Experts Meeting on Formulation of Pilot Project for GMS Tourism Programme at a Distance and On-line
6-9 January 2002

Science Hall, Yunnan University, Kunming, China

The Experts Meeting on Formulation of Pilot Project for GMS Tourism Programme at a Distance and On-line was co-sponsored by UNESCO Bangkok and SEAMEO RIHED and hosted by Yunnan Provincial Department of Education in collaboration with Yunnan University and Yunnan Radio and TV University. The meeting was very successful in achieving its objectives and all delegates from GMS countries, concerned agencies and organisations expressed their satisfaction with the outcome and sincere gratitude for the excellent preparation and organisation by host institutions, including financial and technical support provided by UNESCO Bangkok and SEAMEO RIHED.

The Opening Ceremony was chaired by Professor Wang Rong, Vice President of Yunnan University. After welcoming the dignitaries and distinguished participants, he stressed the need for cooperation among GMS member countries and hoped that this meeting would be successful in meeting its goals. (con’t p.3)
Mr. Rodney Ballard, Director of Education Testing Service, The ETS Global Institute, Advancing Testing and Assessment Worldwide, paid a visit to SEAMEO RIHED. Dr. Chalintorn N. Burian, Regional Director, Southeast Asia, Institute of International Education (IIE) and Mr. Terrapong Samargasevi, Business Development Officer of IIE accompanied Mr. Ballard. ETS is interested in expanding their programmes and developing relations with colleagues around the world. They can develop customised training for specific needs. One of the programmes discussed was accreditation.

Press Release discussion for GMS HECTAF with Ministry of University Affairs, RIHED and journalists, chaired by Professor Dr. Voradej Chandrasorn, Permanent Secretary for University Affairs.

Visitors from Ministry of Education, Korea.

Jacqueline Berg

RIHED welcomes Jacqueline Berg, the new Intern from Canada. She will be with the Centre for six months and the staff is looking forward to working with her. The following is a brief background provided by Jacqueline and her first impressions of Bangkok.

After I graduated from The University of Alberta, Edmonton, Canada, with a BA in English, I applied for the Youth International Internship Programme operated by Medicine Hat College and was selected as one of the three interns to come and work in Bangkok for SEAMEO.

From the moment I arrived in Bangkok the sheer beauty and splendor of the city amazed me. I am going to enjoy the beautiful hot weather here because in Canada our summer is usually only from June to August. In fact, the day I left Canada it was ~25 degrees Celsius with blowing snow because at the present time it is winter there. Bangkok appears to be vibrant and bustling with activity. From the palm trees and gorgeous flowers to the smiling faces of the people everywhere, the city seems so alive. Although I must admit the sight of all the traffic was quite bewildering for me. However, this city has captured my attention as I am thrilled to be living in a city that is modern, and at the same time, maintaining its ties to its history and unique culture.

I am looking forward to working at RIHED as an intern for the next six months beginning March 2002 and learning more about Thai culture.
Dr. Tong-In Wongsothorn (chairing).

Experts Meeting on Tourism (con’t)

Professor Wang Yibing, Programme Specialist in Higher Education, UNESCO Bangkok, mentioned three areas, namely Tourism, IT and Mekong Studies to be developed, aiming at the establishment of a GMS Virtual University in the future, which would be a pilot project to pave the way for further cooperation and collaboration among GMS member countries. He said that this initiative aims at addressing human resource development. Thus, the pilot project should utilise all available technologies to leapfrog into the future so that the gap in education, common knowledge and the digital divide could be narrowed. He believes that the project is feasible given the great interest expressed by GMS countries. Some of the issues discussed were:

1. Curriculum design and courseware production
2. Funding, mobilisation of resources, and partnership building
3. Availability and the use of technology
4. Mutual recognition of studies, graduates and qualifications

The following courses have been offered by participating universities for consideration as GMS tourism courses after necessary revision and transformation as common course and in format for delivery at a distance and on-line:

Yunnan University: Eco-tourism, Anthropology of Tourism, Tourism Economy;
STOU: Thai Tourism Resources;
Yunnan Radio and TV University: Ethnic Culture in Yunnan, Tourism Economy;
Yunnan Normal University: Local Culture;
Hanoi Open University, Vietnam: Hospitality Management, Sustainable Tourism;
Royal University of Phnom Penh, Cambodia: Cultural Resource Development;
Srinakharinwirot University: Eco-Tourism Management, Sustainable Tourism, Community-based Tourism Management.

New courses were suggested to be incorporated into the programme, such as Cultural Heritage, Nature and Environment, and Eco-tourism.

Discussions ensued, whereby conclusions and decisions were unanimously agreed upon by delegates from the GMS countries, UNESCO, SEAMEO RIHED, SEAMEO Secretariat and Distance Learning Foundation (DLF) of Thailand to undertake a one-year certificate short-term training programme with six credits to be created as a pilot project on learning about GMS tourism at a distance and on-line. The target group for training could include key players in the GMS tourism industry, such as policy makers, managers, supervisors at various levels and sub-sectors working in the tourism industry in the sub-region, including young guides who wish to upgrade their qualifications and leadership skills for promotion. The six credits will include contents on eco-tourism, cultural heritage protection, social dimension of the tourism industry, features and challenges facing the tourism industry in GMS countries, etc.

The participants expressed appreciation to the Distance Learning Foundation of Thailand in offering airtime for transmitting the GMS tourism course during the pilot project.
First Meeting of GMS Higher Education Coordinating Task Force (HECTAF)

The First Meeting of GMS Higher Education Coordinating Task Force (HECTAF) took place from 16 – 18 January 2002, Bangkok, organised by Ministry of University Affairs (MUA) and Southeast Asian Ministers of Education Organization, Regional Centre for Higher Education and Development (SEAMEO RIHED).

The GMS HECTAF is comprised of two senior officers from each of the GMS countries.

The main purposes of the Task Force are a long-term commitment to collaborative efforts between the Greater Mekong Sub-region countries for higher education development and: (1) to plan and organise projects of mutual concern for GMS; (2) continue close cooperation with regional and international organisations to increase capabilities in producing quality human resources responsive to the needs of regional and global development, in particular, UNESCO, ADB, ASEAN and SEAMEO; (3) seek support from partner agencies and countries for the implementation of planned activities. The objective of the First Meeting was to identify and select the three or four most relevant, timely projects and those that are of common concern to GMS.

The meeting brought together two representatives from each of the GMS countries; Professor Wang Yibing, Specialist in Higher and Distance Education from APEID, UNESCO Asia Pacific Regional Bureau for Education; experts from universities in Thailand; two delegates from the French Embassy; a representative from ADB; ASEAN Foundation; AIT; and observers.

Dr. Padoonchart Suwanawongse, Director of SEAMEO RIHED, welcomed the participants and gave a brief background of the two meetings; the first meeting set the declaration of the Task Force. Dr. Arief S. Sadiman, Director of SEAMEO Secretariat, expressed the importance of higher education and how to provide equal access to good quality education and training in developing countries.

Thus, the Task Force's job is to help each other to develop a cohesive and coherent entity. Collaborative projects must be established and existing ones strengthened.

Professor Dr. Voradej Chandarasorn, Permanent Secretary for University Affairs, noted in his Opening Address that the objective of this meeting is to address areas of mutual needs and interests in higher education and human resources by implementing joint endeavors. We must work towards common goals which is one of the ways to build our society and strengthen it.

Dr. Chantavit Sujatanond, Assistant Permanent Secretary for University Affairs, Thailand was elected Chair.

Each country presented proposals that they thought were the most important for their country. SEAMEO RIHED, as Secretariat, prepared a matrix of the GMS countries and all the proposed projects that were submitted. From this matrix the four most frequent areas of concern were pinpointed and projects would be submitted from these areas.

The following are the project areas:

1. Quality of higher education
2. Higher education management
3. Information Technology (IT)
4. Tourism

Chairperson, Dr. Chantavit Sujatanond (right) and Vice Chairperson, Mr. Li Xiang.
Canada at a Glance
by
Jacqueline Berg

Canada is an Associate Member Country of SEAMEO and as I am the new intern at RIHED, from Canada, I would like to introduce you to my home country.

Canada is the second largest country in the world. The population of Canada is approximately thirty-one million. The country is divided into ten provinces and three territories. It is a constitutional monarchy with the Prime Minister, Jean Chretien, as the head of government, and the governor general, Adrienne Clarkson, as the representative of Queen Elizabeth II. The capital of Canada is Ottawa, Ontario, where the Parliament, comprised of an elected House of Commons and an appointed Senate, is located. Canada has a policy of multiculturalism, encouraging different ethnic groups to stay in touch with and to develop their cultural identities. In Canada there are three levels of government: the federal government, provincial and territorial governments and municipal governments.

The Canadian flag contains a maple leaf and the colours red and white. O Canada is the official national anthem. The official languages are English and French, although English is more commonly used than French is. The majority of Canadians trace their ancestry to the British Isles (40%). About a quarter of the population is of French origin, while other Europeans make up approximately one-fifth of Canadians. The indigenous Indian and Inuit comprise 2% of the population and the remaining 13% are primarily people originally from Asia.

About 75% of Canadians live in cities and towns. The most populous regions are very close to the United States border. As a result, many parts of the north are uninhabited. The largest cities in Canada are Toronto, Montreal and Vancouver. The city I am from, Edmonton, is the fifth largest city and has approximately 900,000 people. It is the capital city of the province of Alberta, and the most northerly big city in Canada. It is also the recycling capital of North America, and it has the title of Canada’s festival city. It has the world’s largest shopping and entertainment centre, West Edmonton Mall, which has an ice palace, movie theatres, a waterpark and an amusement park, among other attractions. Edmonton is well known for its beautiful river valley, and it also has many other parks. Overall, Canada has 39 national parks and over 1000 provincial parks, in addition to numerous large rivers and lakes.

Canada has four distinct seasons although in most parts of the country it is cold for most parts of the year. Winter is from December until March, and in Edmonton winter is usually the longest season, because the cold weather usually begins in late October and lasts until April. In addition to temperatures between −10 and −20 degrees Celsius, the winter weather brings a large amount of snow. Spring is from March until June and summer is from June until September. July and August usually have the warmest temperatures where the average is around 24 degrees Celsius, while December and January are the coldest months, averaging between −10 and −20 degrees Celsius. Fall, which is from September to December, usually feels more like winter than fall in Edmonton because of cool temperatures.
The SEAMEO Council, composed of the Ministers of Education of ten SEAMEO Member Countries convened on 12 to 14 March 2002 in Chiang Mai, Thailand for the 37th SEAMEO Council Conference to review reports and proposals, share successes, ideas and policies.

His Excellency Prime Minister Dr. Thaksin Shinawatra opened the Conference on Wednesday, 13 March and delivered the Keynote Address.

One of the highlights of the Conference was an initiative by Thailand on Regional Cooperation on Equity and Quality Education. A proposal was put forward and approved to support national policies and initiatives in education reform and development through the establishment of a network of schools aimed towards advancing issues and experiences on cross-cutting regional concerns, as well as promote a whole-school approach as a model for quality and equity education at the school level in Member Countries.

Hosted by the Ministry of Education, Thailand, the Conference was attended by Ministers of Education and high ranking officials of the Ministries of Education of SEAMEO Member Countries (Brunei Darussalam, Cambodia, Lao PDR, Indonesia, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam); and representatives from SEAMEO Associate Member Countries (Australia, Canada, Germany and France) and SEAMEO Affliate Member, The International Council for Open and Distance Education (ICDE).

His Excellency Mr. Suwit Khunkitti, Minister of Education, Thailand succeeded Malaysia’s Minister of Education, His Excellency Tan Sri Dato’ Seri Musa bin Mohamad as SEAMEO Council President and chaired the three-day meeting.

The Plenary Session began with a report by the SEAMEO Council President and the annual accomplishments of the fifteen SEAMEO Centres located in various parts of the region. Future plans were deliberated on and approval was given to SEAMEO RIHED’s Second Five Year Development Plan.

An exhibition showing the activities and accomplishments of the 15 SEAMEO Regional Centres and participating educational institutions from Thailand was also open to the public during the Conference. A study visit and bilateral meetings were also included in the agenda on the second day. The meeting ended with the adoption of agreements, a declaration and a press conference.

(from right) Dr. Padoongchart Suwanawongse, Director of SEAMEO RIHED explaining about the display at RIHED’s booth with H. E. Mr. Suwit Khunkitti, Minister of Education, Thailand; Dr. Ninnat Olanvoravuth, Secretary General of ASAHL and Dr. Arief S. Sadiman, Director of SEAMEO Secretariat.
A New RIHED Publication

Teachers and Teacher Education in Southeast Asian Countries

The study on Teachers and Teacher Education in Southeast Asian Countries attempts to describe the status, working conditions of teachers and teacher education systems of ten (10) countries in Southeast Asia region: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam. Issues, problems and reforms concerning teachers and teacher education systems are also included in the scope of the study.

Participating researchers nominated by the Ministry of Education are experts on teachers and teacher education in their countries. They conducted the study in their countries and reported on the following aspects:

* a brief history of teachers and teacher education with highlights on important changes and development;
* teacher education system: aims, types, and governance, etc.;
* pre-service teacher education: types of programmes, requirements, curricula, etc.;
* teachers: requirements to be a teacher, responsibilities, professional support, etc.;
* career path: the promotion system, etc.;
* teacher status in society;
* issues and problems; and
* teacher reforms.

If you are interested in this publication, please write or email to RIHED's address on the back cover of the Bulletin.

The following excerpt has been taken from a research paper by Dr. Mona D. Valisno on Teachers and Teacher Education in the Philippines, which is part of a new RIHED publication "Teachers and Teacher Education in Southeast Asian Countries."

Aims of Teacher Education and the National Plan for Teacher Education in the Philippines

The quality of Teacher Education is the basic foundation of all the higher education programmes. Teachers are the key to the question of quality and relevance. How they are prepared to become effective teachers is crucial to what kind of quality is being desired. Thus, the main objective of teacher education is to provide quality education by strengthening the education and training of teachers nationwide through a national system of excellence for teacher education.

Universities and teacher colleges have the responsibility to serve the following important functions: of teaching how to teach effectively; of preparing teachers to change schools in fundamental ways; of creating knowledge to guide improved teaching practice and thereby raise student achievements. The role of the teacher is central in the education process. For every child's standard of achievement depends on the professional skills and dedication of individual teachers. Thus among others, more specifically, the aims of teacher education in the Philippines include:

* Raising the level of professional skills of would-be teachers;
* Growing emphasis on the competencies necessary for effective teaching practice;
* Considering the importance of training closely linked to its practical application;
* Preparing teachers who respond effectively to the diversity of student learning needs, students different socio-economic background as well as interests generally; and
* Education and training would-be teachers of unquestionable integrity and competence who would be able to help their students grow as responsible individuals and citizens of the world.
Special Upcoming Event

The Faculty of Education at Chulalongkorn University wishes to underscore the need to search for guidelines and build up a corpus of knowledge on harmonizing globalized and localized education. The discussion and sharing of experiences will be of benefit not only to local educators but to the international educational community as well. It is with that goal in mind that the Faculty of Education at Chulalongkorn University deem it appropriate and timely to organize this international conference as a forum for developing new and appropriate dimensions in education for the new century.

Objectives

1. To share knowledge and experiences of globalized and localized education.
2. To study direction and alternatives in education for globalization and localization.
3. To analyze and develop direction of teacher education in the changing world.

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