

**Welcoming Remarks at Opening Ceremony, Training
Workshop for Project Country Team/Leaders/Trainers:
Professional Development of Teachers and Other
Facilitators for ICT Integration
at Ambassador Hotel, 24-27 June 2004
By Mr. F SHINOHARA, Manager, ICT in Education Team,
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**Distinguished Guests,
Participants, Friends, Colleagues and
Ladies and Gentlemen,**

**It is my great pleasure and honor to be here
with all of you,
on behalf of Japanese Government and of
my own,
Manager of ICT in Education Team in
UNESCO Bangkok and Task Force Manager
of this Project,
started its implementation on 1 May 2003,
last year,
implemented by Prof. Dr. Zhou Nan-Zhao,
Coordinator of APEID Unit, UNESCO
Bangkok, whom I highly respect as a man
of thought and action, and
marked as one of the Teacher Training
Projects under the Japanese Funds-in-Trust
for the Promotion of the Effective Use of
Information and Communication
Technologies in Education, or 'JFIT ICT in**

**Education Programme,'
signed officially by both UNESCO HQs and
the Japanese Government in 24 October
2001, and started to implement in May 2002,
which includes ten projects,
to welcome all of you to 'the Training
Workshop for Project Country Team
Leaders/Trainers.'**

**The JFIT_ICT in Education Programme is
established,**

coping with

- (1) Education for All,**
- (2) EFA Framework for Action, Dakar, April
2000, and**
- (3) the UNESCO Programme and Budget
reference materials such as 31C/4, 31C/5
(‘Digital Divide’),**

aiming at

- (1) contributing to Bridging and Tapping the
‘digital divide’ and**
- (2) promoting ‘digital inclusion.’**

**The specific objectives of this JFIT_ICT in
Education Programme are identified as
follows; namely,**

- (1) to help create an enabling and supportive policy environment,**
- (2) to promote the integration of ICT in both formal and non-formal education programmes, and**
- (3) to strengthen the training and professional development of teachers and non-formal education facilitators.**

The ten projects are carefully created and developed under this Programme, and as a result they can be divided into five categories, one of which includes this Project you are now participating; namely, 'Projects directly referring to the training of teachers and related personnel focusing on the integration of ICTs into curriculum and development of its related materials followed by the training in each participating country.'

For more information about these ten projects and their features, I will explain later in Session I after the morning break today.

To tell the truth, those who have much more advantage in understanding events through

static characters and still images will enjoy themselves in reading the brochure in your Workshop packet before you, while those who are good at understanding with the small display may explore WebPages at UNESCO Bangkok.

As we all know well, one of the fundamental aspects when we talk about Education and media is this interaction called ATI, Aptitude, Treatment Interaction, in terms of micro level consideration.

So far, for almost one year, this project organized three meetings to elaborate to draft the 'Regional Guidelines for Teacher Development for Technology-Pedagogy Integration and Competency-based Standards.'

As we all know well that this Region, the Asia and the Pacific Region, is a vast one, living here over three billion people, or containing almost 60 per cent of the world's population, and only 28 per cent of the world's wealth. It is the largest of the UNESCO regions in terms of both geographic size and population, and includes two countries, each with a

population in excess of one billion people, as well as many small nation states. Countries of the region differ greatly in ethnicity, social characteristics and the extent of their recent economic development, with striking differences between rich and poor countries, and between rural and urban areas.

In addition, as all of us are aware that family- and community- based society, which contain tangible and intangible treasure for education and human sustainable development, is another dominant feature in this region, which is completely different from western culture and society, even though among younger generations in this region this feature is becoming lost. Because of that, for example, in the global age teaching and learning about indigenous or local wisdom and knowledge or how to integrate these knowledge into the curriculum are becoming one of the key issues in this region, leaving the declaration of principles by the WSIS 2003, World Summit on the Information Society, Geneva December 9 2003 out of consideration.

Taking another example, on the other hand, one of the features of education system in this region, which is called as multi-grade teaching-learning system, is identified so far as the disadvantage among all educators both in this region and in other regions. But highlighted from the specific functions and capabilities of ICTs, it will be able to change into the advantage, or rather we will be taken such disadvantage into account for the coming multimedia or ubiquitous network society so as to make it advantage by utilizing ICTs.

The diversity, disparities and such dominant features of education, culture and society in this region mentioned here, as examples, are also clearly reflected in this Project in principle from the macro-level consideration of education and media including ICTs.

This is the reason why we gather here in this present Workshop, aiming at (1) Familization of this challengeable, innovative and significant Project in the Japanese Funds-in-Trust ICT in Education Programme, (2) Sharing information about past activities among leaders in participating countries, and (3)

Consideration of the further development and utilization of the document drafted.

The detail, on the past activities and its outputs, which will lead us to the right track in this present Workshop, will be explained and shared by Prof. Dr. Zhou and other colleagues later.

Last but not least, I wish all of you enjoy yourselves not only at this innovative and challengeable Workshop bearing in your mind on

- What is JUST A FASHION, changeable or rather being disappeared within one year or even six months in each country, and**

- What is NOT changeable or What should NOT be changed and What is SUBSTANTIAL for teachers and students for education and humane sustainable development in each country, but also**

in the beginning of rainy season of Bangkok,

since nobody knows when it starts rain and how long it continues.

And, to tell the truth, friends, nobody knows when the electricity or light goes out.

So that I personally and strongly recommend all of you stay here especially

the light is on to concentrate to exchange and share our experiences and information to achieve our objectives and transfer them to your colleagues followed by carrying out the country specific training courses in each of your country, and to further collaboration for the consideration of and through the websites designed as on-line resource base and off-line networking facilities.

The trends of the development of both microprocessors and the Internet will become two major factors for the consideration of the curriculum and teaching learning with and for the use of ICTs in education as well as in the society.

Thank you for your attention.