The 8th International Conference on Education

Innovations in Secondary Education:
Meeting the Needs of Adolescents and Youth in Asia and the Pacific

26-29 November 2002, Bangkok, Thailand

Final Report

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

December 2002

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

in partnership with
● Office of the National Education Commission of Thailand
● The Thai National Commission for UNESCO
● National Commission of the People’s Republic of China for UNESCO

and in association with
● Australian Council for Educational Research
● Asia-Pacific Educational Research Association
● Asia-Pacific Network of International Education and Values Education
● Asia and Pacific Regional Office, International Baccalaureate Organization
● South-East Asian Ministers of Education Organization
● United Nations Economic and Social Council of Asia and Pacific

Edited by Geoff Haw

United Nations Educational, Scientific and Cultural Organization
UNESCO Bangkok
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The 8th International Conference on Education

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Foreword

Now that we have entered the 21st century, and after many years of endeavour, there is no doubt that many young people in Asia and the Pacific still do not have equitable access to a quality secondary education and the benefits that should follow.

The 8th UNESCO-APEID International Conference on Education was an attempt to take some alternative steps towards addressing this problem, given that it focused on identifying the many issues and challenges that impede or restrict the attempts to rectify the serious inequity of opportunity. Without an adequate secondary-level education, young people will be limited in their ability to achieve their full potential, which is their right.

In this Conference, a decision was made to ensure that the focus first and foremost was on the learners themselves – adolescents and youth in the region – rather than on the systems that deliver the education. I am convinced that it is the responsibility of the secondary education sector to pro-actively respond to the traditional and emerging challenges and needs of its learners. Despite many people’s best efforts and numerous successes, action on these fronts has been inadequate to date, and our challenge is to accelerate the process.

If the 8th APEID conference helped us, as educators, to begin to identify the major challenges and issues, risks and vulnerabilities facing young people, and if our resolve to develop systems, policies and programmes that clearly and specifically address these concerns was strengthened, the conference will have made a significant contribution to improving the quality and equity of secondary education. An important outcome of this will be that our students may have more productive lives as valued citizens of the globalised world in which we live.

I was encouraged by the practical nature of the many recommendations for clear and specific action that emerged from the conference, particularly as they reflected the comprehensive input of participants. It was pleasing to observe the involvement in the conference of young people, representatives of the very generation at whom secondary education is directed. Of course, now that such decisions for action have been articulated, it becomes even more important for all of us as educators to make sure that we translate these commitments into action.

In my role as Director of the UNESCO Asia and Pacific Regional Bureau for Education, I must express my deep appreciation for the strong support shown to the conference and its outcomes by our many valued co-sponsors and partners. Such alliances truly demonstrate how the APEID networks are able to work together in their attempt to achieve common goals that will be of benefit to our regions’s people.

Sheldon Shaeffer
Director, UNESCO Bangkok
Introduction

The 8th UNESCO-APEID International Conference on Education was successfully conducted in late November 2002. The specific objectives of the conference were: (1) to facilitate regional and international policy dialogue on key issues of secondary education reforms; (2) to share successful innovations in secondary education in meeting the needs of adolescents and youth; and (3) to promote regional/international partnership and networking for secondary education systems.

With the central theme of Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific, the conference addressed key issues in emerging challenges to secondary education; innovations, quality and equity; and transition of adolescents and youth to the world of work.

The programme provided a variety of activities, offering participants an international platform for dialogue and exchange of ideas and experiences on the themes and sub-themes. These activities catered for the different interests and experiences of participants.

Over 300 participants from the Asia-Pacific region and beyond attended the conference. Among the participants were educators, academics, teachers, researchers and other professionals from a range of organisations such as education ministries, UN agencies, non-government organisations, tertiary and higher education institutions and research centres. No less important was the presence of secondary and college students.

Major highlights of the conference were the Raja Roy Singh Lecture, plenary addresses, a UN panel discussion, and a youth forum. The provision for roundtable sessions allowed those with like interests to pursue their special interests to their satisfaction. One of the most effective was a roundtable on the revitalisation of APEID Associated Centres. Others included higher and distance education, ICT in teacher education, technical and vocational education, HIV/AIDS prevention, science education and research in education. All these activities afforded participants ample opportunity to learn, network and contribute to the business of the conference.

All proceedings of the conference appear on the UNESCO website at www.unescobkk.org/education/aceid/conf8/report/ and may be downloaded. I commend the outcomes of the conference to educators for follow-up, to ensure their on-going effectiveness in implementation.

For the editing of this Report, I would like to acknowledge with greatful thanks the major contribution by Mr Geoff Haw, APEID Conference Consultant, as well as all professional and general service staff at APEID.

Zhou Nan-zhao
Coordinator of APEID
Chapter 1  
Background and Summary of Proceedings

Background: UNESCO-APEID International Conferences on Education

One of the best received of APEID’s achievements has been the initiation and continuation of an Annual UNESCO-APEID International Conference on Education. These have been organised by APEID in co-operation with selected partner organisations since 1995.

Held near the end of each year and focusing on current themes of particular interest to educators and policy makers, both within the Asia-Pacific region and beyond, these Conferences have served the overall goals of APEID’s priorities in several ways. They have focused on themes of importance to educators in the region and provided an intellectual forum for a comprehensive discussion of the themes. They have made a significant contribution to capacity building in the education establishments of the Member States by providing a unique opportunity for professionals in the region to share their work with each other. They have also contributed to the goal of disseminating and sharing of educational innovations and best practices among professionals. Importantly, they have focused on themes directly connected to APEID’s specific Programme Areas.

These conferences have enabled APEID to address many of its priority areas within its increasingly limited budget in a more effective way. Conference themes have been:

- 1995: Partnerships in Teacher Development for a New Asia
- 1996: Re-Engineering Education for Change: Educational Innovation for Development
- 1997: Educational Innovation for Sustainable Development
- 1998: Secondary Education and Youth at the Crossroads
- 2001: Using ICT for Quality in Teaching, Learning and Effective Management
- 2002: Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific

The impacts of these conferences have been increasingly noted around the region and beyond, as outcomes are implemented in a wide range of settings, especially in terms of the important areas of policy development and implementation at Government level. However, there is now a recognition of the important role that may be played at a grass-roots level by those directly involved in education, including students, parents and community members, in shaping policy development and implementation.

APEID has also played a leading role in promoting the emerging concept of life-long learning around the region. Regional and international debate and reflections have been organised on major issues and trends in educational reform and development for the 21st Century. In particular APEID focused on the conceptual framework of the Report for the International Commission on Education for the 21st Century (the Delors Report), entitled Learning: The Treasure Within, used as a basis for UNESCO-APEID programmes in the renewal of education systems. APEID also sponsors and organises seminars, workshops, meetings and international conferences under particular programme areas.
Therefore, considerable thought and consultation were involved before the final theme was selected for the 8th APEID International Conference on Education. Based on input from participants of the 7th Conference, from partners and a wide range of supportive network institutions, the area of secondary education was chosen because of the clear and emerging need to identify and address the priority area of secondary education and the issues and problems facing young people in the Asia and Pacific Region.

After careful consideration of options by APEID professionals, the major theme of the conference was finally selected as *Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific.*

In order to systematically address many of the complex issues underlying the choice of this major theme, three sub-themes were identified as follows:

**Sub-theme I. Emerging challenges to secondary education reform**

- Risks and vulnerabilities faced by adolescents and youth
- Major challenges facing secondary education
- Policies and innovative strategies for secondary education reform in addressing the diversified needs of adolescents and youth

**Sub-theme II. Innovations in improving quality and equity in secondary education**

- Creating healthy, supportive and adolescent-friendly learning environments
- Promoting expansion and diversification of formal, non-formal and informal learning systems
- Improving relevance and quality of secondary education: curricular renewal, teachers’ professional development, and decentralized management

**Sub-theme III. Innovations in facilitating transitions of adolescents and youth through interactions with higher education and the world of work**

- Preparing the young for higher education: reform of college-entrance examinations and assessment systems
- Preparing the young for responsible citizenship in a changing society
- Preparing the young for the world of work: vocational guidance, life/work skills training and school-community partnership

The three sub-themes became the focus of the Plenary Session held at the start of each of the three major conference days, with keynote speeches and discussions by panels of distinguished educators, followed up by interactive workshops to further discuss and explore the day’s sub-theme.

The conference was held at the Imperial Queen’s Park Hotel in Bangkok, from 26-29 November 2002. The Official Opening and Raja Roy Singh Lecture were held on 26 November, and the three full conference programme days were from 27-29 November.

The initial plenary sessions allowed for presentations from three major speakers and three panel discussants, although on the first full day, a major panel approach was used. These sessions were followed by three concurrent one-hour workshops, each on a specific aspect of the day’s sub-theme, whereby issues raised in the plenary sessions were further discussed by participants and recommendations to address these issues were put forward for consideration.
The afternoon programmes included paper presentations and Special Interest Group Roundtables, and proved to be most successful due to the relevance of their topics and limitations on the numbers of concurrent activities.

Immediately following the conference, reports of proceedings, major presentations and reports from conference activities were placed on the conference website address of www.unescobkk.org/education/aceid/conf8/report

Full details of the programme will be seen in Annex 1: Schedule of Activities.

**Summary of Conference Proceedings**

*a. Official Opening Session, Tuesday 26 November*

Over 400 participants, invited guests, speakers and dignitaries attended the official Opening Ceremony on the afternoon of Tuesday 26 November 2002. Master of Ceremonies was Ms Lucille Gregorio, Programme Specialist of APEID, who commenced proceedings by inviting Mr Zhou Nan-zhao, Coordinator of APEID, to officially welcome delegates and introduce the session.

Mr Zhou Nan-zhao welcomed dignitaries and all participants, paying tribute to the support of APEID’s partners and co-sponsors. Mr Zhou defined adolescence as a complex, distinct and dynamic phase of human development, a period in which young people experience many difficulties. He stated that young people face multi-faceted challenges and their learning needs are far from met. Mr Zhou said that in responding to the current deficiencies in secondary education, UNESCO has proposed strategies seeking to facilitate international policy dialogue on secondary education reform by conducting this 8th APEID conference.

Mr Zhou outlined the major objectives of the conference and explained the context of the theme and sub-themes. He expressed APEID’s desire to have a wide range of perspectives and innovative experiences presented at the Conference, and explained the nature of the programme designed to achieve this. In particular, he noted that a Youth Forum has been organised, whereby young people from different socio-cultural contexts would meet discuss and resolve issues. In closing, Mr Zhou wished all participants well for a productive conference.

Mr Sheldon Shaeffer, Director of UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, then presented his welcome address. Mr Shaeffer welcomed around 400 participants to the conference and thanked APEID’s partners and co-sponsors for their support. He said that for too long, attempts to reform secondary education in the region have been inadequate. In addressing the reform process in this year’s theme, Mr Shaeffer explained that the focus in the conference was on the learners themselves, rather than the system that is delivering the education.

Mr Shaeffer stated that if the conference helps participants, as educators, to begin to identify the major challenges and issues, risks and vulnerabilities, facing young people, and if our resolve to develop systems, policies and programmes that clearly and specifically address these concerns is strengthened, the conference will have made a significant contribution to improving the quality and equity of secondary education. An important outcome of this would be that our students may have more productive lives as valued citizens of the globalising world in which we live.

The Official Opening speech was presented by His Excellency Mr Pongpol Adireksarn, Minister of Education and Former Deputy Prime Minister of Thailand, who warmly welcomed visitors to Thailand on
behalf of the Royal Thai Government. Mr Pongpol explained that the Thai Government had worked closely with UNESCO and its many programmes, and highly valued this association.

Mr Pongpol said that a major weakness facing the Thai education system is the uneven quality of secondary education and unequal access to quality secondary education, and therefore in his capacity as Minister of Education, he very much welcomed this year’s theme of the conference. He explained that in Thailand, the current administration, under the premiership of His Excellency Dr Thaksin Shinawatra, has stood firm on the developmental concept of dual-track economy – that is, making Thai society to be a self-sufficient economy while strengthening new and long-lasting partnerships in international trade and investment. However, he said, the Thai education profile at present does not seem to satisfactorily contribute to capacity-building of our workforce, and education seems to have failed to enhance the quality of life of the Thai people. Therefore, he stated that in his capacity as the Minister of Education, he is committed to carrying out the on-going education reform, based on the principles enshrined in the National Education Act 1999, with some necessary amendments being made. Even the Prime Minister has determinedly acknowledged the priority of learning reform as a way to increase the learner’s intellectual capital, saying that if we can strengthen learners’ abilities to think, analyse, criticise, and obtain the ample knowledge as well as the arts of living, Thai education shall, in time, maximise the intellectual wealth of the nation.

Mr Pongpol said that since taking over the education portfolios during 2002, he has become all the more committed to the education reform policy based on reform in 5 aspects. These are reform of educational structure, reform of learning, reform of education administration and services, reform of teachers and educational personnel; and reform mobilisation and distribution of educational resources.

In concluding his speech, Mr Pongpol declared that the task ahead of us promises to be most daunting. However, he said that with our collective wisdom, goodwill, and mutual support, he was sure the various obstacles and problems will be surmountable, and that regional and international partnerships and networks will undoubtedly be strengthened.

The Minister of Education then officially declared open the 8th UNESCO-APEID International Conference on Education, and wished the conference every success.

Mr Sheldon Shaeffer then introduced Mr Karan Singh, Member of the Rajya Sabha Upper House of Parliament, India; Former Minister for Education and Culture, India; and Member of the UNESCO International Commission on Education for the Twenty-First Century, to present the Raja Roy Singh Lecture. The title of Mr Singh’s address was “Education for Youth in the Global Society”.

Mr Singh began by explaining that the human race is now clearly in one of the crucial phases of its long and tortuous history on Planet Earth. On the one hand, science and technology have given us unimagined and unprecedented power to change the texture of life on the planet. The last 50 years have seen developments that have profoundly affected the way people perceive our universe. On the other hand, however, Mr Singh stated that these very scientific and technological breakthroughs have thrown up negative elements that threaten our natural environment and indeed the very future of the human race.

It is against this ambiguous and dichotomous situation, said Mr Singh, that we need to address innovations in education around the world, particularly in Asia and the Pacific. While all dimensions of education are important, it is during the secondary education period that the minds of our adolescents are most impressionable, and the contours of their consciousness can be decisively shaped. This is a challenge facing all societies in the world today, and Asian countries, with their rich cultural and philosophical background, need to address these problems effectively. However, Mr Singh said,
modernisation need not necessarily mean Westernisation. What is required is a synthesis of the best that is available in both the Eastern and the Western traditions. Indeed the dichotomy between East and West itself is steadily eroding as we move for the first time into the genuinely global civilisation.

Mr Singh stated that many traditional societies feel deeply challenged by the typhoon of change that is sweeping across the world, leading to three possible responses. The first is to give up our traditional values and adopt wholesale the Western onslaught of hyper-consumerism and ultra-promiscuity. A second approach, equally undesirable and dangerous, is to try and shrink into a fundamentalist shell harking back to some mythological golden age and trying to cut ourselves off from or violently oppose the massive changes that are occurring around us. This approach is also doomed to failure, as it is ultimately a self-defeating process and carries within it the seeds of grave danger to the human race. Mr Singh therefore urged us to adopt a third approach, which involves a careful evaluation of the present situation and an effort to forge a creative synthesis between the West and the East, between the North and the South, between science and spirituality. This is the basic philosophy which informs the Report of the UNESCO International Commission on Education for the Twenty-first Century, ‘Learning; the Treasure Within’, thereby highlighting the fact whatever outer stimuli we may encounter, in the final analysis it is in the crucible of our inner consciousness where the real educational process must have its impact.

Mr Singh reminded participants of the four pillars of education as outlined in the report, and one by one, he discussed how they impact upon the problems of secondary education. These pillars are learning to know, learning to do, learning to live together and learning to be. Mr Singh went on to make suggestions regarding education for the global society that were relevant for all levels of education, but need particularly to be creatively adapted for the secondary educational system. In his view, they represent a coherent ideological approach to the problems that we face as we hurtle headlong into an unknown future.

Mr Singh closed by declaring that it is upon the youth of the world that the future of humanity depends, and the future of youth in turn depends on the sort of education that we impart to them. Therefore, he said, creative innovations are required not only in the methodology but also in the content of educational systems around the world. Mr Singh kindly lingered at the lectern for a further lengthy period of questions from participants, to which he responded most eloquently.

Following the completion of the Official Opening session, participants adjourned to the Conference Welcome Reception, hosted by Dr Rung Kaewdang, Secretary-General of the Office of the National Education Commission (ONEC), in the Ministry of Education, Thailand.

**Conference Proceedings, Wednesday 27 November**

The day’s focus was on Sub-theme I: *Emerging challenges to secondary education reform based on the diversified needs of adolescents and youth:*

- Major challenges facing secondary education
- Risks and vulnerabilities faced by adolescents and youth
- Policies and innovative strategies for secondary education reform in addressing the needs of adolescents and youth

The Chair for this first plenary session was Mr Wataru Iwamoto, Director, Division of Secondary, Technical and Vocational Education, UNESCO. He introduced a panel of representatives of United Nations Agencies to address the conference and share information about how their work in addressing the many issues and problems facing young people in the Asia-Pacific region was carried out.
Mr Sheldon Shaeffer, Director, UNESCO Asia and Pacific Regional Bureau for Education, spoke about the work done by UNESCO in its co-ordination of many aspects of education within the context of increasing challenges facing young people, and therefore educators. He emphasised UNESCO's strong commitment to do all that it can to reduce these problems, and to work co-operatively with other organisations and people to achieve this.

Mr Tony Lisle, Team Leader, UNAIDS SEAPICT, drew attention to the gravity of the risks young people face when he said that the Asia-Pacific region is home to more people living with HIV/AIDS than any other region apart from sub-Saharan Africa, which presents a challenge to be addressed by educators in the region. Mr Lisle said that prevention messages need to target young people everywhere, both in and outside education institutions. Schools need to work with communities and organisations accessed by young people, engaging them more systematically in education and prevention efforts.

Ms Prue Borthwick, Programme Officer, Regional Director, UNICEF focused on the issue of HIV/AIDS from UNICEF's perspective, explaining UNICEF is doing to protect children and children's rights, to ensure that young people in our care can protect themselves from contracting HIV.

Mr Guillaume Le Hegarat, UNDCP, emphasised the need for innovative approaches in Drug Abuse Prevention in school. A risk minimisation approach is based on a pragmatic assessment of what can be achieved and what can be prevented. Preventive education is about transfer of knowledge (what exactly are the risks) and transfer of competence (how can they be prevented or minimised). Mr Le Hegarat asked participants, are national secondary education systems in Asia and the Pacific prepared to face these challenges and prepare the youth for this emerging high-risk environment? He said that the difference that education can make could be as big as 30 million life or death situations.

Mr Ian Chambers, Director, ILO Sub-Regional Office, Bangkok, outlined the work priorities of the ILO as being to establish a framework to promote decent work for youth through ILO Conventions and Recommendations; to raise the awareness of youth employment issues among member states; undertake research on youth employment; and to prepare and disseminate policy tools and manuals of good practices to enhance employment of youth. He referred to the world of work, challenges to and skills required for employability, and to the important roles of Governments and Employers.

Ms Sheila Macrae, UNFPA Thailand, spoke about the work of the United Nations Population Fund (UNFPA) as it supports developing countries, at their request, to improve access to and the quality of reproductive health care, particularly family planning, safe motherhood, and prevention of sexually transmitted infections (STIs) including HIV/AIDS. Priorities include protecting young people, responding to emergencies, and ensuring an adequate supply of essential reproductive health resources.

Mr Michael Chai, Social Affairs Officer, ESCAP, outlined the risks, vulnerabilities and challenges that Asian and Pacific young people face, and ESCAP's role in addressing them. ESCAP serves as the United Nations focal point for youth in the Asia-Pacific region. In this capacity, the ESCAP mandate includes advocacy and awareness raising on key issues that young people face, and promotion of the participation of young people in decision-making processes. ESCAP pursues these mandates through a number of mechanisms, including inter-country forums and networking support; research and information services; and training and advisory services.

Ms Kasama Voravarn, Permanent Secretary of the Ministry of Education, Thailand, then presented a major plenary address on the topic, Secondary School: A Safe Haven for Adolescents and Youth?

Ms Kasama commenced by saying that youth is the time of transformation, energy, friendship and hopes. But it can also be the time of alienation, destruction and despair. It is an irony that as society advances in
knowledge and technology, the list of risks and vulnerabilities confronting its most precious assets sharply increases. It seems that no society has succeeded in safeguarding its youth against drug abuse, risk taking in sexual behaviours, HIV/STIs, accidents, violence, unemployment or poverty. Ms Kasama said that as secondary education is one of the few means to reach the vast majority of adolescents and youth on a continuous basis, it is important to examine its role in providing assistance and safety net to adolescents and youth during this critical transition period of life.

Ms Kasama stated that if secondary education is to assist youth in meeting the challenges of the present day society, schools must be transformed to take on new roles and responsibilities, such as:

- transforming to become truly inclusive schools.
- ensuring that disadvantaged students are provided with the necessary safety nets.
- creating a more conducive environment for adolescents and youth.

She provided examples of strategies for each aspect of her proposal.

Ms Kasama concluded her address that by stating that by recognizing their crucial roles in assisting adolescents and youth to deal with risks and vulnerabilities, transforming the schools to becoming truly inclusive, providing the necessary safety nets and mobilizing the supports within the society, secondary schools can indeed become safe havens for the present day adolescents and youth.

By way of concluding the plenary session, interactive discussion led by panel members in response to questions from the floor took place. The plenary session was followed by a series of three concurrent workshops.

Special Interest Group Roundtables and Paper Presentation Sessions took place during the afternoon.

The official Conference Dinner, hosted by Mr Sheldon Shaeffer, Director, UNESCO Bangkok, took place during the evening.

**Conference Proceedings, Thursday 27 November**

The programme commenced with the Plenary Session II, focusing on Sub-theme II, *Innovations in improving quality and equity in secondary education*

- Creating healthy, supportive and adolescent-friendly learning environments
- Promoting expansion and diversification of formal, non-formal and informal learning systems
- Improving relevance and quality of secondary education: curricular renewal, teachers’ professional development, and decentralised management

Chair for this secondary plenary session was Dr M.R. Rujaya Abhakorn, Deputy Director (Administration and Communication), SEAMEO Secretariat, Bangkok.

The first major presentation was provided by Ms Savitri Suwansathit, Secretary-General, Thai National Commission for UNESCO; and Chair of the SEAMEO Project on Quality and Equity. She spoke on the topic, *Improving Quality and Equity in Secondary Education*. She began by referring to the Jomtien conference on Education for All in 1990, at which UNESCO had focused on equity and quality, and had committed itself to removing educational disparities. However, Ms Savitri said, at the end of the decade following the Jomtien conference, many of the targets set had not been achieved. Therefore a second
EFA conference was held in Dakar in 2001, to address these deficiencies. The Framework for Action, in Article 6 in particular, stressed quality and lifelong learning. She went on to explain how the Thai Government began to address the issues of equal access and improved quality in secondary and higher levels of education. Ms Savitri went on to talk about SEAMEO and the new project on quality and equity in education, a project that was proposed at the last Council meeting in Chiang Mai last year. The Minister's Council adopted the project, leading to a declaration that was signed by the SEAMEO Ministers of Education. The underlying principle for this project on quality and equity is that all students in South-East Asia deserve equitable access to challenging and quality learning, regardless of race, ethnic groups, gender, socio-economic status, languages or disabilities.

Ms Helen Drennen, Director of the IBO Asia Pacific Office, spoke on the topic, An International Perspective on Trans-disciplinary and Holistic Learning, and Teacher Development. Ms Drennen stated that her topic is being given increased attention in educational debate, on the place of trans-disciplinary and holistic learning in new educational reforms, and the importance of teacher development.

The Primary Years Programme of the IBO, said Ms Drennen, strikes a balance between the trans-disciplinary programme of inquiry and traditional disciplines. The programme defines trans-disciplinary themes that identify areas of shared experience and have meaning for individuals in different cultures. This phrase holistic learning is used to describe the type of learning that facilitates the discovery of relationships between areas of knowledge, between the individual, communities and the wider world. The areas of interaction in the Middle Years Programme play a vital role in the development of this conceptual understanding.

Ms Drennen went on to explain that a number of reforms at the secondary level are recognising the need to provide greater emphasis on the interconnectivity of knowledge and the need to provide students with much more than a narrow, highly specialised study of a few subjects.

The final speaker for this plenary session was Mr R. Govinda, Senior Fellow, National Institute of Educational Planning and Administration (NIEPA), of India. His topic was The Challenge of Transforming Secondary Education in the Context of the Emerging Knowledge Society: Critical Strategies for Improving Quality with Equity.

Mr Govinda stated that education has to become an initiator of change and innovation rather than merely accommodating the changes in the outside world, and posed the question: Is the education establishment in Asia ready to embark on such a transformation? Mr Govinda said that we can broadly identify three sets of processes influencing the education scene directly. The first important factor directly influencing the education scene is the enormous pace at which knowledge generation and its absorption into daily life is progressing. The second factor is the transformed nature of the work place where the products of education would be engaged for their further development and livelihood. The third critical factor reshaping the contours of the education establishment relates to the socio-political context characterising the process of knowledge generation and control of educational initiatives.

The last few decades, said Mr Govinda, have seen several exercises to improve the quality of secondary education. But, invariably the effort has been at the national level followed by corresponding exercises in provinces, districts and schools. In essence, efforts have invariably been to reform the system. Enormous amounts have been invested towards generic reforms in areas such as teacher education, infrastructure improvement, curriculum revision exercises and so on. Unfortunately, the institutions imparting education have not been able to absorb and implement these changes.

Mr Govinda emphasised that secondary education by its very nature has to play a dual role of linking itself with the local socio-economic context and simultaneously reflecting the changing global reality. The
strategy for initiating change in secondary education has therefore to begin at the institutional level. In other words, we have to anchor change and innovation at the level of secondary schools. He went on to say that the world is in the process of transition from an industrial era to one of information and communications. The new society requires a different kind of learning, one that enhances learnability of the individual throughout life. There is need for a major overhauling of the system ushering practically a paradigm shift, and the stage to begin this transformation is secondary education.

In every country of the world, said Mr Govinda, Government continues to be the major player in providing and shaping school education. It is impossible to envision any transformation in the school system without active interest and involvement of the government. For genuine transformation to take place the mind-set of the policy makers have to change. The state and society will have to move towards a new interactive and complementary role sharing with respect to school education. Corresponding to this, school managers and educators also have to change their perspective on schooling.

Distinguished educational leaders from nominated countries spoke briefly as Panel Discussants on innovations that address issues of quality and equity. These panelists were Mr Leslie Nai-kwai Lo, Director, Hong Kong Institute of Educational Research; Ms Gudrun L. Forsberg, of the Asia Development Bank in Manila; and Prof Seth Spaulding, Visiting Professor to Thai University from the University of Pittsburgh, USA. The session concluded with questions from participants being answered by speakers and panelists. These issues were then taken up in the three concurrent workshops.

The afternoon programme again included Special Interest Group Roundtables and the presentation of papers.

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For the final Plenary Panel III session, the day’s focus was on Sub-theme III: Innovations in facilitating transitions of adolescents through interactions with higher education and the world of work:

● Preparing the young for higher education: reform of college-entrance examinations and assessment systems
● Preparing the young for responsible citizenship in a changing society.
● Preparing the young for the world of work: vocational guidance, life/work skills training and school-community partnership

The session Chair, Mr Colin Power, former Assistant Director General Education, UNESCO, introduced the first speaker, Professor Akihiro Chiba, Graduate School Professor, International Christian University, Tokyo, Japan. Professor Chiba’s title was Preparing the Young for Higher Education: Reform of the Entry Assessment Criteria.

Professor Chiba said that the region is shifting towards mass and universal secondary education, and higher education is equally developing rapidly. There are many stakeholders in the reforms of secondary and higher education along with important global influences. These stakeholders include the State and Government, economic and other social sectors, and the teaching professions. However, so far the universities themselves have been the main stakeholders in deciding on the nature of admission system. Professor Chiba stated that in recent moves towards mass education, parents and students themselves are evolving as the important stakeholders and neither government nor universities will no longer be able to ignore their demands. Currently, he believed, higher education reform is under way in many countries including the admission system, but the governments and universities will have to take into account of the needs and demands of the major clienteles of higher education.
Mr Pat Lynch, Director, Catholic Education Office, New Zealand delivered the paper Preparing the Young for the World of Work, on behalf of Ms Shelagh Whittleston, Federal Department of Education, Science and Training, in Canberra, Australia, who was unable to attend. Mr Lynch explained that in the twenty-first century, the world of work is a very different place to that of the previous centuries. Worker-employer relationships are changing. Workers are no longer just cogs in a wheel; they are expected to contribute ideas and better ways of doing things in a workplace setting. The notion of a job for life is no longer the norm. We are in a state of continuous change where job mobility and career change are constant. For young people, this means that there are becoming more complex, but there will be opportunities for the taking, if they are entrepreneurial in attitude. It means that to be successful in the world of work they will need to have the skills and knowledge to develop and manage their individual careers.

Mr Lynch said that young people will have to be flexible and prepared to embrace the notion of lifelong learning for their own survival. They will need to have an improved appreciation and understanding of self, their work preferences, values, interests, personal limitations, expertise and skills. Increasingly, employers are hiring individuals on the basis of their personal qualities, attitudes, values and relationship standards. Furthermore, they will need early introductions and knowledge of the labour market, industry, employer expectations and requirements and market and global forces.

The speaker also explained some of the specific ways in which Australia and other countries are supporting young people in preparing for work, in a partnership between educational sectors and Governments to deliver a vocational education experience to students in schools. He said that Vocational Education should be a model which seeks to involve parents, schools, businesses, communities and Governments in supporting young people see the ‘big picture’ and recognise the opportunities that are there for the taking.

Mr Lynch went on to focus on one other area that is a vital part of how we assist young people prepare for life and work: that of career information, education and guidance. In closing, Mr Lynch reminded participants that ensuring the young people of each of our countries to be able to meet the demands of the future must remain a key priority for every Government, as we all learn to thrive in a global economy and recognise that we are all citizens of the world.

The final speaker on sub-theme III was Ms Lourdes Quisumbing, President, Asia Pacific Network for International Education and Values Education, with the topic of Citizenship Education for Better World Societies: A Holistic Approach. Ms Quisumbing proposed the major dilemmas facing educators: What kind of education do we need to develop the quality of citizens who can bring about change towards the attainment of better societies in the future? What paradigm shifts are crucial in our educational philosophy and policy, programme and practice? The main purposes of Ms Quisumbing’s paper were to help provide insights and answers to the major problem raised: What type of education can empower citizens to create better future societies? In providing some solutions, Ms Quisumbing stated that the multidimensional model of citizenship education (as proposed by Grossman et. al., 2000) was an important consideration.

Ms Quisumbing presented a holistic framework showing the social dimension of citizenship in developmental stages during which the individual citizen grows in awareness of his/her identity as a member of a group and in the sense of belonging, loyalty and interdependence. The family is the first social group and basic unit of socialisation, the process by which the young individual imbibes and internalises those knowledges, values, attitudes and skills fundamental to an enlightened responsible and committed citizenry. It is in the family where citizenship education begins. This framework can serve as a reminder to curriculum planners and designers for the new type of citizenship education that is not
limited to developing citizens of a nation state, but considers the expanding social contexts of the individual.

Ms Quisumbing proposed that all three areas of Civic Education, Values Education, and Environmental Education can be integrated into a more holistic curriculum, and further expounded theories on better world societies and the qualities and character of good citizens. She said that individuals need to learn to be fully human, complete persons who aim to develop all the dimensions of their humanity in a holistic manner, their human faculties and powers: physical, intellectual, moral, aesthetic, socio-cultural, economic, political and spiritual. They must possess knowledge and understanding that lead to insight and wisdom, values and attitudes that enable them to love and appreciate themselves and others; skills and action competencies to translate knowledge and values into behaviour. Ms Quisumbing said that citizenship education is really a lifetime process and continuing learning, involving total development of the whole person, not a finished product or outcome of a curriculum, for a given time or location. It calls for a holistic approach to citizenship education and the collaborative efforts of society, and she proposed models and paradigms for this lifelong approach toward training people for good citizenship.

Ms Quisumbing concluded by saying that it is time for decision-makers and practitioners in the field of education to lead in the total effort of designing and implementing new and more effective ways of preparing our future citizens and future leaders to lead in the creation of better societies, the transformation of our present culture of violence and greed into a culture of peace and non-violence. Our priority task is to translate the valuable learnings and insights gained from scholars on civic education, into planning and development of curricula, in designing concrete but flexible programmes, courses, subjects, and activities, so that the school can fulfil its mission in this diverse, multi-cultural world, educating citizens to possess “civic capacity”. This was defined as the knowledge, values and action competencies needed to create a better and more human world for themselves and the future generations, in a culture of peace, justice and love.

Panel discussants for this last major plenary session were Mr Charles Currin, former Leading Education Specialist, Asian Development Bank; Mr Rupert Maclean, Director, UNEVOC Centre, Bonn; and Mr Serafin A. Arviola Jr, representative of the Youth Forum.

The afternoon session consisted of the conference Closing Plenary Session, chaired by Ms Siriporn Boonyananta, Deputy Secretary-General, ONEC, Ministry of Education, Thailand.

She first introduced the Youth Forum representatives Abbie Casson and Mia Petty John, of the Cahibbra School, Philippines, to present the recommendations from the Youth Forum on behalf of the participants. These recommendations are included in the Conference Recommendations, found in Chapter 7.

Mr Geoff Haw, the Conference Consultant who also served as General Rapporteur, explained and presented the Draft Conference Recommendations to the participants, and together with the Chair, worked participants through recommended changes and additions from the floor, prior to the unanimous adoption of the draft recommendations.

The Chair then invited Mr Victor M. Ordoñez, Senior Education Fellow from the East-West Centre in Hawaii; and former Director of UNESCO Bangkok, to present the Closing Address, entitled Review of Conference Highlights. Mr Ordoñez said that since he had moved to Hawaii, he had learned that the island peoples rooted their identities in their understanding and familiarity with nature around them. The traditional gestures of Hawaiian hula dance were that you can truly know yourself only if you know your mountain, your valley, your ocean, your rain, and your wind. In other words, what are the high points of your life, its low points, your surroundings, the events that rain down upon you, and the winds of influence by which you navigate your life?
So, Mr Ordoñez said, as he listened to the presentations and joined the workshops and discussions over the past three days, he entered into the world of secondary education and the youth it serves, and tried to understand and learn what are the mountains, valleys, oceans, rain, and wind of that world. After enunciating aspects of the conference that fitted in with this model, Mr Ordoñez said that with the passage of days, months, and years, he was not sure if he would remember all the things he had learned and heard this week. But he said that there was one thing, one overriding theme, which he was sure to remember. That was the wind of change he felt blowing through the secondary education system in our region, generated by the aspiration, challenges, and expectations of our youth.

Finally, Mr Zhou Nan-zhao, Coordinator of APEID, UNESCO Bangkok, made his closing speech. Conference Outcomes and Implications for Follow-up. Mr Zhou also spoke on behalf of Mr Sheldon Shaeffer, and thanked all who had contributed to the success of the conference. He went on to issue several challenging questions to participants, asking them to consider what answers they had to the major issues that came out of the conference.

Mr Zhou made commitments from APEID that ensured that the conference outcomes would be followed up for on-going impact. He also referred in detail to several specific recommendations relating to the revitalisation of APEID. In closing, Mr Zhou made specific reference to many people who had assisted in making the conference such a successful event, and wished participants well for the future.

The 8th APEID International Conference on Education concluded with a Valedictory Reception held in the Sakura Room, on the 37th Floor of the Queen’s Park Hotel, which provided magnificent views over Bangkok and environs. The Thai National Commission for UNESCO officially hosted this reception.

Conference proceedings and reports various conference activities were placed on the conference website, and planning commenced for a 9th APEID Conference on the basis of input from participants. At the same time, the outcomes and recommendations from the 8th conference remained active and high on the list of priorities for both APEID and conference participants, in order to give the conference lasting impact around the region.
Chapter 2
Introductory Addresses

Welcome and Introduction: Mr Zhou Nan-zhao, Coordinator of APEID

H.E. Mr Pongpol Adireksarn,
Honourable representatives of governmental and non-governmental organizations,
Mr Iwamoto, representative of UNESCO HQs,
Distinguished participants and guests,
Excellencies,
Ladies and gentlemen,

As coordinator of UNESCO-APEID I am honoured to welcome each and all of you on the occasion of the official opening of the 8th UNESCO-APEID International Conference on Education.

We are especially honoured to welcome H.E. Honourable Mr Pongpol Adireksarn, Minister of Education, and former Deputy Prime Minister, who will officially open the Conference. We are pleased that Dr Karan Singh, our very distinguished guest, is to present the Raja Roy Singh Lecture.

I also welcome Mr Colin Power, former UNESCO Assistant Director-General for Education, and Mr Victor Ordoñez, former Director, UNESCO-PROAP, a home-coming to the Asia-Pacific region and contributing to international dialogue in education.

At the successful opening, UNESCO-APEID extends sincere thanks to our partners, Office of National Education Commission (ONEC), Thai National Commission for UNESCO and the Chinese National Commission for UNESCO, and also to all the collaborative co-sponsoring organisations.

We are very pleased to welcome today over 400 distinguished participants from 29 countries within and beyond Asia-Pacific region.

All of us getting together here share a strong commitment to secondary education innovations in meeting the growing needs of the young, who will be the hopes of our nations and masters of the new century.

Adolescence is a complex, distinct and dynamic phase of human development; youth is a transitional fragile stage with many complexities and difficulties. While adolescents and youth in our region have been able to enjoy unprecedented learning opportunities, they face multi-faceted challenges and their learning needs are far from met:

- Many of them, especially girls, remain out of school;
- Many of those who have luckily enrolled are not able to acquire relevant learning needed for individual and societal development;
- There have been high repetition and drop-out rates;
- Many thousand of young people in our region have been affected by HIV/AIDS;
- The very security of thousands of adolescents and youth in our region is under threat of increased incidence of violence, war and terrorism.
Covering most of the adolescent/youth years, the function of secondary education has broadened not only to prepare the young for higher education, but for the world of work, for responsible citizenship and for learning through life, in the aim at full flowering of human potential and being a gateway to sustainable development. Though secondary education has become the fastest growing sub-sector of education, it remains the weakest link of education systems, regionally and globally.

In responding to the multi-faced challenges to secondary education, UNESCO has proposed strategy seeking to facilitate international policy dialogue on secondary education reform, with stress placed on such key issues as equity, access, renewal of content and teaching-learning processes, provision of life skills and counselling, decentralised management, teachers professional development, and improved learning environment. UNESCO also attaches great value to the identification, dissemination and adoption of best innovative practices in varied socio-cultural contexts of Member States, and to networking through inter-agency collaboration and co-operation with NGOs, and civil societies.

It is in view of these fundamental challenges that this Conference set its central theme, with objectives: to facilitate regional/international policy dialogue on key issues in secondary education; to share successful innovative practices in meeting the learning needs of the young; and to promote partnership and regional/international networking for systemic learner-centred educational reforms.

We are very keen to have a wide range of perspectives and innovative experiences presented at the Conference. Through plenary session sessions, Special Interest Group Roundtables, paper presentation and, more importantly, interactive deliberations, participants will be able to explore fundamental issues in secondary education reforms and exchange experiences in meeting the varied needs of the young. We particular happy to note that a Youth Forum has been organised, whereby young people from different socio-cultural contexts will be able to make their voices heard in demanding their varied learning needs to be met.

In closing I want to particularly thank all plenary speakers, Roundtable organisers, paper contributors, and the many other groups that have prepared valuable contributions to have enabled the Conference.

I wish you all a very productive Conference, with fruitful outcomes meaningful to the millions of young people in our Asia-Pacific region.

Thank you.

Welcome Address by Mr Sheldon Shaeffer, Director, UNESCO Asia and Pacific Regional Bureau for Education, Bangkok

H.E. Mr Pongpol Adireksarn, Minister of Education of Thailand
Dr Karan Singh, Member of Parliament, India
Dr Rung Kaewdang, Director, Office of the National Education Commission, Thailand
Mr Colin Power, former UNESCO Assistant Director General-Education
Mr Victor Ordoñez, former Director, UNESCO PROAP
Mr Zhou Nan-zhao, Coordinator of APEID
Distinguished Guests
Ladies and Gentlemen,

In my capacity as Director of UNESCO’s Asia and Pacific Regional Bureau for Education, I am honoured to welcome you here today to share in the official opening of this 8th UNESCO APEID conference. I would like to particularly thank H.E the Minister of Education for the high honour of his attendance and for opening the conference, and Dr Karan Singh for his major contribution of the Raja Roy Singh Lecture.
Before I came to Bangkok to take up the Director’s position, I was advised by my predecessor, Mr Victor Ordoñez, whom we are very happy to welcome back today, to contact the former UNESCO Director, Mr Raja Roy Singh, and seek his advice on how to manage the Bangkok office. The days of Mr Roy Singh’s tenure here are legendary – a time of UNESCO’s ascendancy in the world of education – and despite his age and advancing disabilities, he was willing to speak to me at length. He did give me good advice – some of which I have been able to follow. I am therefore especially pleased that UNESCO is able to organise this important annual lecture in honour of Mr Raja Roy Singh. I know that over many years, APEID has been fortunate to have several highly distinguished and eminent leaders in education present this annual lecture, and this year is no exception.

I would also like to say how much we continue to enjoy the valuable support of our friends at the Office of the National Education Commission and the Thai National Commission for UNESCO, and express our gratitude for the enduring and fruitful nature of these relationships. I wish to thank as well the plenary speakers, UN partners, and government, non-government, and civil society organisations for your participation. This Conference has generated a spirit of collaboration and partnership among countries, governments, the private sector, universities, institutions, educators, and many others across the world. I acknowledge the assistance of our many partners and co-sponsors for the way in which they have supported APEID as it organised the conference.

However, the overall responsibility for arranging the conference has been UNESCO’s, and as Director I am grateful to the sterling work of the APEID personnel to bring this conference together – especially, I might add, the many people who have toiled late into the night to ensure that this conference is a success. May I also especially thank Mr Zhou Nan-zhao, the Coordinator of APEID, the Asia-Pacific Programme on Educational Innovation for Development, for his strong personal input into the conference programme and arrangements.

I am pleased at the broad range of participation at this conference, with around 400 people from nearly 30 countries – especially at a time, I may add, when travel to this region is not always encouraged. Why such attendance particularly pleases me is because I believe that the theme of the conference is such an important one.

For too long, attempts to reform secondary education in the region – its structure and management, its curriculum content and teaching-learning processes – have been inadequate. In addressing the reform process in this year’s theme, I wanted to place the focus first and foremost on the learners themselves – adolescents and youth in the region – not on the system that is delivering the education. It is the responsibility of the secondary education sector to actively – pro-actively – respond to the traditional and emerging challenges and needs of its learners. For too long, there has been inadequate action on these fronts, despite many people’s best efforts.

If this conference helps us, as educators, to begin to identify the major challenges and issues, risks and vulnerabilities, facing young people, and if our resolve to develop systems, policies and programmes that clearly and specifically address these concerns is strengthened, the conference will have made a significant contribution to improving the quality and equity of secondary education – an important outcome of which is that our students may have more productive lives as valued citizens of the globalising world in which we live.

We all have much to learn from each other about the issues and challenges which dominate this area of secondary education. I am pleased to learn that young people have been encouraged to attend this conference. Tomorrow, one major activity of the conference will be the Youth Forum, in which over fifty young people from around the region will participate. We thank our friends of the Thai National Commission for UNESCO for their support.
Commission, from the Philippines and several other countries, for their co-operation and assistance in making this Youth Forum possible. I believe that it is important that this conference takes the time to listen to the voices of the young, as they represent the very people who are directly affected by what policies and practices are adopted by secondary education systems.

For UNESCO Bangkok – which includes staff from the culture, social sciences, and communications sectors of UNESCO – the underlying principle is clear: we will work to support efforts in secondary education, particularly to reduce disparities that exist, especially for the most disadvantaged groups of our societies. The contribution of secondary education to the achievement of the goals of the Dakar Framework for Action towards Education for All is another important purpose of our work.

UNESCO itself is changing in its structure, functions, and perspectives, with a renewed focus on promoting education as a fundamental right; improving the quality of education; and promoting experimentation, innovation, and the diffusion and sharing of information and best practices in education. UNESCO has taken more steps forward in the process of decentralising and devolving responsibility further out into the fields of operation, both at a regional and sub-regional level.

The contribution of secondary education, science, culture and information for all society is critical in the promotion of the increasingly important concept and practice of a culture of peace. The mandate of the UNESCO Bangkok office to function as the principle advisory body in education to UNESCO field offices and to Member States in Asia and the Pacific – a mandate reconfirmed in the on-going reform of UNESCO – will, I hope, make our work in this area of special significance to this region.

I therefore look forward to learn more about the wide range of innovations made in secondary education, and its links with other education sectors, around the UNESCO member countries in this region and beyond, many of which will be described and demonstrated at this Conference. It is my hope that the presentations, deliberations and activities of this conference will be such as to make a real difference – to influence educators to change and improve their practices in the field, thus being of direct benefit to learners of all ages and cultures.

Particular efforts have been made this year to ensure that all participants are given opportunities to express their views, to relate their experiences, to share their innovations, and to suggest solutions to major issues. I encourage all of you to do so. The result of this broad input will be a higher quality of conference outcomes and recommendations that can be developed and applied for the ultimate benefit of your young people.

I must also make mention of the spirit of co-operation that has developed so positively between UNESCO and SEAMEO.

Let me close by asking for your help. Conferences such as these take much time and many resources to organise. They are exhausting for the organisers – and perhaps for the participants as well. And they are only successful if participants return to their countries and to their places of work and act in a clearly different way. I invite all of you to please indicate on your Conference evaluation forms – or directly to me – how past APEID conferences have made a difference in your professional lives – what you do and how you do it. There is an evaluation form in which APEID is seeking your input, and the form has been designed to make sure it requires a minimum of effort to complete. Please do so, and be sure to hand it in to the Secretariat before you leave the conference. This is important to assist us in future planning. Please resist the temptation to ignore the form, and instead, be sure that you and your colleagues do complete it.
Finally, please accept my apologies for not being able to be with you on Thursday and Friday. On those days I need to chair a regional meeting of UNAIDS co-sponsors to begin discussion of a regional workplan and budget on AIDS for 2004-2005. If, as chair of the meeting, I can push the agenda along, I hope to meet you again at the closing ceremony of this conference.

With thanks again to all of you, I give my good wishes for a very successful Conference.

Opening Remarks by H E Mr Pongpol Adireksarn, Minister of Education, Thailand

Dr Sheldon Shaeffer, Director of UNESCO (Bangkok)
Dr Zhou Nan-zhao, Coordinator of APEID
Representatives of the diplomatic corps,
Conference participants,
Ladies and gentlemen,

1. It is an honour and pleasure for me to be here among all of you this afternoon. Thailand is indeed proud to be chosen again as venue of the 8th UNESCO-APEID International Conference on Education: the 8th UNESCO-APEID International Conference on Education: Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific. Allow me therefore, on behalf of the Royal Thai Government, to welcome all conference participants. As you are well aware, Thailand has been internationally acclaimed as the Land of Smile. The ready smiles are extended not only among ourselves, but especially to our visitors, who are always welcomed with warmest hospitality. Therefore, I hope that this trip would be remembered as one of the most pleasant and memorable journeys of all time.

2. Over the years, UNESCO (Bangkok) and the Asia-Pacific Programme of Educational Innovation for Development (APEID) have closely worked with 10 Associated Centres in Thailand on many fruitful projects. Among our collaborative activities is a Mobile Training Team for Drafting ICT Master Plan for Education organised in co-operation with the Office of the National Education Commission (ONEC). This project provides not only an introduction of ICT in the lifelong learning process, but also concrete policy recommendations that can be implemented at school and community levels. I would therefore like to take this opportunity to thank Dr Shaeffer, Dr Zhou, and his good staff members at APEID. Their contributions have made this programme a successful linkage between international resources and education innovations initiated by UNESCO’s member countries in the Asia-Pacific region.

3. Ladies and gentlemen,
As you are well aware, one of the major problem areas of education reform in many countries is education at the secondary level. It has, for a long time, been a target of criticism from the perspectives of quality and equity. It has also caused frustration among educators. In the Thai context, it is disconcertion to make the low average educational level of the Thai workers, which is 7.2 years. A major weakness facing the Thai education system is the uneven quality of secondary education and unequal access to quality secondary education. In my capacity as Minister of Education, I therefore very much welcome this year’s theme of the conference. The programme has been extremely well designed. I am sure that the conference outcomes during this relatively short period of 4 days will far exceed our expectations.

4. At this point in time, I am sure you have all experienced the impact, positive or otherwise, of globalisation that truly affects our ways of living. In Thailand, the current administration, under the premiership of His Excellency Dr Thaksin Shinawatra, has stood firm on the developmental concept of dual-track economy. That is, making Thai society to be a self-sufficient economy while strengthening new
and long-lasting partnerships in international trade and investment. However, Thai education profile at present does not seem to satisfactorily contribute to capacity-building of our workforce.

5. For instance, education seems to have failed to enhance the quality of life of the Thai people. The Thailand Social Monitor: Poverty and Public Policy 2001, prepared by the World Bank, confirms a 16 percent increase in the poverty incidence among the Thai people in the past fifty years. In other words, out of a total population of 62 million, as many as 10 million people are poor. The report emphasizes that, during the long period of 30 years of intensive national development, ineffective education provided has been one of the contributing factors of poverty in Thailand.

6. Therefore, in my capacity as the Minister of Education, I am committed to carrying out the on-going education reform, based on the principles enshrined in the National Education Act 1999, with some necessary amendments being made. Allow me, at this juncture, to inform you of the salient features of our education reform efforts, there are:

7. Firstly, although the compulsory education will be nine years in the year 2003, all Thai people are entitled by law to receive basic education of high quality, free of charge, for no less than 12 years. This is a challenge that requires massive resource investment in education as well as incremental roles of communities, business, and non-government organisations in educational service. It is indeed an audacious commitment, the significance of which can not be disputed.

8. Secondly, three major education agencies, namely, Ministry of Education, Ministry of University Affairs, and the Office of the National Education Commission will be merged into a single ministry whose main functions will be somewhat different from the present Ministry of Education. While this new central body will supervise mainly the national policies, resource management, education standards, and quality assurance, newly-delineated 175 educational service areas will be empowered to work closely with schools and other local institutions to perform their collectively best efforts to serve real needs of the students and the communities.

9. Thirdly, the State shall set educational standards as well as introduce quality assurance system at all levels of education. The annual in-school evaluation process will be strengthened. Concurrently, a newly-founded autonomous agency, the Office for the National Education Standards and Quality Assessment, will be responsible for an external evaluation for the overall quality improvement of each educational institution.

10. Finally and most importantly, the State will enhance the quality of life by enabling learners to learn how to learn and to develop their analytical abilities as well as critical thinking essential for their future work and lifelong learning. Above all, the life skills of Thai learners, both young and old, will be strengthened to equip them to cope with the affronting problems in life with dignity.

11. Even though this reform was somehow questioned about the reliable consonance between legal vision and practicability under a time constraint, the Prime Minister once determinedly acknowledged the priority of learning reform as a way to increase the learner’s intellectual capital. If we can strengthen learners’ abilities to think, analyse, criticise, and obtain the ample knowledge as well as the arts of living, Thai education shall, in time, maximise the intellectual wealth of the nation.

12. No doubt on my mind that a resourceful transmission of this thought into action would be a major challenge to educate our Thai youth and adolescents in next ten years. Concomitantly with a fully-implemented scheme of 12-year basic education since this October that will embrace millions more of Thai students to further their secondary and tertiary education, various methods of learning
emphasising on lively learner-centered approach will be brought into traditional subject-matter approach. Students in this level will learn, for example, how to grow rice from participating with farmers at paddy fields to get a first hand experience, not only from the textbook as in the past. This learning-by-doing approach will come along with the increase of school autonomy to modify the curriculum and manage the resource allocation to facilitate the best quality of learning for students as well as for community members. That is what to be attempted in our schooling system.

Ladies and gentlemen,

13. I am pleased to note that the efforts for our education reform have already gathered a heartening momentum. On my assumption of education portfolios last month, I have become all the more committed to the education reform policy which I myself call Panja Patiroops or reform in 5 aspects. There are:

- reform of educational structure,
- reform of learning,
- reform of education administration and services,
- reform of teachers and educational personnel; and
- reform mobilisation and distribution of educational resources

14. To conclude my speech, the task ahead of us—politicians, policy-makers, and practitioners alike—promises to be most daunting. With our collective wisdom, goodwill, and mutual support, I am sure the various obstacles and problems will be surmountable. Regional and international partnerships and networks will undoubtedly be strengthened.

15. I look forward to receiving your recommendations, which will contribute towards the delivery of a relevant, high quality, and equitable secondary education particularly that in Thailand’s most disadvantaged areas. I now officially declare open The 8th UNESCO-APEID International Conference on Education: Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific and wish the conference every success.

Thank you for your attention.
Chapter 3
Raja Roy Singh Lecture
Presented by Dr Karan Singh

Introductory Biographical Notes: Dr Raja Roy Singh, former Director, UNESCO Bangkok

Dr Raja Roy Singh was born in India. He gained extensive and varied experience in education, first at the national level as a State Director of Education and, subsequently, as an Educational Adviser at the Federal Ministry of Education, both in India. Joining UNESCO in 1964, he was based in Bangkok where for the next twenty years until his retirement. He was deeply involved in international co-operation for the promotion of education in the region of Asia and the Pacific. Dr Raja Roy Singh served first as Regional Director of Education, and later, as Assistant Director-General of UNESCO in Asia and the Pacific. He is truly the father of APEID, being instrumental in its establishment in 1973. He has written extensively on educational problems in developing countries, his publications including: Education in Asia and the Pacific (UNESCO, Bangkok, 1966); Adult Literacy as Educational Process (International Bureau of Education, Geneva, 1990); Educational Planning in Asia (International Institute of Educational Planning, UNESCO, Paris, 1990); and Education for the Twenty-First Century: Asia-Pacific Perspectives (UNESCO, Bangkok, 1991).

Dr Raja Roy Singh currently lives in retirement in Chicago, where he continues to maintain a keen interest in the role of education for the development and betterment of humanity, and the work of UNESCO-APEID.

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

The human race is now clearly in one of the crucial phases of its long and tortuous history on Planet Earth. On the one hand, science and technology have given us unimagined and unprecedented power to change the texture of life on the planet. The last 50 years have seen developments that have profoundly affected the way people perceive our universe. The breaking of the space barrier and satellite technology is enabling us now to reach the moon, the planets, and stretch out to the stars beyond, and also providing fascinating insights into the mysteries of the universe around us. The unravelling of the human genome is beginning to unlock the secrets of life itself, and we will soon be in a position to create life artificially with profound implications for the future of human race. Technological breakthroughs in medicine have transformed the way in which we can deal with illness and ageing. Transportation has now assumed entirely new dimensions, while economic prosperity, though still limited to roughly one-third of the human race, could now be extended to less deprived sections of society.
On the other hand, however, these very scientific and technological breakthroughs have thrown up negative elements that threaten our natural environment and indeed the very future of the human race. Nuclear weapons of mass destruction, a thousand times more powerful than the bombs that obliterated Hiroshima and Nagasaki, are now proliferating. The malign underworld of trafficking in human beings, and drugs and arms trafficking have assumed global dimensions. Lethal pandemics such as HIV/AIDS are taking a terrible toll in many countries. We are being constantly bombarded by a torrent of horror and violence in the movies and on our television screen that is bound to have an adverse impact upon the consciousness of the younger generations.

It is against this ambiguous and dichotomous situation that we need to address innovations in education around the world, particularly in Asia and the Pacific. While all dimensions of education are important, it is during the secondary education period that the minds of our adolescents are most impressionable, and the contours of their consciousness can be decisively shaped. This is a challenge facing all societies in the world today, and Asian countries, with their rich cultural and philosophical background, need to address these problems effectively. We must ensure that in the transition to the global society that is emerging before our very eyes, we do not lose touch with our spiritual roots. Modernisation need not necessarily mean Westernisation. What is required is a synthesis of the best that is available in both the Eastern and the Western traditions. Indeed the dichotomy between East and West itself is steadily eroding as we move for the first time into the genuinely global civilisation.

Many traditional societies feel deeply challenged by the typhoon of change that is sweeping across the world. To this there are three possible responses. The first is to give up our traditional values and adopt wholesale the Western onslaught of hyper-consumerism and ultra-promiscuity. This may be an attractive proposition in the short term, but in the longer perspective it is bound to create deep neurosis and psychological havoc. A second approach, equally undesirable and dangerous, is to try and shrink into a fundamentalist shell harking back to some mythological golden age and trying to cut ourselves off from or violently oppose the massive changes that are occurring around us. This approach is also doomed to failure, because while international terrorism may make spectacular headlines from time to time around the world, it is ultimately a self-defeating process and carries within it the seeds of grave danger to the human race.

Clearly, therefore, we have to adopt a third approach which involves a careful evaluation of the present situation and an effort to forge a creative synthesis between the West and the East, between the North and the South, between science and spirituality. This indeed is the basic philosophy that informs the Report of the UNESCO International Commission on Education for the Twenty-first Century, of which I had the privilege to be a member. Significantly, the Report is entitled ‘Learning; the Treasure Within’, thereby highlighting the fact whatever outer stimuli we may encounter, in the final analysis it is in the crucible of our inner consciousness that the real educational process must have its impact. As this lecture is named after Dr Raja Roy Singh, who for many years worked with UNESCO and was responsible for the establishment of APEID, it is hardly necessary for me to stress the importance of the UNESCO Report. I would like to pay my tribute to Dr Raja Roy Singh for his pioneering work in the field of educational innovation for development.

In our Report we identified four pillars of education: Let us take each of these pillars one by one and see how they impact upon the problems of secondary education. The first pillar is Learning to Know, in other words developing the capacity to absorb new knowledge. What is taught is not as important as whether the young persons’ minds are being trained so that throughout their lives they can continue to absorb the exploding knowledge that now doubles every five years. Much of the Chemistry, Physics and even Mathematics that I learnt in school is now totally outdated, but nonetheless I look upon each day as a learning experience. Indeed learning begins when the child is still in the womb and continues up to the
very moment of death. What is needed, therefore, is that young people should have sharp and well-trained minds that can cover a broad background and yet study in depth a small number of subjects. The curricula in Asia Pacific countries are not always designed with this in view. There is still too much learning by rote, rather than development of the intellectual faculty. The first object of our education, therefore, particularly at the secondary level, must be to impress young minds with a love for knowledge, spirit of inquiry and openness to new ideas, and a capacity to discriminate between what is really significant and what is simply an information overload.

The second pillar is Learning to Do, and this implies that the knowledge imparted to young people should also make them capable of gainful employment so that they become productive members of society. In many of our countries the problem of the educated unemployed is getting increasingly serious, mainly because the secondary education system does not give adequate education in technical skills, and the aimless drift from school to college ultimately produce graduates who are not only unemployed but also, to an extent, unemployable. This is a major problem which we in India tried to solve by making the last two years of the secondary system – the 11th and the 12th – into a period to acquire some of these skills. Unfortunately this experiment has completely failed.

It seems to me that the answer lies in a massive development of technical institutes which would take young men and women after their secondary education and give them training in various trades and professions so as to enable them to attain economic independence. On the one hand this would give us a vast reservoir of technically trained young people, and on the other the automatic drift from school to college, which is a massive waste of human resource, can be minimised. The skills do not all have to be of a very high calibre. As John Gardiner has written, “A society which respects philosophy as a noble profession and looks down upon plumbing as a lowly profession will get the worst of both worlds; neither its theories nor its pipes will hold water.”. Of course for those young people who show special aptitude, the avenues to higher education must be open right up to the post-graduate and doctoral levels, but this should be strictly on merit rather than as a matter of normal routine.

The third pillar is Learning to Live Together. Here we deal with the all-important social elements of education. Education does not involve merely developing individual skills, it also needs to encompass the necessity for young people to become positive and integrated elements of their respective societies. Thus such values as punctuality, cleanliness, respect for elders, helping the less fortunate, teamwork and discipline, although they may be looked down as being “old fashioned” do provide the foundations for socially integrated citizens. It is also necessary to point out that the process of social integration begins with the family and goes all the way up to the global society itself. Each one of us has multiple identities – ethnic, linguistic, religious, national and global – and the concept of learning to live together implies the capacity to respond creatively to each one of these issues. We find that in the affluent West the family is tending to become dysfunctional, neuroses are growing, and we have frightful instances of students shooting down their teachers and school-fellow. In Asian societies the family still plays an important role, and although obviously the fold rigidities will have to disappear, a well-integrated and supportive family is a truly valuable asset which should not be frittered away.

Finally we come to the fourth pillar which in some ways is the most important, and that is Learning to Be. At our very first meeting, the Commission, and I quote, “firmly restated the fundamental principle that education must contribute to the all round development of each individual – mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values.” Each human being is unique and multi-dimensional, with many potential faculties. Education for young people, particularly adolescents at the secondary stage of education, must involve the development of a healthy body, an inquiring and responsive mind, a discriminate intelligence, sensitivity to the environment around them, particularly the cry of the needy and the wail of the orphans, aesthetic capacity to appreciate and
respond to beauty whenever and wherever it is found, a rounded sense of personal responsibility that involves an abiding commitment to social values and collective goals, and finally a mind imbued with spiritual values that will enable them to embark on the unique adventure of living in a positive and creative manner.

I would like, in particular, to dwell for a moment on this whole question of spiritual and religious values, and to stress the importance of this Interfaith movement. While at one level all religions preach peace, universal harmony and the human values of love and compassion, there are alternative formulations that do precisely the opposite. In fact the history of the human race is replete with instances of religion being used to murder tens of thousands of non-believers, and to burn, pillage, rape and humiliate people who belong to other faiths. The importance of religious harmony has never been greater than it is now when the grim theory of an inevitable clash of civilisations seems to have become a self-fulfilling prophecy.

At this juncture, religious and spiritual leaders must clearly and unflinchingly articulate the universal concepts in their respective religions. The basic point is that we must accept the multiplicity of paths to the divine, who are we puny denizens of a speck of dust in the unending vastness of the cosmos around us, to lay down that the illimitable divine can appear only in one particular form or in one particular place or as one particular person? It is this insistence that is at the heart of the fundamentalism and fanaticism that has dogged the human race for thousand years, and whose malign manifestations are still with us. What is needed is an equal respect for all great religious traditions of the world. We are certainly entitled to hold that our own path is the best and superior to others, but that does not give us the right to denigrate or attack other systems. It is essential that young people should understand this concept, so that the human race can be saved from the negative syndrome that has gripped it in various parts of the world and move onwards towards a sane and harmonious global society.

In my note appended to the UNESCO Commission Report, I had made certain suggestions regarding education for the global society. These are relevant for all levels of education, but need particularly to be creatively adapted for the secondary educational system. I would like to reproduce these points here because, in my view, they represent a coherent ideological approach to the problems that we face as we hurtle headlong into an unknown future. The points are as follows:

● That the planet we inhabit and of which we are all citizens – Planet Earth – is a single, living, pulsating entity; that the human race in the final analysis is an interlocking, extended family – Vasudhaiva Kutumbakam – as the Veda has it; and that differences of race and religion, nationality and ideology, sex and sexual preference, economic and social status – though significant in themselves – must be viewed in the broader context of global unity;

● That the ecology of Planet Earth has to be preserved from mindless destruction and ruthless exploitation, and enriched for the welfare of generations yet unborn; and that there should be a more equitable consumption pattern based on limits to growth, not unbridled consumerism;

● That hatred and bigotry, fundamentalism and fanaticism, and greed and jealousy, whether among individuals, groups or nations, are corrosive emotions which must be overcome as we move into the next century; and that love and compassion, caring and charity, and friendship and co-operation are the elements that have to be encouraged as we transit into our new global awareness;

● That the world’s great religions must no longer war against each other for supremacy but co-operate for the welfare of the human race, and that through a continuing and creative interfaith dialogue, the golden thread of spiritual aspiration that binds them together must be strengthened instead of the dogma and exclusivism that divides them;
That holistic education must acknowledge the multiple dimensions of the human personality – physical, intellectual, aesthetic, emotional and spiritual – thus moving towards the perennial dream of an integrated individual living on a harmonious planet.

Friends, it is upon the youth of the world that the future of humanity depends, and the future of youth in turn depends on the sort of education that we impart to them. Creative innovations are required not only in the methodology but also in the content of educational systems around the world. With the new technology distance education is becoming increasingly important. The computer has transformed the whole concept of learning, and it is essential that this tool should be utilised to maximum advantage, particularly in reaching the vast rural areas of Asia and Africa where there is still large-scale deprivation, economic as well as educational. All this represents a tremendous challenge to educators around the world, and particularly to all those involved with UNESCO.

In the final analysis, it is upon the texture and content of our educational systems around the world that the future consciousness of the human race will crystallise. All of us involved in the field of education bear a heavy responsibility, not only towards the existing younger generations but to generations yet unborn, to provide them with a holistic, humane and harmonious ambience so that, after all the triumphs and tragedies through which the human race has passed for thousands of years, we can at last emerge into the sunlight of a sane and secure global society.

**Biographical Details: Dr Karan Singh**

Born heir apparent to Mahajara Hari Singh and Maharani Tara Devi of Jammu and Kashmir, Dr Karan Singh was catapulted into political life at the early age of 18 when, in 1949, he was appointed Regent by his father in the intervention of Prime Minister Jawaharlal Nehru. Thereafter he was head of the Indian State of Jammu and Kashmir for the next eighteen years as Regent, elected Sadar-I-Riyasat and lastly as Governor. During these years he fulfilled his dedicated and onerous duties with commendable success.

In 1967, Dr Karan Singh joined the Union Cabinet headed by Prime Minister Indira Gandhi at the age of 36. He was elected soon thereafter to the Lok Sabha (the Lower House of Parliament) from the Udhampur Parliamentary Constituency in Jammu and Kashmir on behalf of the Indian National Congress by an overwhelming majority, and was re-elected from there in 1971, 1977 and 1980. He is now a member of the Rajya Sabha (the Upper House of Parliament) from Delhi.

Dr Karan Singh has held several portfolios of responsibility with great success, including Tourism and Civil Aviation, the Ministry of Health and Family Planning, and Education and Culture.

Dr Karan Singh has strongly supported many worthy charitable trusts over a long period in the service to the people of India, and during his tenure as Minister, he neither drew any salary nor lived in Government accommodation. He also surrendered his privy purse, placing the entire sum into charity.

Dr Karan Singh graduated from the Jammu and Kashmir University, of which he was himself Chancellor. His brilliant record as a scholar and writer stands unmatched to this day.

Dr Karan Singh has held many positions of eminence and leadership in highly significant national and international organisations that are committed to the betterment of mankind. He was also Ambassador of India to the United States at one period, winning many friends for the country.

Dr Karan Singh remains committed to environmental improvement and is President of the People’s Commission on Environment and Development, and is also a Trustee of the Green Cross International. He is Chancellor of the Jawaharlal Nehru University.
Dr Karan Sing is an author of distinction, having written many books on political science, philosophical essays, travelogues and poems. He has also composed and recited devotional songs in his mother tongue, Dogri, and is a connoisseur of Indian classical music. With his deep insight into the Indian cultural tradition, as well as his wide exposure to Western literature and civilisation, Dr Karan Singh is recognised as an outstanding thinker and leader in Indian and abroad. He is a renowned orator, and has lectured in five continents on philosophy and culture, politics and the environment.
Chapter 4
Presentations on Sub-Theme I

Section 1: Presentations from UN Agency Panel Representatives

UNESCO at Work for Peace
Mr Sheldon Shaeffer, Director, UNESCO Bangkok

This conference, and especially this plenary session, began from the idea that any discussion of secondary level education in the Asia and Pacific Region should not start as such discussions usually do, from the perspective of policies and programmes, but rather from the contexts of students and learners.

We felt that before there could be any debate on what secondary education has to look like in the future, there had to be a clear picture about the needs of the children who desire and require such education, thus giving a clear picture about the risks and vulnerabilities to which they are exposed, the challenges that they face now, and will also face later as adults. We felt that there would be no better people to describe these challenges than representatives of UN agencies in Bangkok, which deal on a daily basis with programmes and policies focused on adolescents and youth in the region. Therefore we have assembled the panel before you. Each will speak from a unique agency perspective.

We also felt that there could be no better person to address the issue of how secondary level education has to change in order to help young people face these challenges, than then now permanent secretary of the Ministry of Education, Dr Kasama Voravarn.

Let me begin with a few words on this issue from the perspective of UNESCO and the Regional Bureau of Education in Bangkok, which covers not only activities within UNESCO’s Education sector, but also those of culture and social sciences in this region.

I would like to do so with the focus on peace. The last decade of the last century was meant to herald a new era of peace. Major ideological conflicts of the century had seemingly crumbled as the cold war ended and the peace dividend was declared – a dividend to be used for the benefit of all mankind. But the opposite seems to have happened, with more war and conflict, more intolerance and hate, and more disparities and divides among the peoples of the world.

The results I fear are clear:

● Lives lost, of innocence as well as competence.
● People displaced, scattered within their own countries or pushed out into others.
● Hunger exacerbated by famine.
● Disease exacerbated by the scourge of HIV and AIDS.
● Cultural heritage and environmental balance destroyed.
● Schools demolished, education systems disrupted, and children’s hopes to be able to learn dashed.

The root causes behind such war and conflict such as intolerance and hate are not difficult to identify. They are in nature economic and social, cultural and religious, demographic and ethnic. At the core of all
is the fact of inequitable access both to the knowledge and to the resources needed to provide a minimum quality of life.

Consequently, there is an often passionately-held feeling of exclusion from land and wealth, from mainstream political processes and social structures, and from being an accepted and valued member of society. Although it is a long time since I have been an adolescent, I think that adolescents as a group are on the brink of adulthood and with their lives ahead of them as students and workers and as mothers and fathers must feel especially vulnerable, excluded and often alone, when faced with the rather tenuous hold on peace we currently find in the world.

Many of course face conflict and violence in reality, in the actual now, rather than in the abstract in a possible future. Adolescents and youth in this region have recently been, and are now as we speak, both victims and combatants in war and conflicts in several parts of the region. In some countries, Afghanistan and Timor, for example, they face uncertainties and instabilities from the aftermath of conflict. In others they are encouraged to hate their enemies and disrespect the cultures and religions that that are not their own. Many others also face more localised violence, physical, psychological and emotional damage in the home, in the community and even, I am afraid, in the school.

The answer, of course, is peace, and the absence of violence and war. The goal we must all work towards is a genuine culture of peace. The generally high enrolment rate of children in this region in education programmes places an especially large burden on education systems as a whole, and on individual schools, to both inculcate and to demonstrate a culture of peace. They must teach what they can, often against the ideologies and practices in the community that surrounds them, about respect for the diversity and differences of the cultures, individuals and social groups with whom they interact.

They must also practise in their own learning environments and processes what they are preaching – in other words, they must promote the absence of violence and conflict in classrooms and schools, and by extension, in families and communities.

UNESCO, as well as many of you, has learned that this is not easy. The rhetoric of peace in the UNESCO constitution, the mandate to ‘construct the defence of peace in the minds of men’, or an increasing number of peace-based curricula and materials around the region, do not easily or automatically translate into schools and classrooms that inculcate and demonstrate a genuine culture of peace. Such a culture of peace must be seen not merely as the state of a lack of war or absence of conflict, but as a much broader and more dynamic process, such as a body of shared values, attitude and behaviours.

That must be a culture based on non-violence and respect for fundamental human rights, a culture based on full participation in political and social life by all members of civil society. It must be a culture based in inclusion, without exclusion resulting from prejudice by gender, ethnicity, religion, creed, opinion or class.

Such a culture of peace must be placed at the very heart of all levels and all forms of education, must address all population groups and must weave the values, knowledge, skills and practices of peace education into the fabric of formal school and classroom teaching, as well as the various types of non-formal education. Such a culture of peace must also be promoted among networks of schools world-wide, which are actively involved in education for peace, through the mobilisation of the broadest range of partners at family, community, national and international levels. It should also be through partnerships with both government and non-government institutions experienced in peace education, in order to develop an integrated and holistic vision and diverse approaches of peace-building through education.
Building such a culture of peace, which will help the young people of Asia and the Pacific to address the risks and vulnerabilities they face now, and will face in the future, is the challenge that remains for education systems around the world. This challenge is one that I hope this panel addresses, and this conference will at least in a small way succeed in addressing.

Protecting Our Future: Placing Young People at the Heart of the Response
Mr Tony Lisle, Team Leader, UNAIDS SEAPICT

The Asia-Pacific region is home to more people living with HIV/AIDS than any other region apart from sub-Saharan Africa. It is estimated that there were 6.6 million people living with HIV/AIDS at the end of 2001, including the 1 million adults and children who were infected that year. Low national prevalence rates conceal serious localised epidemics in several countries including China and India.

Globally there were 14,000 HIV infections per day in 2001. More than half of those adults newly infected – around 6,000 daily – were between 15 and 24. This means that around four young people are being infected with HIV per minute. With more than 11.8 million people between 15 and 24 living with HIV/AIDS, young people are fast becoming the critical mass of those infected with HIV.

As well as the most likely to be infected, young people are also the most often affected, through, for example, loss of their parents to AIDS. Projections indicate that, by the year 2010, around 20 million children will have lost one or both of their parents to AIDS. Along with the great pain and human costs associated with parent loss, children affected by HIV/AIDS may become victims of stigma and discrimination, often resulting in formal or informal rejection from school. As their parents become ill, these children may face financial difficulties plus the burden of care, further impeding their education. This has a profound effect on the individual, the family and society as a whole.

In Asia the situation for young people echoes the global situation. There are both universal factors associated with being young that increase young people’s susceptibility to HIV/AIDS and there are also Asia-specific factors that need to be considered when thinking about prevention. Sex work, IDU and MSM are specific driving forces behind the epidemic in Asia, so first I will talk about these.

Alternatives to sex work need to be provided for young women. Multi-sectoral solutions are needed, with law-makers playing a large part. A national effort was launched in Thailand in 1992 to eradicate child prostitution and to help those at risk of entering the industry. A key strategy was to ensure that all children (both girls and boys) receive nine years of basic schooling and to provide impoverished children with access to education and vocational training. Countries are taking action but there is still a long way to go. All sex workers, regardless of age, have the right to protect themselves from HIV and should have access to information, regular health check-ups and condoms.

Primary prevention of drug use is important, but equally as important are harm reduction strategies. Harm reduction can be as tangible as the provision of clean needles or as intangible as giving young people advice about the way HIV is transmitted via injecting drug use. Stigma associated with risk behaviours including drug use and MSM are major barriers to HIV prevention.

Men who have sex with men remain invisible and are often forgotten in discussions of the Asian epidemic. Stigma and discrimination associated with MSM mean that young men who have sex with men or who may be unsure about their sexuality will often be reluctant to access services. These services may seem and be irrelevant if they are targeted towards the heterosexual majority. Creative techniques which reach out to young men who have sex with men are needed, while all health care services should be accepting and inviting of MSM. Advocacy efforts are sorely needed to reduce stigma and discrimination associated with MSM, drug use and HIV/AIDS in general.
For young men in many cultures norms of sexual promiscuity and commercial sex patronage prevail. Altering sex norms among young men, like any societal change, is a formidable task. However this, along with heightening male responsibility for safe-sex within sexual encounters, could, in many countries, be worthwhile.

More than anything perhaps, young people need to be given the knowledge and skills to be able to protect themselves from HIV. Knowledge amongst young people is, in many cases, alarmingly low. In Bangladesh a recent study found that only 31 percent of a group of 15-19 year old women had ever heard of HIV/AIDS, much less knew how to protect themselves from HIV.

There is a conspiracy of silence on sex and drugs at the best of times, but especially amongst young people. There is an idea that discussion of sexuality and drug use promotes promiscuous behaviour. All the evidence suggests that this is not correct. Similarly, abstinence from such behaviour is seen as the only viable goal of youth-based prevention activities. While it is difficult for many adults to admit it, large numbers of young people begin sexual activity at a relatively early age, are sexually active before marriage and are not monogamous. In many countries a significant proportion of young people start sexual activity before the age of 15, and many of them are already married. Because of this abstinence should only ever be promoted as one of the prevention options for young people. There is great variation in the age of sexual debut for individuals. If prevention programmes are to be effective it is vital that they start long before sexual or drug-taking behaviour commences. This is much earlier than they are typically being started now.

Given the low levels of HIV/AIDS knowledge in large numbers of youth, the conspiracy of silence around sex and drugs is both irresponsible and frightening. We simply cannot afford this indulgence amid an HIV epidemic, and young people, like adults, have the right to be equipped with information to protect themselves.

In many countries, the inability to accept young people as sexual beings has been institutionalised. Sex, STI and HIV need to be talked about in schools. However, in Asia, many children leave school early. Some of the most vulnerable children do not attend school at all. Because of this, prevention messages need to target young people everywhere, both in and outside education institutions. Schools need to work with communities and organisations accessed by young people, engaging them more systematically in education and prevention efforts.

Messages should be relevant and targeted directly at youth. Programmes targeted at adults are unlikely to reach young people. Youth programmes designed by adults may be outdated and seem irrelevant to young people. The best way to ensure programmes are relevant to youth is to include young people in their design. Involving young people in prevention ensures that efforts are meaningful to youth and that the information is communicated through effective channels. Further, it educates them about HIV, validates their knowledge and gives them a sense of responsibility and pride. Young people are already participating in prevention efforts. For example in Nepal, an interactive radio programme “Chatting with my Best Friend” is produced and hosted by young people, to encourage them to discuss the problems of growing up, including boy-girl relationships and communication with parents.

Including young people in decision-making and prevention processes also gives them a sense of empowerment. This is important as knowledge only goes so far. Young people must have enough self-esteem and feel both supported and empowered enough to put their knowledge about HIV prevention into practice and thus protect themselves. As well as basic education for all, and being given information about HIV/AIDS, young people need to be taught coping and life skills from a very early age. Life skills such as conflict-resolution, decision-making and communication can improve young peoples’
self-confidence and ability to make informed choices. Traditional education curricula need to be re-thought to include life-skills as priority learning in all schools.

Adolescence is a difficult phase in one's life wherein the individual is changing from a child into an adult. A normal part of this process can often be a strong desire to break away from the parental rule, to strike out on one's own and become independent. Another normal part of adolescence is experimentation and risk taking. This may include drugs and sex. Because of this, paternalistic attitudes and programmes that insist on abstinence from sex and drugs will be unlikely to work with young people.

Global Prevention Goal 2 of the UNGASS on HIV/AIDS states: “By 2005, ensure that at least 90 percent of young men and women aged 15-24 have access to the information, education and services necessary to develop the life skills required to reduce their vulnerability to HIV infection.”

Young people truly are our future. Focused prevention efforts targeting youth in Asia are needed and numerous barriers, some of which I have eluded to today, need to be overcome. Many barriers could be overcome simply by working with young people as equal partners in decision-making. Schools and communities need to become enabling environments and young people need to start setting their own agendas for prevention. Given the speed at which young people are being infected, a response is needed quickly but this response should be driven by understanding and openness, not judgement and discrimination. The response will ultimately determine the course of the HIV epidemic in Asia.

Ms Prue Borthwick, UNICEF

Good morning Mr Wataru Iwamoto, Ladies and Gentlemen. I am honoured to be here representing UNICEF on this occasion. As you have heard I am from UNICEF Regional Office HIV/AIDS Section so my remarks will reflect this perspective – Tony has just given us a comprehensive account of the ways in which our young people are vulnerable to HIV infection.

I have here a slide that I consider represents visually many of the issues Tony has talked about. This is information from a study conducted by the European Commission among students from 4 Vocational Colleges – it happens to be from the North of Thailand but I suspect that if similar surveys were done in other countries in the region in this group the results would be similar.

This was a study on youth sexual behaviour which was unusual in that one it was self administered using handheld computers, and two – the self reporting was backed up by biological markers – STD tests and pregnancy tests – carefully designed to be confidential and consensual. The results are as you can see.

So the question raised by the conference to day is what are schools doing to respond to this situation?

My brief is to look at this question from UNICEF’s perspective – what we are doing to protect children and children’s rights in this situation? How do we ensure that young people in our care can protect themselves from contracting HIV?

From the start of the epidemic in this region governments have shared UNICEF concern about young people. School education has been a common focus.

School based HIV prevention programmes have the potential to reach large numbers of young people – but our experience over the years has shown that to date few fully utilise that potential for a number of reasons.
One is the kind of prevention programme used – narrow information on HIV transmission have been shown to be unsuccessful – the ‘3 things/six things’ campaigns – the three things that do transmit and the six things that don’t.

A more successful approach is Lifeskills as Tony mentioned. This trains children in the key psycho-social competencies involved in protecting ourselves from harm – decision-making, goal setting, negotiation, conflict management, managing aggression, for a start – Studies in the US have shown that these skills can make a difference – so is it that simple?

Can we therefore ‘Adopt lifeskills, and End AIDS’?

Sadly, no. The Lifeskills programmes can make a difference under certain conditions – the study in the states found that it took a minimum number of sessions or hours – 14 to be exact, and there had to be follow up-refresher training within twelve months. Not only that, but Lifeskills was much more effective when it was linked with a whole-school community programme.

Let’s just look at how school programmes have implemented Lifeskills in our region. In many countries Lifeskills were launched as pilot programmes – special classes were run in dozens of schools, hundreds of schools in some cases and then dropped when external funding came to an end. Pilot programmes tended to launch Lifeskills as co-curricular-extra subjects that had to be fitted in round core curriculum subjects – this often meant that Lifeskills became the fillers for rainy days when the kids couldn’t do sports or became lunch hour or after school activities.

One breakthrough in the region has been the joint MOE/UNFPA/UNICEF/GTZ programme in Lao PDR where Lifeskills is being integrated into national core curricula-embedded in the World Around Us, geography, civics, natural science and biology.
In Myanmar, too, Lifeskills has been integrated into core Ministry of Education curricula and has been a compulsory subject since 2000.

Even where Lifeskills is incorporated into school core curricula, there can be a problem with the section of the school it is targeting. Schools tend to be more comfortable targeting late secondary school for
Lifeskills and HIV education. However, this is likely to have little impact in reducing youth vulnerability when the bulk of children leave school between years 6 and 9.

One more extremely important area which Tony mentioned – and which is all too often neglected by schools based programmes – is children and school students who are themselves HIV positive or living with HIV. Now here is an area in which schools really can play a very important role – supporting children living with and affected by HIV to enrol in school, to keep going to school, to feel accepted by their peers and teachers, to learn effectively both academic subjects and lifeskills.

Is there an example of a school in the region that’s done the lot? Yes. Hua Rin School in San Pa Tong District in Northern Thailand is one of six HIV-affected schools to be included in a pilot project within the Child Friendly School Scheme.

In this scheme, in a collaboration between the Ministry of Education and UNICEF Thailand, the HIV affected schools received a special programme of teacher training in grief and loss counselling and on death and dying. The school had already been the site of a number of parent teacher meetings with the provincial health and education departments to discuss enrolment of HIV positive children.

Today, Hua Rin School is working example of the success of the programme. On the one hand they have gained teacher-parent acceptance of having HIV positive children attending the school, and at the same time obtained a commitment to protect their confidentiality, so the HIV positive students are accepted by all. On the other hand, a number of HIV affected children have progressed through the school, despite the administrative and personal crises caused by their parents’ deaths.

For example, in one case a boy was given a supplementary examination after his mother died during the exams, in another a girl’s grief counselling resulted in her reintegration into the school community after she had become withdrawn and depressed.
It is no accident that unaffected children in the school are particularly well informed about HIV – Through caring for classmates affected and living with the virus they have learnt valuable prevention lessons, not about how to care for herpes lesions or oral thrush – but that HIV can affect families like theirs and the very real problems faced both those living with this burden.

Finally, I’d like to leave you all with a truly UNICEF perspective on all this – the new communication initiative “What every adolescent has a right to know” (or the Right to Know Campaign – and most of the issues both Tony and I have discussed are addressed in this innocuous little list at the back of this publication.

Please read it – because I think it illustrates why the three things/six things HIV transmission info alone cannot work – it is only part of a package of vital information, that has to be supported by equally vital skills and an enabling environment.

Thank you.

Guillaume Le Hegarat, UN Office on Drugs and Crime, Regional Centre for East Asia and the Pacific: “Preparing the youth and adolescents for a high-risk environment”

Challenges to the secondary education system...there are many in the fast changing world we are living in. Particularly in Asia and the Pacific, a region which encompasses such a wide variety of cultures and social environments and settings, and a region experiencing such fast economic, political and social changes.

In the context of the United Nations Office on Drugs and Crime’s work in this region, one of the main challenges for the secondary education is to prepare the youth and particularly adolescents for a high-risk environment.

Adolescence is a time in life for discovery, experimentation and exploration of all aspects of adult life. In different social, cultural and economic settings it occurs in a variety of ways. And mostly, it’s the time for first important individual decisions and adoption of lifetime norms and values.

Over the past two decades, the environment in which these changes take place has changed drastically. Never before has there been such variety and availability of dangerous drugs. Never before have drugs been available to such young people. New drugs come in addition rather than replace traditional drugs. Here in Bangkok, we all hear about the dramatic surge of Methamphetamine (Ya Ba) abuse among the youth. Similar trends are reported in China, in the Philippines, in Laos, Vietnam...According to studies in northern Thailand, 80 percent of young girls and 93 percent of young boys aged 15 to 21 have experienced with alcohol, and 40 percent boys and 18 percent girls have experienced taking amphetamine. Substance abuse is on the rise, alcohol manufacturers and marketers target the youth with specific products designed to attract young girls and young men... cigarette companies are frequent sponsors for events designed for young people. Producers and marketers of illicit drugs follow the same strategies. This is what I call a “high-risk environment”.

What exactly are the risks related to drug abuse, which in my mind includes tobacco, alcohol and other dangerous drugs? The first obvious risk is that of adverse health consequences related to use or abuse. The use of drugs by young men and women will affect their healthy physical and psychological development. Another very obvious risk is the one of addiction and dependence on drugs, which has dramatic social and health consequences. But some very specific risks such as traffic accidents directly linked to substance abuse are also a major immediate risk for the youth. Preventive Education in school should prepare the youth to face all these risks.
The epidemic of HIV/AIDS is another particular threat to young people entering reproductive age. With the emergence of HIV/AIDS, people are called to change practices and sexual behaviours but this is often found to be a difficult topic to address in school. Cultural and religious taboos often come in the way of delivering clear and simple information on sex related risk. But I want to repeat once again that the virus does not discriminate on origin, sex, age or religion. The virus has no taboos. The HIV lives and replicates according to its DNA, to kill those who give it a chance to infect them. A recent study by the Beijing University Children and Young Adults Hygiene Research Institute and UNICEF highlighted the massive ignorance about HIV/AIDS among Chinese youth. I’m quite certain that the situation is not much better in most Asia Pacific countries. This by itself is an explosive situation that can be addressed through the school system.

Certainly it is not the sole responsibility of the education system alone to address these issues. On the other hand it is most of the time at school that peer norms are defined and transmitted. Children enter secondary education systems and leave it as young adults. Secondary education comes at a critical age and has a critical role to play in preparing the youth for a high-risk environment, which I have illustrated.

The need for innovative approaches is confirmed by some 40 years of practice in Drug Abuse Prevention in school. A risk minimisation approach is based on a pragmatic assessment of what can be achieved and what can be prevented. Preventive education is about transfer of knowledge (what exactly are the risks) and transfer of competence (how can they be prevented or minimised).

A risk minimisation strategy is based on the recognition that young people and adolescent, in increasing numbers, will experience with sex, and they will experience with drugs. Either they are informed about the risks and they will make informed decisions to minimise these risks, or they are not informed. Are national secondary education systems in Asia and the Pacific prepared to face these challenges and prepare the youth for this emerging high-risk environment?

The answer to this question represents an important variable that will affect the future of the HIV/AIDS epidemic in Asia and the Pacific. According to a recent study published by the Foreign Affairs Magazine, the difference that education can make could be as big as 30 million life or death situations!

Ian Cummings, International Labour Office: *Lifelong Learning, Training and Employment*

*(These notes are the major points from Mr Cummings’ Powerpoint presentation.)*

**ILO Approach**

- Establish a framework to promote decent work for youth through ILO Conventions and Recommendations
- Raise the awareness of youth employment issues among member states
- Undertake research on youth employment
- Prepare and disseminate policy tools and manuals of good practices to enhance employment of youth
- Establish and maintain a data base – Key Indicators of the Labour Market (KILM)
- Provide technical support to member states on designing and implementing policies and programmes to address youth employment
Challenges Faced by Youth

- Kofi Annan, Secretary-General of the UN, the World Bank and ILO High-Level Policy Network on Youth Employment predict that 1.2 billion young women and men “will enter the workforce during the next ten years.”
- At the close of the last Century, the ILO estimated that 60 million young people would be searching for work, but would be unsuccessful (WER 98-99).

Youth employment: key issues

- Many youth employment programmes are “an end-in-themselves.”
- Youth wages are sometimes given as an excuse for high youth unemployment – however:
  - Competencies and skills are a often a significant factor in determining employment of youth.
  - Education intensity in the “world of work” has increased beyond the general trend provided by education systems (OECD)

Youth employment: education

- “Lifelong learning for all” is a goal of many countries – But, education alone is not the answer to youth unemployment.
- Many young people attending education or training institutions never complete their training
- Most education systems were designed for a past era and are not able to be patched-up to meet the needs of today’s world of work – need reform and restructure
- Knowledge alone is not enough today – it is the ability to access, assimilate and adapt knowledge and skills to the changing work environment

Youth employment: the world of work

- Economies that equip their workforces with the requisite skills and restructure their education and training systems reduce the level of youth unemployment.
- Employment and Training systems are under enormous pressure to provide new and different skills to existing workers and to prepare young people leaving school for jobs in a rapidly changing workplace – for example, technology and skills change often to meet shorter product life-cycles.

Youth employment: challenges to employability

- Young people have less experience than adults, therefore they need more time for searching, matching and gaining work experience. Work experience prior to leaving school, if structured and well designed, can provide a springboard for transition from school to work.
- But many employers drop-out of workplace placement programmes because they find that work placement students take up too much time and energy to supervise

Youth employment: Skills for employability

- Training for informal economic activities can reduce the exclusion of young people; however, there must be an awareness that they are still maturing (physically and mentally)
- Most training occurs in the workplace, ranging from apprenticeship, informal on-the-job training to combinations of on and off-job learning.
Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific

● Institutional training on its own, unless it is well planned and targeted, often does not meet the needs of the workplace.

Governments and Employers:

● Governments alone cannot provide the right kind of skills to the workforce at the right time. To be effective, they must work with the social partners to develop flexible policies and strategies that enhance the opportunities for young people to reach their full potential in life.

● Employers must also be encouraged to play their part by investing in the future workforce, ensuring young people are given the opportunity to meet the challenge of new technologies through training.

● Governments can better support youth employment through improved youth training policy formulation that:
  – gives a clear vision and policy framework on youth
  – improves access and functioning of training markets
  – guides investment in human capital formation
  – instills confidence in skill suppliers, employers and the workforce that government’s investment in
    human capital development is properly targeted and will yield results.

Governance and Incentives:

● Many governments are now retreating from the lead role in training delivery, but they must provide better governance and incentives by:
  – bringing cohesion to an increasingly dispersed/autonomous delivery system
  – encouraging the development of core competencies (particularly as pre-employment strategy)
  – stimulating employers to provide work experience and jobs to young people and to invest in
efficient learning strategies within the workplace.
  – supporting better information and information flows on youth education, training and employment (imperfect information produces sub-optimal human capital investment decisions). For example:
    ● provide better information on access to education and skills programmes, particularly those linked to employment;
    ● provide better labour market information;
    ● develop systems that account for and measure human capital investment and returns.
  – Provide better foundation skills and tools for learning including:
    ● an enhanced role in teaching core or generic skills
    ● providing remedial courses that fill gaps in basic understanding of workplace technologies, particularly for youth, women and people with disabilities
    ● providing better investment in vocational guidance, assessment and job/work experience for youth

Ms Sheila Macrae, United Nations Population Fund (UNFPA) Thailand

The United Nations Population Fund (UNFPA) supports developing countries, at their request, to improve access to and the quality of reproductive health care, particularly family planning, safe motherhood, and prevention of sexually transmitted infections (STIs) including HIV/AIDS. Priorities include protecting young people, responding to emergencies, and ensuring an adequate supply of condoms and other essentials.
The Fund also promotes women’s rights, and supports data collection and analysis to help countries achieve sustainable development.

About a quarter of all population assistance from donor nations to developing countries is channelled through UNFPA, which works with many government, NGO and UN partners.

Reproductive Health and Family Planning. UNFPA supports efforts to ensure universal access to a range of reproductive health services, including voluntary family planning, for all couples and individuals by 2015. This goal was set at the 1994 International Conference on Population and Development.

HIV/AIDS Prevention. As a UNAIDS co-sponsor, UNFPA focuses on: making sure young people know how to avoid infection and have access to services; helping pregnant women protect against infection; and ensuring that condoms are readily available and are used consistently and correctly.

Young People. UNFPA works to ensure that adolescents and young people have accurate information as well as non-judgmental counselling, and comprehensive and affordable services to prevent unwanted pregnancy and STIs including HIV/AIDS.

Safe Motherhood. To help reduce the 500,000 preventable maternal deaths in developing countries, UNFPA promotes wider access to skilled delivery assistance and emergency obstetric care.

Reproductive Health Supplies. UNFPA provides logistic support and commodities to help countries improve access to high quality and affordable means of contraception and STI prevention, including condoms.

Response to Emergencies. The Fund helps ensure that women displaced by natural disasters or armed conflicts have lifesaving services such as assisted delivery, and prenatal and post-partum care; and it works to reduce their vulnerability to HIV infection, sexual exploitation and violence.

Women’s Empowerment. UNFPA is a strong advocate for action to promote women’s rights and prevent gender-based violence including female genital cutting and coerced exposure to HIV and other STIs.

Population and Development. The Fund provides support for data collection and analysis, and for policy formulation, to help countries meet the needs of growing populations.

Mr Michael Chai, Social Affairs Officer, ESCAP: Risks and Vulnerabilities that Young People in the Asian and Pacific Region Face

1. Risks, vulnerabilities and challenges that young people in the Asian and Pacific region face

Many Asian and Pacific young people will have no access to education and will remain illiterate. Lack of adequate education is a key risk for poverty and exclusion. Exclusion from basic education results in exclusion from other opportunities for higher education, self-advancement, and employment. Such exclusion, in turn, limits participation in, and contribution to, family and social life. Exclusion hampers, even prevents, the achievement of economic and social independence. It also increases vulnerability to long-term poverty in what can become a self-perpetuating, inter-generational cycle of deprivation.

Literacy rates among those aged 15 to 24 is almost universal in a number of countries in South-East Asia, East and North-East Asia, North and Central Asia and the Pacific. However, the same cannot be said of several countries where the youth literacy rates are at 50 percent and below. In those same countries, there are gender disparities in access to education. In some cases, the disparities are alarming.
Overall, throughout the Asian and Pacific region, youth in school and out of school face some common risks and vulnerabilities. The prevention of these risks and vulnerabilities depends on not only mere access to education and information, but also to quality education and training, including relevant life-skills mainstreamed into the education system.

There are many education-related factors that increase the risks and vulnerabilities that adolescents and youth face. These operate at differential causal levels. Among the major factors are the following:

- **The psychosocial process of adolescence and its transition to young adulthood**: This process is characterised by risk-taking in sexual behaviour. Peer pressure is a major factor in risk-taking behaviour among this age group. Unequal gender power relations compounds the risk for girls and young women who find themselves in poor negotiation positions to protect themselves from unsafe sex.

- **HIV and STIs**: Today's young people are especially vulnerable to HIV infection. Some 7,000 young people are estimated to be infected everyday. Most new infections occur among young people. World-wide, new infections among young people occur at a rate of five per minute. There is urgent need to fully mobilise the young people of the region. Before the young die as the AIDS generation, decision makers owe it to the region's young people to give them the scope and the support to be active and equal partners in stopping the spread of HIV/AIDS in the region, in a broad multi-sectoral alliance of civil society, government and the private sector.

- **Drug abuse**: The main modes of HIV transmission in Asia are heterosexual sex and injecting drug use. Drug abuse is a problem in itself. Drug abuse is also a major driving force of HIV/AIDS. The age of initiation into drug abuse is declining throughout the region to as low as 12 years of age. The world-wide figures for drug abuse are 10 million. Most drug abusers are aged 15 to 30. The average drug abuser is sexually active, but seldom practises safe sex.

- **Lack of appropriate life skills**: Despite the pressures that they have to deal with, most young people do not have access to training and counselling support to deal with these pressures. Thus, many do not have the right interpersonal and communication skills to manage their lives. Many also do not know how to make the right choices of friends, and situations to enter into or to avoid. Most young people do not have access to adequate sex education and to health services related to sexual matters.

- **Poverty increases the vulnerability of all people, especially women and children, to a whole range of other social ills, among them crime, human trafficking, and poor health.**

- **Children and youth with disabilities** are especially vulnerable. Less than 10 percent in the region have access to education. For young people with disabilities, the risk of poverty and marginalization due to lack of education is even higher than for those without disabilities. While there has been some progress in the education of children and youth with disabilities during the Asian and Pacific Decade of Disabled Persons (1993-2002), this has been insufficient. The second Decade commencing in 2003 provides a new opportunity for concerted action in order to endure that the serious omissions and commissions of the Jomtien Decade are not repeated. There is urgent need to embrace a comprehensive time-bound approach to achieving milestones for the education of children and youth with disabilities in the framework of Dakar and the Millennium Declaration. This must include addressing the needs for capability and programme development in early detection of learning disabilities, to diverse approaches to ensuring that children and youth with disabilities participate in, and benefit from, education programmes, whether these be in special education schools or inclusive education programmes, as driven by local circumstances. The obstacles to the education of children and youth with disabilities include negative assumptions and attitudes that neglect their right to be educated. Unfounded assumptions prevail about the
cognitive limitations of all children and youth with disabilities and their capacity to learn. Education authorities often give in to parental anxieties that disabled students would hold back the progress of non-disabled classmates. Furthermore, many teachers are overworked and refuse to take on students with disabilities whom they see as an additional burden. With the prevalence of such negative attitudes, there has been limited effort to tackle head-on physical access obstacles, such as inaccessible transport to crèches, play groups and centres, schools and more general facilities of educational value to young persons with disabilities. Furthermore, there is a dire lack of teachers trained in working with students with disabilities and a paucity of training in innovative use of local resources for creating appropriate learning and teaching materials. There is a need to significantly extend the benefits of ICT to support teaching and learning involving children and youth with disabilities. Braille texts, Digital Audio Information System (DAISY) and sign language are but three of many options now available to support the education of persons with disabilities. Children and youth with developmental disabilities, deaf young persons with communication difficulties, blind persons and mobility-impaired persons are particularly at risk of sexual abuse. They are often dependent on the physical care provided by their abusers, which renders them especially vulnerable. In many cases they cannot defend themselves, and their entitlements to participation and services are usually forgotten in reproductive health education and service programmes.

- **Sexual abuse and exploitation:** Human trafficking in the region has emerged as an ugly, serious issue that demands a courageous response from the international community. It is estimated that, annually, over 200,000 persons from South-East Asia, 150,000 from South Asia, and over 100,000 from the former USSR countries are trafficked. Human trafficking for sexual exploitation has a big market in Southeast and East Asia. Many of the victims are girls and young women.

- **Socio-cultural beliefs and practices:** One contributing factor to sexual exploitation is the high premium on virginity. There is demand for younger and younger children for sex. The demand is rooted in the erroneous belief that young children are free of HIV/AIDS and sex with young virgins can cure AIDS. This belief is linked with the horrific new phenomenon, recorded recently in South Africa, of the rape of babies. Furthermore, cultural and religious sensitivities make it difficult to address the problems adequately.

With regard to the sexual and reproductive health of youth, two demographic trends are noteworthy. First, there is a widening gap between the age of sexual maturity and the age at marriage. This results in premarital sexual activities among young people in many countries in the region. Second, the continuous prevalence of adolescent marriage and the low use of contraception during adolescence result in a high rate of adolescent fertility.

In addition, there are various socio-economic factors that influence the sexual and reproductive behaviour of youth, including the erosion of the family and economic constraints.

2. **Addressing risks, vulnerabilities and challenges that young people face: ESCAP’s role**

ESCAP, through the Health and Development Section of the Emerging Social Issues Division, serves as the United Nations focal point for youth in the Asia-Pacific region. In this capacity, the ESCAP mandate includes advocacy and awareness raising on key issues that young people face, and promotion of the participation of young people in decision-making processes.
ESCAP pursues these mandates through a number of mechanisms, including:

- Inter-country forums and networking support;
- Research and information services; and
- Training and advisory services.

At the global level, ESCAP serves as the regional arm for the World Youth Forums of the United Nations System, which also guides ESCAP’s youth work. The fourth and most recent World Youth Forum was that held in Dakar, Senegal, in August 2001. Its theme was the empowerment of youth to participate more effectively in every aspect of society. The Dakar Youth Empowerment Strategy serves as the outcome document of the Forum to guide UN youth work for the coming years.

Furthermore, ESCAP’s work is guided by the World Programme of Action on Youth to the Year 2000 and Beyond. The General Assembly, under resolution 50/81, had adopted the World Programme in 1995, marking the 10th anniversary of the International Youth Year. The following 10 priority areas were identified for youth development: education; employment; hunger and poverty; health; environment; drug abuse; juvenile delinquency; leisure-time activities; girls and young women; and the full and effective participation of youth in the life of society and decision-making. Of these 10 areas, education, employment, health and effective participation of young people have been identified as being of the most critical importance to youth in Asia-Pacific. Thus, these are the areas to which ESCAP accords particular attention.

**Issues covered by the Emerging Social Issues Division, ESCAP**

**Health and Development Section**

The focus of ESCAP’s youth programme has evolved over the years, taking into account the United Nations’ global priorities for youth as well as regional emerging youth concerns. Under ESCAP’s on-going revitalisation process, and in view of the urgent human security issues that youth face in the region, ESCAP aims to focus its youth work on the following issues:

- HIV/AIDS;
- Sexual abuse and exploitation;
- Drug abuse;
- Trafficking.

In recent years, ESCAP has been active in implementing technical assistance projects focusing on:

- Youth leadership development training;
- Youth policy formulation and strengthening of its implementation;
- Combating sexual abuse and sexual exploitation among youth; and
- Non-formal education for youth on HIV/AIDS and drug abuse prevention

Most of these technical assistance projects are developed based on recommendations by the participants of ESCAP-organised regional forums, which include strong youth participation.

Under an on-going three-year project on “Strengthening national HRD capabilities in poverty alleviation and conflict negotiation skills for youth”, special attention is being given to developing and implementing a training programme on building practical skills for youth. The programme focuses on: (a) conflict
negotiation, and (b) entrepreneurship. The project aims to strengthen the human resources development capabilities of youth workers and trainers to address the need for conflict negotiation and poverty alleviation among youth. Thus, project activities include the development of two practical training-of-trainer modules for youth workers on inter-related sets of skills. Country-level training activities are in progress in five countries, namely, Cambodia, Myanmar, India, the Philippines, and Sri Lanka.

ESCAP’s project on youth health promotion through non-formal education is in its second phase. Phase Two focus on developing life-skills training-of-trainers capabilities and materials, using a youth peer-to-peer approach. The project builds the attitudes, knowledge and skills of diverse groups of young people so that they can:

- Make more informed choices;
- Take greater responsibility for their own lives;
- Become more resilient and better able to deal effectively with negative pressures;
- Minimise harmful behaviours and exposing themselves to high-risk situations.

Social Policy and Integration of Disadvantaged Groups Section

With regard to the education of children and youth with disabilities, ESCAP has worked throughout the first Asian and Pacific Decade of Disabled Persons (1993-2002) to support regional, national and local action on improving the accessibility of the built environment. In this regard, further to regional ESCAP guidelines, pilot projects were implemented in four cities (Bangkok, Beijing, New Delhi and Yogjakarta). The outcomes include country-level adaptations of ESCAP guidelines on access promotion. In addition, over the course of the Decade, there were new as well as strengthened access-related policy directives, legislation, building by-laws and municipal directives, including in China, India, Indonesia, Japan, Malaysia, Republic of Korea and Thailand. During the first Decade, ESCAP also focused on developing cross-disability-sensitive approaches to training persons with diverse disabilities as advocates, resource persons and trainers in access promotion.

ESCAP looks forward to contributing its expertise in access promotion in support of country efforts to significantly improve the education of children and youth with disabilities. Thus, ESCAP also looks forward to strengthening its co-operation with UNESCO towards regional achievement in the inclusion of persons with disabilities in education, and thereby giving real meaning to the fulfilment of education targets in international mandates.

Section 2: Major Plenary Address

Secondary School: A Safe Haven for Adolescents and Youth?

by Dr Kasama Voravarn, Permanent Secretary, Ministry of Education, Thailand

Youth is the time of transformation, energy, friendship and hopes. But it can also be the time of alienation, destruction and despair. It is an irony that as society advances in knowledge and technology, the list of risks and vulnerabilities confronting its most precious assets sharply increases. It seems that no society has succeeded in safeguarding its youth against drug abuse, risk taking in sexual behaviours, HIV/STIs, accidents, violence, unemployment or poverty.

As secondary education is one of the few means to reach the vast majority of adolescents and youth on a continuous basis, it is important to examine its role in providing assistance and safety net to adolescents and youth during this critical transition period of life.
In Asia and the Pacific, twelve years after the Jomtien Education for All Declaration, over 50 percent of adolescents aged 12-18 are now in schools. Yet, there are over 600 million youths who are illiterate and over 180 million who are out-of-school. The rate of drop-out remains high. In Thailand, out of every 100 children entering grade one twelve years ago, only 50 percent are completing their upper secondary education. Among those who do remain in school, absenteeism and tardiness are on the increase.

In terms of quality, an increased number of students have reached world class standards as demonstrated by their achievements in academic Olympics. But on the whole, students’ scores in national testing on basic subjects such as language, mathematics, and science have declined. At the same time, incidents of juvenile delinquency, violence in schools, teenage pregnancy, accidents, and drug abuse have become more prevalent in secondary schools.

It appears that a large number of the institutions that should provide a safety net to adolescents and youth have actually failed in their missions and may have further aggravated the problems.

If secondary education is to assist youth in meeting the challenges of the present day society, schools must be transformed to take on new roles and responsibilities.

1. Transforming to Become Truly Inclusive Schools

During the past decade, secondary education in developing countries has greatly expanded. In terms of policy, secondary education is no longer exclusive, limited to the selected few, but is viewed as an integral part of the Education for All package.

Instead of the rigid admission policy, more proactive recruitment measures have been carried out. New schools have been established. Traditionally exclusive schools have been forced to abolish competitive entrance examination and open the doors to students of diverse abilities and backgrounds. As a result, a large number of schools have grown in size, the student body reaching several thousands and the class size sometimes exceeding 50.

The education for all principles, however, rarely penetrates beyond the recruitment and admission policy. In spite of the comprehensive and holistic stated goals of secondary education, most secondary schools view their mission as essentially the preparation of students for university entrance examination. The curricula are designed to be academic-oriented, even in schools where a low percentage of the graduating class continues on to university. Likewise, the teaching and learning approaches have not been adapted for students of differing abilities. Interviews with teachers further reveal their longing for the return of the ‘good old days’, when only competent and responsible students are handpicked to enrol.

It is not surprising that in a large majority of schools, the close and supportive relationships between students and the teachers have decreased. Students who do not fare well academically feel unwanted. Top students complain that they are pressured to compete for the school and are bored to be in the same class with the under-achievers.

There have been many interesting innovations to facilitate transformation of secondary schools to provide truly inclusive education.

“School as Second Home”

In Thailand, large secondary schools have been broken into smaller “family units” by assigning all teaching staff to serve as advisors or substitute parents to students at the ratio of 1:25. These advisors
meet regularly with the students. They are trained to assess the students in terms of their risks and vulnerabilities. In addition, they are requested to organise classroom meetings with the parents and to visit their homes every semester.

Basically, the system is designed to ensure that every student has someone within the school they can trust and confide in, and that parents and teachers develop supportive relationships with the students. The system has greatly influenced the perception of the teachers as to their roles and responsibilities and has transformed the relationships between teachers, the students, and the parents. The teachers feel more responsible for the students’ overall well beings and develop greater empathy of the students’ plights. The parents appreciate the closer relationships and often form extensive parent networks to support the schools.

“Burn the rod”

This is a nick-name of the Ministry of Education’s policy to abolish caning in schools and to prohibit schools from expelling students, except in the case where such students are endangering other students. Students who are found to use drugs, for example, are treated as patients. Only students identified as drug pushers can be expelled, or required to take mandatory leave of absence or sent to the police. The policy raised a great deal of objections from the teacher groups, who felt that the Ministry deprived them of the authority to make decision which will be beneficial to the students in the long run. Furthermore, the increase in students’ misbehaviours is often blamed on the policy. But, the policy has indeed led the large majority of the schools and the teachers to explore other means to develop disciplinary measures, often with contribution from the student councils.

“We are number one!”

This is an anti-drug campaign under the patronage of Princess Ubolratana to assist the risk-prone youth to recognise and develop their potentials. Under the new education act, a major curricula reform is underway to provide more options to students of diverse needs. Learner centred approaches are widely promoted to assist the teachers to organise more effective learning activities for students of differing abilities and leaning styles. University competitive entrance examinations, which influence the learning process within the secondary schools, have been gradually revised to give greater weights to learning within the schools and to recognise extra curricula activities and community services of the students.

“Open up the Blackbox”

Several measures have also been implemented to “open up” the secondary schools to the public and to mobilise greater participation. The school committees mandated by the new Education Act to oversee the operation of the schools have made it possible for representatives from the community, the parents and the alumni to have more meaningful roles in the school management. The parent network further strengthens the parents’ positions in negotiating with the schools. Students’ participation has also been empowered by training of students councils and organisation of national assemblies of students councils where their views are shared and brought to the attention of the public. Modern technology further facilitates communication between parents, students, and responsible authority beyond the school and in turn brought about more dialogues between students and the schools.

Through these measures, the secondary schools gradually come to the realisation that an Education for All policy implies more than proactive admission and recruitment measures. Equally important, the schools must learn to become more responsive to the diverse needs of their new and expanded target groups, as well as the changing environment in which they live.
2. Ensuring that Disadvantaged Students are Provided with the Necessary Safety Nets

The costs of secondary education continue to be a major deterrent to enrolment and completion. Even in countries where secondary education is included as an integral part of compulsory education or is subsidised with free tuition, most secondary schools have to raise funds to help the private costs that each student must bear and other hardships resulting from family poverty or inadequate parental care.

The system must develop a comprehensive database on disadvantaged students from primary to secondary and higher education, so that they can be accurately identified and assistance provided at appropriate times during progression from one level of education to another.

Various types of assistance are found to be necessary for students of different degrees of hardships, such as boarding schools with comprehensive welfare package for children from destitute families and children from difficult circumstances, lodging facilities or traveling expenses for children from remote rural areas, free lunch, free uniforms or free educational supplies to ease the family burdens.

In some cases, the schools try to enhance self-reliance among the students by supporting them to produce food products for consumption or to earn additional income. Two successful examples are the Welfare Schools, which are boarding schools for disadvantaged primary and secondary children and youth, and the Agriculture for Life Project offered by the Agriculture and Technology Colleges.

Students’ loans offered at upper secondary education and higher education with low interests and two-year repayment after graduation have greatly influenced decisions by some students to complete secondary education and continue on to higher education.

3. Creating a More Conducive Environment for Adolescents and Youth

It must be recognised that secondary schools alone cannot safeguard adolescents and youth against the increasing risks and vulnerabilities in the present day society. The society as a whole must take responsibility in this all-important mission.

Social order crusade launched by the former Ministry of Interior, Mr Purachai Piumsombun, is an example of an attempt to raise public awareness and responsibility and to put a stop to commercial exploitation of youth. Likewise, many countries, such as Singapore, have tried to censor materials transmitted through the Internet.

Other agencies can also contribute their resources and expertise to enrich the learning experiences of adolescents and youth. Over 100,000 upper secondary students are attracted by the rigorous cadet training provided by the Military. Through negotiation of the secondary schools and the Ministry of Education, the number admitted was expanded and the criteria for admission altered to allow for the risk prone students to participate. Police Commission agrees to allow the schools to choose police officials to serve as school police Coordinators to help in drug prevention programmes as well as to organise youth activities. Through the National Science and Technology Development Agency (NSTDA), young professors from universities across the country agree to take on scientifically gifted students as their research assistants or travel to remote rural schools to assist the teachers to improve their learning and teaching process. The Thai Tourist Authority of Thailand, the Department of Forestry, and the Department of Mineral Resources are among the agencies that offer professional assistance to secondary schools to develop curriculum, produce learning materials, train students or fund school projects in related fields. The Ministry of Public Health utilises funds levied from cigarette and alcohol to organise learning activities for youth.
These experiences have proved to be invaluable to the schools as they enable the schools to provide real life experiences and more diverse learning options for the students beyond the constraints of their resources and expertise. The contacts with outside agencies also help the teachers to keep abreast of new development beyond the school walls and to have access to interdisciplinary actions to the problems of adolescents and youth.

By recognising their crucial roles in assisting adolescents and youth to deal with risks and vulnerabilities, transforming the schools to becoming truly inclusive, providing the necessary safety nets and mobilising the supports within the society, secondary schools can indeed become safe havens for the present day adolescents and youth.

**Biographical Notes:**

Dr Kasama Voravarn has recently taken up the major position of Permanent Secretary of the Ministry of Education for the Thai national Government, a very important leadership position. Dr Kasama, a native of Thailand, has had a distinguished academic career. After completing her secondary education in Thailand, she gained a B.A. and Ed. D. at Harvard University in the USA.

Since that time, Dr Kasama has held many senior positions, including Director of several departments; Inspector-General in the office of the Permanent Secretary, Ministry of Education; Secretary-General of the Office of the National Primary Education Commission, Director General of General Education and now most recently, as Permanent Secretary for Education in the Ministry of Education.

Dr Kasama has also held many other distinguished roles, including the Chair of Education Committee of the Thai National Commission for UNESCO, Member of the National Commission on Women's Affairs; Member of the Board of Trustees (a US non-profit organisation); and Chair of the Executive Board of the UNESCO Institute for Education, in Hamburg, Germany. Dr Kasama has also been recognised with other major awards and Honours.
Good morning, ladies and gentlemen. Thank you very much, Dr Rujaya, for your very kind introduction and thank you for reminding us of our conference themes.

Firstly, I would like to thank Dr Sheldon Shaeffer, Director of the Bangkok Regional Office, and Mr Zhou Nan-zhao, Coordinator of APEID, for inviting me to share with you our experiences in quality and equity in schools.

They also asked me to share with you some of the SEAMEO regional projects on quality and equity from a broad regional context.

I have just returned from Singapore late last night. I asked myself, Why did I accept this invitation? It is because I realise that the issues of quality and equity have always been at the heart of UNESCO’s programmes in education and learning at all levels and in all forms, and similarly in the member countries.

Even before the Jomtien conference on Education for All in 1990, UNESCO had focused on equity and quality, and had committed itself to removing educational disparities. The Jomtien Framework for Action, which was a major conference outcome and served as a reference guide for action for governments, international organisations and aid agencies, as well as NGOs, emphasised the following dimensions:

1. The expansion of early childhood care and involvement activities, including family and community intervention, especially for poor disadvantaged and disabled children. This is the very foundation of education.

2. Universal access to and completion of primary education, generally considered as basic education.

3. The improvement in learning achievements, so that it includes an appropriate percentage of an age group that attains or surpasses a defined level of necessary learning achievement.

4. The reduction of the adult illiteracy rate, and also with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates.

5. The expansion of provision of basic education and training in other essential skills required by youths and adults, with programme effectiveness assessed in terms of behavioural changes and impacts on health, employment, productivity, and life skills.

6. Increased acquisition by individuals and families of the knowledge and skills and values required for better living and sustainable development made available through all education channels, including the mass media, other forms of modern and traditional means of communication and social interaction, with effectiveness stressed in terms of behavioural changes.
These were very ambitious goals. At the end of the decade following the Jomtien conference, the international community found that many of the targets set by the conference, and many of the goals set by the national governments in response to Jomtien, had not been achieved. Therefore a second EFA conference was held in Dakar in 2001, to address these deficiencies. The Framework for Action, in Article 6 in particular, stressed quality and lifelong learning. I’d now like to talk about the concept of quality and equity in more specific terms.

As we moved into the new millennium, it became more evident that equity and quality are increasingly elusive in the current world situations, which are characterised by poverty, population growth, cross-country and cross-regional migrations, economic and communication globalisation, conflicts, crimes and violence, not to mention international terrors. All sectors of the community looked to education and educators for the solutions to these problems, to help in eradicating them and thus improve the socio-economic situations. However, we all know that education, without equity and without quality, can actually add to the problems that bring new dimensions to the existing problems. Therefore a common concern has developed in all parts of the world for quality and equity in education.

I’d like to draw your attention to the situation in Thailand. During the past three decades, Thailand conducted a nation-wide campaign to eradicate adult illiteracy, and to provide all children with access to six years of primary education. Now we are campaigning for nine years of compulsory education. On average, Thailand had been able to set up at least one primary school with extension classes up to lower secondary levels for every two villages in all areas of the country.

There are police border schools for the hills tribal children on highland areas. Thailand also established boarding schools for children at risk, those in difficult situations, those with AIDS, abused children and children whose parents are imprisoned, to name some categories. There are educational welfare schools for inter-tribal situations, promoting certain values and income-generating tasks in schools. There are schools on the islands in remote areas.

All of these are measures of the Thai Government’s many attempts to provide access to all children in varying circumstances.

During the 1970s and the 1980s, Thailand succeeded in providing almost all children with access to primary education, about 95-98 percent of all. However, in the same period, the expansion of opportunities at the lower end of the secondary levels proceeded rather slowly. At the beginning of the 1990s, Thailand’s enrolment in secondary schools lagged behind those of neighbouring countries. Few in the Thai workforce had completed secondary education. There was a productivity gap between Thailand and other industrialised nations of the region, which led to a decline in Thailand’s export share in labour-intensive goods.

At that time, secondary schools were dominated by rote learning and narrow vocational courses. A concern grew that generations of Thai students would find it difficult to adapt to the rapidly changing nature of work and occupations.

During the early 1990s, the Thai Government began to address the issues of equal access and improved quality in secondary and higher levels of education. Primary schools in many areas were encouraged to open lower secondary classes in their existing schools, and the central authorities and the provincial authorities joined in an intensive campaign to keep primary school leavers in school for another three years.
When this was occurring, I was part of the campaign to promote secondary education in my role as Inspector-General in Region 11, in the lower north-eastern part of Thailand. Parents asked us how many years more education would be available, and what would schools teach children? They had other questions: At the end of the schooling, would students be able to find jobs? Would they migrate out of the provinces because they were too educated to live in the locality? These were very real concerns of the parents in the community, so the educators had to assess these observations and seriously attempt to address them.

Diversification of the curriculum was one of the strategies employed, so that what was learned was relevant to the needs and the culture of the community. Schools were encouraged to develop partnerships with the community, enlisting their support, not only in terms of management but also by inviting them to impart knowledge in terms of local wisdom to the students. Community members were also asked to help them teach local occupational skills to the students, and monks were invited to come in to teach morality and ethics. These were examples of some of the things that the schools promoting secondary education had to do, to respond to the challenges of the community and of globalisation.

Enrolment rates began to rise at the lower secondary level, from less than 50 percent to more than 70 percent during the campaign period.

By 1997, secondary education, quality and equity seemed to be proceeding satisfactorily, but then came the economic downturn, with a new crisis emerging. This economic crisis led to many unforeseen impacts, not only in the corporate and financial sectors, but also more broadly across society.

In addition, during that period, the changing globalisation processes affected Thai society on various fronts. A passion for issues such as democracy, human rights and environmental protection emerged. Therefore, Thai policy makers were challenged to also provide sound policy foundations for the resumption of broad-based and sustainable growth and for the reduction of poverty.

Several other new issues emerged while the other problems accumulated or became more severe. The reduction of poverty was set as a major goal of the 9th National Social Development Plan. This goal was specified as the reduction of poverty from 14.5 percent of the population in 2000 to less than 12 percent by 2006. This was recognised as an overall strategy in which all sectors would have to make contributions, including education.

The current Government launched the principle of Education Bills Nation so that all people would look for education as a way of nation-building. The Government’s efforts have been focusing on the developing education as one of the means to promote sustainable development.

Yet, coming back to the concept of equity and quality, many educators, not only in Thailand but in many parts of the world, believe that equity and quality are contradictory. If you have equity of access for all, then quality quite naturally comes down. If you focus on quality, then the people feel that equity would have to be compromised. So this is a big challenge. This is a problem, that of a shared common vision among educators, policy makers, parents and the wider community.

Many international reports and literature have addressed these problems, and I think that definitions and expectations differ according to purposes, contexts, state quotas, times and the particular nation. A system that serves a small minority with high standards leaves the large majority poorly served. Thus we cannot yet say that we have a system designed for both quality and equity.
Quality education and equity education cannot be limited to increasing the material inputs for schools systems or for enhancing school effectiveness. Equity and quality must be geared toward enhancing the individual's potentials and the full development of the learner's personality, empowering learners to have autonomous and critical learning. Thus, all individuals regardless of their age can select and take advantage of the educational opportunities needed to make transition from one state to another. Lifelong learning has therefore been stressed.

One of the salient points that has been stressed in much of the international literature is that any successful quality and equity education requires broad based partnerships of major education and education-related state quotas. These particularly involve the state, regional and local authorities, civil society organisations, associations, groups in the private sector, parents, teachers and individual learners themselves.

Another common vision highlighted in many international forums is that education must serve as an essential ingredient for sustainable development. This is something that Thailand has already tried to pursue. Education for sustainable development must be seen as an umbrella concept for quality and equity of education. Therefore, it encompasses human rights, democracy, tolerance, and other values such as prevention of problems, environmental care, population growth, health issues and the use of traditional languages.

This is a very broad ambition that international scholars and researchers have come up with.

I’d now like to say something about SEAMEO and the new project on quality and equity in education. This is a project that was proposed by the Minister of Education of Thailand, at the last Council meeting in Chiang Mai last year. The Minister's Council adopted it, leading to a declaration that was signed by the SEAMEO Ministers of Education.

I’d like to mention some of the principles underlying the project. SEAMEO prides itself as the organisation under the leadership of South-East Asian Ministers' Council, which has been meeting continuously during the past 37 years. SEAMEO felt that it could provide a forum for the promotion and development of a new knowledge base on quality and equity in education. It also felt that it could serve as a clearing house for the sharing and exchange of experiences and best practices at the school levels in the region.

The underlying principle for this project on quality and equity is that all students in South-East Asia deserve equitable access to challenging and quality learning, regardless of race, ethnic groups, gender, socio-economic status, languages or disabilities.

In the tradition of South-East Asia, learning can be provided by two sources: the home, and the school. However, there has been a shift from agriculture to industrialisation, and from small community-based systems to large-scale organisations. Many home environments may not be productive in providing relevant learning opportunities for students, and some may even be an obstacle to quality learning provided by the school system and situation.

There are many issues in school quality and equity, but there are also schools in South-East Asian countries that are not focusing on some of the important and urgent issues as they should. They are not responsive to needs such as specific quality and equity in science education, mathematics, languages and communication. They may also not be adequately addressing the quality and relevance of the curriculum to the community needs, and quality and equity in school governance.
The SEAMEO project on equity and quality decided to focus on five aspects:

- School based-management and whole school approach, for quality and equity.
- The teaching and learning environment and conditions.
- Teachers’ competency and rewarding system.
- Curriculum content and learning materials.
- Community participation.

The project has been launched recently, and I am serving as the current Chair of the Task Force. We had our first Task Force meeting in Manila at the INNOTECH Regional Centre last month. We shared the best practices of schools nominated by member countries as schools that either are already quality and equity schools, or want to become such schools.

In the case of Thailand, we have chosen schools that have volunteered, and want to become quality and equity schools. The Thai Ministry of Education circulated the announcement of the quality and equity project to all provinces of Thailand, inviting them to join the project. In so doing, they were asked to fill out a form, indicating what they have done or want to do in the above five areas of focus.

I was surprised that so many schools wanted to become schools of quality and equity, joining with other similar schools. At the end, we reduced the number down to 285 schools – some primary school, but the majority being secondary, with some vocational. This concept of becoming a school of quality and equity is very exciting to these schools.

Our Project Task Force felt that the sharing of a common vision was important, so last week we conducted a training seminar for the Head Teachers with the British Council, to share the vision on transformation, leadership, and encouragement to collaborate with other schools. At the end of this phase, we hope that we will have a network of schools that will pass on the concept to other schools not currently involved.

We want schools to collaborate with one another, rather than competing, and hence enhance the regional best practices for quality and equity. The end result will be a fairer and better system of education for all students.

Biographical Notes:

Ms Savitri Suwansathit had a very successful education in Thailand, USA, France and Italy, and is talented in many areas, including watercolour and oil painting.

Following her graduation in English Literature, she became a teacher of English at two Teachers’ Colleges in Bangkok. Since that time, she has been a lecturer, and held several positions of leadership in the Ministry of Education, including Director of External Relations Division, Inspector-General, and Chief Inspector-General.

Ms Savitri has also worked in Universities, and after a period as Deputy Secretary-General for the Thai National Commission for UNESCO, has gone on to become Secretary-General for the National Commission, a position she still holds, as well as being Deputy Permanent Secretary for Education.
An International Perspective on Trans-disciplinary and Holistic Learning, and Teacher Development
Dr. Helen Drennen, IBO Regional Director – Asia Pacific

Good morning, ladies and gentlemen. Thank you for your very kind introduction and it is a pleasure to be here with you this morning.

It is with a keen appreciation of the many elements of transition, especially in education, that I speak to you today on a topic that is being given increased attention in educational debate: The place of trans-disciplinary and holistic learning in new educational reforms, and the importance of teacher development.

Today I hope to give an international perspective on this topic.

Recently, I took up the position of Director for the Asia-Pacific region for the IBO, based in Singapore, having transferred from Wales in the UK, where I held the position of Academic Director for the International Baccalaureate of Education (IBO) for the past 6 years. Those 6 years gave me a wider appreciation of the nature of international education and I was very fortunate indeed to have been exposed to many approaches to education and to teaching practices, and the cultures and values upon which those approaches are based.

Over the last 12 months in particular, my colleagues and I have given much focus to developing coherence and continuity in a curriculum from K-12, and in particular, to the challenges these major issues present in the practical reality of our schools.

Fundamental to our debate is developing in students learning for understanding and exploring the full range of learning in which the three programmes of the IBO engage students.

A recent study published by the National Research Council (NRC) in the USA on Learning and Understanding: “Improving Advanced Study of Mathematics and Science in US High Schools,” looked specifically at learning in AP (advanced placement) and in DP science and Mathematics subjects.

I would highly recommend this report to anyone interested as significantly, this study was based on seven principles for human learning drawing on the rapidly increasing emerging body of research on human cognition:

- on how knowledge is organised, and experience shapes understanding,
- on how people monitor their own understanding,
- on how learners differ from one another,
- on how people acquire expertise in different cultures.

This growing understanding of how people learn has the potential to influence significantly the design of future curricula, pedagogy and assessment, professional development activities for teachers and of potential leaders in international education.

While the NRC framework was developed to assess current programmes of study in the USA-namely AP and IB DP, it could also serve as a guide or framework for those involved in developing, implementing or evaluating new educational programmes and for research in learning in an international context.
The design of educational programmes is guided by beliefs about how students learn and, naturally, those beliefs are very much determined by culture. A curriculum supporting learning through memorisation and repeated practice will look very different from one attempting to foster deep conceptual understanding through active inquiry and investigation.

Our discussions about coherence and continuity have naturally led to a discussion about trans-disciplinary and interdisciplinary learning and the importance of holistic learning within each age range. A most notable difference between curricula developed for primary children, and those at the final years of formal schooling, is the increasing focus on trans-disciplinary inquiry at the primary end as opposed to specialised study in the disciplines at the secondary end.

The importance of students making connections in their learning and accessing new knowledge across the curriculum and between separate disciplines is evident in the elements of the design of each of our programmes. Making connections is essential in an international curriculum which focuses on questions of global significance in areas such as sustainable development and the global environment, human rights, and peace and security.

To demonstrate this balance, or different focus, I would like to say a few words about trans-disciplinary elements of each programme:

**PYP**
- trans-disciplinary programme of inquiry
- PYP exhibition

**MYP**
- areas of interaction
- approaches to learning,
- community service,
- health and social education,
- environment
- Homo faber
- personal project

**DP**
- TOK – Theory of knowledge
- EE – Extended Essay
- CAS – Creativity Action Service
- Trans-disciplinary experimental science project
- Trans-disciplinary SL subjects
  - text and performance (group 1 and group 6)
  - ecosystems and societies (group 3 and group 4)
  - world cultures (group 3 and group 6).

**Primary Years Programme – PYP**

The PYP strikes a balance between the trans-disciplinary programme of inquiry and traditional disciplines.

The term Trans-disciplinary is used to describe the programme of inquiry in the PYP.

The programme defines trans-disciplinary themes that identify areas of shared experience and have meaning for individuals in different cultures. These themes are part of the common ground that unifies
the curriculum in all PYP schools. They provide the opportunity to incorporate both local and global issues in the content. These themes which are the basis of the programme of inquiry are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

Children inquire into and learn these common human issues in the context of units of inquiry, each of which addresses a particular trans-disciplinary theme. The children make their contributions and develop understanding through the perspective of their personal and cultural experiences.

Both the traditional subject domains and the trans-disciplinary themes provide a focus for children’s inquiry. Within the subject domains children acquire the particular skills that define the discipline of that subject, e.g. in language, the students become literate, in mathematics they become numerate. The acquisition of literacy and numeracy, in their broadest sense, is essential as these skills provide children with the tools of inquiry. Within the trans-disciplinary themes, the children acquire and apply a set of trans-disciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry, but also in all the subject domains and in events experienced outside the classroom.

**Middle Years Programme – MYP**

The five areas of interaction provide the MYP’s main focus for developing the connections between the disciplines, so that students will learn to see knowledge as an interrelated, coherent whole.

The areas of interaction are a vehicle for refining conceptual development through the different perspectives they offer, creating a deeper level of understanding.

**Diploma Programme – DP**

Trans-disciplinary SL subjects in the DP cross two different hexagon groups and satisfy the aims and objectives of the two groups. Each programme provides opportunities for engaging in trans-disciplinary learning. Of course, these areas compliment learning across a broad and balanced range of knowledge domains including languages, humanities, science and technology, mathematics and the arts, drawing on content from educational cultures across the world.

**Trans-disciplinary SL subjects:**

To provide a new opportunity to foster trans-disciplinary learning, and to provide greater access to all six subject groups of the hexagon, three new subjects were introduced as pilots in 2001.

These subjects, which enable students to satisfy the requirements of two groups at the same time in one subject, are:

- text and performance (group 1 and group 6)
- ecosystems and societies (group 3 and group 4)
- world cultures (group 3 and group 6).
Students in approved pilot schools can study one of these new SL subjects as one of their chosen six subjects.

**Learning and the environment for learning**

While much is yet to be understood about the full range of learning in which the three programmes engage students, it is clear that developing flexibility and adaptability in students as learners is a crucial feature of each. The encouragement and empowerment given to the student for his or her learning is also fundamental to each, as is the recognition that individuals, as well as groups, are learners. Learning through individual subjects and through trans-disciplinary study, integrating different approaches to learning, using information technology and learning, and recognising intercultural and intergenerational learning, are common to all programmes. While relatively little is understood about the effect of the total environment on student learning in the specific context of international education, the environment for learning is also recognised as particularly important and is an area of much research activity within the IBO.

I would now like to mention holistic learning in the context of the IB programmes.

**Developing the whole person**

Holistic learning is an all-pervading, all-embracing term and is one of the fundamental stated concepts of the MYP. It is an overarching concept of educating the whole person – emphasising intellectual, personal, social and emotional growth.

This phrase *holistic learning*, is used to describe the type of learning that facilitates the discovery of relationships between areas of knowledge, between the individual, communities and the wider world. The areas of interaction in the MYP play a vital role in the development of this conceptual understanding.

This concept of holistic learning is however, equally applicable to the other programmes where the focus is also on educating the whole person through emphasizing intellectual, social, physical, and emotional growth.

So what is the future of trans-disciplinary study and holistic learning?

A number of reforms at the secondary level are recognising the need to provide greater emphasis on the interconnectivity of knowledge and the need to provide students with much more than a narrow, highly specialised, study of a few subjects.

The development in the UK of a national diploma for 15-19 years olds in England, and the Welsh Baccalaureate, are two examples of qualifications with new elements which demonstrate, in real terms, a recognition of the importance trans-disciplinary learning.

Another example can be found in Singapore in the new recently introduced reform for the secondary and junior college curriculum where a compulsory subject-Inquiry and Knowledge-requires students to make connections across the disciplines they study.

In relation to the IB programmes, I can foresee further development of the relationship between disciplinary and trans-disciplinary study and the key pedagogy of inquiry that links them.
Finally, but very importantly, let’s talk about teacher development

So often, the ideas and plans for curriculum reform are not matched by the necessary new programmes for teacher development to support them.

How often has a good idea/initiative been thwarted because teacher training and support were not given priority and adequate resourcing?

The opportunities available now to us through distance teaching and online technology are very important but at the most fundamental level of teacher education, within universities and colleges of education, a new model and programmes for reform must be considered.

Facilitating greater alliance between national educational authorities and international bodies in education, is going to be more important than ever before. For the best ideas in curriculum development and teacher training to be shared across the world, a close link between curriculum development and teacher education is essential.

In this regard, schools themselves play a crucial role in the reform process, and in the development of teachers.
No generation in the history of humanity has been faced with such swift and sustained transformations as the present one. These rapid changes profoundly affect the living conditions of children everywhere and need to be taken into account if children are to become full participants in the world of tomorrow. Reflecting on the issue in the larger developmental context, Sen writes, “We live in a world of unprecedented opulence, of a kind that would have been hard even to imagine a century or two ago... And yet we also live in a world with remarkable deprivation, destitution and oppression. There are many new problems as well as old ones, including persistence of poverty and unfulfilled elementary needs... Overcoming these problems is a central part of the exercise of development.” This is truer in Asia than anywhere else. How do we face this challenge as the new millennium unfolds? One would naturally look up to education as the means of meeting the consequences of this fast evolving developmental context. But education establishment itself has to undergo radical transformation in order to meet this challenge. In fact, education has to become an initiator of change and innovation rather than being a mere accommodator of the changes in the outside world. Is the education establishment in Asia ready to embark on such a transformation?

Paradoxically, Asia has been the cradle of most ancient civilisations as well as the host to some of the fastest growing economies of the world, currently. Asia is fast becoming the intellectual springboard for engineering the global knowledge revolution as leaders in Information and Communication Technology (ICT). Yet, Asia has the largest number of illiterates in the world; its record of human development is hardly creditable. It is time that we introspect on this embarrassing situation that Asia has placed itself. While provision of primary education for all could ensure a reasonable improvement in the overall status of human development, it is unlikely that the countries will significantly succeed in reducing poverty and creating a more equitable society without adequately focusing on improving secondary education. While primary education is a basic enabling factor for participation and freedom, for leading a life with dignity and overcoming basic deprivation, secondary education is the gateway for prosperity, for transforming the economy and establishing social justice in any country. It opens the world of work to the youth of the country and contributes to socio-economic development of the community. But, mere expansion of secondary schools, more of the same, is not likely to help. It has to radically transform its basic character in tune with the demands of the emerging knowledge intensive economy, and the far-reaching impact of the globalised market, and the fast changing structure of the knowledge generation establishment under the framework of the evolving intellectual property regime. With emergence of the market, not just the state and the civil society, as a powerful arbiter for provision of education, questions of equity and quality have got further compounded.

Changing Contours of Education Establishment

Impact of globalisation is comprehensive and far reaching. The school cannot remain insulated from this. As Peter Drucker has said, “...Indeed, no other institution faces challenges as radical as those that will transform the school.” If educators have to equip themselves to tackle this process of transformation, it is essential that we understand the various factors impinging on the education establishment and analyse

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the underlying dynamics. It is not easy to clearly delineate all the factors, as they are not antecedent events in an empirical sense that can be isolated and studied. Rather they are concurrent and are themselves involved in the flux of change and innovation. However, one can broadly identify three sets of processes influencing the education scene directly and in an all-encompassing fashion, shaping the contours of the emerging framework.

The first important factor directly influencing the education scene is the enormous pace at which knowledge generation and its absorption into daily life is progressing. Curriculum framers are caught in a veritable “paradox of information burden”. Demand for inclusion for more knowledge and skill units in the school and college education increases everyday. But we are simultaneously aware that in a matter of time before the students graduate from schools and colleges, the new knowledge and skill units become outdated. It is not unusual to find students being contemptuous to the school based programmes as they have access to more current knowledge through non-institutionalised means. The situation is compounded by the fact that the time lag for absorption of new ideas and gadgets into daily life is so fast that the school learning remains far behind.

The second factor is the transformed nature of the work place where the products of education would be engaged for their further development and livelihood. The post-modern work place contrasts the existing school and college education establishment in almost every aspect. The skills needed and the contexts in which work proceeds in the knowledge intensive work place are altogether different. Review of literature on the subject reveals at least five sets of characters of the emerging work place. The emerging work place will have: (a) Lowered expectation of subject and skill mastery; (b) Increased emphasis on learning to learn (capability to learn). Employers are not likely to expect new comers to enter as finished goods with abundant knowledge and skills which they can put to use immediately. Instead, they look for the individual’s capacity to learn and adapt to changing demands; to acquire new knowledge and skills on a life long basis; to deal with uncertainties and continuous changes characteristic of the emerging global market economies; to possess strategic skills, such as knowing-how-to-learn skills, problem solving skills, and evaluative skills. Most of our schools and colleges emphasise memorised factual and procedural knowledge, adequate for the predictability of a stable development scene and not for meeting the volatility of a globalised world.3 The second related character of the emerging work place is that it demands high levels of “cognitive adaptability” characterised by problem solving skills and the skill to “break mental sets”. The third characteristic relates to people’s management in the organisation. In the educational establishment we are familiar with vertically organised hierarchies. However, the emerging work place is horizontally structured expecting every worker to be on ones own: (a) Minimum supervision and (b) Minimum assistance. It, therefore, places premium on high standards of integrity and accountability from each worker, driven by self-set norms of behaviour. The fourth set of skills relates to group effectiveness. Though each worker is individually accountable in the new organisation, the success in the future work place depends critically on (a) Interpersonal and team skills and (b) Verbal and listening skills. Lastly, the future work place is built around a different employer-employee relationship. It is quite unlikely that there will be permanent and lifetime employees; it will operate on the principle of “contracting” built around a relationship of mutual trust. Can our schools and colleges survive if they remain oblivious to this new scenario in the world of work that is already taking shape?

The third critical factor reshaping the contours of the education establishment relates to the socio-political context characterising the process of knowledge generation and control of educational initiatives. Historically, human civilisation has passed through several somewhat overlapping epochal transformations in this regard. To begin with knowledge generation process and control of educational

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initiatives were closely linked to religious establishments. How subsequently demand arose for de-linking education and religious establishments is well documented. Then came the period, which continues to operate, is where State became the main provider and controller of educational initiatives and thereby an important player shaping the knowledge generation and distribution process. Plenty of debates and discourses have been going on both by proponents and detractors of this model. Enormous amount of analysis has been done of the values as well as ills of promoting state as a major actor in shaping the knowledge generation and transmission process. People have vigorously argued against the role of the state as the main arbiter of school and college curriculum both on ideological and pedagogical grounds. However, in the currently evolving framework, both religion and state are likely to take a back seat. It is the corporate sector, equipped with WTO mandates and Intellectual Property Right (IPR) regimes, that is likely to hold the sway in the years to come. This can be well illustrated by the events unfolding in the field of scientific and technological explorations. Intrinsically driven individual effort seems to be giving way to corporatisation of scientific exploration! As some observers point out, ‘Utilitarianism takes precedence – Science goes where money is!’ Though it is difficult to gather convincing empirical evidence to substantiate this phenomenon, it is well known that most of the front line developments in ICT have taken place inside closely guarded confines of corporate houses. Media reports indicate that most of the bio-technology explorations are financed and controlled by pharmaceutical firms. Social analysts fear that: (a) There is danger of ‘People’s Knowledge’ becoming the Intellectual Property to be protected for profit-making! (b) There is an imminent threat of deepening the poverty situation adding a new dimension to the divide – the knowledge rich and the knowledge poor; and (c) Captive formal educational institutions, scrambling to garner non-State resources, are likely to become easy instruments for enhancing this division. It is unwarranted to prophecy where this will lead us in the final analysis. The pertinent question is how the education establishment will respond to this phenomenon. Will we steer the change through bold innovations or be mere a pawn to be driven around as a vestige to be tolerated?

It is in this context of fast changing developments that the paper attempts to identify some of the critical challenges facing secondary education and the possible strategies to move ahead. It appears that, at least in the short run, the poor and the marginalised sections will be negatively impacted. The inevitable expansion to make it more inclusive is likely to result in the traditional trade off in terms of quality, creating a spiral of further inequity. How do we address this issue? Even for those who attend secondary schools, how beneficial are the experiences provided? Do the inputs and experiences match the requirements of the changing economic scenario? How should secondary education system reorganise itself to meet the emerging challenges of the knowledge society? Is secondary school in its present form capable, at all, of effectively meeting the educational needs of all sections of the society? Left unaddressed, each of these questions will threaten the very purpose and relevance of secondary education. Based on a review of the quantitative and qualitative issues involved the paper presents some strategic propositions that need careful consideration. Some of these are short-term measures to respond to the immediate needs while many are strategies for reshaping secondary education in the region with a long-term vision.

1. **Expansion of Secondary Education is Imperative for Social Equity**

As highlighted by the International Commission on Education for the Twenty-first Century, “It is now generally recognised that, for economic growth to take place, a high proportion of the population has to have received secondary education”. It is easy to note that secondary education involves the critical years of a young person’s life period when so much needs to be accomplished. And yet in most countries of the region secondary education is perhaps the weakest link in the education system.

The last decade witnessed, at least partially due to the global movement energised by the Jomtien Conference, enormous expansion of primary education in all countries of the world. In fact, enrolment in
primary education is becoming nearly universal in many countries of Asia. Mean GER for the region was 101 percent in 1995 as compared to 83 percent in 1975. As a consequence, pressure on secondary education places has apparently increased. The group accessing secondary education has got diversified; many secondary school entrants are first generation learners. Yet the response of the establishment seems to be ‘business as usual.’ Data reveal that on an average less than 50 percent children move up to complete the secondary cycle. In fact, the intra-regional variations are astounding. Averages as a whole for Asia indicate stagnation in secondary school enrolment, and even a slight decline. It is urgent that we reflect on the implications of this on social development and economic growth prospects of the region and apply corrective measures.

Though some countries in the region are attempting to universalise secondary education, most education policy makers view it as an elite phenomenon relevant only for a select group of people. This attitude has got further entrenched due to budgetary constraints in many countries. How justified are we in making such an assumption about the role of secondary education? Further, promoting increased participation in secondary education is not a merely utilitarian decision on the part of governments or users, dictated by the demands of the economy. It also represents an attempt to create a more democratic and more equitable framework for the education system, in which access to secondary education is no longer restricted to an elite or to the most privileged social groups. It is after all well-known that access to “high school” is regarded as a symbol of social advancement virtually the world over, particularly by the marginalised groups. Therefore, several important issues both from economic development and social equity angles have to be examined.

The first question to be examined is whether increased provision for and participation in secondary education impact the economic status of common masses. More specifically, ‘Will growth of secondary education reduce income inequality?’ Current evidence suggests that during early periods of secondary expansion, incremental enrolment gains have no effect on, or even worsen the distribution of cash income among individuals. But during later periods, as the sub-sector broadens access and as the supply of literacy and other skills is distributed among more youth, income inequality begins to diminish. In other words, empirical evidence clearly suggests that we have to take the extent of provision of secondary education beyond a critical level to see its impact on economic development and reduction of income inequalities in the society. Obviously, therefore, there is no justification in holding back access to secondary education to larger sections of the population.

Again under the pretext that it is an elite phenomenon in contrast to the provision of basic education, many governments have left expansion of secondary education largely to the private sector. Perhaps, there is no harm in involving the private sector. In fact, a healthy partnership in this regard between the private and the government sectors should be viewed as a positive step, not only from the resource mobilisation point of view but also for creating new systems of innovations and accountability. However, a ‘hands off’ posture by the government can lead to the creation of a virtual hierarchy of provisions placing the marginalised in increased handicap. At present, even in countries with a larger coverage of secondary education, certain groups are still frequently sidelined. As is well known, in most countries of Asia access to general secondary school education is limited and remains difficult for girls. And everywhere, irrespective of sex, children from economically deprived or socially stigmatised groups and those suffering physical or mental handicaps suffer overt or concealed forms of segregation. Also, an ad hoc approach to provision of secondary school education is likely to leave some facing patterns of study

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which expose them to failure, offering them very limited opportunities for socio-professional inclusion. When this is the case, instead of providing a fairer distribution of opportunity, the expansion of general secondary school education may produce new social divisions.\textsuperscript{6} Unfortunately, policy makers do not generally see the downstream and intergenerational costs of seriously unequal learning opportunities. ... Markets do not solve fairness problems. These problems are the natural responsibility of the public sector and have to be integrated into public education debate and policy.\textsuperscript{7} As reiterated by the International Commission on Education for the Twenty-first century, improvement of education requires policy makers to face up squarely to their responsibilities. They cannot leave it to market forces or to some kind of self-regulation to put things right when they go wrong.\textsuperscript{8}

2. Anchor Change and Innovations at the School Level

The last few decades have seen several exercises to improve the quality of secondary education. But, invariably the effort has been at the national level followed by corresponding exercises in provinces, districts and schools. In essence, efforts have invariably been to reform the system. Enormous amounts have been invested towards generic reforms in areas such as teacher education, infrastructure improvement, curriculum revision exercises and so on. Unfortunately, while radical changes are proposed in the systemwide reform measures, the institutions imparting education have not been able to absorb and implement these changes. It is clear that establishing national level norms will not tackle the problem of quality and standards in school education? One has to recognise that secondary education by its very nature has to play a dual role of linking itself with the local socio-economic context and simultaneously reflecting the changing global reality. The strategy for initiating change in secondary education has therefore to begin at the institutional level. In other words, we have to anchor change and innovation at the level of secondary schools. This demands shifting of focus from system level actions to institutional parameters. It also requires us to make changes and innovations as part of a long-term vision for institutional change and development. Planning for change at the institutional level has to be viewed as an integral feature of quality improvement. It is only such an approach that will lead secondary education through creativity and dynamism as against the often observed mechanisation and monotony. In fact, there are no national level standard solutions to improve all schools through one formula. Every institution has to find its own strategy through reflection and vision building exercises at the school level involving all the stakeholders. The expanding move to introduce ‘school based management’ in many countries of the world including the Asia-Pacific region has to be viewed in this perspective.

Orchestrating change and innovation in every school is easily said than done. It requires a different administrative ambience that guarantees greater autonomy and freedom to each school. The onus is also on the school to perform. The traditional concept of school autonomy which emphasised freedom of choice for the schools and teachers with respect to pedagogic practices and adoption of curricular inputs have to be combined with a new framework of social accountability. Also, the traditional approach to accountability which has focused unduly on teacher performance has to change. The focus has to be on collective responsibility of the whole school in a corporate framework. This also demands that each


school operates not just as instruments for implementing programmes determined by the State, but as responsible partners in a framework of social contract with the local community as the main stakeholder. Empirical analysis of emerging experiences in different countries focusing on school level changes for quality improvement leads to the following five propositions that need careful analysis within each national context:  

**Proposition 1:** What happens in a secondary school often remains a black box phenomenon to the outside world, including the people they serve. The first requirement is to create more transparency in their functioning – the curriculum, transaction processes and evaluation methods.  

**Proposition 2:** Create a system of social accountability. The schools cannot remain with a self-righteous ‘holier than thou’ attitude. They have to take the responsibility for the success or failure of the school system they serve.  

**Proposition 3:** Make institutional development planning a standard feature for initiating planned change and innovations. Let each school develop an individual identity.  

**Proposition 4:** Let each school be subjected to periodic evaluation against planned quality improvement measures which are designed and implemented by the school; the traditional school inspection system does not suffice.  

**Proposition 5:** Provide for continuous professional development of teachers not merely through training programmes but also through opportunities for participating in field based research and development activities.

It is often found that while school managers are instructed to follow new practices, those who govern the education system even at the local level remain unchanged. It is needless to emphasise that general governance reforms for the education sector are equally critical to ensure that actions for quality improvement at school level get implemented smoothly. The on-going programmes of decentralisation have to be therefore further deepened. This would demand redefining the roles of district and state level administrators in a radical fashion. Offices of education that have traditionally played the role of monitors and controllers have to become resource providers focusing on support for academic improvement. Without this redefinition of the role of the education offices, there is a danger that new social accountability framework gets misread as centralised prescription and monitoring based on external norms.

3. **Reclaim secondary education from the rigid and narrow framework**

Secondary education takes place at a period when the cognitive capabilities of the individual are most fertile and the creative potential is vigorously taking shape. Does secondary schooling present opportunities to capitalise on these creative potential and exploratory energies of the individual? Sadly, much of school education, trapped in over structured curriculum and the tyranny of standardised tests, has become highly routinised and monotonous presenting practically no intellectual challenge to the young mind. An urgent need, therefore, is to reclaim secondary education from the rigid and narrow framework of discipline centred curriculum and examination oriented pedagogy.

Every country routinely launches programmes of curriculum revision once in a few years. But, these efforts hardly challenge the basic framework. Some countries have also embarked on diversifying the curriculum bowing to the demand for linking secondary education with the world of work. Generally, these exercises end up adding one or two new subjects and/or offering some additional optional streams. However, if one has to relate the experiences in the school proactively with the demands of the world of work, the need is to make a radical departure from the existing framework itself. As already pointed out, we have to introduce a “learning how to learn” curriculum which allows for students’ individual differences in the study of subject matter in terms of content, process, learning environment, and end products expected of them. It is much more than tutoring or independent study. There is a wide range of possibilities for restructuring the curriculum on these lines, rather than one particular model. As we view today’s students living and working in the technical world of the twenty-first century, we envision students needing more than basic process skills. They need to know how to learn and manipulate a wide variety of thinking skills and to solve multi-step problems; how to learn new content;
how to develop, use, and evaluate new products; and how to learn and to live in new and different environments. It is the challenge of this future that demands total restructuring of the secondary school.9

The new framework treats every learner as an autonomous learning entity and purports to create a constructivist self-organising programme of studies. Obviously, the approach moves away from the existing notions of prescribed curriculum and places high premium on the inherent creative capabilities of the learners. But this also demands revamping our conceptual understanding of creativity as merely an extra-ordinary phenomenon pertaining to some few individuals. Rather as the World Commission on Culture and Development points out, everyone is creative. ‘An over-emphasis on rationality alone, technocratic reasoning, restrictive organisational structures and an over-reliance on traditional approaches can restrict or destroy this potential. Creativity is the patrimony of both rich and poor, majority and minority, literate and illiterate.’10 Emphasis has to be on this aspect, not on meritocracy, if quality with equity is our goal.

Another critical question to be raised is: ‘Should all 13 or 16 year old students be pursuing the same thing in all the schools of the country or even within the same school?’ Considering that the work place in the knowledge intensive society demands not finished goods but youngsters with creative energies, why should schools be simply treated as places for transmission of knowledge? ‘Why can’t the schools become ‘knowledge generation nodes’ instead of merely being ‘knowledge transmission or relay centres’? There is no research evidence to indicate that an individual has to necessarily wait till he or she becomes 25 year old to explore the frontiers of knowledge. The young adolescent mind is too precious an asset to be held back from investing his or her capabilities in creative explorations. I believe we are burdened by a nineteenth century linear model of industrial production in the education sector which relies on what Paulo Freire called the ‘banking model of education.’ It is time that we reflect on ‘whether the secondary school in its present framework of curriculum, pedagogy and evaluation can reform itself to meet the emerging challenges.’ In fact, development psychology clearly indicates that an adolescent mind is no less capable in terms of logical analysis, synthesis and evaluation in comparison to an adult. If that is so, why do we put the young mind through the drudgery of following an information loaded curriculum and memory based examinations?

The new framework for secondary education will also have significant implications for our understanding of the link between education and the world of work. In the industrial society, we are used to considering the three streams of activity, namely, knowledge acquisition (learning), knowledge generation (research) and knowledge application (technology) as distinct pursuits. But in the emerging knowledge society, these apparent distinctions between learning and producing or applying knowledge will get blurred. Therefore, it will be futile to draw rigid boundaries as it exists between academic and vocational streams. Every productive activity is likely to depend heavily on knowledge. The world of education and the world of work have to move together in a seamless fashion. The role of the secondary school in such a situation is to present to the young minds with a microcosm of the world of work and create integrated imageries of production and lifelong learning.

4. Secondary School Years: Period of Identity Building for the Youth

The world of the secondary school learner is characterised by rapid and profound physical changes, by an increased interest in relationship building with others, especially with the peer group members, and by

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a capacity to discern both personal values and those of the adult world. In short, this is the period in which the young mind is searching to develop a sense of unique self-identity as a human being in relation to others, locate oneself in a historical, social and cultural space; a period where silently the young individual is mapping his or her past and landscaping the future. School with its human and intellectual components occupies a central place in this silent exploration. Does the secondary school provide the right ambience for this personal exploration of the young mind? Unfortunately, there is, in general, an absence of emotional nourishment for many children in the schools. Many come to school more concerned for basic security needs than for learning.\footnote{Bechtol, Op cit.}

Viewed from this angle, schools, quite apart from their educational role, ought to play a significant role in community-building which is essential for both the individual and the society. This requires a significant shift in the organisation of our schools and in the way curricular transaction processes are structured. Entrenched as we are in an over-structured utilitarian frame of mind, it is indeed not an easy task to change. In general, the modernity framework has stressed the irrelevance of the past, encouraged skepticism about traditions and indigenous cultures, and in many cases weakened the ties between generations. Parents themselves, perplexed by the immense and ceaseless transformations of the world, are often no longer sure of where they stand, what they should do, or whether their behaviour is suitable in relating to the young. Most societies today – the industrialised once certainly, but most others too – are caught in the turbulent waters of a historical transition in which patterns of relationship which formerly defined the identities of individuals are muddled.\footnote{Our Creative Diversity: Report of the World Commission on Culture and Development, UNESCO, 1996. p. 156.} It is high time that schools reorganise themselves to address this vital function.

5. Growing up in a pluralistic world

We live in a strange world of contrasts. Globalisation of the economy and increased role for regional alliances are shrinking the world and opening up national boundaries for outsiders. In the emerging scenario, pluralism and multi-culturalism will be the rule not an exception. Any country, which attempts to raise its youngsters with a narrow nationalist and cultural perspective, will do it only at the peril of being isolated from the global economic set up. The youngsters graduating from the schools have to necessarily acquire the capability and right attitude to ‘live together’ in a world underscored by cohabitation of multiple perspectives of religion, culture, language and ideology. It is essentially in this context that the emphatic call for ‘learning to live together’ was given by the Delors Commission.

But this is not going to be a smooth endeavour, as illustrated by simultaneous unfolding of contrasting events in the world. We are undoubtedly passing through a testing phase in the history of human civilisation. Just when the world was having a sigh of relief from the cold war, new threats of human conflicts and internecine wars have emerged. Reports reveal that more and more children are being forced to live in a state of emergency and deprivation. UN reports show that people having a refugee status have multiplied in recent years and the situation does not seem to relent at all. If the youth moving out of secondary schools have to see a better and more harmonious future, it is essential that they be helped to develop a strong conviction and capability for living together peacefully. It goes without saying that promoting pluralist perspective at national as well as global level is central to achieving this goal. As Jacques Delors puts it: “In confronting the many challenges that the future holds in store, humankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice. ... Education is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more
harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.”

It should, however, be highlighted that ‘learning to live together is not just a contingency goal for meeting the emergent political, social and economic situation in the world. Children, if unfettered by adult biases and ideological baggage, are naturally disposed to live harmoniously in a world of variety in every sense – physically, socially and intellectually. Pluralism in education is therefore a translation of the natural dispositions of children. Young minds accept diversity. Their natural response to anything different is curiosity, followed by exploration. Children are eager to understand and to enjoy their new discoveries. Schools can easily encourage positive exposure to diversity. While the physical frontiers dividing nations will not disappear, education can help dismantle the barriers that separate and oppose people in their minds. Particularly at the secondary stage when the young individual is searching for his or her own cultural roots and a unique social identity, school education has a critical role to play in presenting the multi-cultural world in a meaningful manner.

6. **Tackling the Technology juggernaut**

Relationship between technology and school education continues to be an enigma. As has often been said by many observers ‘school is the last bastion to be won by technology – even when technology enters daily life of the people, it does not seem to make inroads into the education transaction process.’ Schools today reflect their nineteenth century roots (when they themselves were a technological innovation to educate the masses). Even when schools use twentieth century technologies, such as film, they tend to be “add-on” rather than an integral part of the school programme. Today electronic learning makes feasible new patterns of organisation other than classroom. Every one seems to wonder, “Why has school education become so impervious to outside influences?” We have applied IT to science, and in the process mapped the human genome; to business, and transformed it to “e-business;” and to the research infrastructure, and radically accelerated the breadth and the pace of discovery. But our progress in applying IT to the advancement of learning and training has been nowhere near as successful. Education is the only business still debating the usefulness of technology. Schools remain unchanged for the most part, despite numerous reforms and increased investments in computers and networks. Wladawsky-Berger argues that if the topic was being discussed 20 years ago, our goal would probably have been no more ambitious than getting primitive PCs out of the school lab and into classrooms. Today the technological potential is stunning. Powerful new technologies now under development by businesses, universities and government promise to transform virtually every industry... create rich and compelling learning opportunities that meet all learners’ needs, and provide knowledge and training when and where it is needed, while boosting the productivity of learning and lowering its cost.

Obviously, technology infusion cannot be visualised in a socio-cultural and economic vacuum. The contextual factors are likely to mediate as well define the limits and possibilities for the use of IT in our schools. Neither can we remain mere observers allowing the technological revolution to pass by nor can

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15 Mecklenburger, J. Educational technology is not enough, Phi Delta Kappan, 72(2) pp. 104-108.

we mindlessly implant technologies into the learning transaction. In this regard some of the points highlighted by the Report of the UNESCO Conference on Higher Education are worth noting.\textsuperscript{17} There is no doubt that ICT will transform education at all levels. There exists, however, serious doubt about whether ICT will be properly harnessed in support of lifelong learning or the pursuit of private gain by well-capitalised entrepreneurs. The challenge of correctly harnessing technology-related learning has at least four principal elements: (a) There should be no artificial transition to the use of ICT in education. The basic tools should be mastered by students at the school level before accessing higher education, to ensure a seamless transition into tertiary education. As a result, students will continue to use these tools with confidence throughout their lives, while adapting to new ones that will be introduced. This element presents great challenges, particularly for developing countries. (b) Application of technology-mediated learning should become as frequent and effective in core disciplines as in professional and technical programmes. If it is not, then the two types of programs will follow increasingly divergent paths. The core disciplines will not be transformed, but will be increasingly alienated from technological change in education, while the professional and technical programmes will be progressively privatised. (c) Students should be induced to develop equal levels of comfort with both traditional and technology-mediated patterns of teaching and learning. (d) A significant challenge for the education systems in most countries will be the design of linguistically, socially, and culturally distinctive pedagogical materials for technologically mediated delivery. Otherwise, the probability of international standardisation will be high. Linked to this issue is that of selection of technological tools appropriate to a country’s unique character and current objective needs.

The message is very clear, ‘we must begin to apply technology to education far more aggressively than in the past.’ Many raise doubts in this context that aggressive induction of technology into school education will adversely affect the poorer countries and equity concerns further marginalising the underprivileged in every country. The argument needs careful consideration though the default option can spell more inequity as the access to ICT in the globalised market cannot be stopped for the well-endowed sections of the population. It will only aggravate the ubiquitous ‘digital divide’. Exclusion from technology places those concerned at a disadvantage in the coming “information society.” It creates an even larger rift between high society, between high technology and the modernisation of the elite on the one hand, and the marginalisation of the majority of the population on the other. The swift pace of high-tech advances drives another wedge between youngsters. The ‘haves’ will be able to communicate around the globe. The ‘have-nots’ will be consigned to the rural backwater of the information society.\textsuperscript{18}

7. **Preparing Teachers: Imbibing the power to shape lives**

No transformation of school education is possible without the active involvement of the teachers who hold the key for any innovation and change effort to succeed. But in the emerging education scene, the roles and functions of a school teacher themselves are likely to change in a dramatic fashion. Literature extols the virtues of teachers as social change agents, standard bearers of culture and values, and exhorts them to be the epitome of everything that is noble and creative. But, over a period of time, standardisation of the inputs to schooling, the transaction methodologies and the expected outcomes of schooling has made the teacher’s job one of the most monotonous and uninspiring. Standardisation, perhaps, served well the interests of the industrial society characterised by mechanisation. But the knowledge intensive world demands new sets of skills and attitudes, no less important than what the traditional literature expounds for the teachers to possess. This has obvious implications for the way we


prepare our teachers. Teachers can no more remain mere masters of a few pedagogic skills and purveyors of pre-packaged knowledge presented through textbooks. They have to become active collaborators in the knowledge explorations that young their students are engaged in. The need is to ‘imbibe teachers with the power to shape the life of the youth’. But this has to be done through participatory ethos not through an authoritarian posture.

With the fast expanding knowledge base and more open access to knowledge through various means, the monopoly that the formal school enjoyed and the power it bestowed on the teacher as the sole dispenser of knowledge ceases to operate. However, the young adult needs the support of the teacher in shaping his or her life more than ever, but as a genuine social being and as a colleague jointly exploring the knowledge frontiers. Advocacy of such a facilitator role instead of an authoritarian prescriptive role for the teacher has not come for the first time. In the past, naturalist and humanist thinkers of various hues and convictions have argued for this. But in the current context, it is real time pragmatics that demands such a transformation in the role of the teacher. Teacher preparation programmes have to take note of this. With the secondary education becoming a scene for individual pursuits of different students rather than a place for acquisition of standard inputs, teacher education has to impart the nuances of adopting a ‘situated pedagogy’ that builds on the individual profile of every student. Sadly, teacher preparation programmes which have to be trend setters and proactive agencies for change and innovation, have gradually become apologies to the over standardised secondary schools. Reengineering the teacher education programmes will, therefore, have to be a prominent agenda in any programme of transforming school education. The society has to invest much more in teacher preparation than what is being done in many developing countries. Only, a well thought out programme of teacher education on a life long basis could ensure quality improvement in school education.

CONCLUSION

The world is in the process of transition from an industrial era to one of information and communications – often referred to as the knowledge society. The new society requires a different kind of learning, one that enhances the ‘learnability’ of the individual throughout life. This cannot perhaps be achieved by bringing changes in tiny incremental doses. Instead there is need for a major overhauling of the system ushering practically a paradigm shift. The stage to begin this transformation is secondary education.

Reflecting on the way education is provided in our schools one often wonders whether the deeply entrenched age-grade ladder of education, probably perfected a few of centuries ago by the industrial society, has outlived its utility. It is an all-pervasive feeling among every one concerned with schooling that ‘there is more to learning than what happens in the school in its present framework.’ The world in fact is opening new vistas for accessing knowledge through non-institutional means. Information and communication technologies have enormously enhanced this capability of the interested individual to access such knowledge and develop one self. There is the nagging question in the minds of teachers and students alike: ‘Are we withholding valuable knowledge because of the inability of the system of curriculum and examination to accommodate?’ It is in this context that some thinkers have even called for liberating education from the shackles of schooling.

In every country of the world, Government continues to be the major player in providing and shaping school education. It is impossible to envision any transformation in the school system without active interest and involvement of the government. For genuine transformation to take place the mind set of the policy makers have to change. The state and society will have to move towards a new interactive and complementary role sharing with respect to school education. Corresponding to this, school managers and educators also have to change their perspective on schooling. Objectives of education in the twenty-first century will need to focus more on collective rather than individual intelligence that supports
the position that: ‘All are capable rather than a few; intelligence is multiple rather than a matter of solving puzzles with only one right answer; imagination and emotional engagement are as important as technical expertise; our ability to imagine alternative futures and to solve open-ended problems, and our interpersonal skills, be included in our definition of intelligence; there is a need to acquire new knowledge continuously throughout one’s life.’ As foreseen by many observers, the education scene is already changing. Enormous amount of education takes place outside the framework of schools and colleges. It may therefore take time, but there is no alternative. School system will have to reinvent itself in order to meet the challenges of the emerging global developments.
Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific

Chapter 6
Presentations on Sub-Theme III

Innovations in Preparing the Youth for Higher Education, Including the Reforms of College Entrance Examinations and Assessment Systems
Akihiro Chiba, Graduate-School Professor, International Christian University, Tokyo

Introduction

Secondary education is a crossroad from basic education to higher education, as well as to the world of work. As such, not only those adolescents and youth who actually go through secondary education, but also their families and society as a whole, have many specific demands to its policies, orientations, contents and methods, for example. At the same time, secondary education is a critical and strategic area for governments for their national unity and development, and it is closely related to their socio-economic development policies. Secondary education also has to stand on the relevant national and cultural values, and at the same time it needs to reflect the universal values and the international norms in view of increasing trends of globalisation.

With the progress in the universalisation of primary education, an increasing social pressure is exerted on secondary education as more and more young people are aspiring to enter secondary education. In certain countries in Asia and the Pacific, secondary education is already universalised, or its universalisation is within sight for the near future (See Table I). It is anticipated that such trends toward

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<th>Tertiary GER</th>
<th>GER Growth Rate</th>
<th>GNP Growth Rate</th>
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<th>Countries with Stable or Negative GER Growth</th>
<th>Secondary GER</th>
<th>Growth Increase</th>
<th>Tertiary GER</th>
<th>GER Growth Rate</th>
<th>GNP Growth Rate</th>
<th>Growth Rate 1990-1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>32, 24</td>
<td>-6.0</td>
<td>0.7</td>
<td>1.2</td>
<td>0.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Mongolia</td>
<td>82, 56</td>
<td>-26.0</td>
<td>14.0</td>
<td>17.0</td>
<td>3.0</td>
<td>-1.4</td>
</tr>
<tr>
<td>Nepal</td>
<td>33, 42</td>
<td>9.0</td>
<td>5.2</td>
<td>4.8</td>
<td>-0.4</td>
<td>2.2</td>
</tr>
<tr>
<td>Philippines</td>
<td>73, 77</td>
<td>4.0</td>
<td>28.2</td>
<td>29.0</td>
<td>0.8</td>
<td>1.2</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>74, 75</td>
<td>1.0</td>
<td>4.6</td>
<td>5.1</td>
<td>0.5</td>
<td>4.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industrially Advanced Countries</th>
<th>Secondary GER</th>
<th>Growth Increase</th>
<th>Tertiary GER</th>
<th>GER Growth Rate</th>
<th>GNP Growth Rate</th>
<th>Growth Rate 1990-1997</th>
</tr>
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<tbody>
<tr>
<td>Australia</td>
<td>82, 148</td>
<td>46.0</td>
<td>35.5</td>
<td>79.8</td>
<td>44.3</td>
<td>2.4</td>
</tr>
<tr>
<td>Japan</td>
<td>97, 103</td>
<td>6.0</td>
<td>29.6</td>
<td>40.5</td>
<td>10.9</td>
<td>1.4</td>
</tr>
<tr>
<td>Korea, Republic of</td>
<td>90, 102</td>
<td>12.0</td>
<td>38.6</td>
<td>67.7</td>
<td>29.1</td>
<td>6.0</td>
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<tr>
<td>New Zealand</td>
<td>89, 114</td>
<td>25.0</td>
<td>39.7</td>
<td>62.2</td>
<td>22.9</td>
<td>1.2</td>
</tr>
</tbody>
</table>
mass secondary education will spread rapidly in the region. One obvious implication of such trend is that secondary education has to cater for increasingly large student populations wishing to move on to higher education, and at the same time for those for whom secondary education is the terminal stage of formal education so their education will have to be constantly adjusted to the market needs. This requires a much more vigorous approach in secondary education.

With the shift to mass secondary education, a sharp division may emerge between those students in the academic stream and those left out of such mainstream. In order to cope with general education of the entire enlarging body of secondary students, many countries are obliged to lower the academic standard. Many attempts are made to vocationalise secondary education to meet the needs of those who do not proceed to higher education. Such vocationalisation can succeed if its orientation and the needs of market are well matched, but there is always a risk of mismatch and the gap or lag of vocational education behind the rapidly progressing technology and the consequent transformation of employment market.

Furthermore, if the general atmosphere of secondary schools is predominantly higher education oriented, vocational secondary schools are often viewed as a second rate choice and filled with those failed in enrolling in the mainstream. Thus, any reforms of vocationalisation without taking into account both possible future orientation of employment market and psychological aspect of students will risk a short life.

**Expansion of Secondary and Tertiary Education and Economic Growth:**

Secondary education in the region is definitely shifting to mass secondary education. A quick look at the UNESCO World Education Report 2000 reveals a striking correlation between the expansion of secondary and tertiary education and economic growth as expressed in terms of per capita GNP growth rates.

Both the Philippines and Sri Lanka had achieved a high level of secondary education in the early stages and they continue to enjoy high GER at secondary level. Iran has made tremendous strides despite lower economic growth. The shift towards the mass secondary education is an irreversible trend in the developing region of Asia and the Pacific as most of the countries listed above have reached or were reaching the level of over 50 percent GER at secondary level at the end of the 1990s.

The economically advanced countries have already achieved the universal secondary education and even the mass and universal higher education is already in existence, whereas such signs will soon become visible in countries like Indonesia, Iran, Malaysia, Mongolia, the Philippines and Thailand. Countries with high economic performance such as China, India, Vietnam and Sri Lanka will no doubt witness such trends in the metropolitan regions of the countries.

**Stakeholders in Educational Politics**

Political dynamics at the secondary and tertiary education are completely different from those in operation in primary education, basic education or literacy. It is the constitutional responsibility of governments, without exception, to ensure primary education and literacy. However, political forces behind the governments are the UN or international lobbies as witnessed in Jomtien-Dakar power show, rather than the internal lobbies nor the beneficiaries of such education such as illiterates, school drop-outs or minorities.

Therefore, unless the international lobbies persistently pursue the EFA drive until it reaches the threshold point, there may be a risk of relapse. Whereas in the secondary education and above, forceful political
dynamics are in operation within the country and many stakeholders take active roles in the power play in determining their directions. Each of such stakeholders is undertaking directly or putting pressures to activate reforms and innovations to meet the respective visions and interests.

First and foremost, the States and the governments are the most important stakeholders. They have the legitimate claim over the direction and scope of secondary education and above as it is their political and legislative prerogatives to ensure both relevant and high standard education, which will satisfy many developmental needs of the countries from the basic to the most advanced.

However those who constitute the governments along with other elites and upper sectors of the society form at the same time a very strong political lobby and demand the types of education which satisfies the elitist needs of their children to remain in the upper echelon of the society. They will never yield to the pressure for vocationalisation or diversification of secondary education. Instead, they cling to the highly academic and prestigious types of liberal education for their own children. Vocationalisation often suffers from such acts of double standard.

In the light of increasing international competition under the rapid pace of globalisation, both modern and traditional sectors of economy and production make strong demands on the governments to introduce kinds of science and technology into secondary education and above which would satisfy their varying needs. International competition in business and trades, communication and transportation, and service industries call for strict quality control and new work ethics, innovative and creative capacity building, different type of efficiency in management, skills in the use of modern technology, especially IT.

There are alarming cries in many developing countries related to increasing gaps between the “haves” and “have-nots”; not only at international domains but also within the countries such as digital divide, gender gap, rural-urban de-equilibrium, and negative consequences of globalisation such as materialism, drug-abuse, AIDS/HIV, delinquency and violence, environment deterioration, trafficking of arms, illegal drugs and girls and women.

It is again in the secondary education where measures against these problems are to be taken up with priority such as new civic, moral or value education, human rights education, peace education, education for international understanding, environment education, population education and preventive education. There are many social forces at play which place their claims on the reforms of secondary education including concerned public sectors, private sectors of industry and employment, security and social welfare sectors including medical services, social and other professional groups and NGOs, labour and trade unions, and even police and military forces.

So many new innovations and developments are taking place in secondary education shifting from passive rote learning to development oriented, experiment-oriented, social service-oriented as well as new value oriented or more preventive type of education to cope with the prevailing malaise in society.

Whether going to the world of work or to higher education, these types of education are essential for the Region’s adolescents and youths and such education will be rapidly changing their natures and orientations following the constant evolution of our society. Unfortunately, however, many valuable innovations and reforms in this regard tend to be neutralised because these much-needed types of education are not the subjects for the entrance examinations of universities. Secondary school teachers generally give the priority only on subjects related to the entrance examination.

Teachers are obviously the main stakeholders in education as they are directly in touch and spend the longest hours with adolescents and youth in schools. All of them are seriously concerned with the future
of their students and they are making every effort to improve the orientation and quality of education for directing their students to the world of work or to higher education. There are innumerable numbers of innovations in this respect.

However, teachers are often confronted with the constraints of national curriculum against the rapidly changing situation in society, as the curriculum is often academic and urban oriented and sometimes outdated, and they often find there are much more to cover than the absorptive capacity of their students within the given school academic year. There are legitimate claims by teachers demanding more freedom for students in the classroom other than one-sided instruction and cramming.

While certain countries are intensifying their effort for more quality education of high academic nature, others are reducing the curriculum load to enable students to engage in self-directed activities to enhance their personality development. Development of external efficiency in secondary education is strongly called for and many schools are introducing activities to study social and natural environment, and to promote active participation in social services and community development.

Unfortunately, however, contrary practices are developing as well in order to help prepare students for highly competitive entrance exams of the prestigious universities. The law of the free market economy is fully and ruthlessly at work in this domain. Secondary schools successful in sending their students to such prestigious universities are considered good schools and attract many students. Some charge high fees to allow additional enrolment beyond the normal capacity. Private tutoring and commercial preparatory schools are becoming lucrative business and mushrooming in every corner of Asian cities.

It is often said cynically that the quality of education in these commercial arrangements of cramming is far superior in every respect than in the ordinary public high schools. The main actors behind this phenomenon are the parents and students themselves. The choice of universities often determine their children’s fates in life, as the outputs of prestigious universities are likely to dominate the sunny sides of streets and the rests are destined to the subordinate positions of second class citizens, and often face unemployment.

In addition, the parents of those wishing to go to universities are more educated and highly placed in society. They are much more articulate in their demands and secondary education has been obliged to yield to many of their demands. Many governments have faced difficulties in balancing the orientation of secondary education between national political or economic needs and parental or societal pressures.

Another strong stakeholder in higher education, or perhaps the strongest stakeholder of all, is the higher education sector itself. Without its consent, the orientation of secondary education cannot be solely determined on its own as it is often dictated by the requirements of admission to higher education. Many educational reforms at primary and secondary levels have been neutralised in the past because of the continued practices of traditional and rigid entrance examination to higher education.

Passage from secondary education to higher education is often creating a serious social problem and it is expressed in such terms as “entrance examination hell” or “black July”, for example. In certain countries, parents wishing to by-pass such examination hell are sending children to Australia or other native English speaking countries even from primary grade, and this obliges poor husbands not only to work harder to earn money for such additional education expense but also to accept separation from their wives who normally stay with children.

Ideally, any reform of university admission system should be carried out co-operatively between secondary education, universities and government, reflecting the legitimate demands of other
stakeholders. Those attempts made only from the secondary education side or by the government alone have fallen on deaf ears on the sides of higher education. Many academics and professors protected under the pretext of academic autonomy have persistently refused to accept the responsibility for the reform of university admission, partly because of their claim for high academic standards and partly because of their desire for comfortable status quo.

However there appear new developments in this regard, as the academic comfort is increasingly menaced by the increasing international mobility of scholars and freer information flows through new information technology. Many youths are already exposed to such information through Internet and increasingly students have international exposures or even direct international experiences.

With the increasing trend towards mass higher education, new private universities are mushrooming and inter-university competition is becoming severe to attract better students. Students can compare the quality and performances of many universities before applying. So-called academic authorities of the past are rapidly fading away and many academics are put on their toes to ensure their survival by opening their eyes to the outer world and by engaging in new directions of research and education. Another damaging factor for the existing conventional higher education is the drastic decline in the population of children and youth in countries like Japan. Other countries will not escape from such future scenarios, as the trend towards aging and lessening proportion of children and youth is creeping in for the rest of the countries as well.

**Evolutions in Admission System**

Many countries of the region have inherited their system of higher education from the West and maintained it for many years, whether it is a British, French, German, Russian or American model. Many universities enjoyed their status and prestige as the apex and elitist institutions of the countries. With the exception of a few countries such as Japan, South Korea and the Philippines, universities have been predominantly national government institutions.

As the numbers of secondary students applying to such elitist universities were limited in number in early days, many governments have developed a centrally managed system of university admission. This had the advantage of ensuring the high and consistent quality of university students throughout the country.

Some countries had left it to each university to undertake its own entrance examination. The criteria of admission were without exception the high scores in the scholastic paper and occasionally in the interviews. Students were forced to memorise or cram all the facts in the textbooks. Many innovations have been tried to transform the scope of admission test from the memorisation to comprehension but it had no visible effect to improve the situation faced by students.

Some countries where students had to cope with an exceptionally difficult admission test in a certain elitist universities have introduced the system of national standard testing which are in conformity with secondary curriculum in order to ease the students’ load and to allow proper secondary studies. Such central testing services exist in several countries of the region.

All countries have retained the traditional elitist universities till the present and they form the cores of prestigious universities and their traditional admission systems remain in force in many countries. However, some countries such as South Korea are shifting the emphasis from testing “How much have students mastered the subject?” to “Whether students do have the ability and aptitude to pursue higher education?” i.e. SAT type and place more importance to the recommendations of high schools and school records including extra-curricula activities and social service.
In countries like Thailand, the system of higher education has been diversified to meet the needs of students, national and regional development, which resulted in the diversified admission practices. University system has been regionalised for many years in order for regional universities to serve the needs of development in the provinces and there at least 50 percent of students are preferentially admitted from local high schools.

Two open universities, one conventional style and the other distance education type have been set up to cope with the democratisation of higher education. Here, open admission system is adopted. Further development of over 30 higher education institutions of community college type in the name of Rajabaht Institute and Rajamangala Institute of Technology are added to the existing university infrastructure to ensure a nation-wide improvement of educational standards. Here, admission is almost automatic.

On top of these developments, private universities are rapidly expanding in the Metropolitan region, each of them adopting their own way of student selection. Despite these developments, the centrally administered admission scheme is still in force for allocating able students to the traditional universities of prestige such as Chulalongkorn, or Thamasat Universities. Competition is severe and students have to prepare very hard for such examinations.

These university reforms, however, should not be viewed in isolation from other developments. Thailand has a well-established system of non-formal education and equivalency scheme ranging from the basic literacy to secondary education and admission to higher education can be possible through such system. The National Education Law of the Year 2542 is one of the most innovative examples in this regard. This illustrates that the admission can not be fully analysed independently from the entire educational and social issues of the countries.

With the declining young population, many universities in Japan, especially with poor reputation are facing serious decline in the numbers of applications and some of private universities risk the bankruptcy and closure. For these universities all applicants are admitted and entrance examination is becoming mere formality. Even with such measure they find difficulties in filling the total enrolment capacities. Some resort to recruiting students from Asian countries with dubious publicity. Public universities are no exception. Reform is underway to regroup them and their status is being changed from government institution to autonomous agencies, more exposed to free market rules. Every university is carrying out reforms in Japan and one of the main thrusts is to secure good students from among the declining school age population. University admission office is set up or its functions strengthened in a certain universities to recruit talented and motivated students independently without entrance examination, through high school recommendations or admission of Japanese and non-Japanese students from abroad with SAT, IB, and other valid certificates.

Rapid development of open and distance education universities and private universities are the conspicuous phenomena of the region since the 1970s and 1980s. They offer the possibility of massive entry to higher education to those hitherto denied the access and contributing to the democratisation of education. This, however, does not ease the competition to the elitist traditional universities and it is becoming ever more competitive in the light of enlarging secondary student population. As long as a sharp and fixed hierarchy exists in the minds of students and parents as to the ranking of universities, such competition will not be eased.

Students as a Stakeholder in Higher Education Reform

Evolution towards mass higher education, students play an important role in the future orientation of higher education. Reduction in secondary curriculum loads in Japan is already showing a sign of
lowering scholastic standards. Many universities find it impossible to pursue a kind of specialised education so far given for example in physics or engineering because students no longer have the foundation of mathematics and general science. Universities can no longer eliminate these students at the entrance examination in view of the needs to ensure the appropriate level of enrolment to survive in the midst of the declining student population. Outcry has been made to upgrade the scholastic standards of students in the basic subjects and many attempts are being made to reversing the declining standards of comprehension and learning for those preparing to move to higher education, but those drop-outs from the mainstream remain problematic. Some of them resort to violence, bullying, absenteeism and delinquencies. New types of schools are appearing to accommodate them and to encourage their return to schools. Such school as "Children's Village" in Thailand run on the model of Summer Hill Movement is becoming a model of education to inculcate students' initiatives in learning. Universities will have to keep their doors open for accommodating these youths recovered from the problems.

The above indicates that the general quality and aspiration of students are also an important factor in determining the nature of higher education and its admission system. The author has the opportunities to meet many adolescents and youths in his travel in the region and has asked a question about the dream they have for the future.

For those in the beginning literacy class (almost illiterates), it is not possible to understand the question and unable to articulate what dreams they have for the future. Many of them do not understand the meaning of "dream" or the tribal languages sometimes have no appropriate word. Those in the advanced class of literacy, invariably respond that they want to become teachers, especially literacy teachers. There, they can perceive clearly what they want to be in future as the ideal model is visible and available next to them. When the same question is asked to higher level of students especially in secondary schools, their answers are normally "to serve the country" and for this purpose to become a medical doctor, lawyer, engineer, diplomat, etc.

The following tables show the results of the questions one of the author's BA students asked secondary students of prestigious Delhi School and Modern School in India and International Christian University High School in Tokyo.

| Table II: Students’ Responses to Question “What is your dream for future?” |
|---|---|---|
| **INDIA** | **JAPAN** |
| 1. To succeed | 28% | 1. Not sure | 12% |
| 2. To work in mass media | 21% | 2. To be satisfied | 7% |
| 3. To become rich | 18% | 3. To live abroad | 4% |
| 4. To help society | 11% | 4. To help society | 4% |
| 5. To become sports star | 11% | 5. To speak many languages | 1% |

| Table III: Students’ Responses to Questions on their Future Job |
|---|---|---|
| 1. Soft ware engineers | 33% | 1. International work | 20% |
| 2. Journalists | 18% | 2. Not sure | 16% |
| 3. Managers of company | 15% | 3. Medicals, Law | 6% each |
| 4. Architects, researcher, sports star | 7% each | 4. Psychology | 5% |
If the dreams and preferred occupations are such, their demand to the types of higher education will no
doubt be expressed by them and their parents which higher education will need to consider in its reform.
While Indian higher education will have to attend to enhance the individual excellence and success,
Japanese higher education needs to help students to find their own identity and guide their future
directions as many of them do not know what they are and what they want. Obviously the natures of the
admission tests could be quite different in different circumstances. These states of minds are reflected in
the similar surveys that the author carried out in the class at International Christian University in 2001 and
2002. (Figures are actual number and not percentage)

<table>
<thead>
<tr>
<th>Table IV: Japanese University Students’ Response on their Dreams and Future Occupations</th>
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<tbody>
<tr>
<td>2001(139 students)</td>
</tr>
<tr>
<td>Dreams</td>
</tr>
<tr>
<td>1. To travel</td>
</tr>
<tr>
<td>2. No dream</td>
</tr>
<tr>
<td>3. Personal growth</td>
</tr>
<tr>
<td>4. To become happy</td>
</tr>
<tr>
<td>5. Marriage and home</td>
</tr>
<tr>
<td>7. To help society</td>
</tr>
<tr>
<td>8. International work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Occupations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. International</td>
<td>43</td>
</tr>
<tr>
<td>2. Not sure</td>
<td>40</td>
</tr>
<tr>
<td>3. Journalists, media</td>
<td>16</td>
</tr>
<tr>
<td>4. Arts/music, research, teaching</td>
<td>7 (each)</td>
</tr>
<tr>
<td>5. Writer, translation, business</td>
<td>6 (each)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Asked why they came to university, majority of them answered that they wanted to study further and to
find themselves. They never questioned why they had to come to university because it is a matter of
course. Under these situations, the nature of university is to be more general and liberal arts oriented
rather than specialised training. If the major clients of higher education in Japan claim that the
universities will have to satisfy their needs, then that will determine the course of development of higher
education in Japan. So far educational reforms including admission system have been designed from the
side of the government or university establishments but time will soon come with declining children’s
population that students will be changed from “target” to “clients” and universities are obliged to engage
in extensive consumer market research and to accommodate their tastes and demands while countries
with increasing pressure for mass higher education will have to continue searches for more effective ways
of student selection and will have to find equitable balance between the need for academic excellence on
one hand and the pressure for democratization and possible erosion of academic standards and to
ensure the international competitiveness and relevance.
Biographical Details: Akihiro Chiba is currently graduate school professor of education at the International Christian University in Tokyo. He previously worked in UNESCO from 1961 to 1991, including such assignments as Deputy Director of UNESCO Regional Office in Bangkok, Deputy Assistant Director-General of Education and Assistant Director-General for Co-ordination of Operational Activities in UNESCO HQs. Mr Chiba served as a member of the Japanese National Commission for UNESCO from 1991 to 2000 and the Chair of the APEID/APPEAL national committee. Currently, Mr Chiba serves as Chair of the Committees of NFUAJ’s World Terakoya Movement and ACCU’s Literacy Co-operation.

Preparing the Young for the World of Work: Life/work Skills Training and School-Community Partnerships

Mr Pat Lynch, Chief Executive Officer, New Zealand Catholic Education Office

(on behalf of Ms Shelagh Whittleston)

I wish to acknowledge that much of what I will share with you comes from ideas generated by Ms Shelagh Whittleston, from the Australian Department of Education, Science and Training. I am sure that you will all join me in wishing her a speedy and complete recovery.

Introduction

We live in a world of dizzying change. It is like surfing an ocean wave: fun, yet risky, and we are all in it together.

Our young people need to be prepared for a world of work that will be very different than what’s been experienced in the past, that shape of which is already apparent from what we see happening around us. It is important that they are able to engage with the world as it is today, as well as preparing them for tomorrow.

In future, having multiple jobs throughout life will be the norm, rather than the exception for most people and many more people will be self-employed. Today, 30 percent of people in the USA are consultants or self-employed – more so in the Asian region where self-employment is widespread. As part of the Asia-Pacific region and as part of the broader international community, all of our nations need to have a responsive education and training system able to meet the challenges ahead. We have the numbers and the brain-power in the Asia-Pacific, with well over half of the world’s population. The emerging power house economies are in our region, such as China and India, along with other substantial players already established.

With the right vision and strategies, we can make things happen.
We recognise that there is need for an attitudinal revolution in order to prepare young people for the world of work, no matter who they are. We cannot afford to waste human talent of any kind.

Most Asian countries are implementing education and training system initiatives to support young people in the world of work. We have all woken up to the fact that the world around us has been transformed in the last 10-15 years as we all begin to be more aware that we are not only citizens of particular sovereign states but also world citizens. What affects one of us affects all of us. This includes:

- A greater focus on vocational education in schools,
- The establishment and maintenance of school community and industry partnerships, and
- Strategies to improve careers information and guidance for students so they are better equipped to make decisions based on real information. Too many of our young people do not know what they do not know!

The World of Work

In the twenty-first century, the world of work is a very different place to that of the previous centuries, as I have just illustrated. Worker-employer relationships are changing. Workers are no longer just cogs in a wheel; they are expected to contribute ideas and better ways of doing things in a workplace setting.

The notion of a job for life is no longer the norm. We are in a state of continuous change where job mobility and career change are constant.

Driving this change is the globalisation of the workforce, advances in technology, organisational transformations, and the rising importance of the knowledge worker and service industries, to name a few. Every day on our television screens we see how global investment capital is moving from country to country. A quality workforce attracts investment and persons.

Knowdell (1996) has an interesting image that describes the changing notion of a career.

He describes the 1950’s career as a ride on a train along steady and stable tracks to a predictable destination.

In the 1970s, a career is more like a journey on a bus – with the bus responding to changing traffic conditions, changing routes along the way or even changing destinations. However, the bus schedule was still largely determined by the bus company.

Work in this twenty-first century he describes as more suited to an all terrain (or four-wheel drive) vehicle. The most significant difference with this vehicle change is that the passenger is in the driver’s seat.

What Does this Mean for Young People Today?

For young people, this means that there are becoming more complex, but there will be opportunities for the taking, if they are entrepreneurial in attitude.

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It means that to be successful in the world of work they will need to have the skills and knowledge to develop and manage their individual careers.

They will have to be flexible and be prepared to embrace the notion of life long learning for their own survival.

They will need to have an improved appreciation and understanding of self, their work preferences, values, interests, personal limitations, expertise and skills. Increasingly, employers are hiring individuals on the basis of their personal qualities, attitudes, values and relationship standards.

Furthermore, they will need early introductions and knowledge of the labour market, industry, employer expectations and requirements and market and global forces.

All of these things we have heard many times. What are we doing however to get our young people to come to grips with these new realities? If we do not expose them to these realities at school, they will not serve themselves or our nations well enough.

All levels of Government in each of our countries needs to agree that there are over-arching requirements to co-operate in order to prepare young people for life and work. This has led in a number of countries to a range of national agreements and frameworks that provide common goals for each nation. We can all learn from one another – hence the importance of conferences such as this APEID meeting.

While these agreements take time to settle, the result will be an education and training system which is more focussed on developing innovative, creative and enterprising people and which is more flexible and responsive to industry needs. They allow for specific vocational credentials to be started while students are still at school.

The system in Australia offers students a variety of pathways and one that allows movement between school – vocational education and training (VET) – and higher education or university. In New Zealand, this is called ‘seamless education’ and allows students to build up a series of inter-related qualifications over a lifetime.

This conference has demonstrated that national goals for education are basically very similar in many countries such as Malaysia, China, Thailand, Philippines, Australia, New Zealand and others. They encapsulate commonalities such as:

- National goals for schooling
- A framework of vocational education in schools
- A national career and transition system

The national goals for schooling include concepts such as the goal that “schooling should develop fully the talents and capacities of all students...and...when students leave school, they should have employment related skills and an understanding of the work environment, career options and pathways...” Your country would have similar goals, since they reflect global development.

The vocational education in schools framework is a key national policy on establishing vocational education in schools. Other countries in the region have either adopted something similar or are in the process of doing so.
Outcomes from these goals are clear. There are two broad commitments:

- That vocational offerings are part of the school curricula and
- That there are opportunities for all students to access enterprise, vocational, and career education during their compulsory and senior secondary years of schooling.

Effectively, this means that a career plan has to be developed with each student from the age of 15 years, and an individualised learning programme structured around this to make it work.

For this to work, there has to be effective facilitation between individual schools and their local support networks within local communities which will, among other things, make sure opportunities are delivered efficiently to young people. This means working with employer groups, Not-for-Profit Groups, Government Departments and volunteer organisations.

This type of plan will enable young people to have the information, guidance, experiential learning and support they need to enable them to make good decisions about life and work. The African proverb says it all: ‘It takes a whole village to raise a child.’

In New Zealand a programme which does just this has been running for the last two years with 35 schools involved. Next year there will be 61 schools (20 percent of all schools). The young people are excited about the opportunity to obtain training and education in the work place. Their boredom with school goes out the door; teachers are happy as they don’t have disruptive young people on their hands; and employers gain another pair of hands and ultimately the possibility of an employee they can vouch for.

This programme that also operates in parts of Australia, and I’m sure in other parts of Asia, only works because the governments concerned provide facilitative support to make it work. The end products, however, are young people who are well on the way to obtain a vocational qualification before they leave school.

**Vocational Education in Schools**

I want to turn now to some of the specific ways in which Australia and other countries are supporting young people in preparing for work.

This is essentially a partnership between educational sectors and between Governments to deliver a vocational education experience to students in schools.

Vocational education in the Australian context covers a broad range of activities. It includes:

- Work experience days and courses;
- Vocational education in schools;
- Part-time, school based apprenticeships;
- Enterprise and entrepreneurial education;
- Structured workplace learning;
- Compulsory career education and guidance from Year 7.

Vocational education in schools is relatively new, but needs urgent implementation. As such, it is still developing. Yet the outcome sought is clear: to deliver to young people – within a structured system –
the skills required to individually manage or guide their careers. I find it interesting that one European Government is about to build ‘lock-ups’ for unruly students – maybe a curriculum individually tailored to their needs is a better way forward!

Vocational Education should be a model which seeks to involve parents, schools, businesses, communities and Governments in supporting young people see the ‘big picture’ – and recognise the opportunities that are there for the taking.

Let me tell you the story of one student whose schooling had been interrupted by illness.

She sought work experience with a fast passenger and vehicle ferry-building company in Tasmania, Australia. Soon she had started working and they suggested she undertake a Business/Office Administration Certificate Level 2 traineeship. She completed her training in Certificate 2 and has continued her study for Certificate 3. She is now studying Frontline Management and will shortly begin Human Resource Management. She won the Australian Traineeship of the Year Award in 2001.

This is an example of a good transition from school to the workforce, with good support, achieving a focus into industry which otherwise may not be available.

The Enterprise and Career Education Foundation is an Australian company established to build effective community, school and business partnerships to support vocational education in schools. The foundation provides the operational focus for developing these partnerships.

It also facilitates structured workplace learning and in 2001 over 85,000 young people participated in structured work placements that involved over 50,000 businesses working in partnership with schools.

A good example of community partnerships at work is DHL Worldwide Express. This was a localised school-industry partnership that blossomed into a national, integrated approach to student work placement. Today the company is recognised nationwide as a corporate citizen that gives back to the community it serves. Through the day to day operations, students add a significant contribution to the company’s productivity and gain experience and skills in the workplace. Also, staff at DHL Worldwide Express who work with the students find their own supervisor and coaching skills enhanced.

There are any number of companies like DHL that would be prepared to work with your schools, if you only tap them on the shoulder, as it were, and ask them. It is also in their own long-term interests.

Community Partnerships

One of the recommendations of the report of the Australian Prime Minister's taskforce led to the Federal Government providing funding for Career and Transition (CATs) pilots.

They are testing and evaluating innovative and/or alternative ways of improving the quality of career and transition information and advice to all young people, including students and those who have left school.

They bring together schools, industry, students, parents and communities. They fund advisers who will provide career and transition information, and support for young people, to help them to build career pathways to obtain life goals.

My personal view is that career education in schools has generally been of poor quality. Teachers are not always the best people to guide students on career choices. All too often they give the wrong advice, which in at least one country in our region has led to the parent of the young person taking the school to
court for giving the wrong advice. Each of our countries needs well-trained, up-to-date career guidance people who know what they are talking about. Maybe the best way to provide this service to young people is to contract in a private career guidance provider, and get them to do the job.

**Industry Partnerships**

Industry has a long involvement with vocational education and training which has extended, more recently, to schools. In the Australian context, this means:

- The national training agreement, sets out a major role for industry.
- The Australian national training authority and quality councils are industry led.
- Industry provides advice on the skills required by its industries.
- Employers views are sought on vocational education and training are sought.
- Industry has been instrumental in developing employability skills which are key skills and personal attributes (such as loyalty, commitment, honesty, reliability, a sense of humour, adaptability, communication, team work and initiative) which are required if people are to achieve their potential and to maximise their contribution to enterprises.

Recent data suggests that a work placement as part of vocational education in schools has a correlation with helping young people secure employment after completing school. This is very true in my experience – employers are more keen to employ long-term somebody that they have seen operating if only temporarily, than someone who they have not seen before.

A University of Melbourne\(^{21}\) study found that employers reported that over 80 percent of the vocational training school graduates were recruited following a work placement with the employer. And 38 percent of employers said that the recruitment occurred through contact with the school.

For New Zealand, we have a programme called ‘Partners NZ’. It operates in over 200 schools and aims to break down the barriers between schools and the enterprise community. No money changes hands, but the resources of the school and the resources of the business are open to each other’s use. The structure is set up with a facilitator who sits the two sides down and gets them to identify what they want from the partnership, so that there is a win-win situation for both. This only works when the CEO of the company and the principal of the school are entirely supportive of the process.

Partnerships such as those used in New Zealand make the curriculum more suited for the students, as they see the relevance of what they are doing; teachers get excited and enjoy their work more, and youngsters get an experience of the world outside of the classroom opening their horizons.

**Career Information and Guidance**

I would now like to focus on one other area that is a vital part of how we assist young people prepare for life and work. This is career information, education and guidance.

In particular, I would like to make special mention of three major career initiatives:

- Myfuture.edu.au
- The real game; and
- Job guide

\(^{21}\) The Employer Perspective: A Report on Employer Views of the VET in Schools Programme.
Myfuture.edu.au is Australia’s new national online career information service. Launched in July this year, it has already received about 9 million hits.

It is a collaborative effort between the Federal and State Governments and was developed by a company which is owned by all Ministers for Education. The Federal Government paid for its development and all Governments contribute to its on-going costs.

It is a partnership which has resulted in a leading edge Internet site which allows individuals to actively explore their options, to develop career plans, to research study and training options and, hopefully, to make informed career decisions.

Myfuture.edu.au takes account of the changing nature of the workplace and the likelihood that individuals will need to reassess their career paths at some stage of their working life.

It recognises that people also need to understand themselves – their interests, their skills, their values as they try to map their own career paths.

The Federal Government also provides information and engages young people through experiential learning programmes such as The Real Game.

Since 1999 the Federal Government has worked with states and non-Government education authorities to pilot and implement Australian versions of this Canadian programme.

The programme has been very well received. The series shows students how to appreciate the value of work and the importance of on-going education, adaptability and positive attitudes. One teacher has remarked, this programme enabled students to realise that school studies have a direct impact on their future lifestyles.

The programmes consist of a variety of activities and provide opportunities for interaction with classmates, teachers, parents and community members including industry representatives.

And last, but not least, the Job Guide. This is a publication that has been produced by the Federal Government for over thirty years. Each year, schools are provided with a copy for every student in year 10 – about 350,000 copies. It is the largest publication in the Southern Hemisphere and provides a comprehensive description of occupations and the education and training pathways necessary to enter them. The information is updated annually and state versions are produced.

The New Zealand Government established a similar data base of information about every career/job available in New Zealand, as well as providing interactive technology that enables anyone anywhere in New Zealand, or for that matter, anywhere in the world, to access the information at any time. It is particularly student-friendly and allows students to test their personality job preferences against the requirements to be successful in a particular job. A recent addition to the scheme is to enable students anywhere in the country to use the Internet-based programme in conjunction with a free phone line connection to a trained career counsellor.

Some programmes are attracting much international attention for their capacity to instantly provide anyone with answers to any questions they have about vocational, polytechnic, industrial and University courses and training.
Concluding Remarks

As you can see, there is a broad range of initiatives being put in place to support young people to make successful transitions to work.

There is a clear recognition that Governments need to work together with schools and business leaders to support the achievement of a vibrant education and training system which can respond to the changing needs of our young people.

Significant progress is being made in supporting and enhancing vocational education in schools. Participation rates have grown in recent years and the benefits to students are evident.

Strong community and business partnerships are a key element to ensuring that young people can prepare for the world of work. You may be surprised just how receptive business people are to working with schools, provided they are properly approached. There are many examples of strong school-community/business partnerships being facilitated, including through the work of the enterprise and career education foundation.

Providing sound careers information and guidance are essential for young people to make informed choices. National initiatives point to the way ahead in enabling young people to access information to develop future career plans and prepare for the world of work.

We all recognise that many challenges lie ahead to ensure the successful transition of young people from school to work and life, including those who are most disadvantaged in our community.

Ensuring that the young people of each of our countries are able to meet the demands of the future must remain a key priority for every Government, as we all learn to thrive in a global economy and recognise that we are all citizens of the world.

Citizenship Education For Better World Societies: A Holistic Approach
Presented by Lourdes R. Quisumbing, Ph.D., President, APNIEVE

Introduction

We live in a rapidly changing society, in the age of globalisation and the information and communication revolution. We must accept the reality of the dramatic changes that are affecting our lifestyles, our ways of thinking, feeling and acting. As educators, we must guide our students to discern between the potentials and prospects, the benefits and opportunities of globalisation and the new information technologies on one hand, and the dangers, threats, and pitfalls on the other. We must develop in them the sense of freedom and responsibility in making the right choices.

We are tasked to work together towards a globalisation that does not marginalise, but instead, one that humanises and strengthens the bonds of our human solidarity; that spreads its benefits equitably rather than create new gaps between peoples, their economies and cultures.

We are witnessing breakthroughs in the different fields of science and technology, yet at the same time, never before have we seen human suffering in such a magnitude, injustice, inequity, poverty, and such sophisticated forms of violence and war, torture and abuse, weapons of mass destruction, intolerance and discrimination, such escalating degradation of the environment, threats to the planet Earth, the breakdown of human, ethical and spiritual values, the crisis of confidence, the loss of hope.
Just two years after the UN proclaimed the year 2000 as the International Year of the Culture of Peace, ushering a global effort of transforming our culture of violence and death into a culture of peace, we live in an Age of Terror; fear and insecurity, and we have embraced a culture of greed. The environment itself is sending us alarm signals: landslides, devastating floods, global warming, forest fires and drought, air and water pollution.

At the recent 2002 World Summit on Sustainable Development held in South Africa, leaders of the global community met to follow-up the Rio Conference and to galvanise action on what they have identified as the two major issues that are leading to global catastrophe: POVERTY and the DEGRADATION of the ENVIRONMENT, both brought about by humankind’s own making – inequity, injustice and greed.

If we want to halt the race towards catastrophe, if we want to save the earth and protect the rights of future generations, we have to bring about a massive radical change, a change in our behaviour, and in our egotistic lifestyles, in our irresponsible patterns of production and consumption. We need nothing less than a total “re-education of humankind” (Kennedy, Paul, 1998). This requires us to seriously reflect on our major responsibility of educating our youth to become the citizens and leaders of the future, the creators of better tomorrows.

How can we prepare our youth to meet the challenges of such complex and fast changing realities that they face today and in the future? How can we develop citizens who can bring about the transformation of our culture of violence, intolerance and greed to a culture of peace, non-violence and respect for one another? How can we teach them to live and to work together in harmony? How can the youth be empowered to become responsible, committed and effective agents of change for a better world? How can we help develop citizens with a Conscience, Commitment and Compassion?

This brings us to the major problem of this paper. What kind of education do we need to develop the quality of citizens who can bring about change towards the attainment of better societies in the future? What paradigm shifts are crucial in our educational philosophy and policy, programme and practice?

**Major Problem**

In attempting to address this major challenge, three sets of specific questions may be posed:

1. What kind of societies do we seek to create? What is our vision of a preferred future?
2. What kind of individuals/citizens do we want to develop to bring about these better societies? What attributes/characteristics should they possess to enable them to bring about change?
3. What type of education do we need to prepare for such citizenship? What innovations can we recommend in our educational paradigms, policies, and practices?

Many scholarly papers have been written on the topic of civic education, citizenship training, and the need to search for new models relevant to the changing needs of the times and to diverse cultural settings. While there is an on-going debate on such issues as the appropriateness of applying so-called Western values and Western models of democracy to Asian societies, there is a clear recognition of the role of education as a key powerful instrument for change.

Kerry J. Kennedy’s paper presented at the 7th UNESCO-ACEID Conference in Bangkok, December 2001, entitled, “Building Civic Capacity for a New Century: Engaging Young People in Civic Institutions and Civil Society,” dwells on the question what civic values are required to build civic capacity in the Asia-Pacific region in this century, given the existence of common universal values but with different cultural roots. Recognising education as a key factor in change, he says there is “undoubtedly a role for
Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific

the school curriculum as the single most important policy instrument societies have, to develop civic capacity in young people.” He asks what should be the nature of the school’s mission in the new century and how can it contribute to capacity building in future citizens.

**Purpose and Intent of This Paper**

The main purpose of this presentation is to help provide insights and answers to the major problem raised: *What type of education can empower citizens to create better future societies?*

Citizenship education for the 21st century has become an on-going concern and topic of interest among educational researchers and policymakers. This writer considers the findings and recommendations of these two major researches most enlightening and useful.

1) *Multidimensional Citizenship: Educational Policy for the Twenty-first Century,* a Citizenship Policy Study funded by the Sasakawa Peace Foundation, Tokyo, Japan in 1997. The findings of the policy study project and their implications for teacher education, educational policy and school practice were presented at the International Conference on Teacher Education, Hong Kong Institute of Education in February 1999. Related to this study, two papers were read at the 6th UNESCO-ACEID International Conference on Education, December 2000 in Bangkok, “The Global and the Local in Partnership: Innovative Approaches to Citizenship Education” (David Grossman, HKIED) and “Global Knowledges, Intelligence and Education for a Learning Society” (Magdalena Mok and Yin Cheong Cheng, HKIED); and,

2) *Educating World Citizens,* (Jack Campbell, Nick Balkaloff and Colin Power) an on-going international, cross-cultural research involving leading thinkers from various disciplines and youth representatives from regions of Latin America, South Asia and South-East Asia, Saharan Africa (Cluster A countries), Australasia, Eastern Europe, and North America (Cluster B countries).

The spirit and tone of this presentation will undoubtedly be optimistic, open-minded and future-oriented, perhaps too idealistic, but this writer feels that we educators cannot afford to be otherwise if we intend to be more effective in giving hope, inspiration and guidance to our young students. This is especially true for secondary school students mostly adolescents, who are in that period of their lives when they are becoming more aware of and sensitive to social issues and concerns and committed to bring about change. Adolescence is likewise the time for idealism, for dreams and aspirations to achieve better futures.

Indeed, the education of individuals as well as of societies, is propelled by the power of dreams – of visions of what ought to be, of what we want to become, of what kind of world we would like to live in, of how to find peace and happiness. Education is goal-oriented and is motivated by the values we cherish, the ideals we seek, the priorities we choose to live by. In the words of Leonard Cheshire (1981) quoted from *Educating World Citizens:* “We need a vision, a dream. The vision should be the oneness, the essential and organic solidarity of the human family. The dream, that we each in our own way make our personal contribution towards building unity and peace among us.”

We believe that education should lead society by helping in the creation of preferred desirable futures, not merely in preparing students to meet the challenges and dangers of the predictable probable scenario that await us, but to empower them to image preferred futures, better worlds for their generations and those to come, and the will to make these dreams come true.
I. A Multidimensional Model of Citizenship Education

To place this paper in proper perspective, it is important to state at the outset that this writer adopts the multidimensional model of citizenship education (Grossman et. al., 2000) as shown in Figure 1.

**Figure 1. A Multidimensional Model of Citizenship Education**

<table>
<thead>
<tr>
<th>Dimensions of Citizenship</th>
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<tbody>
<tr>
<td><strong>PERSONAL</strong></td>
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<tr>
<td>(a personal capacity for and commitment to a civic ethic characterised by responsible habits of mind, heart and action)</td>
</tr>
<tr>
<td><strong>SPATIAL</strong></td>
</tr>
<tr>
<td>(capacity to see oneself as a member of several overlapping communities – local, regional, national and multinational)</td>
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**CIVIC EDUCATION**  | **VALUES EDUCATION**  | **ENVIRONMENTAL EDUCATION**  |
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<tbody>
<tr>
<td>The building of a knowledge base for civic beliefs and skills for civic participation</td>
<td>The acquisition of dispositions and predilections that provide the foundation for civic attitudes and beliefs</td>
<td>The process of developing understanding, skills and values consistent with the notion of sustainable development</td>
</tr>
</tbody>
</table>

Building on this model, Figure 2 presents a holistic framework showing the social dimension of citizenship in developmental stages during which the individual citizen grows in awareness of his/her identity as a member of a group and in the sense of belonging, loyalty and interdependence. The family is the first social group and basic unit of socialisation, the process by which the young individual imbibes and internalises those knowledges, values, attitudes and skills fundamental to an enlightened responsible and committed citizenry. It is in the family where citizenship education begins. This framework can serve as a reminder to curriculum planners and designers for the new type of citizenship education that is not limited to developing citizens of a nation state, but considers the expanding social contexts of the individual.

The social circle of interrelationships expand as the young citizen is exposed to the wider social groups of local community, nation, Region and the world at large. While this discussion focuses on the global dimension, it takes cognisance of the importance of the earlier stages and of the many dimensions of citizenship.
Regarding the Contents of a Multidimensional Citizenship Education, this writer is of the opinion that all three areas, Civic Education, Values Education, and Environmental Education can be integrated into a more holistic curriculum. This paper will dwell on this later.

II. Better World Societies

The first questions this paper is concerned with are: What kind of societies do we want to create? What is the vision of our preferred futures? What are the features of desirable future worlds? Our two major sources gathered data in response to these questions.

The Citizenship Education Policy Study (HKEID) presents 19 global trends as identified by 182 experts summarised under three categories: increasingly significant challenges, areas to monitor, and areas to encourage; while Educating World Citizens (Jack Campbell, et. al.) is concerned with preparing the citizen for preferred futures rather than forecasted or predictable ones for what is envisioned is a desirable future, rather than the future which will likely happen. The focus is therefore on what is desired than on what is foreseen. Thus, the study is normative rather than predictive.

This writer takes the second approach because of her conviction that education can and should lead change, one that is directed and purposeful, that it can be an instrument of planned and systematic intervention. Of course, there are dangers to be avoided, like indoctrination and manipulation. Hence the urgent need for new and appropriate educational programmes and practices towards free and responsible, enlightened and committed citizenship, able to discern what is true, just and good and to act accordingly.

We aspire for the transformation of our culture of war, violence and greed into a culture of peace, where people learn and understand more about each other, accept and respect each other’s uniqueness, human rights and fundamental freedoms, where people learn to care and to share, to live together in a just and free, peaceful and compassionate world.
Essential or highly desirable characteristics of such preferred global futures were gathered by the Campbell and associates study under the eight main categories extracted from vision statements of the respondents.

1) Sustainability of Planet Earth,
2) Provision of Basic Food, Shelter and Health Care,
3) Removal of threats to security: collaborative peace,
4) Supra-national entities,
5) Social justice,
6) Retention and development of diversity,
7) Caring and human connections at all levels (for Cluster A countries), and
8) Participatory democracy (for Cluster A countries).

These eight main categories of preferred futures point to the importance and the need to integrate environment education, education for peace, social justice and equity, participatory democracy, respect for diversity for human rights and fundamental freedoms, global education into citizenship education curricula.

III. Quality and Character of the Citizen

The second set of questions to be considered is: Who can create better societies? What kinds of individuals have the capacity/ability to create better societies? What personal attributes and characteristics should the individual citizen possess? What knowledge, sensitivities, attitudes, values and action-competencies are needed?

Experts in the HKEID study reached a consensus on eight citizen characteristics which constitute the traits, skills and specific competencies citizens of the 21st century will need to cope and manage the undesirable trends and to cultivate and nurture the desirable ones. In order of their importance, they are the:

- ability to look at and approach problems as a member of a global society
- ability to work with others in a co-operative way and to take responsibility for one’s roles/duties within society
- ability to understand, accept and tolerate cultural differences
- capacity to think in a critical and systematic way
- willingness to resolve conflict in a non-violent manner
- willingness to change one’s lifestyle and consumption habits to protect the environment
- ability to be sensitive towards and to defend human rights, rights of women, ethnic minorities, etc.
- willingness and ability to participate in politics at the local, national and international levels

A careful consideration of these characteristics shows that they consist more of attitudes, values and sensitivities plus the abilities to act as citizens and agents of change, rather than knowledge and information.

Campbell and associates elaborate on the bases of effective individuality “before proceeding to identify the characteristics of individuals as possessors intrinsic worth and as key change agents.” This writer agrees that the initial step of citizenship education should focus on the first social unit, the family, since
the rudiments of responsible citizenship begin at home, where fundamental human needs of love, trust and care, belonging and a sense of connection, autonomy and initiative, are met during the early years of childhood, the foundation stages of human development.

Characteristics of individuals as possessors of intrinsic worth, are distinguished from those needed for agents of change; rightly so, since the individual’s intrinsic worth as a human person is the first attribute on which others are founded. Furthermore, individuals need to learn to be fully human, complete persons who have developed all the dimensions of their humanity in a holistic manner. “We need citizens and leaders who are compassionate, possessing empathy and respect for life and all human rights and fundamental freedoms, knowing how to care for and to share with others.”

Learning to be a fully human person, a complete individual, multi-competent, intelligent and enlightened, creative and flexible, committed and inspired, responsive and free, will have to be the fundamental and continuing goal of citizenship education. This topic will be discussed further in the last part of the paper.

The *Educating World Citizens* study reveals through the collation of responses from 64 social scientists classified into males and females, as well as into Cluster A (Latin America, South Asia and South-East Asia, Saharan Africa, and Cluster B (Australasia, Eastern Europe, and North America) the attributes and characteristics of individuals who can create better futures, that the following eight items out of 60 identified items met the criteria of being highly desirable and high priority, three warranting high desirability and two warranting as high priority, totalling 13 attributes of citizenship.

This writer has attempted to arrange the 13 key attributes into knowledge, sensitivities, attitudes, values and action competencies as shown in the table that follows. There are very fine distinctions among the categories of Sensitivities, Attitudes, and Values. However, they can be considered as belonging to the area of values education. Even Action Competencies assume that these values have been internalized enough to result into action.

Campbell and associates remark that one of the most striking findings of the study is the relatively low ratings assigned to the “knowledge” items, thus their absence in the table. They interpret this as a rejection of the notion that knowledge, on its own as a private possession, has special merit. They quote a UNESCO report (UNESCO 1989:5), “The new epistemology of knowledge and learning needs to include a change from emphasising the private benefits of learning, to emphasising the public benefits of learning. We need to develop a sense of service and to stress community benefit and the advancement of the public good. (However, it could be argued that each of sensitivities, attitudes and values, too, has limited significance until translated into actions.)”

This interpretation reinforces this writer’s continuing advocacy for the crucial role of values, oftentimes the most neglected and least understood component, in the school curriculum. This writer goes further to say that the over-emphasis on Knowledge to the neglect of Values and Attitudes, in our present educational curricula designed for a knowledge and information-based society has failed to reduce the persistent problems of humanity – inequity and injustice, imbalance, poverty, unemployment, hunger and disease, violence, bloodshed and terrorism, pollution and degradation of the environment.

This is not to say that Knowledge is not important. In fact, holistic learning needs a cognitive base. However, in itself, it is insufficient. Knowledge without Insight often leads to Intolerance, and Knowledge without Love and Commitment seldom translates itself into Action. This broad knowledge-base has been emphasised by M. Mok and Y.C. Cheng in their paper, “Global Knowledge, Intelligence and Education for a Learning Society,” showing a framework of globalised knowledge, suggesting that “globalised education should help shape towards developing competent global citizens who have the technical and
Table V: Key Attributes of Individuals as Possessors of Intrinsic Worth and as Key Agents in the Creation of Better Worlds Arranged into Five Categories

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Sensitivities</th>
<th>Attitudes</th>
<th>Values</th>
<th>Action Competencies</th>
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<tbody>
<tr>
<td>Individuals who have senses of trust, “connectedness” to others, autonomy and initiative, and are able to enter into mutually supportive relationships.</td>
<td>Individuals who have a respectful attitude to the rights of others and are prepared to listen to the viewpoints of others.</td>
<td>Individuals, who have commitments to “universal values” such as unselfishness, love for others, truth, honesty, integrity, forgiveness, and the like.</td>
<td>Individuals who accept moral responsibility for their decision and actions.</td>
<td></td>
</tr>
<tr>
<td>Individuals who are aware that violent conflict, retaliatory attacks, and the like, are inappropriate ways of resolving disagreements.</td>
<td>Individuals who approach nature with a sense of responsibility to the Earth’s resources and habitats.</td>
<td>Individuals who are committed to human rights and social justice, including a reasonable standard of living for all people.</td>
<td>Individuals who are able to, and do, collaborate with others – listen, talk through issues patiently and flexibly, and contribute to plans and actions needed to bring these to fruition.</td>
<td></td>
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<tr>
<td>Individuals who have a special concern for the disadvantaged, the excluded, the marginalised, the minorities, children.</td>
<td>Individuals who have a special concern for the disadvantaged, the excluded, the marginalised, the minorities, children.</td>
<td>Individuals who have a commitment to sustainable occupancy of the Earth, caring and preparing for the quality of life of future generations, and are willing to change their lifestyles to protect the environment.</td>
<td>Individuals who are able to, and do, engage in collaborative democratic exercises to alleviate poverty, counter corruption, ensure equity in distribution of resources, etc.</td>
<td></td>
</tr>
<tr>
<td>Individuals who have a commitment to sustainable occupancy of the Earth, caring and preparing for the quality of life of future generations, and are willing to change their lifestyles to protect the environment.</td>
<td>Individuals who have an overwhelming preference in social and political interactions for conflict resolution through negotiation rather than conquest, denigration, or withdrawal</td>
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Yet, the citizens of tomorrow must possess other attributes besides knowledge and competence. For of what use is it for citizens to be knowledgeable and competent, if they are not able to commit themselves to a cause, to values and ideals they believe in, if they are selfish and not able and willing to care and to share with others, to respect and accept differences? For what use is Knowledge if it does not improve the quality of one’s life and those of others? We must espouse Scientific Humanism (Faure, 1972); Science with a conscience and Technology with a heart, both at the service of humanity.
We need citizens and leaders with a Conscience, Commitment and Compassion to enable them to create a more just and human, more responsible and free, more peaceful and compassionate world. It is interesting to mention here that the Australian Council for Educational Research (ACER) reports that some schools in Victoria have made attempts to include these three attributes in the assessment of educational outcomes.

In sum, individuals need to learn to be fully human, complete persons who aim to develop all the dimensions of their humanity in a holistic manner, their human faculties and powers: physical, intellectual, moral, aesthetic, socio-cultural, economic, political and spiritual. They must possess knowledge and understanding that lead to insight and wisdom, values and attitudes that enable them to love and appreciate themselves and others; skills and action competencies to translate knowledge and values into behaviour. As we can see, citizenship education is really a lifetime process and continuing learning, involving total development of the whole person, not a finished product or outcome of a curriculum, for a given time or location. It calls for a holistic approach to citizenship education and the collaborative efforts of society.

IV. Educational Paradigms and Approaches for Citizenship Education in These Changing Times

To recapitulate our main challenge: What type of education is needed to empower citizens to become agents of change for better world societies?

This ideal type of citizen will be shaped by our educational paradigms, our philosophy and perspectives on teaching and learning, and will be realised through the approaches guiding our educational policies, programmes and practices and their implementation in our schools, given a supportive learning, societal and cultural environment.

A. Lifelong Education in a Learning Society

The concept of education throughout life, with all its advantages in terms of flexibility, diversity and availability at different times and in different places, is clearly an educational paradigm to be considered for the new century. It constitutes a continuous process of forming whole human beings, enabling people to develop awareness of themselves and of their environment and encourages them to play their social role at work and in the community (Jacques Delors, 1996).

Citizenship education for our fast changing societies is not limited to the youth and to the formal school setting. It is a lifetime process of growth and development in personal and social consciousness and awareness, in knowledge and understanding of oneself and others, of social issues and concerns; in social commitment and involvement in social cohesion as well as societal transformation, starting from the earliest developmental stages of the lives of individual citizens to the expanding social contexts in their adult life.

Learning throughout life is referred to by the Delors Commission of UNESCO as the “heartbeat of society,” a major key in meeting the challenges of a rapidly changing world. The Commission discussed the need to advance this concept towards a learning society. In truth, the world is our classroom. Learning takes place not only within the walls of the classroom during specific periods of time, nor in the school campus during one’s student days, but anywhere and everywhere when one is sensitive and alert to “teachable moments.” The opportunities in our modern media, learning provisions in the world of work, cultural and leisure activities, civic and community affiliations are almost limitless. This, of course, emphasises the need for a healthy learning environment for our youth, conducive to their development into responsible and caring citizens, with our guidance and support.
Still, the school retains its strategic role and its decisive influence on citizenship education and training. Nothing can replace the formal education system today, nor is there a substitute to teacher-pupil relationship.

The Delors Commission states that the only way for the individual to cope with the ever increasing demands, tensions and changes in society is to learn how to learn. This is crucial to provide “citizens of better futures” to deal with new situations that will arise in their personal and social lives. Another requirement is a better understanding of other people and of the world at large, mutual respect and tolerance of diversity, peaceful and harmonious relationships. Thus, one of the four pillars or foundations of citizenship education should be learning to live together, the other three being, learning to know, learning to do and learning to be.

B. A Holistic and Integrated Approach to Teaching and Learning

The formation of citizens for better futures requires a holistic and integrated approach to the teaching and learning process in the classroom and other educational settings. This total approach applied to citizenship education focuses on the holistic development of the individual’s faculties and capacities as human persons and as members of society. It seeks to embrace the totality of the human person, develop the citizen’s intellectual, emotional and volitional powers and faculties, educate the mind, heart and will, respecting the sacredness, the intrinsic worth and uniqueness of each individual, to prepare for free and responsible, critical and creative, peace and compassionate citizens of multi-diverse, multi-ethnic, multi-cultural world.

Figure 3 shows the dimensions of the CITIZEN as an individual and as member of society. Figure 4 identifies core values for the holistic development of the citizen.

**Figure 3. Dimensions of the Citizen as Individual/as Member of Society**
Furthermore, a new model for citizenship education should address the different dimensions of citizenship: personal, spatial and temporal, take into consideration the different contexts, global and local, and utilise different approaches to citizen education. Multidimensional Citizenship Education of the knowledge, skills and attitudes resulting from the interfacing of global knowledge with local knowledge with the aim of producing citizens who are members of a particular nation as well as of the community of nations in a manner that is thoughtful, active, personal yet committed to the common good.

This approach may be facilitated in the teaching-learning cycle for classroom use or for other learning purposes. It is an adaptation of a framework for teacher education programmes towards international understanding and a culture of peace, initially presented in South Korea during a Regional consultation meeting preparatory to the establishment of a UNESCO Regional Center for International Understanding (Quisumbing, 1999). Since then it has been incorporated in the UNESCO-APNIEVE Sourcebook No. 2, Learning To Be: A Holistic and Integrated Approach to Values Education for Human Development (2002) and used as a guide in the writing of modules on the core values needed to be fully human, a complete person, and the training of teachers during several APNIEVE workshops held in the Philippines in 2001-2002, in the APCEIU-APNIEVE Regional Teacher Training Workshop for 15 Asia Pacific countries in APCEIU, South Korea in July 2001 and in the APNIEVE Regional Teacher Training Workshop for 12 countries in the Region in Adelaide, Australia in October 2002.

C. The Valuing Process in the Context of Holistic and Integrated Learning

This model is a guide to holistic and integrated learning and is best illustrated in the context of a valuing process that is interactive and participative, experiential and reflective. It proposes a four-step process that does not necessarily follow a prescribed sequence, but may be modified according to the situation, the needs of the learner and the creativity of the facilitator. These steps are presented as guides in teacher training workshops adapted from APNIEVE Sourcebook No. 2 (2002).
Conceptual Level

Knowing. Valuing does not exist in a vacuum. It needs a knowledge base from which values can be explored and discerned. This level basically introduces specific facts and concepts, information on social issues and problems, background data on culture, history, geography, economy, government, religion, etc. of one’s own country and those of others that are to be looked into and examined. How these affect the self and others, our values and behaviours, is suggested for the learners to consider. Knowing, however, is still within the parameters of facts and concepts. This level should therefore move into deeper understanding and insight.

Understanding. In the proposed cycle, distinction is made between knowledge and wisdom. This is why the conceptual level consists of two separate steps. Knowledge could be easily explained by the educator and in turn quickly memorised by the learners. The learners however need to understand and thereby gain insight in order to arrive at wisdom. Brian Hall (1982) refers to wisdom as “intimate knowledge of objective and subjective realities, which converge into the capacity to clearly comprehend persons and systems and their inter-relationships.” Concepts that are made concrete for the learners can be grasped more fully and easily by them. These steps are expected to result in social awareness and consciousness, and social insight.

Affective Level

Valuing. As discussed in previous sections, knowing and understanding are not guarantees that values would be internalised and integrated. The third step, therefore, ensures that the value concepts are filtered through one’s experiences and reflections and are eventually affirmed effectively, cherished and appreciated and embraced as motivations for behaviour and as life goals and ideas. In short, these concepts will flow through the three processes: they are chosen freely, prized and acted upon. Since teaching and learning are conducted on a group level, the additional benefit of this step is the appreciation, acceptance and respect of both one’s own value system and those of others. This is aimed to enkindle the affective faculty of emotion and appreciation, resulting to social concern and commitment.

Active Level

Acting. The concepts and values that are internalised ultimately lead to action. Whether the action is expressed in improved communication skills, better decision-making, non-violent conflict resolution, etc., the value concepts find their way into our behaviours. The learners are thereby challenged to see through the spontaneous flow of the concept and affective dimension into behavioural manifestations. Sometimes, this flows naturally. Other times, it involves further skills enhancement in the particular area. This develops the ability to practice one’s values in daily life. Hopefully, the citizen develops social involvement and commitment. The whole process may lead to the attainment of “civic capacity.”

Implications of the Valuing Process

The following are some implications for the educator engaged in the valuing process:

1) Ultimately, the ownership and decision of a value lies with the learner. Values cannot be forced, even if conveyed with good intentions. No real integration or internalisation of a value can be achieved unless the learner desires or agrees with the said value. Educators may impose their values and may succeed in making the learners articulate them, but this does not
stop the learners from living out their own values when they are out of the learning environment. Thus, to engage in valuing requires the educator to learn to respect others, in the same manner that one expects to be respected in return. As this climate of respect exists, the learners also begin to adopt an attitude of tolerance towards each other. Values may be shared and argued, but not imposed. The individual holds the right to one’s own choices in life.

2) The lesson in a valuing process context is about life itself. What is being discussed is not a mere subject area. It is about issues that concern the learner and the educator. Thus, the experience becomes both practical and relevant. Educators however, must not be afraid to admit that there are many questions about life that do not have answers. Together, the educator and learner must work towards searching for answers.

3) Above all, the learner exposed to the valuing process begins to master the art of discernment. This means that the learner will be more able to live consciously and responsibly. The learners in this approach have reportedly become more critical and independent-minded, more attuned with their inner selves and empowered to do something about their conditions, rather than blame outside forces.

4) Valuing is definitely a complex process. It involves both advocacy and pedagogy. The educator is attuned to the process of learning, at the same time sensitive to opportunities for teaching which result from the meaningful interaction between the educator and the learner and also among the learners themselves. Although the popular notion now is that values are better caught than taught, the truth is they are both caught and taught. This time however, the learning does not solely come from the teacher. This role is shared with other learners. In this light, the teacher is more of a guide and a facilitator, but in reality is also a true partner in learning.

5) The success of the valuing process lies in enabling the learner to ask the “why?” and “what for?” in life. In one institution that promotes more value-based education, aside from science and technology focused, any new advancement which emerges is always subjected to these two questions. They are not blindly adopted. For instance, with the overwhelming scientific advancement, such as the ability to clone animals, the institution engages in a dialogue on: Why do we have to clone animals? What is this for? Valuing, therefore, guarantees a humanism that otherwise may sadly be lost in the excitement of new scientific discoveries and technological advancement.

This process is likewise useful in facilitating the integration of citizenship values across the subject areas of the curriculum in school and community activities.

These major shifts in educational paradigms and approaches must be accompanied by corresponding changes and reforms in our educational system, in general and in teacher education policies, practices, and strategies, such as:

1. **Learner-centred and learning-oriented curriculum**

   a) change in the role of the teacher as sole purveyor of knowledge to facilitator and motivator of learning;

   b) from rigid selection of students based on single and fixed criteria to more open and flexible standards taking into account the learner’s multiple intelligences, aptitudes and interests; and,
c) from prescribed pedagogy to more flexible teaching styles that respect the uniqueness of the learners' intelligences, motivations, needs and situations.

2. **Contextualized learning**

a) pre-organised subject matter to contextualised themes generated from the global realities and the culture relevant, meaningful and useful to the learner;

b) knowledge limited to the local scene to globalised knowledge, values, attitudes and skills interfaced with local wisdom;

c) from traditional pedagogies to more modern strategies of teaching and learning with the freedom to use mixed modes of instruction and more interactive technology; and,

d) from rigid subject matter boundaries to more interdisciplinary and multidisciplinary approaches to problems and issues.

3. **Holistic and innovative methods of assessing educational outcomes**

a) revising the scope and content of assessment of learning outcomes for greater relevance;

b) designing qualitative and quantitative methods of assessment of performance according to objectives; and,

c) developing more diversified and creative forms of assessment that can be applied to such categories as civic values and attitudes, civic capacity, etc.

From the time this paper was being conceptualised, which is only a few months ago, to its presentation at our Conference, tragic events in our own countries, our Region, and in the world have caught up with us: terrorist attacks in the Philippines, deadly bombing in Bali, the Russian theatre hostage taking and release, the Washington area snipers. Even as I speak, violence is claiming human lives in many parts of the globe.

This is not the time for hopelessness but of active faith and resolve, nor of vacillation and procrastination, but of collective effort to weave together in the spirit of human solidarity, our own individual talents and resources towards the attainment of our preferred futures of better world societies bound together by the common ties of our humanity.

“Humankind has for the first time, the sophistication to build its future, not on the illusion of a one-sided, ill-conceived ideology, but on a set of universal values which we all share, even if their optimal balance differs from people to people, from religion to religion, and from individual to individual, and when there is great respect for such differences. (de Cuellar, 1995).

“Valuing our common humanity, as well as our local cultural traditions, provides challenges and tensions that still need to be met...Developing new ways of thinking about globalised civic education...requires a continuing concerted effort by all civic educators. That the debate has started is important. That it be finished and that it influences classroom practice across the region are even more important,” concludes Kerry J. Kennedy (2000). Finishing the debate may not be the more important thing but it is crucial to start acting.

This calls for bold innovations in our educational philosophy and practice. Instead of a rigid and compartmentalised knowledge-based curriculum, we should adopt a more holistic view of education which aims at the development of the faculties and powers of the whole person – cognitive, affective, emotional, aesthetic, volitional, behavioural. A teaching-learning approach which does not stop at
knowledge and information nor at developing skills and competence, but proceeds to understanding and gaining insights, that educates the heart and the emotions and develops the ability to choose freely and to value, to make decisions and to translate knowledge and values into action. **The heart of education is the education of the heart.** Values education is a necessary component of a holistic citizenship education.

But by values education we do not mean merely teaching about values but rather learning how to value, how to bring knowledge into the deeper level of understanding and insights; into the affective realm of our feelings and emotions, our cherished choices and priorities into loving and appreciating, and how to internalise and translate these into our behaviour. Truly, values education is a holistic process and a total learning experience.

Indeed, it is time for decision-makers and practitioners in the field of education to lead in the total effort of designing and implementing new and more effective ways of preparing our future citizens and future leaders to lead in the creation of better societies, the transformation of our present culture of violence and greed into a culture of peace and non-violence. Our priority task is to translate the valuable learnings and insights gained from scholars on civic education, into planning and development of curricula, in designing concrete but flexible programmes, courses, subjects, and activities, so that the school can fulfil its mission in this diverse, multi-cultural world, educating citizens to possess “civic capacity” – the knowledge, values and action competencies needed to create a better and more human world for themselves and the future generations, a culture of peace, justice and love.

**REFERENCES**


Biographical Notes:

Lourdes Quisumbing is founding President of UNESCO-APNIEVE (Asia Pacific Network for International Education and Values Education). She is Chairperson of the Board of Trustees and Professor Emeritus of Miriam College, Quezon City, Philippines. Dr Quisumbing was Secretary of Education, Culture and Sports for the Republic of the Philippines from 1986-1990 under President Corazon C. Aquino. She pioneered the introduction of values education as an integral part of the school curriculum and provided a model for other countries in the Asia-Pacific region. Dr Quisumbing was elected to the Executive Board of UNESCO from 1991-1995 and served as Secretary-General of the UNESCO National Commission of the Philippines from 1990-1998.
Chapter 7
Closing Session: Recommendations and Closing Addresses

1. Recommendations of the Conference

The Chair for the Closing Session, Dr Siriporn, invited the Conference Rapporteur, Mr Geoff Haw, to present a draft outline of recommendations to the assembled delegates for consideration, editing and adoption.

In his opening comments, Mr Haw made the following points:

- He thanked APEID for the honour of being given the responsibility of preparing a draft framework of conference recommendations on behalf of the participants.
- The Rapporteur’s role was to reflect the input from all participants and generate a set of recommendations that represents their collective input for action after the conference.
- There had been insufficient opportunity to include every specific recommendation before presentation to the conference, as outcomes of some workshops were not yet available at the time of drafting.
- As the report of each workshop and conference activity was edited and finalised, the major recommendations to come from them would be included and/or reflected in the final conference recommendations and then placed on the conference website.
- Therefore, the aim was for the conference to seek agreement on the general direction, spirit and reflection of the recommendations, while recognising that the wording would be more precisely edited after the conference.
- The status of the framework of conference recommendations was simply that: they are recommendations. It is up to all participants, regardless of position, as well as APEID, to follow them through so that they become actions around the region.
- Some recommendations are clearly new suggestions for specific actions; others are a re-affirmation of major priorities of APEID and its networks.

Mr Haw then gave an overview of the draft recommendations and explained the context of each section. A progressive working-through of each section, in co-operation with the Chair, Dr Siriporn, followed this. The additions and changes suggested by participants have been incorporated into the following edited versions of recommendations, along with major outcomes from conference activities.

The following recommendations are therefore presented in acknowledgement of the input of all conference participants.

Recommendations of the 8th APEID International Conference on Education

The recommendations are set out under four sections:

- Section 1: Recommendations relating to the Conference theme
- Section 2: Recommendations relating to APEID as a regional co-operative programme
- Section 3: Recommendations from the Youth Forum
- Section 4: Other Recommendations relevant to Conference participants
Section 1: Recommendations Relating to the Conference Theme

**Relating to Sub-Theme I: Emerging challenges to secondary education reform**

- Risks and vulnerabilities faced by adolescents and youth
- Major challenges facing secondary education
- Policies and innovative strategies for secondary education reform in addressing the diversified needs of adolescents and youth

- “That APEID co-operate in all ways possible, using an integrated, co-operative and entrepreneurial partnership approach, with UN agencies and appropriate Government, non-government and community groups that work to identify and address the many issues and vulnerabilities faced by young people, as identified during the conference.

- That APEID encourages educators to focus on overall needs and circumstances of children and young people and adapt to these circumstances accordingly, using appropriate strategies and involving community groups to address these needs and circumstances.

- That APEID encourages the integration of HIV/AIDS and drug abuse preventive education programmes into the school curriculum and teacher training programmes, providing, seeking or disseminating appropriate information and educational resources. This will include family involvement, inclusive education and counselling services to young people and their carers.

- That APEID and its networks promote an increased recognition of the importance of non-formal and informal learning in helping to develop a broad range of relevant life skills.

**Relating to Sub-Theme II: Innovations in improving quality and equity in secondary education**

- Creating healthy, supportive and adolescent-friendly learning environments
- Promoting expansion and diversification of formal, non-formal and informal learning systems
- Improving relevance and quality of secondary education: curricular renewal, teachers’ professional development, and decentralised management

- That UNESCO as a whole organisation, and APEID and its networks, promote and support inclusive and proactive programmes and activities that improve the quality and equity of access to relevant education to all young people, including the integration of those with disabilities, those who learn in different ways, and those of different cultural and ethnic backgrounds.

- That APEID continues to promote improved professional training for teachers in relevant curriculum, teaching and learning, making use of ICT as well as traditional methods, focusing also on the changing roles of teachers and on leadership skills. This training should also include research into the different ways in which students learn, to form a foundation for better teaching strategies.

- That APEID work to build and expand awareness of and facilitate the need to train more counsellors for schools, students and parents.

- That APEID and its networks promote harmonious interaction between schools and communities, civil society and the world of work, to ensure that young people are able to be aware of and learn relevant skills for life.

- That APEID encourage co-operation of multi-national organisations toward a cohesive action plan in the development of ICT Teacher Training and relevant software for student learning.
That authorities practising the concept of decentralised management take into account the importance of local decision-making related to finance and resources, which may include consideration of a voucher system.

That evaluation of educational outcomes should include not only intellectual potential but also spiritual, emotional, social and physical potential.

**Relating to Sub-Theme III: Innovations in facilitating transitions of adolescents and youth through interactions with higher education and the world of work**

- Preparing the young for higher education: reform of college-entrance examinations and assessment systems
- Preparing the young for responsible citizenship in a changing society
- Preparing the young for the world of work: vocational guidance, life/work skills training and school-community partnership
- That APEID and its networks promote programmes and activities on peace, human rights and democracy in this time of great need, to prepare the young for responsible citizenship in a changing society. This includes maintaining a balance between traditional and modern values and wisdom, and skills such as conflict-resolution and decision-making.
- That APEID encourage a whole community approach (including parents and the home) for values development, particularly including educational activities that promote inter-dependency, so that students learn how to live harmoniously.
- That APEID continues to build on quality teacher training programmes, ensuring that they not only emphasise academic aspects but also the skills that will prepare students for life, the world of work and life-long learning.
- That secondary schools provide specialist career teachers so that students and parents better understand career and higher education opportunities, and through links with industry provide relevant work experience opportunities.
- That secondary schools adopt continuous curriculum renewal that emphasises life-long learning skills such as critical thinking skills, social skills, life skills, the four pillars of education and analytical skills.
- That APEID collect examples of grass-roots vocational education programmes that work effectively from member countries, for dissemination and use by others. These should be in succinct form and be made widely available as both publications and on a website.
- As poverty and unemployment are major economic challenges faced by the majority of the countries in the region, and as TEVT is considered an important instrument for alleviating poverty, strategies should be adopted to empower the poor through skills training, particularly using open learning as a very useful tool in providing knowledge and skills.
- That APEID develop and facilitate the dissemination of strategies to address the lifeskills needs of youth in schools and also those out of school.
- That Universities establish closer contacts with schools and provide information on further study opportunities leading to career options, and conditions of entry to Universities should be more comprehensive than narrow achievement tests.
That APEID actively encourages civil society to take the initiative in creating positive education situations, not simply leaving it to government.

Section 2: Recommendations relating to APEID as a UNESCO Regional Co-operative Programme

That UNESCO provide programme and budgetary support in its 32 C/5 biennium to APEID as an exemplary regional co-operative programme and promote inter-regional networking for systemic educational innovations for development.

APEID produce an updated information brochure, also available in digital form on the Internet, outlining aspects of APEID, its history, institutional framework, priorities, programmes and associated networks, in such a form as to encourage interaction and dialogue.

That APEID contact National Commissions of Member States to initiate dialogue on the decentralised and sustainable revitalisation of APEID as a ‘network of networks’ so that the political will for innovation and change is enhanced. This dialogue will include the nature and requirements of a national co-ordinating role of APEID Networks, and the roles of and criteria for Associated Centres (ACs) and National Co-ordinating Mechanisms (NCM).

That updated criteria be developed for APEID Associated Centres that reflect the new directions of the Framework of Action for the Seventh Programme Cycle, and that encourage active networking between each other.

That APEID invite all current active ACs to indicate their willingness to continue as ACs or to separate from APEID, to be considered against the updated criteria.

That APEID, in association with recommendations of National Coordination Mechanisms (usually National Commissions for UNESCO, but perhaps a group nominated by the National Commission), seek expressions of interest from institutions that wish to become APEID Associated Centres, to be assessed under the revised criteria. These institutions must be supported by their Government.

That a Regional Advisory Committee for APEID be established, in view of the cessation of EDCOM, consisting of representatives of key constituent groups of APEID networks, and reflecting an appropriate balance of gender, sub-regional and age groups, to provide advice to APEID as required.

That UNESCO-APEID further assist in institutional capacity-building of ACs through allocated programmes, on a cost-sharing basis, recognising that innovations in education should not exist in isolation.

That UNESCO-APEID use the application of ICT as a tool in its two-way communication strategies and dissemination of information wherever practical and possible, while retaining traditional methods of communication to those not able to access adequate ICT.

That UNESCO-APEID co-ordinate and promote programme actions on educational research as a foundation of rational systemic innovation and reform, including the Asia Pacific Educational Research Association (APERA) as a partner.

That UNESCO-APEID collaborate with the East-West Centre, APERA, and others in the continuing exploration of new paradigms and approaches to education.

That UNESCO-APEID encourage and support (not necessarily in financial terms, as this may encourage dependency and stifle initiative) initiatives and proposals from Member States in whatever way possible, including the referral of proposals to other capable bodies.
That a process be developed to facilitate the mobilisation of varying types of resources from a range of sources for inter-country co-operative projects that are relevant to APEID priorities.

That UNESCO-APEID support inter-country Joint Innovative Projects (JIPs) in priority areas in line with needs of Member States and UNESCO-APEID programme.

That APEID continue to support networks such as the Asia Pacific Network of International Education and Values Education (APNIEVE), the Associated Schools Project Network (ASPnet) and the Asia Pacific Centre for International Education and Understanding (APCIEU) in actively encouraging the development of mutual partnerships, and including young people.

That APEID organises appropriate activities for programme revitalisation to observe its 30th anniversary in 2003 and thereafter. (The Conference notes that the Chinese National Commission has tabled a proposal offering to host the next APEID conference in Shanghai, with one major objective to review APEID’s past experiences, revitalise the APEID Associated Centres and share best practices on innovation in education. A decision on this will be made as soon as appropriate, in consultation with other Member States, APEID partners as well as the Director, UNESCO Bangkok. It is also noted that the National Commissions of South Korea and Japan have expressed willingness to co-sponsor the conference, in association with other partners.).

Section 3: Recommendations from the Youth Forum

In recognition of the following needs of young participants as identified in workshops:

Freedom; the right to be an individual; love, care, attention and support; good environment; flexible rules; teachers understanding the young; chances to meet each other again; money for education; basic children needs: food, shelter, water; money for ICT; child-friendly environment; integration of morality in the curriculum; having the necessary skills to interact; leisure parks and greenery; activities for fun, not for competition; building a sense of responsibility; quality and education; youth empowerment; encouragement and support; access to resources (such as gymnasiums...); cooperation between students; freedom; a students-centred curriculum; understanding (someone to listen to the students); technology: innovations in education; free-time: less subjects; better access to school (transportation, traffic...); art education: creativity; respect from everybody; creation of a positive environment; consistent quality of schools and teachers; independence; respect and acceptance of difference in religion.

The following recommendations were made by the young people attending the Youth Forum:

At the policy level:

- The governments should give more educational budget, especially for secondary education
- Education should be free

At the community level:

- Resources should be found to support poor families, to allow their kids to attend school
- The young should have the right to say what they feel

At the school level:

- The young should have the right to be included in decision-making processes at the school management level
Workshops, conferences and training programmes for both teachers and students should be provided to make sure they equally participate in the discussions of agenda that affect the lives of the young.

We draw attention to the inequality of power between teachers/administrators and students and urge governments to nominate mediators in conflict resolutions.

Adolescents-friendly learning environment should be created.

Technology in schools should be upgraded more frequently.

There should be an adequate amount of equipment for the students.

There should be less pupils in the classrooms.

There should be more teachers in the schools.

At the classroom level:

- There should be better instructors.
- Teachers should know the students better (family history/life), and spend more time with them.
- Multiple intelligences should be recognised and different learning styles should be accepted: the young need to acquire knowledge independently, based on their interests, and to be applied/used to solve real-life problems.
- Students should be taught how to live on their own.
- Studying outside the classroom should be encouraged: learn from the real life experience vs. books/lectures.
- Teachers from different subjects should collaborate with each other to design classes that address students needs for life.
- Group work should be organised more often.
- Students should have the right to be active.

At the level of APEID:

- That APEID in planning any future conferences be sure to include relevant activities involving the participation of young people, such as a Youth Forum.
- That APEID seek to involve young people alongside administrators, policy makers and educators, in planning any activities that promote or seek the involvement of young people.

Section 4: Other Recommendations relevant to Conference participants

- That conference proceedings be placed on the conference website as soon as possible after the conference, and in a written report format as a support document as appropriate.
- That APEID consider the establishment of an interactive on-line dialogue facility (such as a discussion board) through its website to enable follow-up on matters related to Secondary Education as discussed at the conference, by participants and other interested people. (It is recognised that this will require the allocation of resources, such as a person nominated to co-ordinate the discussions.)
- That APEID consider printing a comprehensive regional publication and/or CD ROM on secondary education, incorporating edited versions of best quality papers from speakers and participants of the 8th APEID Conference, key recommendations and other contents as appropriate, to provide...
innovations in secondary education: meeting the needs of adolescents and youth in asia and the pacific

that APEID facilitate exchange of information and innovative approaches through conferences, networking and study visits.

the participants of the 8th APEID conference unanimously accepted and endorsed the spirit and intentions of the above recommendations with acclamation.

2. Closing Addresses

Review of Conference Highlights
Closing Address presented by
Victor M. Ordoñez, East-West Centre, Hawaii

Distinguished participants and colleagues,
Ladies and Gentlemen,

I have been given, once again, the assignment of presenting you with a synthesis or a summary of the main presentations of this Conference. The task is formidable, given both the quality and the quantity of presentations we heard this week. I was talking to a participant yesterday, who was saying that because of the excellent Thai cuisine and the numerous snacks throughout the week, he was in grave danger of overeating and getting indigestion. In similar fashion, we have been fed this week, in what Mr Zhou in our opening session called a “laboratory of ideas,” with such a rich diet of ideas and insights into today’s youth and secondary education, that even a summary that tries to include everything could give us mental indigestion. To make this more palatable, therefore, I thought of inviting you to digest this banquet of ideas through a perspective I learned in my new home in Hawaii.

Since I moved to Hawaii, the beauty of my environment and the leisure time I enjoyed have brought me closer to nature. I learned from Tom Kaulukukui, a wonderful master of Hawaiian lore, that the island peoples rooted their identities in their understanding and familiarity with nature around them. He explained to me, using the traditional gestures of Hawaiian hula dance, how you can truly know yourself only if you know your mountain, your valley, your ocean, your rain, and your wind. What are the high points of your life, its low points, your surroundings, the events that rain down upon you, and the winds of influence by which you navigate your life?

So, as I listened to the presentations and joined the workshops and discussions over the past three days, I entered into the world of secondary education and the youth it serves, and I tried to understand and learn what are the mountains, valleys, oceans, rain, and wind of that world.

First, the ocean. From the very first session, Mr Shaeffer already hinted that this conference would not jump headlong into discussing specific secondary education policies and programmes, but would start with looking at today’s youth and the wider world in which they exist. Our keynote speaker, Mr Karan Singh, eloquently portrayed the “ocean” surrounding youth and schooling, what he called “one of the crucial phases of the human race in its long and tortuous history on Planet Earth,” describing both incredible breakthroughs and intractable problems and crises. Many plenary speakers echoed the sense that indeed the world is changing so fast that education has not been able to keep up or respond adequately to these changes. Mr Shaeffer and Dr Quisumbing noted how, in this world torn asunder by violence, conflict, and terror,
UNESCO’s efforts towards a culture of peace are needed now more than ever. Mr Govinda spoke about the escalating pace of knowledge generation and knowledge absorption, the radical changes in the world of work, and how control of knowledge and education are slipping out of the hands of the state. Schools have not responded to these changes, and he calls for a fundamental mind-set change in the way we conceive of education. Ms Forsberg of ADB and others have decried the uneven impact of technology and the digital divide, making the rich richer and the poor poorer, both in wealth and in knowledge. Both in plenary and in special sessions, the cry was heard for a fundamental reform or paradigm shift in education to respond to the new world around us.

Surrounded by this vast, turbulent ocean of change, the youth in Asia and the Pacific have to find their way, identify their mountains and valleys, scale the heights of new possibilities and yet avoid the pitfalls and valleys.

Our first plenary session dwelt upon those pitfalls and valleys. The representatives of UNAIDS and UNICEF reminded us of the vast and growing numbers of people in Asia, 60 percent of them youth, who are afflicted with AIDS, advocating for greater attention to this in education, and recommending greater participation of the young in the design of information and service programmes to combat this pandemic. The UNODC representative painted a grim picture of drug dependency, as drugs are becoming at once more varied and more accessible to youth. The UNFPA representative echoed similar concerns and added yet another “valley”, another risk facing young girls, teenage pregnancy. The ESCAP representative called attention to those with disabilities and all other groups not adequately serviced by existing educational systems. Even when youth escape the valleys of AIDS, drugs, teenage pregnancy, and lack of access to schools, the ILO representative reminds us that the changing world of work and outdated education generates 60 million youth who find themselves unemployed, or worse, unemployable. As Mr Spaulding and Mr Maclean reminded us, schools must not have not only equity and quality, but also relevance.

But where there are valleys, there are also mountains. Although today’s youth faces risks, challenges, and vulnerabilities, there is enough evidence for hope; there are today new opportunities whereby youth can unleash their energies and potentials to carve a better future. Nowhere was this more dramatically demonstrated than in the vigorous and spirited discussions of the youth forum last Wednesday, where young voices gave expression to their resolve, their hopes and aspirations. This morning, Serafin spoke movingly about the need to listen to the voices of the youth, and convincingly exemplified their capacity to chart their own future. His talk was to me a highlight of this conference.

There were of course other high points described during the conference. Mr Currin pointed out that education systems around the region are expanding rapidly from basic education for all to secondary education for all and beyond. The youth in Thailand can now look to a reformed educational system, as described to us by Minister Pongpol, where they are guaranteed a minimum of nine years of schooling, where as the average in the past has been only seven years. Ms Savitri spoke about progress in equity and access in the secondary education system, where enrolment rates have gone up from below 50 to 70 percent as a result of a Ministry campaign for greater participation. Many secondary school systems have undertaken reviews and reforms of their curriculum to respond to changing demands, and Ms Drennen provided us insights into the breakthroughs that the International Baccalaureate Organisation has achieved. I was particularly impressed by the way the recognised how learning takes place in different ways and how they have designed courses in Theories of Knowledge and Approaches to Learning so that students themselves can understand and optimise the process by which they learn. Perhaps most inspiring to me personally was the account by Permanent Secretary Kasama about how all
the theories we hear about inclusive education and valuing each student and his unique abilities was translated into reality. I saw how she translated Mr Leslie Lo’s exhortation to recognise the genius in everyone being put into practice. I learned from her accounts of making schools inclusive not just in admission, but also in retention and in changing teaching styles and attitudes to make schools a second home, to accommodate everyone and making each one feel he or she is number one, and from her opening up the black box the school to parents and the community and recognising that society has a crucial role to play in the transformation of schools. It recalls the famous quote used by Mr Lynch, “It takes a whole village to educate a child.”

Into these valleys and mountains, a lot of ideas, projects, and reform efforts have rained down. Mr Karan Singh in fact called it a “typhoon of change.” Like you, I was unable to attend many concurrent sessions simultaneously, but from what I heard and from the feedback and resolutions that emerged, it was clear that indeed many innovations and reforms were discussed, including innovative teaching practices in China, best practices in the teaching of sciences and health, promotion of media utilisation, diversification of non formal systems, and so on. Perhaps the most challenging of all the reform efforts discussed was the revolutionary change going on in the world of vocational and technical education. Aware that the world of work for which vocational and technical schools are preparing is changing so quickly, there is a healthy rethinking of desired core competencies and exit outcomes that ensure flexible, creative, and team-oriented work forces. Finally, the multitude of projects, innovations, and experiments that continue to rain down upon us have generated an interest in more systematically disseminating these and benefiting from these. For this reason, several concurrent sessions dealt with regional networking and co-operation, starting with the fine work of APEID itself, and including related efforts of the Asia Pacific Educational Research Association and of the East-West Centre’s initiative on new education paradigms.

Our sessions this morning were quick to remind us that the domain of secondary education is not an isolated island existing for its own sake, and must build its bridges to the domains of higher education, the world of work, and responsible citizenship. Mr Chiba updated us on the impact of a rapidly expanding mass secondary system on the education sector, on different expectations of youth in different countries, and on the reform of admission systems in universities. He wisely pointed out, expanding on an earlier point of Dr Kasama, that if universities continue to insist on academic subject-based entrance scores exclusively for admission, and if secondary schools and parents target university admission as their yardstick of success, it will be near impossible to genuinely reform secondary schools away from being discipline/subject oriented and towards being oriented to the holistic and total development of the individual. Mr Lynch explained to us the second bridge, that to the world of work, reminding us that careers today are more like self-drive off-road jeeps rather than predetermined trains. Rapid shifting careers, employers valuing personal traits over academic achievements, and need for flexibility now demand an attitudinal revolution in teachers, government, and the employer sector. Finally, Dr Quisumbing led us to the widest bridge, across which all must pass, whether they go to university, or join the work force, or stay in their families. That is the bridge to local, national and global citizenship. In a thorough and systematic manner, she led us to reflect on what society we seek to create, and from there what kind of individuals/citizens we need to develop our preferred future. The list of desired attributes struck me as by itself a map, and outline for curriculum reform. The type of education required to develop these citizens was by necessity holistic, comprehensive, and all encompassing, and a multidimensional model of citizenship education included civic education, values education, and environmental education developing in the individual desirable attributes of knowledge, sensitivities, attitudes, values, and action competencies.
Let me end this brief summary with a personal reflection. With the passage of
days, months, and years, I am not sure I will remember all the things I learned
and heard this week. I may no longer remember how many millions are affected
by AIDS or illicit drugs, I may not remember the innovative techniques for
teaching sciences, nor will I remember the five components of the Minister
Pongpol’s Education Reform programme. I may forget the names of all the partners in the research
networks in Asia, or even the many projects and innovations of APEID. But there is one thing, one
overriding theme, I am sure to remember and carry with me through the years. That is the wind of
change I feel blowing through the secondary education system in our region, generated by the aspiration,
challenges, and expectations of our youth. And when the wind blows, as Mr Maclean says, we should
build windmills, not walls.

In the life of Hawaiians, trades winds and an understanding of them are very important, for they
determine the speed and direction of the vessels that carry them to their desired destinations. It is
equally important for me, and for you, in our journeys to improve secondary education, to read and
understand these winds of change. And when I listen to the wind, what I hear is this: If we are to see
our way out of these turbulent times, if we are to build a better world, we can no longer view secondary
education as just a place where we feed our youth academic subjects and grade them on it, where we
train them for university admission, or even just for jobs; no, we have to see it as a crucial transition stage
in the life of a young person where he and she learns to live harmoniously, productively, and joyfully,
and where there is an atmosphere for not only intellectual, but emotional, social, aesthetic/creative,
ethical, and spiritual development, where they are equipped to escape the valleys of AIDS, drugs,
unemployment, and scale the mountain heights of fulfilling their unique potentials.

And the priority of priorities emerges clearly from all we heard this week: Whether you call it learning to
live together, as Jacques Delors does, or learning to care, as Colin Power does, or developing equitable
interdependence, as the East West Centre does, or trans-disciplinary and holistic as the International
Baccalaureate office does, or inclusive education, as the Thai education ministry does, or a valuing
process, as Dr Quisumbing calls it, it is clear what the new emphasis for secondary schooling ought to be.

As you leave the conference and fly back to your respective countries to reform and improve secondary
education for your youth, let this message be the wind beneath your wings.

Closing Address
Presented by
Mr Zhou Nan-zhao, Coordinator of APEID

Fellow participants,
Colleagues and friends,

Thanks to joint efforts by all of you, our Conference has achieved its objectives and is drawing to
a successful conclusion. On this occasion I take great pleasure in making some closing remarks in my
capacity as Coordinator of APEID, but also on behalf of Mr Sheldon Shaeffer, Director of UNESCO
Bangkok, who sent his apology for being unable to return to the closing session but conveyed his
message of congratulation for the success of the Conference and farewell to Conference participants.

As I reflect on the Conference I feel privileged and challenged by the very strong and positive outcomes
of the Conference.
We had an inspiring Raja Roy Singh Lecture by Dr Karan Singh, who depicted global challenges facing adolescents and youth from broad international perspectives and pointed to new directions for secondary education to better respond with alternative policies, programmes and delivery methods.

We have enjoyed excellent presentations by outstanding plenary-speakers and panelists addressing dimensions of adolescent/youth learning needs and long needed secondary education reforms.

We had dozens of workshops and special Interest Group Roundtables providing platforms for policy dialogue on key issues and information sharing of innovative practices at local/grassroots levels.

We have had active participation and interaction by nearly 400 participants from 31 countries, whose wide range of experiences and willingness to be frank/open assured the high quality of Conference deliberations.

We are also most pleased by the outcomes of the Youth Forum, presented and attended by young students from UNESCO Associated Schools, APEID Associated Centres and other institutions, not only voicing their need but also planning follow-up actions.

The reports from workshops/roundtables and Youth Forum, the Rapporteur’s report on Conference recommendations, and especially the visionary closing address by Mr Victor Ordoñez, have saved me from a duplicative summary of Conference outcomes.

Despite the possibly different evaluations you will make of the Conference, all participants may agree to one thing, that the Conference has proved a useful learning experience, conceptually in your re-thinking on secondary education and pragmatically to your future action.

As the perspectives presented at plenary and workshop/roundtable sessions are so diversified, the issues of concern raised so challenging for any ready answers to be offered, and the innovative practices at community/school/classroom levels so rich and varied demanding time to assimilate, the ‘concluding’ remarks of mine could not really be conclusions, and I would like to leave the ‘closing’ session with open questions for continued reflection and possible action.

- Have we, as educators/teachers, truly understood the varied learning needs of adolescents and youth in changed/changing learning environments? Or do we only assume we do and teach what we think the young should know and be taught actually in the way we were taught long ago in rote learning, which is no longer relevant and could no longer motivate the learners?

- How can we, in light of the Dakar Framework of Action for EFA, address the issue of large numbers of out-of-school youth and drop-outs to mobilise political commitment and policy, and actions by the state? I refer not only to learning needs but to the fundamental human rights as stipulated in the Convention against Discrimination in Education and the International Convention on the Right of Child, and thus as part of work campaign forward Education for All. Adolescents/youth are entitled to secondary education (both general and vocational), in that it should be made ‘generally accessible and available’?

- How can we, or should we, take one step further from the classical debate on ‘quality versus equity in education’ and undertake concrete actions on actual shift of focus onto the ‘overall improvement of quality of education at all levels’ for the all-round development of individual learners and the full flowering of human potential in the interest of societal development and more peaceful world? If we could calculate the number of out-of-school youth and drop-outs and set target year for their universal ECCD, UPE and halved illiteracy, should or could we estimate/measure the much, much greater loss of potential learning opportunities by millions more adolescents/youth
luckily enrolled in schools but actually deprived their right to a relevant and quality education, which should be a pleasant though painstaking experience and part of the joy of life?

- How many school learners are labelled as ‘failures’ or even ‘bad-students’ just because of learning difficulties or low cognitive achievement in largely cognitive tests/examinations and thereby psychologically hurt and young talents untapped or buried and self-confidence lost, and bound for failure in life? What heavier cost are implied in the imperative but daunting task to ‘unlearn’ what is learned at school (not only in terms of knowledge obsolete, skills unemployable but values inculcated for anti-society which might lead to violent behaviours or even crimes)?

- What policies and strategies should be reformulated, and what educational content reorganised, for further expansion, diversification and quality improvement of secondary education, in order to better prepare adolescents/youth not only for higher education, but also for the world of work and for responsible citizenship in knowledge-based, economy and life-long learning society?

Out of these challenging questions, the only possible open-ended ‘conclusions’ could but be the following:

- Secondary education has been too much expected to perform multi-faceted functions but too inadequately supported by the state/public authorities, and local/international community.

- Secondary education has been unfairly and groundlessly blamed for social ills while the society is supposed to take responsible actions and provide supportive, healthy and learner-friendly environment for young learners to become physically and psychologically fit, effectively mature, as well as intellectually intelligent.

- Social, economic, cultural and technological forces acting outside the secondary education system matter more than factors inside education system, and the choice of what type of secondary education is thus necessarily a choice of what type of society to be developed into.

- No secondary education reform could be successful if it takes place in isolation from systemic changes in EFA on the one hand and higher education and labour market on the other.

Fellow participants,

The Conference focus on ‘innovations’ has thrown much light on the directions of our continued endeavours in transforming secondary education and provided us with alternatives to better respond to challenges facing secondary education in Asia-Pacific region.

- Education ‘innovation’ need be redefined and creatively applied to nationally/locally-specific contexts:
  - Not every ‘change’ deserves to be labelled as ‘innovation’;
  - Not every ‘innovation’ can lead to positive change in actual learning acquisition in terms of learning content and tools;

- There is an imperative need for a ‘paradigm shift’ in system-wise innovation or transformation of secondary education: for fundamental rethinking of roles/functions of secondary education as ‘cross-roads of life’ for youth and as a ‘gateway to socio-economic development’; for major restructuring of programmes for better balance between general and vocational education and between science-technology education and social studies/human values education; for radical repackaging of content of secondary education; and for largely different delivery systems. In substance, ‘innovations’ should not be doing things better, but doing better things in different ways.
Innovations to be successful and sustainable, should be based on systematic data analysis and guided by educational research and experimentation, which is part of UNESCO education strategic objectives and programme actions.

Education innovations should shift from piecemeal projects to holistically planned programmes and systemic educational reforms, and, from a kind of ‘fashion’ changing from day to day, but a persistent endeavour in visionary programme actions for human development, for their effects to be multiplied, they should go to scale through creative adaptation/replication to local/nationally-specific conditions.

Educational innovations should be anchored at grass-root community/school/classroom levels to benefit the target learners, while they should take into full account of impacts/implications of globalisation on educational processes and outcomes.

Fellow participants,

For programme and support to actions on innovations in secondary education of Member States, UNESCO-APEID as an integral part of Asia-Pacific Regional Bureau for Education will follow up to Conference-adopted recommendations in light of UNESCO Regional Strategies and biennium programmes (31 C/5 and 32 C/5) in its areas of competency mainly to:

- use UNESCO's convening power to provide platform for policy dialogue on key issues in secondary education and facilitate debate as a laboratory of ideas;
- help set up standards for quality teaching and learning and align assessment systems to the standards developed;
- assist Member States/Associated Centres in capacity building for educational research, policy development, curricular renewal, teacher professional development and principals training for school-based management;
- identify, disseminate and help replicate successful innovations at regional/international levels; and
- play a catalytic role for inter-country co-operation, especially through APEID network of Associated Centres, APNIEVE, regional UNEVOC/UNITWIN/Chair programmes/ASPnet and other partners.

In response to specific Conference recommended activities, APEID will do the following:

- conduct a questionnaire survey among APEID member institutions, especially its Associated Centres, for an in-depth situation/needs analysis;
- propose criteria for national review of Associated Centres and for accepting new members based on both willingness and actual capacity to undertake development-oriented educational innovations;
- develop a new Directory of APEID Associated Centres with contact information and specified focal points;
- develop a national mechanism of co-ordination of APEID Associated Centres, through National Commissions for UNESCO, for sharing experiences and resources;
- facilitate more involvement and participation of young learners, not only to listen to their voices but to benefit teachers and the wider community.
- promote partnership and networking with other UNESCO field offices, governmental and non-governmental/civil society organisations, as well as schools, teachers and communities for joint efforts in achieving its develop-oriented objectives.
Fellow participants,

UNESCO-APEID will celebrate its 30th anniversary in 2003. As much as a man should ‘establish himself at the age of 30’ (Confucius), APEID as a regional inter-country co-operative programme has matured in programme visions and actions. It is therefore high time for APEID in 2003 to review its past experiences, both successful and unsuccessful, in facilitating educational innovations in changing development contexts; and to revitalise itself for future programme actions in responding to manifold development challenges to education at post-primary levels.

In this regard we are encouraged and pleased to have had good ideas and proposals from Conference participants concerning next UNESCO-APEID Conference in relation to the 30th anniversary of APEID. Upon full consultation with UNESCO partners and Member States, as well as with Mr Sheldon Shaeffer as Director of UNESCO Bangkok Office, a decision will be made as soon as possible and we will keep all of your informed of that decision. As much as before, UNESCO looks forward to welcoming you at next APEID Conference.

In conclusion, may I on Sheldon’s behalf and on my own, extend our heart-felt thanks again to all our partners and co-sponsors for their most valuable support of this event and to Dr Karan Singh for your excellent Raja Roy Singh Lecture.

I also pay tribute and gratefully acknowledge the important contributions of the following people to the success of the Conference:

- our partners and co-sponsors, the Office of the National Education Commission of Thailand, the Thai National Commission for UNESCO, the National Commission of the People’s Republic of China, the Australian Council for Educational Research, the Asia-Pacific Educational Research Association; the Asia-Pacific Network of International Education and Values Education, the Asia and Pacific Regional Office of the International Baccalaureate Organization, the South-East Asian Ministers of Education Organization, and the United Nations Economic and Social Council of Asia and Pacific;
- our plenary speakers, Dr Karan Singh, Ms Kasama Voravarn, Ms Savitri Suwansathit, Ms Helen Drennen, Mr R. Govinda, Professor Akihiro Chiba, Mr Pat Lynch (who presented on behalf of Ms Shelagh Whittleston) and Ms Lourdes Quisumbing;
- our UN panelists, Ms Prue Borthwick, Mr Tony Lisle, Mr Guillaume Le Hegarat, Mr Ian Chambers, Ms Sheila Macrae and Mr Michael Chai;
- our plenary panel discussants, Mr Leslie Nai-kwai Lo, Ms Gudrun L. Forsberg, Prof Seth Spaulding, Mr Charles Currin, Mr Rupert Maclean and Mr Serafin A. Arviola;
- our plenary session chairpersons, Mr Wataru Iwamoto, Dr M.R. Rujaya Abhakorn, Mr Colin Power and Ms Siriporn Boonyananta;
- all those who conducted and/or chaired a Special Interest Group Roundtable activity (particularly Dr Geoff Masters of APERA); and
- chairs of Workshops and Paper sessions, and those who presented papers.

I also most sincerely thank each and all Conference participants for your active participation and contribution in many meaningful ways.

Our special thanks go to Mr Geoff Haw, UNESCO-APEID Consultant, for his most dedicated and efficient work in help organise the Conference as he did for the previous two UNESCO-APEID Conferences. Last
but not least I feel strongly indebted to my colleagues at APEID: Lucille Gregorio, Wang Yibing, Efison Munjanganja, Khun Kraiwan, Khun Amporn, Khun Maleewan and Khun Supimol. My sincere thanks also go to Ms Laetitia Antonowicz, especially for her assistance in organising the Youth Forum, and to Mr Ian Birch for his advice and ever-ready helping hand lent to APEID Conference organisation.

I wish you all a safe journey back and a more prosperous New Year of 2003!

Thank you.
Annex 1. Schedule of Activities

The 8th International Conference on Education
Innovations in Secondary Education:
Meeting the Needs of Adolescents and Youth in Asia and the Pacific
26-29 November, Bangkok, Thailand

PROGRAMME of ACTIVITIES

Tuesday, 26 November 2002

1:00 p.m. Registration and distribution of materials

3:30 – 4:30 p.m. AFTERNOON TEA/COFFEE

4:30 – 5:00 p.m. OFFICIAL OPENING CEREMONY: Queen’s Park 2-3

Master of Ceremonies
Ms Lucille C. Gregorio, Programme Specialist, APEID, UNESCO Bangkok

Welcome and Introduction
Mr Zhou Nan-zhao, Coordinator of APEID, UNESCO Asia and Pacific Regional Bureau for Education, Bangkok

Welcome Address
Mr Sheldon Shaeffer, Director, UNESCO Asia and Pacific Regional Bureau for Education, Bangkok

Official Opening
H. E. Mr Pongpol Adireksarn
Minister of Education; Former Deputy Prime Minister, Thailand

5:00 – 6:00 p.m. Raja Roy Singh Lecture
Chair: Mr Sheldon Shaeffer, Director, UNESCO Bangkok
“Education for Youth in the Global Society”

Mr Karan Singh, presenter, Raja Roy Singh Lecture
Member, Rajya Sabha Upper House of Parliament, India
Former Minister for Education and Culture, India
Member, International Commission on Education for the Twenty-First Century
Questions from the floor.

6:30 – 8:30 p.m. WELCOME RECEPTION
Hosted by Dr Rung Kaewdang, Secretary-General
Office of the National Education Commission (ONEC)
Ministry of Education, Thailand
Poolside, 9th Floor, Queen’s Park Hotel
(Programme includes traditional Thai entertainment)
Wednesday, 27 November 2002

Sub-theme I. Emerging challenges to secondary education reform based on the diversified needs of adolescents and youth

- Major challenges facing secondary education
- Risks and vulnerabilities faced by adolescents and youth
- Policies and innovative strategies for secondary education reform in addressing the needs of adolescents and youth

9:00 a.m. QP1: PLENARY SESSION I
Chair: Mr Wataru Iwamoto, Director, Division of Secondary, Technical and Vocational Education, UNESCO

Speakers:

1. Representatives of United Nations Agencies
   a) Mr Sheldon Shaeffer, Director, UNESCO Asia and Pacific Regional Bureau for Education
   b) Ms Prue Borthwick, Programme Officer, Regional Director, UNICEF
   c) Mr Tony Lisle, Team Leader, UNAIDS SEAPICT
   d) Mr Guillaume Le Hegarat, UNODC
   e) Mr Ian Chambers, Director, ILO Sub-Regional Office, Bangkok
   f) Ms Sheila Macrae, UNFPA Thailand
   g) Mr Michael Chai, Social Affairs Officer, ESCAP

2. Major Plenary Address

Ms Kasama Voravarn, Permanent Secretary, Ministry of Education, Thailand
Policies and Programmes to Meet the Challenges Facing Young People in the Asia Pacific Region

An interactive discussion session led by panel members included questions from the floor.

11:00 a.m. MORNING BREAK
11:30 a.m. Concurrent workshop sessions on daily sub-theme

QP 1: Workshop 1:
Developing innovations in educational systems to address the major educational challenges for young people.
Chair: Ms Sonia Bahri Rapporteur: Dr Savangchit Chompaisal

QP 3: Workshop 2:
Developing innovations in educational systems to address the major socio-economic challenges facing young people.
Chair: Dr Arief Rachman Rapporteur: Dr Rangsan Wiboonuppatum Introductory Paper: Dr Arief Rachman: Emerging Challenges to Secondary Education in View of Varied Needs of Youth
QP 4: Workshop 3:
Examples of innovative practices being adopted by schools/systems to meet the emerging needs of young people.
Chair: Mr Khamhoung Sacklokhnam Rapporteur: Mr Christopher Drake

12:30 – 2:00 p.m. LUNCH – Rainbow Room, Level 5
2:00 – 3:30 p.m. CONCURRENT SESSIONS:

Special Interest Group Roundtables and Papers

- QP 3: Networking and International Cooperation for Educational Innovations: Mr Zhou and Ms Bahri. Session 1
- QP 2: Technical Vocational Education and Training
  Mr L. Efison Munjanganja and Mr Rupert Maclean – Session 1
- QP 1: Promoting HIV/AIDS Preventive Education and Adolescent Reproductive Health
  Mr Jan Wijngaarden, HIV/AIDS Coordinator, and Ms Carmelita Villanueva, IPS Chief, UNESCO Bangkok
  Bangkok Panorama 1, Level 3: Youth Forum – Session 1
  Chair: Mr Ularn Phapamontreepongse Rapporteur: Laetitia Antonowiez
- QP 4: Formal Papers Presentation Session 1
  Chair: Mr Chae Ryang II
- QP 5: Formal Papers Presentation Session 2
  Chair: Dr Chawaleart Lertchalolarn

3:30 p.m. AFTERNOON BREAK
4:00 – 5:30 p.m. CONCURRENT SESSIONS:

Special Interest Group Roundtables and Papers

- QP 2: Technical Vocational Education and Training
  Mr L. Efison Munjanganja and Mr Rupert Maclean – Session 2
- QP 3: Towards Shaping a New Paradigm for Education: An East-West Centre Initiative
  Mr Victor Ordoñez and Ms Elizabeth Buck, Hawaii
  Bangkok Panorama 1, Level 3: Youth Forum – Session 2
- QP 4: Formal Papers Presentation Session 3
  Chair: Dr Yoshinori Tabata
- QP 5: Formal Papers Presentation Session 4
  Chair: Dr Rohani Abdul Hamid

7:00 p.m. CONFERENCE DINNER

QP 1: Hosted by Mr Sheldon Shaeffer, Director, UNESCO Bangkok
Thursday 28, November 2002

Sub-theme II. Innovations in improving quality and equity in secondary education

- Creating healthy, supportive and adolescent-friendly learning environments
- Promoting expansion and diversification of formal, non-formal and informal learning systems
- Improving relevance and quality of secondary education: curricular renewal, teachers’ professional development, and decentralised management

9:00 a.m.  
QP 1: PLENARY SESSION II

Chair: Dr M.R. Rujaya Abhakorn, Deputy Director (Administration and Communication), SEAMEO Secretariat

Keynote Speakers:

1. Ms Savitri Suwansathit, Secretary-General, Thai National Commission for UNESCO; member of SEAMEO Project on Quality and Equity: Improving Quality and Equity in Secondary Education

2. Ms Helen Drennen, Director, IBO Asia Pacific Office: An International Perspective on Trans-disciplinary and Holistic Learning, and Teacher Development

3. Mr R. Govinda, Senior Fellow, National Institute of Educational Planning and Administration (NIEPA), India: Challenge of Transforming Secondary Education in the Context of the Emerging Knowledge Society: Critical Strategies for Improving Quality with Equity

Panel Discussion:

Distinguished educational leaders from nominated countries spoke on innovations that address issues of quality and equity. This interactive discussion session included questions from the floor.

Panelist 1: Mr Leslie Nai-kwai Lo, Director, Hong Kong Institute of Educational Research
Panelist 2: Ms Gudrun L Forsberg, Asia Development Bank
Panelist 3: Prof Seth Spaulding, Visiting Professor to Thai University from University of Pittsburgh

11:00 a.m.  
MORNING BREAK

11:30 a.m.  
Concurrent workshop sessions on daily sub-theme:

- **QP 1: Workshop 4:** Innovations in creating healthy, supportive and adolescent-friendly learning environments for young people
  Chair: Mr Du Yue  
  Rapportuer: Ms Perla E. Funa

- **QP 2: Workshop 5:** Innovations in promoting expansion and diversification of formal, non-formal and informal learning systems for adolescents and youth
  Chair: Ms Tosi F. Kata’utia  
  Rapportuer: Mr Sanaida Domingo
  Introductory Paper: Ms Gudrun Forsberg: Equitable Access to Secondary Education – Two Approaches
● QP 3: Workshop 6:
Innovations in curricular renewal, teachers’ professional development and decentralised management to improve the relevance and quality of secondary education
Chair: Mr J.S. Rajput Rapporteur: Mr Wang Zhenxian
Introductory Paper: Ms Beth Southwell: Reflections on Critical Issues in Secondary Teacher Education

● QP 6: Technical Vocational Education and Training – Committee Work
12:30 – 2:00 p.m. LUNCH – Rainbow Room, Level 5
2:00 p.m. CONCURRENT SESSIONS:

Special Interest Group Roundtables and Papers

● QP 3: Regional Networking and International Co-operation for Educational Innovations: Mr Zhou and Ms Bahri – Session 2
● QP 5: Innovative Practices in Improving Teaching and Learning in Secondary Education: Mr Du Yue, Chinese National Commission
● QP 6: Promotion of the Development and Utilisation of ICT Quality Software for Teachers and Students in Secondary Education and Teacher Training Curriculum: Organised by Mr F. Shinohara

3:30 p.m. AFTERNOON BREAK
4:00 – 5:30 p.m. CONCURRENT SESSIONS:

Special Interest Group Roundtables and Papers

● QP 3: Networking and International Co-operation for Educational Innovations for Development: Mr Zhou Nan-zhao and Ms Sonia Bahri – Session 3
● QP 1: Transition from High School to Higher Education – Mr Wang Yibing and Mr Kim Chon-Hong
● QP 2: Informal Papers – Concurrent Presentations
● QP 4: Leadership, Connectivity and Best Practices in Science, Technology and Health Education: Organised by Ms Lucille Gregorio
● QP 5: Keeping Pace with the Millennium Development in Secondary Education – Ms Virginia Varilla, High School Principal, Philippines
● QP 6: Promotion of Media Utilisation for Improving Secondary Education. Organised by Mr F. Shinohara, Ms Kulvitra Bhangananda and Ms Evangeline Anastacio

EVENING FREE (APERA Board Meeting, 5:30 p.m.)
Friday, 29 November 2002

Sub-theme III. Innovations in facilitating transitions of adolescents through interactions with higher education and the world of work

- Preparing the young for higher education: reform of college-entrance examinations and assessment systems
- Preparing the young for responsible citizenship in a changing society.
- Preparing the young for the world of work: vocational guidance, life/work skills training and school-community partnership

9:00 a.m. Rainbow Room, Level 5: Plenary Panel III

Chair: Mr Colin Power, former Assistant Director General Education, UNESCO

1. Professor Akihiro Chiba, Graduate School Professor, International Christian University, Tokyo, Japan: Preparing the Young for Higher Education: Reform of the Entry Assessment Criteria

2. Ms Shelagh Whittleston, Federal Department of Education, Science and Training, Canberra, Australia: Preparing the Young for the World of Work. (Paper presented on behalf of Ms Whittleston, who was unable to attend due to illness, by Mr Pat Lynch, Director, Catholic Education Office, New Zealand.)


Panel Discussion:
Brief presentations from panelists on innovations to address related issues of health/life skills education, community partnerships, sustainable societies, peace education and lifelong learning around the region:

Panelist 1: Mr Charles Currin, former Leading Education Specialist, Asian Development Bank
Panelist 2: Mr Rupert Maclean, Director, UNEVOC Centre, Bonn
Panelist 3: Serafin A. Arviola Jr (representing the Youth Forum)

11:00 a.m. MORNING BREAK

11:30 a.m. Concurrent workshop sessions on daily sub-theme:

- Bangkok Panorama Room 1, 3rd Floor
  Workshop 7: Innovations in preparing the young for higher education and lifelong learning
  Chair: Ms Wannapa Pliansri Rapporteur: Mr Allan White
- Bangkok Panorama Room 2, 3rd Floor
  Workshop 8: Innovations in preparing the young for responsible citizenship in a changing society
  Chair: Mr Kwon Huh Rapporteur: Serafin A. Arviola Jr
  Introductory Paper: Mr Inayatullah: Preparing for Responsible Citizenship Through Secondary Education
- Saitip Room, 3rd Floor
  Workshop 9: Innovations in preparing the young for the world of work through vocational guidance, life/work skills training and school-community partnerships
  Chair: Mr Myrza Karimov Rapporteurs: Mr Edward Gavin and Ms Fusae Harada
Introductory Paper: Mr Sammons: *Industrial Automation and Robotics Training in Secondary Education*

- **Conference Room A, 9th Floor**

*Technical Vocational Education and Training – Committee Work*

12:30 – 2:00 p.m. **LUNCH**

2:00 p.m. **Rainbow Room, Level 5: Conference Closing Plenary Session**

**Chair:** Ms Siriporn Boonyananta, Deputy Secretary-General, ONEC Ministry of Education, Thailand

- **Report on Youth Forum:** Representatives Abbie Casson and Mia Petty John, Cahbibra School, Philippines
- **Rapporteur’s Report on Draft Conference Recommendations,** and *plenary interventions on the recommendations:* Mr Geoff Haw, Consultant, UNESCO-APEID

**Closing Addresses:**

- **Mr Victor M. Ordoñez,** Senior Education Fellow, East-West Centre, Hawaii; former Director, UNESCO Bangkok: *Review of Conference Highlights*
- **Mr Zhou Nan-zhao,** Coordinator of APEID, UNESCO Bangkok: *Conference Outcomes and Implications for Follow-up*

4:30 – 5:30 p.m. **VALEDICTORY RECEPTION**

Hosted by the Thai National Commission for UNESCO