meeting stressed the need for building further on these gains. Educational innovation is to be viewed as a dynamic process in which every change generates its own momentum for further changes. The need for dynamism should at no time be lost sight of in the planning or programming or implementation of APEID.
>
> Furthermore, it should be constantly borne in mind that educational innovation for its own sake has little relevance to the conditions of the developing countries in Asia. We must ask ourselves, 'educational innovation for what'? As the roots of APEID grow into the national scenes, the commitments in educational innovation for development should also be affirmed in the context of the national aspirations for a new economic and social order. (UNESCO. *Fourth Regional Consultation Meeting on APEID, Bangkok, 19-25 April 1977.* Bangkok, 1977, p. 9.)

The possibility of "innovations" arising within a country and being confined to the country without there being any "transfer" as such arises here. The "innovation" should be "self-propagating." While the regional focus is not there, quite clearly "innovations" have to contribute to national development. The focus here is on "innovation" as a process which has the "energy" to spread on its own.

The Eleventh Regional Consultation Meeting on APEID, considered "innovation" along with "quality" and "efficiency." They were of the view that the three should be considered together. It made the following observation on "innovation."

> As an aid to understanding the complexity of innovations when viewed en masse, it was suggested that innovations inevitably fall into three types. They are either additions to the system, or a partial change of the existing system, or a transformation into a new system. Furthermore, whatever the type, any innovation may be conveniently be seen to consist of: (i) a composition (its elements); (ii) a structure (of relationship); and (iii) functions (and effects). Specific innovations can further be differentiated on the basis of their forms, i.e. on content (knowledge, skills, creativity, attitudes); methods of teaching; or forms of organization. Once again measurement is not easy, though not impossible. Whatever the case, it was suggested that measurement and evaluation should take place with respect to the real world and real conditions. (UNESCO. *Eleventh Regional Consultation Meeting on APEID, Bangkok, 2-8 August 1988.* Bangkok: UNESCO, 1988, p. 42.)

Here the concern is with a number of innovations and the focus is on the measurement and evaluation of "innovations" and not so much on the nature of an "innovation." This report makes very useful observations on "practical problems" associated with "innovations." Some of them are as follow:

> No matter what faith might be put in innovations, if the system is inefficient, innovations are unlikely to work.
>
> Often innovation developments are funded under separate budget items and implementation costs are expected to be borne by the regular budget. Given committed expenditure and the small financial latitude in most budgets (less than 5%), this expectation is unrealistic and the consequences which may be failure, are inevitable.
>
> Innovation is necessary for advancement, but the educational problem for which innovation may be the solution needs to be relevant, both to present and future needs. Any innovation begun today will be unlikely to pay dividends before the turn of the century. (Ibid., p. 42.)

It is very likely that these "practical problems" still exist.

Definitions of "innovation," "educational reform," and "educational development" are cited from another UNESCO document in the Thirteenth Regional Consultative Meeting on APEID held in Thailand in 1992. They are as follow:

> Educational innovation refers to an idea or practice new to a specific educational context that meets unsatisfied needs. It is the introduction or promotion of new ideas and methods that are devised in education and/or school practices which have a substantial effect on changing the existing patterns of behaviour of a group or groups involved. Innovative strategies imply the development of new ideas which are disseminated and utilized; they usually occur in response to particular problems that exist in the education systems of Member States.
>
> Educational reform refers to a planned change brought into widespread use for the betterment of an educational system. It is an innovation that is in widespread use throughout a particular education system.
>
> Educational development refers to educational reforms, innovations or changes that result in the advancement or improvement of education systems. It is 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.
>
> [Source: UNESCO PROAP. Innovations and Initiatives in Teacher Education in Asia and the Pacific. Bangkok, 1990, Volume 1: Overview, p. 2. *Thirteenth Regional Consultation Meeting on APEID, Thailand, 22-26 June 1992.* Bangkok: UNESCO, 1992, pp. 54-55.]

Going by these definitions, it would appear that the Regional Experts Meeting in 1974 was thinking more of "educational reform" than "innovation." An "innovation" need not be country-wide to be an "innovation." This

position is quite consistent with the notion of innovation accepted at the Fourth Regional Consultation Meeting in 1977. The Eleventh Regional Consultation Meeting is again concerned with system-wide innovation which on the above definitions is more "educational reform" than "innovation."

A test of the utility of the above definition of "innovation" is to apply it to some of the MTT projects which have been reviewed. (Annex 2: Review of the MTT Projects)

The above definition of "innovation" may be analysed to yield the following criteria:

i. An innovation implies "an idea or practice new to a specific educational context that meets unsatisfied needs."

ii. An innovation should have, "a substantial effect on changing the existing patterns of behaviour of a group or groups involved."

iii. An innovation arises, "in response to particular problems that exist in the education systems of Member States."

In the review referred to above, the MTT projects implemented by Myanmar and Viet Nam are presented as follows:

Country	Area of study	Nature and scope of the Innovation
MYANMAR	In-service Teacher Education	Training of teachers both pre and in-service Country-wide
VIET NAM	Educational Administration: computer-based networking	Introduction of computers in educational management Country-wide

Neither the introduction of computers nor in-service and pre-service education is anything new, in general. But each meets the criterion given in the above definition with respect to each country in that each is "an idea or practice new to a specific educational context that meets unsatisfied needs." In each case there could be "a substantial effect on changing the existing patterns of behaviour of a group or groups involved." Both have occurred in response to "particular problems that exist in the education systems of Member States." On the above definition, the MTT projects in Myanmar and Viet Nam have supported innovations. These innovations may not yet have the status of "educational reforms" but, nevertheless, they are innovations under the above definition.

These two examples from the MTT projects implemented make it very evident that the MTT as a modality under APEID does support APEID's major objective of initiating and promoting innovations in education.

A very relevant question at this stage is: "Is the MTT project expected to generate "educational reform?"

The MTT project can certainly generate "innovations". It may be too much to expect, however, that it should generate "educational reform."

5. The MTT Project Within the Seventh Programme Cycle of APEID 2002-2007

The Regional Consultation Meeting on APEID held in Bangkok (May 2001) makes the following observations, in its Final Report giving "New Directions for APEID in the Seventh Programme Cycle 2002-2007":

> One of the longest running and most successful of APEID modalities, the Mobile Training Team (MTT) offers an important opportunity to assist Member States in Asia-Pacific Region in enhancing their capacity for Educational Innovation in a particular educational field, utilizing the most suitable modalities. The MTT focuses on "*Educational Innovation for Development"* (EID) that will generate new directions in key education areas in Member States.
>
> It is recommended that further improvements be made in more flexible modalities and effective implementation of MTT projects for multiplying effects in related programme areas during the Seventh Cycle. The focus must remain at all times on innovations in education, although there should be some flexibility in the modalities adopted to fit the specific context of each country. This

> may include the increased provision of equipment for use during MTT activities. (UNESCO. *Regional Consultation Meeting on APEID: Final Report – New Directions for APEID in the Seventh Programming Cycle 2002-2007.* Bangkok: UNESCO, 2002, pp. 17-18.)

Having reviewed the Sixth Programme Cycle and considering the changing context in the region, the Regional Consultation Meeting made the following recommendation with regard to the MTT project:

> Recommendations for the Seventh Programme Cycle included efficient co-ordination, following the objectives set out in the Work Plan, involving different sectors within the Bangkok Office, careful planning of workshops and seminars, dynamic advocacy, responding to priority needs, and increased utilization of ICT. (Ibid., p. 35.)

The Regional Consultation Meeting was followed by another meeting shortly afterwards which developed a Framework for Action for APEID for the Seventh Programme Cycle. The objectives listed in the Framework for Action are as follow:

- To identify and stimulate innovative activities and co-operative actions among countries with a view to encouraging systematic experimentation and accelerating the adoption of educational innovations in response to problems of development
- To assist in strengthening ongoing national innovative projects and indigenous approaches to development-oriented actions
- To promote inter-country sharing and transfer of experiences and technical co-operation, particularly through exchange activities, advisory services and information (UNESCO. *APEID Framework of Action: for the 7th Programme Cycle 2002-2007.* Bangkok: UNESCO, 2002, p. 3.)

The currently stated objectives of the MTT project, which are listed below, are quite consistent with the overall objectives stated in the Framework for Action.

The MTT aims to assist Member States in enhancing their capacity for educational innovation in a particular education field, using the most suitable modalities which may include:

> Arranging for Member States to benefit from the expertise and experiences of other countries through inter-country study visits, in-country training workshops, internships, training courses and the like
>
> Assisting the beneficiary country in organizing in-country training workshops for a defined group of personnel
>
> Providing a limited amount of equipment or reference materials (as decided necessary)
>
> Providing assistance for sustaining the innovation being implemented

However, the Seventh Consultation Meeting also made a recommendation to work with other sectors in the Bangkok Office. The Evaluation Mission of 1996 also made the following recommendation:

> That MTTs continue to be allocated within the framework of APEID in terms of the network's founding philosophy, to the on-going benefit of recipient countries.

The Framework of Action has also identified an overall strategy that the MTT must obviously note. It has identified Programme Areas and Cross-cutting Themes. At present, the MTT projects are awarded under five different educational fields. As the review of the MTT projects has shown, this has been very flexibly interpreted. There does not appear to be a difficulty in accommodating future MTT projects under the Programme Areas and Cross-cutting Themes, while keeping the emphasis on the five areas which have been focused upon so far. The nine Programme Areas and the five Cross-cutting Themes which have been identified are as follow:

Programme Areas

General Secondary Education

Technical and Vocational Education and Training

Higher Education

Teacher Education

Science-Technology and Environment Education

Health Promotion and Preventive Education against HIV/AIDS and Drug Abuse

Education for a Sustainable Development

Education for Peace: Humanistic/Civic Values Education

ICT Applications to Post-Primary Education

Cross-cutting Themes

Refocusing on Educational Innovation for Development

Facilitating Policy Dialogue for Systematic Innovation/Reform

Assisting in Capacity-Building for Innovation through Research, Training and Advisory Services

Revitalizing the APEID Network and Strengthening Inter-country Co-operation

Harnessing Potential of ICT in Educational Innovation

It is evident that under the Seventh Programme Cycle of APEID, the MTT can continue to be as significant for APEID as it has been, thus far.

6. Concluding Remarks

This study of the MTT has shown that it has evolved with APEID as one of its most significant operational modalities. There have been changes over the years, as is to be expected from any programme if it is "alive." However, these changes are consistent with the way APEID has developed, guided as it is by the Consultative Meetings in which the Member States are the principal participants. The change in the concept of a "Mobile Training Team," which at its inception comprised a team of experts visiting countries to conduct training, to one where more emphasis appears to be placed on inter-country study visits with the study visit participants being, themselves, part of the Training Team, need not necessarily hinder the overall objectives of the MTT.

A major contribution of the MTT is to support innovation. A concern was expressed by the 1996 Evaluation Mission that the Programme may not be placing enough emphasis on this, underscoring the need to consider overall APEID strategy. Here, too, it would be necessary to examine the concept of "innovation," itself, as it has evolved within APEID. Such an examination has been attempted in this study, and it would appear that a distinction has to be drawn between "innovation" and "educational reform." While MTT has made some contributions to educational reform, it has made many more contributions to "innovation" as it has been defined in a UNESCO document.

In the Seventh Programme Cycle of APEID, which is currently underway, the MTT is expected to play a significant role.

Annex 2: A Review of the MTT Projects Awarded from 1996-2003

1. Introduction
2. Limitations of the Review
3. APEID Guidelines for the MTT Projects – A Brief Summary
4. The MTT Projects Reviewed
5. The Innovations Attempted Under the MTT Projects
6. Study Visits
7. In-Country Workshops
8. Follow-up Work
9. Achievements
    i. Promoting innovations
    ii. Initiating and promoting inter-country co-operation and mutual understanding
    iii. Enhancing country capacity for educational change
10. Problems and Limitations
    i. Difficulty of adhering to the stated procedure
    ii. Problem of follow-up activities
    iii. Choice of study visit countries/institutes and preparation for study visits
11. Concluding Remarks

Section A: Format for Studying the MTT Projects

Section B: Information Paper on the Mobile Training Team

Annex 2

A Review of the MTT Projects Awarded from 1996-2003

1. Introduction

In undertaking this review, it was essential to study the available documentation on each MTT project. A format for studying each project was designed. After studying a few projects, the format was amended. This refined version is provided in Section A of Annex 2.

As for the project documentation, the following were principally used:

- The proposal for the MTT project and amended versions of it, where applicable
- Information relating to study visits

  Countries visited
  Visiting teams
  Reports of study visits
- Reports of in-country workshops
- Reports by international consultants
- Completion Report

2. Limitations of the Review

This review has several limitations. The time available for the review of the existing documentation was not sufficient to make a more intensive study of the many reports. The reports were examined by looking for the particular information needed. For example, in handling the workshop reports, reviewers primarily focused on information regarding the formal evaluation of the workshop, whether study visit participants took part in the workshop, the dates it was held, etc. Another limitation arises from the fact that for some of the projects, some of the required information was not available.

It also needs to be noted that apart from this review of the specific MTT projects implemented during this period, a study of the MTT project, based on other documents available at APEID, has also been undertaken. Hence, some aspects of MTT, such as the nature of an innovation, are not dealt with in this review and synthesis.

3. APEID Guidelines for the MTT Projects – A Brief Summary

The following is a brief summary of the contents of the Information Paper on the Mobile Training Team sent to Member States. (The complete paper is given in Section B of this Annex.)

The Information Paper lists the aims of the MTT project as follows:

The MTT aims to assist Member States in enhancing their capacity for educational innovation in a particular educational field, utilizing the most suitable modalities which may include:

- arranging for the Member States to benefit from the expertise and the experiences of other countries through inter-country study visits, in-country workshops, internships, training courses and the like
- assisting the beneficiary country in organizing in-country training workshops for a defined group of personnel
- providing a limited amount of equipment or reference materials (as decided necessary)
- providing assistance for sustaining the innovation being implemented

The general procedure is for a Member State to submit a proposal to APEID for undertaking an MTT, utilizing a suggested format. If found acceptable, the proposal is submitted to the Government of Japan through UNESCO Headquarters for approval. Once the approval from the Japanese Government is received through UNESCO Headquarters, APEID collaborates with the Member State and the relevant UNESCO sub-regional or national office in preparing a detailed MTT plan. This sanctioned plan is implemented by the receiving country with the technical and operational support provided by APEID.

In general, an MTT comprises the following components:

- Selection of national participants who will undertake the study visits and institutions to be visited. (Criteria for the selection of participants are given. They are expected to be fully committed to educational innovation and should be actively engaged in the area of MTT activity.)
- Study visits to selected countries, after which a report is submitted.
- In-country workshop, wherein the participants of the study visits are expected to organize and also serve as resource persons for this, along with experts from the countries visited.
- Follow-up activities to try out some innovations learned and, in outstanding cases, even influence policy reforms.

The following reports are to be submitted:

- A report by the receiving country
- Reports by the international resource persons
- Completion Report by APEID

4. The MTT Projects Reviewed

During the period under consideration in this MTT Evaluation, 1996 to 2002/3, there were 32 MTT projects awarded. Of these, 29 are reviewed here (one of them being awarded to two countries). Of the other two, one is still on-going and there is little information about the other.

The period referred to above is the time in which the projects were implemented, and not the year when the funds were utilized. For example, a project implemented in 1996 may have been funded from the allocations of the previous year.

Table 1 lists the countries that were awarded the MTT projects and the “Area of Study” as stated in the project documents. The “Year” given in the Table is the year in which the National Workshop was expected to be conducted.

Table 1: MTT Projects by Country, Year and Area of Study: 1996-2002/3

Country	Year	Area of Study
BANGLADESH	1998	Special Education
BHUTAN	2000	Science and Technology Education (Training of teachers and teacher educators in computer use)
CAMBODIA	2000	Curriculum Development on Environmental Education
CAMBODIA and LAO PDR	2003	Curriculum Reform in Science and Technology Education
CHINA	1998	Educational Technology (School computerization)
CHINA	2002	Secondary Education Curriculum and Teacher Education
FIJI	2000	Environmental Education and Education for Sustainable Development
INDIA	1998	Technical and Vocational Education
INDIA	1999	Teacher Education and Teacher Education Curriculum
INDONESIA	2000	Development of Multimedia Presentation and Educational Networking
KAZAKHSTAN	2001	Vocational education management and training
DPR OF KOREA	2002	Production of teaching and learning materials

Table 1: *(continued)*

Country	Year	Area of Study
LAO PDR	2000	Low Cost Educational Facilities to Maximize Educational Opportunity (Primary School Design)
LAO PDR	2003	Improving of Technical and Vocational Education Teachers and Curriculum Development
MALAYSIA	2000	Curriculum in Values Education
MALDIVES	2000	Environmental Education in the Maldives: Curriculum Revision and Teacher Education
MARSHALL ISLANDS	1998	Teacher Education for Science Education
MONGOLIA	1996	Science Education
MONGOLIA	2000	Technical and Vocational Education and Secondary Education
MYANMAR	1996	Educational Technology for Distance Education
MYANMAR	2003	In-service Teacher Education
PAKISTAN	1996	Curriculum Development for Technical/Vocational Education
PAPUA NEW GUINEA (PNG)	2000	Educating Children with Special Needs in the Context of a Developing Country
PNG	2002	Distance Education
PHILIPPINES	2002	Professional Development in Technical and Vocational Education
SRI LANKA	2000	Science (Mathematics) Education
THAILAND	2001	Participative Management and Delivery of Basic and Secondary Education Curricula
THAILAND	2002	ICT Master Plan for Education Practices with Technology in Schools
VIET NAM	2000	Educational Administration: Computer-based Networking

With some countries receiving more than one award, 21 countries received MTT projects during the period. The following countries received more than one award:

Country	No. of awards
CAMBODIA	2
CHINA	2
INDIA	2
LAO PDR	3
MONGOLIA	2
MYANMAR	2
PNG	2
THAILAND	2

The awards were generally made under five areas. While there are overlaps and some of the projects can be classified under more than one area, on the whole, the distribution by area is as follow:

Area	No. of awards
Educational Technology	8
Technical and Vocational Education	6
Curriculum Development	10
Science Education	3
Special Education	2

The projects under Curriculum Development include some under teacher education, and the Lao PDR project on the design of low-cost school buildings has been classified under Educational Technology. This flexibility in categorization has allowed the MTT to better meet the needs that the countries, themselves, identify.

Many of the projects under Educational Technology, Technical and Vocational Education and Curriculum Development are, in fact, also concerned with teacher education. This abiding concern with the "teacher" is to be expected.

It would appear that Special Education has not been given priority in the MTTs. This may be because such a programme is not in and of itself implemented by APEID programme specialists.

5. Innovations Attempted Under the MTT Projects

The MTT focuses on "educational innovation for development that will generate new directions in the various education areas in the Member States," and it is from this perspective that the MTT projects proposed by the Member States are selected. Though some proposals were somewhat vague in this aspect, an attempt has, however, been made to understand the nature and scope of the educational innovations attempted. Table 2 indicates the findings. The vocabulary used in stating the attempted innovation have been taken from the submitted proposals as accurately as was possible. The "scope" is also not generally specifically stated, but rather inferred from the proposal.

Table 2: The Nature and Scope of the Innovations Attempted Under MTT Projects

Country	Area of Study	Nature and Scope of the Innovation
BANGLADESH	Special Education	(Original proposal not available)
BHUTAN	Science and Technology Education (Training of teachers, teacher educators, in use of computers)	Introduction of the use of computers in teaching/ learning Country-wide
CAMBODIA	Curriculum Development on Environmental Education	Inclusion of environmental education in the secondary education curricula Country-wide
CAMBODIA and LAO PDR	Curriculum Reform in Science and Technology Education	Local capacities built to undertake innovations with regard to curriculum reforms and teacher training in science and technology education for primary and lower secondary levels Country-wide (revision of national curricula)
CHINA	Educational Technology (School computerization)	Alternative models for the future efficient use of computers in classrooms Country-wide
CHINA	Secondary Education Curriculum and Teacher Education	Introduction of a new model for teacher education Country-wide
FIJI	Environmental Education and Education for Sustainable Development	Introduction of these fields into the school curriculum Country-wide
INDIA	Technical and Vocational Education	Innovations in the vocational education programmes aiming at a better utilization of resources in the country, with special emphasis on the vocational preparation at school level vis-à-vis labour market and mobility of trained personnel within various national systems Country-wide
INDIA	Teacher Education and Teacher Education Curriculum	Change to the teacher education curriculum that best reflect acceptable changes in pedagogical methodology Country-wide

Table 2: *(continued)*

Country	Area of Study	Nature and Scope of the Innovation
INDONESIA	Development of Multimedia Presentation and Educational Networking	Installment, production and management of multi-media presentations, and the establishment of the educational network Country-wide
KAZAKHSTAN	Vocational Education Management and Training	Change to management structures at the institutional level, based on the democratic approach, principles of decentralization, and both flexibility and partnership in education that maximizes students' and parents' participation Country-wide
DEM. REP. OF KOREA	Production of Teaching and Learning Materials	Involvement of teachers and supervisors in the production of teaching/learning materials for the country as a whole to replace out-moded materials. Country-wide
LAO PDR	Low Cost Educational Facilities to Maximize Educational Opportunity (Primary School Design)	New designs for low cost educational building, with community participation Country-wide
LAO PDR	Improving of Technical and Vocational Education Teachers and Curriculum Development	Innovative knowledge and understand systems that can be very useful for Lao to improve the implementation of teacher training and curriculum development management for technical and vocational education Country-wide
MALAYSIA	Curriculum in Values Education	Innovative ideas for implementing values education sourcebook Country-wide
MALDIVES	Environmental Education in the Maldives: Curriculum Revision and Teacher Education	Innovative solutions to environmental issues to be considered in the Curriculum Revision for Environmental Education in Maldives Development of innovative teaching materials and methodologies for teacher educators and teachers of Environment Education in the Maldives Country-wide
MARSHALL ISLANDS	Teacher Education for Science Education	Planning of in-service courses for teachers to make them better prepared to implement the new curriculum Country-wide
MONGOLIA	Science Education	Development of innovative teaching/learning material Country-wide
MONGOLIA	Technical and Vocational Education and Secondary Education	Better articulation between secondary education and technical and vocational education Country-wide
MYANMAR	Educational Technology for Distance Education	Innovation, re-orientation and extension of the educational technology being used in the university for Distance Education Country-wide
MYANMAR	In-service Teacher Education	Teacher training at both pre- and in-service levels Country-wide
PAKISTAN	Curriculum Development for Technical/Vocational Education	Introduction of new and emerging technologies and updating of existing courses according to the national needs and international standards Country-wide (But actually restricted to Punjab)

Table 2: *(continued)*

Country	Area of Study	Nature and Scope of the Innovation
PAPUA NEW GUINEA	Educating Children with Special Needs in the Context of a Developing Country	Utilisation of inclusive education concepts in the school system to better provide for children with special needs Country-wide
PAPUA NEW GUINEA	Distance Education	Innovation in distance education as a way to spread higher education throughout the country Country-wide
PHILIPPINES	Professional Development in Technical and Vocational Education	Improvements in the management of technical/ vocational education to meet the training needs of a region moving towards industrialization Region-wide
SRI LANKA	Science (Mathematics) Education	Introduction of diagnostic testing in mathematics at selected grade levels in the school system Country-wide
THAILAND	Participative Management and Delivery of Basic and Secondary Education Curricula	Participation of the community, parents, and teachers in management and delivery of school curricula Country-wide
THAILAND	ICT Master Plan for Education Practices with Technology in Schools	Development of an ICT Master Plan for Education focusing on the use of ICT in the formal school system and its implementation at the school level with the strong partnership of teachers, students, parents and communities Country-wide
VIET NAM	Educational Administration: Computer-based Networking	Introduction of computers in educational management Country-wide

Nearly all countries made some attempts for a “country-wide” innovation; the Philippines implemented the innovation to one particular region of the country that, in effect, was restricted to only one province, while in Pakistan, the innovation attempt was actually restricted to Punjab.

Considering some of the attempted innovations, it may not be feasible to actually realize country-wide implementation/dissemination. For example, the introduction of computers into the school system requires strong policy support since it requires financial and other inputs of a very considerable magnitude. The proposals, in general, do not contain any indication of a policy framework that would make such resource allocations a possibility.

It, thus, must be carefully evaluated as to whether the proposed “country-wide” innovation has to do more with molding the proposal to obtain MTT approval. An impression may have been created that “new directions” are expected to cover the entire country. This raises the question of the nature of an “innovation,” and how it is expected to be disseminated/implemented across a country.

It is evident that in each country, something “new” is being attempted. Of course, since countries of the region are at different stages of development, what is “new” to one country is a routine activity in another. This is to be expected, and it is also just this situation which permits countries to assist/support one another.

As is to be expected, all of the innovations are concerned with and involve the formal school system. For Technical and Vocational Education projects, there is an additional concern with the articulation between the school and the employment world outside, as well as with the problems of those who have dropped out of school.

It is only a very few projects which are concerned with the introduction of equipment and physical infrastructure. In all others, the concern is with changing people’s – primarily the teachers’ – attitudes and/or practices in the

system. The relatively large number of projects in curriculum development involves either training teachers in the basics, introducing new curriculum material or enhancing capacity to produce such curricula by themselves.

There are innovations of a different nature, such as a “new model for teacher education” under a project in China. There are, indeed, many “models” for teacher education. It is unlikely that any single model will fit all conditions. The China project, for example, provides pedagogical alternatives that could very well be applied by other countries. Such innovations which expand “choices” in the system are very desirable.

Likewise, the attempt under the Thai project to involve the community, parents and teachers in the management of schools is an innovation which goes beyond the school, as such, and recognizes the totality of education. It is another project that has relevance beyond the borders of the originating country, itself.

6. Study Visits

An important component of a MTT project is the study visits paid to other countries by selected personnel from the country to which the MTT has been awarded. Criteria have been specified for the selection of participants for study visits. (Section B of this Annex) It is expected that the personnel selected: are relatively senior, mature personnel with sufficient knowledge/experience in the area relevant to the MTT; would profit from interacting with personnel in similar positions from other countries; and would make a difference by adapting what they learn to their own country’s context. They are also expected under the MTT project to organize and participate in an in-country workshop and follow-up activities.

A study visit team generally comprises three persons and, in general, visits are arranged to two countries. However, there are instances where there have been more members on a team. Also, in some instances, two separate teams have visited the two countries. This flexibility is a welcome feature in that the study visits are arranged to fit the particular needs of the countries concerned. In some cases, study visits have been paid to only one country. The number of visits is also limited by the costs involved, as the MTT specifies a certain budget for each project.

The selected personnel have ranged from very senior personnel at policy-making levels to heads of governmental departments, university academics, and school teachers. There are a few instances where the personnel selected have been shifted from their positions even before the study visit. It is not possible from the records in the office files to determine how many of the participants still continue with the project. (*The field visits showed that a few have left the service. Some have been shifted from their original positions but are working in relevant fields with the potential to continue to contribute to the project. This aspect needs to be taken up under Follow-Up Activities.)*

In general, the country submitting the proposal indicates the countries they would like to visit. While there have been changes, the countries have on the whole been able to visit the places of their choice. Sometimes APEID has been asked to select the countries. Once the countries to be visited have been identified, the general procedure is to request the host country’s National Commission for UNESCO to host the visiting teams. This is done by APEID, which also indicates the area of activity of the MTT. The bio-data of visiting teams are also sent to facilitate the organization of the study visit. Thus, organizing study visits for a single MTT project involves the co-ordination of activities across at least three different countries, as well as between UNESCO National Commissions and the host institutions within each country.

An important requirement under the MTT project is that study visit participants should submit a report of their visit. This does not appear to have been done in all cases. Table 3 lists the countries visited under the respective MTT projects, and whether reports have been submitted.

In the case of Bhutan, the MTT project involved computer training at an Indian institute. There was no in-country workshop. As a follow-up activity, a professional from the Indian institute visited Bhutan. He confirmed that all who received training were applying their knowledge and skills, and recommended additional advanced training for the group.

Thirteen countries have not submitted any reports of their study visits. The reports submitted also vary a great deal. Some merely give the names of the institutes visited. In this regard, the reports submitted by Thailand about visits to Japan and Australia for ICT projects deserve to be singled out. Two very comprehensive reports have been submitted that provide excellent information about what they have learned. In particular, each report

Table 3: Reports of Study Visits by the Recipient Countries

Country	Host Country 1	Host Country 2	Report for 1	Report for 2
BANGLADESH	Indonesia	Malaysia	Not available	Not available
BHUTAN				
CAMBODIA	Thailand	Philippines	Not available	Not available
CAMBODIA and LAO PDR	Malaysia	Philippines	Combined report from Lao	
CHINA – Educational Technology	Thailand	Malaysia	Not available	Not available
CHINA – Teacher Education	Japan	Australia	Combined report	
FIJI	Australia	Maldives	Combined report	
INDIA** – Technical and Vocational Education	Republic of Korea	Philippines	Not available	Not available
INDIA – Teacher Education	China		Not available	
INDONESIA	Japan only		Not available	
KAZAKHSTAN	Australia	NZ	Combined report	
DPR OF KOREA	China	Malaysia	Combined report	
LAO PDR – Primary School Design	Australia	Thailand	Not available	Not available
LAO PDR – Technical and Vocational Education	Malaysia	Thailand	Combined report	
MALAYSIA	Philippines only		Only names of places visited	
MALDIVES	Australia	NZ	Combined report	
MARSHALL ISLANDS	Australia		Not available	
MONGOLIA* – Science Education	Japan	Philippines	Not available	Not available
MONGOLIA – Technical and Vocational Education	Thailand	Sri Lanka	Combined report	
MYANMAR – Educational Technology	China	India	Not available	Not available
MYANMAR – Teacher Education	Malaysia	Thailand	Not available	Not available
PNG – Special Education	Thailand		Available	
PNG – Distance Education	Australia	NZ	Available	Not available
PAKISTAN	Philippines	India	Included in final report	Included in final report
PHILIPPINES	Australia	Malaysia	Combined report	
SRI LANKA	Australia		Not available	
THAILAND – School Management	Australia	Republic of Korea	Available	Available
THAILAND – Information and Communication Technology	Australia	Japan	Available	Available
VIET NAM	Australia	Japan	Not available	Not available

* Visited Republic of Korea also (funded by UNDP). Report not available

** Thailand also visited. Report not available

contains a specific section on what is applicable to Thailand. The two reports are very useful for other countries, and may, in fact, be circulated to all MTT participant countries. Another very good report was submitted by the Maldives about their visit to Australia and New Zealand.

It is also of interest to note the frequency of visits to the host countries. Table 4 gives the information.

Australia, Malaysia, Thailand, Philippines and Japan have hosted many study visits.

Table 4: Numbers of Study Visits Entertained by the Host Country

Host country	No. of Study Visits Entertained	Host country	No. of Study Visits Entertained
Australia	12	Malaysia	7
China	2	Maldives	1
Indonesia	1	New Zealand	3
India	2	Philippines	6
Japan	5	Sri Lanka	1
Republic of Korea	2	Thailand	7

7. In-Country Workshops

Those personnel who went on the study visits were expected to organize an in-country workshop with the participation of other key education personnel from their country, and with the support of international resource persons (preferably coming from the countries visited and the APEID professional responsible for that specific programme). Selection of the workshop participants should be based on an evaluation of who could contribute to the overall objectives of the MTT project.

The international resource persons also assist in designing the national workshop, and are expected to submit a report of their work in the country. At the conclusion of an MTT project, APEID is expected to submit a Completion Report.

Table 5 presents information about some of the aspects referred to above which could be gathered from the documents available. It has sometimes not been possible to determine whether those who undertook the study visits did actually take part in the in-country workshop. This is due to the fact that some of the workshop reports do not carry the names of the participants in it. In some cases, no reports of the in-country workshop are even submitted. Where the information is available, the participants – at least some of them – have participated in the workshop. Hence, it is reasonable to assume that those participating in the study visits have participated in the in-country workshops.

Table 5: Some information about in-country workshops

Key for column headings

a. No. of external resource persons who participated (Excluding UNESCO staff)
b. No. of reports by external resource persons
c. Final report submitted by country + Yes, – No
d. Completion report submitted + Yes, – No

Country	a	b	c	d
BANGLADESH	2	–	–	+
BHUTAN	No Workshop			
CAMBODIA	1	1	+	+
CAMBODIA and LAO PDR*				
CHINA – Educational Technology	1	1	+	+
CHINA – Teacher Education (2 Workshops)	2	1	+ Joint Report	+

Table 5: *(continued)*

Country	a	b	c	d
FIJI (2 Workshops)	1	1	+ for 1 Workshop	–
INDIA – Technical and Vocational Education	1	1	–	+
INDIA – Teacher Education				
INDONESIA	1	1	+	+
KAZAKHSTAN	1	1	–	–
DPR OF KOREA	Project continuing			
LAO PDR – Primary School Design	2	1	+	+
LAO PDR – Technical and Vocational Education	Project continuing			
MALAYSIA	2	1 Joint Report	+	–
MALDIVES**	2	1	?	–
MARSHALL ISLANDS	Not known		–	+
MONGOLIA – Science Education	1	1	+	+
MONGOLIA – Technical and Vocational Education	1	1	+	+
MYANMAR – Educational Technology	2	1 Joint Report	–	+
MYANMAR – Teacher Education	2	2	+	–
PAKISTAN	2	1 Joint Report	+	+
PNG – Special Education	1	1	+	+
PNG – Distance Education	2	1	+	+
PHILIPPINES	1	–	+	+
SRI LANKA	0		+	+
THAILAND – School Management	2	2	+	–
THAILAND – Information and Communication Technology	1	1	+	–
VIET NAM	2	1	–	+

* No in-country workshops held. Instead, both countries participated in a workshop held in the Philippines.

External resource persons

Not all external resource persons have submitted reports as expected. Out of a total of 33 such resource persons, 8 reports are not available. The reports by the external resource persons provide very valuable information that would be very useful in the follow-up work. A number of resource persons have given valuable suggestions about organizing an MTT. A selection of comments from some of them, from an evaluation perspective, is given below.

Cambodia – Curriculum Development on Environmental Education

> Ideal to select from the many sections of the Ministry of Education, Youth and Sport (MoEYS). But the Social Studies trainer did not attend. Nor did the Directors of the TTCs. Directors cannot be away for a long time and hence a shorter programme for them would have been better.

China – Secondary Education Curriculum and Teacher Education

> Preparation time for the seminar was not adequate. (At least six months needed to prepare.)
>
> Better (to) have more practitioners at the workshop,… Practitioners are the most important persons because they can create new educational facts, which means the practitioner is the creator and the researcher, as well. The administrators can only help them in theory of education.

China – Educational Technology

> If I had known their room facilities in detail in advance I could have prepared better… I now realize that more communication in advance between the foreign resource persons and the in-country organizer would be required for the betterment of the future workshops.

Fiji – Environmental Education and Education for Sustainable Development

> I know that a useful contribution has been made to the progress of environmental education in Fiji. The benefit from this inter-country interaction is definitely two-way. I received a lot of useful knowledge from the Workshop, and I would like to stress this point… I also have increased my network, and I think I made some new friends, and I think that this is an important element of what UNESCO is all about.

India – Technical and Vocational Education

> That before such seminars, specialists need to decide the focus of the seminar and investigate technical vocational education issues/systems in other countries.

Indonesia – Development of Multimedia Presentation and Educational Networking

> It is recommended that time is come to develop several levels of so-called guidebooks on development of computer educational courseware packages, since as far as basic idea and sample or skeleton courseware are concerned it seems that they have already been compiled in various countries such as Indonesia, Malaysia, India, China, etc.
>
> Also it is recommended that a research agenda should be paraphrased forming in UNESCO-PROAP a task force on development of appropriate courseware and application software like authoring system/languages….

Malaysia – Curriculum in Values Education

> The Consultants found that the MTT project, in particular the Malaysian study visit to the Philippines… has been very useful in ensuring the quality of the Workshop…. This programme should be sustained and made available to other countries in the region to strengthen the commitment to educational innovation for development.

Mongolia – Technical and Vocational Education and Secondary Education

> The most significant and highly valued fact in this seminar was that the participants from all parts of Mongolia understood from a global point of view how the Technical and Vocational Education is proceeding.
>
> If the Information Technology including the Internet is used together with the MTT, it will be possible to hold a better seminar.

Myanmar – In-service Teacher Education

> Local resource persons, who were involved in the inter-country study visits…, did a marvelous job of sharing their experiences with the participants of the workshop.

Myanmar – Educational Technology for Distance Education

> The visit of the three member Myanmar team… has brought home to them the enormous scope distance education holds for human resource development in the poor and developing countries.

Viet Nam – Educational Administration: Computer-based Networking

> … More communication in advance between the foreign resource persons and the in-country organizer would be required for the betterment of future workshops.
>
> APEID has some dedicated web-pages on the Internet…. I believe that the uses of the web-pages on the Internet have potentialities for innovating educational information environments in the region.
>
> Follow-up: … I think it was really necessary to organize some workshops to upgrade their basic computer literacy and informatics prior to the Workshop.

The external resource people, as well, make presentations at the workshops, and some of these presentations have also been submitted to the files. There is valuable information in them, and they may, in fact, be circulated to other countries for their information. In many instances, the resource person gives a very good and concise description of the relevant area in his/her country. For example, a presentation about Japan's use of computers in the agricultural sector detailed how Japanese farmers use personal computers to improve their traditional enterprises.

Reports of in-country workshops

At least six countries have not yet submitted final reports. Those reports that have been submitted vary in quality. Some comprise a few sheets of paper with some relevant information missing. At the other end are very well-produced reports with all the information required, including a formal evaluation of the workshop. One such case is the Philippines report on "Professional Development in Technical and Vocational Education". In contrast, some workshop reports contain only scripts of speeches and no information about what else happened.

Completion Reports

Completion reports for at least seven projects were not submitted.

8. Follow-up Work

The guidelines for submitting project proposals suggest that the proposal should contain, country follow-up proposals/activities after the conclusion of the MTT. Many proposals do not contain a separate section listing follow-up proposals/activities, as suggested:

No. of proposals reviewed	: 30
No. having a separate section to indicate follow-up	: 14

However, it needs to be noted that while follow-up activities may not be listed separately, the objectives specified in the proposals and other sections do indicate follow-up activities have been planned.

A major consideration is not so much the absence of specific follow-up proposals/activities, but the absence of a systematic mechanism to check on whether follow-up activities have been executed. With the submission of the Completion Report, the MTT project ends. There does not seem to be any systematic procedure under which countries report about the follow-up work or an inquiry is made as to whether the expected follow-up work has been done. There is one instance where UNESCO has provided funds for follow-up activities after an MTT project. It is the MTT project awarded to Bangladesh in the area of Special Education, where funds were provided for a translation of the UNESCO resource book in the local language.

It also needs to be noted that "follow-up activities" are not necessarily confined to in-country activities. As some of the comments made by the external resource persons at the in-country workshops – reported in Section 7 above – show, there can be follow-up activities *across* countries.

9. Achievements

i. Promoting innovations

The major focus of the MTT project is "Educational Innovation for Development." The information presented in Section 5 above indicates that each of the countries participating in MTT has attempted an innovation in their education system. Innovations are relative to the country. When Viet Nam wishes to introduce the use of computers into their system or Myanmar wishes to improve its in-service and pre-service teacher education system, they may not be very innovative attempts in the regional sense because such activities are routine in some countries of the region. At the other end of the spectrum are countries like Indonesia and Thailand, whose use of ICT for learning/teaching in the classroom have gone well beyond CAI to establish school networks.

It may also be noted that many of the innovations attempted are relevant and useful to other countries, as well. The curriculum development work in environmental education would be useful even to countries that have already included such studies in their school curriculum. The attempt to reduce academic bias in the science curriculum and introduce more practical information could provide new ideas to other countries. Teacher education is a field of continuing interest and will continue to be so. The development of new teacher education models would, thus, be of great interest to teacher educators not only in this region, but elsewhere in the world.

The MTT project may, thus, take credit for generating innovative educational activities in more than 30 countries of the region during this period.

ii. Initiating and promoting inter-country co-operation and mutual understanding

Inter-country co-operation is very solidly built into the MTT project. It is not possible to implement any MTT project without at least two countries of the region cooperating with each other. The UNESCO National Commissions of the countries have played a very significant role in this regard. They have invariably welcomed visiting MTTs and arranged suitable programmes for them with APEID initiating and co-ordinating the activities. The MTT project may also be regarded as one which enables UNESCO National Commissions in the respective countries to establish good relations between Member States.

The inter-country co-operation has not simply been a formal exercise. The institutions in the respective countries have shared their knowledge and experiences. The documents show instances of where visiting teams have requested information about the institutes to be visited. This implies a serious study of an institute in another country to profit from their expertise. Likewise, the bio-data of the visiting personnel and the reasons for their visit to the host country convey valuable information about another country. Knowledge about each other cannot but contribute to the furtherance of international understanding.

Resource people from the more advanced countries have visited other countries that do not have the resources to which they are accustomed. The fact that such leading professionals visit the lesser developed countries, work with the local staff under local conditions, and share knowledge and experiences is a valuable asset to both countries.

iii. Enhancing country capacity for educational change

While a particular innovation under an MTT project may have succeeded or failed, it is the case that a group of people in the country working in that area have been exposed to new ideas, new practices, new methods of carrying out some activity, new equipment, etc. Even if the innovation has not been a priority of the institution, the personnel concerned would undoubtedly have profited from their exposure to such new ideas, practices, etc. Such personnel may yet make a contribution to educational development in the country. The MTT project may be considered as one which assists in the development of selected personnel in a country regardless of the particular innovative activity being supported. In other words, the benefits of the MTT project may go beyond the particular project.

10. Problems and Limitations

i. Difficulty of adhering to the stated procedure

Section B of this Annex provides the Information Paper sent to the Member States that are interested in submitting a proposal for an MTT project. It also states the aims of the MTT, the obligations of the country accepting an MTT project, the obligations of APEID, the format for the submission of a proposal, and the list of reports which should be submitted at the conclusion of the MTT.

- *Obtaining proposals*

Many of the proposals submitted do not adhere fully to this format. While this is to be expected considering the unique approach a particular country may take, significant items are absent. The absence of a listing of follow-up activities has already been referred to in Section 8 above.

The proposal is also expected to give a justification of the destinations proposed for study tours. In nearly all proposals, what is mentioned are the countries expected to be visited. Some proposals do not even state the countries to be visited. Apparently, the country submitting the proposal does not have adequate information about the intended host countries and the relevant institutes.

The proposal is also expected to justify the "international experts selected for in-country activities." No proposal studied identified a particular expert, let alone justify the choice.

The proposal is also expected to include an item on "Evaluation of the MTT." It is rarely present.

What is present in all cases is the area of study, which includes the rationale for selecting it.

The Information Paper also states that upon approval of the initial proposal, a detailed proposal should be prepared with the assistance of APEID and relevant UNESCO sub-regional or national offices. There are many instances where APEID staff have visited the countries to further develop the proposals. This assistance, however, does not appear to have been provided in all cases.

The present format for the submission of proposals assumes that the country has information that it probably does not have.

- *Submission of reports*

This aspect is reported upon in Section 7 above, which gives information regarding reports by each country. Several countries have not submitted the final report. In some instances, the report is very short and sketchy, and does not give relevant information. There are also instances of excellent reports. The quality varies a great deal.

Not all international resource persons have submitted reports, although their contract clearly states that a report should be submitted. These reports provide very useful information, and some examples are given in Section 7 above. The absence of reports from such eminent and competent persons is a great loss to the Programme as a whole.

Completion reports have apparently not been done for several projects.

Participants in study visits are expected to submit reports of their visits. Information regarding this is listed under each country in Section 6 above. Participants from several countries have not submitted reports. Here, too, even where the reports have been submitted, the quality varies. There are some excellent reports which even deserve to be printed and distributed; others contain only the names of the places visited.

ii. Problem of follow-up activities

In Section 8 above, information has been provided about the listing of follow-up activities as is required. Many countries have not listed follow-up activities.

As mentioned earlier, this does not necessarily mean that countries are not doing any follow-up work. The procedures described in the Information Paper referred to above (Section B, Annex 2) do not call upon the

country to submit reports about follow-up activities. They state that there should be follow-up activities, but do not state that these activities should be reported. Hence, there is no information in the files about any follow-up activity, except for one instance where funds were provided from APEID to do the work.

Hence, the "problem" with respect to follow-up activities may be one of two types. One is that follow-up activities may, in fact, be taking place, but are not reported to APEID. "At the conclusion of the MTT," all that a country has to do is submit a final report. The other is that follow-up activities may not be taking place. There does not appear to be a regular mechanism to check on the follow-up, though the Information Paper refers to one of the obligations of UNESCO as follows:

> Providing the technical services of APEID staff in the planning and monitoring of the entire MTT.

The concept of an "entire MTT" needs to be elaborated further.

iii. Choice of study visit countries/institutes/preparation for study visits

The very considerable logistical problems concerned with arranging study visits are not being evaluated here. What is of greater importance is the choice of relevant and appropriate institutes for study visits. It is only a very few countries who have taken great pains to get ready for their visits by calling for information about the institutes to be visited. There are instances, for example, where a country indicated that – given their study aims – it was not necessary to visit a particular institute which had been included. Conversely, there are also instances where a country communicated beforehand the particular subjects that its participants were interested in so that the institute would be prepared to efficiently interact with them. Such instances, however, are rare.

The documents studied do not indicate that advance information about the institutes to be visited have been sent to the participants. Such information sent in advance may be very useful. However, this may not be feasible within the current practice, where it takes a great deal of work just to arrange the visits. Host countries may feel that too much is being asked from them. That said, there are instances where the host country had given a very comprehensive report of the relevant activities to the visitors.

11. Concluding Remarks

This is a review of the MTT projects implemented during the period 1996 to 2002/3 by APEID, with generous financial assistance provided by JFIT. A total of 32 MTT projects have been implemented in 21 countries of the region, of which 29 have been reviewed here.

The implementation of these projects involved developing proposals from each of the countries; providing technical assistance to the countries to develop the proposals further through visits to many countries; organizing study visits to other countries, which involved the selection of relevant and appropriate institutes, co-ordinating with the UNESCO National Commissions of the respective countries to arrange the itineraries by getting agreements of host institutions, making necessary travel arrangements, and arranging for the necessary payments; selecting and entering into contracts with international consultants; assisting in design and implementation of the in-country workshops; and concluding the MTT projects with the compilation of a Completion Report. The mere conducting of this number of the MTT projects in so many countries is, in itself, a very satisfactory achievement.

The MTT projects which have been implemented can be considered to have conformed to the major focus of the MTT: promoting 'Educational Innovation for Development.' Each country has attempted something which is new in its context. It is also a healthy sign that variations to the general structure of an MTT project have been done in a few instances to cater to the specific needs of a country. In the case of Bhutan, it needed to train personnel in computer skills. This was arranged to be done in India by an Indian institute. There was no in-country workshop. The "study visit" concept was modified to suit the particular need. In another instance, two countries jointly participated in an MTT project where instead of in-country workshops in each country, both countries attended a workshop in a third country to which they had paid a study visit. This was an international workshop where they would have had the opportunity to meet professional persons from several other countries. This kind of variation in a programme is an indication of its sensitivity to the particular needs of the Member States, and how they can best be served.

The available documentation is not adequate to make any comments about the impact of the MTT projects on the respective countries. The current procedures do not call upon the respective countries to submit information about the follow-up activities under the MTT. While follow-up activities may or may not have been done, it is the case that the specially selected persons who participated in the study visits and who had the opportunity to work together with international consultants are, by and large, still available to the respective countries. They could rightly be regarded as assets to the country, even if they are not working in their original fields. Likewise, they form a group of international consultants who have first-hand knowledge of other countries' activities.

In conclusion:

1. Apart from conforming to the major focus of Education Innovation for Development, the MTT project has made a very significant contribution to regional cooperation. Each country has professional personnel who have visited other countries, met their counterparts, visited their institutes and seen the country, in general. This has to be regarded as a significant contribution to the furtherance of international understanding.
2. The MTT project also has its share of problems and limitations. There are difficulties in following the stipulated procedures which have been briefly described in Section 10 (i) above. A major limitation is the lack of a systemic procedure for the monitoring of follow-up actions under an MTT project. Countries are not required to report on the follow-up activities, though they are required to indicate them.

Therefore, it needs to be noted that a simple requirement of reporting may not be the answer. The nature and scope of the follow-up action needs very careful attention. The feasibility of the intended follow-up activities also must be carefully considered. In some countries, an MTT project is supportive of policy decisions already taken and being implemented, as in Thailand. In other countries, an MTT project provides insight into policy formulation and the preparation of national plans. Thus, follow-up actions should be on a case-by-case basis, depending on the needs and context of the country.

Section A of Annex 2

Format for Studying the MTT Projects

COUNTRY: Ref. No. of Project:

I. SUBMISSION OF PROPOSAL

Date of first submission:

Area of study:

Nature of innovation/Scope:

Any documented suggestions for amendments/modifications by ACEID:
No
If Yes, summary of suggestions

Date approved:
APEID to Japanese Government/UNESCO Paris
UNESCO Paris to Japanese Government
Japanese Government to UNESCO Paris
UNESCO Paris to APEID
APEID to country

II. OBJECTIVES (as in proposal)

III. STUDY VISITS

Countries proposed:

Countries actually visited:

Team proposed (number):

Members of team:

Team undertaking visit (whether same as proposed):

No. of study visit reports received:

IV. IN-COUNTRY WORKSHOP

Planned date as per approved proposal:

No. of postponements (if any):

Date actually held:

Staff:

	Study visit participants	Expatriates
Proposed		
Actual		

Documents relating to completed workshop:

	Required	Received
Completion report		
Workshop report		
Expatriate consultant (1) report		
Expatriate consultant (2) report		

V. WHETHER ACEID/APEID REPRESENTED AT WORKSHOP?

Yes
No

VI. EVALUATORY COMMENTS ON WORKSHOP

Workshop report
Expatriate consultant/s' report/s

VII. RELATION BETWEEN STUDY VISITS AND WORKSHOP

Relevance/Coherence

VIII. FOLLOW-UP

As in approved proposal
As reported by country
As reported by external evaluators

IX. PROBLEMS

X. GOOD PRACTICES/SIGNIFICANT FEATURE/S

Section B of Annex 2

United Nations Educational, Scientific and Cultural Organization
Asia and Pacific Regional Bureau for Education

Asia-Pacific Programme of Educational Innovation for Development (APEID)

Mobile Training Team

On Educational Innovation for Development

Funded by Japanese Funds-in-Trust

Information Paper

UNESCO Bangkok

Background

The Mobile Training Team (MTT) was inaugurated in 1972 with funding generously provided by the Government of Japan through Japanese Funds-in-Trust (JFIT).

The MTT focuses on "Educational Innovation for Development" (EID) that will generate new directions in the various educational areas of Member States.

The MTT operates under the framework of the Asia-Pacific Programme of Educational Innovation for Development (APEID).

Aims

The MTT aims to assist Member States in enhancing their capacity for innovation in a particular educational field, utilizing the most suitable modalities, which may include:

- arranging for the Member States to benefit from the expertise and experiences of other countries through inter-country study visits, in-country training workshops, internships, training courses and the like
- assisting the beneficiary country in organizing in-country training workshops for a defined group of personnel
- providing a limited amount of equipment or reference materials (as decided necessary)
- providing assistance for sustaining the innovation being implemented

Procedures

Member States request the Director, UNESCO Asia and Pacific Regional Bureau for Education, through the Coordinator (Chief) of APEID for a MTT, and provide a general proposal for the MTT.

If accepted, the proposal is submitted to the Government of Japan through UNESCO Headquarters for approval.

On receipt of approval from the Japanese authorities, APEID collaborates with the Member State and the relevant UNESCO sub-regional or national office to prepare a detailed project proposal.

APEID provides the necessary technical and managerial assistance to ensure the sound and timely implementation of the MTT.

Responsibilities and Obligations of the Beneficiary Member State

As a condition of UNESCO's financial support, the Member State assumes responsibility for:

- recommending to UNESCO-APEID the institution and person(s) responsible for the MTT in the Member State;
- preparing a project proposal using the format prepared in APEID (see p. 4);
- providing such assistance as the Member State commits itself to in the proposal;
- providing the equipment, materials and secretarial assistance for designated activities;
- extending to the foreign resource persons provided by UNESCO the usual privileges and immunities provided in the Convention on the Privileges and Immunities of the Specialized Agencies; and
- in a timely way, on conclusion of the MTT, providing the Director, UNESCO Asia and Pacific Regional Bureau for Education, through the Coordinator (Chief) of APEID, with a complete report on the MTT, including a description of follow-up activities which are proposed to be undertaken by the Member State.

Responsibilities and Obligations of UNESCO

UNESCO assumes the following responsibilities:

- arranging and carrying through the modalities agreed upon for the MTT;
- providing financial support for local organizational expenses in connection with the in-country activities;
- providing the necessary resource persons to assist the national authorities in carrying through the MTT; and
- providing the technical services of APEID staff in the planning and monitoring of the entire MTT.

Reporting

At the conclusion of the MTT, reports will be prepared by:

- the host institution responsible for the MTT (If the full report is in the national language, then an English summary will be prepared and sent to UNESCO Asia and Pacific Regional Bureau for Education.);
- the International resource person(s); and
- APEID, in the form of a completion report submitted to the Japanese funding authorities through UNESCO Headquarters.

General Criteria for Participants in MTT Activities

Participants in MTT activities are expected to be:

- committed to educational innovation for development;
- active professional staff in the particular education area of the MTT;
- selected, taking into account gender equity considerations;
- fully involved in the activities for which they are selected; and
- committed to the implementation of follow-up activities of the MTT.

MTT PROJECT PROPOSAL FORMAT

1. Name of recipient country:

2. Institution(s) responsible for the MTT and contact person(s):

3. (a) Area of study:

   (b) Rationale:

4. (a) Modality for the MTT:

   (i)

   (ii)

   (iii)

   (etc.)

   (b) Rationale for the modality selected:

5. Implementation of the modality:

   (a) The time-line;

   (b) Justification of any proposed visits/study tours in-country or out-of-country;

   (c) Justification of destinations proposed for visits/study tours;

   (d) Justification of participants selected as visitors/members of study tours/interns/participants in MTT activities; and

   (e) Justification of international experts selected for in-country activities.

6. Country follow-up proposals/activities after conclusion of the MTT:

7. Evaluation of the MTT:

8. Publication/dissemination of the MTT and its outcomes:

Asia-Pacific Programme of Educational Innovation for Development (APEID)

The 17th Session of UNESCO's General Conference, held in Paris in 1972, authorized the Director-General to create a "centre, attached to the Regional Office for Education, Bangkok, to be responsible for stimulating and encouraging educational innovation through a network of national institutions." Thus, the Asian Centre of Educational Innovation for Development (ACEID) was established. The Director-General then invited Member States to nominate one or more of their institutions for participation in a new network throughout the region. This was the beginning of the Asian Programme of Educational Innovation for Development (APEID).

Over the years, the name has officially been changed to reflect the inclusion of countries in the Pacific. Thus, APEID now stands for the Asia-Pacific Programme of Educational Innovation for Development.

In 2001, at the direction of the UNESCO Director-General, the term ACEID was subsumed into the title of APEID, with all functions and responsibilities being incorporated under the one umbrella of APEID. Mr. Zhou Nan-zhao, who had previously been known as the Acting Chief of ACEID, then became formally known as the Coordinator of APEID. For the purposes of this article, the term APEID is intended to incorporate ACEID.

Under the supervision of the Director of UNESCO Asia and Pacific Regional Bureau for Education, and in cooperation with other units at the Bureau and counterparts at Headquarters, APEID functions in the following capacities:

- as an integral unit of UNESCO Asia and Pacific Regional Bureau for Education
- as the secretariat and resource-base of APEID professional staff
- as a coordinating secretariat serving UNESCO networks of UNITWIN, UNEVOC, ASPnet and APNIEVE in their programme implementation for the Asia-Pacific region

As a catalyst to change, APEID stimulates, promotes and advocates for educational innovations for development in roles such as:

- Developing high-level commitment to system-wide educational change
- Providing models of institutional collaboration in educational innovations
- Generating significant innovation processes within Member States
- Promoting partnership between public and private, and education and business sectors
- Networking with IGOs and NGOs in the region

APEID has revised its modalities in keeping with changing circumstances, and operates presently in the following modes:

- Providing technical assistance by professional staff
- Holding sub-regional and regional meetings on specific topics and themes of concern
- Providing intellectual input to educational concerns and issues through its annual International Conference on Education
- Managing the Mobile Training Team (MTT) funded by Japanese Funds-in-Trust
- Sustaining and servicing networks of APEID, UNEVOC, ASPnet, UNITWIN/UNESCO Chairs, APNIEVE and the Special Education network, described more fully elsewhere in this brochure
- Partnering and networking with Member States, national institutions, non-governmental organizations, and educators throughout the region on projects of mutual interest
- Using technology to operate its networks, and to exchange and disseminate information, materials and publications related to educational innovation for development

Annex 3: Findings from Field Visits to MTT Project Countries

I. Introduction

II. Cambodia

MTT Project: Curriculum Development in Environmental Education

III. China

A. MTT Project I: Educational Technology
B. MTT Project II: Vocational Education
C. General Discussion on the MTTs in China
D. Summary of Major Findings (China)

IV. Malaysia

MTT Project: Curriculum Development in International (Values) Education

V. Mongolia

A. MTT Project I: Science Education
B. MTT Project II: Technical and Vocational Education and Secondary Education
C. Summary of Major Findings (Mongolia)

VI. Thailand

MTT Project: ICT Master Plan for Education Practices with Technology in Schools

VII. Overall Summary of the Major Findings and Suggestions Made for Improving the MTT

Annex A: – Members of the Evaluation Team
– Countries visited and the teams visiting each country

Annex 3

Findings from Field Visits to MTT Project Countries

I. Introduction

Field visits were paid to the following countries in September and October 2003: Cambodia, China, Malaysia, Mongolia, and Thailand. (See Section A for Evaluation Team and other details.) The MTT projects involved in the field visits were as follows.

Cambodia:	Curriculum Development in Environmental Education – 2000
China:	Educational Technology – 1998 Vocational Education – 1993
Malaysia:	Curriculum Development in International (Values) Education – 2000
Mongolia:	Science Education – 1996 Technical and Vocational Education and Secondary Education – 2000
Thailand:	ICT Master Plan for Education Practices with Technology in Schools Curriculum Development – 2002

The field visits focused attention on the following aspects:

- The nature and scope of the innovation
- The usefulness, effectiveness and impact of the MTT
- Cooperation with study visit countries
- Problems/difficulties encountered

The countries were also asked about any suggestions they had for improving the MTT project.

Based on the information gathered, each field visit report pertaining to a country contains an "Overall Assessment" and a "Summary of Major Findings."

Apart from discussions with officials connected with the specific projects, the opportunity was also taken – depending on the time available – to hold discussions with others involved in implementing the MTT project, such as the UNESCO National Commissions, institutes which have hosted study visits, etc.

This annex includes reports submitted by each country, structured according to the aspects indicated above. It will conclude with an overall summary of the major findings and suggestions made for improving the MTT project.

II. Cambodia

MTT Project: Curriculum Development in Environmental Education

i. The nature and scope of the expected innovation

The innovation focused on promoting environmental education in Cambodia, in general, and adapting APEID materials on environmental education, in particular.

ii. The usefulness, effectiveness and impact of the MTT

According to the Ministry and UNESCO officials, the MTT is a part of the Government's efforts to incorporate environmental education into Cambodian curriculum. After the Cambodia peace accord was achieved in 1990, the country's environment deteriorated due to commercial activities such as logging. It was in this context that UNESCO and the Ministry began a dialog on the need of environmental education around 1995. In 1997, UNESCO-APEID developed a training resource book, "Learning for a Sustainable Environment: A Professional Development Guide for Teacher Educators," which was field-tested, often in translated/adapted form, in 13 Asia-Pacific countries. Intent on linking its MTT project to the book modules, the Government of Cambodia, in collaboration with its Inter-Ministerial Steering Committee for Environmental Education in Cambodia, submitted a proposal for an MTT project focused on professional development of secondary school teacher educators and curriculum reform through improved teacher education in environmental education, UNESCO Bangkok, thus, awarded Cambodia with an MTT in Curriculum Development in December 1998.

The first stage of the MTT project involved a study team visit to Thailand and the Philippines, where the modules had been tested/applied in October 1999. (In 2000, the Ministry renamed "Earth Science" for Grades 10-12 "Environmental Science." Students in Grades 7-9 take Earth Science. Other secondary level science subjects are geology, biology, and chemistry. In September 2000, the MTT's second stage included a 6-day in-country workshop in Siem Riep. At the workshop, the review and Khmer translation of the UNESCO resource book began. By the end of the year, the translation was done. (Three Ministry officials received six weeks of training at SEAMEO-RECSAM in Penang, Malaysia in 2001 on Science and Environment.) In March 2002, UNESCO Phnom Penh sponsored a workshop to select modules from the Khmer version of the book that would be tested in Cambodia. Five modules were selected and tested at the provincial level. Consequently, the modules were distributed to provinces, the Ministry, UNESCO, etc. Training at the provincial level was conducted through the Training Orientation Programs (TOPs), where environmental aspects were included. As of September 2003, out of 495 teachers (for Grades 7-12, lower and upper secondary), only nine teachers completed training in Phnom Penh. As further follow-up, the Ministry is planning to conduct training on how to use the five modules: first at the national level, then at the regional level (6 regions), and finally at the provincial level (23 provinces). Nationally trained teachers will serve as trainers at the provincial level, and regionally trained teachers will serve as trainers at the provincial level. Furthermore, UNESCO Phnom Penh hopes to train 12,000 teachers on environmental education in order to have two environmental education teachers per school (total 6,000 schools nationwide).

iii. Cooperation with study visit countries

Not much contact has been made with study visit countries after the in-country workshops.

iv. Problems/difficulties encountered

a. Although there is a need to offer more training on how to utilize the five modules as MTT follow-up, there is little time and no budget for it. UNESCO Phnom Penh has indicated that it may be possible to allocate a fund to duplicate the five modules for further distribution to the provinces that have not received yet.

b. As a "sustainability" issue, only one (Ms. Polyvine) among the four study visit team members remains in the same office. The other three people moved to other positions. Therefore, Polyvine was the only one who was consistently involved from the MTT planning to its follow-up activities. To augment the loss of personnel, she recruited two people among the MTT Workshop participants to help her. Although it was not expected that this loss would happen, she mentioned that it was a heavy burden to continue the work.

c. NatCom is not fully functional yet. The UNESCO office is essentially taking up its responsibilities.

v. Suggestions for improving the MTT

Provide enough funding for follow-ups.

vi. Summary of major findings (Cambodia)

a. The usefulness, effectiveness and impact of the MTT

Thanks to the firm commitment of the Ministry and the strong sponsorship and guidance of UNESCO Phnom Penh, the MTT was timely and well integrated into the national efforts to introduce environmental education. The

study visit host countries (Thailand and the Philippines) were carefully selected for their immediate applicability to Cambodia. The workshop participants with the Ministry carefully examined the UNESCO resource book and selected sections only relevant to the Cambodian context so that the impact would be maximized and sustained locally. Although all study visit members could not remain in their positions for the long term upon return to Cambodia, one member collaborated effectively with workshop participants and UNESCO Phnom Penh to maintain the MTT's impact.

b. Suggestions for improving the MTT

- Study visit members should be selected on the condition that they will stay in the same position at least for a few years after the visits.
- MTT's role should be understood not only in relation to the UNESCO programmes, but also in the country's wider spectrum of aid activities so that the impact of an MTT project can be sustained with the assistance of other donors. This is especially applicable to resource-poor countries such as Cambodia.

III. China

A. MTT Project I: Educational Technology

i. The nature and scope of the innovation

The innovation was concerned with the better use of computer technology in classroom teaching and learning. Teachers were expected to develop software, and local school networks were to be established.

ii. The usefulness, effectiveness and impact of the MTT

MTT participant Prof. Meng Xiankai was firmly of the opinion that the MTT was very useful in enabling him to get many new ideas, which he has shared with his colleagues and the teachers who participated in the National Workshop.

Subsequent to the National Workshop, three other workshops have been organized in this field after 2000. These were: (1) the "National Workshop on Micro-teaching"; (2) the "Provincial Workshop in Hainan Province on Using New Equipment and Technology"; and (3) the "National Workshop on Integrated Learning."

In his view, Asian countries have given much attention to the use of new technology, but the major problem is how to integrate it into school practices. The MTT helped them to change from the earlier subject-oriented curriculum to a new curriculum where integrated learning is being attempted. Such a curriculum is now used at the primary and junior secondary levels, though it has yet to be implemented at the senior secondary level. Nonetheless, the trend continues to move towards co-operative learning, as opposed to the earlier system of "teacher teaching." This change, he said, has mostly been focused in the developed areas of the country.

With respect to software development, teachers were trained in the mid-1980s in using programming languages. It was not very useful. Starting in 1989, teachers from all over the country were trained in developing software at the rate of 100 teachers per year for 5 years with the assistance of the Japan International Cooperation Agency (JICA). Currently, private companies invite teachers to develop software. However, the present trend is not the development of comprehensive software, but software for limited functions that allows teachers greater flexibility to suit their own teaching styles.

Schools, however, often have difficulty in acquiring software from private companies because there is no budget for such purposes. When software is developed by schools, it is collected and distributed to other schools. All schools in Beijing and Shanghai are connected to the Internet.

In his view the MTT played a part in all these developments: "It was very good, and (it should be continued)." Meng noted that the programme enabled professionals to get in touch with each other, and recommended that more activities should be organized through APEID.

The evaluation team had the opportunity to view some of the programmes available for teachers on the website of the Institute. Some of the programmes viewed were made by teachers.

iii. Cooperation with study visit countries and with resource persons

Little has been done with respect to maintaining contacts with the study visit countries after the National Workshop. However, contacts were made with the workshop resource persons from Japan and Australia.

iv. Problems/difficulties encountered

Many teachers need extensive training on the use of new technology in order for them to develop their own software.

v. Suggestions for improving MTT

No particular suggestions were made.

vi. Some current work of the Institute related to the MTT

a. Compilation of national standards for educational technology: There are different standards for higher education institutes, secondary schools, primary schools, and pre-schools.

b. Investigation into the problems of implementing the new educational reforms

c. Classroom Design Project: A research project to design an ordinary classroom better suited for the new technology. While educational technology has changed and is changing rapidly, the classroom has not changed. The attempt is to build up a physical environment conducive to learning. Children will learn/play. The concept of an "electronic book" is being developed. All communication media is expected to be utilized.

vii. Overall assessment

It is evident that much work has been done after the National Workshop. Other workshops have been held, teachers have developed and are using new software, software exchanges are taking place, schools are linked to the Internet, and fresh research into design of "technological" classrooms is underway. The new technology has facilitated the move towards an integrated curriculum. While admittedly these changes have occurred in the more developed parts of the country, it is hoped that the trend will eventually spread throughout China.

While it is not possible to assert that it is the MTT which has led to these developments, it is reasonable to conclude that it has made a significant contribution in providing the initial impetus for China's innovative use of educational technology in the classroom.

B. MTT Project II: Vocational Education

Project II was not on the list of projects to be evaluated during this Mission. The current evaluation is restricted to the MTT projects implemented after 1996. Nonetheless, the opportunity presented itself to meet a study visit participant from the project, and the Evaluation Team conducted an interview.

Project II was initiated in 1993. Study visits were paid to Thailand and Australia. The National Workshop was organized in December 1993. It emphasized rural area vocational education. Mr. Liu Jiantong[1] was at that time the MTT leader. Liu believes that the principal persons who participated in the MTT developed "ideals" to promote vocational education in China, and that their role in Chinese vocational education has been significant.

Following the completion of the MTT, he and two other experts from the Ministry of Education visited Australia for nearly two months with MOE funding. He has susequently attended meetings in Australia (1995) and Thailand (2001).

In 1997, a bigger project was launched called the "Australia-China Vocational Education Project", and a formal agreement was signed in March 2002 between the two countries. Under this agreement, Australia shall assist China in reforming vocational education.

[1] Mr. Liu Jiantong is Chief, Department of Vocational and Adult Education, Comprehensive Division, Ministry of Education, China, and he was Vice Chief of the Department at that time.

In tracing the developments which have taken place, Liu underscored the impact of China's policy to move its planned economy to a market economy: changes in other sectors accompanied this move. During the period of the planned economy, vocational schools had little choice in what they were doing. The study visits to Australia and Thailand showed them vocational education driven by demand and not by supply, as in China. The flexibility in the Australian system, where there were not only full-time courses but part-time courses, impressed them. The Australian system assisted people in finding jobs. His study visit experiences were shared with others. Reports were distributed to the provinces. He also learnt that it takes time to make changes. Australia, itself, took time. He has maintained contacts with the Australian institutes and meets about 10 Australian educationists a year. He said that the "MTT gave a chance to many people to change their ideas."

He attributed the success of the MTT to, among other considerations, the fact that personnel at a suitable level participated, and they provide continuity because they are still working in the same field. He noted that the choice of participants should depend on the nature of the activities expected to be undertaken.

Referring to problems/difficulties encountered, he said that the differences between countries were very big, and changing from a planned economy to a market economy was difficult. People believed that everything should be done by the Government.

In China, for example, vocational education was the responsibility of the provincial government and the central government provided only symbolic funding.

Overall assessment

A very significant feature of Project II is the contact which has continued between the country and a study visit country. The initial study visit and in-country National Workshop have been reinforced by continuing contact between the professionals in the two countries. This has culminated in a formal agreement between the two countries. It is very reasonable to conclude that these developments would not have taken place but for the MTT.

Another significant feature is that the MTT participant who led the team was at a high level in the national hierarchy and has reached a higher level in the same field of work since the MTT.

Finally, the Chinese Government's funding of a follow-up visit to Australia was also an important contribution.

C. General Discussions on the MTTs in China

The Evaluation Mission had discussions with the Chinese National Commission for UNESCO and the Beijing Academy of Educational Sciences about the MTTs in which the country has participated.

i. Meeting with the Chinese National Commission for UNESCO

(Participants from the Chinese National Commission for UNESCO)

- Mr. Du Yue, Deputy Secretary-General
- Ms. Dong Jian-hong, Director of Education
- Ms. Shen Yiling, Deputy Director, Division of Education
- Mr. Yi Peng Cao, Programme Officer

A major point of emphasis according to the National Commission was that the MTT was only one of the activities in which the Commission participated, and the present manner of the MTT project implementation made it very difficult for them to include the MTTs in their national plan. The country was uncertain whether it was getting or not getting an MTT. Contributing to this was the fact that the time taken from the initial stage to the awarding of an MTT was too long. Even after awarding, the travel plans were very cumbersome. A way out of this may be the delegation of resources.

The National Commission was also of the view that it was not adequate to just invite the Member States to submit proposals. There should be a clear basis for submitting proposals within an overall planning framework that would enable a Member State to know in which year it is entitled to an award. This would enable the country to include the MTT in its overall plans, thus enabling it not only to implement the MTT, but also to ensure that the necessary follow-up actions are taken.

In developing such an overall framework, the MTTs should be linked to other APEID programmes. The MTTs and their follow-up work should be a component of a comprehensive programme under APEID.

Referring to the study visits, the National Commission was of the view that the logistics need to be better planned to take note of the particular needs of the visiting teams. When China receives visitors, they invariably provide translators. Visiting teams from China have not received the same treatment. The National Commission was of the view that countries receiving visitors should take on greater responsibilities, and suggested that a group of countries be invited to co-operate in organizing an MTT. It should not be just a case of UNESCO providing some funding to the countries to take care of the visiting teams. There is an Asian tradition of hospitality and helping each other, and this should be utilized under the programme. The view was also expressed that such mutual help contributes significantly to the building of international and regional solidarity, and this may be one of MTT's major contributions to the Asia-Pacific region.

Referring to the organization of the MTTs, in general, and of the workshops, in particular, the National Commission was of the view that a high level of professional competency is needed for such professional work, and the quality of the current inputs by UNESCO needs to be very considerably improved. The expertise allocated by the country has to be matched by a similar expertise both from other countries and by UNESCO. A greater understanding of countries was needed.

Referring to the MTT project as a whole, the National Commission was of the view that the basis of awarding MTTs should be more transparent. Under the current practice, countries do not know when they are getting an MTT and the basis on which the selections are made.

Commenting on the impact of the MTTs, the National Commission noted that while innovative activities have occurred at the micro-level, it cannot be expected that an occasional MTT would lead to significant national innovations unless follow-up activities are undertaken as part of a systematic plan. (Please see comments reported above.) The MTTs have contributed to educational exchanges between professionals of the respective countries, they have been very valuable in sharing experiences and learning from others, and they are very important from the perspective of developing international solidarity. The National Commission was very firmly of the view that the MTT project should continue taking due note of the observations made.

ii. Meeting with the Beijing Academy of Sciences

(Participants from the Beijing Academy of Sciences)

- Dr. Zhang Ti-dao, Vice President
- Ms. Wang Yan, Acting Director, International Cooperation Section
- Ms. Michelle Zhang, Project Officer, International Cooperation Section

The Beijing Academy of Sciences had arranged programmes for a delegation from the Republic of Korea participating in a study visit to China. The first part of the discussion was about this visit. The staff believed that the study visit was successful, and they noted that they had no difficulty in communicating with the visitors due to the availability of translators. They characterized the importance of the visits as follows:

- The host institute learns from the visitors.
- It is a very good capacity-building process. The delegation from the Republic of Korea was young, and it was a very good investment for the future.
- It provides an opportunity for people from different countries to meet.
- It motivates the host institute/host country.

One criticism, however, was that the visit had been quite short, and the visitors were more likely to get bits of information rather than a comprehensive view of their field of interest.

Referring to the logistics, the Academy would have preferred more time to make the necessary preparations. The notice for arranging the study visit was too short, and many of the specialist staff were absent during that particular period. The Academy also would have welcomed more information about the visitors and earlier receipt of participant CVs.

The following were suggestions for improving the visits:

a) There is little knowledge of the MTT project. There are many experts in the country, but they have little knowledge of the MTT. It is good to identify certain centres which may host visitors and make them knowledgeable about MTT.

b) Depending on the level of the visitors, it would be desirable to consider the study visits as "training"/ capacity-building so that appropriate plans could be drawn. Rushing the visitors from one institute to another may not be cost-effective.

c) As occurs at present, a study visit is an ad hoc event for the host institute. It is not included as an activity of the host institute with definite objectives and supporting activities. (The Academy has continuing projects with other international organizations.) It is better if a host institute can include the visit component in its programme of activities.

d) There should be a professional person to co-ordinate the visit programme to ensure quality, and not simply to take care of logistics.

Academy Vice President Dr. Zhang Ti-dao participated in several projects under the MTT, and made a number of observations. In his experience, the MTT was a very good programme which should be continued. It enabled policy makers to be exposed to similar situations in other countries. It also provided for capacity-building in essential fields. He did, however, recommend several improvements. He cited the following experiences and observations:

- In 1991, there was a visit to Gansu Province by a Nepalese team. There was little advance notice of the visit. They had no idea of what the visitors wanted. More information needs to be provided, and sufficiently in advance.
- There was a joint study visit by a large group from Nepal, Myanmar, China and Viet Nam to Bhutan, Nepal and India for non-formal education. They were able to observe many innovative grassroots level activities in non-formal education in these countries. Yet, there was no follow-up to this visit because there is no institutional mechanism for follow-up in place. This is a common problem in many international programmes. No funds are allocated for follow-up activities. Zhang urged the Programme to provide funds for follow-up work and grant a greater degree of autonomy to the countries involved in the MTT.
- He cited the following example, where the autonomy granted to the country enabled it to develop and implement a project which met the needs of the country. The Japanese Government allocated funds for a project on "Basic Education for Out-of-School Youth." What the country needed, however, was an education programme for migrant workers who come to urban centres. The project was re-designed and accepted by the Japanese Government.

He made the following general observations for making improvements to the MTT project.

a) Relate the themes/topics/objectives of the MTT projects more closely to emerging issues in the countries/ region.

b) Invite proposals for the MTT projects from Associated Centres of APEID, within a framework to be evolved by UNESCO. Such a framework should include the following components:

   1. Preparatory work
   2. Actual MTT process
   3. Follow-up work

c) Connect the MTT project to existing UNESCO programmes.

D. Summary of Major Findings (China)

i. The usefulness, effectiveness and impact of the MTT

The MTT projects implemented in China have been very useful, effective and significant in making an impact within the relevant fields. MTTs have contributed to educational exchanges between professionals of the respective countries, they have been very valuable in sharing experiences and learning from others, and they have contributed to developing a sense of international solidarity.

In the field of educational technology, much work has been done after the National Workshop in relation to expansion of software design and usage, school collaboration and Internet linkage, integration of curriculum, and creation of "tech-friendly" classrooms.

In the field of vocational education, contacts developed during the Australia study visit have continued, and culminated in a formal agreement between the two countries.

These experiences have assisted China in its move from a vocational education system catering to a planned economy to a demand-driven vocational education system providing for a market economy.

ii . Sustainability of the MTT

From the information given above, it is very evident that China has made much progress subsequent to the official completion of the MTT projects. This work has been done without any further financial inputs from APEID.

iii. Suggestions for improving the MTT

a) There should be a clear basis for submitting proposals within an overall planning framework which would enable a Member State to know in which year the Member State is entitled to an award. This would enable the country to include the MTT in its plans, thus enabling it not only to implement the MTT, but also to ensure that the necessary follow-up actions are taken.

b) The basis of awarding MTTs should be more transparent.

c) Proposals may be invited for the MTT projects from Associated Centres of APEID within a framework to be structured by UNESCO. Such a framework should include the following components:

   i. Preparatory work
   ii. Actual MTT Process
   iii. Follow-up work

d) The MTT project should be linked to other APEID programmes. The MTTs and their follow-up work should be a component of a comprehensive programme under APEID.

e) The themes/topics/objectives of the MTT projects should be more closely related to emerging issues in the countries/region.

f) Countries receiving visitors should take on greater obligations, and countries should also be encouraged to cooperate in organizing the MTTs. In this manner, the Asian tradition of hospitality and helping one another should also be more efficiently utilized.

g) Certain centres within a country that could host study visits should be identified early and made knowledgeable about the MTT project. Many professionals within a country are not aware of MTT.

h) The unique nature of study visits and the usefulness of rushing from one institute to another should be reconsidered. Depending on the participants, visits may be regarded as "training," and the host institute requested to make arrangements, accordingly.

i) A high level of professional competency is needed for the professional work involved, and the quality of the current inputs by UNESCO needs to be considerably improved. There should be a professional person to co-ordinate study visit programmes, not simply to take care of logistical arrangements.

IV. Malaysia

MTT Project: Curriculum Development in International (Values) Education

i. The nature and scope of the expected innovation

The innovation dealt with adaptation of the UNESCO resource book, *Learning to Live Together in Peace and Harmony*,[2] (and Philippine experience) to Malaysia's values education based on Islamic traditions.

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[2] *Learning to Live Together in Peace and Harmony: Values Education for Peace, Human Rights, Democracy and Sustainable Development for the Asia-Pacific Region: A UNESCO-APNIEVE Sourcebook for Teacher Education and Tertiary Level Education.* Bangkok: UNESCO PROAP, 1998.

ii. The usefulness, effectiveness and impact of the MTT

According to Ministry officials, in 1999 a UNESCO official tapped them for an MTT project when the Ministry was revising the school curriculum – including that of Moral Education – which they planned to institute in 2003. The concrete outcome of the MTT was the inclusion of Learning Area 7, "Values Related to Peace and Harmony," in the *Secondary School Moral Education Syllabus 2003* (Revised Edition). Following the 2003 introduction of the new moral curriculum, training for teachers began at 27 teacher training colleges (pre-service), with plans to move on to in-service training at a future date. At the same time, translation of the UNESCO resource book's "Moral Education Module" into Bahasa, Tamil, and Chinese was being completed through the Ministry-sponsored workshop. Each version of the module will be used in national, Indian, and Chinese schools, respectively. Some of the translators were also participants in the MTT workshop.

The Ministry officials and a number of participants mentioned that the partnership with UNESCO was good because of its strong regional/international network. They were especially interested in Philippine experiences.

Some participants stated that they learned "participatory learning approaches" (e.g., park/beach cleaning, volunteer activities) as well as content for values education.

To understand how the new Moral Education subject was being integrated into classroom instruction, we had a chance to talk to a Moral Education teacher at the SMK Convent Bukit Nanas School. She indicated that the new curriculum is used directly in Moral Education classes and indirectly in other classes such as English.

iii. Cooperation with study visit countries

Certain contacts have been made with the study visit countries after the in-country workshop.

iv. Problems/difficulties encountered

- The workshop was very short due to the large number of participants (70 people).

v. Suggestions for improving the MTT

- The workshop should be longer than three days, which was the case this time.
- Study visits should include more visitation to schools in order to expose visitors to what and how students learn.
- Ministry officials indicated International Understanding Education could be an area covered by MTT in the future. They said the country needs appropriate knowledge, teaching skills, and training in this regard. They are interested in Thailand, where they think the Associated Schools Project is active.

vi. Overall assessment

The MTT fit well into the Malaysian plan to revise its moral curriculum, and the MTT contributed to enriching its content.

V. Mongolia

A. MTT Project I: Science Education

i. The nature and scope of the innovation

The innovation was centred on the reform of the science education curriculum and the development of curriculum materials. The major focus was to move away from an academic curriculum to a more practically-oriented and learner-centred one.

ii. The usefulness, effectiveness and impact of the MTT

Dr. Begz, the Director of the Institute of Education, said that the study visit made him realize that new approaches were needed in Mongolia's school curriculum in order to better apply to students' every day life. The earlier

curriculum was academic. Now "project work" is included for the students in areas of environmental concern such as desertification, air quality and water pollution. Technical subjects (handicrafts) are also now included in the secondary schools, as well as designing techniques, preparation of food, etc. The time allocation for some subjects has been increased, while others have been decreased. The decrease is due to the reduction of academic work and the avoidance of duplication. A curriculum revision was done in 1998, followed by another in 2003.

Textbooks have been published according to the new curriculum. All stakeholders – including publishers – were involved in the preparation of these textbooks, and two seminars were organized for the publishers. Teachers have also been trained to teach the new curriculum.

The Evaluation Team studied the textbooks, and it was clear from the diagrams that they contain practically-oriented content. The school visit on a subsequent day enabled the Team to observe classroom instruction using the revised texts.

Commenting on the broader aspects of science education, Dr. Begz said that it is needed not only at the school level, but also to popularize science among the general public. A section has been established in the Institute for this purpose, and it has now grown into a bigger section handling non-formal education. Twenty small teams comprising researchers, teachers, and well-known scholars are working on non-formal education.

Referring to his continuing work, Dr. Begz said that evaluation was a challenging issue. His concern was not only with the evaluation of the students, but also of teachers, schools and institutes. Getting teachers to change their methodology was another challenging issue that followed from the curriculum revision.

He said that he has maintained his contacts with the study visit countries, Republic of Korea and Japan, and has been sharing information. The Institute publishes a bi-monthly *Journal on Educational Development Theory and Methodology.* The journal is in the local language. Among the articles published recently are the following:

No. 3, 2002	:	Human Resources, Knowledge, New Take Off, Republic of Korea Distance Education Development of France
No. 5, 2002	:	The Japanese Education System Global Internet Education Development
No. 1/6, 2003	:	Education System in USA
No. 3/8, 2003	:	Educational Innovation for Development in Asia-Pacific Context and Strategies for Sustainable Development in Asia Pacific
No. 4/9, 2003	:	Education System of Germany

Furthermore, Science Teacher's Associations in Biology, Chemistry, Physics and Mathematics have been established.

Commenting on the overall impact of the MTT, Dr. Begz had no doubts about the fact that the current innovative activities were planted by the "seed" of innovation emerging from the MTT project. He believed that the MTT was excellent and should be continued.

iii. Cooperation with study visit countries

Contacts are being maintained with the Republic of Korea and Japan.

iv. Problems/difficulties encountered

No particular problems/difficulties were mentioned.

v. Suggestions for improving the MTT

No particular suggestions were made.

vi. Overall assessment

The MTT has made a very significant contribution to the development of the secondary education school curriculum, especially in science. Two revisions have already been undertaken, the required textbooks based on the new curricula have been prepared and are available to the schools, and the training of teachers has also been done, though further training is necessary.

The concept of Science Education has been expanded to include its popularization among the general public, now implemented by a separate section on non-formal education in the institute. The work is supported by teams coming from representatives of various interests, including academic and professional groups.

Learning from the experiences of other countries, which is the major rationale for the study visits, has been continued by the publication of a bi-monthly journal which – among other topics of educational concern – carries articles on the educational systems and work of other countries both within and outside the region.

B. MTT Project II: Technical and Vocational Education and Secondary Education

i. The nature and scope of the innovation

The innovation centred on the articulation between secondary education and technical and vocational education to enable Mongolia to better meet its immediate-, medium- and long-term human resource requirements in the context of moving towards a market economy from a centrally controlled one. The project aimed to identify the general direction in which technical vocational education should move.

ii. The usefulness, effectiveness and impact of the MTT

Of the 33 vocations for which training courses are conducted at the Institute, 8-9 retain their traditional character, while 24 cater to existing demands. Of the 500 students who graduate per year from the Institute, 70-80% find jobs.

Profiting from the study visit experience, the Institute now has mechanisms in place to receive feedback from students. Contacts are also being maintained with employees and firms. All stakeholders are also involved in organizing short-term training courses that give due regard to labour market studies.

In both Sri Lanka and Thailand, countries which they visited, there were flexible curricula based on demand and supply. This approach is also being taken in Mongolia. This, however, is not a top-down process. The firms make their needs known, and the courses are designed accordingly. Earlier under central control there were 110 courses; now there is no definite number because the number depends on demand. New areas, such as ICT for Agriculture, continue to emerge.

Another lesson learnt from the study visits was about the methodology. Earlier, only the vocational schools were involved in developing their curricula. Now, all stakeholders (firms, representatives of relevant Ministries, etc.) are involved.

Within the last three to five years under the changes being made, the number of vocational institutes has decreased, while the number of students remains about the same.

A law has been formulated to establish an institute for assisting in the curriculum design and development for vocational education and training, and another law has been enacted to make secondary schools provide an orientation to TVE. Secondary education, however, is still by and large academic. It is relatively difficult to orient secondary schools on account of such constraints as lack of equipment. The current strategy is to select specific schools and link them with technical schools. Currently, 40 schools have been selected for this purpose.

Good relations exist between non-formal education and vocational education. The non-formal centre established about 10 years ago has made several new modules on specializations such as hair cutting, tailoring, and other vocational fields.

An attempt is being made to set up a complex of institutes as in the Republic of Korea where a person may choose from a variety of courses. A voucher presented to the student enables the student to choose a course. The vouchers are given by the government for students who attend short-term courses.

iii. Cooperation with study visit countries

No personal contacts have been made. No efforts have been made by the host countries to make contacts either.

iv. Problems/difficulties encountered

In the visit to Sri Lanka, the visitors had to stay overnight at the airport since there was no one to meet them, and they were unaware of any other arrangements.

The Sri Lankan authorities also requested payments from the visitors, though the visiting team had been informed in Bangkok that funds had been sent to Sri Lanka.

(These were mentioned after very considerable persuasion. The earlier response was that there were no problems or difficulties.)

v. Suggestions for improving the MTT

The relation between the National Commission for UNESCO and the participating institutes needs to be clarified. However, this was regarded as an internal issue which the country could attend to on its own.

With respect to an MTT on Vocational Education, an international institution such as the ILO should have been involved. UNESCO should take the initiative to facilitate this recommendation.

Administrative arrangements should be more efficient so that problems such as that encountered in Sri Lanka will not be repeated.

It should be possible for teachers also to participate in study visits. TVE teachers are generally ignored. An MTT may start with personnel at a policy-making level, followed by MTTs for personnel at other levels, and culminate in MTTs for teachers (with relatively short intervals between MTTs).

The MTT project should have linkages with other UNESCO programmes and projects for greater impact.

There should be good follow-up activities by UNESCO after the National Workshop.

vi. Overall assessment

It is very evident that the MTT has had a considerable impact on the development of technical vocational education in the country.

Very significant changes have been made in the type of courses offered by vocational institutes to meet the demands of a country moving towards a market economy.

Salient practices observed during the study visits, such as ensuring feedback from students, involving the employees, firms in the design of courses, and flexible curricula are being utilized.

Laws have been enacted to support the changes.

The different government agencies involved are cooperating in implementing the changes, along with other stakeholders such as employers and firms.

C. Summary of Major Findings (Mongolia)

i. The usefulness, effectiveness and impact of the MTT

The two MTT projects in which the country participated have been very useful to the country, and they have had a very favourable impact on the developments which have taken place in their respective fields.

In the field of Science Education:

The MTT has made a very significant contribution to the development of the secondary education school curriculum. The required textbooks based on the new curricula have been prepared and the training of teachers has also been done, though further training is necessary.

The concept of Science Education has been expanded to include the general public, and a separate section has been created to provide non-formal education in this field.

Learning from the experiences of other countries continues through the publication of a bi-monthly journal which, among other topics of educational concern, carries articles on the educational systems and work of other countries both within and outside the region.

Science Teacher's Associations in specialized science areas have been set-up.

In the field of Technical and Vocational Education:

Very significant changes have been made in the type of courses offered by vocational institutes to meet the demands of a country moving towards a market economy.

Salient practices observed during the study visits, such as ensuring feedback from students, involving employees and firms in the design of courses, and making curricula flexible are being utilized.

Laws have been enacted to support the changes.

The different government agencies involved are cooperating in implementing the changes with other stakeholders such as employers and firms.

ii. Sustainability of the MTT

From the information given above, it is very evident that considerable work has been done by the country in the respective fields after the completion of the MTT projects. School curricula have been revised, new textbooks have been prepared/distributed to schools and teachers have been trained. The attempt to learn from other countries continues in a different form. The technical/vocational education system is making the necessary adaptations to meet the demands of an emerging market economy more adequately. The innovative work is continuing.

iii. Suggestions for improving the MTT

- Where there are international institutions working in areas relevant to an MTT, such internationals institutions may be invited to join in implementing the MTT.
- An MTT may be designed to provide study visits to policy makers, followed by study visits for personnel at other levels shortly afterwards.
- The MTT should have linkages with other UNESCO programmes and projects.
- There should be good follow-up activities by UNESCO after the National Workshop.
- Administrative arrangements and advance planning should be more efficient.

VI. Thailand

MTT Project: ICT Master Plan for Education Practices with Technology in Schools

i. The nature and scope of the innovation

The development of an "ICT Master Plan for Education", focusing on the use of ICT in the formal school system and its implementation at the school level through strong partnership from teachers, students, parents and communities.

ii. The usefulness, effectiveness and impact of the MTT

Both schools visited have very good computer facilities for students and teachers. The schools have been using computers in their instructional programmes for several years. However, only after visiting Japan and Australia

and seeing the actual use of computers and other communication media in the classrooms did the current developments take place to provide for a wider and more intensive use of computers and other communication media by both students and teachers.

In Sainampung School, the current emphasis is on the use of ICT for the learning and teaching of English, though software has been developed for learning/teaching in other areas, as well. One MTT participant, Mr. Chaicharn Suwanampar stated that it was during the visit to Japan that he saw the use of interactive video at the classroom level. He was greatly influenced by this and, since coming back, has developed many computer programs on his own for students to learn English. The students can access them on their own, and a special room in the school has the multimedia facilities for this purpose. (*The Evaluation Mission had the opportunity to visit this room and see a number of programmes developed by Suwanampar*). He has also overcome financial limitations through some innovative practices of his own, such as producing a music video with his own pictures without having to buy the original video. He designed the multimedia room so that a group of students have a monitor close to them in order to see the words more clearly, and subtitled songs and other materials so that students can read the words at the same time that they hear them being spoken/sung. Importantly, Suwanampar has also trained other teachers to produce software and use his programs.

Students have access to the Internet, and the school has an "Internet Café" where students can pay a fee that is much less than what is charged by private firms and study after hours.

Apart from the several rooms equipped with computers, the students have access to computers where they can do some work on their own, such as completing their homework and other assignments. In addition to a library, the students can also do research on the Internet. This facility is being used extensively by the students.

The teachers' staff room is also equipped with a set of computers, which are being used by the teachers for recording the grades of students and for other management purposes. There is a separate room with computer facilities which has a video library and monitors where teachers can select the videos they like to use. At present, they have to be physically taken to the classrooms, but this is expected to change in the future.

The school has been well-supported by the parents and the community in the development of these facilities.

In Rajavinit Bangkaew School, the focus is on developing an e-learning centre. Here, too, Mr. Pravit Buengsawan gives much credit to his Australian study visit for embarking on this project. He observed the use of websites and other ICT applications in the schools he visited. After the Workshop, he attempted to integrate e-learning into current school practices. Of the well-equipped computer rooms in the school, one has been set apart to develop this model. He has downloaded computer programs from websites and created a variety of programs of his own that students can access. For Chemistry, his specialty, he has created programs where students can carry out experiments with all the sounds usually associated with such work in a laboratory before they actually conduct experiments in the school laboratory. His programs also demonstrate to students in a very effective way what may happen if the wrong procedure is followed. Since individual Internet access can be very time-consuming, he has downloaded the needed material and stored them in the main server so that students have quick and easy access.

Groups of students are assigned a project which they are expected to complete using not only the resources of this centre, but also by getting information from field observations. The science teachers work together in giving assignments, guiding students and grading the project work. Students also create their own websites. The Evaluation Mission was able to view some of the programs, and also examine some of the completed project reports of the students. This approach is to be expanded to cover other school subjects.

The school expects to have video conferencing available by the next semester. It now has several well-equipped computer rooms with approximately 300 computers. Teachers receive computer training, as well as training to develop software. This school has also been strongly supported by the administration and the community.

Discussion with the staff of the Office of the Education Council, among whom were two MTT participants, indicated that the study visits and the national workshop have had a significant impact on the development of a national ICT policy. One impact from the study visits has been the integration of several different plans into one national plan, as was observed to be the case in Japan. Efforts are currently underway to approve the implementation of the plan.

Another significant outcome from the study visits was a recognition of the possible contribution from other communication media such as radio and TV. The Japan Broadcasting Corporation (NHK) programmes gave many ideas. The ICT policy will reflect these insights.

The idea of developing a number of selected schools to lead the way in the use of ICT was also attributed to the observation of similar schools in Australia. Thailand now has 33 schools which are being developed in this manner. These schools are being developed via selected staff who participated in the National Workshop. Three staff members from each school were invited to the Workshop.

Material for teacher training collected from Australia during the study visits have been translated and are being used.

Another idea obtained during the visit to Australia that the country hopes to put into practice is to organize relatively small groups of teachers to develop software on a voluntary basis. These could be given to the Ministry to distribute to schools. It has been difficult in Thailand to get the private sector interested in developing software for schools. In keeping with the new Act, however, efforts will continue to be made.

iii. Cooperation with study visit countries

Not much contact has been made with the study visit countries after the National Workshop.

iv. Problems/difficulties encountered

The time spent at some of the institutes visited was far too short. Important aspects may be missed on such short visits.

v. Suggestions for improving the MTT

The following suggestions were made:

a. Provide a guide (a professional person) to accompany the participants during all the visits and spend some time with the participants so that the participants may later clarify and obtain a better understanding of what they have observed. *(In Japan, the participants were accompanied by Prof. Shinohara, with whom they were able to discuss and clarify many matters during meal times, while traveling, etc.)*

b. The resource persons from the host countries who come to assist in conducting the national workshop should stay longer.

vi. Summary of major findings (Thailand)

a. The usefulness, effectiveness and impact of the MTT

The experiences and the insights gained by the two teachers who participated in the study visits have greatly contributed to the development of ICT programmes in these two schools.

Those who participated in the National Workshop are taking the leadership in developing ICT programmes in their respective (pilot) schools.

The information gathered during the study visits has influenced the development of the ICT Master Plan for the country.

b. Sustainability of the MTT

The developments that have taken place in the two schools since the completion of the MTT bear witness to the sustainability of the project. The two teachers in the schools who also participated in the study visits have the unwavering support of the Directors of the schools and the school communities. In both schools, the community has fully equipped some of the computer rooms. In both schools, too, the other teachers are co-operating in the use of ICT. It was also reported that the pilot schools launched after the in-country workshop are doing very well. Three teachers from the intended pilot schools attended the in-country workshop. It may be noted in this connection that the MTT followed the policy decisions already taken by the country with regard to the use of ICT in the formal school system.

c. Suggestions for improving the MTT

Provide a guide (a professional person) to accompany the participants during all the visits and spend some time with the participants so that the participants may later clarify and obtain a better understanding of what they have observed.

In order to provide technical assistance to the workshop participants adequately, the resource persons from the host countries who come to assist in conducting the National Workshop should stay longer.

VII. Overall Summary of the Major Findings and Suggestions Made for Improving the MTT

i. The usefulness, effectiveness and impact of the MTT

In all the countries visited, the MTT projects have been useful, effective and significant in making an impact on the education systems.

In Cambodia, the MTT was timely and well integrated into the national efforts to introduce environmental education. Effective use was made of materials prepared by APEID.

In China, MTTs have contributed to educational exchanges between professionals within the country, they have been very valuable in sharing experiences and learning from others outside of the country, and they have contributed to developing a sense of international solidarity. Many advances in the fields of Educational Technology and Vocational Education have grown out of the country's involvement in MTT, most significantly in relation to China's move towards a demand-driven vocational education system providing for a market economy.

In Malaysia, the MTT fitted well into the Malaysian plan to revise the Moral Education curriculum, and the MTT contributed to enriching its content.

In Mongolia, the two MTT projects in which the country participated have been very useful to the country, and they have had a very favourable impact on the developments that have taken place in each field. In Science Education, the secondary education school curriculum has been revised and new textbooks created. Likewise, in the field of Technical Vocational Education, very significant changes have been made in the type of courses offered by vocational institutes to meet the demands of a country moving towards a market economy. Laws have been enacted to support the changes.

In Thailand, the experiences and the insights gained during the study visits have contributed much to the development of ICT programmes in a number of pilot schools, and have influenced the development of the county's ICT Master Plan.

ii. Suggestions for improving the MTT

a. The MTT's role should be understood not only in the context of UNESCO programmes, but also in relation to the wider aid activities taking place in each country so that the impact of MTT can be sustained with the assistance of other donors. This would be useful especially for resource-poor countries. Where there are international institutions working in areas relevant to an MTT, such institutions should be invited to join in implementing the MTT.

b. There should be a clear basis for submitting proposals within an overall planning framework that would enable a Member State to know in which year the Member State is entitled to an award. This would enable the country to include the MTT in its plans, thus enabling it not only to implement the MTT, but also to ensure that the necessary follow-up actions are taken.

c. The basis of awarding MTTs should be more transparent.

d. Proposals may be invited for the MTT projects from Associated Centres of APEID within a framework to be structured by UNESCO. Such a framework should include the following components:

   i. Preparatory work
   ii. Actual MTT Process
   iii. Follow-up work

e. The MTT project should be linked to other APEID programmes. The MTTs and their follow-up work should be a component of a comprehensive programme under APEID.

f. The themes/topics/objectives of the MTT projects should be more closely related to emerging issues in the countries/region.

g. Countries receiving visitors should take on greater responsibilities. A group of countries may be invited to co-operate in organizing an MTT. The Asian tradition of hospitality and helping each other should be utilized under the programme.

h. Identify certain centres within a country that could host study visit participants early, and inform them about the MTT project. Many professionals within a country are not aware of MTT.

i. Re-consider the nature of the study visits and the usefulness of rushing from one institute to another. Depending on the participants, the visits may be regarded as "training," and the host institute requested to make arrangements, accordingly.

j. A high level of professional competency is needed for the professional work involved, and the quality of the current inputs by UNESCO needs to be considerably improved. UNESCO's monitoring of the MTT projects needs to be stronger from the planning to the completion stages. There should be a professional person to co-ordinate study visit programmes, and not simply take care of the logistical arrangements.

k. The logistics need to take note of the particular needs of the visiting teams, such as language difficulties. More information needs to be provided, and sufficiently in advance.

l. An MTT may be designed to provide study visits to policy makers first, and then for personnel at other levels shortly afterwards.

m. There should be good follow-up activities by UNESCO after the National Workshop.

n. A guide (a professional person) should accompany the participants during all the study visits, and spend some time with the participants so that the participants may later clarify and obtain a better understanding of what they have observed.

o. In order to provide technical assistance to the workshop participants adequately, the resource persons from the host countries who come to assist in conducting the National Workshop should stay longer.

Section A of Annex 3

Members of the Evaluation Team

Ms. Lucille Gregorio

Mr. Takao Kamibeppu

Mr. Tetsuhito Minami

Mr. Daya Ananda Perera

Countries visited and team members

Cambodia	Mr. Takao Kamibeppu
	Mr. Tetsuhito Minami
China	Ms. Lucille Gregorio
	Mr. Daya Ananda Perera
Malaysia	Mr. Takao Kamibeppu
	Mr. Tetsuhito Minami
Mongolia	Ms. Lucille Gregorio
	Mr. Daya Ananda Perera
Thailand	Mr. Tetsuhito Minami
	Mr. Daya Ananda Perera

Annex 4

UNESCO Asia and Pacific Regional Bureau for Education
Asia-Pacific Programme of Educational Innovation for Development
(APEID)

Evaluation of the Mobile Training Team Projects
Funded by Japanese Funds-in-Trust

3-4 March 2004
Windsor Suites Hotel, Bangkok, Thailand

PROVISIONAL AGENDA

Wednesday, 3 March 2004

0900–0945 hrs Opening

- Welcome by Mr. Sheldon Shaeffer, Director of UNESCO Bangkok
- Remarks by Mr. Takashi Asai, Assistant Director-General for International Affairs, Ministry of Education, Culture, Sports, Science and Technology, Japan (MEXT) as a donor country
- Self introduction by participants
- Discussion and adoption of Agenda

0945–1015 hrs
- An Overview of MTT Implementation and the Objectives of the Meeting by Mr. Zhou Nan-zhao, APEID Coordinator
- Introduction to the JFIT-supported MTT projects by Mr. Tetsuhito Minami, Associate Expert, APEID

1015–1030 hrs *Coffee-break*

1030–1230 hrs Country Presentation

- China, Fiji, Indonesia, Lao PDR, Maldives, Mongolia,
- Kazakhstan, Thailand, Uzbekistan

1230–1330 hrs *Luncheon hosted by Director of UNESCO Bangkok*

1330–1430 hrs Presentation of Preliminary Evaluation Report

- Documentary Evidence from APEID Files by Mr. D.A. Perera, Consultant
- Returns from Field Questionnaire by Mr. D.A. Perera, Consultant
- Results of Field Visit by Dr. Takao Kamibeppu, Consultant and Ms. Lucille Gregorio, Evaluation Team Member

1430–1445 hrs *Coffee-break*

1445–1630 hrs Feedback on the Evaluation Report

1830–2030 hrs *Dinner by UNESCO-APEID*

Thursday, 4 March 2004

0900–1030 hrs	Discussion of successful case studies: factors of success and elements of failure in implementation
1030–1045 hrs	*Coffee-break*
1045–1230 hrs	Discussion on the Future of the MTT: reformulated strategies; priority programme areas; needs-based approaches; new modality for multiplying effects; flexibility in project implementation; and TOR of new MTT
1230–1300 hrs	Conclusion and Closing of the Meeting
1300–1400 hrs	Luncheon

Annex 5

List of Participants

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