



United Nations  
Educational, Scientific and  
Cultural Organization

# Education Sector Category 2 Centres Newsletter

## Content

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### Research Projects

- ◆ Inter-country Policy-oriented Comparative Studies on Technical and Vocational Education for Rural Development in the Transition Countries, China and Russia
- ◆ Review Workshop for the Outcome of the Study Conducted on "Gender and Culture" Under the Action Plan of the Second Decade of Education for Africa (2006-2015)
- ◆ Funding Partnership Research--Project: Support to the Integration of Gender Issues in African Universities through the Establishment of Gender Units

### Conferences and Seminars

- ◆ APCEIU's 10<sup>th</sup> Anniversary Celebration
- ◆ 1<sup>st</sup> Dujiangyan International Forum on Education for Sustainable Development
- ◆ The Seminar on "2010 EFA Global Monitoring Report"--- The Fifth China EFA Forum
- ◆ International Symposium on "Education for Rural Transformation"
- ◆ China Experience in Education for Rural Transformation (ERT)--Working Conference for the Comparative Research Project of ERT in China and India
- ◆ The Symposium on: Management and Executing Education Development Plans -- Education Reform Policies
- ◆ National Board of Certified Counselors (NBCC) and GCYDCA Promote Mental Health Facilitation Africa
- ◆ The SEAMEO-APCEIU Regional Meeting on the Use of Asian Folktales in Classrooms

### Training Activities

- ◆ Diploma and Certificate Courses in Guidance, and Counseling
- ◆ GCYDCA Starts a Community Support Programme In Africa -Crisis Counseling
- ◆ APCEIU Training Programmes
- ◆ The 1<sup>st</sup> Asia-Pacific Leadership Academy for School Principals on Education for Diversity

- ◆ RCEP Organizes a Regional Seminar on Education Sector Strategic Planning
- ◆ The 1<sup>st</sup> Regional Workshop on Education for Cultural Diversity: Learning to Live Together in Asia and Pacific
- ◆ 2010 UNESCO-ROK Co-Sponsored Fellowships Programme
- ◆ The Sub-regional Workshop on EIU
- ◆ The Gulf States Joint Training program
- ◆ AU/CIEFFA Workshops on Gender Sensitive Education Management Information System (EMIS) for the Benefit of its Country Focal Points
- ◆ GCYDCA Spearheads a Sub Regional Initiative on Anti Child Trafficking
- ◆ Australian Government Aids GCYDCA in Initiating Classroom Connection in Ten African Countries
- ◆ Gender and Human Rights in African Education Systems
- ◆ School Mapping and Micro Planning Workshop

### Good Practices

- ◆ Improve Mechanism of Investment in Rural Compulsory Education
- ◆ Disaster Risk Reduction: Lessons Learned from Disaster
- ◆ The Success Story of Tribal Education in Andhra Pradesh
- ◆ The EIU Best Practices Project
- ◆ Photo Exhibition <Dreaming Patterns - Asian Cosmos>

### Publications

- ◆ SangSaeng issue No.27 and No.28

### Others

- ◆ INRULED 2<sup>nd</sup> Board Meeting
- ◆ The First Session of APCEIU's Governing Board

## Research Projects

### ◆ **Inter-country Policy-oriented Comparative Studies on Technical and Vocational Education for Rural Development in the Transition Countries, China and Russia**

INRULED and the University-Higher School of Economics, Moscow (HSE) collaboratively initiated a three-year research project “Inter-country Policy-oriented Comparative Studies on Technical and Vocational Education for Rural Development in the Transition Countries, China and Russia ” in March 2010. The implementation of the Russian-Chinese project in the sphere of rural education aims to re-orient vocational-technical education for sustainable rural development, to promote policy dialogue on emerging issues in TVET, with a focus on rural areas; and to share and scale up innovative practices in rural TVET for community development.

### ◆ **Review Workshop on the Outcome of the Study Conducted on “Gender and Culture” under the Action Plan of the Second Decade of Education for Africa (2006-2015)**

The meeting of the review workshop on the outcome of the study conducted on “Gender and Culture” under the Action Plan of the Second Decade of Education for Africa (2006-2015) was held at the Splendid Hotel in Ouagadougou on 7th - 8th December, 2009.



The objective of the meeting was to examine, amend and improve the harmonized study report of the consultants on Culture and Gender in the context of the Second Decade of Education for Africa; and make recommendations that focus on attaining full gender equality and parity in education while re-establishing linkages between education and culture as recognized at the highest level of the African union.

The following organizations and institutions were represented at the meeting:

The Department of Human Resource, Science and Technology (HRST) of the African Union Commission; the Economic Community of West African States (ECOWAS) Commission; the UNESCO Regional Office in Dakar; UNICEF; AU/CIEFFA; the Forum for African Women Educationalists (FAWE); the African Academy of Languages (ACALAN), as well as Gender and Culture specialists from: Senegal, Botswana, Côte d’Ivoire, Burkina Faso and the five consultants having conducted the studies.

### ◆ **Funding Partnership Research--Project: Support to the Integration of Gender Issues in African Universities through the Establishment of Gender Units**

The objective of the project of AU/CIEFFA is to set up gender units in universities with the close collaboration of the actors and stakeholders in the field. This will contribute to the reduction of inequalities between boys and girls at the level of access, retention as well as success in universities; to the reduction of inequalities between men and women at the level of women’s access to careers and their promotion in these careers; to the promotion of a better integration of gender in teaching and training activities in institutions of higher education; to the promotion of women’s access to positions of responsibilities in management and decision-making bodies in universities.

To that end, three baseline studies were conducted in three different universities in west Africa : the University of Ouagadougou in Burkina Faso, the Abdou Moumouni University of Niamey in Niger and the Abomey-Calavi University of Cotonou in Benin.

At present, AU/CIEFFA is seeking partnerships to join efforts and mobilize fund for the actual implementation of the pilot project in the three targeted universities.

## Conferences and Seminars

### ◆ APCEIU's 10<sup>th</sup> Anniversary Celebration

The 10th Anniversary of the Asia-Pacific Centre of Education for International Understanding was celebrated on 12 October 2010 in Seoul, Republic of Korea. Approximately 300 guests, including delegations from UNESCO Member States of the Asia-Pacific, foreign diplomats to the Republic of Korea, as well as experts and representatives in the fields of education and international cooperation, gathered on that day to congratulate APCEIU's historic anniversary. Among them, several prominent invitees, such as Mr. KWACK Chang-Shin (Deputy Minister of the Ministry of Education, Science and Technology, Republic of Korea), H.E. Chan ky Sim, (Ambassador of Cambodia to the Republic of Korea), Dr. Mary Anne Campbell (UNHCR Representative to the Republic of Korea), Dr. TOH Swee Hin (Professor of UN Mandated University for Peace) and Dr. Arief Rachman (Executive Chairperson, Indonesian National Commission for UNESCO) also participated in the ceremony.



The celebration consisted of art performances, keynote addresses and the declaration of The Seoul Declaration on Promoting EIU towards a Culture of Peace. Madame Irina Bokova, Director General of UNESCO also gave congratulatory remarks which she sent through a video recording, praising APCEIU's endeavors and commitment in EIU to attain a Culture of Peace in the region.

Mr. LEE Seunghwan delivered APCEIU's appreciation for support and partnership to all stakeholders and reconfirmed APCEIU's commitment towards the promotion of a Culture of Peace through enhanced programme and strategy on EIU.

### ◆ 1<sup>st</sup> Dujiangyan International Forum on Education for Sustainable Development

1<sup>st</sup> Dujiangyan International Forum was held from 28th to 29th, May, 2010 in Dujiangyan, Sichuan Province, China. The forum was co-sponsored by the Chinese National Commission for UNESCO, Chengdu Municipal Government, Beijing Normal University and UNESCO Beijing Office and jointly organized by UNESCO International Research and Training Center for Rural Education (INRULED), Dujiangyan Municipal Government, Chengdu Bureau of Education and Southwestern University of Finance and Economics. Over 20 international participants as well as around 100 domestic representatives attended the Forum.



This forum provided an international platform to review the available policies, to share innovative experience and best practices, to strengthen international and inter-regional cooperation, and to recognize, support and facilitate the role of the international organizations in nature disaster preparedness and post disaster reconstruction. The keynote speeches covered topics related to the experience of Chinese post-disaster reconstruction, university's responsibilities and actions in disaster response, and the development of a community ownership disaster reduction culture. The thematic presentations were around three themes: disaster prevention and reduction, post-disaster educational reconstruction and education for sustainable development. Dujinagyan Understanding, as the major outcome of the Forum was drafted and announced.

◆ **The Seminar on "2010 EFA Global Monitoring Report"**

—— **The Fifth China EFA Forum**



On 26th March, 2010, the Seminar on "2010 EFA Global Monitoring Report", also the Fifth China EFA Forum, was held in Beijing, co-organized by the Committee of UNESCO in China, UNESCO Beijing Office and the United Nations children's Fund (UNICEF). Over a hundred people attended the seminar from the Ministry of Education, the National Development and Reform Commission, the State Ethnic

Affairs Commission, National Bureau of Statistics, China Women's Federation, China Youth Federation and other related provinces and cities, universities, international agencies and embassies in China. Chen Xiaoya, Deputy Minister of Education attended the opening ceremony and delivered speech.

In this seminar, the "2010 EFA Global Monitoring Report" released by UNESCO in January 2010 was introduced and discussed, the theme of which was to benefit marginalized groups. Representatives from various international organizations fully recognized Chinese achievements in promoting EFA and appreciated the policy to promote education equality and to improve education quality in Chinese draft document of the National Plan for Medium and Long-term Education Reform and Development (2010-2020). Participants also provided experience and recommendations on schooling, education quality, participation, credibility and fairness from the perspective of international organizations, which enriched the Plan.

◆ **International Symposium "Education for Rural Transformation"**

By the invitation of The Institute of International Education, Stockholm University, Deputy Director Professor Wang Li, and consultant Dr. Meng Hongwei of UNESCO INRULED took part in the "Education for Rural Transformation" International Symposium on 8-10 November 2010 in Stockholm, Sweden. Professor Wang made keynote speech on behalf of the Centre. He introduced the work of the Centre on ERT and also presented the Centre's publications to the Chinese



ambassador to Sweden.

The theme of the conference is Lessons Learned-National, International and Comparative Perspectives. More than 30 experts from Australia, Bangladesh, China, India, Italy, Nepal, Romania, Tanzania and USA were invited to participate. The overriding objective of the ERT International Symposium is to critically examine the concept, policy and practice of education for rural transformation.

#### ◆ **China Experience in Education for Rural Transformation (ERT)--Working Conference for the Comparative Research Project of ERT in China and India**

In collaboration with Institute of International Education (IIE) Stockholm University and Beijing Normal University, INRULED is engaged in the design and implementation of the Comparative Research Project of Education for Rural Transformation (ERT) in China and India.

In order to facilitate the project, INRULED and Beijing Normal University hosted a working conference on 'China experience in Education for Rural Transformation (ERT) ' on October 6, 2010. The conference attracted 28 participants, and the following topics were discussed: The Functions of ICT in Rural Education and Rural Development, Literacy, Girls and Women Education and Gender Issues TVET and Skills Development, Education for Income-generating, Non-formal Education for Rural Development, Education of the Marginalized Groups and Migrants, Community Learning Centre in Rural Areas, New Energies, New Techniques and New Planning for Rural Development.

#### ◆ **Symposium on: Management and Executing Education Development Plans -- Education Reform Policies**

The Regional Centre for Educational Planning (RCEP) Sharjah has embarked on implementing its three years training and research plan 2010 – 2012, by launching a regional symposium on “Management and Executing Education Development plans: Education Reform policies” on Thursday May 20th 2010 under the auspices of H.E. Humaid Mohamed AL Qutami UAE Minister of Education and Chairman of RCEP Governing Board and entered by 100 participants from ministry of education and education zone and school principals.

#### ◆ **National Board of Certified Counselors (NBCC) and GCYDCA Promote Mental Health Facilitation in Africa**

Through the support from National Board of Certified Counsellors (NBCC) based in America, the Centre conducted a dissemination meeting with head teachers and guidance and counseling teachers from the 10 schools on 12th April, 2010. Learning benefiting from the mental health facilitation programme.



The objectives of the dissemination workshop were to:

- develop relationships among the guidance and counseling teachers from different schools and promote a state of well-being among schools to enable students and teachers realize their abilities;
- share reports on the mental health activities from different schools;
- establish best practices in promoting preventive mental health education to assist learners to handle normal stresses of life and learn productively and fruitfully;
- address fundamental mental health care needs to reflect the social, cultural, religious and psychological realities of the school-going youths as well as the communities;

Mental Health Facilitation will now be scaled out to Tanzania, Swaziland, Uganda, Zambia, South Africa, Kenya, The greatest success story for the centre.

### ◆ The SEAMEO-APCEIU Regional Meeting on the Use of Asian Folktales in Classrooms

The SEAMEO-APCEIU Regional Meeting on the Use of Asian Folktales in Classrooms was held at the SEAMEO-SPAFA office in Bangkok on 10-11 August, 2010. Appreciating the value of folktales as tools for improving the quality of multicultural education and inter-cultural understanding among students,

APCEIU, in collaboration with the SEAMEO Secretariat, SEAMEO-SPAFA and SEAMEO-INNOTECH will develop a multicultural educational material involving folktales of the 11 ASEAN countries and the Republic of Korea. For the preparatory phase of the project, folktale experts and researchers from the ASEAN countries and the Republic of Korea gathered to present the results of surveys on the use of folktales in each country's elementary school curricula, and shared the five most prominent folktales in each respective country's elementary school textbooks. Renowned storytellers Dr. Margaret Read MacDonald and Dr. Wajuppa Tossa gave a colorful session on "The Art of Telling Folktales", demonstrating the use of storytelling as an educational purpose. Also through this meeting, a MOU between APCEIU and SEAMEO was signed to strengthen educational cooperation between the two organizations in the region.



The final publication involving 27 folktales from 12 countries will be published in December which will be distributed to elementary schools of the participating countries and to related organizations.

## Training Activities

### ◆ Diploma and Certificate Courses in Guidance, Counseling



GCYDCA instituted both the Certificate and Diploma Training Programmes in Guidance and Counseling and Youth Development and these programmes are attracting a lot of interest both locally and internationally. The Certificate programme and the Diploma Training were officially launched in 2008 and 2009 respectively and both are effectively running. A total of more than one hundred students will have successfully graduated by first quarter of 2011.

### ◆ GCYDCA Starts A Community Support Programme in Africa -Crisis Counseling

The GCYDCA in collaboration with the Japanese Embassy in Malawi and Karonga District Education and Management office launched a psychosocial support intervention in the Northern part of Malawi in Karonga from 29<sup>th</sup> March to 1<sup>st</sup> April 2010. The programme was part of a broader support plan launched in the Northern area of Malawi (Karonga) following a series of earthquakes that affected the district. A total of 65 participants went through the first training phase to become Trainers of Trainers (TOT's) and developed programmes for the grassroots people. This programme

was designed to

- create a grass root team in Karonga that will constitute Trainer of Trainers (TOT's) for the area with respect to psychosocial support services in managing general disaster and crisis situations.
- train the TOT's to deliver the training using the developed guiding manual.
- offer knowledge and equip skills in some fundamental areas of crisis and disaster management and counseling.
- assist the TOT's and the Leadership team in Karonga to develop practical implementation plans on how they will filter the training to the beneficiary using local partnerships.
- support the setting up of the local Counseling Centre in Karonga for sustainability of the project.



## APCEIU Training Programme

Recognizing the pivotal role of educators in promoting and implementing EIU, APCEIU regularly provides teachers, teacher educators, and curriculum developers in the region with training programmes on EIU. Eleven trainings have been conducted by APCEIU in the Republic of Korea and Malaysia in 2010, more than 300 participants from Asia-Pacific attended. Some of the highlights of these training programmes include:

- ◆ **The 1<sup>st</sup> Asia-Pacific Leadership Academy for School Principals on Education for Diversity** was held from 4-13 October 2010 at Seoul Women's Plaza, Republic of Korea. Sponsored by the Seoul Metropolitan Office of Education (SMOE), the Academy assembled 36 schools principals from 22 countries in the Asia-Pacific Region. The programme aimed at fostering mutual understanding and democratic commitment across diversity, so as to motivate and enhance the participants' capacities in their efforts for innovative curricula and programmes for diversity and harmony in their local contexts.
- ◆ **The 1<sup>st</sup> Regional Workshop on Education for Cultural Diversity: Learning to Live Together in Asia and Pacific** was held at the Hotel Academy House in Seoul, Republic of Korea from 14 to 19 January 2010. Organized jointly with UNESCO Bangkok Office, the Workshop invited 24 secondary school principals from 18 countries in the Asia-Pacific region. Participants experienced a diverse and unique capacity-building programme through lectures, seminars, and hands-on activities. In addition, cultural activities such as a home stay programme, hosted by Korean teachers, provided excellent opportunities for the participants to experience Korean culture. APCEIU continued to engage the workshop participants to be actively involved in networking and follow-up activities via a listserv and its training website.



- ◆ **2010 UNESCO-ROK Co-Sponsored Fellowships Programme** was held from 15 September to 14 November 2010. Co-sponsored by UNESCO and the Government of the Republic of Korea, represented by the Korea International Cooperation Agency (KOICA), 29 key educators from 22 countries in Africa and the Asia-Pacific participated in a two-month intensive programme. Emphasizing its inter-regional aspect, the Programme seeks to strengthen the relations of the Asia-Pacific region with Africa in the promotion of education towards a Culture of Peace, and to enhance the respective educators' capacities to design and carry out innovations for Quality EFA, Global Education and Teacher Education in the two regions.



- ◆ **The Sub-regional Workshop on EIU**

The Sub-regional Workshop on EIU proceeded under the theme “Global Citizenship Education for a Culture of Peace and Sustainable Future” on 22 – 25 November 2010 at Park Royal Hotel in Penang Malaysia, co-organized with UNESCO Bangkok Office and hosted by University Sains Malaysia, the Workshop brought together 40 teachers and teacher educators from four countries in Southeast Asia: Indonesia Malaysia, Singapore, and the Philippines. To identify and facilitate ways of effectively addressing issues of EIU and ESD in global citizenship education curricula, the Workshop offered the participants comprehensive lectures, hands-on activities, showcases on EIU and ESD, and parallel sessions covering issues of gender sensitization, HIV-AIDS prevention education, environmental protection and non-violent conflict resolution. On the last day of the Workshop, participants came up with nine action plans for promoting a culture of peace and sustainability in their educational institutions. Further collaborative efforts among teachers and teacher educators in capacity-building and improving teacher education in promoting global citizenship education in schools will be supported by online communication after the Workshop.



- ◆ **RCEP Organizes a Regional Seminar on Education Sector Strategic Planning**

RCEP has organized a Regional Seminar on Education Sector Strategic Planning “Developing a culture of and capacity for Planning” in close Collaboration with the UNESCO Regional office – Beirut and the International Institute for Educational Planning IIEP – Paris ,Convened Between 21 – 23 March 2010. This function was attended by the offices in charge of Education Planning and Human Resource Management from the Arab States.

This regional Seminar is aimed at enabling the participants to:

- gain and enhance understanding of the concepts and process in strategic planning.
- exchange country experiences and best practices on Sector plan preparation, Implementation, monitoring and evaluation.
- gain understanding of key Challenges in education and responses in different Arab countries and at the international level.
- discuss the Arab regional programme for capacity development in educational policies I planning and management to specify and identify the training needs indicated by the Arab countries.

The Seminar was launched under the auspices of his Excellency Mr. Humaid Mohamed AL Qutami UAE Education Minister. The Regional Seminar released very realistic and practical proposals which need to be followed up and interpreted into action plans.

#### ◆ The Gulf States joint Training Programme

In cooperation with the UNESCO Regional office (For Gulf Arab states ) Doha , the RCEP designed and implemented the Gulf States joint Training Programme. The training programme focuses on building capacity of the participants and strives to equip them with the necessary skills of strategic



analysis that enhances the appropriate concepts of education system diagnosis. This programme aims at building the capacity of RCEP ministries of education senior and technical staff, through addressing the following goals and objectives:

- Identifying the relationship between planning and Diagnosis of educational systems .
- Determining the appropriate ways and means of collecting and analyzing data.
- Identifying the main indicators, data and necessary education system diagnostic tools .
- Equipping the participants with skills required for the analysis of internal and external environments.

#### ◆ AU/CIEFFA Workshops on Gender Sensitive Education Management Information System (EMIS) for the Benefit of Its Country Focal Points

The African Union, recognizing the importance of education in general, and that of girls and women in particular, and in its effort for the sustainable development of the continent, has put in place the Plan of Action of the Second Decade of Education for Africa (2006-2015) consisting of eight priority areas, including Education Management Information System (EMIS).



The establishment and functionality of EMIS in African countries will enable them to have clear indicators taking into account the gender dimension that facilitate the monitoring and evaluation of the continent's education sector.

To co-ordinate EMIS activities, the African Union established an Observatory for education in Africa which is the Pan

African Institute of Education for Development (IPED) based in the D.R. Congo, and an

Observatory for girls' education and women's training which is the African Union International Centre for Girls' and Women's Education (AU/ CIEFFA) based in Ouagadougou, Burkina Faso.

In order to better accomplish its missions, AU/CIEFFA has focal points who are its representatives and contact persons in their respective countries.

In order to build the capacities of its focal points in the area of EMIS responsive to girls and women's education issues, AU/CIEFFA organized two training workshops: in Burkina Faso from 29<sup>th</sup> March to 1<sup>st</sup> April 2010 for its French speaking focal points, and in Kenya from 5<sup>th</sup> to 8<sup>th</sup> July 2010 for its English speaking focal points.

The Ouagadougou workshop brought together focal points from 17 French speaking countries and the Nairobi one was attended by focal points from 21 English speaking countries. Partner institutions like the Pan-African Institute of Education for Development, African Observatory for Education (IPED), ADEA, FAWE, AUC, Forum-WEGSA, Kenyatta University, UNICEF, SADC and UNESCO were present. The major achievements of the workshops include:



- the focal points have acknowledged having been equipped with necessary basic knowledge, abilities and tools to play the role of facilitators in the collection of statistical data on girls' and women's education and training in their countries;
- consensus has also been reached regarding the indicators to be focused, with regards to girls' and women's education and training;
- consensus has been reached regarding the roles and responsibilities of CIEFFA country focal points;
- a network has been established to link the focal points to facilitate exchange and sharing of experiences.

One of the key recommendations they made to the African Union Commission was to speed up the adoption of statutes and structures of AU/CIEFFA.

#### ◆ GCYDCA Spearheads a Sub Regional Initiative on Anti Child Trafficking

The 2010 FIFA World Cup in South Africa had seen a number of African children making their way to the venue country. Many of these were however at a risk of being exploited and facing serious different types of abuses. This movement created a need for immigration officers and the communities around different boarder areas to work together to reduce the risk of vulnerable children to be trafficked and abused later.



GCYDCA in collaboration with Plan Malawi embarked on a training programme called Boarder to Boarder Child Trafficking Initiative from May to July, 2010. Countries currently over 200 migrations officers, teachers and other stakeholders have been trained. The programme is on going into 2011 with funding from Plan –Malawi. The Child trafficking trainings were conducted to:

- sensitize and support the immigration, customs and boarder officials, District Commissioners, church based organizations, government and NGOs just to mention a few, on child protection for avoidance of child trafficking during the FIFA 2010 World Cup and beyond.
- implement the campaign called Protecting Children on the Move and later monitor progress of the campaign.

- empower boarder communities with skills to enable them to identify children who are at risk of being trafficked

The ToTs then developed programmes to reach out to the grassroots that included clearing agents, business people, religious leaders, teachers, parents, youth groups, traditional chiefs, community policing, the media, district social welfare and labor offices and district education office. The facilitators of the programme were from GCYDCA, Immigration Head Offices and the Zambia High Commission.

#### ◆ Australian Government Aids GCYDCA in Initiating Classroom Connection in Ten African Countries



The University of Ballarat in Australia developed a programme on Classroom Connection whose purpose is to improve quality of learning by promoting healthy interpersonal connections to maximize learning processes. In collaboration with the university, the Centre invited the following countries to a three day (23<sup>rd</sup> – 25<sup>th</sup> November, 2010) international summit workshop: Malawi, Swaziland, Mozambique, Zambia, Kenya, Uganda, Tanzania, Zimbabwe and Botswana.

Twenty six (26) participants attended the international summit to:

- share experiences and the subsequent plans for Africa.
- learn from participants from the various countries that were empowered in managing various life issues using the concepts embedded in the Classroom Connection strategies so as to begin to think about how best these can promote Healthy African School Programmes
- establish strategies for integrating the Healthy African Schools Programme into the teacher preparation programmes.
- find out if Classroom Connection programme harnesses cultural diversity and uses human experiences to build the learner capacity which is a core agenda for the Guidance and Counseling Centre.



At the end of the International Classroom Connection summit, participants increased knowledge, skill and attitudinal change and improved networking and partnership in many other areas of human support in the classroom. In addition an action plan was developed as key to providing developmental feedback to key team members involved in implementation of Healthy African Schools in 2011. Three cluster teams were developed comprising of countries according to proximity among member countries. The following are the three clusters:

- Kenya, Uganda and Tanzania
- Malawi, Zambia and Zimbabwe
- Mozambique, Swaziland and Botswana

#### ◆ Gender and Human Rights in African Education Systems

As part of its approach to develop strategies and initiatives to promote education and training for girls and women on the continent, AU/CIEFFA initiated a study since 2007. The final result is a guide which recommends the integration of gender and human rights in African educational systems. Many meetings took place on this guide to improve it and make it intelligible, and also to get the necessary support from financial and technical partners for its implementation in countries.



The guide was pilot-tested in Burkina Faso, Mali, Niger and Ghana. The final act was performed on 15 and 16 September 2010, through the organization of a finalization workshop. CIEFFA's focal points in the targeted countries, the country consultants who implemented the guide in their countries, the members of the steering committee and CIEFFA executives met in Ouagadougou to discuss the various amendments and suggestions regarding the document in order to finalize and then disseminate it.

During the proceedings of this workshop, each country consultant presented the results of the experimentation/testing of the guide and summarized the recommendations and amendments collected on the ground. Among the recommendations and suggestions made in this connection, there was the introduction of the guide as a guidance document for teacher training schools and institutions of higher educations. Regarding its content, the style of the guide will be harmonized and the thematic sheets simplified to make the guide more accessible and easy to use for all education stakeholders. The participants ended by appealing to the media for their contribution to the dissemination of the content of the guide, and to promote gender equality.

#### ◆ **School Mapping and Micro Planning Workshop**

In its serious endeavors to implement its operational plan for 2010 that targets the building capacity of its member States officials, RCEP launched a four-day workshop between 13 – 17 June 2010. The workshop was attended by 22 Participants from UAE, Kingdom of Saudi Arabian, Sultanate of Oman and other participants from the private sectors. The workshop focused on:

- the concept and designing of School mapping and micro planning.
- the analysis of the Local education Services.
- the options in organizing School network and preparation of a prospective School map.

## Good Practices

#### ◆ **Improve Mechanism of Investment in Rural Compulsory Education**

##### **Case: “Two Frees and One Subsidy” Project**

To lessen peasants' economic burden and promote development of compulsory education in villages, the State Council of Gansu province in China issued a document on strengthening rural education, which regulated that aid-the-poor system be established to help students from poor families with their learning. The system regulates that students from poor families can use free textbooks and be free of extras, and enjoy boarding subsidy. Meanwhile, the document also required that by 2007, all primary and secondary school students from poor rural families study with the support of system of “Two Frees and One Subsidy”, the provincial government issued a special document and governments at prefecture and county levels made detailed plan and financial departments set up special fund to ensure the implementation of the system. As a result, more and more students from poor families were supported and less and less students dropped out of school. -Cited from Chinese National Commission for UNESCO (2007), China EFA Provincial Monitoring Reports, p.27

#### ◆ **Disaster Risk Reduction: Lessons Learned from Disaster**

##### **Case: Post-disaster resettlement mode for primary and secondary students**

After 5.12 Wenchuan earthquakes in China, students were transferred to different schools. Research compared two post-disaster resettlement modes. Through the case study of settlement in “Love school” at local place and relocation at Shanxi school in other province, it concluded that nearest settlement is better than relocation in empowerment of students. This study provides tactical lessons on how to improve our emergency response and educational intervention, and help students adapt to the new environment. - Cited from proceedings of the First Dujiangyan International Forum, China

#### ◆ **The Success Story of Tribal Education in Andhra Pradesh**

To improve education among tribes in India, the states have adopted diverse initiatives for educating

tribes due to socio-political and administrative differences. The state Andhra, one of the states that have a considerable tribal population, adopted different approaches and initiatives to improve access through innovative models of schools and to integrate equity and excellence by establishing Gurukulums (Residential Schools) in tribal areas. Gurukula schools have transformed over the years in their perspectives and empowered tribal population even to become the members of legislative Assembly and parliament.

Prof. Sujata conducted empirical studies on diverse educational initiatives in the tribal areas of Andhra Pradesh. She stressed contextually relevant educational programmes are needed to uplift the lives of marginalized, and emphasized the need for micro level actions which can directly affect the lives of rural people. – Cited from Proceedings of the ERT Symposium, 2010, Sweden

#### ◆ The EIU Best Practices Project

The Project aims to explore and encourage local EIU initiatives in the Asia-Pacific region. APCEIU announced the winners of the 2010 EIU Best Practices in June. The five selected cases are:

- Ms. Rinzin Wangmo (Principal), Bhutan: Best EIU practice in Bhutan.
- Dr. Rajendran Nagappan (Director, Aminuddin Baki Center for Global Education Sultan Idris Education University), Malaysia: Climate Cool Schools – Global Platform Project.
- Ms. Ayesha Saqib (Principal / Chief Executive Academia De Averroes Pvt. Limited), Pakistan: Salvation of the Environment and Human Race in Conjunction with Sustainable Development.
- Mr. Benjamin David Abadiano (President PAMULAAN Center for Indigenous Peoples Education), Philippines: Culture Based Education Programme for Indigenous Children & Youth in the Philippines.
- Mr. Mukhamadjon Aliev (Rector Avloniy In-Service Teacher Training Central Institute), Uzbekistan: In-Service Training on Education for International Understanding.

#### ◆ Photo Exhibition <Dreaming Patterns - Asian Cosmos>



The third in the 'Dreaming' series of exhibitions entitled <Dreaming Patterns - Asian Cosmos> was held at the Guro Arts Valley Gallery from 9-17 November 2010. APCEIU has organized <Dreaming Kitchen> in 2008 and <Dreaming Classroom> in 2009. The exhibition's narrative circled around the patterns of Asia. From the sun as the source of life to the fish as the symbol of peace, from pomegranates and grapes as symbols of long life and fertility to 'Isiriq' as the protector from evil spirits - Asia has grown to full bloom amidst the passed on symbols of good wishes. Photos in this exhibition entailed the pristine messages delivered to us from the 'sun' and the 'moon', and the human tales on

re-creating these messages into patterns. Photographers from eight Asian countries have participated in search of patterns that represent universal human wishes.

## Publications

In the final year of the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010), and the Second International Decade for the Eradication of Colonialism (2001-2010), the SangSaeng issue No.27 explored values and issues related to peace and non-violence that are central to bringing about a mutual and sustainable future, specifically in and among countries in the Asia-Pacific. Building a Culture of Peace is an active choice that combats war and violence. Kaisa Savolainen, Former Director of the Education Division (UNESCO/Paris), writes of UNESCO's efforts toward a culture of peace during the past decade. The 'Focus' author—Scholar Surya Nath Prasad—defines peace education as education of the self or developing man's five elements, while Lee Grafton presents a



creative way for planting seeds of peace in Australia's students' minds, and Meri Joyce discusses an innovative project in Japan where a passenger ship undertakes four voyages per year to carry the message of peace to various countries it visits. The 'Special Report' section presents a case for non-violence: civilian peacekeeping forces are an effective alternative to the use of force, citing the power of Mahatma Gandhi's principle of non-violence. Non-violence is the first principle in the promotion of a culture of peace, and it is a key concept in the philosophy of EIU.



SangSaeng issue No. 28 digs into related values and issues regarding diversity that is essential for a mutual and sustainable future, specifically among countries in the Asia-Pacific. Particularly, it focuses on notable stories of initiatives for appreciating diversity within nature and cultures under the overarching direction of peace. Professor Jagdish Gundara pinpoints the need to pave the way for trans-national cosmopolitanism and citizenship aiming at creating better international understanding. Dr. Robert LEE gives his unique and in-depth understanding of the relationship between cultural diversity and biological diversity. Mr. Kiran Rajashekariah and Mr. Ravi Corea share with us actual cases based on their professional experiences. Dr.

Woong-Seo Kim emphasizes the importance of marine biodiversity in Asia and the Pacific as a marine scientist.

## Others

### ◆ INRULED 2nd Board Meeting



The Second Board Meeting of UNESCO International Research and Training Centre (INRULED) was held on 6-7 August, 2010 in Beijing. The meeting comprised Board members, Advisers to the Board, members of INRULED including the Co-Director and Deputy Director, and observers from the Beijing Normal University, Chinese Ministry of Education, and the Chinese National Commission for UNESCO.

The Board discussions covered different aspects of INRULED's work. The meeting agreed that the Institute governance, organizational structure, international nature, and programme activity needed to be strengthened. A detailed work plan for 2011 and the next three years were made.

### ◆ The First Session of APCEIU's Governing Board



APCEIU's Governing Board convened its first session on 14 July 2010 at the UNESCO Conference Hall in Seoul, Republic of Korea. APCEIU is being administered by a Governing Board which consists of 11 members. The Board determines the general policies and the nature of APCEIU's activities in accordance with UNESCO's goals and objectives. It decides on the programme and budget and ensures the implementation of the activities. The Board normally meets at least once each year in ordinary session.

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