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In 2012, a series of educational activities were held to enhance cooperation and understanding between Korea and Mongolia and Nigeria. These activities included the 2012 Korea-Mongolia Teacher Exchange Programme, 2012 Capacity Building Workshops for Nigerian Education Administrators and School Teachers (APCEIU), and the 2012 UNESCO/ROK Co-sponsored Fellowships Programme (APCEIU).

**2012 Capacity Building Workshops for Nigerian Education Administrators and School Teachers (APCEIU)**

Two capacity building workshops were organized for Nigerian educators in Korea. Nine education administrators and 23 teachers from Nigeria participated in these workshops held from 4 March to 18 March and 1 to 22 April 2012. Sponsored by the Korea International Cooperation Agency (KOICA), the workshops aimed to enhance the participants’ understanding of the Korean education system, cultures, and languages. These workshops also provided the participants with opportunities to visit education-related institutes and cultural experience programmes. Overall, the workshops helped participants develop national action plans to enhance basic education in Nigeria.

**2012 UNESCO/ROK Co-sponsored Fellowships Programme (APCEIU)**

The 2012 UNESCO/ROK Co-sponsored Fellowships Programme was held in Seoul from 17 May to 16 July 2012. It provided 30 participants from 19 countries with opportunities to attend workshops, lectures, seminars, study visits, and activities aimed at enhancing their understanding of the education system, capacity-building of teacher education, and global education. Along with these programme sessions, participants conducted their own individual projects.

**2012 Korea-Mongolia Teacher Exchange Programme Presentation on Educational Activities from the First-Batch Participants (APCEIU)**

The final presentation on educational activities from the first batch participants of the 2012 Korea-Mongolia Teacher Exchange Programme was held in Seoul, Korea on 15 June 2012. This programme, co-hosted by the Asia-Pacific Centre of Education for International Understanding (APCEIU) and sponsored by the Ministry of Education, Science and Technology, brought together 19 Korean teachers and 20 Mongolian teachers to share their educational activities and implications for education development in their respective countries. This exchange programme was launched with an official opening ceremony on 13 April 2012. Before the teachers were dispatched to the selected schools, they participated in a 2-week-long pre-departure and local adjustment training consisting of lectures, practicum, study visits, and cultural experiences. This exchange programme has been successful in helping participants attain in-depth experiences in education system, cultures, and languages of the host countries.
The 2012 Inter-regional Teacher Exchange Programme (APCEIU)

APCEIU organized the 2012 Inter-regional Teacher Exchange Programme from 17 June to 14 July 2012 in Korea to enhance teachers’ global education competence by providing the participating teachers with opportunities to teach at schools abroad. 13 teachers from the UK and 8 teachers from the USA participated in this 4-week, inter-regional programme sponsored by the Korean Ministry of Education, Science and Technology (MEST).

Following the orientation held from 18 to 19 June in Seoul, the UK and USA teachers were dispatched to 21 partner schools in 12 different provinces in Korea. At the host schools, these teachers were provided with opportunities to co-teach with Korean teachers, conduct cross-cultural awareness classes while visiting other Korean schools and experiencing Korean culture.

Participating teachers shared their experiences at the final presentation on 13 July 2012. This exchange programme is expected to contribute to the enhancement of the education quality in the participating countries by strengthening the teachers’ global education competence and promoting mutual understanding.

The 2012 Korea-Philippines Teacher Exchange Programme Pre-departure Training (APCEIU)

Followed by the official opening ceremony of the 2012 ROK-Mongolia Teacher Exchange Programme on 13 April 2012, the pre-departure training for 20 Korean participants of ROK-Philippines Teacher Exchange Programme was held from 7 - 18 May 2012 in Seoul. The 6-month ROK-Philippines Teacher Exchange aims to strengthen the capacity of teachers in global education and Education for International Understanding (EIU) and to promote mutual understanding between the two countries. Throughout the programme, the participating teachers will undertake various educational activities at local host schools, while deepening their multicultural awareness and understanding of the cultures and languages of hosting countries.

20 Korean participants participated in the pre-departure training consisting of lectures on EIU and educational systems of Korea and the Philippines, a workshop on lesson planning, and study visits to the Embassy of the Philippines and schools with active multicultural education programmes.
Training Activities

The Mental Health Facilitation Programme (GCYDCA)

The Mental Health Facilitation Programme (MHF) funded by National Board of Certified Counsellors International (NBCC) continues to be at high peak at the Guidance, Counselling and Youth Development Centre for Africa (GCYDCA). Recently trainings have been conducted in countries like Zambia, Tanzania and Malawi.

The MHF 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 the most. Some of the training package modules include stress management, communication, human resource management, suicide prevention, listening skills, personal care and referrals resources for MHF.

Recently, Malawi had a MHF follow-up training review where capacity building of Trainer of Trainers (ToTs) was strengthened, setting a good pace of revamping the already existing MHF programmes and activities being implemented in schools. As a way to sustain and continue the programme at a grassroots level, GCYDCA in conjunction with the ToTs developed a 5-year (2012-2017) Strategic Plan of Action to guide the implementation of the MHF in schools across Malawi.

The priority areas of the new Strategic Plan of Action include, capacity building, youth involvement and participation, collaboration and networking, increased access to communication and information sharing, social mobilization and advocacy, research, monitoring and evaluation and resource mobilization.

Current assessment reveals that there is a 50% increase of peer educators in schools who jointly work with Mental Health Facilitators; improvement on school pass rate in both primary and secondary schools especially among girls, after the introduction of a #Books Before Boys, #Because Boys Bring Babies; an 87% reduction rate on learners absenteeism; a 100% reduction rate on teen age pregnancy; and a 68% improvement on teacher/pupil interaction.

GCYDCA is yet to scale up the programme to other countries across Africa, prioritizing 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 of GCYDCA.

The 8th EIU Photo Class in Melaka, Malaysia (APCEIU)

The 8th EIU Photo Class was held from 3 to 8 June 2012 in the Melaka World Heritage City, Malaysia. The class project was co-organized by APCEIU, the Malaysian National Commission for UNESCO, the World Heritage Department (Southern Branch), the Malaysian Ministry of Education and the Melaka City Council. A total of 15 Malaysian students and 3 Korean students under the guidance and tutelage of 3 professional photographers took part in the 8th EIU Photo Class.

The 8th EIU Photo Class provided participating students with lessons and practice sessions on basic photo-taking techniques and opportunities for understanding EIU as well as Malaysian heritage and the culture of harmony. Also, both Malaysian and Korean students engaged in cultural exchange activities, such as introducing traditional food and games to each other. At the end of the programme, the photographs taken by students were displayed at an exhibition launched in the main hall of the National Heritage Department building on 9 June with Mr. Datuk Wira Latiff Bin Datuk Tamby Chik, the State Excco of Tourism, Culture and Heritage, Mr. Lee Seunghwan, the Director of APCEIU, distinguished guests, parents, journalists and tourists of Melaka World Heritage City attending the event.

The exhibition allowed students to feel a sense of accomplishment and impressed many visitors who had a chance to rediscover the charm and beauty of Melaka captured in the photos. The exhibition lasted for a month until Melaka’s 4th anniversary of the UNESCO declaration as a World Heritage City featured as part of the celebration. The photographs taken by students will be uploaded on the APCEIU’s photo archive for access as permanent EIU material year around and will be utilized in APCEIU’s publications and educational resources for workshops and trainings.
Peer Health Education (GCYDCA)

Following the completion of the Peer Health Education (PHE) Training manual in September 2011, the Guidance, Counselling and Youth Development Centre for Africa (GCYDCA) with support from the Australian Government, conducted a training workshop in PHE.

The Centre hosted an international workshop from 11 to 13 June 2012 where a total of 25 participants were trained. The participants of the workshop were drawn from Southern East countries in Africa which included Malawi, Zambia, Zimbabwe, Mozambique, and Tanzania. The content of the PHE training manual equipped the participants with knowledge and skills.

Interactive methodologies were identified as of paramount importance in implementing Peer Health Education and these include songs, drama, IDEAL problem solving and personal reflection and use of posters with health promoting messages.

These moments of lecture, exchange and sharing helped to determine the potential and opportunities which can be used for the establishment, implementation and sustainability of PHE programmes in participants’ member countries.

The PHE workshop successfully produced country Action Plans, which will guide the programme implementation in their member countries. The country Action Plans were developed along the beaches of Lake Malawi in Salima where participants were taken on the last day of the workshop. All participants were presented with Certificates of Completion of the Peer Health Education (PHE) training workshop, confirming them as National Trainer of Trainers in PHE for their countries.

The workshop proved successful with overwhelmingly positive feedback from all participants. Participants returned to their native countries with their newly acquired knowledge and tools, eager and motivated to facilitate implementation of PHE in their countries.
E-Learning Courses in Guidance and Counselling (GCYDCA)

GCYDCA is currently offering an E-learning degree and diploma courses in Guidance and Counselling. Much as e-learning might mean something different to almost everyone who uses it, in our e-learning, we use wireless as well as internet technologies to deliver our digital course content to our students through a website created solely for the two training programmes.

Only registered students and lecturers are able to access the website. The website is used as a classroom, facilitating a number of teaching and learning related processes by providing access to the digital course content, lectures, course activities and course assignments, which are sorted out by semester and programme. The website also facilitates learning in ICT, since the students are able to engage in internet surfing, acquiring knowledge and skills in computer literacy, including Microsoft Word, Microsoft Excel, Microsoft PowerPoint and email use. Students also acquire knowledge and skills on how to use various social networking services (SNS).

The GCYDCA e-learning goes beyond facilitating self-study, as it encompasses both real-time learning and collaboration. Students use the website to collaborate with fellow students and share information on supplementary course content. Discussions via live chats also facilitate regular interaction and collaboration among students. Students also use the website to communicate with their lecturers on assignments, course activities and provide summaries of their learning processes for close supervision and assessment by the lecturers.

E-learning has proved to be an effective method, currently supporting 92 students in degree and diploma programmes. Being digital in nature, GCYDCA e-learning is learner-oriented, convenient, collaborative, modern, self-sustaining, environmentally friendly, cost-effective and customized to individuals as well as groups, rendering e-learning an important digital learning experience that could be blended into any education institution’s current learning mix.

Workshop on “Management and Evaluation of Educational Projects” (RCEP)

According to the mandate issued to the RCEP for building the national and regional capacities through training in the fields of Educational Planning, Management and Leadership, as stipulated in the agreement signed between UAE Government and UNESCO, RCEP organized a workshop on “Management and Evaluation of Educational Projects.” This workshop was convened between 29 January 2012 and 1 February 2012 at the RCEP building. The target group was composed of the senior staff from the educational planning sector from the Ministry of Education, Sudan.

“Strategic Planning” Workshop (RCEP)

RCEP launched a four-day workshop on “Strategic Planning” from 6 to 9 February 2012 in Sharjah. The workshop was attended by the Directors of the Educational Planning and Strategic Planning Departments, Ministry of Education, Sudan. This workshop comes in accordance with the regional role played by RCEP in building capacities of the MOE’s Senior Staff in the Gulf and other Arab States in the realm of Education Planning, Management and Leadership.

Training Workshops on Designing, Management, Monitoring and Evaluation of Educational Projects (RCEP)

The Regional Center for Educational Planning (RCEP) launched the first regional training workshop between 15-19 April 2012 on “Designing, Management, Monitoring and Evaluation of Educational Projects.” This workshop, executed by Dr. Mohamed Zuhair Al Babli, aimed to equip the participants from the Gulf States with the concept, management, life cycle, affecting factors, monitoring and evaluation of the education project measurement indicators. Planning specialists, Ed-project managers and Head sections from the Gulf States MOES attended the workshop.

The following month, the Centre launched the second program titled, “Design and Management of Educational Project” Part ii through 27-29th May 2012, executed by Dr. Nabil Zuhair Al Babli and attended by 27 participants from the GCC States and UAE. The program aimed to further equip the participants with project monitoring and evaluation skills and define the mechanisms of measuring project efficiency and feasibility. The program content included monitoring methods and procedures and evaluating project implementation in the areas of project assessment indicators, project performance assessment, project efficiency measurement & assessment, and project final report.

Management by Objective Training Program (RCEP)

RCEP has commenced its training program for the year 2012 with launching a local training workshop on the theme of “Management by Objectives” (MOB) from 12 to 14 March 2012. This workshop was executed by Dr. Omar Al Tarawna and attended by 29 participants from UAE Educational Zones and Sharjah Educational Bureau in Khorfakan.
Training Activities

The workshop aimed at equipping the participants with the concept of management by objectives, the principles that govern MOB and its application via the various administrative levels of the Organization or Educational Institute. The workshop also helped them become acquainted with the steps necessary for MOB execution or implementation, mechanisms and criteria for measuring the objectives achieved in MOB System, the skills of cooperative and collaborative group work, delegation of authority, formulation of objectives and sharing in the decision-making process.

Regional Workshop on Balanced Scorecard (RCEP)

RCEP launched a regional workshop on the “Balanced Scorecard” from 20 to 25 May 2012. This workshop was executed by Dr. Oquail Jasim Abdullah, the administrative expert in the Ministry of Health, UAE.

The workshop aimed at equipping the participants with the definition of the “Balanced Scorecard,” its general principles, core components and strategic goals (criteria, responsibility, accountability and the outcomes of the targeted initiatives). This workshop was attended by participants from the GCC States, Educational Planning Specialists & Education Project Managers.

Educational Budget and Financial Management Training Program (RCEP)

RCEP launched a training program on “Education Budgets” from 3 to 7 June 2012. This program was implemented by Mr. Ousmana Farba Diouf of the International Institute for Educational Planning (IIEP), Paris and was attended by 30 participants from the Senior Administrative and Financial MOE and Educational Zones Senior Officials.

This training program was aimed at familiarizing the participants with the mechanisms of budget preparation and connecting functionally with the needs and resources required for effective education development. It also included the framework and processes of a precise and concise budget, analysis of budgetary reform and amendment. The program content included the following issues in the budgetary framework and processes in educational planning and administration:

- Budget preparation and approval
- Importance of building medium term expenditure
- Analyzing the importance of performance indicators
- Execution and audit of the budget
- The need for financial rules and problematic of budget implementation
- Analysis of budgetary expenditure and linkage between budget expenditure and educational policies

Change Management Training Program (RCEP)

RCEP launched a 5-day training program on “Change Management” that convened from 10 to 14 June 2012. This training program was executed by Dr. Mohamed Bin Ali Al Shibani and attended by the technical and administrative MOE Staff, educational zone leaders and the school principals.

The training course aimed to define the concept of change management, impact of leadership on application of change, the barriers that hinder or face the change process and strategies of applying Change Management concepts. The training program covered the following issues:

- Generic concepts of change management
- Objectives and the fields of change process
- Phases and models of change
- Dimensions and axis of change management process
- The role of leadership in a successful change management process
- Change resistance and ways and means of combating it
- Strategies and types of change (transformational, revolutionary or drastic evolutionary) strategies and procedures of change management applications or practices
“Learning for Change: Preschool Teacher Training for Southeast Asia to Promote the Benefits of Education for Sustainable Development” (SEA-CLLSD)

The UNESCO Southeast Asian Center for Lifelong Learning for Sustainable Development (SEA-CLLSD) held its first training-workshop, “Learning for Change: Preschool Teacher Training for Southeast Asia to Promote the Benefits of Education for Sustainable Development” from 20 February to 2 March, 2012. It is a capability-building initiative designed to enrich the knowledge and competencies of early childhood development workers in order to help achieve the goals of UNESCO in its initiative under the United Nations Decade of Education for Sustainable Development (UN DESD 2005-2014).

There were sixteen participants to the training program: two from Cambodia, three from Laos PDR, two from Vietnam and nine from the Philippines. In addition, there were three discussants from Brunei and Singapore in the training-end Round Table Discussion (RTD): Working Together and Way-Forwards: two representatives from Brunei, one from the Asia-Pacific Regional Network on Early Childhood (ARNEC) based in Singapore. Further, the RTD was attended by one observer from the Australian Aid for International Development (AusAID) and thirty-seven observers from the University of the Philippines.

Further, there were thirty-eight observers including one from the Australian Agency for International Development and thirty-seven from the institutions, which the UNESCO/CLLSD partnered with in the conduct of the training program including the Early Childhood Care and Development (ECCD) Council, Department of Education (DepED), and the Foundation for the Promotion of Science and Mathematics Education and Research, Inc. (FPSMER), Inc. The training venue was the National Institute for Science and Mathematics Education Development (NISMED) located at the University of the Philippines, Diliman, Quezon City.

The major training sessions and activities included, sharing of country experiences; discussions on integrating sustainable development in the following learning areas: music/movement, social studies, language arts, mathematics, creative arts, visual arts and drama, and science; development of individual program plans infused with sustainable development; and Round Table discussion (RTD) on possibilities of working together and other way-forward activities on early childhood care and development in the Asian Region.

The Round Table Discussion (RTD) afforded the participants the opportunity to interact with ARNEC and the other resource persons from Brunei, and the Philippines and they were able to focus their attention to: the importance of networking at the Asian level, the need for continuing data generation monitoring/evaluation and the need for highlighting values education integrated with SD in early childhood care and development work.

In addition to the foregoing activities, there were also visits to cultural sites and other places of interest as well as fellowship sessions during the training program. They provided the participants a forum for personal networking and exploring possibilities of undertaking joint/cooperative programs and projects with the other participants.

The sessions and activities were appreciated by the participants. The post-training evaluation results cited the infusion of sustainable development concepts in the learning areas and program planning as being particularly helpful, as these sessions showed specific activities integrating sustainable development in the classroom activities.

The visits to early childhood programs and projects were also found to be useful training components, as they provided some models which could be adopted by the participants in their home institutions. Moreover, they were also able to share their own experiences and insights with the host projects that they visited.

The participants recommended that UNESCO/SEA-CLLSD package training program into a manual- its content, training map and session flow - for dissemination to the South East Asian countries. They further recommended that the training program be conducted region-wide. For this training program, the participants felt that the time devoted to the sessions were sufficient, except for the field visits and the sessions on the infusion of SD in learning areas. In future training programs, more time could be devoted to these sessions, of which the duration may vary, from 2 to 3 weeks depending on the training needs of the participants.
2012 Australia-Korea Multiculturalism Symposium (APCEIU)

‘2012 Australia-Korea Multiculturalism Symposium - Implications for Education’ was held at Seoul Plaza Hotel on 7 June 2012. The symposium was co-organized by APCEIU and Australian Education International-Australian Embassy, Seoul. More than 200 participants from diverse nationality and backgrounds including government officials, academia, educational experts, and practitioners shared multicultural experiences from the policy making and educational field from Korea and Australia. Through the symposium, comparisons between Korean and Australian cases of multicultural policies and educational practices were made to serve as an opportunity to improve the multicultural education in Korea.

The symposium consisted of 3 main sessions: Part 1. Overviews & Issues of Multiculturalism; Part 2. Multiculturalism & Education; and lastly, the Plenary Discussion. In particular, an in-depth discussion was made during the plenary discussion, attempting to seek ways of building constructive partnership between Korea and Australia for continuous cooperation for promoting multiculturalism.

International Forum on Post Conflict Education “Learning to Live Together” (APCEIU)

In response to the growing consensus on the importance of providing education to prevent, prepare for and respond to emergencies, the International Forum on post conflict education “Learning to Live Together” was held in Bishkek, Kyrgyzstan from 27 to 29 June, 2012. The Forum aimed to support education initiatives and collect good practices in the context of conflict prevention from the Central Asian countries and CIS.

The Forum was co-organized by APCEIU, UNESCO Almaty Cluster Office, Ministry of Education and Science of the Kyrgyz Republic, National Commission for UNESCO of the Kyrgyz Republic, UN WOMEN Regional Office for CIS countries in Almaty and the Soros-Kyrgyzstan.

The Opening Ceremony of the Forum was attended by Vice-Prime Minister of the Kyrgyz Republic, Minister of Education and Science of the Kyrgyz Republic, Minister of Education of the Republic of Belarus, Minister of Education and Science of the Republic of Kazakhstan, Director of Almaty Office and Director of APCEIU. They expressed the need for collective actions to develop the concept of “education in post conflict situation” through education for “learning to live together.”

Specialists and experts from Ministries of Education, non-governmental organizations, research institutes from CIS countries, international organizations, development partners, practitioners, focal professionals and community leaders participated in the working sessions of the Forum and developed recommendations on response strategies and education policy formulation in post conflict situation with a focus on human rights promotion, peace building, gender mainstreaming and social inclusion of vulnerable groups.
Lifelong Learning Preparatory Seminar (RCEP)

The Preparatory Seminar on Developing Capacity for Establishing Lifelong Learning Systems in selected Middle East and North Africa Countries was held at the Regional Centre for Educational Planning (RCEP) from 17 to 19 January 2012 in collaboration and coordination with the UNESCO Institute for Lifelong Learning (UIL) Hamburg, Germany. Six countries including Egypt, Palestine, the Kingdom of Saudi Arabia, Kuwait, Qatar and the United Arab Emirates were selected to participate in this Seminar. This Preparatory Seminar will be followed by a workshop for building-capacity scheduled to be launched during the year 2013. This Seminar aimed at achieving the following:

- To assess the need for capacity-building for policy-makers and leading experts by identifying existing capacity levels and mapping institutional and human resources
- To plan the proposed capacity-building workshop and the key policy and strategy elements for establishing Lifelong Learning Systems-based on needs assessment and a sound conceptual understanding of Lifelong Learning among policy-makers
- To identify the priority countries, agencies and resource persons to be engaged in a later capacity-building workshop

The Preparatory Seminar program included some local visits and trips to Qurtoba adult education and learning centre in Dubai for the participants to be acquainted with the knowledge, skills and syllabus taught in the centre as well as a visit to the Sharjah Islamic Museum to identify the role of museums and cultural heritage in promoting Lifelong Learning.

Sub-regional Stakeholder’s Consultation Meeting (RCEP)

RCEP in collaboration with UNESCO Office-Doha organized a Sub-regional Stakeholder’s Consultation Meeting to assess priorities in capacity development for educational planners, managers and decision-makers in GCC States and Yemen from 3 to 4 April 2012 at RCEP, Sharjah. This Sub-regional Consultation Meeting aimed to:

- Diagnose/analyze the current status of educational planning at the country level
- Identify challenges and priority areas for capacity development needs for educational planners
- Develop the RCEP strategic and action plans for the year 2013-2015

The Sub-regional Stakeholder’s Consultation Meeting identified the countries’ capacity needs, which will be embedded in RCEP strategic and action plans for the year 2013-2015.

In the context of dissemination of educational knowledge and culture, RCEP held a symposium on 12 April 2012 under the theme “The Best Practices in School Leadership Development.” The Symposium was presented by two lecturers: Prof Stephen Dinham OAM, PhD from the University of Melbourne and Sheikha Obeid Al Tinagi from the UAE University. The symposium aimed at equipping the participants with the best practices in education leadership preparations, recruitment and professionalization programs and their influence and mirroring on students’ academic achievements.

The first axis of the symposium addressed the preparation, recruitment selections of education leaders and their professional development, while the second axis dealt with the role of education leaders in attaining excellent academic achievement.

**SangSaeng No. 33 (APCEIU)**

The newest issue of SangSaeng (No. 34) is titled “Alphabets, a Treasure of Human Creativity.” This issue of SangSaeng seeks to let our readers know the importance of preserving the diversity of indigenous scripts around Asia-Pacific as well as its significance in eradicating illiteracy. SangSaeng believes that protecting traditional scripts not only is important in terms of achieving the goal of literacy for all and that extinction of those alphabets would definitely shrink cultural diversity.

In this issue, a vivid story of Prof. Tim Brookes’s Endangered Alphabets Project tells of his efforts in preserving cultural diversity and in doing so, brings us deeper into the topic. Meanwhile, Ms. Dooa Ghareeb Al Sayed and Mr. Byung-Kyoo Chung gives us their professional and in-depth explanation on different applications and characteristics of scripts through Arabic calligraphy and the Korean alphabet, Hangeul.

*SangSaeng No. 34 is available online at http://apceiu.org/board/bbs/board.php?bo_table=m411&wr_id=63*

**iERD Project (INRULED)**

The project of ICT and ODL in Education for Rural Development (iERD) is initiated by INRULED and implemented by the following agencies: UNESCO International Research and Training Centre for Rural Education (INRULED), UNESCO Headquarters, Sector Policy Advice and ICT in Education (UNESCO-PAD), UNESCO International Institute for Capacity Building in Africa (IICBA) and Beijing Normal University-R&D Center for Knowledge Engineering (BNU-KSEI).

This project intends to figure out the policies and projects related to iERD and the role of ICT and ODL in quality education for inclusive and sustainable rural development (QEISRD) and the common challenges and constraints faced by developing countries, especially African countries in this field. In addition, it attempts to find an innovative way to promote iERD.

The main issues of using ICT to improve rural education and development can be summarized in the following ABC:

- **Access**: Access to relevant business development information and/or self-entrepreneur resources, to further educational and non-formal learning opportunities, and to employment information.
- **Basics**: Based on basic literacy, basic life skills, basic digital skills, basic agricultural knowledge, basic awareness and knowledge of sustainable development, basic business skills-on an individual level.
- **Community**: Community capacity in advancing infrastructure and individual capacities, connecting individuals, leading and organizing locals towards an inclusive and sustainable development, etc.
By implementing the project, we hope to synthesize and disseminate successful cases of experience on iERD in a selected number of developing countries, to analyze challenges faced and deficiencies in collected cases and provide suggestive improvement measures, to explore innovative approaches for informatization of rural education and policy framework for iERD through case studies, and to strengthen policy-makers’ capacity of designing policy and projects on iERD through training programs, which provide decision-makers with a suggested policy framework.

Expected project outcomes include: publication series of iERD cases to share international experiences, publication of Approach for Informatization of Rural Education (AIRE) and policy framework on iERD, training guides and manuals of policy framework on iERD, which can be used for independent training activities or solely as a module of other training activities, a special iERD sub-website [in INRULED’s website, strengthened national or regional capacities in the planning and organization of iERD projects and activities, and strengthened network among institutions and organization on iERD.

At present, 9 cases have been drafted and we have received first-round feedback. There are 5 other cases which are going into second-round revision: One Village One College Student Plan, E-training for Teachers in Primary and Secondary Schools, Exploration of New Model for Teacher Education and Training Based on ICT, Distance Training for Backbone Teachers in Central and Western Rural China, Distance Education for Learners in Mining Areas.

Activities for network building include the HP Catalyst Summit held during 12-13 April, introducing the iERD project to HP Catalyst project coordinator and manager. In addition, INRULED looks for potential partners from HP Catalyst project members.

Skills for All: Skills Development for Rural Transformation (INRULED)

An initiative on Skills Development for Rural Transformation (described in short as Skills for All or SFA) is proposed to be launched by INRULED.

“It is evident that the Millennium Development Goals and Education for All goals for 2015 will not be realized for significant proportions of the populations in the developing world, especially rural populations in Sub-Saharan Africa and South Asia.” Prof. Wang Li, Deputy Director of INRULED, made this assertion as he introduced INRULED’s Skills for All: Skills Development for Rural Transformation: Vision and Strategy Paper (2012-2015). The 24-page work which was prepared in May 2012, focused particularly on EFA and MDGs goal 3 and goal 4, placing special emphasis on skills for all, in order to determine and support what can be done up to 2015 and beyond in order to lift the rural poor out of poverty.

The overall goal of SFA is to build skills and capacities of rural youth and women which could empower them to improve their living condition and life prospects, and play their role in rural transformation and in shaping national development.

There is hope that participatory and collaborative monitoring and evaluation will be an important feature of SFA activities, which will encourage capacity development for this purpose. Furthermore, the sharing of responsibilities will be pushed in each participating country by setting up national and local bodies, such as community parents associations where the stakeholders would ensure that their interests are addressed in the projects. Government agencies, nongovernmental organizations and community organizations will play a significant role in the process.

During the Third International Congress On TVET Transforming TVET: Building Skills For Work And Life” (13-16 May 2012, Shanghai), INRULED called the Special Session: Skills development for rural transformation in conjunction with the launching of INRULED 2011 publication: “Education and Training for Rural Transformation” and INRULED Flagship Initiative: Skills Development for Rural Transformation/Skills for All. Key recommendations were made during the session:

• A greater focus of TVET and skill development programmes in rural areas for rural people is needed in order to ensure rural transformation.
• TVET and skill development programmes need to be focused on individual development needs to ensure impact on their families, communities and workplaces.
• Greater and more inclusive collaboration and networking among different stakeholders is needed to ensure successful implementation of TVET and skills development programmes and their evaluations in rural areas.
Comparative Study on Rural TVET in Transition Countries: China, Russia and Kazakhstan (INRULED)

The project teams from China, Russia and Kazakhstan gathered together to share the research outcomes on the workshop on 4-5 June in Beijing. Russian participants from the High School of Economy delivered the presentation "Career, Education and Migration Strategies of Rural School Students in Contemporary Russia," a Chinese researcher introduced the paper "Intention of Junior High School Students towards Secondary Vocational Education and its Determination in Rural China," and a Kazakhstan participant also introduced the educational system and situation in their countries. After the workshop, participants visited Changping Vocational School. The work of comparative study will be done by researchers from each country and another workshop will be held in Kazakhstan later this year.

Education and Training for Rural Transformation: Skills, Jobs, Food and Green Future to Combat Poverty (INRULED)

In the decade since the UNESCO/INRULED publication titled "Education for Rural Transformation: Towards a Policy Framework" (INRULED, 2001), the urgency has heightened further for paying attention to rural transformation and making education the vehicle for this transformation. The recent book "Skills Development for Rural Transformation" has taken into account the developments in the global scene since the first publication was made as well as the new priorities, challenges and opportunities faced by the rural populations in the developing world.

The purpose of this book is to undertake a review of the overall policies and best practices of education and training in improving agricultural productivity, socio-economic development prospects and the quality of life for rural people in the context of the changing global scenario and to formulate, on the basis of this review, the renewed vision policy framework and implementation strategy for INRULED’s Medium-Term Programme.

Education for All: Rural Community Learning Centres (INRULED)

Within the framework of "Education for All" (EFA), this book discusses the Community Learning Centres (CLC) as a mechanism facilitating and promoting the realization of EFA, summarizing the EFA practices of Asia-Pacific countries and introducing and analyzing the establishment of the community learning centres and schools of culture and technology for adults in rural areas in China. Meanwhile, this book conducted a further analysis and discussion about the various CLC mechanisms which is intended to provide an overview of CLC for the readers. The book is written mainly for rural grass-roots practitioners and workers engaged in the field such as EFA, rural education and community education.

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

As a developing country with a huge rural population, China has achieved great progress in improving access to primary and junior secondary schooling. This report aims to summarize the experiences of universalizing the nine-year compulsory education in rural areas in China, with a focus on the four themes of educational management and administration, namely (1) changes of policies and management; (2) financing compulsory education; (3) rural teachers; and (4) the monitoring and inspection system for universalizing nine-year compulsory education. It is 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 implementing the EFA related goals. This will have significant
implications for reducing poverty, empowering rural people and improving the quality of life of
rural people.

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

Teachers play a critical role in preparing children and young people to become responsible
citizens. Active participation and necessary knowledge and skills so as to promote and strengthen
social integration and sustainable development are important considerations. The shortage of
qualified and well-trained teachers in this area is a challenge faced by many countries, especially
in the rural areas of developing countries. The policies on distance teacher training in selected
developing countries, China, Mongolia and Kenya had been reviewed and analyzed and some
surveys had been carried out in China and Mongolia as well.

To sum up, all three countries have attempted to use distance education in teacher training in
rural areas. But because of the limited facilities, lack of technical support and technical difficulties
in the use of facilities, the potential of distance education has not been brought into full play. The
results showed that all concerned stakeholders, the governments at all levels, trainers and
trainees, even private sectors that would like to contribute to education, should work together to
deal with challenges in improving effectiveness and efficiency of distance teacher training in rural
areas.

Participation in the Triennale of the Association for the Development of
Education in Africa (ADEA), held in Ouagadougou, Burkina Faso, from 13 - 17
February 2012 (CIEFFA)

The Triennale is a meeting held every three years, bringing together African high level decision
makers, practitioners and partners in education. The theme of this year’s pan-African meeting was
“Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How
to design and implement an effective response by education and training systems?”

The work was structured around three sub-themes:

1) Common base of skills for lifelong learning and sustainable development in Africa;
2) Development of lifelong technical and vocational skills for a sustainable socio-economic
growth in Africa; and
3) Acquisition of lifelong scientific and technological skills for the sustainable development in
Africa in a context of globalization.

In prelude to the meeting which began on Monday 13 February, two major activities were organized on Saturday
11 and Sunday 12. One, known as “Diaspora Day,” aimed at involving more Africans from the Diaspora in the
development of the continent. The other, called “Africa-South Korea Day,” aimed at establishing a framework for
sharing experiences between African countries and South Korea in the area of education.

The proceedings took place alternately in parallel sessions and plenary sessions. Side events were also
held to address specific issues like the “Roundtable on the main role of women in development: implication for education and training” which appeared to be for CIEFFA, one of the prominent themes at this Triennale.

CIEFFA’s coordinator used this platform to share the experience of the centre’s contribution to
quality rights-based education for all. She made a brief presentation of the guide entitled “Gender
and Human Rights in African Educational Systems: References and Actions,” produced by the
centre.

Many other sessions generated much interest among participants, including the plenary
session on “Ethics, values and governance: the heart of sustainable development” and the meeting
which was held alongside “Violence in schools.”

The coordinator took advantage of this opportunity provided by the Triennale to give audience a
chance to hold meetings to encourage new partnerships and strengthen existing ones. She and her
colleagues had working sessions with Mrs. Rita BISSONNAUTH from the Department of Human
Resources, Science and Technology of the African Union Commission,
Others

Ms. Zhou Ziqhin and Ms. Jin CHI from the International Centre for Research and Training in Rural Education (INRULED) of the People’s Republic of China and Mrs. Patience AWOPEGBA of the International Institute for Capacity Building in Africa (IICBA). Some partners also paid courtesy visits to CIEFFA headquarters.

This meeting at Ouagadougou was a good opportunity to enhance the visibility of CIEFFA through the presentation of the practical guide on gender and human rights in education, to distribute the centre’s productions to delegations from participating countries, conduct informal meetings with traditional and potential partners, and exhibit documents which helped to promote the greatest number of the centre’s productions.


Forward: CIEFFA has established focal points in African countries. These focal points are CIEFFA’s correspondents and representatives in their respective countries. They often send reports to CIEFFA in relation to some activities conducted in the area of promoting girls’ and women’s education and training.

The national network of the United Nations Girls’ Education Initiative (UNGEI-Côte d’Ivoire), in collaboration with the Ministry of National Education and the Ministry of Family, Women and Children, organised the first national day for the enhancement of girls’ education on Monday, 27 February 2012. This activity took place in the municipality of Abobo in Abidjan on the theme “Let us build a prosperous Côte d’Ivoire by educating girls.” At the start, Mrs. Sekoué Jeanne KOPIEU, Focal Point of both UNGEI-Côte d’Ivoire and CIEFFA, traced the history of the UNGEI network and advocated for the institutionalization of this activity.

The Minister of National Education, Mrs. Kandia CAMARA, regretted the fact that despite all the efforts, about 30% of school-age children, particularly girls, are out of the education system. She said that she welcomes any support aimed at helping her department complete girl’s education in d’Ivoire.

For this purpose, on behalf of the Government of Côte-d’Ivoire, she greeted the initiative of the UNGEI National Network which, according to her, deserves to be encouraged as a strategy to enhance girl’s education. She decided to institutionalize the day.

Mrs. Marie KOUADIO from the Ministry of Family, Women and Children, on behalf of the Minister on mission, agreed with the governmental solidarity on the education and training of girls and women. She also took advantage of this opportunity to present some education and training institutions for women.

As for Mrs. Christina De BRUN, Deputy Representative of de UNICEF Côte d’Ivoire which supported the organisation of the day, she believes that a lot remains to be done as only one girl out of two has access to school. The gap between girls and boys is still considerable (10%). This is why she encouraged all to play their part to overcome all obstacles to girls’ access to and retention in school.

Indeed, the right to education, considered as the fundamental right that ensures the exercise of other human rights, is still at the heart of the issue of development in Côte d’Ivoire. Thus, since its independence up to now, the state allocates an important share of its national budget to education. Despite the progress achieved, 30% of school-age children still don’t have access to school, including more than half of girls, that is 57%.

To remedy these weaknesses, the new Education Policy Letter is sensitive to marginalized groups as well as to girls’ education. In support of conducted initiatives and in order to corroborate the achievement of planned results, such as school enrolment rate of 90% and a completion rate of...
80% in primary education by 2020 for girls and boys, the day has been planned to serve not only as a glamorous activity on girls’ education, but to advocate with national and international partners, communities and economic operators to further give due attention to girls’ education. The day aimed at sensitizing girls on the importance of education by presenting some initiatives undertaken for their education.

The day was marked by an edifying parade of pupils from traditional and French-Arabic Schools, women from literacy centres, Mother’s Club for Girls’ Education (CMEF), head teachers of schools from the Inspectorate of Pre-School and Primary Education who wanted to show their commitment to girls’ education.

In addition, sketches, poems and songs were presented. Important sensitization messages were delivered by the CMEF and by the winners of the national competition for admission to the first year of secondary school. An exhibition on activities conducted by the members of UNGEI-CI closed the day.

By Sekoué Jeanne KOPIEU
CIEFFA and UNGEI-CI Focal Point in Côte d’Ivoire

While sensitization messages were delivered, it is important to highlight the challenges faced by girls in education.

In the “Collège d’Enseignement Général” (Lower secondary school) of Ourgou-Manega, a village located at about fifty kilometres north of Ouagadougou, the capital city of Burkina Faso, this phenomenon is a major concern for local educational and administrative authorities. The village’s cry from the heart appealed to CIEFFA and to the technical structure of the Ministry of Secondary and Higher Education (MESS) in charge of this problem.

A joint mission went to the village on 26 April 2012 for an information and sensitisation session for girls on the one hand, and for parents and the local education community on the other. The sensitisation session consisted of showing a video film titled “Family Turbulences” dealing with the consequences of unwanted pregnancies in a family. It was followed by discussions.

During discussions, the pupils showed the need to sensitise parents about their responsibilities, and their peers about the importance of school and the traps of easy gain. They also asked the State and partners to make efforts to support pupils, particularly girls through incentives. Subsequent issues raised were also related to the follow-up of pupils by parents, accommodation for girls coming from neighbouring villages, the inadequacy of the enforcement of measures on violence against girls and the commitment of parents to fight the phenomenon of unwanted pregnancy at school and the negative consequences of some cultural values on girls who are victims of unwanted pregnancies (banishment from family, excommunication).

By Rasmata OUEDRAOGO
Burkina Faso Focal point
Others

**Attendance in ADEA’s 2012 Triennale (INRULED)**

Representatives of UNESCO INRULED attended the Association for the Development of Education in Africa (ADEA)’s 2012 Triennale organized by ADEA and the government of Burkina Faso in Ouagadougou, Burkina Faso, 11-17 February, 2012.

The Triennale (formerly Biennale) on Education and Training in Africa is the most important educational event in the region, in terms of both participation and content of the discussions, bringing together in a single venue all the stakeholders working on behalf of education in Africa.

The theme selected for the Triennale is formulated as follows: “Promoting critical knowledge, skills and qualifications for the sustainable development of Africa: how to design and build an effective response by education and training systems?” This formulation is based on three pillars: a realistic vision of Africa’s future; achievement of this vision through the promotion of new education and training policies and strategies aimed at responding effectively to economic, social and cultural demand; provision of diversified, integrated education and training pathways and programs that can initiate and develop the critical skills required for lifelong learning.

During the conference, INRULED had access to viewpoints and reviews on current situation and perspectives of education in Africa. Meanwhile, the conference provided a great opportunity for INRULED to learn the experience about the technical training in rural areas, expand the network and seek project cooperation.

**Participation in the e-Learning Africa Conference (INRULED)**

A Chinese delegation took part in the e-learning Africa Conference in May in Cotonou, Benin. The delegation was organized by INRULED and consists of several institutes and universities, namely, Beijing Normal University, Tsinghua University, Peking University, Jiangnan University, Beijing Open University, magazine of Distance Education in China and Open University of China. These institutes and universities are currently working with INRULED on its project “ICT and ODL in Education for Rural Development- Good and Best Practices.”

E-Learning Africa is the continent’s largest gathering of high-level policy makers, decision makers and practitioners from the field of education business and government. It is the key networking event for developing e-Learning capacities in Africa. This is the first time that e-Learning Africa conference has included a full delegation from China. The delegation has presented a Session about the Chinese experience of e-Learning in rural development.

The INRULED programme specialist delivered the presentation “ICT and ODL in Rural Education for Development: Good and Best Practices in China” at the Session. Two professors from Beijing Normal University, Prof. Huang Ronghuai and Prof. Bao Huaying also gave presentations. As said by the Chinese delegation, “there have been a number of successful e-Learning projects in Rural China, and we hope these experiences will be useful for African countries.”

The conference saw the launch of the e-Learning Africa 2012 Report, based on a detailed survey of nearly five hundred education professionals across the continent, marking the first significant attempt to provide a snapshot of how ICT and better connectivity are believed to be changing the face of education in Africa.

The conference attendance was seen as another action taken by INRULED responding to its medium term strategic plan where Africa is one of the Centre’s priorities. Bringing more international partners to contribute to INRULED’s programme, INRULED is also increasing its visibility in the international society.
Visits to Organizations and Institutions in Africa (INRULED)

From 9 to 21 February 2012, two INRULED Officers visited a series of organizations and institutions in three African countries. Since November 2011, this is the second visit to Africa, which is oriented by INRULED’s strong commitment to African educational development.

From 9 to 12 February, the delegate visited IICBA headquartered in Addis Ababa, Ethiopia. IICBA provides services to some 20 African countries. Its mission is to build and strengthen the capacities of teacher education institutions in Africa, and to contribute to the design and implementation of the Second Decade of Education for Africa (2006-2015) in the following areas: teacher education, distance education, curriculum development, and educational management.

During the visit, INRULED exchanged ideas with IICBA, in particular on the following themes: teachers’ training, women & girls study, ICT and TVET for educational development, seeking more opportunities to further cooperate with each other on the common areas of interests.

Meanwhile, the delegate visited the Institute of Genders Studies Addis Ababa University, the only academic institute for gender study in the country, where the issues on the status of women, human rights of women, women’s health, education, access/participation and leadership were introduced and discussed. In Addis Ababa, INRULED Officers also visited two local primary schools.

Later from 13 to 17 February, the delegates conducted INRULED’s first visit to CIEFFA/AU, which is located in Ouagadougou, Burkina Faso. Both INRULED and CIEFFA are UNESCO Category II Centres. During the meeting with the Director and colleagues of CIEFFA, the discussions were held on the follow-up of “African Study Trip to PRC,” the joint project in 2009 and exploration of new areas of collaboration, as well as innovative approaches to collaboration based on the current projects and working plans of the two institutes.

In Nairobi, Kenya from 18 to 21 February, the delegates paid visits to UNESCO Nairobi Office, having a cordial conversation with Yayoi SEGİ-VLTCHEK, Head of the Education Programme Unit, Specialists of Education, met Jerome Morrissey, the CEO of GESCI—an international non-profit technical assistance organization, and visited SIL International, a faith-based nonprofit organization committed to serving language communities worldwide and had a conversation with David Pearson, who holds a post in the Office of International Relations Permanent Representative to UNESCO.

In conclusion, with INRULED’s growing capacity and commitment to educational development of Africa, there is no doubt that the institute needs to share their understanding on relevant issues with African stakeholders, and to identify the real needs and demands so that INRULED will formulate and implement its projects in the region.
Introducing the Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE)

Following the agreement signing between the Syrian Arab Republic and UNESCO when the Director General Ms. Irina Bokova’s visited the Republic during 22-25 April 2010, the Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE) was established to strengthen national and regional capacity building initiatives for developing and improving the field of early childhood care and education (ECCE) in the region.

As the first of its kind in the Arab States, the training centre attempts to fill the gap in this field in the region, offering capacity-building programmes and activities in the Arab States targeting influential regional policy makers in relevant ministries as well as teachers, trainers and practitioners who work in early childhood care and education. Experts pinpointed that there is an imperative for initiating ECCE programmes in the region to respond to the various needs of children under the age of schooling and who represent a large segment of Arab countries.

This regional training centre offers four kinds of activities as follows:

i) Training on policy making that facilitates in-service training opportunities and awareness about developmental issues.

ii) Teacher training that aims to fortify the capacity-building skills of ECCE teachers and practitioners while prioritizing teachers who are specialized in early childhood education for the upcoming two or three years (other beneficiaries will be targeted at later phases).

iii) Facilitating the acquisition of technical and professional skills pertaining to educational policies and issues (in Arabic) in addition to building and strengthening the capacities of ECCE teachers in the Arab Region.

iv) Training on applied research via evidence-based and critical-thinking analytical activities, with emphasis on the special needs of the Arab States.

Introducing the Southeast Asian Center for Lifelong Learning for Sustainable Development (SEA-CLLSD)

The Southeast Asian Center for Lifelong Learning for Sustainable Development (SEA-CLLSD) is a UNESCO Category II Learning Centre established in 2009 by virtue of a Memorandum of Agreement between the Government of the Republic of the Philippines and the United Nations Educational, Scientific and Cultural Organization (UNESCO). SEA-CLLSD’s program framework centers on the promotion of lifelong learning processes within the context of sustainable development. The framework resonates with UNESCO’s initiatives in education and sustainability, as articulated in Education for All (EFA) and Education for Sustainable Development (ESD).

The institutional objective of SEA-CLLSD is to be a service provider, standard-setter, and a research and resource management centre in the field of lifelong learning for sustainable development in the Southeast Asian Region, comprised of countries belonging to the UNESCO Bangkok and Jakarta cluster offices.

The main SEA-CLLSD functions are:

- Capacity-building for service providers in the field of lifelong learning for sustainable development
- Research to advance opportunities for and improve the quality of lifelong learning for sustainability
- Advocacy to develop public awareness and appreciation for the existence of learning/education possibilities for sustainable development in a variety of social settings and places

The primary target program beneficiaries of SEA-CLLSD are:

- Underserved geographical areas: remote and “hard-to-reach” communities
- Vulnerable groups: very young, special learners and learners under difficult circumstances
- Disadvantaged learners: indigenous peoples, out-of-school youth, non-literate adults, elderly/senior citizens
- Populations displaced by natural disasters and conflicts: refugees and victims of disasters and calamities

The development of strong inter-sectoral partnership between and among public and private entities is a key component in SEA-CLLSD programs. SEA-CLLSD develops linkages with various groups and institutions across the Region in the planning and conduct of its activities.

SEA-CLLSD’s most recent activity was conducting the training workshop, “Learning for Change: Preschool Teacher Training for Southeast Asia to Promote the Benefits of Education for Sustainable Development.” This benefitted more than fifty pre-school teachers and day care center workers in five countries: Brunei Darussalam, Cambodia, Lao PDR, Philippines and Vietnam. Pipeline projects include: education for sustainable development (ESD) for indigenous peoples (IPs), ESD for world heritage sites in the Southeast Asian Region and infusion of ESD concepts and values in information communication technology (ICT) initiatives.
Upcoming Events

**APCEIU**

1. Teacher Exchange Programme (ROK-Philippines)
   - **Dates:** August 2012 – January 2013 (6 months)
   - **Venues:** Philippines, Republic of Korea
   - **Participants:** 20 pre-service and in-service Korean teachers and 20 in-service Filipino teachers
   - **Objectives**
     - To enhance the capacity of teachers in global education and cross-cultural communication through hands-on experiences
     - To promote mutual understanding among people in the Asia-Pacific
     - To develop a platform for exchange network among teachers in the Asia-Pacific
     - To contribute to the enhancement of education of the participating countries

2. Asia-Pacific Leadership Academy for School Principals
   - **Dates:** 30 October – 7 November 2012 (8 days)
   - **Venue:** Seoul, Republic of Korea
   - **Participants:** 30 school principals from the UNESCO Member States in the Asia-Pacific
   - **Objectives**
     - To reorient perspectives of the participants towards key issues of EIU
     - To enable participants to identify effective strategies and strengthen capacities of participants in order to implement education for cultural diversity in their local contexts
     - To provide a platform to reaffirm sustaining networks among key educators in the region

3. EIU Conference for Strengthening Social Responsibility among Enterprises
   - **Dates:** 13 – 15 November 2012 (3 days)
   - **Venue:** Seoul, Republic of Korea
   - **Participants:** 30 enterprises in the Asia-Pacific
   - **Theme:** Role of the Enterprises as a Partner towards a Culture of Peace
   - **Objectives**
     - To provide a platform to cultivate awareness and attitudes of EIU and discuss EIU issues among the enterprises in the Asia-Pacific
     - To establish network between APCEIU and the enterprises in the Asia-Pacific
     - To multiply networks through cooperation with diverse social sectors

**GCYDCA**

1. Launch of the website
   - The website www.gcydca.com is now available to the wider community for interactive comments, training and announcements.
   - It was launched on 22 July during the Technical Committee meeting that took place in Lilongwe –Malawi for all the Guidance and Counselling international coordinators in Africa.

2. Introduction of the Guidance and Counselling Association for Africa
   - The GCYDCA has finally launched and hosted the newly formed Guidance and Counselling Association for Africa whose interim executive will be announced in due course. The Association will be mandated to certify counsellors in Africa as well as ensuring that all national associations are registered and functional. The Association will equally take the production of the Guidance and Counselling journal in Africa.

3. Degree in Guidance and Counselling to be offered
   - GCYDCA wishes to announce to all African Countries on the new intake commencing on 1 August 2012 and 15 January 2013 respectively. Applicants are invited to refer to the website www.gcydca.com for requirements, course contents, fees and other conditions concerning the course.
   - Special notice is further given that the Centre’s mobile training programme can be tailor-made to suit the expectations of the country. So far the programme has benefited more than five hundred professionals across Africa.
RCEP during the second half of this academic year 2012, i.e. from September 2012 will hold the following programs and activities:


This workshop aims to strengthen capacity in analysis and utilization of educational and statistical data which will support evidence-based educational policy and educational planning in the GCC States and Yemen.

2. Two Symposiums will be held as follows:

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<th>Date</th>
<th>Target Group</th>
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<td>Quality of Educational Systems</td>
<td>22 Nov. 2012</td>
<td>UAE MOE and Educational Zonal Senior Staff</td>
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3. Training Programs (Workshops):

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<td>Development of Institutional Performance</td>
<td>25 – 29 Nov. 2012</td>
<td>GCC States MOE Senior Staff</td>
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