

Education Sector

Category II Centres Newsletter

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Training Activities

◆ The 1st Asia-Pacific Youth Caravan (APCEIU)



The 1st Asia-Pacific Youth Caravan was held from 23 September to 1 October 2011 with 32 young participants from 18 Asia-Pacific countries. The caravan aimed to connect college-age leaders throughout Asia-Pacific to engage on issues of culture and biodiversity. Participants have engaged each other on the Asia-Pacific regional problems through workshops, lectures and individual presentations on particular issues of culture or biodiversity in their home country.

Aside from the in-classroom activities, participants were able to integrate the academic portions of the caravan with field visits throughout the Republic of Korea. Participants toured through the alleys of Bukchon village where they experienced the rural charm of traditional Korean housing preserved by government mandate; Changdeok Palace, a UNESCO World Heritage Site; the Ansan Borderless Village where participants could feel for themselves the reality of multiculturalism in the Republic of Korea. They also visited the DMZ where the issues of peace and biodiversity could be felt first hand as well as a goat preservation center that aims to protect biodiversity.

The ten-day caravan concluded with group presentations whereby participants incorporated their learning into specific local cases in the Asia-Pacific region. Various issues and cases were presented along with creative action plans formulated in the stance of governmental, inter-governmental, business or civil society's point of view.



◆ The 7th EIU Photo Class (APCEIU)

The 7th EIU Photo Class was held from 9 to 14 October 2011 at School of Fine Arts and Technical Design named after A. Kasteyev in Almaty, Kazakhstan. The class was co-organized by APCEIU, Kazakhstan Federation of UNESCO Clubs and Associations (KazFUCA), Kazakhstan National Commission for UNESCO, School of Fine Arts and Technical Design named after A. Kasteyev and Public Foundation 'Shyn Zhurekten' and 21 Kazakhstani students and 5 Korean students participated under the guidance of 4 professional photographers.

The 7th EIU Photo Class provided participating students with a basic photo graphing techniques and opportunities for understanding EIU as well as grace of Kazakhstani heritages and culture. Both Kazakhstani and Korean students introduced their own lifestyle through a form of Cross-Cultural Awareness Programme such as introduction of traditional plays, music, dances and foods. The photos taken by students were presented in an exhibition on 14 October with participation of distinguished guests and journalists.

The photos in the exhibition were displayed on gallery in the school for two weeks. Afterwards, the photos were circulated to other UNESCO Club Schools in Kazakhstan. The students' photos will be further developed into Education for International Understanding (EIU) contents and utilized from APCEIU's publications and workshop education materials.



◆ **The 2nd Asia-Pacific Leadership Academy for School Principals on Education for Diversity (APCEIU)**

The 2nd Asia-Pacific Leadership Academy for School Principals on Education for Diversity was held from 12 to 19 October 2011 in Seoul, Republic of Korea. During the eight-day Workshop, 35 school principals from 15 Asia-Pacific countries came together to explore cultural diversity and intercultural dialogue in view of EIU.

The focal objectives of the workshop were to provide the participants with diverse opportunities through which they can recognize and gain awareness of the importance of education for cultural diversity as well as comprehend key issues within the framework of EIU. Also the workshop encouraged participants to identify efficient strategies to provide a sustainable platform for the Sister School Network throughout the Asia-Pacific.

The workshop proved successful with an overwhelmingly positive feedback from all participants. Participants returned to their native countries with their newly acquired knowledge and tools, eager and motivated to connect the Sister School Network and promote a Culture of Peace in their local communities.



◆ **Workshop for Educators in South and West Asia on EIU and MDGs (APCEIU)**

The workshop for Educators in South and West Asia on EIU and MDGs was held from 23 to 27 October 2011 in Tehran, Iran. The workshop brought together 32 educators and teacher trainers from 13 countries from South and West Asia and beyond. Participants were trained to teach EIU to achieve the MDGs and share EIU & MDGs situation in their countries, including Afghanistan, Bangladesh, Bhutan, Nepal, India, Pakistan, Maldives, Iran, Iraq, Sri Lanka, Malaysia, Thailand, and Turkey.

Participants also paid visit to Refah Institute, Tehran Peace Museum, the Golestan Palace, and the ancient city of Kashan. This workshop was held under cooperation with the Iranian Ministry of Education, UNESCO Tehran Cluster Office, and Iranian National Commission for UNESCO. The workshop was sponsored by the UNDP South-South Cooperation Unit, to boost the MDGs achievements among South and West Asian countries through collaboration with EIU.



◆ **Restitution Workshop on the Establishment of a Support Fund for Girls' and Women's Education and Training (CIEFFA)**

One of CIEFFA's flagship activities during the last quarter of 2011 was the "Restitution Workshop on the Establishment of a Support Fund to Girls' and Women's Education and Training", organized on 17 and 18 November 2011, in Ouagadougou, Burkina Faso.

The workshop aimed to achieve following objectives:

- To enrich and finalize the report of the study and the manual of procedure on the Establishment of the fund
- To come up with a clear and precise formulation of the project
- To advocate in favor of the fund and its provisions

The workshop gathered 34 participants from Burkina Faso and other areas of Africa, representatives of governmental departments in charge of education and elimination of illiteracy, organizations of the Civil Society, international institutions as well as technical and financial Partners (UNICEF Burkina, Regional office of the UNICEF for West and Central Africa, ECOWAS Centre for Gender Development, International Organization of the Francophonie, Plan Burkina, African Development Bank, Working group in Non formal Education of the Association for the Development of Education in Africa, African Centre for Gender and Social Development of the Economic Commission for Africa).

The Minister of Secondary and Higher Education of Burkina Faso chaired the opening ceremony and praised CIEFFA for its work and observed that the fund, if properly provided, should help girls and women significantly benefit from quality and secure education/training.

According to CIEFFA Coordinator, the workshop was an opportunity not only to improve the study report but also to define the subsequent stages leading to the establishment and effective process of the fund's operation. This will necessarily go through the development of a project document based on an approach that creates added value for CIEFFA.



Group photo of participants with the Minister (dark suit) and CIEFFA Coordinator (to his right)



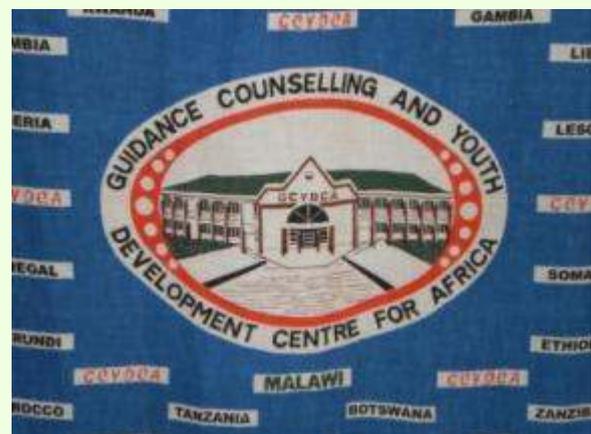
The participants made relevant amendments to study report and to the manual of procedure

These moments of exchanges and sharing helped determine the potentials and opportunities which can be used for the establishment, provision and sustainability of the fund. She closed the workshop by wishing all participants wonderful the end-of-year celebrations and a happy new year 2012.

◆ **Counselling training through E-learning (GCYDCA)**

Following its successful development of training package in Guidance, Counselling and Youth Development, GCYDCA has been scaling up training in professional counselling, using the e-learning approach. The training is being conducted in collaboration with various accredited national universities.

The programme has so far been introduced in Malawi with more than 200 hundred beneficiaries at certificate, diploma and degree levels. More than 5 countries are currently participating in the programme and 18 other countries have requested for the introduction of the course at their national levels.



The leading university in the partnership with GCYDCA is the Blantyre International University in Malawi, a fully accredited university by the government of Malawi. The programme is also supported by York St John University in the United Kingdom through the secondment of visiting professor Ivan Reid. Successful candidates can obtain professional qualifications as well as a license to practice counselling in both public and private institutions. Current impressions are that the training package is well developed and that the trainers are qualified and highly experienced. The training approach which comprises of a combination of face-to-face, field attachment and e-learning has been applauded for its cost effectiveness and ability to help the learners interact effectively with fellow learners as well as lecturers.



Professor Ivan Reid
Faculty of Education and Theology
York St. John University



A website <http://gcydca.pbworks.com> stores the training modules and facilitates submission, marking and communication between and among learners and lecturers. This e-learning package also helps the learners to track their learning performance and participation in their learning process. The use of this training package will soon be scaled out to other countries.

◆ **Mental Health Facilitation Programme (GCYDCA)**

The Mental Health Facilitation Programme funded by NBCC International and implemented by Guidance, Counselling and Youth Development Centre for Africa (GCYDCA) is being implemented in Malawi, Tanzania, Zambia and Zimbabwe.

The programme is aimed at equipping change agents such as teachers, health workers, social welfare workers and administrators on mental health issues. In most cases, younger people, such as school going pupils benefit most. Some of the training package modules include stress management, communication, human resource management, suicide prevention, listening skills, personal care and making referrals.

The current assessment reveals that there is 85% improvement on school pass rate in both primary and secondary school, especially among girls, 87% improvement on learner absenteeism and 100% on teen age pregnancy reduction rate. There is 68% improvement on teacher/pupil interaction rate and 100% report of school administrators acceptance of the programme.

There are plans to scale out the programme to other countries especially Swaziland, Uganda, Cameroon, South Africa and Nigeria. Countries interested in introducing Mental Health Facilitation are encouraged to express their interests by writing to the Executive Director who in turn will link the countries to the training consultant and trainers for the smooth implementation of the programme.

Conferences & Seminars

◆ **International Conference on Educational Development: Policies, Planning & Praxis (RCEP)**

Under the Patronage of H.H. Shiekh Dr. Sultan M. Al Qasimi, Member of the Supreme Council-Ruler of Sharjah, RCEP organized an International Conference on Educational Development: Policies, Planning & Praxis from 23 to 24 November 2011 in Al Razi Hall - College of Medicine – Sharjah University. This International Conference came as an invitation to participants from the diverse geographic, cultural, and political contexts to share their perspectives and views as well as exchange ideas about the development of education through successful applications of policies, planning, and praxis. In the conference 12 papers (4 key note presentations and 8 general related papers) were presented on following 4 axes:

- Educational Policies
- Leadership in Education
- Education System: Training and Development
- Educational Quality

The conference was inaugurated by H.H. Sheikh Abdullah Bin Salim Al Qasimi and addressed by H.E. Humaid Al Qutami Minister of MOE and Chairperson of RCEP Governing Board and H.E. Ms. Mahra Hilal Al Mutawie RCEP Director.



This international conference held by the RCEP, comes at a time when one can witness an increased universal concern towards the development of education to achieve a paradigm shift that includes its goals, objectives, programs and performance with the aim of enhancing its economic, cultural and social outcome as well as the increases in contribution towards the efforts exerted to achieve a comprehensive and sustainable development.

The experience of education development is considered to be a common humanistic exercise especially in the era of globalization and revolution in the sphere of information communication technology. Intuitively the events that happen within any system on the planet will no doubt throw either positive or negative consequences on what might take place in other countries; in this respect the world economic recession could be taken as a vital proof.

It is believed that education development, being an international commitment cannot be achieved in isolation or without involvement of others. In this context the concerned world organizations headed by UNESCO addressed this issue at the beginning of the previous decade on 2000 AD at Dakar (Senegal). That call was a clear explicit invitation for all countries developed, developing or least developed to collaborate and work together for the sake of achieving the goals of education for all (EFL) for a better world where peace, prosperity and settlement prevails.

In its serious endeavors to achieve its goals, RCEP strove through this international conference to transform it into a forum or platform to facilitate the scientific dialogue, discussion and exchange of ideas that reflect the essence of educational thought.

◆ Symposium on the Role of Educational Research in Developing Education Systems (RCEP)

Under the auspices of H.E. Humaid Mohamed Al Qutami, Minister of Education (MOE) and RCEP Governing Board Chairperson, RCEP held a Symposium on the Role of Educational Research in Developing Education Systems on 14 December 2011 where MOE senior staff, university professors, educational zones directors, school principals, teachers, and supervisors were in attendance. H.E. Ali Mehaid Al Swaidi the MOE Deputy under Secretary opened the symposium on behalf of the Minister and asserted the importance of launching a symposium with such a vital theme that responds to the needs of the educational field.



Ms. Mahra Hilal Al Mutawie, RCEP Director, stressed in her welcoming speech that contemporary humanitarian societies are witnessing drastic swift, fast and profound changes caused by what is called the “Revolution of Knowledge and Advanced Technology.” She pointed out that the advanced technologies have culminated into challenges and problems to the current educational system, and hence it calls for a need and serious efforts to personal teaching and learning practices in school classrooms and urges the education system to abandon the conventional ways of learning and adopt appropriate styles as access to knowledge via the electronic devices became easy. The following were identified as the symposium objectives, axis and presenters:

Objectives:

- The importance of Educational Research on improving the Educational systems
- The mechanisms necessary for the development of school academic and administrative performance
- The appropriate ways and means to benefit and utilize the research findings in developing teachers and the process of teaching and learning

Axis:

- The role of educational research in developing the school performance
- The role of research in developing the Student Achievement (Learning, teaching and evaluation of student academic achievement)

Presenters:

- Dr. M. Sayl Al Zyoud, Head Department of Education - Abu Dhabi University
- Professor Mark Mason - Hong Kong Education Institute

◆ Sub-regional Meeting on Facilities Best Suited for Girls' and Women's Education (CIEFFA)

Mrs. Irina BOKOVA, Director-General of UNESCO said at a high-level meeting of this institution: “Young girls and women are changing the world, we must support them. We must provide them with the tools they need to shape the world they wish to make.” These tools entail particularly quality education and training. Echoing this appeal of the Director-General of UNESCO, ISESCO (Islamic Educational, Scientific and Cultural Organization), ISESCO and the Togolese National Commission for UNESCO co-organized from 31 October to 3 November 2011 in Lome, Togo, a Sub-regional Meeting of officials in charge of girls' and women's education to review the appropriate educational facilities for these categories. The meeting was officially endorsed by the Ministry of Women's Promotion of Togo and was heightened with the effective presence of representatives from Benin, Burkina Faso, Côte d'Ivoire, Mali, Niger and Togo.

The objectives of the meeting were to:

- Help Member States in the diversification of organizational structures in the area of girls' education.
- Support Member States' efforts aim to ensure opportunities in the area of girls' education.
- Promote girls' and women's integration and participation in the achievement of sustainable development;
- Strengthen the capacities of influence of participants in advocacy for a large scale implementation in participating countries.

CIEFFA was represented by Mrs. Jeanne TRAORE / COULIBALY, officer in charge of Technical and Administrative Coordination.



◆ 2011 Asia-Pacific Forum on Mass Media and EIU (APCEIU)

2011 Asia-Pacific Forum on Mass Media and EIU (Insights of Asia and the Pacific - Towards a Sustainable Future and Communication) was held from 20 to 22 September 2011 in Seoul, the Republic of Korea. With aims to share insights of journalism professionals and strengthen partnership with journalism towards a Culture of Peace and EIU in the Asia-Pacific, 40 participants from 25 countries in the region participated in the forum.

During the forum, the participants gave presentations that drew on their unique experiences under the main themes of Cultural Heritage and Diversity, Climate Change and Natural Disaster, International Cooperation (Culture and Education), and Labor Migration in the Asia-Pacific. Furthermore, the forum provided the participants with opportunities to visit 'The Borderless Village,' in Ansan, 'Dule-gil (road)' in 'Bukhan-san (mountain)' and Arirang TV to gain insights on Korean approaches to multiculturalism, environment, and media. Also, the participants were able to experience traditional Korean culture at 'Namsangol Hanok Village' and 'Changdeok-gung (palace)' The forum concluded with sharing their reflections on their field visit experiences and possible future steps to relate their activities to EIU.



Research & Publications

◆ Gender Equality and the Empowerment of Women for Leadership Roles in Rural Education (INRULED)

Gender equality is one of UNESCO's two global priorities from its medium-term plan 2008-2013. It is also one of the Millennium Development Goals (MDGs) for 2015. To promote gender equality for rural development, INRULED selected the strategic programme - Women's Development and Leadership in Rural Education. In line with Africa-focused activities, African countries will be targeted as a priority group for implementation.

The programme planned to take actions to (1) engage both men and women to explore the gendered relationships and their causes as well as empower women for leadership roles, and (2) advance learning opportunities for adolescents, particularly girls in terms of training, reproductive health and social services. It is assumed that women and girls should be provided with the necessary skills and understanding to participate in educational development and public affairs in order to play a vital role in leading educational change and policy-making for a gender-sensitive and sustainable society.



The project plans received consultation from both international and national experts. A group of researchers and development practitioners from different disciplines met regularly to discuss some key issues in design and implementation. A collection of good practices in Asian and African countries regarding educational leadership, health education and women's social participation began. To share China's experiences and lessons, a "Women, Leadership, Action Research" Forum was held, and a collection of NGOs' experiences in China underwent in-depth study. To learn experiences from African countries, exchange activities and workshops with international students from various African countries were organized. Further partnership with international organizations will be built to mobilize resources and implement the project.

In 2012, field visits, design training manuals, hold capacity building workshops, support studies and action plans will be organized to promote innovative initiatives for gender equality and sustainable development.

◆ ICT in Education for Rural Development (INRULED)

Information and Communication Technology (ICT) and Open Distance Learning in Africa has developed quickly in recent years but has nonetheless been hindered by cost, technology limitations, and other social and cultural problems. Therefore, it is crucial to develop a more suitable and effective approach to make better use of ICT and ODL in rural education and for rural development. In 2011, INRULED made its strategic plan for promotion of "ICT in education for rural development". Due to the extreme diversity between

and often within countries in this regard, learning through and sharing a variety of good and best practices will be a realistic strategy for INRULED to make its contribution in this field.



“Investigation on Application of ICT in Teacher Training Institutions in Ethiopia”

At present, the team of ICT in Education for Rural Development project completed literature review, and reported on the analysis of UNESCO’s policies and projects on “ICT in (Rural) Education.” Then ad working plan and proposal of the project, made arrangements on cooperation with specialists of UNESCO headquarters and IICBA and launched investigation on experiences in China, through “International Conference of Distance Education in China” and “Continuing Education Exhibition 2011: Digital Learning, Resource Sharing and Services Achievements” as well as visited the Open University of China (formerly the China Central Radio and TV University), National E-learning Resource Centre, and a few schools in universities for rural education and development.



“International Conference of Distance Education in China” Supported by INRULED

◆ **Comparative Studies on Technical and Vocational Education for Rural in the Transition Countries (INRULED)**

2011 was the second year of this project. In-house survey in selected places in China and Russia was conducted; data collection, analyses and the report on the first phase of the project was completed. It was agreed to publish the research outcome and translate in both languages.

The second phase of the project on the theoretical research has begun and there are also plans to invite other transition countries to join the project. Kazakhstan has launched a joint international research project and finished the questionnaire survey and interview phase in 2011.

◆ **Case Study on Sunshine Project: Training for Rural Labor Transfer (INRULED)**

Since the reform and opening-up in 1978 the economic, political and social transformation in China has greatly improved the productivity in rural area and agriculture, propelled the demand to the rural labor and removed the systematic and structural impediments for the rural labor transferring, which has led to the new prospects of rural labor mobility in China. To improve the rural labor quality and their employability as well as to promote the rural labor transferring to the non-agricultural sectors and urban areas, the six ministries of China jointly publicized Training Plan for Nationwide Rural Migrant Workers during 2003-2010, which was the basis for the consequent design and launch of Sunshine Project later on.

In 2011, the School of Economics and Resource Management, Beijing Normal University and INRULED conducted research on Sunshine project, including analysis on its background, implementation and supervision, content and modalities of training and assessment on its effectiveness of raising employability and migration of rural labor.

Evaluations carried out for the project revealed that the project has made remarkable progress. It has been successful in: forming an equal environment for migrant workers; improving vocational skills of trainees; demonstrating model effects for rural labor transfer; establishing a series of labor services brands; strengthening supports to new countryside construction; and promoting rural household income increase, etc.



Workshop on Sunshine Project

◆ **Education for Urban-Rural Understanding (INRULED)**

With the guidance of INRULED, the Centre's associated Centre in Zhejiang worked on the "Education for Urban-Rural Understanding" Project during the year 2011. This included the compilation of the "Biennial Work Plan: 2011-2012", the formation of a panel composed of experts and professors from the elementary and secondary school teacher training centre and establishment of regular contact and provision of guidance to the experimental schools according to the schools' research needs.

◆ **Education for All: Rural Community Learning Centres (INRULED)**

The book discusses the Community Learning Centres (CLC) as a mechanism facilitating and promoting the realization of “Education for All (EFA)” comprehensively, summarizing the practices of Asia-Pacific countries and introducing as well as analyzing the construction of the community learning centres and school of culture and technology for adults in rural areas in China systematically. The book conducted a further analysis and discussion about the various mechanisms of the CLC to provide an overview of the CLC to the readers. The book is written mainly for the rural grass-roots cadres and workers engaged in the fields of EFA, rural education and community education.

◆ **Experience of Universalizing the Nine-year Compulsory Education in Rural Areas in China (INRULED)**

This book aims to summarize the experiences of universalizing the nine-year compulsory education in rural areas in China, with the focus on four themes of educational management and administration: changes of policies and management, financing of compulsory education, rural teachers, and the monitoring and inspection system for universalizing nine-year compulsory education. It has been expected that experiences in improving access to primary and junior secondary education in China will provide useful lessons for other developing countries in terms of the goal two of EFA. This will have significant implications for reducing poverty and empowering rural people.

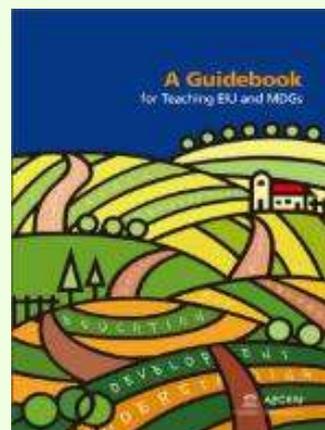
◆ **Policies for Distance Teacher Education in Rural Areas: Comparative Study on China, Mongolia and Kenya (INRULED)**

In this report, policies on distance teacher training in selected developing countries, China, Kenya and Mongolia were reviewed and analyzed. Positivistic surveys were carried out in China and Mongolia. All the three countries attempted to use distance education to teacher training in rural areas. But because of the limited facilities, lack of technical support and technical difficulties in usage of facilities, the potential of distance education have not been brought into full play. The report concludes that all concerned stakeholders, government at all levels, trainers and trainees, and even private sectors that would like to contribute to education, should work together to face challenges in improving effectiveness and efficiency of distance teacher training in rural areas.

◆ **A Guidebook for Teaching EIU and MDGs (APCEIU)**

As part of the 2011 UNDP-APCEIU South-South Cooperation Project APCEIU published the Guidebook that leads educators along the issues bordering on both education and development through multi-dimensional lenses of EIU: a culture of peace, human development, cultural diversity and pedagogical exploration. The guidebook also presents handy tips on designing and managing a training workshop for teachers.

Aimed to encourage both formal and non-formal education programme towards EIU perspectives, this Guidebook would serve as the fundamental resource for teacher educators when updating programme contents in line with the global demands for quality and responsibility of education.



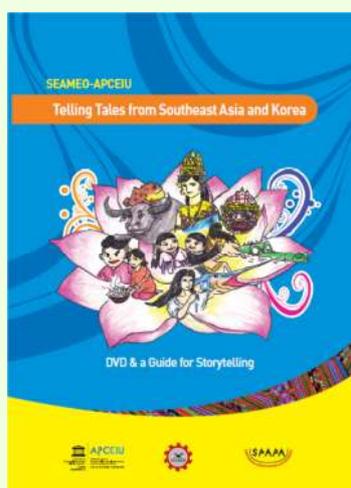
◆ EIU Best Practices Series No. 22 – 26 (APCEIU)

EIU Best Practices aims to explore and encourage local EIU initiatives in the Asia-Pacific region. Since 2006, APCEIU solicits practical cases of EIU and awards five cases of good practices every year. The selected best cases are published in monographs and disseminated throughout the region. In 2011, APCEIU published following series:

- Series No. 22 : Teaching Indigenous Knowledge towards Environmental Conservation : A Case Study of Camp Ebiil in Palau, Ebiil Society Inc. (Palau)
- Series No. 23 : Peace Education for School Leadership: A Case Study of PEACeXCELS in the Philippines, SEAMEO INNOTECH (Philippines)
- Series No. 24 : Innovative Practice of Inter-disciplinary Implementation of EIU based on World Heritages , Qian Lixia (Director, Research Center for Education for Sustainable Development, Beijing Academy of Educational Sciences) (China)
- Series No. 25 : School-based In-service Programme, Yeshe Pemo (Teacher, Damphu Lower Secondary School) (Bhutan)
- Series No. 26 : Promotion of EIU through Multilingual Education, Subedi Narayan Prasad (Under Secretary, Department of Education) (Nepal)



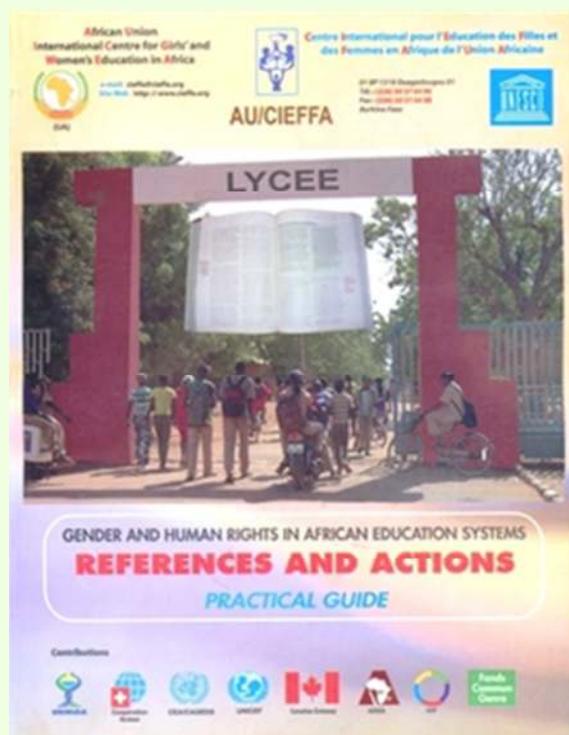
◆ Storytelling DVD, *Telling Tales from Southeast Asia and Korea* (APCEIU)



Continued collaborations with the Southeast Asian Education Ministers Organization (SEAMEO) produced a storytelling DVD, *Telling Tales from Southeast Asia and Korea: Teacher's Guide* (2011). The stories in this DVD are based on the collection of folktales that was produced out of the previous year's collaboration with SEAMEO.

By putting the folktales in a multimedia format, the DVD intends to make the folktales more tell-able and usable to teachers in primary school class. A Teacher's Guide for storytelling was added to the DVD package in order to encourage users to tell the stories as well as read. Total 26 folktales and 2 new stories were produced in both English and national languages.

◆ Gender and Human Rights in African Education System – References and Actions (CIEFFA)



PREFACE by the Minister of Pre-university and Civic Education of the Republic of Guinea

With the publication of this guide, education stakeholders now have a practical guidance document and an exhaustive tool for an effective inclusion of gender and the right to education in education systems.

It is also about a “human rights” issue, which meets the concerns of the action plan of the second decade of education for (2006-2015) whose objective is to put an end to gaps between sexes and ensure equality. [...]

I hope education stakeholders make a good use of this guide to turn our education systems into places for the real promotion of gender and equity. [...]

Amadou LELOUMA DIALLO.

Minister of pre-university and civic education, GUINEA

FOREWORD by the former Coordinator of AU/CIEFFA

After the “Practical Guide to Parity Enrollment between Girls and Boys, Women and Men in Formal and Non-Formal Education in West and Central Africa”, AU/CIEFFA offers the public this time another tool to include gender and the rights to education in education systems. [...]

To summarize our point of view and wish, I would say that “biases and stereotypes start in the minds of men and women; therefore we must sow the seed of objectivity [...] in the minds of men and women without any preconceived idea!” [...]

AU/CIEFFA hopes it has provided all education stakeholders with a practical tool for an effective inclusion of gender and the rights in African education systems.

Aminata Elisabeth OUEDRAOGO / BANCE

Former AU/CIEFFA Coordinator

The PDF version can be accessed by clicking: http://www.cieffa.org/IMG/pdf_Guide_English.pdf

Others

◆ **Visit to the Headquarters of the African Union (CIEFFA)**

From 27 to 31 October 2011, a delegation from AU/CIEFFA, led by the Coordinator, Mrs. Yvette DEMBELE conducted a working visit to the headquarters of the African Union Commission (AUC) in Addis Ababa, Ethiopia.

Following the change at the head of AU/CIEFFA in June 2011, it became necessary for the new Coordinator to visit the headquarters of the Pan-African organization for physical contact with the Department of Human Resources, Science and Technology (HRST) to which the Centre is attached as a specialized agency of the African Union, and to immerse herself in the expectations of the department vis-à-vis the new team.

At the end of the work session that covered many topics of paramount importance to the Centre, the Commissioner provided advice to the Coordinator and urged her to work to strengthen the achievements and open new perspectives. He stressed the need for CIEFFA to think and develop a visibility program, as the Centre really needs to make visible its action to better spread its influence across Africa and the world.

◆ **Participation at the Launch of EMIS Initiative in East Africa (CIEFFA)**

On behalf of the AU/CIEFFA, Mrs. Fatimata SORE/ZONGO, Officer in charge of the Education, Science, Technology and HIV/AIDS service carried out a mission to Kampala, Uganda from 2 to 4 November 2011. The core subjects of the meeting were the launch of the initiative on the Education Management Information system (EMIS) of the African Union in the East African Community (EAC) and the restricted meeting of EMIS technical Committee.

During her stay, she attended the launching workshop on EMIS on 2 and 3 November and the restricted meeting of EMIS technical committee on 4 November.

The main objectives of the workshop and meeting were respectively:

- To launch the EMIS initiative of the African Union in the East African Community (EAC) and plan an EMIS evaluation in the five member States.
- To evaluate the progress achieved in the preparation of the fifth conference of African Union Education Ministers (COMEDAF V) and discuss the modalities for supervising AU new indicators.

◆ **Participation in the 4th Meeting of ECOWAS Experts on Education Management Information System (CIEFFA)**

From 29 to 31 August 2011, the Coordinator of the International Centre for Girls' and Women's in Africa (CIEFFA), Mrs. Yvette DEMBELE attended the fourth meeting of experts from the Economic Community of West African States (ECOWAS) on Education Management Information System (EMIS) in Bamako, Republic of Mali.

The Bamako workshop brought together EMIS experts from ECOWAS member countries (statisticians, computer specialists), representatives of the ECOWAS Commission,

the Association for the Development of Education in Africa (ADEA) and CIEFFA.

The objectives of this workshop were as follows:

Main objective: to make available a set of criteria and measurements to advocate for countries' best practices in the production of relevant, accurate, comprehensive and timely educational statistics.

More specifically, the workshop aimed to achieve the following:

- To present EMIS norms and standards to experts for validation and approval.
- To discuss the pilot phase of implementation of ECOWAS minimal norms and standards in member States.

The Bamako workshop enabled ECOWAS EMIS experts to share their experiences in the production of educational statistics. The adoption of norms and standards by countries will help ensure sustainable, comprehensive and appropriate EMISs in compliance with international and regional systems and practices.



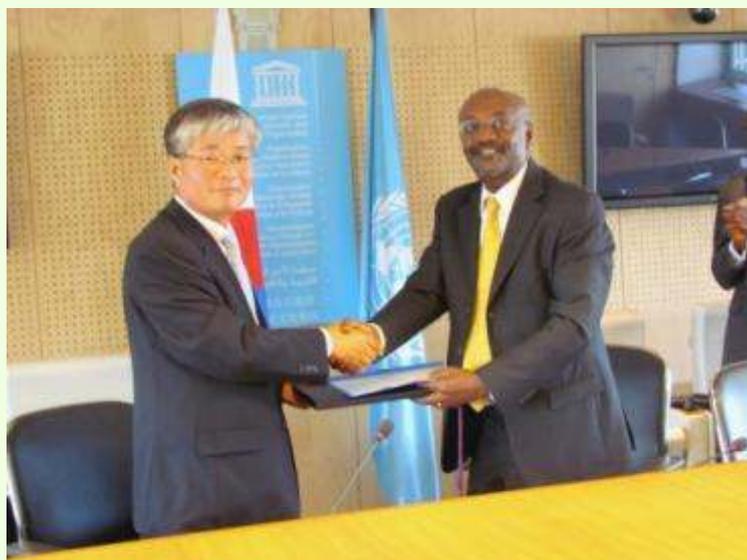
◆ **Renewal of the Agreement between the Government of the Republic of Korea and UNESCO on the Establishment of APCEIU (APCEIU)**

A signing ceremony for the Renewal of the Agreement between the Government of the Republic of Korea and UNESCO on the Establishment of APCEIU was held at UNESCO HQs on 23 August 2011.

Ambassador JANG Ki-won representing the Government of the Republic of Korea and Getachew Engida, Deputy Director- General of UNESCO representing UNESCO signed the agreement.

Ambassador JANG emphasized the recognitions received from the Member States on APCEIU as one of the most successful model of UNESCO Category II Centres. He also hoped that this renewal will provide a new momentum of partnership between the Government of the Republic of Korea and UNESCO through APCEIU to contribute to the development of education quality in the Asia-Pacific region. Mr. Engida also acknowledged APCEIU's worldwide achievement to promote Education for International Understanding and this renewal will extend the cooperation between UNESCO and the Government of the Republic of Korea.

APCEIU's renewal of the Agreement became the first case to apply the Integrated Comprehensive Strategy for UNESCO Category II institutes and centres that was adopted at the 35th UNESCO General Conference to existing agreement.



◆ APCEIU's Designation as International Teacher Exchange Centre (APCEIU)



In celebrating Korea Ministry of Education, Science and Technology (MEST)'s designation of APCEIU as International Teacher Exchange Centre”, a ceremony was held on 19 October 2011 at APCEIU Conference Hall. Around 150 guests from embassies of the Asia-Pacific region in Seoul, educational institutes and teachers/school principals from the region congratulated APCEIU's new start as the specialized support agency for International Teacher Exchange.

International Teacher Exchange Centre is the first agency designated by MEST to provide quality overseas training programmes for Korean teachers and to enhance education cooperation through teacher exchanges. APCEIU's expertise and experiences in the field of teacher education and trainings were widely recognized throughout the ceremony.

APCEIU is expected to coordinate teacher exchanges between the Republic of Korea and the world from next year. APCEIU's future teacher exchange programmes will provide opportunities for teachers to enhance their professional development by sharing experiences and encountering new teaching environments.

◆ **Participation in the UNESCO-China-Africa University Leaders Meeting (INRULED)**



UNESCO-China-Africa University Leaders Meeting held in UNESCO Headquarters

Director's visit to Paris also facilitated INRULED's exchange with the Education Sector of UNESCO Headquarters, and emphasis of various meetings was put on Teacher Policy and Development, Literacy and Non-formal Education, Vocational Education and ICT. Those discussions inspired and stimulated the both sides for future cooperation.



INRULED's two programme specialists participated in the board meeting of IICBA in November 2011. As INRULED's important partner in Africa, IICBA sent representatives to attend INRULED's Board Meeting in 2009 and 2010. Through this kind of exchange the two institutes updated information of each other's programmes implementation and work plan. Other activities during the trip in Ethiopia included visits to African Union, six primary and middle schools, as well as adult schools in rural areas, which gave a hand-on information of the education in rural area in the country.



INRULED's visit at rural schools in Ethiopia

The INRULED staff also met with the colleagues from the University of Addis Ababa and Teacher Training Academy of AMBO University to explore the potential cooperation. Finally they paid visits to the Education Sector of African Union, UN Economic Commission for Africa and Chinese Embassy to Ethiopia. These visits and meetings greatly extended INRULED's network in Africa, and projects on teacher development, women empowerment and ICT for rural development were widely discussed, which will facilitate INRULED future operation in the region.



Classrooms of rural schools in Africa

Upcoming Events

◆ APCEIU

1. UNESCO/ROK Co-sponsored Fellowships Programme

- **Date:** 17 May – 16 July 2012
- **Venue:** Seoul, Republic of Korea
- **Co-sponsors:** UNESCO and Korea International Cooperation Agency (KOICA)
- **Target Group:** 30 educators from the Asia-Pacific and Africa
- **Objectives**
 - To contribute to promotion of quality 'Education for All' in the Asia-Pacific and Africa
 - To enhance capacity of the participants in EIU in order to promote a Culture of Peace in their countries
 - To develop networks of educators between the Asia-Pacific, Africa and the Republic of Korea

2. EIU Best Practices

- **Call for Applications:** February – April 2012
- **Screening & Selection:** May 2012
- **Target Group:** Educators, scholars, activists and practitioners with experience in the field of EIU for more than 3 years
- **Publication of Monographs:** December 2012
- **Objectives**
 - To identify innovative practices of EIU in the field
 - To expand EIU foundation throughout the region by disseminating EIU good initiatives and practices
 - To encourage follow-up activities of APCEIU alumni in the field

3. Capacity Building Workshop for Nigerian Educators

- **Dates**
 - Workshop for Educational Administrators: 5-16 March 2012 (2 weeks)
 - Workshop for Teachers: 2 - 20 April 2012 (3 weeks)
- **Venue:** Seoul/Inje, Republic of Korea
- **Sponsor:** KOICA
- **Participants:** 30 educators from Nigeria
 - Workshop for Educational Administrators: 7 elementary school administrators
 - Workshop for Teachers: 23 elementary school teachers
- **Objectives**
 - To prepare teaching forces and school management capacity for a school established in Nigeria
 - To strengthen basic education through Education for International Understanding in Nigeria
 - To build up network for cooperation among teachers in teaching mutual understanding and cultural diversity

4. Korea-Australia Symposium on Multiculturalism and Implications on Education

- **Dates:** 7 June 2012
- **Venue:** Seoul, Republic of Korea
- **Participants:** 200 policy makers, academics and teachers
- **Co-organizers:** APCEIU, Korea Research Institute, University of New South Wales (Australia)
- **Sponsors:** Ministry of Education, Science and Technology (Korea), Australia-Korea Foundation (Australia)
- **Objectives**
 - To promote mutual understanding of multiculturalism in Australia and Korea in the context of rapid globalization
 - To share educational policies and experiences that can be used as inputs for social development
 - To contribute to the promotion of relationship between the two countries

◆ GCYDCA

1. Youth Forum

- **Objectives:** Gather youth from 10 countries to share best practices of their country activities and capacity build them on various youth development issues
- **Main Theme:** Youth development through Peer Health Education (PHE)
- **Proposed Main Partner:** Australian government – Pretoria Office
- **Venue:** GCYDCA, Lilongwe, Malawi
- **Date:** 9 - 13 April 2012

2. Counselors' Conference

- **Objective:** Sharing of theories and practices in counselling profession and unity among national counselling associations.
- **Main Theme:** Promotion of new innovations in counselling
- **Target Group:** Counselling associations and professionals
- **Proposed Partner:** NBCC international
- **Venue:** GCYDCA, Lilongwe, Malawi
- **Date:** 14 - 18 May 2012

3. Publication of Guidance and Counselling Journal in Africa

- **Objective:** Professional Information sharing
- **Target Group:** Professionals, Counselors
- **Deadline for Submission of Articles:** 5 March 2012
- **Recipient of Papers:** Send to GCYDCA website

4. Licensing of Counselors by GCYDCA

- **Objective:** Provide professional authority to counselors in both public and private services
- **Target Group:** Professional counselors
- **Process:** To check guidelines of applications on the GCYDCA website.
- **Date of Commencement:** 5 March 2012

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