



United Nations  
Educational, Scientific and  
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# UNESCO Category II Centres in Education Updates

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During our last meeting this May, where all the Category 2 Centres in Education were represented, we agreed to:

- Facilitate the sharing of each Centre's accomplishments as well as the outcome of joint projects between Centres;
- Inform and assist the Centres in the alignment of their programmes and priorities with those of the 2016-2017 UNESCO Draft Programme and Budget (38 C/5);
- Provide updates of recent UNESCO Executive Board decisions on Category 2 Centres and related revisions to the Integrated Overall Strategy of Category 2 Centres;
- Identify opportunities for collaborative projects among Category 1 Institutes, UNESCO Regional Bureaus and Category 2 Centres;
- Evaluate and discuss ways of improving the effectiveness of the Category 2 Centres network;
- Identify ways of enhancing the impact and visibility of Education Category 2 Centres.

This update, it is hoped, will contribute to the above objectives, based on inputs we received from you. Please continue sending us information regarding your centre for us to share during our next electronic release. We hope that with your contribution, we can be as ever cohesive in fulfilling our Centres' and UNESCO's vision and mandate.

Happy holidays!

Dr. Lucio Sia  
Executive Director  
UNESCO South East Asia Centre of Lifelong Learning for Sustainable Development



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SEA CLLSD

South East Asia Centre of Lifelong Learning  
for Sustainable Development

- Summary of Recommendations for Strengthened Impact and Collaboration Prepared during the 4th Biennial Meeting of UNESCO Category II Centers in Education, 25-27 May, Manila, Philippines

- ASFEC, SEACLLSD and APCEIU collaboration

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## Establishment in Shenzhen, China of a Higher Education Innovation Centre as a UNESCO Category 2 Center

Following a proposal by the Government of China to establish the International Centre for Higher Education Innovation in Shenzhen as a category 2 centre under the auspices of UNESCO, a technical mission was undertaken in June 2015 to assess its feasibility. The evaluation of the proposal was carried out in conformity with the criteria outlined in document 37 C/18 Part I.

The Executive Board, at its 197<sup>th</sup> session recommended that the General Conference, at its 38<sup>th</sup> session this November, approve the proposal to grant to the said centre the status of a category 2 centre under the auspices of UNESCO and that it authorize the Director-General to sign an agreement between UNESCO and the Government of China concerning the establishment and operation of the Centre cf. 38 C/18 Part III

The General Conference approved the establishment of the International Centre for Higher Education Innovation in Shenzhen, China, as a category 2 centre under the auspices of UNESCO, as recommended by the Executive Board at its 197th session. (197 EX/Decision 16 Part III)

## Establishment in Dhaka, Bangladesh, of the International Mother Language Institute as a Category 2 Institute under the Auspices of UNESCO

Following a proposal by the Government of the People's Republic of Bangladesh to establish the International Mother Language Institute (IMLI) in Dhaka as a category 2 institute under the auspices of UNESCO, a technical mission was undertaken in November 2014 to assess its feasibility.

The Executive Board subsequently recommended that the General Conference, at its 38th session, approve the proposal to grant to the said institute the status of a category 2 institute under the auspices of UNESCO; and that it authorize the Director-General to sign an agreement between UNESCO and the Government of the People's Republic of Bangladesh concerning the establishment and operation of the Institute.

The General Conference approved the establishment of the International Mother Language Institute (IMLI), in Dhaka, Bangladesh, as a category 2 institute under the auspices of UNESCO, as recommended by the Executive Board at its 197th session (197 EX/Decision 16 Part II)

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## Category 2 Centres in Education representatives reconnect during the General Conference

During the 38<sup>th</sup> Session of UNESCO's General Conference in Paris (3-8 November 2015) certain Category 2 representatives/delegates who were present expressed their interest to meet. Among those were: APCEIU – Ms Jeongmin Eom and Ms Kyung Hwa (Anna) Chung; SEACLLSD – Mr Lucio Sia; AU/CIEFFA – Ms Rita Bissoonauth; SACTD –



Ms Dhammika Wijayasinghe;  
RCQE - Dr. Husam Zaman,  
Mr. Hatem Alblaawi,  
Ms Reem Alyousef.

APCEIU hosted an informal lunch for those who were available in order to renew ties and provide updates on present and future activities as discussed during the 4<sup>th</sup> Biennial Meeting of Centres in Education hosted by the SEA CLLSD in Manila.

## RCQE in Saudi Arabia Provides Support to Task Force on Teachers

The Memorandum of Understanding with the Regional Centre for Quality and Excellence in Education, established as a Category 2 Centre under the auspices of UNESCO in 2014 and based in Riyadh, foresees funds for a case study on the teaching profession as part of a synthesis report on policies covering 27 countries. Minister Al-Dakhil is the Chair of the Governing Board of the Regional Centre, which met for the first time in May 2015.

The Director-General expressed appreciation for the Centre's focus on quality and excellence, which lies at the heart of the Education 2030 Agenda. The Minister thanked Ms Bokova for UNESCO's support for the establishment of the Centre and extended gratitude to all the Ministers who are partners in its activities.

The Center aims at disseminating the culture of quality and excellence in educational systems through developing policies based on the best international experiences and research findings.

<http://www.rcepunesco.ae/EN/Pages/default.aspx>  
<http://rcqe.org/showcreteriaE.aspx?peid=121>

## APCEIU Organizes 2015 Asia-Pacific Teachers Conference

2015 Asia-Pacific Teachers Conference, Sharing Stories of Asia-Pacific Education Movements (SSAEM), took place on 11 December at the Renaissance Hotel in Seoul, Republic of Korea. The Conference shared stories of teacher participants and discussed the outcomes of the Teacher Exchange Programme of APCEIU.

Participants from the past Teacher Exchange Programmes, including teachers from the Philippines, Viet Nam, Malaysia, Mongolia, and Indonesia, officials from the Korean host schools, Provincial Offices of Education, Korean MOE, Education Ministry and Embassy of participating countries, Education ODA Specialists in Korea and university students majoring in Education attended the conference. The programme shared the final outcomes of the 5 participating countries, a cultural performance by the exchange teachers, presentation of the Korean host schools, and display of the video on the activities.

Meanwhile, the Final Conference for 10 Filipino, 20 Vietnamese, 10 Malaysian,

and 12 Mongolian teachers participating in the 2015 Asia-Pacific Teacher Exchange for Global Education was held on 27 November at APCEIU. The 52 teacher participants conducted a final presentation on what they had learned and experienced in their Korean host schools and how they will apply it to their local schools after going back to their home country.

In this final conference, Korean mentor teachers and principals of each host school also participated with the goal to share the outcomes of the Teacher Exchange Programme 2015. The participating teachers have implemented educational activities in their Korean host schools for about three months, and went back to their countries on 28 November.

## Philippines harnessing OER for the ICT Competency Framework for Teachers

UNESCO working with the Southeast Asian Ministers of Education Organization (SEAMEO), the Philippine Commission for Higher Education (CHED) and the UNESCO Southeast Asian Centre for Lifelong learning and Sustainable Development (UNESCO Category 2 Centre - SEA CLLSD) carried out a two-day consultation meeting in Manila, Philippines, from 28 to 29 October 2015. This national consultation focused on the development of OER-based Teacher Training Materials to support the ICT Competency Framework for Teachers (ICT CFT).



The meeting in Manila, hosted at the SEAMEO Innotech premises, brought together key top national stakeholders in Philippines responsible for Teacher Education and ICT –

The Commission for Higher Education, the UNESCO Southeast Asian Centre for Lifelong Learning (UNESCO- SEA CCLSD),

the Commission on Higher Education Technical Panel on Transnational Education and Distance Education, the CHED Technical Panel on Teacher Education, the Technical Skills and Development Authority (TESDA) and the Development Education, the University of the Philippines Open University (UPOU), the National University, the Lipa City College, and the UNESCO National Commission of the Philippines (UNACOM).

The ICT CFT Harnessing OER project in the Philippines focuses on supporting the development of OER-based ICT in Education training materials linked to the ICT Competency Framework for Teachers (ICT CFT). The project builds on

the outcomes of the national ICT CFT competency standards development undertaken in 2015 through a sister project being undertaken by UNESCO Bangkok.

The meeting developed a workplan for the development of two courses to support the ICT CFT implementation in national ICT in Education teacher training for pre-service teachers working towards their teacher certification.

Discussions included a presentation by a representative of the Ministry of Education, Indonesia, who discussed lessons learned in the implementation of the project in Indonesia in 2014.

This activity is part of a larger project being implemented by UNESCO's Communication and Information Sector, which aims to support the operationalization of the ICT CFT to meet national objectives, and the development of related OER-based teacher training materials in over 15 countries worldwide.

This activity is also a direct follow-up to the implementation of the [Paris OER Declaration](#) that was adopted in June 2012 at the UNESCO Headquarters in Paris, France. It is also part of UNESCO's continued efforts of promoting the application of ICT to enhance the quality of and access to education, including the stimulation of production, sharing and access to open educational resources (OER).

UNESCO webpage article: [Click here](#)

## SEACLLSD International Water Seminar: Nature's Precious Gift: Workshop Report

As a prelude to World Water Week, educators and community workers from eight countries converged in the Philippines during a seminar workshop on using water education to strengthen community efforts towards sustainable development.

Representatives from Indonesia, Thailand, Vietnam, Sweden, Japan, United States, Sri Lanka and the Philippines met from July 27 to 31, 2015 at the University of the Philippines to orient participants on Education for Sustainable Development (ESD) core messages, concepts, principles and values using the theme 'water'. Water-related information and education materials for possible adaptation in communities across participating countries were reviewed and follow-up actions at local community and school levels determined. Likewise, a 15-module teaching-learning resource package entitled "Water: Nature's Precious Gift" was reviewed and finalized for enhanced usability and adaptability in various contexts.

The workshop was organized by UNESCO's South East Asia Center of Lifelong Learning for Sustainable Development (SEA CLLSD) in collaboration with the University of the Philippines' National Institute for Science and Mathematics Education Development (UP NISMED), the Foundation for the Promotion of Science and Mathematics Education and Research (FPSMER), the Philippines National Commission for UNESCO, and Maynilad, a water and wastewater service provider for the west zone of the Greater Manila Area in the Philippines. The partners collaborated on the project to promote education as key to addressing water-related development challenges including poor hygiene and sanitation conditions, worsening pollution of freshwater bodies, and prevalent water insecurity worldwide. The seminar also explored the

possibility of integrating the produced modules into non-formal education activities and how they could be adapted to the unique water situation of each country.

The seminar report can be found by clicking [here](#).

<http://unesco-seacllsd.org/us2015/wp-content/uploads/2015/12/SEMINAR-REPORT-FINAL.pdf>

## ASFEC, SEACLLSD and APCEIU collaboration

The Regional Centre for Adult Education (ASFEC) in Sirs El-Layyan, Egypt received the South East Asian Centre of Lifelong Learning for Sustainable (SEA CLLSD) followed by the Asia Pacific Centre of Education for International Understanding (APCEIU) to implement collaborative programmes.



SEA CLLSD shared programmes and experiences that could be adapted within the Arab Region and provided an overview of Alternative Learning Systems (ALS) and Lifelong Learning in the Philippines. A lecture at the Adult Education Authority (AIA) in Cairo on Lifelong Learning and UNESCO's post-2015 agenda was conducted by Lucio Sia, Executive Director of SEACLLSD. Ms Nermeen Rashad, who represented ASFEC during the meeting in Manila last May, provided interpretation (English-Arabic) to the group of 40 adult education specialists. (See UNESCO news by [clicking here](#)).

APCEIU, which is looking at expanding its programmes in 2016 to engage with global partners including those from the Arab States, Africa and Latin America, through Global Citizenship Education, conducted an exploratory mission to Cairo to discuss areas of collaboration.



## Summary of Recommendations for Strengthened Impact and Collaboration Prepared during the 4th Biennial Meeting of UNESCO Category II Centers in Education, 25-27 May, Manila, Philippines

Category II Centre	Possible Contribution of Category I Centres	Areas of Collaboration between Category II Centres
Asia-Pacific Centre of Education for International Understanding (APCEIU) Seoul, Korea	<ul style="list-style-type: none"> <li>• Content development, expansion and visibility of the GCED Clearinghouse</li> <li>• Support for the gathering of EIU/GCED Best Practices in different regions</li> <li>• Support for the sub-regional workshops and training programs</li> </ul>	<ol style="list-style-type: none"> <li>1. Cooperation with INRULED for the Asia-Pacific Training Workshop on EIU</li> <li>2. GCED meeting with SACTD (Nov 2015)</li> <li>3. Collaboration on International Teachers Exchange Programme with Philippines UNESCO and SEA CLLSD</li> </ol>
International Research and Training Centre for Rural Education (INRULED) Beijing, China	<ul style="list-style-type: none"> <li>• Technical Support</li> <li>• Networking</li> </ul>	<p>Possible areas for collaboration:</p> <ul style="list-style-type: none"> <li>• Rural Transformation through Education including training workshops, conference in Bangkok in November 2015, non formal and informal education, quality teacher for rural education and transformation, gender and rural transformation</li> <li>• Lifelong Learning and Literacy</li> <li>• GCED and rural transformation</li> </ul>

Category II Centre	Possible Contribution of Category I Centres	Areas of Collaboration between Category II Centres
<p>South East Asia Centre of Lifelong Learning for Sustainable Development (SEA CLLSD) Manila, Philippines</p>	<ul style="list-style-type: none"> <li>• Involvement in plans, meetings, missions and publications</li> <li>• Participation in activities e.g. training sessions in IIEP, UIL, MGIP, UIS</li> <li>• Provide relevant documentation and publications related to SEA CLLSD</li> <li>• Increase participations in meetings, working groups, conferences, research</li> <li>• Strengthen network linkages</li> </ul>	<p>SEA CLLSD's Contribution to Category I and II Centres:</p> <ul style="list-style-type: none"> <li>• Chair/Focal Point for Cat II Centres in Education ( 2015-2016)</li> <li>• Ensure timely updates regarding developments in Category II Centres through regular submission of reports</li> <li>• Updating of website</li> <li>• Ensure stronger communication and coordination with Category I Centres and UNESCO Networks</li> <li>• Maintain close collaboration particularly with APCEIU, SACTD and INRULED</li> </ul>
<p>Regional Centre for Quality and Excellence in Education (RCQE) Riyadh, Saudi Arabia</p>	<ul style="list-style-type: none"> <li>• Involvement in plans, meetings, missions and publications, IIEP, IBE, UIL</li> <li>• Participation in activities e.g. training sessions</li> </ul>	<p>APCEIU, RCEP, UIL, SEACLLSD, INRULED, ARC-WH</p>
<p>Regional Centre for Adult Education (ASFEC) Sirs El-Layan, Egypt</p>	<ul style="list-style-type: none"> <li>• Cooperation with UIL and UNESCO HQ</li> </ul>	<p>Networking with other Category II Centres to learn their best practices and experiences in institutional development, strategic planning and programme content. Specifically with RCEP, INRULED and SEA CLLSD. A study visit can be organized in Autumn 2015 to any of these countries.</p> <p>Offerd to chair the 5th Meeting of Category II Centres.</p>
<p>Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE) Damascus, Syria</p>	<p>There must be joint cooperation between Category I and Category II Centres.</p>	<p>Networking with other Centres to learn their best practices and experiences</p>
<p>Regional Centre for Educational Planning (RCEP) Sharjah, United Arab Emirates</p>	<p>UNESCO is obliged to provide technical assistance to C2C for its operation such as development of training materials etc.</p>	<p>RCEP wishes to work with the following organizations:</p> <ul style="list-style-type: none"> <li>• UIL for Lifelong Learning Policy</li> <li>• ECDR for Early Childhood Policy</li> <li>• APCEIU for Teacher Visit Program</li> <li>• ASFEC</li> </ul>



Category II Centre	Possible Contribution of Category I Centres	Areas of Collaboration between Category II Centres
<p>Centre International pour l'Education des Filles et des Femmes en Afrique</p> <p>International Centre for Girls and Women's Education in Africa, Burkina Faso</p> <p>South Asian Centre for Teacher Development Meepe, Sri Lanka</p>	<p>Collaboration on research and good practices</p> <ul style="list-style-type: none"> <li>• Case Studies on Inclusive Approaches to Learning in Africa in collaboration with UNESCO</li> <li>• Legal framework for Rights of girls and women in schools and universities</li> <li>• Gender-responsive curricula in schools and universities</li> <li>• Retention of girls in schools</li> <li>• Documentation, advocacy, communication and publications</li> </ul> <ul style="list-style-type: none"> <li>• IIEP, IBE, UIS</li> <li>• Involvement in plans, meetings, missions and publications</li> </ul>	<ul style="list-style-type: none"> <li>• Joint collaborative ventures with Centres in the African Region</li> <li>• Planning with IIEP, APCEIU, INRULED, SEACLLSD, SADC</li> <li>• Regular meetings to update on achievements and challenges</li> </ul> <ul style="list-style-type: none"> <li>• Joint collaborative projects with APCEIU, SEACLLSD</li> </ul>