

**UNECSO Education Sector Meeting with
the Directors of Five Category 2 Centers**

Beijing Normal University

Beijing, China, 5 – 7 May 2009

FINAL REPORT

Beijing, June 2009

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**Mr. Alexandre Sannikov, Chief, Liaison of Institutes, Field Offices
and External Partners, UNESCO**

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I. Preamble

The Directors of the 5 Category 2 Centers attached to UNESCO Education Sector, namely the Asia-Pacific Centre of Education for International Understanding (APCEIU) in the Republic of Korea, the International Centre for Girls' and Women's Education in Africa of the African Union (AU/CIEFFA) in Burkina Faso, the Guidance, Counseling and Youth Development Centre for Africa (GCYDCA) in Malawi, the Regional Centre for Educational Planning (RCEP) in the United Arab Emirates, and the International Research and Training Center for Rural Education (INRULED) in China, assembled in Beijing, China, 5--7 May 2009, to discuss the future collaboration strategy for the Category 2 Centers with the presence of the UNESCO Assistant Director-General for Education and other UNESCO colleagues from Headquarters, Bangkok Regional Bureau and Beijing Office.

The meeting was the first ever event organized by UNESCO, supported by UNESCO's official partner in China, the Chinese National Commission for UNESCO, in promoting its category 2 centers to contribute to UNESCO central mission and programme priorities. As "a historical milestone for UNESCO and the Category 2 Centers", the meeting provided an opportunity for sharing information on institutional achievements, lessons and challenges, and for development of future strategies in enhancing their contributions to UNESCO goals and Mid-Term Programme.

Addressing the opening session, chaired by Mr. Abhimanyu Singh, Director, UNESCO Beijing Office, were Mr. Alexandre Sannikov, Chief, Liaison of Institutes, Field Offices and External Partners, UNESCO Education Sector; Prof. Dong Qi, Vice President, Beijing Normal University; Ms. Zhu Xiaoman, Director, INRULED; and Mr. Zhang Xinsheng, former Vice Minister of Education, Chairman of the Chinese National Commission for UNESCO, and former Chairman of UNESCO Executive Board, who opened the meeting.

The UNESCO Integrated Comprehensive Strategy for category 2 centers (181 EX/FA/PX/DR.6 Rev.), which was just adopted by the 181st Session of the Executive Board and recommended for approval of the 35th Session of the General Conference, was introduced by Mr. Alexandre Sannikov from UNESCO HQs.

Mr. Nicholas Burnett, UNESCO Assistant Director-General for Education, addressed the meeting. In referring to the global financial crisis resulting in the cuts of spending on education in many countries, he emphasized the need to maintain and increase spending on education as a human right and to get out of the recession and help the subsequent growth. He pointed to the lack of monitor of education development and the lack of mechanism for monitoring as 'the biggest problem', and called for actions on the education of the disadvantaged,

the capacity-building of educational staff including millions of teachers, and the improved skills for the unemployed.

The Assistant Director-General elaborated on directions and strategies of UNESCO programmes with a limited budget, and stressed areas for improvement, including programme content (literacy; teachers; technical expertise; and alignment with C5 budget document. As for the Category 2 Centers, he advised on the need to enhance institutional technical expertise for better contribution to UNESCO goals and programme priorities.

Mr. Gwang-Jo Kim, Director, UNESCO Bangkok Office, addressed the meeting on “Challenges and opportunities for UNESCO’s education programme in Asia and the Pacific”, as three of the five Category 2 Centers are located in the region. In referring to progress in Education for All (EFA) as presented in Global Monitoring Report 2009, he focused on four key issues and areas: global inequalities due to global wealth divide and wealth gap; teacher shortage and teacher quality; financing; and aid and governance. He elaborated on major challenges to education in the Asia-Pacific region, including: a)providing better quality education; b)framing literacy in the framework of lifelong learning; c)finding the best mix of academic and vocational programmes and developing path ways to higher education through secondary education; d)strengthening the development of higher education, creating better quality assurance and diversifying the types of higher education institutions, with better quality assurance; e)developing a relevant national ICT, making it more accessible and affordable; f)building capacity for ESD leadership and programming; and g)finding proper mix between public and private financing and between centralized and decentralized system of governance.

As to the needed response to the challenges, Mr.Kim proposed his visions on lines of Education for All; Education for ESD; research and development of innovations on emerging educational issues; modalities for intervention; evidence-based policy advice and advocacy; monitoring and evaluation of educational systems; strengthening regional networks on themes; and improving teacher education. The regional Director expressed strong support to Category 2 Centers and offered to designate regional “focal points” at Asia-Pacific Bureau for Education for related Category 2 Centers.

The deliberations of the meeting was made in light of UNESCO draft integrated comprehensive strategy for UNESCO category 2 centers (181 EX/FA/PX/DR.6 Rev.), which includes the following considerations:

- 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, subregional, 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;
 - 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.

In their presentations on “Institutional Introduction”, the Directors of the five UNESCO Category 2 Centers shared with each other and other participants on the Center’s a) brief histories; b) achievements and key challenges; c) the role of the host government and National Commission for UNESCO; d) approaches to programmes planning and financing, and e) working with other partners in host countries and in the region.

The Directors focused their discussions on institutional achievements made, lessons learned and challenges to face. They deliberated on follow-up actions in light of UNESCO Education Sector’s priorities and programmes.

In light of UNESCO priorities and strategies of next Mid-term Programme and insightful professional inputs of Assistant Director-General, Mr. Nicholas Burnett, and Director of UNESCO Bangkok Office, Mr. Gwang-Jo Kim, the participants of the Meeting had serious discussion on how to build a strong network and enhance cooperation in better contributing to UNESCO mission and porgramme actions in the respective areas of the Centers’ comparative advantages and strengths. Perspectives and proposals were made as to how to strengthen effective collaboration among Category 2 Centers and between Category 2 Centers and UNESCO, and how to enhance effective between the Centers and UNESCO and among the Centers, how to evaluate work of Category 2 Centers, and how to further improve effectiveness of the Centers’ action-oriented results-based programmes/projects in light of the draft Integrated Comprehensive Strategy for Institutes and Centers under the auspices of UNESCO.

All participants were invited to attend a “Public Forum on Ensuring Equality in Education: Challenges and Responsibilities”, which was organized by Chinese authority and addressed by UNESCO Assistant Director-General for Education.

Grateful acknowledgement was made by all the participants to UNESCO (HQs, UNESCO Beijing Office, UNESCO Bangkok Office), the Chinese National Commission for UNESCO, the hosting institution which is Beijing Normal University, and INRULED for the successful organization of the meeting of Category 2 Centers to deliberate strategies in achieving UNESCO's programme priorities. Appreciative thanks were also conveyed by all meeting participants to Mr. Nicholas Burnett, UNESCO Assistant-General for Education; Mr. Alexandre Sannikov as Chief of Liaison of Institutes, Field Offices and External Partners, and Ms. Xuesong Shen as programme officer also from the Liaison, UNESCO Education Sector; Mr. Gwang-Jo Kim, Director, UNESCO Bangkok Office; Mr. Abhimanyu Singh, Director, UNESCO Beijing Office and Mr. Min Bista, Education Programme Specialist, UNESCO Beijing Office, for their substantive intervention and professional reorientation of and strong support to the category 2 Centers.

II. Objectives of the Meeting Achieved

The following objectives, set for the Meeting, were successfully achieved:

1. To establish a common understanding of the Integrated Comprehensive Strategy for Institutions and Centers under the auspices of UNESCO (Category 2);
2. To develop a better comprehension of the comparative advantages and challenges of the 5 Category 2 Centers attached to Education Sector; and
3. To develop a comprehensive collaboration strategy aimed at maximizing institutional strengths in line with the UNESCO's priority areas.

III. Institutional Achievements of the Category 2 Centers

Two sessions of the meeting were devoted to presentations by directors of the five category 2 centers to exchange information on institutional achievements. Amongst all operations, key results have been achieved by the five category 2 centers in promoting policy dialogues, capacity building/training, research, information services, and networking and partnership. Based on presentations at the meeting, the following gives a snapshot of what has been achieved (with the hosting category 2 center, INRULED in China, followed by other four centers listed in alphabetic orders):

1. INRULED

INRULED was jointly founded by the Chinese Government and UNESCO in 1994, based on a Memorandum of Understanding. The MOU was renewed by Chinese Minister of Education, Mr. Zhou Ji, and UNESCO Director-General, Mr. Koichi Matsuura in 2003. With strong support from UNESCO HQs through UNESCO Beijing and Bangkok Offices, as well as the Chinese Government by way of the

National Commission for UNESCO, INRULED has been able to plan and implement projects/activities in accordance with UNESCO programme priorities, especially in EFA for sustainable rural development. Since its inception the Center had been located in Baoding, Hebei Province, and, for more effective functioning it was re-located to Beijing Normal University in 2008. At its 10th anniversary, UNESCO Director-General sent message highly commending INRULED as ‘a good example of South-South cooperation’.

Policy dialogue

Through nearly 100 international/regional conferences/seminars/forums and dissemination of its publications, INRULED has been facilitating policy dialogue on EFA in rural areas, rural education for poverty alleviation and rural development, technical-vocational education and skills development, rural-urban migrants and education of their children, teacher education for quality in EFA, etc.

Research

Comparative and inter-national studies have been made a key component of the Center’s programmes and a solid foundation for informed research-based policy-making in education for rural development. By 2008, 62 comparative studies and research projects have been organized to cover literacy and post-literacy education, rural adult and vocational education, women and girls education, education for poverty reduction, agricultural higher education for rural development, use of ICT for rural education, rural human resources development and so on.

Capacity building/training

Over sixty training workshops have been conducted on various themes, including vocational-technical education and skill development, literacy for poverty reduction and income generation, life skills, application of ICT in education for rural development, and teacher professional development for quality education. Three of the workshops were organized exclusively for African women educators and development officers, and policy-makers of education and rural development, with financial support from the Ministry of Commerce, China.

The Center has been also a member of Consortium of APPEAL (Asia-Pacific Programme of Education for All, UNESCO Bangkok). INRULED has also been an implementing agency of China’s donation to support teacher training for EFA in Africa, in partnership with IICBA (International Institute for Capacity Building in Africa).

Scholarships and fellowships have been offered to contribute to capacity building of young professionals and institutions engaged in education for rural development in developing countries.

Information services

- Three different on-line databases have been made available, namely, Institutions and experts database, literature on rural education database, and conferences, workshops and seminars database.
- Library with more than 3000 books, VCD and DVD.
- Journals, newsletters, websites used for information sharing of good practices on programmes
- published and disseminated a number of publications
- Website: www.inruled.org.

Networking and partnership

By the end of 2008 INRULED has sponsored and organized 98 international conferences, workshops, seminars, forums and symposiums, involving more than 1300 international participants from 85 countries and 18 international organizations, NGOs, and IGOs. INRULED has also been an active participating agency in FAO-UNESCO jointly launched EFA flagship programme on 'Educating Rural People' .

2. APCEIU

Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO was established in 2000, International Year for a Culture of Peace, by the agreement between the Government of Republic of Korea and UNESCO. As a Category II organization, APCEIU is mandated to promote EIU towards a Culture of Peace in the region in collaboration with governments, National Commissions for UNESCO, academia and civil society of UNESCO Member States in Asia and the Pacific region.

Research/Policy Dialogue

In order to elevate the capacity of expert research within the region on the social needs, development levels and operating systems in planning and implementing a broad range of practices in EIU, APCEIU conducted seven (7) International Symposium on a Culture of Peace (01-07) and five (5) Sub-regional Consultation Meetings (06-08) for the Development of EIU Policy with 118 participants.

Three volumes of academic journal 'Journal of EIU,' eleven (11) EIU Best Practices Monographs, four (4) research books on multicultural education were published as results of research projects.

Capacity Building/Training

Eight (8) Asia-Pacific Training Workshop on EIU and fifty (50) sub-regional and national workshops and forums were held. Along with the training workshops six (8) experts workshops and twenty (20) advisory meetings were held. More than 3200 education experts, teachers, teacher educators and government officials from the region revisited EIU in the development of educational policy, curriculum and learning/teaching materials.

Information Services

For the distribution of information on EIU, more than forty (40) learning materials, story books and multimedia resources were published in English, Korean, Chinese, Persian, Japanese, and Vietnamese with the cooperation from various partners in the region. English magazine SangSaeng and E-Newsletter are

periodic publications that are also available at APCEIU's website www.unescoapceiu.org. Four on-line database Asia Photo Archives, Asia Music Archives, E-learning site 'Life and Culture of Asia', and the database for activity reports are also available.

Networking and Partnership

To enhance networking among Member States and UNESCO Field Offices towards effective programme implementation and policy-oriented approach, APCEIU has been actively participating in relevant meetings and workshops including UNESCO General Conference, APEID International Conference, SEAMEO Centre Directors Meeting, Asia-Pacific Deans of Education Forum, trainings organized by civil society and various meetings related to ESD, EFA and Peace Education. APCEIU has signed 31 MOU with partners in the field of research, teacher training and information sharing.

3. CIEFFA

Policy dialogue

- Launching of the EFA 2003-2004 Report in April 2004
- Visit of the Director General of UNESCO to CIEFFA on 08 March 2003, from where he addressed on the occasion of International Women's Day his message to the world
- Documentary and ITC exhibition of the United Nations system in Ouagadougou in October 2004

Capacity building/training :

* Gender issues in education and training are central to CIEFFA's activities. The Center has been promoting girls' and women's education, training and empowerment (Africa).

- Workshop held on « Gender, education, development and progress of African societies » whose proceedings were published (March 2003) ;
- A training course in Information and Communication Technologies (ICT) for the benefit of EFA gender focal points of the member countries of the Economic Community of West African States (ECOWAS) (October 2002).
- Training 14 young girls from Lycée Philippe Zinda Kaboré (Ouaadouou, BURKINA FASO) on the use of multimedia resources, in partnership with WORD LINKS (2003, 2004)
- CIEFFA/FAWE national workshop on « What technical, material and financial support strategy for an adequate response to the demand caused by the advocacy for girls' education? » (January 2007, Ouagadougou)
- Sub-regional seminar on parity in education/ training for an appropriation of the guide produced on the issue of « parity enrolment in education» (January 2007, Ouagadougou)-
- Validation workshop of the practical guide on « gender and human rights in education systems » (September 2007, Bamako), with the financial contribution of the Economic Commission for Africa/African Centre for gender and social development (ECA/ACGSD)
- Awareness-raisin workshop the fight against HIV / AIDS in environment in the ECCAS member States (November 2005)

- Gender and leadership training for the benefit of 30 women in executive positions in the Ministries of Education, Finance, and the Promotion of Women, in Cameroon (May 2007) ; in Gabon (September 2007).

Networking and partnership

Efforts were made in promoting youth development and participation e.g. youth forums

4. GCYDCA

The Guidance, Counseling and Youth Development Centre for Africa (GCYDCA) have made a number of significant achievements.

Policy dialogue:

The Centre is guided by a legal framework that has been developed and signed by member countries and this offers a framework for policy implementation across various institutional components.

There has also been an open sharing on best practices with member countries by way of exposing country policy documents on Guidance and Counseling and related programmes.

Capacity building/Training

- Certificate course in Guidance and counseling
- Diploma course in Guidance and Counseling
- There are 12 short term training programmes already done since 2006
- Training Modules in print and e-learning format have been developed
- Certificate Programme in Guidance, Counseling and Youth Development has been developed and training has been conducted for member countries
- Diploma Programme in Guidance, Counseling and Youth Development programme has been developed and training has been conducted
- Short-term training for Trainers of Trainers has been conducted in:
 - Peer Education, Mental Health, HIV and AIDS, Classroom Connections and Entrepreneurship education, Girls in Science,

Research:

Networking with Universities and professional associations in research work is an ongoing process with various respective member countries across various areas of Guidance and Counseling and youth development.

Information services:

The Centre has ongoing information flow with member countries, international organizations, development partners and related sister organizations through journals, e-learning and generic communication systems.

Networking and partnership:

The Centre plans to conduct one regional conference for all practitioners and one for youth in the member states. There is support to attend international seminars and conferences in other countries e.g. SADC conducted an international seminar in Gaborone, Botswana in 2008.

5. RCEP

RECEP was officially inaugurated in November 2007, with a Vision and Mission “to be a Pioneer Centre that extends the excellent training services necessary in building the Capacity of the Regional Educational Leadership in Educational Planning , Management and leadership. Its programmes have focused on Training, Knowledge dissemination, Research and Studies and Consultation.

Policy dialogue

Appropriate support was extended to the Ministries Of Ed. (MOE) in the RCEP Member states to develop their education systems and improve their capacities in the realms of Educational Planning, Management & Leadership.

Research

RCEP in coordination with IIEP & Beirut Office are planning to establish both the Arab research Network and the Arab Planners Network, in the coming few months.

Capacity building/training

Relevant training and consultancy services have been provided in the areas of Educational Planning, Management, Policy and leadership. Training was organized for the pedagogical staff in all levels (senior, middle and junior) in Educational Planning Management, Policy & Leadership. Consultation and technical assistance were extended to Member States (MOES) in urgent priority areas such as ‘Activation of training, with application of modern approaches’ and ‘Application of distance learning methods in training purposes’. In cooperation between RCEP, IIEP & Beirut Office, RCEP hosted the UNESCO staff training course (July 2008).

Information services

The Center has been promoting dissemination of Educational Knowledge , Management & Educational Planning current issues.

Networking and partnership

RCEP has formed linkages with ALESCO and ISESCO, together with all these other organizations of the Higher Education Institutes and Universities in the region. Some research network is planned.

IV. Outputs and Outcomes

Directors of the five category 2 centers attached to UNESCO Education Sector, presented respective institutional achievements, common lessons to learn and challenges to face. Participants discussed such key issues as what might be the solutions to the problems encountered; how the work of Category 2 Centers should be evaluated; how to plan Centers' work along the lines of UNESCO Education priorities; how to link the work of Category 2 Centers with UNESCO Education sector's priorities and programme; etc.

Heated discussions were made on how to build up a strong network and enhance cooperation, with focus on such major issues as ways to strengthen the collaboration among Category 2 Centers; ways to enhance effective collaboration between Category 2 centers and UNESCO HQs/field offices; ways by which UNESCO could assist Category 2 Centers' work; ways to enhance effective communication between Category 2 centers and UNESCO and among Category 2 centers; ways to report the Centers' work to the HQs, Field offices and the world outside UNESCO, etc.

The fruitful deliberations by the five category 2 centers led to major outputs and outcomes as expected, which include the following:

1. A clear and common understanding of the Integrated Comprehensive Strategy for category institutes and centers under the auspice of UNESCO, achieved through the introduction and clarification by UNESCO Section Chief of Liaison of Institutes, Field Offices and External Partners and participants' discussions;
2. A better comprehension facilitated of the comparative advantage of the five category 2 centers and their challenges in respected areas;
3. Potential areas of collaboration among the Centers identified within the framework of South-South Cooperation;
4. Ways to further strengthening the capacities of the Centers explored and a consensus reached;
5. Ways to promote better collaboration and cooperation between UNESCO HQs/field offices and the Centers
6. Category 2 Centers' visibility increased and collaboration among the Centers and between them and UNESCO improved through networking and fundraising strategies development.

V. Common Challenges

The following were identified as common challenges faced by the category 2 centers:.

1. Legal identity and recognition

To be fully recognized and operate effectively in the hosting countries, the category 2 centers need be officially registered in accordance with laws and regulations in the host country, and yet some centers, founded through UNESCO procedures, have had difficulty in establishing their legal identity in the host countries. On the UNESCO side, due to their status of 'association with UNESCO' but outside the Organization, the category 2 centers have been well-informed of UNESCO mid-term, biennium and annual programmes, and their roles and contributions to UNESCO goals have not been made known to UNESCO and its member States.

2. Communication

There has been uncoordinated information management between the field offices (multi-country bureaus/clusters, Regional bureaus) and the UNESCO operational centre, the Headquarters, as well as unsystematic coordination amongst Category 2 Centers.

3. Resource mobilization

As category 2 centers are usually not included in the 'implementing agencies' responsible for 'Main Line of Actions', by which UNESCO budgetary resources are allocated, most category 2 centers have not been getting involved in the 'mainstream' of programme planning and implementation, and have therefore had difficulty in securing UNESCO financial support in most cases. In some cases, the centers have been largely dependent on unstable financial support from government of the host country; in others, due to lack of budgetary allocation there have been problems in running costs and programme implementation. Participants agree that resources have to be mobilized from diversified sources through effective fundraising strategies and improved institutional capacities in needs-based and results-oriented project planning and implementation.

4. Sustainability

Ever changing boards of governors and lack of continuation in some cases have led to much time wasted and resources spent on orientation of new board members.

5. Programme delivery

Lack of funds and limited opportunities of sharing best practices amongst Category 2 Centers have negatively affected the quality of programme delivery.

6. Staff Development

In order to ensure quality programme implementation and institutional capacity building, staff development for planning, research, networking and fund-raising is highly requested. Category 2 Centers should be provided with opportunities for trainings and participation at UNESCO's meetings especially at the regional level.

VI. Recommendations to UNECISO and Host Countries

The Directors of the 5 Category 2 Centers attached to UNESCO Education Sector, namely the Asia-Pacific Centre of Education for International Understanding (APCEIU) in the Republic of Korea, the International Centre for Girls' and Women's Education in Africa of the African Union (AU/CIEFFA) in Burkina Faso, the Guidance, Counseling and Youth Development Centre for Africa (GCYDCA) in Malawi, the Regional Centre for Educational Planning (RCEP) in the United Arab Emirates, and the International Research and Training Center for Rural Education (INRULED) in China, assembled in Beijing, China, on 5 to 7 May 2009 to discuss the future collaboration strategy for thee Category 2 Centers with the presence of the UNESCO ADG for Education,

Having deliberated on key issues aimed at strengthening and maximizing our output and contribution towards quality education:

The category 2 institutes and centers state their common desire to strengthen our own capacity as members of UNESCO Family in achieving UNESCO's missions by means of strong partnership and joint collaboration activities. We will work with the Member States, the field offices, the international community, the civil society and the private sector to increase the visibility and impact of UNESCO in our respective countries and regions.

The participating centers agree that closer cooperation is needed among ourselves to utilize our resources more effectively to achieve successful alignment with UNESCO visions and Education Programme priorities for sustainable development.

Recalling the 33 C/5 Resolution 90, 34 C/5 Resolution 90,

Further recalling the Draft Integrated Comprehensive Strategy for Institutes and Centers under the auspices of UNESCO (Category 2) (181 EX/66. Add) adopted by the 181st Session of the Executive Board in 2009,

Recognizing that education plays an important role in achieving sustainable

development worldwide and it can only be reached through various thematic approaches including rural education, international understanding, youth development, education for all especially for girls and women.,

Participants in the meeting made unanimous recommendations to UNESCO, to the hosting Member States and to the Centers themselves in the following lines:

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 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 programme priorities in light of UNESCO 35C/5 strategies and programme 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. Programme 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 programmes, APEID/APPEAL, APNIEVE, etc.
8. UNESCO Education Intranet 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 programme 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 by circulating the pertinent information and informing Category 2 Centers the financial procedure related;**
- 12. 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.**

Annexes

Annex I .

Provisional Agenda

Tuesday, 5 May

- 9:00-9:30 Chair: Mr. Abhimanyu Singh, Director, UNESCO Beijing Office
- Opening Remarks by Mr. Alexandre Sannikov, Chief, Liaison of Institutes, Field Offices and External Partners, Education Sector, UNESCO
 - Opening Remarks by Ms. Zhu Xiaoman, Director, INRULED
 - Opening Remarks from Chinese Commission for UNESCO
 - Opening Remarks from Beijing Normal University
- Introduction by the participants and the adoption of the provisional agenda
- 9:30-10:00 Introduction to the draft Integrated Comprehensive Strategy for Institutes and Centers under the auspices of UNESCO (Category 2) and its development
- Mr. Alexandre Sannikov, Chief, Liaison of Institutes, Field Offices and External Partners, Education Sector, UNESCO
- 10:00-10:30 A Group picture and coffee break
- 10:30-12:30 Chair: Mr. Alexandre Sannikov, UNESCO
- Institution Introduction (30 minutes each, followed by Q and A)
- brief history of the Centre;
 - what has been achieved and key challenges remain;
 - what's the role of the host government and the National Commission for UNESCO;
 - how are the activities/programmes planned and financed;
 - working with other partners in host countries and in the region; etc.
- INRULED by Ms. Zhu Xiaoman
 - RCEP by Ms. Mara Hill
- 12:30-14:00 Lunch

Afternoon	Chair: Ms. Mara Hill, Director, RCEP
14:00-17:00	Institution Introduction (continued) <ul style="list-style-type: none"> - APCEIU by Mr. Lee Suenghwan - CIEFFA by Ms. Aminata Elisabeth OUEDRAOGO - GCYDCA by Mr. Kenneth Hamwaka
17:00-18:00	Discussion
20:00	Dinner hosted by BNU/Chinese Commission for UNESCO

Wednesday, 6 May

Morning	Chair: Mr. Kenneth Hamwaka, Director, GCYDCA
9:00-10:00	Address by Mr. Nicholas Burnett, UNESCO Assistant Director-General for Education Followed by Q and A
10:00-13:00	Discussion on institutional achievement, lessons and challenges <ul style="list-style-type: none"> - what are the common lessons to learn and challenges to face; - what might be the solutions; - evaluation of the work of Category 2 Centers and the follow-up actions; - how to plan Centers' work along the lines of UNESCO Education priorities; - how to link the work of Category 2 Centers with ED's priorities and programme; etc.
11:00-11:15	Coffee break
13:00-14:30	Lunch
15:00-16:00	Visit INRULED
16:00-19:00	Short tour of Beijing
19:00	Watch Show in National Theatre /Beijing sightseeing and Dinner

Thursday, 7 May

Chair: Mr. Lee Suenghwan, Director, APCEIU

9:00-9:30 Challenges and opportunities for UNESCO's education programme in Asia and the Pacific
- Mr. Gwang-Jo Kim, Director, UNESCO Bangkok Office

9:30-11:00 Discussion on how to build up a strong network and enhance cooperation

- how to strengthen the collaboration among Category 2 Centers;
- how to enhance effective collaboration between Category 2 centers and UNESCO HQs/field offices (linkage to Intersectoral Platforms etc);
- how UNESCO could assist Category 2 Centers' work;
- how to enhance effective communication between Category 2 centers and UNESCO and among Category 2 centers;
- how to report the Centers' work to the HQs, Field offices and the world outside UNESCO;
- what should be the elements in the Education Sector's comprehensive strategy for Category 2 centers; etc.

11:00-11:15 Coffee break

Chair: Ms. Zhu Xiaoman, Director, INRULED

11:15-12:00 Closing session: conclusions and recommendations
- The way forward
Closing remarks

12:00-14:00 Lunch

14:00- 17:30 Public Forum on Ensuring Equality in Education
— Challenge and Responsibilities
(organized by Chinese authority. ADG/ED will address the Forum. All participants are invited to attend.)

20:00 Dinner hosted by INRULED

Friday, 8 May

Delegates departure

Annex II.

Welcome and Opening Remarks

Opening remarks by Mr. Alexandre Sannikov Chief, Liaison of Institutes, Field Offices and External Partners, UNESCO

Mr Chairperson,
Distinguished Directors of the Centres and your colleagues,
Mr Chairman of the Chinese National Commission for UNESCO,
Mr Rector of the Beijing Normal University,
Ladies and Gentlemen,

It is my great pleasure to welcome, on behalf of UNESCO, the participants of this first meeting of Directors of five Centres under the auspices of UNESCO which are attached to the Education Sector.

I would like to thank you all for finding the opportunity to attend this meeting.

Category 2 Centres are a new modality in UNESCO which does not have any precedence in the UN System. These Institutes and Centres make an important contribution to the achievement of UNESCO's strategic objectives in the areas of the competence of the Organization.

In recent years, the number of Category 2 Centres and Institutes significantly increased showing the great interest and commitment of Member-States to contribute to the work of the Organization through this new mechanism.

The UNESCO General Conference at its 33rd session adopted the Overall Strategy for Category 1 and Category 2 Institutes and Centres and at its 34th session proposed to elaborate a Comprehensive Strategy for Category 2 Centres. The Executive Board of UNESCO considered this issue at its 180th session and only a week ago at its 181st session and made appropriate recommendations to the General Conference for the adoption of this Strategy.

The Strategy would help to address many important issues and help to ensure that this unique network is managed in a coherent and systematic way.

The Education Sector, proposing the organization of this meeting, aimed at providing the opportunity to the five Centres to present themselves and to share the experiences as well as to discuss all issues linked with the implementation of the Comprehensive Strategy, the integration of the Centres into UNESCO's Education Programme, strengthening the collaboration between the Centres, and the preparation of a specific Education Sector Strategy for Category 2 Centres attached to the Sector. It is also a valuable opportunity to conduct an open dialogue between UNESCO Headquarters/Field Offices and the Centers.

The Education Sector considers this meeting as a very important event in strengthening cooperation with your Centres.

Preparing for this meeting, we have also conducted our internal consultations among the colleagues in UNESCO. Colleagues from Headquarters, Regional Bureaus and Field Offices have contributed their thoughts on the theme. Colleagues from Regional Bureaus and Field Offices have also been invited to participate in this meeting. Due to other commitments, not all of them could make it.

In this connection, I would like to thank personally Mr. A. Singh, Director of UNESCO, Beijing Office, Chair of this session, for joining us and for all the assistance provided by him and his colleagues in organizing this meeting. I would like to thank also Mr. Gwang-Jo Kim, Director of UNESCO Bangkok Office who will also join our meeting.

I'm delighted to confirm that Mr. Nicholas Burnett, Assistant Director-General for Education will be with us tomorrow confirming by his personal attendance the importance he attaches to the cooperation with your Centers.

I would like to thank you all Directors of the Centres and their colleagues for contributing actively to the preparation of this meeting.

I would also like to particularly thank our Chinese colleagues from INRULED and personally Ms Zhu Xiaoman, Director of INRULED, the Chinese National Commission for UNESCO and the Beijing Normal University for hosting this meeting and providing invaluable support and assistance in its organization.

In concluding, I would like to express my conviction that we will seize all the opportunities provided by this meeting to expand the cooperation between your Centres and the Education Sector, UNESCO in general, as well as cooperation among the Centres.

I wish us all interesting and productive discussions.

Thank you.

Welcome Remarks

Prof. Zhu Xiaoman, Director, INRULED

Good morning, all distinguished guests,

In Beijing's beautiful Spring-Summer, on behalf of INRULED, I welcome you to the UNESCO Education Sector Meeting with Directors of the Five Category II Centers co-organized by UNESCO, the Chinese National Commission for UNESCO, and INRULED. The UNESCO Category 2 Centers is a kind of new cooperation which does not have any precedent in the United Nations system, it is an invaluable resource of UNESCO. We understand that the UNESCO HQs expected the category II centers to play a supplement and outspread role in the implementation of UNESCO's programmes. The subjects of this meeting are very important.

After the discussion, it is supported that a new strategy of the category II centers attached to the education sector will come out. This is the first time of this kind of meeting, it is important for UNESCO to develop its new strategy, moreover, it will help our five centers to find the way to confirm our views, to establish the rules and agreement and to develop ourselves with practical operations. We appreciate all of you to find the possibility to make this meeting a reality which is particularly important for the newly relocated INRULED. Our five directors will take this opportunity to share our experience, make friends. Each of us has committed ourselves to our own education field, our meeting and discussion will contribute to our collaboration and our common effort for UNESCO's education programme. UNESCO's mission is lofty, it's our honor to work for UNESCO. There are only five category II centers attached to education sector, we recognize the importance of our centers. I believe that we will fulfill the outcomes of this meeting by the devotion of our commitment and intelligence.

It's our great pleasure to host this meeting, we will try our best to serve the meeting, to help all of you to have an efficient work and pleasant relaxing. Finally, I wish all of you a great stay in Beijing and a nice memory of China.

Opening Remarks

Mr. Zhang Xinsheng
Former Vice Minister of Education, China, Chairman of the
Chinese National Commission for UNESCO, and
Chairman of INRULED Governing Board

Good morning, all distinguished guests, especially Mr. Sannikov and other programme officers from UNESCO Headquarters, Mr. Singh from UNESCO Beijing Office, programme officers from UNESCO Bangkok Office, and directors and colleagues from those five educational category 2 centers,

Let me get myself familiar with your category 2 Centers. This is the first time that the category 2 centers are jointly organized by UNESCO Headquarters and also by INRULED to have this kind of meeting, so I think this is something very significant. We thank you for all your commitment to this meeting to get together in Beijing, China, to get together to study these category 2 institutions and to deliberate on renewed strategies in better contributing to UNESCO programme priorities and responding to current world situation, especially the situation of global financial crisis and also climate change.

During this difficult time, education is the foundation and also a determining factor of the future; it is of essential significance. Just now, Mr. Singh and Mr. Sannikov already gave very important remarks regarding this network and this mechanism of the category 2 centers. They also stressed the integrated comprehensive strategy, and advised us on how can we handle that in our education arenas and also how we can proceed from our own context, our reality, and particularly from the present world situation.

The reason I stress this is because even though we are all category 2 institutions, nevertheless, from the context in Asia, the context in Arabic and the context in Africa there are also some differences, let alone each countries. So how can we bring the roles of category 2 centers into full play, and to really make our centers a very useful network system and to deliver UNESCO's mission and UNESCO Education Strategy, especially EFA, and besides that, also vocational education, peace education, teacher education, girls education, and education for sustainable development. Therefore it is a multi-faceted challenge for all of us.

I'd like to say a few words regarding the advantage of the category 2 centers.

No. 1 advantage is that it can raise the visibility of UNESCO in each region and each country; No. 2 advantage is that it can really help to deliver the major mission, the global strategy and also the major programme of the education led by UNESCO, so the delivery at the country level and regional level, the category 2 centers really have a unique role to play; and No. 3 advantage is that a category 2 center implies a combination of two strengths: the strength of UNESCO and also the strength at regional and country level, because each country has committed to contribute its resources for these category 2

institutions, and committed to UNESCO's missions, principle, to the major strategy and also to the category 2 system and how to operate these category 2 centers.

Since the category 2 centers bear UNESCO's brand name, based on UNESCO's standard, principle, operation procedure, and meanwhile adapted to the local and regional situation, all those mentioned above are really the advantages for category 2 centers; meanwhile they imply major challenges to us. We know that even though we are five different category 2 institutions, we all share one name, 'UNESCO category 2 centers'; we do not say they are 'China category 2 institutions', neither 'Korean category 2 institutions', it's all UNESCO Category 2 institutions. So in economic term, it's a kind of franchise to my understanding, we share one name, we fulfill one mission, we adopt one strategy and we implement common programmes for UNESCO. So how to really do it with quality assurance, and how to proceed from each country's reality also pose a challenge to us;

Secondly, category 2 institutions are results of joint endeavors of both UNESCO and national/local governments. How to operate and maintain a category 2 center as a registered legal entity is another thing that we need to consider and to implement.

Thirdly, as the category 2 institutions have no financial resources allocated by UNESCO, it has to rely on the government of the host country or the regional partners to generate financial resources to support their programmes, no matter from the government or from business enterprises and other channels. I think this is also something we are facing and this is worthy our joint efforts at this meeting to exchange each other's perspectives and innovative practices, and jointly develop strategies in planning and effectively implementing relevant programmes/projects of category 2 institutions.

And finally, I think it most important for all category 2 centers to further strengthen networking and partnership. We are encouraged to observe that category 2 centers have increasingly seen wider recognition and enjoy more popularity. More and more countries give more emphasis to category 2 institutions. So how to establish a good network poses a challenge to our category 2 centers, and I hope INRULED, located in China, can play a constructive role and hopefully serve as a focal point for educational category 2 centers. I think this is also something we will discuss during the meeting. I am very happy that Mr. Sannikov will introduce UNESCO integrated comprehensive strategy concerning category 2 centers. I am happy to learn that Mr. Nicolas Burnett, UNESCO Assistant Director-General for Education, is coming this afternoon and addressing the meeting tomorrow morning. ADG has also been very keen in better mobilizing resources for quality programmes and further strengthening category 2 centers' networking efforts. I am therefore fully confident that with all your collective efforts, the meeting will be a most successful one.

Thank you!

Welcome Remarks
Prof. Dong Qi, Vice President, Beijing Normal University

Dear Mr. Sannikov, Dear Mr. Singh, Dear Mr. Zhang Xincheng, Mr. Du Yue,
Dear friends, Directors of the five category II UNESCO centers,

It's our great pleasure to have the meeting hosted at BNU. As all of you may know, BNU was established about one hundred and seven years ago in 1902. It was originally established for teacher training, although in the past more than one hundred years, this university has been developed to a comprehensive university, educational research is still one the most important feature of this university. Right now this university is one of the national key universities, in the education areas, professors, researchers have done a lot of important research projects, researches at educational, psychological levels and also innovative educational practices for many years.

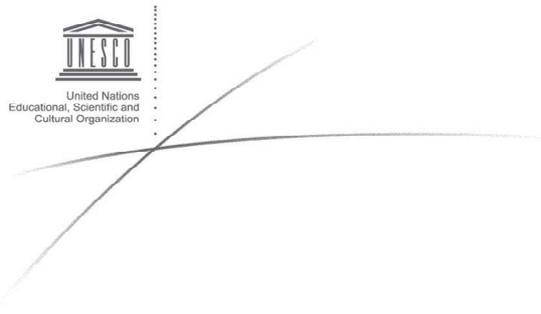
It's our great pleasure to have INRULED relocated from Baoding to BNU. We fully understand that the INRULED is a legal entity, it's independent. The reason we are glad the INRULED relocated at BNU is that we believe our students, our faculty members, and also our university can benefit from the collaboration with UNESCO, UNESCO education sector, and INRULED programme activities. It broadened the version of our university, and opens the version of our university faculty, As Mr. Sannikov, Mr. Zhang Xincheng just mentioned, we also sincerely hope this meeting will enhance the cooperation of the five category 2 center on those important dimensions raised by both .

For some of you maybe it's the first time to Beijing, or to China, We wish you both a fruitful meeting and a pleasant stay in Beijing and at BNU. Again, my heart-felt welcome and thanks to each and all of you present here.

With all sincerity I wish your Meeting a full success!

Annex III:

Introduction to the draft Integrated Comprehensive Strategy for Category 2 Centers under the auspice of UNESCO, by Mr. Alexandre Sannikov, Chief, Liaison of Institutes, Field Offices and External Partners)



Strengthening Cooperation with UNESCO Category 2 Centres

Alexandre Sannikov

Beijing 5 May 2009

I. History of Cat II Institutes and centres

- Unique modality in the UN System;
- Provided and funded by Member States and committed to engage in support of UNESCO's strategic programme objectives;
- Form a unique network-globally and sectorally
- 40 Centres at present, only 3 in Africa (Burkina Faso, Malawi and Egypt)
 - Education 5
 - Sciences 23
 - Social and Human Sciences 3
 - Culture 7
 - Communication and Information 2
- 10 new feasibility studies reviewed at the 181st Session of the Executive Board
 - Sciences 4
 - Social and Human Sciences 1
 - Culture 5

3

Centres under the coordination of ED

- 5 existing Centres
 - International Research and Training Centre for Rural Education (INRULED), est. 1994
 - Guidance, Counselling and Youth Development Centre for Africa (GCYDCA), est. 1998
 - Asia-Pacific Centre of Education for International Understanding (APCEIU), est. 2000
 - International Centre for Girls and Women's Education in Africa (CIEFFA), est. 2001
 - Regional Centre for Educational Planning (RCEP), est. 2003
- 2 proposals in the pipeline
 - South Asian Centre for Lifelong Learning for Sustainable Development
 - Syrian Centre for ECCE

4

33 C/Resolution 90

Principles and Guidelines regarding the establishment and operation of UNESCO Institutes and Centres (Category 1) and Institutes and Centres under the auspices of UNESCO (Category 2)

34 C/Resolution 90

Invited the DG to submit an integrated comprehensive strategy for Cat 2 Institutes and Centres, taking into account the principle of the financial and legal autonomy of these institutes and centres to the 180th Session of the Board.

5

II. Framework of the Draft Integrated Comprehensive Strategy

A. Establishment, periodic review and evaluation

A. 1. Establishment and designation

A. 2. Legal responsibility of UNESCO

A. 3. Periodic review and evaluation

A. 4. Termination

6

II. Framework of the Draft Integrated Comprehensive Strategy

A. Establishment, periodic review and evaluation

A. 1. Establishment and designation

A. 2. Legal responsibility of UNESCO

A. 3. Periodic review and evaluation

A. 4. Termination

6



B. Activities and operations

B. 1. Global, regional and subregional or interregional scope

B. 2. Contribution to UNESCO's programmes

B. 3. Formulation of UNESCO Programme Sector strategies for engagement with category 2 centres and institutes on specific themes

B. 4. Reporting on results

7



C. Coordination and reporting

C. 1. Mapping

C. 2. Designation of a global coordination focal point

8



D. Governance and managerial aspects

D.1. Governance

D.2. Representation and reciprocal attendance at policy-relevant meetings

D.3. Direction

D.4. Employment of UNESCO staff

D.5. Staff training and exchange

9

E. Financial aspects

E.1. Financial obligations

F. Contributions to programme activities

10

G. Visibility

G.1. Use of UNESCO's name and logo

G.2. Contributing to UNESCO's visibility in the field

G.3. Developing a global communications plan

11

H. Other considerations

H.1. Geographical representation

H.2. Establishment of review committees

H.3. Applicability to existing agreements

12

Decision at the 181st Session of the Executive Board

Paragraph 5

Adopts the integrated, comprehensive strategy, including the modal agreement, proposed by the Director-General, as revised;

Paragraph 6

Recommends to the General Conference, at its 35th session, to adopt the strategy, including the model agreement, and to request the Director General to apply it to all new proposals of establishment of category 2 institutes and centres as well as in future renewals of existing agreement.

14

Implications

- As explicitly indicated in 34 C/4 , “Cooperation will also be strengthened with category 2 institutes and centres which are defined in 33 C/Resolution 90 as entities that are not legally part of the Organization, but which are associated with it through formal arrangements by the General Conference”.
- In the introduction of the DG in the draft 35 C/5, it says “Partnerships mean moreover privileged collaboration with members of the “UNESCO family” - that is, with National Commissions, national committees of intergovernmental programmes, category 2 centres, UNESCO Chairs, Associated Schools, Clubs and Associations”.

Annex IV:

Name List of Participants

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Annex V.

Integrated Comprehensive Strategy for UNESCO Category 2 Centers

Acknowledgement

A report on a meeting will be meaningful only if the meeting has relevance and significance. The UNESCO Education Sector Meeting with the Directors of the Category 2 Centers was the first of its kind in organizing all category 2 centers under the auspices of UNESCO to deliberate integrated comprehensive strategy in better contributing to UNESCO missions and programme priorities. For the fruitful outcomes of the Meeting, a Vote of Thanks was made by all participants, at the end of Meeting with the Directors of the Category 2 Centers, to the Chinese authority represented by Mr. Zhang Xinsheng, the then Chairman of the Chinese National Commission for UNESCO; to UNESCO and Mr. Nicholas Burnett, Assistant Director-General for Education; Mr. Alexandre Sannikov, Chief, Liaison of Institutes, Field Offices and External Partners, Education Sector, UNESCO; Mr. Gwang-Jo Kim, Director, UNESCO Bangkok Office; Mr. Abhimanyu Singh, Director, UNESCO Beijing Office; to Mr. Du Yue, Deputy Secretary-General, the Chinese National Commission for UNESCO on behalf of the Chinese Government; to Prof. Dong Qi, Vice President, Beijing Normal University, which hosts UNESCO-INRULED, and to Prof. Zhu Xiaoman, Director of INRULED. In fact all participants congratulated themselves for what were achieved at the Meeting.

Developing the Final Report on has been a collective exercise, with inputs from each and all participants of the Meeting. Special thanks are extended to Ms. Lee Ji-Hyang from APCEIU and Dr. Kenneth Hamwaka from CIEFFA for their first draft. Deep appreciation is made to Ms. Xuesong Shen, Programme Specialist at UNESCO Liaison of Institutes, Field Offices and External Partners, for provision of UNESCO documents concerning category 2 centers and for her valuable suggestions made in improving the Report. I want also to thank my colleague Ms. Zhiqun Zhou at INRULED, who helped collect information on all category 2 centers and provided useful information based on recordings made during the Meeting.

Last but not least, our grateful thanks are extended to each and all participants of the Meeting, who collectively contributed to the success of the Meeting and made valuable inputs into the completion of this Report.

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Beijing, China