



United Nations  
Educational, Scientific and  
Cultural Organization

## Education Sector Category II Centres Newsletter

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## **Establishment of 2 new Category II Centres**

The 35th Session of the UNESCO General Conference approved the establishment of two education-related category II centres: The South-East Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD) (in the Philippines) and the Regional Centre for Early Children Care and Education in the Arab States (in the Syrian Arab Republic).

## **Meetings and Research**



### **UNESCO Education Sector Meeting with the Directors of Five Category II Centres was Held in Beijing**

From May 7th to 9th, 2009, five directors of UNESCO Category II Centres in education gathered in Beijing for their first meeting. This is the first time in UNESCO history that a meeting between the leaders of Category II Centres was held, marking a milestone for the development of UNESCO Category II Centres.

Up to October 2009, there are five Category II Centres attached to the UNESCO Education Sector, which are INRULED (International Research and Training Centre for Rural Education) in Beijing, China, APCEIU (Asia-Pacific Centre for Education for International Understanding) in Seoul/Icheon, Republic of Korea, CIEFFA (International Centre for Girls and Women's Education in Africa) in Ouagadougou, Burkina Faso, GCYDCA (Guidance, Counseling and Youth Development Centre for Africa) in Lilongwe, Malawi and RCEP (Regional Centre for Education Planning) in Sharjah, United Arab Emirates. Among them, INRULED was the first Category II Centre in UNESCO, education sector.

The meeting was organized by UNESCO, supported by UNESCO's official partner in China, the Chinese National Commission for UNESCO, aiming at promoting its Category II Centres to contribute to UNESCO central mission and programme priorities. As "a historical milestone for UNESCO and the Category II Centres", 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.

The network of the category II Centres attached to the UNESCO Education Sector was established at this meeting. The network aims to increase the visibility of the five Centres and enhance the collaboration among the five Centres and between them and UNESCO. For the first two years, INRULED is the coordinator of the network. The next focal point of the network will be APCEIU who is expected to host the 2nd Meeting in 2011, in Seoul, Republic of Korea.

UNESCO, Chinese National Commission for UNESCO and INRULED agree that the meeting with directors of five UNESCO Education Sector Category II directors provides an opportunity for cross-national discussions on "educational inequality", thus jointly organized the "Forum on Ensuring Equality in Education: Challenges and Responsibilities" on May 7th, 2009.

### **E-9 Seminar on Literacy and Adult Learning in Rural Areas held in Beijing from 26-29 October 2009**

E-9 countries have a key role to play in promoting literacy and adult learning, given that nearly 70 per cent of world's illiterate adults live in these countries.



In order to promote the implementation of LIFE and develop E-9 countries' capacities with regard to literacy and adult learning, UIL and INRULED held a Seminar on Literacy and Adult Learning in Rural areas in Beijing from 26 to 29 October 2009, in cooperation with the Chinese National Commission for UNESCO and Ministry of Education of China as well as UNESCO Beijing and UNESCO Bangkok.

The seminar will undoubtedly act as a milestone in the E-9 Initiative and in the implementation of LIFE. It brought together national focal points for the E-9 initiative and LIFE national focal points from most of the E-9 countries, moreover, it was also joined by government officials and specialists in charge of literacy and adult learning from all of the E-9 countries, as well as representatives of UNICEF, FAO, the World Bank, the Asian Development Bank and ASPBAE, colleagues from UNESCO Headquarters, two regional bureaus and seven field offices, and a number of key resource persons.

The seminar had achieved its aims by reviewing the strategies, progress and challenges for implementing LIFE, sharing experiences and best practices for the promotion of literacy and adult learning in rural areas, discussing future strategies for mobilizing commitment and resources facing the global financial crisis, and developing mechanisms for South-South cooperation in the field of literacy and adult learning. In addition, the experience of China, through presentation of several cases studies and a field visit to Yanqing, inspired the exchange of knowledge and innovation practices for the promotion of adult learning in the rural areas.

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### **International Seminar on Distance Teacher Education in Rural Areas in Developing Countries**

On 26 Nov 2009, the International Seminar on Distance Teacher Education in Rural Areas



in Developing Countries was held in Beijing Normal University, jointly organized by UNESCO International Research and Training Centre for Rural Education (INRULED) and the Centre for Teacher Education Research of Beijing Normal University (BNU-CTER).

"The Comparative Study on Policies for Distance Teacher Education in Rural Areas in Developing Countries" was one of the UNESCO-contracted research projects of INRULED in 2009. Kenya, Mongolia and China were three participating countries for this project. The

International Seminar on Distance Teacher Education in Rural Areas in Developing Countries signaled the end of the first stage of the project.

This seminar mainly discussed the current policies, experience and lessons on distance teacher education in the three participating countries. Team members from China, Mongolia and Kenya reported their works. Besides, a small number of experts were invited to give comments. They were Mr. Yu Xingguo, director from Department of Teacher Education, Ministry of Education of China, Professor Huang Ronghuai, vice-director of Faculty of Education, Beijing Normal University as well as two international experts of this project: Professor Keith Lewin and Dr. Ken Brookes.

The seminar provided a platform of international dialogue for decision-makers, experts, education practitioners on distance teacher education.

### **“Establishment of gender units in African Universities” in Burkina Faso, Niger and Benin**

In accordance with the action plan of the Second Decade of Education for Africa 2006-2015, the integration of gender in education systems has become a concern.

In its efforts to support countries, CIEFFA decided to deal separately with universities whose situation in our education systems deserves to be considered in a specific manner. Since 2007, CIEFFA started approaching universities about this issue. Three universities have been selected for a pilot project:

- *Abdou Moumouni University in Niger,*
- *The University of Ouagadougou in Burkina,*
- *Abomey- Calavi University in Benin.*

The baseline study regarding the first two universities has been completed. That of the University of Benin is on-going. The pilot project of the effective establishment and functioning of the gender units in these universities could start in 2010 if we have the financial resources.



*The Director of HRST of the African Union presided over the proceedings*

### **Implementation of the priority “gender and education” of the Plan of Action of the Second Decade of Education for Africa 2006 – 2015**

The Minister of Basic Education of Burkina Faso chaired the opening of the validation meeting of the study held in Ouagadougou from 7 to 8 December, 2009.

In consultation with the African Union Human Resources, Science and Technology

department, the study was divided into four parts and entrusted to four consultants. Two were in charge of "Gender and Education": Dr Yvette ONIBON DOUBOGAN from Benin, covered West, Central and North Africa and Mrs Esi SUTHERLAND-ADDY from Ghana covered Eastern and Southern Africa. The other two were in charge of "Culture and Education": Professor Albert Bienvenu AKOHA from Benin for West, Central and North Africa and Dr Fodé Moussa SIDIBE from Mali for Eastern and Southern Africa. A fifth consultant, Professor OBANYA had the responsibility of making the synthesis of the outcomes of these studies.



### **APCEIU-SEAMEO Multimedia Material Development**

In completion of the three-year APCEIU-SEAMEO Project (2007-2009), the pilot version of the CD game SEA Journey (Southeast Asia Journey) was finalized and now under pilot operation.

Three organizations - SEAMEO Regional Open Learning Centre (SEAMEO SEAMOLEC), SEAMEO Regional Centre of Archeology and Fine Arts (SEAMEO SPAFA), and SEAMEO Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH) are cooperating for the pilots through their own networks. The final product including a user's manual for teachers were released at the end of 2009.

### **Pilot testing of "Gender and Human Rights in African Education Systems: Reference and Actions: Practical Guide"**

Initiated in 2006 and validated at a workshop in 2007 in Bamako (Republic of Mali), the guide book is in its pilot testing phase. Four countries have been chosen for the pilot testing phase: **Ghana, Mali, Niger and Burkina Faso.**



#### **The process**

- November 2008: information and exchange meeting chaired by the Minister of Basic Education (MEBA) of Burkina Faso

- 10 April 2009: a round table gathering Burkina Faso Technical and Financial Partners (TFPs), as well as representatives of other ministries concerned.

- Four country consultants, and a principal consultant responsible for coordinating the whole process, were recruited.

*AU/CIEFFA Coordinator in an exchange session with the some high education authorities in Ghana, in relation to the pilot-testing of the guide book in Ghana*



- 14 and 15 May 2009: workshop on the “finalization and validation methodological indicators” for the testing of the guide book.
- June 2009: CIEFFA missions to Ghana, Niger and Mali to meet the TFPs and stakeholders of education systems.

In short, the preparation of the testing started well and consultants are at work. A Memorandum of Understanding (MOU) between the AU/CIEFFA and the education ministers of the 04 countries has been drawn and the signature process is under way.

## EIU Best Practices 2009



The EIU Best Practices Project seeks to share innovative initiatives that will benefit schools, teachers, students and communities throughout the region. For this year's competition, the APCEIU Screening Committee reviewed 31 applications from 15 countries and selected five nominees.

APCEIU undertook field visits to the selected countries from July through October to present “EIU Best Practices 2009 Awards” and to conduct interviews while giving consultations to the selected cases to further refine their programmes in line with EIU.

The five best practices will be published and disseminated throughout the region in November and December 2009.

The five selected cases are as follows:

- Mr. Yu Xin (Beijing Institute of Education), China: “In-Service Teacher Training on EIU in Beijing”
- Ms. Bulou Daiana Taoba (Pacific Centre for Environmental and Sustainable Development [PACE-SD]), Fiji: “Waste Management -Composting of Organic Solid Waste.
- Ms. Rose Sabanal (Kobe Municipal Fukiai High School), Japan: “Internet Debate and Deliberation for High School Students”
- Mr. Jeong Seung Kwan (Poolmoo Agriculture Technical High School), Republic of Korea: “A school for sustainable development of an agricultural village in the area”
- Ms. Almadan Naizabekova & Ms. Erkeaiym Jorobekova (Central-Asian Network for Arts and Culture), Kyrgyzstan: “Cultural Diversity/Intercultural Dialogue”

## **Establishment of a database on girls' education for the implementation of the activities of the observatory on girls and women / EMIS, as CIEFFA's contribution to the activities of the African Union Observatory for education, the Pan-African Institute of Education for Development (IPED)**

CIEFFA's missions include observation activities on the situation of the education and training of girls and women in Africa.

In collaboration and consultation with IPED, CIEFFA will carry out these activities which are part of those of the Observatory for education in general.

- The TORs and a project document have been developed for the implementation of a database.
- The training of CIEFFA focal points has been planned to enable them to implement activities in favor of the setting up of a reliable database regarding girls' and women's education and training. This will take place in 2010 if the required funds are made available.
- For this purpose, in December 2008, the Centre initiated the capacity building of two officers in statistics. The training first took place with prerequisites in Ouagadougou, then in Dakar with specialists at the UNESCO Institute for Statistics (UIS) in Dakar.
- CIEFFA also attended a workshop organized by IPED in Dakar in March and August 2009.
- CIEFFA and IPED have decided to develop a single conceptual document on the Observatory for education in Africa in which aspects related to the education and training of girls and women will be clearly identified and assigned to CIEFFA. This work is on-going.
- For the implementation of its observation activities, CIEFFA has planned the capacity building of 53 country focal points in 2010 through two workshops in two different countries (one for French-speaking countries and one for English-speaking countries).



### **Seminar on Experience of Universalizing the Nine-year Compulsory Education in Rural Areas**

On 27 Nov 2009, the Seminar on Experience of Universalizing the Nine-year Compulsory Education in Rural Areas was held in Beijing Normal University by INRULED.

The Experience of Universalizing the Nine-year Compulsory Education in Rural Areas in China is one of the UNESCO research projects of INRULED in 2009. This seminar is part of the project.

On the seminar team members of the project reported their research findings. Besides, the following experts participated in the discussion and gave their comments. They are Professor Zhu Xiaoman, director of INRULED, Professor Huang Ronghuai, vice-director of Faculty of Education, Beijing Normal University, Zen Tianshan, researcher and vice director of National

Office for Education Sciences Planning and five international experts from U.K., Kenya and Mongolia.

The seminar summed up the experience of universalizing the nine-year compulsory education in rural areas in China, especially the policies, management, experience, existing problems and changes on improving enrollment rate in rural areas, providing useful information for EFA in developing countries.

### **INRULED Director Participated in CONFINTEA VI in Belem, Brazil**

From December 1 to 4, 2009, UNESCO-INRULED Director Zhu Xiaoman attended the sixth International Conference on Adult Education in Belem, Brazil. This conference was held by UNESCO, UIL and the Brazil Ministry of Education.



Featuring the theme “Living and Learning for a Viable Future: The Power of Adult Learning”, this conference was a high-level gathering after CONFINTEA V in Hamburg, Germany in 1997.

This year, 154 countries sent their delegations to the conference while 207 countries submitted national reports. Altogether, over 1000 people attended the conference. Held every 12 years, CONFINTEA meetings are the highest level conferences organized by UNESCO in the field of adult education. Before CONFINTEA VI, there have been five regional preparatory meetings which engendered regional reports on the basis of which the global report on adult education (GRALE) was formulated. This report is the first global report on adult education published by UNESCO.

In the opening session, UNESCO Director-General Madame Irina Bokova gave the opening address, reiterating the key importance of adult education against the background of the global financial crisis. “One in six adults – a staggering 774 million – cannot ‘read the world’ as Paulo Freire would put it because they lack basic literacy and numeracy skills. Sixty-seven percent of these adults are women, with dramatic consequences for the well-being of their children and families.” Therefore, all stakeholders need to take solid actions to guarantee adult learning in their countries, which is indispensable for a “viable future”.

After Madame Bokova’s speech, Mr. Walter Hirche, President of CONFINTEA V, Mr. Alpha Oumar Konare, former President of Mali and former Chairperson of the African Union and HRH Princess Laurentien of the Netherlands, UNESCO Special Envoy on Literacy for Development addressed the opening session.

Regional outcome documents were presented and the GRALE report was introduced in this conference.

During the four days in the conference, four keynote addresses, five roundtable discussions and 32 parallel workshops were arranged, covering ten topics related to adult learning, which were: “Living and Learning for a Viable Future: The Power of Adult Learning”; “Inclusion and



Participation in Adult Education"; "Confront Global Issues"; "Policies and Governance for Adult Education"; "Financing of Adult Education"; "Towards Lifelong Learning"; "Literacy as a Key Competence for Lifelong Learning"; "Assuring the Quality of Adult Education and Assessing Learning Outcomes"; "From Rhetoric to Action" and "The Way Forward".

On the third afternoon, INRULED Director Zhu Xiaoman and Programme Officer Lu Kun gave a presentation in the workshop "Good Practices for Effective Literacy Programme Delivery --- Focus on E9", organized by UNESCO EFA unit, UNESCO Brasilia Office and the Ministry of education of Brazil. The title of INRULED presentation was "Migrant Workers' Training in China's Urbanization". The presentation introduced the general background of migrant workers in the rapid urbanization process in China, emerging problems, policies for migrant workers' training, the contents and methods of migrant workers' training and its financing models. Prof. Zhu also answered the questions from the audience.

INRULED was invited to give the presentation by the organizers of CONFINTEA, partly because of the recent E9 Seminar on Literacy and Adult Learning in Rural Areas successfully co-organized by INRULED and UIL, partly because INRULED is the only organization on rural education in the UNESCO system. Because INRULED is based in China where the most pressing issue in adult learning is migrant workers' learning, the topic of Chinese migrant workers' training was selected after careful consideration.

This topic attracted great attention from audience, especially the African delegates. Mr. Joseph Ngu, Representative of UNESCO Nigeria Office, commented that the Chinese experience in training its migrant workers can lend light for African countries. Many African delegates raised questions and gave comments to the China case.

In this conference, the director also met with the delegates who had participated in our Beijing E9 Seminar, which was a pleasant experience. INRULED also had a lot of communication with colleagues in various organizations of UNESCO, experts and resource persons from organizations worldwide as well as officials from the Ministries of Education in different countries.

Director Zhu had the opportunity to report on INRULED work to its supervisors from the UNESCO headquarter.

In this conference, INRULED also took the opportunity to disseminate our brochures to about 200 CONFINTEA VI participants. Meanwhile, INRULED staff collected a large amount of materials related to rural education and adult education while establishing connections with relevant organizations.

The CONFINTEA VI has proven to be a great learning experience for INRULED with its rich information, large amount of resource persons and organizations.

## Training

### **Educational Planning and Policy formulation workshop**

In the context of the cooperation and coordination spirit between RCEP and UNESCO regional and cluster offices, RCEP hosted a tailor-made training on Educational Planning and Policy formulation workshop that targeted building the educational capacities of Timore Leste Ministry of Education and Culture (MOEC) senior officials. The workshop was held between 4 and 12 October 2009 in Collaboration with UNESCO Jakarta Office. The participants evaluated that workshop as being highly successful.



### **Launching of the project “Capacity building of the AU/ CIEFFA”, funded by the People’s Republic of China through UNESCO**

The project was launched in Ouagadougou, Burkina Faso on 06 February 2009. It aims at the training of African women both in Africa and China, the study on the capacity building and empowerment of women in Niger, the equipment of CIEFFA and its focal points as well as the construction of CIEFFA’s permanent headquarters.

### **Training of African women in the empowerment of rural girls and women in the People’s Republic of China**

This activity is part of the project “Capacity building of the AU /CIEFFA funded by the People’s Republic of China” through UNESCO.

Its purpose is to enable women beneficiaries to discover study and assimilate actual experiences in the People’s Republic of China in the area of women’s empowerment in rural setting in order to improve the condition of African girls and women and enable them to effectively participate in the development of their communities and countries.

The first level beneficiaries targeted for this training trip for trainers were fourteen (14) AU/CIEFFA focal points of fourteen African countries: Ghana, Liberia, the Gambia, South Africa, Kenya, Zambia, Tanzania, Burkina Faso, Niger, Guinea Conakry, the Democratic Republic of the Congo, Mozambique, Angola and Cameroon. However, due to logistic reasons, five countries did not make the trip, namely, Cameroon, Gambia, Kenya, Zambia, and Angola. The trip effectively took place from 16 to 26 November, 2009

The second level beneficiaries are African rural girls and women to whom the trainers are required to teach the experiences gained in the People’s Republic of China. The training program has been developed with INRULED, a UNESCO Category II Centre in Beijing, and the National Commission for UNESCO of the Peoples Republic of China.

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### **Study Tour on Teacher Education to the Peoples' Republic of China by Senior Teacher Education/Policy Personnel from Seventeen First Phase TTISSA Countries**

The Study Tour on Teacher Education to the Peoples' Republic of China by Senior Teacher Education/Policy Personnel from Seventeen First Phase TTISSA Countries was organized by INRULED and IICBA.



A group of 17 African participants spent 10 days to participate in different activities and visited various teacher education institutes in mid-November 2009 in China

The participants of the study tour are high-level teacher education/policy personnel of the ministry of education of the seventeen TTISSA countries. They are in charge of policy issues and therefore are able to represent the cross section of the education levels of the countries they represent, both formal and non-formal. The belief is that these colleagues will utilize the information, best practices and consultations with Chinese colleagues to inform teacher policy formulation and implementation in their respective countries. They are also expected to use the opportunity to network among themselves so as to assist in the integration effort of the African Union Commission in their respective RECs.

The study tour enhanced the awareness on the part of the African delegation on the issues that need to be addressed in teacher policy formulation and implementation based on the Chinese experience; increased understanding of the teacher education/policy issues of African countries by our Chinese counterparts. Through the study tour, participants also accumulated best practice stories on the organization of teacher education in P. R. China for possible application in Africa; and created strong linkages between colleagues in P. R. China and Africa for a sustained dialogue on issues of concern.

### **Sub-regional workshop in Lilongwe, Malawi on “the issue of girls’ education and women’s empowerment in Southern and Eastern Africa”**

Its objectives are as follows:

- To assess the situation of girls’ education and women’s empowerment in this region in connection with the gender objectives of EFA, MDGs and the second decade of education for Africa 2006-2015.

- To present the results of the study on “the inventory of innovative experiences in girls’ and women’s education in Eastern and Southern Africa” commissioned by CIEFFA and conducted by two Kenyan female consultants.



*Group photo of participants in front of GCYDCA in Lilongwe, Malawi - 2nd and 3rd from left to right are Director of GCYDCA and AU/CIEFFA Coordinator*

- To identify persistent obstacles.
- To analyze the impact of the different so called innovative and promising experiences.
- To propose mechanisms, actions and strategies to overcome persistent obstacles to the achievement of gender equality and the effective empowerment of women in this region of Africa.

This workshop, previously planned for July 2008, was postponed due to financial constraints. Fortunately to the satisfaction of all, it finally took place from 14 to 18 December, 2009.

### **Sub-regional workshop on “What Support Program for out-of-school and marginalized girls facing specific difficulties?”**

This activity is part of the project “AU/CIEFFA capacity building” funded by the P.R.C. It took place from 28 to 30 April 2009 in Ouagadougou, Burkina Faso. The results achieved are as follows:

- The current situation of non-formal education and out-of-school and marginalized girls facing specific difficulties is known by participants;
- The study report on the “support program for the education and training of out-of-school and marginalized girls facing specific difficulties” is amended and improved;
- Support measures have been identified for the implementation of the amended and improved program in favour of out-of-school and marginalized girls facing specific difficulties;
- Strategies for the mobilization of different stakeholders of education and financial systems, and civil society organizations are identified;
- Strategies for the appropriation of seminar proposals and recommendations are developed.

### **The 9th Asia-Pacific Training Workshop on EIU**



### **Consultation pertaining to the setting up of a fund to support girls and women in their studies and training**

A consultation is now going-on to set up fund and to provide CIEFFA with a document showing analyzed reliable data to help measure to what extent the lack of scholarships and various forms of support to girls and women in general is a subject for concern, as this jeopardizes the promotion of education and training for girls and women.

The 9th Asia-Pacific Training Workshop on EIU was held from 4 to 13 September in Seoul, Gangwon-do, and Icheon, Republic of Korea. This ten-day Workshop hosted 42 teacher

educators and curriculum developers from 24 countries within the Asia-Pacific Region. Under the theme of "Learning to Live Together in the 21st Century," the Workshop aimed to provide participants with knowledge and skills to promote education for peace and sustainability.

## Upcoming Events

**25 February 2010, Airport - Expo  
Dubai**



### **The Global Education Forum Connecting Learners to Learning Communities**

Under the patronage of His Highness **Sheikh Mohammed bin Rashid al Maktoum**, Vice President of the UAE, Prime Minister and Ruler of Dubai, and with the gracious support of His Excellency **Humaid Al Qattami**, Minister of Education for the United Arab Emirates, we are pleased to announce the launch of the third edition of the Global Education Forum (GEF) in parallel with the Gulf Educational Supplies and Solutions Exhibition (GESS). GESS is the co located exhibition which provides a platform for all the latest technologies available to the GCC Education sector.

GEF is a combination of seminars, key note addresses and specialized workshops aimed at supporting and developing all educational concepts in the Gulf region. GEF will profile the latest technical solutions and expertise that have been successfully applied globally, and will show how they can be compatible with the local education.

Please submit your papers to Dr. Abdurrahman G. Almekhlafi by email at: [dr.abdurrahman@fairs-exhibs.com](mailto:dr.abdurrahman@fairs-exhibs.com)

## Publications

**Publication of Sang Saeng Vol. 24 & 25**



The 24th edition of Sang Saeng featured the theme "Human Rights Education: From Knowledge to Action," a take-off from the UN's proclamation of the International Year of Human Rights Learning. The issue included examples of effective human rights education practices, as well as feature stories on traditional arts and cultures in several Asian countries. The article "In Aiming for a 'Global Asia,' Diversity is a Challenge" reminded readers of the formidable task of cultivating the values of respecting and understanding other cultures and traditions. The article "The World Tree: Traditional Knowledge" rendered the Asian mind and spirit more tangible and conveys a refreshing perspective of the world.

The 25th edition of Sang Saeng opened discussion on "Eco-ethics: Asia-Pacific Perspectives" following the UN Decade of Education for Sustainable Development: 2005-2014 which seeks to "promote learning that allows people to acquire the skills, capacities, values and knowledge required to ensure sustainable development." It featured concepts, stories, and experiences in the practice of eco-ethics from the Asia-Pacific, best practices on EIU, reflection on peace, and introductions to cultural aspects in the region.



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