REPORT

The 2nd Meeting of UNESCO Education Sector Category II Centres

30 May – 1 June 2011 / Seoul, Republic of Korea
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The Second Meeting of UNESCO Education Sector Category II Centres co-organized by APCEIU and UNESCO HQs was held from 30 May to 1 June 2011 at Courtyard Marriott Seoul, Republic of Korea.

To enhance partnership and cooperation between the Centres and UNESCO, the UNESCO Education Sector in cooperation with Chinese National Commission for UNESCO and the International Research and Training Centre for Rural Education (INRULED) organized the first meeting of UNESCO Education Sector Category II Centres from 5-7 May 2009 in Beijing, People’s Republic of China. With the participation of five Centres, a network of UNESCO Education Sector Category II Centres was created.

In continuation to enhance partnership, the Second Meeting aimed to help align the Centres’ biannual programmes with UNESCO’s Draft Programme and Budget for 2012-2013 (36C/5) and to identify opportunities for collaborative projects and sustainable networks among partners. Among 7 UNESCO Education Sector Category II Centres, 6 Centres have participated as follows;

- Asia-Pacific Centre of Education for International Understanding (APCEIU)
- International Centre for Girls’ and Women’s Education in Africa (CIEFFA)
- Guidance, Counseling and Youth Development Centre for Africa (GCYDCA)
- International Research and Training Centre for Rural Education (INRULED)
- Regional Centre for Educational Planning (RCEP)
- Southeast Asian Center for Lifelong Learning for Sustainable Development (SEA-CLLSD)

Also representing Category I Institute, UNESCO Institute for Lifelong Learning (UIL) has participated in this Network Meeting.

Mr. LEE Seunghwan, Director of APCEIU was selected as the Chair whilst Ms. Mahra Hilal ALMUTAIWEI, Director of RCEP and Mr. Kenneth HAMWAKA, Director of GCYDCA were respectively selected as the Vice-Chair and the Rapporteur of the Meeting.

In the Opening Remarks, Mr. Qian TANG, UNESCO Assistant Director-General for Education has pointed out the important contribution of Category II Centres in delivering programmes to achieve UNESCO’s mandates and further encouraged the
Centres to partner with the extended UNESCO Network. Mr. Gwang-Jo KIM, Director of UNESCO Regional Bureau for Education in Asia and Pacific and Office in Bangkok also emphasized the significant role of Category II Centres in increasing UNESCO’s visibility in the region and urged further joint programmes for mutual benefits.

The Participants have celebrated the main achievements of the Network during 2009-2011 such as publication of E-Newsletters, development of joint-projects between INRULED and CIEFFA, GCYDCA and CIEFFA, cooperation between APCEIU and UNESCO Bangkok Office, establishment of a communication platform and etc. The Second Meeting concluded with the adoption of the Joint Statement that further notes the importance of the capacity-building of Centres for the increased visibility within UNESCO Family and its partners.

As the 2011-2013 Focal Point, APCEIU is expected to publish E-Newsletters and maintain UNESCO Education Category II Centre's Website: category2.unescoapceiu.org.

Regional Centre for Educational Planning will be the 2013-2015 Focal Point who will host the Third Meeting in 2013 in Sharjah, United Arab Emirates.

**Network Achievements for 2009-2011**

At the First Meeting in Beijing, the 5 Centres have adopted “Recommendations of the UNESCO Education Sector Meeting with the Directors of the Five Category II Centres” that have set a framework of cooperation among Category II Centres and between Category II Centres and UNESCO, and with other partners. For 2009-2011 the network has witnessed a general upward achievement by all Centres in terms of their operations, networking, planning, programmes monitoring and reporting. The Centres have also increased their visibility in respective areas.

Main achievements of the Network are as follows;

1. **Information Sharing and Exchange**
   - Publication of E-Newsletter No 1 (January 2010) and No 2 (January 2011)
   - Circulation of E-Newsletters to UNESCO Education Sector Networks and permanent delegations to UNESCO

2. **Creation of a Communication Platform**
   - Launch of the working station at UNESCO Intranet

3. **Development of Joint Projects**
   - Training of African women in the empowerment of rural girls and women in the People’s Republic of China organized by CIEFFA and INRULED
   - Sub-regional Workshop on Education for International Understanding organized by APCEIU and UNESCO Bangkok Office
Joint workshop by CIEFFA and GCYDCA on the issue of girls’ and women’s education and training in eastern and southern Africa

Challenges

The challenges discussed during the First Meeting in Beijing have been improved, yet further efforts are needed to fulfill what have been stated in the Recommendations of the UNESCO Education Sector meeting with the Directors of the five Category II Centres. Followings are suggestions of the Centres.

1. The governments of respective hosting Member States further commit themselves to abide by the provisions contained in the Agreement signed with UNESCO to support Category II Centers in terms of established legal entity status, reasonable funding, infrastructure and staff development.

2. UNESCO consolidate and strengthen partnerships and build up closer connections with various stakeholders, the private sector and the media in order to strengthen activities and visibility of Category II Centers in their countries and region.

3. Category II Centers be provided with more opportunities and information for training and participation at UNESCO’s meetings especially at the regional level to enhance their programme implementation and institutional capacity for planning, research, networking and fund-raising.

4. Category II Centers be encouraged and supported to develop partnership with UNESCO’s global and regional and sub-regional networks such as UNEVOC, ASPnet, UNESCO Chair/UNITWIN programs, APEID/APPEAL, APNIEVE, etc

Suggestions for the Future

In order to strengthen the Network and to empower themselves to deliver high quality work, the Centres adopted the Joint Statement of the Second Meeting of the UNESCO Education Sector Category II Centres.
Joint Statement of the Second Meeting of the UNESCO Education Sector Category II Centres
Seoul, Republic of Korea, 1 June 2011

We, representatives from six UNESCO Education Sector Category II Centres, namely the Asia-Pacific Centre of Education for International Understanding (APCEIU), the International Centre for Girls’ and Women’s Education in Africa (CIEFFA), the Guidance, Counselling and Youth Development Centre for Africa (GCYDCA), the International Research and Training Centre for Rural Education (INRULED), the Regional Centre for Educational Planning (RCEP), and the Southeast Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD), gathered for the Second Meeting of the UNESCO Education Sector Category II Centres from 30 May to 1 June 2011 in Seoul, Republic of Korea.

We hereby issue this joint statement to:

1. Welcome the participation of UNESCO’s Assistant Director-General for Education, the Director of the UNESCO Regional Bureau for Education for Asia and the Pacific in Bangkok, as well as the Deputy-Director of the UNESCO Institute for Lifelong Learning (UIL);

2. Express sincere appreciation to UNESCO for its support to our network, and to the Government of the Republic of Korea and APCEIU for their gracious hospitality, effective organization, and excellent arrangements made in hosting this event;

3. Commit to fully comply with our responsibilities, such as aligning our Strategies, Programmes and Activities with those of UNESCO;

4. Affirm this meeting as the most appropriate platform to promote awareness, strengthen solidarity, and build partnerships between UNESCO Headquarters, Field Offices, Category I Institutes and Category II Centres;

5. Commit to further strengthen the network of the UNESCO Education Sector Category II Centres which was established during our First Meeting in Beijing, the People’s Republic of China, in 2009 and affirm the value of enhanced cooperation within the extended UNESCO Network for our efficient functioning and increased visibility;
6. Recall the recommendations from the First Meeting, acknowledge the partnerships that have been forged between ourselves since; and recognize the developments and achievements made by all Centres such as the development of a platform for communication, circulation of e-newsletters, and new initiatives for joint cooperation including that between INRULED and CIEFFA;

7. Agree to continue exploring potential joint projects and capacity building opportunities, including fellowships and exchange programs, and greater participation in UNESCO meetings;

8. Express appreciation and strongly encourage side discussions amongst participants for the formulation of joint projects such as those which were concluded during this meeting between APCEIU and INRULED, RCEP and UIL, and APCEIU and the UNESCO Regional Bureau in Bangkok;

9. Recognize the challenges which we confront in our efforts to increase visibility, and in establishing and maintaining official relationships with host authorities;

10. Highlight the importance of Education for All and Education for Culture of Peace as priority areas, and strongly support the joint proposal by APCEIU and INRULED to host an international forum within 2012-2013;

11. Support RCEP’s proposal to become the 2013-2015 Focal Point of the Network, and welcome its offer to host our Third Meeting in Sharjah, United Arab Emirates in 2013.
### 29 May (Sun): Arrival

### 30 May (Mon): First Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Contents</th>
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</table>
| 09:00-10:00     | **Opening Session**  
- Opening Remarks (Qian TANG, UNESCO Assistant Director-General for Education)  
- Opening Remarks (LEE Seunghwan, Director of APCEIU)  
- Introduction of the Participants  
- Election of Chair, Vice-Chair, and Rapporteur of the Meeting  
- Adoption of the Provisional Agenda  
- Group Photo |
| 10:00-10:30     | Report on a Network of Education Sector UNESCO Category II Centres (May 2009- May 2011 Focal Point INRULED)                                |
| 10:30-11:10     | Presentation on Education Strategy and On-going Reform (Qian TANG, UNESCO Assistant Director-General for Education)                        |
| 11:10-11:30     | Break                                                                                                                                   |
| 11:30-12:30     | Presentations by the Centres followed by Q and A  
1) CIEFFA                                                   |
| 12:30-14:00     | Lunch                                                                                                                                   |
| 14:00-16:40     | Presentations by the Centres followed by Q and A  
1) GCYDCA  2) RCEP  2) INRULED  3) APCEIU                        |
| 16:40-17:00     | Break                                                                                                                                   |
| 17:00-17:50     | Integrated Comprehensive Strategy for Category II and Normative Issues (Joyce POAN, Liaison Officer of Section for Institutes, Conferences and Prizes Coordination, UNESCO HQs; Gwang-Jo KIM, Director of UNESCO Regional Bureau for Education in Asia and Pacific and Office in Bangkok; Danny PADILLA, Liaison Officer, UNESCO Regional Bureau for Education in Asia and Pacific and Office in Bangkok and APCEIU), followed by Q and A |
| 17:50-18:00     | Wrap-Up                                                                                                                                  |
| 18:00-19:00     | Move to Restaurant                                                                                                                     |
| 19:00-21:00     | Welcoming Dinner hosted by Dong-Geun SEOL, Vice Minister I of Education, Science and Technology, Republic of Korea                      |
### 31 May (Tue): Second Day

<table>
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<tr>
<th>Time</th>
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<tr>
<td>09:00-10:00</td>
<td>Presentation on Education Sector’s Coordination and Support Mechanism (Alexander SANNIKOV, Chief of Section for Institutes, Conferences and Prizes Coordination, UNESCO HQs)</td>
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<tr>
<td>10:00-11:00</td>
<td>Presentation on Regional Strategies on Cooperation with Category II Centres (Gwang-Jo KIM, Director of UNESCO Regional Bureau for Education in Asia and Pacific and Office in Bangkok)</td>
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<tr>
<td>11:00-11:30</td>
<td>Break</td>
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<tr>
<td>11:30-12:00</td>
<td>Discussions and Preparations for Joint Statement</td>
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<tr>
<td>12:00-13:00</td>
<td>Lunch</td>
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<tr>
<td>13:00-13:30</td>
<td>Move to National Assembly</td>
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<tr>
<td>13:30-14:00</td>
<td>Registration</td>
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<tr>
<td>14:00-18:20</td>
<td>Public Forum on “Multiculturalism in Korea on a Journey to its New Paradigm”</td>
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<tr>
<td>18:20-18:30</td>
<td>Move to Restaurant</td>
</tr>
<tr>
<td>18:30-20:30</td>
<td>Welcoming Dinner hosted by KIM Hye Seong, Member of the National Assembly &amp; President of the National Assembly Multicultural Family Policy Forum</td>
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### 1 June (Wed): Third Day

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10:30-10:50</td>
<td>Report of Rapporteur</td>
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<tr>
<td>10:50-12:30</td>
<td>Approval of the Report and the Joint Statement Discussion on Follow-up from the Second Meeting</td>
</tr>
<tr>
<td>12:30-13:00</td>
<td>Closing Session</td>
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<tr>
<td>13:30-14:30</td>
<td>Lunch</td>
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<tr>
<td>14:30-15:30</td>
<td>Visit to APCEIU</td>
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<tr>
<td>15:30-20:00</td>
<td>Cultural Activities</td>
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<tr>
<td>20:00-22:00</td>
<td>Farewell Dinner</td>
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### 2 June (Thu): Departure
## LIST OF PARTICIPANTS

### UNESCO (HQs)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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<tr>
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<th>Position</th>
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<th>Email</th>
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<tbody>
<tr>
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</tbody>
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Permanent Delegation of the Republic of Korea to UNESCO

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Counsellor
Permanent Delegation of the Republic of Korea to UNESCO
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■ Presentation Materials

■ Photos
Network of Education Sector UNESCO Category II Centres

WANG Li
Deputy Director, INRULED
Network of Education Sector 
UNESCO Category II Centres

Wang Li
Deputy Director, INRULED
May 2011

The establishment of the Network of Education Sector UNESCO Category II Centers

Background:
• The Integrated Comprehensive Strategy of Category II Centres adopted by UNESCO Executive Board on a preliminary base in 34 C/Resolution 90 and got the final approval at 35th session of UNESCO General Conference.
• As a historical milestone for UNESCO and the Category 2 Centers, the 1st UNESCO Education Sector Meeting with the Directors of Five Category II Centres was sponsored by UNESCO, and co-organized by INRULED and the Chinese National Commission for UNESCO in Beijing, May 2009.

About Category II Centres

According to the deliberations of the Beijing Meeting and the Comprehensive strategy:
• Category 2 centers are “associated with UNESCO” but “legally outside the organization”. They enjoy “legal and functional autonomy”;
• The activities of category 2 centers “must be global, regional, sub-regional, or inter-regional in scope”;
• The Director-General shall undertake every two years a mapping exercise of all category 2 centers on information provided by sectoral focal points in liaison with the director and staff of category 2 centers;
About Category II Centres (cont.)

- For governance purpose, each centre must “be independent of UNESCO and have legal capacity necessary for the exercise for its function under the laws of the country in which it is located;
- Category 2 Centers should contribute to UNESCO programmes while UNESCO may contract them to ‘implement concrete programme activities’ and may provided technical assistance for the centers, programme activities in accordance with UNESCO strategic goals and objectives;
- Category 2 centers are encouraged to deliver high quality work with a view to contributing to the objectives of UNESCO and promoting its impacts, relevance and visibility in the field.

Network Members

There are 7 existing centres, including 5 when the Network was established:
- International Research and Training Centre for Rural Education (INRULED), etc. 1994
- Guidance, Counselling and Youth Development Centre for Africa (GCYDCA), etc. 1998
- Asia-Pacific Centre of Education for International Understanding (APCEIU), etc. 2000
- International Centre for Girls and Women’s Education in Africa (CIEFFA), etc. 2001
- Regional Centre for Educational Planning (RCEP), etc. 2003

and 2 new joined centres

- South-East Asian Centre for Lifelong Learning for Sustainable Development (SEACLLSD), etc. 2009
- Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE), etc. 2010
The Objectives of the Network

The Network of Category II Centres was established
• to enhance the cooperation among Category 2 Centers and between Category 2 Centers and UNESCO, and with other partners, in better contributing to UNESCO mission and programme actions in the respective areas of the Centers’ comparative advantages and strengths.
• to further improve effectiveness of the Centers’ action-oriented results-based programmes/projects.
• The network is strengthened through the support of UNESCO and the Member States, with ‘Focal Points’ for category 2 institutes/centers appointed at UNESCO country/sub-regional offices, regional bureaus for education.

Working Station at UNESCO Website

• A Workspace for Category 2 under the coordination of UNESCO Education Sector at UNESCO intranet was launched after the Beijing meeting.
• This new platform was designed to share the latest development of the Category 2 Centres, the innovative ideas on how to utilize Centres’ comparative advantage to assist UNESCO’s education priorities, and how to strengthen the links and collaboration among Category 2 Centres and with UNESCO ED Sector and other potential partners.

Work of the Network (2009-2010)

1. Information Sharing and Exchange:
The network has compiled two issues of E-newsletter
• Been circulated to all ED colleagues as well as the permanent delegations and UNESCO field offices
• Has enhanced the visibility of the category II Centres

2. Centres collaboration:
• Training of African women in the empowerment of rural girls and women in the People’s Republic of China organized by AU/CIEFFA and INRULED

3. In line with of MLAs of Education Sector UNESCO, various projects have been conducted by the centres

Category II Centres Challenges

The Challenges discussed during the Beijing Meeting have been improved, yet remain as the following:

1. Legal identity
• Not all category II centres have established their legal identity in the host countries, to be officially registered in accordance with laws and regulations in the host country
Category II Centres Challenges (cont.)

2. Communication and recognition

• The establishment of the network, working station and coordination focal points at the field offices and headquarters have enhanced the communication between the centres and the field offices (multi-country bureaus/clusters, Regional bureaus) and the UNESCO operational centre, and the Headquarters. However, the communication are not conducted on a regular and frequent base.

• On the UNESCO side, category II centres’ roles and contributions to UNESCO goals have not been made known to UNESCO and its member States. This situation has been improved since the workspace was launched, yet its impact is limited as only people within UNESCO Education Sector or people given the password can log in to the working station at the intranet of UNESCO.

Category II Centres Challenges (cont.)

3. Resource mobilization and Programme delivery

• No UNESCO budgetary resources are allocated to category 2 centers which are not included in the ‘implementing agencies’ responsible for UNESCO ‘Main Line of Actions’,
• The centers have been financially dependent on unstable support from government of the host
• In some cases, the centres have problem in running costs and programme implementation due to lack of budgetary allocation.

Category II Centres Challenges (cont.)

4. Staff and institutional Capacity Development

• Category 2 Centers need more opportunities for trainings and participation at UNESCO’s meetings especially at the regional level to enhance their programme implementation abilities and institutional and staff capacity building and development for planning, research, networking and fund-raising.

Recommendations

As the coordinator of network as well as a category II centre, INRULED presents the recommendation below to this meeting as references:

1. Collaboration and communication

• To identify potential areas of collaboration among the Centers identified in consideration of each centre’s comparative advantages and capacity.
• To deliberate and identify ways to promote better collaboration and communication between UNESCO HQs/field offices and other category I Centers
• To set up the communication and collaboration mechanism between category I and category II centres /institutes to better support the implementation of UNESCO MLAs.
Recommendations (cont.)

2. **Institutional Capacity and Project Plan and Implementation**
   - To improve category II centres capacities in project planning and implementation through the collaboration with category I centres/institutes and UNESCO regional offices, which provide expertise and technical support to the Centres
   - To provide training and UNESCO meeting participation opportunities to improve category II centres staff professional development.

Recommendations (cont.)

3. **Fundraising**
   - To establish a Fundraising strategy for Category II centres with the help of UNESCO. Resources have to be mobilized from diversified sources through effective fundraising strategies. UNESCO should help with Category 2 Centers’ fund-raising efforts by circulating the relevant information and informing Category 2 Centers the financial procedure related.
   - To incorporate category II centre into agencies list for UNESCO MLAs project implementation, to take their comparative advantages at regional level, especially for the South-South collaboration projects.
   - UNESCO shall make efforts to create possible opportunities, during or before its General Conferences or other significant international gatherings, to organise, as a side event, a meeting of all Directors of Category 2 Centres.

Thank you!
UNESCO’s Education Sector: Vision and Strategy

Qian TANG
Assistant Director-General for Education, UNESCO
UNESCO’s Education Sector: vision and strategy

Qian Tang, PhD
Assistant Director-General for Education, UNESCO

Second Meeting of UNESCO Education Sector Heads
Category II Centres
30 May 2011
Seoul, Republic of Korea

To regain global leadership role, the ED Sector must:
• make more visible efforts to bring education to top of international development agenda
• improve country-level impact – focusing on quality & using planning as entry point
• lead the global debate on key education issues & trends

Making UNESCO more visible internationally...
• MDG Summit Outcome document
• Heads of EFA agency meeting
• G-20
• Convening power, e.g. World Conference on ECCE, 3rd Congress on TVET, EFA High-Level Group...

...and at the country level...
• 4 priorities (literacy, teachers, TVET, sector planning) + 1 (higher education)
• Quality – including learning outcome assessment (partnership with UNICEF, WB, OECD) and quality assurance framework
...together with strengthened research and foresight

- Spark global debate on important issues
- Undertaken with partners (e.g. WB, OECD, Brookings Institutions)

Ongoing: 1) Develop a clear and sound strategy

UNESCO
Education
Strategy

Communication
Partnership

Ongoing: 2) Build a strong ED team

- Headquarters
- Field offices & Regional Bureaux
- Institutes

Adjustments to HQ structure

New structure comprises:

- 3 Programme Divisions, with 10 Sections
- EFA Global Partnerships Team
- Research and Foresight Team
- EFA Global Monitoring Report Team
- Executive Office

All to be headed by a Director

within the current staff costs ceiling
Next steps: high-level & visible activities 2011

- March: EFA High-Level Group meeting
- May: Initiative on Women’s and Girls’ Education
- July: ECOSOC Annual Ministerial Review
- November: 3rd World Innovation Summit for Education (WISE)
- Ongoing: Task Force on 2015 and beyond Preparation of the 3rd Int’l TVET Congress (Shanghai, April 2012)

36 C/5: Main Lines of Action and thematic areas of Expected Results for 2012-2013

Next steps: In-country programme delivery

- Programme coordination: Encourage fluid coordination between HQ / Regional Bureaux / Field offices, particularly through thematic coordinators
- Organizational structure:
  - BREDA aligned with HQ structure to ease communication and coordination
- Human resources:
  - Recruitment of approx. 30 fixed term posts in the field
  - Currently recruiting 6 posts in the Arab States
Report of Activities for 2009-2010 &
Plan of Activities for 2011-2012

International Centre for Girls’ and
Women’s Education in Africa (CIEFFA)
**Second Meeting of the Directors of UNESCO Category II Centres and Institutes attached to UNESCO Education Sector**

Seoul, Republic of South Korea
May 30 – June 1, 2011

**AFRICAN UNION INTERNATIONAL CENTRE FOR GIRLS’ AND WOMEN’S EDUCATION IN AFRICA (AU/CIFFA)**

**ACTIVITIES FOR THE PAST TWO YEARS AND FUTURE PLANS**

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**REMINDER OF RECOMMENDATIONS OF THE FIRST MEETING IN BEIJING IN 2009**

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**Major recommendations resulting from the first meeting**

1. A network of Category 2 Centers be created and continually strengthened through the support of UNESCO and the Member States, with Focal Points for category 2 Institutes/Centers appointed at UNESCO country/sub-regional offices, regional bureaus for education.

2. Category 2 Centers attached to UNESCO Education Sector designate the Centre that hosted the Meeting as a Focal Centre responsible for the follow up of the recommendations that will serve for two years term on a rotation basis to maintain the network and to share information till the next meeting;

3. Category 2 Centers better focus on areas of respective strengths and comparative advantages to contribute to UNESCO’s program priorities in light of UNESCO 35C/5 strategies and program priorities;

4. The governments of respective hosting Member States further commit themselves to support Category 2 Centers in terms of established legal entity status, reasonable funding, infrastructure and staff development;
5. Program actions and activities should be made for policy dialogue and experiences sharing and strategy development for education to respond to the global financial crisis especially for disadvantaged populations in Africa and Asia;

6. UNESCO consolidate and strengthen partnerships and build up closer connections with various stakeholders, the private sector and the media in order to strengthen activities of Category 2 Centers in their countries and region;

7. Category 2 Centers be enabled to develop partnership with UNESCO’s global and regional and sub-regional networks such as UNEVOC, ASPnet, UNESCO Chair/UNITWIN programs, APEID/PEAL, APNIEVE, etc.

8. UNESCO portal be developed for linkages to all Category 2 Centers and related networks;

9. UNESCO develop specific sector strategy on engagement and interaction with Category 2 Centers and include this strategy in 35 C/5 to recognize the important contributions and partnership with its category 2 Centers

10. UNESCO promote accelerated guidance and solutions to problems with the provision of contact point in each program sector and facilitate cooperation between Category 2 Centers and field offices, by appointing clear focal points for substantive content matters and technical support;

11. UNESCO should help with Category 2 Centers’ fund-raising efforts.

12. UNESCO shall make provisions to facilitate and enlighten the financial procedures relating to putting at the disposal of these Centres funds allocated to them for the conduct of their activities. UNESCO should also create opportunity, during or before its General Conferences or other significant international gatherings, to organise, as a side event, a meeting of all Directors of Category 2 Centres and Institutes.

**Partnership building / strengthening in the People’s Republic of China**

AU/CIEFFA Coordinator has seized the opportunity of the meeting to discuss cooperation and partnership areas with Prof. Zu, INRULED Director and Mr Du Yue, Deputy Secretary General of the Chinese UNESCO Nat. Com.

This resulted in a study/training trip of African women to the P. R. of China in November 2009, sponsored by the Government of China and with financial and technical contribution of INRULED

**II

ACTIVITIES CONDUCTED FOR THE LAST TWO YEARS 2009 - 2010**

Activities in line with UNESCO priorities, as well as with priority areas of the Plan of Action of the Second Decade of Education for Africa
INTRODUCTION

For the past two years, CIEFFA has endeavoured to fulfill its missions, in accordance with financial resources at its disposal and its human resource competencies.

2009 has been particularly outstanding for CIEFFA. In effect, as a UNESCO category 2 centre, CIEFFA benefited from a project sponsored by the People’s Republic of China via UNESCO, titled “Capacity building of CIEFFA”. That project was launched in 2009 and had 4 components:

1) The architectural study for the construction of CIEFFA permanent headquarters, which was successfully carried out. The designs of a three-storey building have been realized, with the building of a surrounding fence and a sentry box.

2) Providing CIEFFA and some of its focal points with computer equipment

CIEFFA and five of its focal points have been equipped with desktops to better fulfill their missions;

3) Training

Two training workshops were held in Africa:
- one in April 2009 in Ouagadougou on the “Accompaniment program for girls out of school, marginalized and in difficult circumstances;
- and another in December 2009 in Lilongwe, Malawi, hosted by the GCYDCA, a UNESCO category 2 Centre whose Director is with us here

4) Research / studies

- The study on “Girls’ and Women’s empowerment in rural and suburban areas in Niger
- The study / training trip of African women to the People’s republic of China on “Girls’ and Women’s empowerment in rural areas”

*(We shall come back to some of these components with further details in the following presentation)*

II.1 Experimentation / Testing of the practical guide on « Gender and human rights in African education systems: references and actions»

Started in 2007, the production of the guide has been a long process and was carried out under the supervision of a steering Committee and experts in gender, education and human rights. It is meant to provide education practitioners and stake holders with practical tools for gender mainstreaming in their daily practices.
II.2 Installation of gender units in African universities.
This project is part of UNESCO priorities with regard to
CIEFFA as it is well mentioned in the Agreement between
UNESCO and the Government of Burkina Faso.

To address gender issues from pre-school to secondary
education levels, and in non formal education, CIEFFA has
produced the practical guide mentioned in the previous slide.

The project pertaining to “setting up gender units in African
universities” is meant to address gender issues at higher
institutions level.

A baseline study was conducted in 2008 in the university of
Ouagadougou and Koudougou in Burkina and Abdou
Moumouni University in Niger. The same study was carried
out in Abomey-Calavi University in Benin in 2010.

II.3 Implementation of the priority area « Gender
and culture », one of the eight priority areas of the
Action Plan of the Second Decade of Education in

As an African Union specialised institution, CIEFFA is in charge of
implementing this priority area, as a follow up of the declaration of the
Heads of State and Government of the African Union in 2006, to
Make of culture the foundation of education.

Thus, in 2008, CIEFFA commissioned a study covering two
dimensions: “Gender and Education” and “Education and Culture”.
The presentation of the study report was held in December 2009 in
Ouagadougou and gathered specialists in education, gender and
culture from various countries and instructions. The report has shown
the need to further investigate cultural components that can be
mainstreamed into African Educational systems, in order to enrich
the systems with positive values of African culture.

II.4 Workshop on the « The issue of girls’ and women’s
education and training in Eastern and Southern Africa -
Lilongwe (Malawi) from 14 to 18 December, 2009

As part of partnership building and reinforcement between
category 2 centres, CIEFFA got in touch with the GCYGCA
bases in Lilongwe, MALAWI to host this workshop and
bring their technical support to make it a success.

As a follow up of the recommendations of that workshop,
CIEFFA engaged in the review of the study on « The
inventory of innovative experiences in the area of girls’ and
women’s education in Eastern and Southern Africa », by
integrating amendments made by the participants.
The final result will be put online, edited and distributed to make it available to stakeholders for them to draw good practices from.

II.5 Study / training trip of African women to the People’s Republic of China

As part of partnership building and reinforcement, CIEFFA enjoyed financial support from the People’s Republic of China via UNESCO, to build the capacities of the institution.

“Women and Girls’ empowerment in rural areas” was one component of the project. From **16 to 25 November, 2009**, a trip to China was organised for African women to learn form Chinese experience. That trip was hosted and co-organised by INRULED, with the contribution of Beijing Normal University and the Chinese national Commission for UNESCO.

II.6 Implementation of CIEFFA’s role as the Observatory for girls’ and women’s education in Africa

As the African Observatory in the area of girls’ and women’s education and training, CIEFFA has the mission to meet the challenge of the lack of sufficient and reliable data to inform decision making and guide action in that domain, in cooperation with the Pan African Institute for the Development of Education (IPED) which is the African Observatory for Education based in Kinshasa, Democratic Republic of the Congo.

Two officers from CIEFFA have first been trained with the support of the Dakar Office of the UNESCO Institute for Statistics. They are now registered at the University of Ouagadougou to further build their capacities in EMIS.

- A training workshop has brought together CIEFFA focal points from francophone countries, in Ouagadougou (Burkina Faso) from **March 29 to April 1st, 2010**
- Another training workshop has gathered focal points from Anglophones countries, in Nairobi (Kenya) from **05 to 08 July, 2010**.

- During these workshops, the focal points have been sensitized to the importance of indicators for data collection. They worked on the COMEDAF (Conference of African Education Ministers) indicators, amended them and proposed new ones

  • **NOTE: In each African country, CIEFFA has a focal point who is a man or woman appointed by the Education Minister of his/her country**
II.7 Study relating to the putting in place of a support fund for girls’ and women’s education in Africa

- The aim of this study is to make available a document showing reliable analyzed data, that can help assess the extent to which the absence of scholarships and other forms of assistance to girls and women is a subject for concern, and how this can jeopardize their education and training.
- This study will justify the need for support fund for girls and women, which will ultimately increase the critical mass of women and girls in higher positions in African countries.

II.8 Contribution to the publication of the E-Newsletter for UNESCO category 2 centres attached to the Education Sector, through the sending of articles and other content materials

- UNESCO Education Sector Category II Centres Newsletter Issue N° 1 January 2010
- UNESCO Education Sector Category II Centres Newsletter Issue No.2 January 2011

This is a very useful tool for networking between our centres, but unfortunately it is published only in English, while there is at least one centre in a French speaking area.

II.9 Projects monitored by CIEFFA since 2007

CIEFFA is also monitoring two projects initiated by UNESCO in two villages in Burkina Faso, pertaining to women’s capacity building to fight against poverty and to promote children’s education.

- Literacy training of rural women and reinforcement of their capacities within the framework of the fight against poverty in Gaoga /P. Namentenga, Burkina Faso
- Reinforce the capacities of women to promote the education of children in a rural area of Burkina at Ladiga/ P. Ziro

III

Process of finalising the institutional setting up of AU/CIEFFA (under way)
The structures have been validated by the 16th Conference of the African Union in January 2011.

The question about the establishment of the Board of Directors in collaboration with UNESCO is still pending.

Strengthening of capacities in human resources with the provision of international staff, which is envisaged for 2012.

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IV

ACTIVITIES FOR THE NEAR FUTURE

Activities in line with UNESCO priorities, as well as with priority areas of the Action Plan of the Second Decade of Education for Africa.

IV.1 Implementation in African education systems, of the guide on « gender and human rights in African education systems: references and actions »

The process of editing the final version of the guide is under way. We need more resources to edit it in large numbers for the education system through the African continent. The next step will be to engage African countries in its implementation in their education systems. This means having the different countries take ownership of the tool and integrate it in their education plans and programs. There is need for CIEFFA to follow up and document how the guide is utilised in African education systems.

IV.2 Installation of gender units in African universities.

CIEFFA is looking for sponsors for the actual implementation which will start as a pilot phase covering three universities: University Abdou Moumouni of Niger, University of Ouagadougou in Burkina and the Abomey-Calavi University in Benin. We wish to benefit from UNESCO support, since it is one of the priority activities mentioned in the Agreement with Burkina Faso.

The result of the study and the recommendations contained are yet to be presented at a meeting of the African Ministers of Education (COMEDAF). A restricted workshop gathering culture specialists is also envisaged to reflect upon, and make propositions about the ‘data blank’ on culture indicators in education.

We wish we could enjoy the support of COMEDAF for this activity, as well as in the finalisation of the ToR / Letter of Mission of CIEFFA focal points.

IV.4 Finalisation of the repertory of resource persons in gender, education and culture

IV.5 Advocacy to mobilize funds to encourage girls’ and women’s retention and success, through an assistance system of scholarships and various supports. The starting point will be the “Restitution workshop on the study relating to « putting in place an account to support girls’ and women’s education and training».

IV.6 Establishment of a digital documentary database on girls’ and women’s education (virtual library) It is an online library containing a set of digital documents accessible distantly through the Internet.

IV.7 Analysis of data relating to girls’ and women’s Education. The data will be collected by individual countries and sent to the Regional Economic Communities who forward them to the Pa African Institute for the Development of Education (IPED). IPED will in turn send them to CIEFFA for analysis, to make sure that the data are systematically gender disaggregated. CIEFFA may add new indicators if necessary.

CIEFFA’s wish is to benefit from the assistance of necessary human resource competencies to fulfil its Observatory role.

IV.8 Negotiating with UNESCO a new project as a follow up of the one CIEFFA benefited from the People's Republic of China, via UNESCO which allowed the study/training trip of African women to the People's Republic of China on “Women’s and girls’ empowerment in rural areas”.

This new project will comprise i) the construction of CIEFFA's permanent headquarters whose architectural study is available; ii) sharing of the achievements of the study trip to China with other African women, through a workshop and iii) the production of a reference system on girls’ and women's empowerment in rural areas in Africa.
IV.9 Capitalization of the study/training trip of African women to the People's Republic of China on “Girls’ and women’s empowerment in rural areas”.

CIEFFA has designed a project document that covers two dimensions in relation to the study trip to China:

- Organization of a regional seminar/workshop to disseminate and share the achievements of the training trip to China
- Development of a referential on the empowerment of girls and women in rural areas

IV.10 We wish to lay concrete foundation of the “Support fund for girls’ and women’s education in Africa”, through the organization of advocacy workshop

----------------------------------------------

IV.11 To consolidate AU/CIEFFA equipment process and that of the construction of its permanent headquarters

V

Partnerships

CIEFFA endeavours to develop a multiform and fertile partnership with institutions, organisations and associations with a view to enhancing interventions in favour of girls’ and women’s education and training

IV.12 Using ICTs to promote the education and training of girls and women in Africa

CIEFFA has a project it seeks to implement on “Women and ICT for sustainable development”, a priority well undercored by UNESCO (MLA 1)

IV.13 Follow-up of the process of institutional establishment of AU/CIEFFA including the recruitment of international personnel
In the host country
- Forum of African Women Educationalists (FAWE)
- Plan Burkina, Catholic Relief Service
- Embassy of Canada, Swiss Cooperation
- the Commission of West African Economic and Monetary Union
- Association d'Appui et d'Eveil Pugsada (ADEP) ...

Outside the host country
- UNESCO field Offices in Bamako (multi country Office) and in Dakar (Regional Office)
- The UNESCO Institute for Statistics (Dakar branch)

www.cieffa.org, awarded for its excellent quality

* Since 2005, the Ministry of Posts, Information and Communication Technology of Burkina Faso has organized a National Week of the Internet every year.
At the 5th edition and for the second consecutive time, AU/CIEFFA was awarded a “Gambre d’or” or ‘Gold net’. The first time being in 2008, for the originality and the excellent artistic quality of the site.

www.cieffa.org, awarded as the best Web site integrating gender

In 2009, CIEFFA won the first prize as a Web site integrating gender. “Gambre” means “net” in a local language of Burkina Faso. The award-giving ceremony took place on 29 May, 2009 in Ouagadougou.
* CIEFFA has also been awarded a national distinction of “Knight of the Order of the burkinabe Merit”, in 2009 during the celebration organised by the burkinabe Ministry for the Promotion of Human Rights.
AMINATA ELISABETH OUEDRAOGO / BANCE
AU/CIEFFA COORDINATOR

THANK YOU FOR YOUR KIND ATTENTION!

AFRICAN UNION INTERNATIONAL CENTRE FOR GIRLS’ AND WOMEN’S EDUCATION IN AFRICA (AU/CIEFFA)
http://www.cieffa.org
Tel.: +226 50376496 - Fax: +226 50376498
Report of Activities for 2009-2010 &
Plan of Activities for 2011-2012

Guidance, Counseling and Youth
Development Centre for Africa (GCYDCA)
UNESCO category two meeting

28 May - 1 June 2011

Soul- South Korea

Promoting Education for All

Guidance Youth and Counselling Development Centre for Africa (GCYDCA)

By: Dr. Kenneth Hamwaka

A brief history

- Headquarters opened 2007, in Lilongwe, Malawi.
- Governed by African Ministers of Education
- Special focus youth development
- Similar to UN agencies and other International Organizations

Mission

- Institutionalization of Guidance and Counselling services and programmes within the educational systems in Africa.
- Building capacity among participating countries to address issues affecting girls and boys in Africa
OBJECTIVES

- Train and develop expertise in guidance, counseling and youth development that to reduce or eliminate in the youth, behaviors that are inconsistent with the educational, social, cultural and economic prosperity in Africa;
- Train and produce teachers, counseling and youth development with relevant skills and content for the region;
- Develop, Coordinate and Manage Programme in guidance, counseling and youth Development in Africa.
- Encourage countries to establish practical national youth programmes and policies that promote protect and support the Right of the child.

ADMINISTRATION

- A Board of Governors comprising African Ministers of Education manages the Centre. This board appoints the Director and other senior members of staff.
- Legal framework outlines the operations of the centre.

Current staff

The centre has the following staff
- The Executive Director
- Director of programmes
- Senior programme officers
- Accountant
- Assistant Administrative officer
- National Guidance and Counselling officers in member countries

Key Development

- Vocational Guidance
- Social Guidance
- Personal Guidance
- Educational Guidance
Poverty and social challenges:

Ethical challenges:

Gender sensitivity:

Child abuse:
Methodologies of delivery

- Face to face
- E-Learning
- Research
- Youth involvement and participation

Institutional key values

Our passion, our pride
Increased access and quality of education

Change the mind set
Being positive towards self and generate positive values in life such as gender sensitivity
Belief

preparing the child rather than repairing

Complimenting existing programmes rather than complicating them
Support to the community

Counselling
Crises management
Anti Child trafficking

Professional training in Guidance and Counselling

- Certificate = 62 from 7 countries
- Diploma = 87 from 5 countries
- Planning degree in partnership with various universities

Reaction to the Training

- At the end of the workshop the teachers reported that
  - The activities included in the program were very practical
    - Group A (94% Strongly Agree, 6% Agree)
    - Group B (89% Strongly Agree, 11% Agree)
  - There is a high potential for applying what I have learnt into my class
    - Group A (94% Strongly Agree, 6% Agree)
    - Group B (83% Strongly Agree, 17% Agree)
Decentralization of programmes after China meeting

- Clustering of countries

Zone 1
- Zone 1
  - South Africa
  - Swaziland
  - Lesotho
  - Botswana
  - Namibia

Zone 2
- Zone 2
  - Malawi
  - Zambia
  - Zimbabwe
  - Tanzania
  - Mozambique

Zone 3
- Zone 3
  - Uganda
  - Kenya
  - Rwanda
  - Ethiopia
  - Eritrea
  - Djibouti
Zone 4
- Nigeria
- Ghana
- Mali
- Gambia

Zone five
- Zone 5
  - French
  - Senegal
- Arabic
- Southern Sudan

Achievements
- Effective delivery of training materials
- Youth engagement
- Inclusion of cross cutting issues like gender, HIV/AIDS
- Community empowerment
- Turning the classroom into a learning centre
- Sharing of the best practices.

Challenges
- Limited financial support to cover programmes.
- UNESCO cluster offices not fully involved in supporting programmes
- Un reviewed training materials due to limited funds
- Little coordination within the cluster institutions
- Exclusion from general UNESCO conferences
View on the UNESCO Cat 2 meetings

- Great initiative
- Fountain of hope
- Sharing of best practices
- Networking
- Keep it up
Report of Activities for 2009-2010 &
Plan of Activities for 2011-2012

Regional Centre for Educational Planning (RCEP)
Regional Center For Educational Planning

History.... Present..... Future

Mahra Al Mutaiwei
RCEP Director

The Truth Leadership Do Not Have Place
For, The Word "Impossible" And No
Matter How Big The Challenges Are, With
The Strong Will, Faith, Determination It
Will Be Overcome.

During UNESCO 31st conference held on 15/10/2001
the UAE participating delegation submitted a
memorandum justifying the desire to host a Centre for
Educational Planning.

- The UNESCO Executive Council later approved the
  establishment of the centre in UAE.

- The Cabinet of Ministers issued on 17/1/2002 its
decree No. 12/12 for the year 2002, which approved
hosting a regional centre in UAE.
On 17/10/2003 an agreement was signed between UAE and UNESCO in this respect.

In accordance with the UAE-UNESCO Agreement Cabinet of Ministers issued the decree No. 19/4 for the year 2004 on 12/1/2004 that ratified the Agreement between UAE and UNESCO and issued the cabinet-directives to take the necessary measures towards establishing and operating the Regional Centre for Educational Planning (RCEP).

RCEP was honored by a high generosity endowed by His Highness Sheikh Dr. Sultan Bin Mohammed Al Qassimi Member of UAE Supreme Council and Ruler of Sharjah, who constructed RCEP building in the premises of Sharjah University City and the official opining happened on 17/11/2007.
RCEP
Core Task

VISION

Our mission is to enhance and support the endeavors of Educational systems in the region through training, consultancy, and dissemination of knowledge in the realm of educational planning, Management and Leadership. Building human resource capacities and prepare them to implement / execute the best international practices in the area of Education, under the auspices of UNESCO.

MISSION

The mission is to enhance and support the endeavors of Educational systems in the region through training, consultancy, and dissemination of knowledge in the realm of educational planning, Management and Leadership. Building human resource capacities and prepare them to implement / execute the best international practices in the area of Education, under the auspices of UNESCO.

STRATEGIC OBJECTIVES:

- Develop and maintain the Manpower capabilities.
- Develop financial standards and stimulate revenues.
- Develop the administrative and technical operations in conformity with the best practices.
- Support MOEs to develop their educational policies, educational planning and leadership.
- Dissemination of knowledge with respect to educational planning and management.
- Provision of the pioneer online or distance/remote training, consultancy advisory services in educational planning & management.
## The programs launched by RCEP

<table>
<thead>
<tr>
<th>Programs Name</th>
<th>Num Of participants</th>
<th>Kind of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mapping &amp; Micro-Planning</td>
<td>19</td>
<td>Regional</td>
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<tr>
<td>Strategic Leadership</td>
<td>27</td>
<td>Local</td>
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<tr>
<td>Educational Indicators</td>
<td>28</td>
<td>Regional</td>
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<tr>
<td>Design and manage Educational Project</td>
<td>31</td>
<td>Local</td>
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<tr>
<td>Knowledge Management in educational organizations 1</td>
<td>23</td>
<td>Local</td>
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<tr>
<td>Economics of Education</td>
<td>28</td>
<td>Regional</td>
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<td>Knowledge Management in educational organizations 2</td>
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The programs launched by RCEP

Training Programs launched in cooperation with UNESCO Regional Offices

<table>
<thead>
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<tr>
<td>UNESCO Education Staff Training</td>
<td>29</td>
<td>Beirut</td>
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<tr>
<td>Temor Leste Policy and Planning Workshop</td>
<td>12</td>
<td>Jakarta</td>
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<tr>
<td>Strategic planning in education sector</td>
<td>36</td>
<td>Beirut</td>
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<tr>
<td>Building Capacity in conducting Qualitative Research</td>
<td>31</td>
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<td>Tertiary Education Statistical Indicators</td>
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The Gulf States Joint Program

<table>
<thead>
<tr>
<th>Country</th>
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<td>UAE</td>
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<td>Kuwait</td>
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<td>Qatar</td>
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</table>
The Gulf States Joint Program

Dissemination of knowledge (SG 5) and educational culture

Scientific Symposiums

<table>
<thead>
<tr>
<th>Seminar Name</th>
<th>Num Of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and implementation of education reform policies-challenges and world best practices.</td>
<td>53</td>
</tr>
<tr>
<td>Planning Teachers Professional Development</td>
<td>80</td>
</tr>
<tr>
<td>Skills-Based Schools</td>
<td>112</td>
</tr>
</tbody>
</table>
Translation

Book Name
- Monitoring educational achievement: Reviewing quantitative research to inform education policy processes.
- Educational Privatization

Publication

Publication Name
- Seminars Summary
- 2010 report
Consultations

RCEP could sign a contract with Hamdan Bin Rashid Al Maktoum Award for distinguished Academic performance to evaluate, assess and review the major research on “Labor market requirement from the national talented cadres” in UAE.

The review panel is composed of RCEP members and some local Universities academic staff.

CAPACITY BUILDING (SG 4)

The programs launched by RCEP
- Training plan program
- PPEP

Training Programs launched in cooperation with UNESCO Regional Offices.
- Development curriculum program

Contract programs
- The Gulf States Joint Program Stage 2

Dissemination of knowledge (SG 5) and educational culture

Scientific Symposiums
- 6 Programs
- 600 Participants

Translation
- 5 Book

Publication
- 5 Entries + RCEP newsletter
Dissemination of knowledge (SG 5) and educational culture

International conference

* Centralization and decentralization in Education
* Leadership in Education
* *Education and training systems Vs challenges of socio-economic Development*
* Education Quality

E-Training

* Launching RCEP Official portal by mid of June 2011
* Launching the first E-training program by mid of 2012

Planning The Future

* Regional seminar to discuss the future of building capacity in educational planning in the region and The excepted role to be played RCEP

International linkage

International Research and Training Centre for Rural Education (INRULED)
UNESCO INTERNATIONAL RESEARCH AND TRAINING CENTRE FOR RURAL EDUCATION (INRULED) AND ITS MAIN PROJECT ACTIVITIES

Wang Li
Deputy Director
INRULED
May 2011

BACKGROUND

- Worldwide campaign for EFA: World Conference on Education for All (EFA), Jomtien, Thailand, 1990
- UNESCO-convened International Conference on Rural Education, 1991, Taian, Shandong Province, China
- Growing demands for rural education to serve socio-economic development needs in rural development in developing countries
- Rural education as a major component of EFA
- Therefore, establishment of INRULED as an integral part of the worldwide efforts in promoting Education for All (EFA)

FURTHER IMPROVEMENT OF INRULED

- Following the decision (DR159) adopted in 27th Session of UNESCO General Conference, INRULED was jointly set up by Chinese government and UNESCO on Nov. 8, 1994 and it is located in Baoding, Hebei Province, China.
- A UNESCO category-II centre
- the first UNESCO-affiliated international institution devoted to R & T in rural education in developing Asia, and an example of South-South cooperation in development efforts

In 2003 Mr. Zhou Ji, Minister of Education, China and Mr. Koichiro Matsuura, Director-General of UNESCO signed at UNESCO Headquarters a Memorandum of Understanding (MOU) on Educational Cooperation between China and UNESCO, based on which the status and profile of INRULED shall be further improved.
In order to further improve INRULED’s project activities, impact, and international engagement and visibility, as well as to make more contribution to UNESCO member states, MOE, China has decided to relocate INRULED’s headquarters into Beijing Normal University on Dec. 2007.

INRULED’S MISSION

- Under the framework of EFA, to achieve social-economic development in the rural areas by bringing about positive changes in the thinking and behaviour of rural people, who make up the majority of the world’s population and the population of the developing countries, and to achieve the goals of Education For All.

INRULED’S FUNCTIONS

- To promote international research and development of methods and techniques of rural education;
- To promote consultation and cooperation among member states by devising policies and strategies in the areas of human resource development for rural areas;
- To create a wide network for exchange of academic and technical information in the field of rural education among experts in various countries;

INRULED’S FUNCTIONS (cont’)

- To coordinate the cooperative research activities and to provide facilities for laboratory research and field work to international experts;
- To organize international training workshops, seminars, on special subjects and provide fellowships to international researchers;
- To produce and disseminate publications and materials for the various projects undertaken by the Centre.
With the support of Chinese government and UNESCO, INRULED has worked out its Medium-Term Plan 2008-2013, within the following six years (2008-2013) INRULED should become the centre of excellence for policy-makers, researchers, practitioners, and trainees in the fields of rural education and rural development in Asia and the Pacific, as well as in Africa.

Under the framework of EFA, the main objectives of INRULED’s research and training not only focus on rural education itself, but also concentrate on how rural education can make a positive contribution for rural development, especially rural economic development in developing countries.

Focus not only on the roles of rural education, but also the roles of all kinds of education for rural development. For example, rural basic education, rural vocational and technical education, rural literacy and adult education, high agricultural education, migration training, rural enterprises, technique transfer, ICT in rural education and so on.

Promotion of rural education for equitable, participatory, people-centered sustainable socio-economic development in rural areas.
Taking bringing about Education for All, especially Education for All in rural areas as an objective, INRULED has extensively in the past 17 years carried out researches, trainings, exchanges in various fields and at different levels in serving member States. Up to now INRULED has sponsored and organized 93 international conferences, workshops, seminars, forums and symposiums, and 51 research projects, more than 1500 foreign participants coming from 85 countries and 18 international organizations, NGOs, and IGOs.

**Research**

- Policy-relevant
- Action-oriented
- International in scope
- Comparative
- Case-study based
- Participatory
- Research combined with training

**Training**

Capacity building at international, regional, national, institutional and individual levels is essential to the achievement of EFA goals and human resources development in rural settings. Examples:

TRAINING
- Locally/nationally relevant
- Needs-based, demand-driven
- Building human capacity: teaching ‘how to fish’, rather than giving fish
- Sustainability
- Inter-sectoral (education, agriculture, science, technology, health, environment, etc.)
- Multi-disciplinary
- Often inter-agency (UNESCO, FAO, etc.)
- Inter-national/inter-regional

WORKSHOPS, SEMINARS, FORUM AND CONFERENCES
- Various Workshops, Seminars, Forums and Conferences have been organized during the past 14 years

PUBLICATIONS
- There are more than 60 different kinds of books, periodicals, conference proceedings, workshop reports and papers.
- Newsletters (English and Chinese)

INFORMATION SERVICES
- Data base: 3 different data bases
  Institutions and experts, literature on rural education, as well as conferences, workshops and seminars
- Website: www.inruled.org
- Library: including books, periodicals and so on
- VCDs and DVDs
SCHOLARSHIPS AND FELLOWSHIPS

Scholarships and fellowships already provided:

- Scholarships for PhD students from Pakistan
- Scholarships for master student from Nepal, Nigeria
- 20 fellowships program was provided with six months involvement in INRULED program and activities
- More to be provided to African, Asian and Latin American countries

COOPERATION WITH EFA/DEVELOPMENT PARTNERS

- UNESCO and its Field Offices (Beijing, Bangkok, Dakar, etc.)
- FAO
- UNDP
- UNICEF
- World Bank
- Ford Foundation, IEA, etc.
- Other GOs and NGOs
- For more details

UNIVERSITIES & FACULTIES
- Pure research
- Computer technology

GOVERNMENT AGENCIES
- Information
- Documentation

INRULED NETWORK

NON-GOVERNMENTAL ORGANIZATIONS
- Research
- Action-oriented research

INDEPENDENT RESEARCH CENTRES
- Grassroots problems
- Relevance in socio-economic context

UNESCO field Offices
- UNESCO Bangkok
- UNESCO Beijing
- Other UNESCO Offices

FAO, UNDP

UNESCO Institutes
- Chinese government donation of 0.75 million USD to IICBA and 0.25
MESSAGES FROM INRULED

- Rural education as a major component of EFA and a major area for policy actions
- Close linkage of rural education to MDGs
- Key forces for success of rural education:
  - Government policy commitment & resources input
  - Local community participation & support
  - International community support, with South-South cooperation as a strategy

INRULD has worked effectively with strong support from UNESCO and the Chinese Government. At its 10th anniversary, UNESCO Director-General highly commended INRULD as “an outstanding example of South-South cooperation”. As 60% of population in developing countries are in rural areas, INRULED’s work has contributed in most meaningful ways to the achievement of EFA goals for the huge number of rural people with a view to sustainable rural development linked to MDGs.

Therefore, it is recommended that in the first place, as the bottle neck of EFA has been the largest disadvantaged population in rural areas, “RURAL EDUCATION” has to be included as an MLA in UNESCO mid-term and biennium programmes.

What INRULED can do?
- Elements of good practices in rural education programmes coordinated by INRULED:
  - Relevance of education to development
  - Holistic approach to rural education and rural development
  - Education combined with agriculture and science
  - Coordination of basic education with vocational-technical education and adult education
  - Participation and support from higher education
INRULED Programme Areas in 2011 and beyond

- Quality Education for Inclusive Development
  - Skills Development
  - Educational Leadership and Management
  - Teachers’ Professional Development
  - Evaluation on Education Quality in Rural Areas
  - ICT in Education

DETAILS OF INRULED PROGRAMME ACTIVITIES

Available from INRULED website:
www.inruled.org

THANK YOU!

Asia-Pacific Centre of Education for International Understanding (APCEIU)
The Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000 to promote EIU for Learning to Live Together in the Asia-Pacific region according to the agreement between the Government of the Republic of Korea and UNESCO.
MANDATES

Strengthen regional capacities in EIU for a Culture of Peace collaborating with Asia-Pacific initiatives and other regional, international and global efforts in Education

Implement research and development of the philosophy, teaching methods and curriculum of EIU

Organize training workshops and seminars

Produce and disseminate teaching materials and other publications

PROGRAMMES AREAS

Capacity-building of Educators in EIU
- Asia-Pacific Training Workshop on EIU
- Sub-regional Training of Experts
- National Training of Teachers

EIU Research & Policy Development
- Policy Development
- Teaching Material Development
- EIU Best Practices Support

Dissemination of Information on EIU
- SangSaeng
- On-Offline Educational Resources for Educators
- Multimedia Centre

Enhancing the EIU Network
- Governing Board
- Cooperation & Exchanges with EIU Partners

CHRONOLOGY

October 1999
Resolution on the establishment of APCEIU adopted unanimously at the 30th UNESCO General Conference (30/C Resolution 17)

August 2000
Signing the Agreement on the Establishment of the Asia-Pacific Centre of Education for International Understanding between the Republic of Korea and UNESCO

June 2004
Evaluation on APCEIU Activity for 2001-2004

August 2005
Renewal of the Agreement

December 2009 – February 2010
Evaluation on APCEIU Activity for 2005-2009

August 2011 (expected)
Renewal of the Agreement
2009

- 24 projects
- Around 550 participants
- 8 Resource Books (5 English, 3 Korean)
- 2 Multimedia Materials
- 3 Issues of SangSaeng
- 5 Series of EIU Best Practices
- 6 MOU/LOAs

2010

- 23 projects
- Around 600 participants
- 6 Resource Books (3 English, 3 Korean)
- 3 Issues of SangSaeng
- 5 Series of EIU Best Practices
- 10 MOU/LOAs
New Training Workshops

- **Title:** Regional Workshop on Education for Cultural Diversity: Learning to Live Together in Asia and the Pacific
- **Dates:** 14-19 January 2010
- **Venue:** Hotel Academy House, Seoul, Republic of Korea
- **Partner organization:** UNESCO Bangkok Office
- **Participants:** 24 secondary school principals from 19 countries in the Asia-Pacific

- **Title:** Asia-Pacific Leadership Academy for School Principals on Education for Diversity
- **Dates:** 4-13 October 2010
- **Venue:** Seoul, Republic of Korea
- **Sponsor:**
  - Seoul Metropolitan Office of Education
  - Intel
- **Participants:** 35 school principals from the UNESCO Member States in the Asia-Pacific
- **Title:** UNESCO/ROK Co-Sponsored Fellowships Programme
- **Dates:** 15 September - 14 November 2010 (2 months)
- **Venue:** Republic of Korea
- **Co-sponsors:** UNESCO and KOICA
- **Partner organizations:** Sookmyung Woman’s University & Hanyang University, Republic of Korea
- **Participants:** 30 educators from Asia and Africa

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- **Title:** SEAMEO-APCEIU Multimedia Educational Material Development
- **Partner Organizations**
  - SEAMEO Secretariat
  - SEAMEO Regional Open Learning Centre(SEAMEO-SEAMOLEC)
  - SEAMEO Regional Centre for Archaeology and Fine Arts (SEAMEO-SPAFA)
  - SEAMEO Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)
- **Contents**
  - Researchers’ Meeting
  - Editorial Meeting
  - Publication of the Story Book

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- **Title:** Telling Tales from Southeast Asia and Korea
- **Contents**
  - Folktales of 12 Countries & Teacher’s Guide
  - A Situational Analysis

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- **Title:** Asia-Pacific Policy Meeting for EIU in Higher Education
- **Dates:** 12-14 October 2010
- **Venue:** Seoul, Republic of Korea
- **Partner Organizations:** UNESCO Bangkok Office
- **Participants:** 40 experts from 21 countries

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- **Title:** EIU Annual Conference
- **Dates:** 2 days
- **Venue:** Seoul, Republic of Korea
- **Participating Countries:** Korea, China, Japan
Dissemination of Information on EIU (09-10)

- 6 Issues of SangSaeng
- 10 Series of EIU Best Practices
- 4 Photo Exhibitions
- 2 Photo Classes in Laos, Bangladesh
- E-Newsletter

EIU Best Practices published in 2009-2010

- No. 12: Internet Debate and Deliberation for High School Students (Japan)
- No. 13: Waste Management-Composting of Organic Solid Waste (Fiji)
- No. 14: Cultural Diversity/Intercultural Dialogue (Kyrgyzstan)
- No. 15: EIU In-Service Teacher Training in Beijing (China)
- No. 16: A School for Sustainable Development of an Agricultural Village in the Area (Republic of Korea)
- No.17 : Climate Cool Schools Project in Malaysia: Creating Awareness and Understanding of Climate Change (Malaysia)
- No.18 : Education for All in Pakistan - “World in Young Hands (Pakistan)
- No.19 : Culture-based Education Programme for Indigenous Children & Youth in the Philippines (Philippines)
- No.20 : Education for International Understanding through In-Service Training (Uzbekistan)
- No.21 : EIU School-based Initiatives in Bhutan (Bhutan)
Strengthening Institutional Capacities & Enhancing the EIU Network (09-10)

The 1st Session of APCEIU’s Governing Board
• Date: 14 July 2010
• Venue: Seoul, Republic of Korea

The 2nd Session of APCEIU’s Governing Board
• Date: 15-21 December 2010
• Type: Written Consultation

Plan of Activities for 2011-2012

10th Anniversary Celebration of APCEIU
In 2011, APCEIU will implement 20 projects under 4 Programme Areas

APCEIU will be the 2011-2013 Focal Point for UNESCO Education Sector Category II Centres
Website: category2.unescoapceiu.org
APCEIU is launching “EIU Programme Monitoring Project” to increase its programme impact and visibility in the region.
APCEIU will put further efforts to increase Extra Budget with stronger partnership with the UNESCO Member States, civil society, academia and private sector.

APCEIU continues to strengthen cooperation with UNESCO Field Offices as well as other regional organizations including SEAMEO in the Asia-Pacific region.
APCEIU will support UNESCO’s strategic programme objectives and further partnership with international organization such as UNDP by initiating “APCEIU-UNDP South-South Cooperation Project” in 2011.
APCEIU promotes partnerships to shape values and the world views of individuals for peaceful and sustainable future. In 2011 APCEIU organizes “EIU Conference for Partnership Building with Media.”
Report of Activities for 2009-2010 &
Plan of Activities for 2011-2012

Southeast Asian Center for Lifelong Learning for Sustainable Development (SEA-CLLSD)
SOUTHEAST ASIAN CENTER FOR LIFELONG LEARNING FOR SUSTAINABLE DEVELOPMENT (PHILIPPINES)

ACTIVITIES FOR 2009-2010

A. CURRICULUM MAPPING AND INTEGRATION OF LLSD IN THE PRESCHOOL LEVEL

The current thrust of the government which is to institutionalize the preschool level in the educational ladder is the realization of a long cherished dream. In view of encouraging developments, proactive actions relevant to the preparation of the preschool requirements had to be done to make the curriculum ready for the approval of the law mandating the inclusion of the preschool level in the basic education ladder. The attention now given to preschool education coincided with UNESCO's appeal to integrate their buzz word, "sustainable development", in the school curriculum in all levels of education from preschool to basic education (grade school and secondary education) up to tertiary education and vocational education including the Alternative Learning System.

In response to this challenge, a “Curriculum Mapping and Integration of Lifelong Learning for Sustainable Development in the Preschool Level” was conducted.

To gather / generate existing information in preschool education needed in designing a preschool curriculum integrating sustainable development concerns, the project utilized the descriptive method of research with documentary reviews and analysis, consultations, mapping, interviews, critical analysis, buzz sessions and Focus Group Discussions (FGD). Specifically, the interviews and consultations were rationally used since at present there is no standard preschool curriculum in the Philippine educational system.

With the aid of the above-mentioned techniques in gathering and validating information, the following objectives were achieved:

(1) Understanding and accepting the functional definitions of Lifelong Learning and Education for Sustainable Development which surfaced during the interactive discussion.

(2) Identifying standards, context, competencies, strategies relevant to Lifelong Learning and Sustainable Development. The group analyzed the first draft of the curriculum and compared it with the final version with sustainable development concerns and found that sustainable development had always been found in the original domains of the curriculum.

(3) Listing of sustainable development concepts and concerns generated / inferred from the projects of agencies and organizations implementing them were also seen in the draft curriculum. In effect, sustainable development is not a very new thing in the preschool curriculum. The problem of implementation is found wanting in view of the strategies used which are highly pedagogical and not innovative, functional or creative.
(4) Listing of people, agencies and organizations implementing projects aimed at attaining sustainable development were identified during the buzz sessions. The involvement of people in different agencies is vital to ensuring sustainable development in the preschool curriculum and at all levels in education. It was found necessary to link and partner with the agencies and stakeholders involved in the Buzz Sessions, specifically from Department of Education (DepEd), Department of Agriculture (D.A.), Department of Health (DOH), Department of Social Welfare and Development (DSWD), Department of Interior and Local Government (DILG), Early Childhood Care and Development Council (ECCDC), Non-Government Organizations (NGO), League of Municipalities, as well as League of Governors and Mayors.

(5) Integrating sustainable development concerns presented in a matrix of validated preschool content, concepts, competencies, standards. The contents have been reviewed and validated by different groups. Suggestions to teachers on strategic use in the implementation of the curriculum were indicated in the recommendations.

Considering the findings presented in this study, the following recommendations were proposed:

(a) Piloting / trying-out of the newly designed preschool curriculum with integration of sustainable development is a must because the findings may spell the difference between the expected effects of the study and the actual results of the implementation;

(b) Expanding training of teachers to Teacher Education Institutions (TEIs). Teachers who will undertake this level using the preschool curriculum must be trained along the Philosophical, Psychological and Sociological dimensions required in this curriculum and is viewed within the context of environment, economy, society and culture;

(c) Integrating the active learning strategies plus technology must be included in the training of teachers and introduced before the implementation of the curriculum

(d) Monitoring and evaluating program must be developed to see the progress and effect of the use of the materials on the developmental process of the learners;

In light of the recommendations presented, the following conclusions seem justified: Research must be a continuing activity in the process of implementing the curriculum; longitudinal studies must be planned and implemented in order to ensure the effectivity of the curriculum.

B. TRAINING NEEDS ANALYSIS (TNA) OF ESD SERVICE PROVIDERS

In as much as the Decade of Education for Sustainable Development will conclude in 2014, rationalizing the development and implementation of ESD capacity building projects and activities in Southeast Asia must be undertaken.

The objective of this study is to acquire baseline information on the present levels of competencies of lifelong learning and ESD service providers / teachers and the types of ESD
materials available in organizations and schools, including higher education institutions identified as ESD service providers.

This research project is a two-pronged study where two final outputs was produced. The first output is a set of baseline information on ESD-related learning materials and ESD competencies of ESD service providers / teachers. The second output is an electronic database of lifelong learning providers in the Philippines.

Using the descriptive research design and survey method, the survey was conducted among five clusters, namely: Government agencies and institutions; Inter-agency Steering Committee on Environmental Education; Philippine Association of Tertiary Level Educational Institutions in Environmental Protection and Management (PATLEPAM); Non-Government Organizations; and the Private Sector.

The snowball sampling technique was adopted in this survey, which resulted in 81 respondents across the five clusters above-mentioned. The survey questionnaire, designed to include the nature and purpose of ESD-related programs, projects, and activities, levels of competencies, training needs, and inventory of learning materials on ESD, was validated with selected ESD experts during an Orientation Meeting. Questionnaires were sent via email, fax and snail mail. However, enumerators were also fielded to personally administer questionnaires in selected schools, higher education institutions, and government agencies and institutions.

Based on the results of the study, there must be developed capacity-building programs in two areas: Consciousness-Raising and Knowledge Generation; and Skills Proficiency Areas. Both areas require training and materials development components.

For consciousness-raising and knowledge generation areas, there are six sustainability areas and issues with low levels of knowledge: (1) Migration; (2) Urbanization; (3) Responsible consumption; (4) Indigenous knowledge; (5) Employment; and (6) Community sanitation. The respondents need assistance in developing these areas for their use in their respective institutions. The SEA-CLLSD may coordinate with some institutions which provide these areas of expertise and design a comprehensive training program for different groups in need of such knowledge.

In the case of skills proficiency areas, the following are the areas the respondent-institutions need further training: (1) Designing distance education; (2) Reorienting education curricula towards ESD; (3) Biodiversity conservation; (4) Accreditation and equivalency; (5) Media literacy; and (6) Knowledge building and management.

These skills are very important to be able to practice and maintain the sustainable development efforts that these institutions have initiated. Distance education, as well as accreditation and equivalency are needed to offer alternative modes of learning to convey sustainability issues. To be an advocate of sustainable development, one must be able to understand biodiversity conservation and how it should be practiced. Such concept may be integrated in the formal and non-formal education to reorient existing curricula towards ESD. Curriculum development with ESD concepts is a skill that needs to be fine-tuned. Likewise, media literacy and knowledge building and management skills are equally important to train institutions how to understand media and how it operates vis-à-vis sustainable development. Knowledge management is important to continue documenting best practices in ESD.
The respondent-institutions have training expertise in some sustainability areas which can be tapped to help coordinate with institutions that have materials on these areas to support training and design training programs for consciousness-raising and knowledge generation and skills proficiency areas. The top six areas identified with high levels of training expertise are as follows:

- Education towards attitude/behavior change
- Monitoring and evaluation
- Community planning and organizing
- Environmental education
- Livelihood education
- Education for social change

An electronic database, which contains the basic information of the 81 respondent-institutions was developed to allow the general public to identify with whom they can network with for training and development.

In conclusion, it was recommended that training needs analysis survey in the other Southeast Asian countries should be implemented to provide a better perspective of organizing and implementing training programs on Lifelong Learning and ESD.

C. SURVEY ON EDUCATION FINANCING OF LLSD PROGRAMS IN SOUTHEAST ASIAN COUNTRIES

Nine research experts from Brunei Darussalam, Malaysia, Timor Leste, Myanmar, Thailand, the Philippines and Vietnam participated in the study. The researchers were engaged to conduct a survey of how LLSD programs are financed in their countries to provide a platform for discussing programs, clientele and policies, as well as issues and challenges encountered. The outcomes of their survey were reported:

**Brunei** perceived that ESD learning is the right venue of behavioral transformation. Thus, their Ministry of Education (MOE) wholeheartedly supports the development and implementation of lifelong educational programs from pre-school to tertiary level.

**Malaysia** has inadequate allocation for their LLSD programs. Their government focuses on giving basic literacy skills as well as functional literacy (skill and income based) to the disadvantaged groups. Rural and Information Technology Management have also been initiated by their Ministry of Rural and Regional Development to foster commercialized agriculture and potential industry, including ICT. Several Community colleges have been set up to provide lifelong learning for all ages. Short-term courses for up-skilling and re-skilling are certificated.
Timor Leste government is committed to improve the quality of life of its citizens by reconstructing the whole education system from early childhood to tertiary education. The major ministers tasked are the Minister of Education, Secretary of State for Professional Development and Labour Market (PDLM), as well as the Secretary of State for Youth and Sport (YS). They are responsible for student’s formal education, and their youth who are out of school.

Myanmar government explained that their LLSD programs are mostly concerned with Literacy programs throughout their citizens’ entire lifetime. Continuing education, including all of the opportunities outside of the basic literacy education and primary education, is being provided.

However, several issues with regards to Non-Formal Education need to be addressed: advocacy; insufficiently trained personnel, financial difficulties, and weakness in planning, implementing, monitoring and evaluating programs.

Thailand’s lifelong learning (LL) program is under their EFA Goal 3 – expanding lifelong learning and life skills program to meet the needs of young people and adults through equitable access to appropriate learning and activities. Lifelong education is being provided by all government agencies, non-government organizations, State enterprise organizations and religious organizations. However, LL linkage with “sustainable development” goal was not mentioned.

Vietnam’s Research Center for NFE under the MOE and Training has always encouraged lifelong learning. (“We have to learn and work through our life... Learning is endless.”). Its standard of literacy is equivalent to third grade of primary school. Thus, a system of NFE has been developed and expanded at all levels from central to local regions through both Continuing Education Centers (CECs) and Community Learning Centers (CLCs). The State expenditure on education increased to around 15 percent of the total public budget, but investment allocated for lifelong learning and NFE is very limited. Extra funding is sourced from other ministries and even from both government and non-government LLSD courses.

Philippine Government’s financing LLSD programs is very necessary for these to succeed. Meantime, innovative strategies of making the budget sufficient for the LLSD needs must be tried out.

Thus, the following recommendations were presented: (1) Better coordination with other LLSD stakeholders, especially in terms of policy and program development; (2) Seek and develop partnerships with both the private sector and the local government; (3) Lessen manpower requirements by using various technologies, like radio, television, e-learning and other forms of multimedia forms, which may provide cost effective alternative learning opportunities in support of LLSD; (4) Find partners who will help in upgrading the personal and professional welfare of LLSD providers; (5) Evaluate and select quality LLSD service providers; (6) Pool together earmarked and allocated financial and other resources required for the implementation of LLSD programs, projects and activities; (7) Utilize economical but effective modes of social mobilization and promotion of LLSD; and (8) Install a monitoring and evaluation system of all LLSD programs to ensure proper financial sustainability.

In conclusion, it was proposed that an inter-agency coordinating council not only for the Philippines, but for the Southeast Asian sub-regional countries, as well, should be tasked to formulate policies, plans and programs for an integrated LLSD.
The outputs of the workshops are:

The first workshop determined: (1) the common LLSD programs in Southeast Asian countries, including China; (2) policies supporting LLSD programs; (3) clientele/target groups; (4) budget expenditures; and (5) prioritization in budget for LLSD.

The second workshop revealed the financing schemes of LLSD programs, including the weaknesses in financing approaches, the best practices, and information dissemination strategies.

The third workshop presented the successful programs that are needed for the effective implementation of financial monitoring and evaluation, including the policies needed to promote the effective use of financial resources.

The fourth workshop detailed the main factors to be considered by governments and civil societies in terms of providing and sustaining financial support. This also included the policies that need to be put in place to support and sustain financing of LLSD programs, projects and activities. The last workshops were about issues on financing LLSD in Southeast Asia, including common challenges on LLSD financing.

The workshop helped promote a stronger sense of brotherhood between the Philippines and the ASEAN countries. Given a common culture, but with their still developing economy, all efforts can meet the UNMDG by helping each other navigate faster through the remaining four and a half years of the Decade of Education for Sustainable Development.

D. INVENTORY OF GOOD PRACTICES IN EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) SERVICE PROVIDERS IN EARLY CHILDHOOD EDUCATION (ECE)

The Inventory of Good Practices in ESD Service Providers in Early Childhood Education (ECE) to dovetail with the Curriculum Mapping on ECE was undertaken with the collaboration of the Department of Education, specifically with the Bureau of Elementary Education. In anticipation of the inclusion of early childhood education, the implementation of ECE programs in the field will be under the supervision of the elementary level.

Participating schools were identified from three (3) School Divisions in Luzon, one (1) in the Visayas and three (3) School Divisions in Mindanao. Ten (10) schools from each of these School Divisions have been further identified: seven (7) from the public schools and three (3) from the private schools or a total of seventy (70) schools.

For the purpose of this research, ESD has been defined as *Education for Sustainable Development in one that develops an individual from birth throughout one’s life and through a*
participatory process aimed at the inculcation of positive values and attitudes, respect and care for the environment and contributes to the economy to sustain mankind.

The following objectives of this survey are:

1. Inventory of good practices of organizations/agencies involved in Early Childhood Education, including the focus of their programs that support the objectives of Sustainable Development, theme(s) or core programs in SD, as well as description of their programs that lead towards SD

2. Identification of action points to ensure that the goals and objectives of SD are achieved.

3. Dissemination of results of the study on good practices in ESD.

E. ADVOCACY AND SOCIAL MOBILIZATION

To achieve the objectives of quality education and lifelong learning for sustainable development, a program for Advocacy and Social Mobilization: Information, Education and Communication (ASM-IEC) was developed.

The objectives of the ASM-IEC program were to: (1) create awareness and acceptance among the agencies involved in programs and projects on lifelong learning for sustainable development; (2) generate support from the different publics in the achievement of LLSD; (3) encourage the policy makers in issuing mandates to provide program implementors legal basis for implementing programs and projects on LLSD; and (4) provide technical assistance in the development of information, education and communication materials that will encourage borderless planning and implementation of LLSD programs and projects.

To realize the above objectives, the program had the following components: (1) Generation of inputs and support; (2) Networking with Media practitioners; (3) Development of ASM-IEC Plan and Materials; and (4) Reproduction of the finalized materials and orientation of end-users – Media and Program Providers.

The draft Communication Plan was somehow adopted in the initial ASM-IEC efforts, specifically in the production of the radio plug and development of publicity plan as well as in the conceptualization and design of the initial flyer.
Education Sector’s Coordination and Support Mechanism

Alexandre SANNIKOV
Chief, Section for Institutes, Conferences and Prizes Coordination, Executive Office of the Education Sector, UNESCO HQs
OBJECTIVES OF THE SECOND MEETING OF UNESCO ED SECTOR CATEGORY II CENTRES

- Promote cooperation between ED Sector, Regional Bureaux and Field Offices, Category I Institutes, and Category II Centres;
- Consolidate ED Category II Centres’ network
- Facilitate alignment of Category II Centres’ biennial programmes with Programme and Budget for 2012-2013 (36 C/5);
- Provide forum for discussion on shared experiences and best-practices;
- Identify possible joint projects;
- Identify ways to enhance impact and visibility of Category II Centres

ON-GOING REFORMS AT HEADQUARTERS’ LEVEL

I. ED SECTOR: STRATEGIC DIRECTIONS
- make more visible efforts to promote education in the development agenda
- have concrete results in countries
- set the agenda for the future of education

ONGOING: A) DEVELOP A CLEAR AND SOUND STRATEGY

Education Sector Strategy

Communication Strategy

Partnership Strategy
ON-GOING REFORMS AT HEADQUARTERS LEVEL (CONTINUED…)

ONGOING: B) BUILD A STRONG ED TEAM

• Headquarters – implementation of DG Ivory Note/10/49
• Field Offices & Regional Bureaux
• Category I and II Institutes and Centres

NEW ED STRUCTURE AT HEADQUARTERS

ADG

EFA Global Partnership Team (EFA)

Executive Office (EO)

Units for:
- Programming, Monitoring & Coordination (PMAC)
- Finance and Budget Administration (FBA)
- Human Resources (HR)
- Institutes, Conferences and Prizes Coordination (ICP)
- Knowledge Management Services (KMS)

EFA Global Monitoring Report Team (GMR)

Division for Planning and Development of Education Systems (PDE)

Sections for:
- Sector Planning & Emergency Responses (PER)
- Sector Policy Advice & ICT (PAD)
- Teacher Policy & Development (TED)
- Secretariat of the International Teacher Task Force for EFA

Division for Basic to Higher Education and Learning (BHL)

Sections for:
- Literacy & Non-Formal education (LNF)
- Basic Education (BAS)
- Technical and Vocational Education and Training (TVE)
- Higher Education (HED)

Division of Education for Peace and Sustainable Development (PSD)

Sections of:
- Education and HIV & AIDS (HIV)
- Education for Sustainable Development (ESD)
- Education for Peace and Human Rights (PHR)

ADG

EFA Global Partnership Team (EFA)

Executive Office (EO)

Units for:
- Programming, Monitoring & Coordination (PMAC)
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- Higher Education (HED)

Division of Education for Peace and Sustainable Development (PSD)

Sections of:
- Education and HIV & AIDS (HIV)
- Education for Sustainable Development (ESD)
- Education for Peace and Human Rights (PHR)

PROPOSED DECENTRALIZED STRUCTURE

EXECUTIVE BOARD DOCUMENT 186 EX/28

The field network reform:

• Optimizes use of resources within a constrained budget
• Ensures delivery of quality service to Member States
• Composed of “two-tier” network:
  ➢ 14 multi-sectoral offices at the sub-regional level
  ➢ 15 national offices and 30 desks/project teams at the country level
• Gradual implementation over next two biennia (i.e. 2012 – 2015)
• Starting with the Africa and Arab regions
EDUCATION SECTOR’S COORDINATION AND SUPPORT MECHANISM

I. Section for Institutes, Conferences and Prizes Coordination (ED/EO/ICP) as focal point in ED Sector

II. Collaboration with Field Network
   • Focal points in Regional Bureaux and Field Office

EDUCATION SECTOR’S COORDINATION AND SUPPORT MECHANISM (CONTINUED...)

II. Inclusion in 36 C/5 (Programme and Budget document) ➔ Paragraphs 1013-1014

“The Education Sector works in close collaboration and cooperation with the seven education category 2 centres under the auspices of UNESCO: APCEIU, CIEFFA, GCYDCA, INRULED, RCEP, SEA-CLLSD, and RCECCE. These institutes/centres are valuable partners for the Organization, as they contribute to the achievements of the expected results of Major Programme I in their specific subject areas.”

ISSUES

I. Rapid development of the Category II network
   ❖ 65 recognized Cat II Institutes/Centres (as of end 2010);
      ➢ 7 coordinated by ED Sector
      ➢ 31 coordinated by Natural Science (SC) Sector
      ➢ 6 coordinated by Social and Human Sciences (SHS) Sector
      ➢ 19 coordinated by Culture (CLT) Sector
      ➢ 2 coordinated by Communication and Information (CI) Sector

II. Internal Oversight Services (IOS) Review of Category II Centres

III. New proposals for establishment of Category II Centres
   • SRI LANKA: Regional institute of Teacher Development
   • BANGLADESH: International Mother Language Institute
   • NIGERIA: transformation of existing TVE Centre of Excellence into a Category II Centre
   • JAMAICA: Centre for Educational Planning
   • BAHRAIN: (a) Regional Centre for Higher Education
      (b) Transformation of existing TVE Centre of Excellence into a Category II Centre
   • SAUDI ARABIA: general query
FOLLOW-up action

- Need to consolidate network;
- Further action needed on alignment towards Strategy for Category II Centres, especially for Agreements;
- Encourage greater collaboration with Regional Bureaux, Field Offices, and Category I Institutes in preparation of Biennial work-plans for 2012-2013
- Update factsheets;
- Increase communication in Workspace
- Appreciation for INRULED’s work as focal point of the network of Category II Centres during the past two years;
- Gratitude to APCEIU for accepting the role of focal point of the network of Category II for next two years
Regional Strategies for Cooperation with Education Category II Centers

Gwang-jo Kim
Director, UNESCO Regional Bureau for Education in Asia and Pacific and Office in Bangkok
Regional Strategies for Cooperation with Education Category II Centers

The 2nd Meeting of UNESCO Education Sector Category II Centres
30 May – 1 June 2011, Seoul, Republic of Korea

Gwang-Jo Kim
Director
UNESCO Asia and Pacific Regional Bureau for Education

Outline

I. UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok): mandate, structure and focus areas in education
II. Changing environment and its implications for education
III. Regional vision and strategies
IV. Opportunities for engagement with Category II Centers for Education

I. UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok)

Mandate and structure

1. Regional Bureau for Education serving 46 Member States and 2 Associate Members in Asia-Pacific
2. Cluster Office covering Lao PDR, Myanmar, Singapore and Thailand
3. Presence of all sectors in the Bureau: ED, SC/IOC, SHS, CLT and CI
4. 128 staff members more than 40 of whom are ED programme specialists and project assistants
Focus areas in education

- **Education for All** – reaching the un/reached
- **Beyond Basic Education** – strengthening sector-wide national capacity and providing strategic policy options
- **Sustainable Development** – forecasting emerging issues and providing a knowledge platform to analyze and discuss education responses

II. Changing environment and its implications for education

Based on the data from 2009 **Statistical Yearbook for Asia and the Pacific** (2010, United Nations)

Demographic change

**Fertility rates in East Asia Summit (EAS) Countries**
Live births per women, 1990-1995 and 2005-2010

Aging society

**Proportion of people aged 65 or older in total population**
In EAS Countries, %, 1990 and 2008
International migration

- Steady rise in international migration within Asia-Pacific region
  - AP will have 53 million int’l migrants by 2010: one quarter of all the world’s migrants

Stock of foreign population
In EAS Countries, thousands, 1990 and 2005

Structure of economy

Value added by sector, the regions of the world in 2008
% of total value added

Development of technology

- Statistically, there was in 2008 a mobile phone for every two persons in AP
  - North and Central Asia: 106 subscribers per 100
  - Pacific island developing economies: 16.8 per 100
- The number of internet users more than quadrupled between 2001 and 2008 in AP
  - 160 million (4.2 per 100) → 712 million (17.4 per 100)

Digital divide

Worldwide distribution of ICTs by national income levels
% of total value added / of total employment

Educational divide

• Numbers of out-of-school children are declining, however still 56 million children out of school by 2015

Out-of-school children

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<td>Latin America and the Caribbean</td>
<td>105 million</td>
<td>72 million</td>
<td>32 million</td>
<td>22 million</td>
<td>18 million</td>
<td>13 million</td>
<td>8 million</td>
<td>4 million</td>
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<td>East Asia and the Pacific</td>
<td>55 million</td>
<td>39 million</td>
<td>26 million</td>
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<td>Sub-Saharan Africa</td>
<td>45 million</td>
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In Pakistan, the poorest 20% of households have an education poverty incidence double the national average.

And, for girls from the poorest 20% of households, the proportion nearly triples.

Implications for education (1)

• Skills for the 21st Century
  – Workplace skills for the knowledge economy
  – Skills for endogenous development
  – Dynamic skills for environmental awareness
  – ICT skills
  – Skills for lifelong learning
  – Skills for social capital

Source: OECD, Definition and Selection of Competencies (DeSeCo) Project

Implications for education (2)

• International Assessment of Key Competency
Implications for education (3)

Continuous reform of ED and Training Sector

1. State initiatives – "Smart intervention"
   • Decentralization/school-based management
   • Management/accountability approaches
   • Professional approaches
2. Private sector engagement – "PPP"
   • Vouchers and charter schools
   • Funding-follows-the student
   • Public ranking of schools

III. Regional vision and strategies

Vision

Quality education for an inclusive, innovative and sustainable knowledge society

Strategic directions

1. Focused programme delivery
2. Monitoring and evaluation
3. Partnership and coordination
4. Resource mobilization
5. Strengthening of knowledge management and communication
1. Focused programme delivery
   - EFA: reaching the unreached and monitoring the region’s progress toward EFA
   - Strengthening sector-wide national capacity development and: strategic policy options and benchmarking beyond EFA (SE, HED, TVET, Literacy)
   - Forecast emerging issues and challenges related to sustainable development and provide a knowledge platform to analyze and discuss education responses

2. Monitoring and evaluation
   - Integrate evaluations into programme management cycle
   - Provide technical backstopping
   - Continuous improvement of quality of work plans, monitoring and reporting
   - Peer review across thematic areas

3. Partnership and coordination
   - Coordination with external partners in support of South-South and North cooperation
   - Support to Member States in achieving internationally-agreed development goals, including MDGs
   - Cooperation with regional and sub-regional entities, institutes and centres (ASEAN, SEAMEO, APCEIU, INRULED, ...)

4. Resource mobilization
   - Pooling of resources with field offices and maximizing use of field office network
   - Identifying corporate donors
   - Secondment of experts
   - Technical assistance through North-South-South cooperation
5. Knowledge management and communication

- To collate and disseminate best practices
- To enhance the visibility of the Organization
- To better serve the Member States in the Asia-Pacific region

IV. Opportunities for engagement with Education Category II Centers

Opportunities for engagement (1)

- Joint programme design and delivery
  - e.g. Climate Change, ESD, peace and HR education
- Analytic work
  - e.g. “migration and education”
- Capacity building
  - training
  - short-term deployment/exchange of staff

Opportunities for engagement (2)

- Joint fundraising
  - with UNESCO field offices, Category I Institutes and other Category 2 Centers
  - coordination with regional and sub-regional entities such as SEAMEO, ASEAN and other external partners in support of South-South and North cooperation
Photos
Opening Ceremony
Presentations

The 2nd Meeting of UNESCO Education Sector Category II Centres

Work of the Network (2009-2010)

1. Information Sharing and Exchange:
The network has compiled two issues of e-newsletter
- Been circulated to all ECD colleagues as well as the permanent delegations and UNESCO field offices
- Has enhanced the visibility of the category II Centres

2. Centres collaboration:
- Training of African women in the empowerment of rural girls and women in the People’s Republic of China organized by AIU / CIEFA and INRIED

3. In line with the MLA of Education Sector UNESCO, various projects have been conducted by the centers
Welcoming Reception
Visit to APCEIU