

BIENNIAL REPORT 2016-2017 INRULED

UNESCO INTERNATIONAL RESEARCH AND
TRAINING CENTRE FOR RURAL EDUCATION



International Research
and Training Centre
for Rural Education



BIENNIAL REPORT 2016-2017 INRULED

UNESCO International Research and Training Centre
for Rural Education (INRULED)



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Foreword

It is a great pleasure to present the 2016/2017 Biennial Report of the UNESCO International Research and Training Centre for Rural Education (INRULED). To provide an overview of programmes and activities carried out by the Centre in the past two years, this report illustrates our long-term commitment to the ideal of education for rural transformation since INRULED's establishment in 1994.

Knowing that we are working in a transformative era, INRULED's Governing Board re-examined its Medium-Term Strategic Plan (2017-2021) in April 2017 to guarantee that our work and actions are in line with the 2030 Agenda for Sustainable Development. Among the 17 proposed Sustainable Development Goals (SDGs), our programmes seek to contribute towards realizing the targets of SDG 4 to ensure inclusive and equitable quality education and promote life-long learning opportunities for all by empowering rural people, who make up the majority of the population in developing countries.

In the same session of the Governing Board, it was my great honour for being nominated and approved as the Director of INRULED. It is both a privilege and a responsibility to lead INRULED into a new era along with the Board members. Since then, further to the continuation of our previous initiatives and programmes, major efforts have been made to encourage extensive outreach in scale, scope and quality of INRULED's four programmes: "Skills Development for Rural Transformation", "Quality Teachers for Rural Schools", "Gender Equality and Women Leadership" and "ICT in Education for Rural Development", contributing towards the implementation of different targets of SDG 4. Based on the researches themed on these topics, we have organized well-targeted workshops, seminars and conferences to share relevant knowledge and support the capacity building of UNESCO member states. In addition, INRULED is developing a new initiative around the field of "Ecological Civilization and Rural Development" to work hand in hand with the SDGs. This new field of focus is designed to facilitate a dynamic platform to discuss and address key elements connecting the ecosystems with human well-being, and therefore, fundamentally, engendering sustainable development.

Meanwhile, partnership plays an essential role in realizing INRULED's mission to bring about positive changes in the thinking and behaviour of the rural population. During the years 2016 and 2017, we intensified our collaboration with other UNESCO institutes and offices as well as partners outside UNESCO, including those from the academia, government, private sector and social organizations. The spirit of cooperation has promoted productive interactions between INRULED and its wide range of partners. Here, I would like to express my sincere gratitude to the Chinese National Commission for UNESCO and Beijing Normal University, among many others. Without their deep involvement and continuous support, our programmes could not have been satisfactorily completed.

In the years to come, INRULED will continue to push for effective implementation of the Education 2030 Agenda and endorse the vision of education for rural transformation. Together with our many partners in UNESCO family and beyond, we are expecting a sustainable future that is more inclusive and equitable for all learners.



Mr. Ronghuai Huang
Director of INRULED



Goal:

To produce knowledge in relevant thematic areas under the vision of education for rural transformation, informing policy development and education planning in UNESCO member states, especially the developing countries.

Research and Advocacy

Over the past biennium, INRULED worked in line with SDG4, continuing its four research priority areas under the umbrella of Education for Rural Transformation.

The flagship programme “Skills Development for Rural Transformation” examines closely the issues of skills development by exploring concepts, policies and interventions that would facilitate the quality of educational activities in rural areas. With the training manuals developed out of the research outcomes, the programme expects to equip practitioners with necessary knowledge and encourage them to design action plans suitable to the local context.

The programme “Quality Teachers for Rural Schools” strengthens its research to develop and sustain a high-quality teacher force for rural schools. Further to its research entitled “Support System for Rural Teachers’ Continuing Professional Development” a research project on the topic of “Rural School Improvement in Developing Countries”, launched in cooperation with the UNESCO International Institute for Capacity Building in Africa for Capacity Building in Africa (IICBA) in 2015, reviews good practices from China, Myanmar, Kenya and Uganda to improve the quality of schools in rural settings. Also, with the aim to share China’s experiences in preparing, retaining and supporting quality teachers for rural schools, INRULED launched a research project on teacher policy analysis and practice review through the lens of SDG 4 in 2017.

The programme “Gender Equality and Rural Women’s Education and Leadership” conducts comparative research on the experiences and lessons gained in developing countries. Good practices and challenges remained on gender issues have been shared with the international community.

The programme “ICT in Education for Rural Development” aims to stimulate innovations through the use of ICT in formal and non-formal education to reach remote and rural areas. To ensure that the fruits of the programme are applied on a broader scale, INRULED works with other organizations, for instance, IICBA and the UNESCO Institute for Information Technologies in Education (IITE); and also to share relevant research findings via various platforms and conferences, for example, at eLearning Africa Conference in 2017 and on the International Literacy Day Event held by UIL in Paris.

Carrying an aim to rethink what roles education can play in the field of sustainable rural development and in the light of the centre’s accumulated experiences over the last two decades or so, INRULED is planning to establish a Consortium for Sustainable Rural Development in collaboration with Asian Institute of Technology, Chengdu Rural Administration Academy and other partners to delve into the systematic development in rural areas.



Skills Development for Rural Transformation:

- Skills development for rural people;
- Rural community learning centres;
- Learning villages.

To support SDG 4.4

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

To support SDG 4.6

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Quality Teachers for Rural Schools:

- Support systems for rural teachers' Continuing Professional Development;
- Rural schools' improvement;
- Equity and quality in rural education.



To support SDG 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

To support SDG 4.c

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



Gender equality and women leadership:

- Empowering women and girls in non-formal education;
- Promoting gender equality and women leadership in schools.

To support SDG 4.5

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

ICT in Education for Rural Development:

- The role of ICT in non-formal education and rural development;
- The role of ICT in facilitating rural schools.



To support SDG 4.b

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

Based on the findings of the ongoing programmes, INRULED has produced publications and reports on several topics

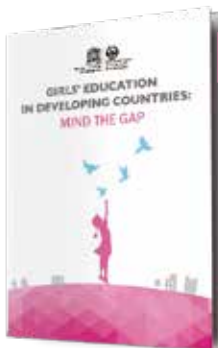
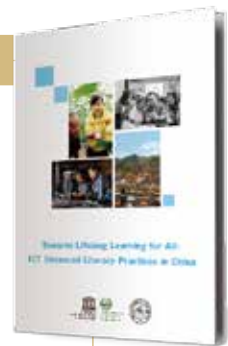


At a Glance: Education Development in the Belt and Road Countries (in Chinese)

Based on two UNESCO milestone documents – The Dakar Framework for Action (2000) and Education 2030 (2015), this publication guides readers through the education development context in Belt and Road countries, covering all forms of education and cross-cutting issues: early childhood care and education, universal primary education, secondary and post-secondary education, youth and adult literacy, teachers' capacity building, gender parity and equality, as well as education informationization. An in-depth analysis has been made on available data along with national policies and projects.

Towards Lifelong Learning for All: ICT Enhanced Literacy Practices in China

In the pursuit to share China's explorations in eliminating illiteracy in rural China through ICT approaches on the International Literacy Day in 2017 (8 September 2017), INRULED has developed the report "Towards Lifelong Learning for All: ICT Enhanced Literacy Practices in China". This report first brings in a brief discussion of different perspectives towards understanding literacy in the global educational arena and then introduces the highlights of China's literacy progress in line with the international development frameworks, national strategy and practices at different levels. Five case studies relatively underscoring the use of digital means in rural education for ethnic minorities, "credentialing" / "non-credentialing" adult education, vocational training and lifelong learning for elderly people in China are laid out as outstanding literacy campaign practices in rural China.



Girls' Education in Developing Countries: Mind the Gap

Since 2008, UNESCO has made gender equality on a global scale a priority. In accordance, INRULED analyses the progress in girls' education and identifies successful strategies taken in nine developing countries–Cambodia, China, India, Myanmar, Nepal, Sri Lanka and Uzbekistan in Asia, as well as Ethiopia and Ghana in Sub-Saharan Africa, with a publication titled "Girls' education in Developing Countries: Mind the Gap" in 2017. The target audiences include government officials, policy-makers and practitioners.

Other reports and materials developed by INRULED in the past biennium include:

- The Current Situation of Sudan's Teacher Education Policy and Practice: Rural Areas
- Rural Thai English Teachers' Experiences Using Student-centered Learning
- Physical Conditions of Schools and Educational Outcomes
- Investment and Interventions in Early Childhood Development
- Improving Teaching and Learning in Low-Income Schools
- Why Invest in Education: An Economic Perspective
- Vision before Comprehension: Neglected Variables Affect the Performance of Low-Income Students
- The Construction of High-quality Professional Teachers: System Design and Effective Programmes
- Girls Education: Why Invest and What Works
- Eco-village Building and Education (in Chinese)



Goal:

To support the capacity building of member states, especially the developing countries, to facilitate the development of rural education, contributing towards the implementation of SDG 4.

Capacity Development

As a member of the UNESCO family, INRULED is mandated to support the knowledge sharing and capacity building for the implementation of SDG 4. In 2016 and 2017, INRULED organized a variety of seminars and workshops to disseminate the knowledge produced by INRULED's programmes. Along with the aim to find suitable solutions to the challenges in rural context, these activities also test the applicability of the training methodologies developed in the past years.

2016 International Seminar on Education and Training for Rural Transformation

Date: 6-21 December, 2016

Venue: Kunming and Pu'er, P.R. China

Participants: 25 government officials, researchers and practitioners from five Mekong countries (coming as Cambodia, Lao PDR, Myanmar, Thailand and Vietnam) and Malaysia, Pakistan, Philippines and Sri Lanka

With the aim of promoting education for rural transformation, INRULED hosted the International Seminar on Education and Training for Rural Transformation in collaboration with Yunnan Normal University, Beijing Normal University, the People's Government of Pu'er City and Pu'er University in 2016, sponsored by the Ministry of Education and the Ministry of Foreign Affairs



of P.R. China. To serve as a platform for educational ideas exchange between countries and capacity building of delegates coming from the participating countries, the Seminar sought to effectively integrate the concept of education for rural transformation into national development planning and programming as well as local practices. During the sessions, the Seminar developed common understanding in rural education and rural transformation. Experiences and lessons learnt from different countries were shared and discussed to identify the learning needs, challenges and good practices for future actions.

Capacity-building Workshop for Teachers and TTI Tutors from South Sudan

Date: 17 March-14 April, 2017

Venue: Beijing, P.R. China

Participants: 58 participants from South Sudan, including government officials, teachers from nursery, primary and secondary level, TVET teachers, and teacher educators from national teacher training institutes

Funded by the Ministry of Commerce of P.R. China, this workshop was run by ONTOP International Culture & Media Co. Ltd. and INRULED was responsible for technical support. This is the first workshop for backbone teachers in South Sudan in order to empower and encourage them to provide equitable quality education for their students. In the forms of lectures, participatory workshops and field visits, this activity addressed the topics of basic education and teacher education in China and South Sudan, curriculum reform and learner-centered classroom teaching, and teachers' continuous professional development and school development planning. Throughout the workshop, a series of cross-cutting themes were also discussed, for instance, girl's education and women's leadership, the use of ICT in teaching and learning as well as cultural responsive education. A follow-up action plan suitable for South Sudan's context was drafted by the participants to ensure the sustainability of this activity.



International Seminar on Developing Support System for Rural Teachers

Date: 6-13 November, 2017

Venue: Guilin, P.R. China

Participants: 28 government officials and practitioners from six ASEAN countries (coming as Indonesia, Lao PDR, Malaysia, the Philippines, Thailand and Vietnam) and Sri Lanka

By bringing together education officials, teacher educators and teachers from the seven Asian countries, INRULED and Guangxi Normal University jointly held an International Seminar on Developing Support System for Rural Teachers to review the status of teacher development and supporting policies and practices in these countries. The Seminar included thematic workshops, country presentations, field visits and discussions on teachers' professional development and support systems, particularly in rural settings. Within the China-ASEAN cooperation framework, the activities carried out during the Seminar collected and shared good practices and discussed about challenges for sustainable development in the Asian context.



2017 International Seminar on Education for Rural Transformation

Date: 18-22 December, 2017

Venue: Kunming, P.R. China

Participants: 28 UNESCO officials, government officials, researchers and practitioners from five Mekong countries, Bangladesh, Nepal and Pakistan

Contextualized in the Education 2030 discourse and the Mekong cooperation mechanism, INRULED, Yunnan Normal University and Yunnan Agricultural University jointly hosted the International Seminar on Education for Rural Transformation for the second consecutive year in 2017. This Seminar continued the theme from last year and reflected on diversified practices of skills development and experiences of community learning centres and learning villages in rural areas. Additionally, as a vast range of ethnic minorities reside in the disadvantaged areas throughout the Greater Mekong Sub-region, the Seminar also organized an expert group meeting in conducting the feasibility to conduct a research to respond to the lifelong learning needs of the ethnic minorities.



Goal:

To distribute, share and promote knowledge in the context of education and rural development, and collectively produce knowledge through the interventions of various experts and stakeholders.



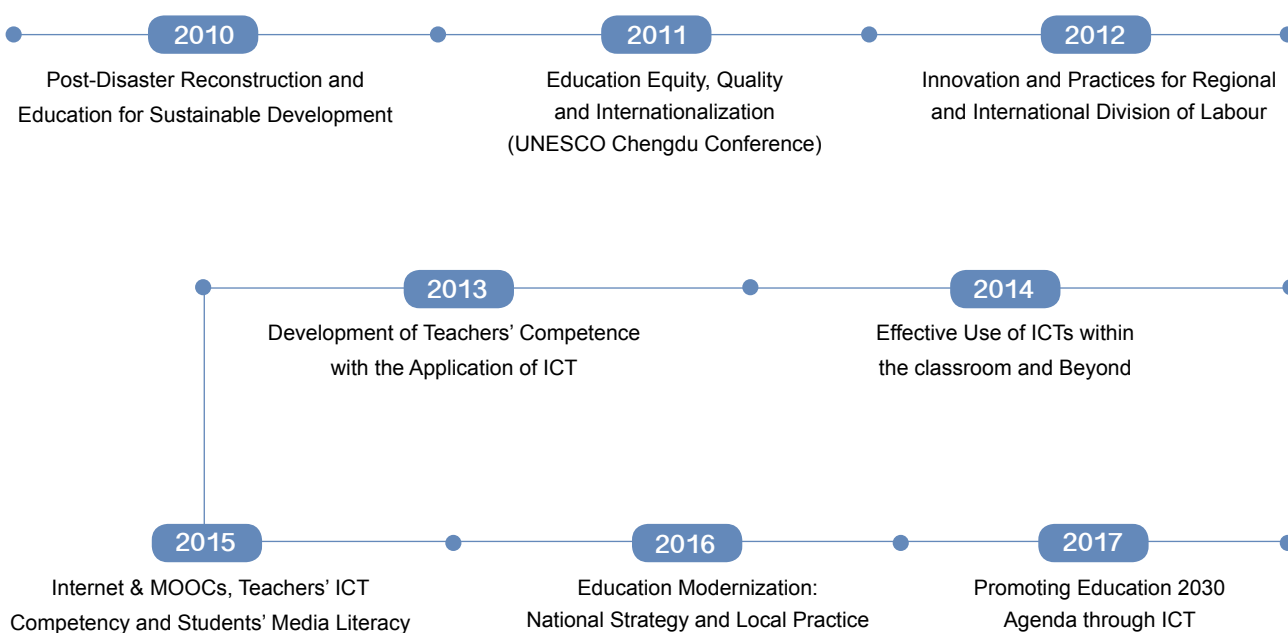
Conferences and Events

INRULED is working closely with member states and related agencies. To disseminate programme information and research research findings, we have organized and attended several conferences and activities to facilitate mutual sharing between us and our stakeholders.

Annual events

Dujiangyan International Forum

The Themes of the Forum since 2010



2017 Dujiangyan International Forum

Date	13-14 July, 2017
Venue	Dujiangyan, P.R. China
Participants	About 300 education practitioners and ICT experts from 26 countries



Following the appeal of SDG4 to ensure inclusive and equitable quality education, the theme of the 2017 Dujiangyan International Forum focused on “Promoting Education 2030 Agenda through ICT”. During the forum, educational practitioners working at both policy-levels and school settings shared their perceptions and concerns over the concept of future schools. Inspired by invited experts’ presentations, encompassing reviews of schools through both macro and micro lenses, an overview initiative of future schools was achieved, emphasizing student-centered school management, motivational teacher training, supporting government policies and community oriented learning material sharing systems.

International Forum on Literacy and Skills Development

Date	27 September, 2016 and 2017
Venue	Qufu, P.R. China
Participants	About 30 education practitioners from Asia and Latin America, as well as the winners of UNESCO Confucius Prize for Literacy



This annual event discussed key issues about literacy and life skills training for empowering rural communities in developing countries, and shared experiences and practices in literacy and skills development for sustainable rural development. In 2017, the Forum took account of the new inventions in the field of information and technology sharing the ideas of how to make full use of ICT to enhance literacy and education quality in a digital world.



The Third Global Teacher Education Summit

Date 14-16 October, 2017

Venue Beijing, P.R. China

Participants About 700 educators and researchers from different parts of the world



Sponsored by BNU, the theme of the Summit was “Envisioning the Teaching and Learning of Teachers for Excellence and Equity in Education”. It provided a platform for an international and cross-cultural dialogue among the participants. A broad view on the improvement of teachers and teacher education quality was established.

As a co-organizer of the Summit, INRULED also held a sub-forum on Promoting Teachers' Professional Development through ICT on 15 October in collaboration with the Centre for Teacher Education Research, BNU. This forum explored the knowledge foundation of developing support systems for teachers through ICT in a variety of settings worldwide. The main question addressed in the panel discussion is around: How could teachers be supported professionally through ICT? Speakers and participants interpreted their understandings and reflections on supporting teachers' professional development through ICT with the lens of education quality and equity, as well as the concept of educational informatization.



Other events

Workshop on Developing Support and Service Systems for Rural Teachers

Date 23 August, 2016

Venue Beijing, P.R. China

Participants 50 researchers and practitioners



During the XVI World Congress of Comparative Education Societies, which was held in August 2016 in BNU, INRULED collaborated with UNICEF office for China and organized a panel discussion on the theme of “Developing Support and Service Systems for Rural Teachers”. Speakers from Uganda, Sri Lanka and China shared their knowledge and experiences. INRULED also presented its research outcomes on the topic of “Supporting Teachers in Rural Schools: Practices from Developing Countries”.



Forum on Education and Rural Development

Date 17 July 2017

Venue Beijing, P.R. China

Participants About 30 policy makers, researchers and practitioners



INRULED and the Smart Learning Institute (SLI) of BNU co-organised a forum on “Education and Rural Development – ICT’s role in enhancing the quality of rural education” to review the progress and bottlenecks that China has encountered along its rural education development pathway. Stakeholders were invited to share practices of employing ICT means in formal education across the most deprived rural areas in China.

Workshop on Enhancing Teachers' ICT Competency by Harnessing Open Educational Resources

Date	28 September, 2017
Venue	Mauritius
Participants	About 30 government officials, researchers and stakeholders



As a partner of eLearning Africa Conference 2017, INRULED participated in the event with the theme “12th International Conference on ICT for Development, Education and Training”. Prof. Huang Ronghuai, Director of INRULED, delivered a keynote speech “Deepen the China-Africa Cooperation on ICT in Education for SDG4” in the opening session and attended the Ministerial Roundtable by the invitation of the organizing committee.

During the Conference, INRULED and SLI organized a workshop on Enhancing Teachers' ICT Competency by Harnessing Open Educational Resources to introduce the experiences of leveraging ICT for teachers' competency improvement in China.

Meeting on Ensuring Quality Compulsory Education in Rural China through ICT

Date	30 October, 2017
Venue	Beijing, P.R. China
Participants	About 20 researchers, policy-makers and teachers



On 30 October, INRULED and SLI co-organised a meeting on “Ensuring Quality Compulsory Education in Rural China through ICT”. Participants specializing in the field of ICT for rural education gathered to discuss the policy transformation process relevant to ICT’s uses in compulsory educational systems in rural China. UNESCO INRULED and the Smart Learning Institute also shared their findings and reports, generated from their past fieldtrips and piloting experiences in rural areas. During the discussion, the importance of developing user-friendly ICT infrastructures and Open Educational Resources platforms was risen to the focus for future implications.

International Forum on Education for Rural Transformation

Date	13-15 November, 2017
Venue	Pathum Thani, Thailand
Participants	About 200 government officials, NGO staff, researchers, practitioners and stakeholders from Asia, especially ASEAN, Europe, Australia, America and Africa



Supported by the Ministry of Foreign Affairs of P.R. China, INRULED and Asia Institute of Technology (AIT) hosted the 2017 International Forum on Education for Rural Transformation on the campus of AIT. With the aim of sharing information on the role of education in the rural transformation process, the Forum organized plenary sessions, group discussions, exhibitions and field visits to present the policies and interventions implemented in different countries, covering the topics of capacity building and empowerment, rural livelihood and transformation, gender equality and reduction of natural disaster risk.

International Conference on Education for Rural Transformation

Date	18-19 November, 2017
Venue	Changchun, P.R. China
Participants	about 200 researchers, educators and practitioners from about 10 countries



Working along with the Institute of Rural Education Development of Northeast Normal University and other academic institutes, INRULED co-organized the International Conference on Education for Rural Transformation under the theme of "Education Promotes Rural Transformation". A roundtable event focusing on "Quality Education and Rural Sustainable Development from International Perspective" was also held to probe deeper into the role that education plays in sustainable development throughout developing countries.



Activities on Ecological Civilization

Over the past biennium, the subject of Ecological Civilization has become a research interest of INRULED and a different perspective scrutinizing into rural education and rural development has since then been established. The following two activities have been organized by INRULED to discuss relevant issues: Workshop on Theory and Practice of Ecological Village Building (25 December, 2016; Beijing, P.R. China), and Seminar on Best Practices of Ecological Village Building (1-2 April, 2017; Jiande, P.R. China).



Activities attended by INRULED

Event	Date	Venue
International Conference on Contract Teachers	21-24 June, 2016	Addis Ababa, Ethiopia
Seminar on Opening-up Chinese Education to Africa in a New Time	27 August, 2016	Beijing, P.R. China
9th International Policy Dialogue Forum	5-7 December, 2016	Siem Reap, Cambodia
Africa-China Dialogue-2: China's Engagement with UNESCO to Support Higher Education in Africa through UNESCO Priority Africa programme	6 September, 2017	Paris, France
3rd Meeting of the Core Group of the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL)	7 September, 2017	Paris, France
The International Conference on 'Literacy in a digital world' and the UNESCO International Literacy Prizes Awards Ceremony	8 September, 2017	Paris, France
2nd World Open Educational Resources (OER) Congress	18-19 September, 2017	Ljubljana, Slovenia
10th International Policy Dialogue Forum	18-21 September, 2017	Lomé, Togo
E-learning Africa Conference	27-29 September, 2017	Mauritius
Consultation Meeting of Asia-Pacific UNESCO Category 2 Centres in Education	23-24 November, 2017	Bangkok, Thailand



Goal:

To foster a culture of information sharing and encourage productive interactions between INRULED and its wide range of partners.

Information and Networking



Information sharing

To disseminate the publications, reports and training materials on education and rural development in the past two years, INRULED attended the exhibitions staged during the XVI World Congress of Comparative Education Societies (22-26 August, 2016; Beijing, P.R. China); on the 2017 International Literacy Day at UNESCO Headquarters (8 September, 2017; Paris, France); and during the International Forum on Education for Rural Transformation (13-15 November, 2017; Pathum Thani, Thailand).



Networking and partnership

The ongoing success of INRULED's work benefits greatly from the support at all levels of its collaboration with the partners. During the biennium, INRULED has built and maintained long-standing partnerships with the UNESCO family members, the academia, government, private sector, as well as social organizations.

Partnership for fulfilling our mission

Academia:



Guangxi Normal University;



Yunnan Normal University



雲南農業大學
Yunnan Agricultural University
Yunnan Agricultural University



AIT
Asian Institute of Technology

Asian Institute of Technology

Chengdu Rural Administration Academy

UNESCO Family:



IITE

UNESCO Institute for
Information Technologies in Education



IICBA

UNESCO International Institute for
Capacity Building in Africa



UIL

UNESCO Institute for
Lifelong Learning



TTF

UNESCO International
Task Force on Teachers



ICHEI

UNESCO International Centre for
Higher Education Innovation



SACTD

South Asian Centre for
Teacher Development

Private Sector and Social Organizations:



Huayu Education Sharing Platform



中国成人教育协会
China Adult Education Association
主管单位：中华人民共和国教育部

China South Publication and Media Group



China Adult Education Association



The Zigen Fund
滋根基金會
For Grassroots Development of China
Zigen Foundation

Government Sectors:

Municipal Government of Huzhou

Educational Bureau of Ningbo

Municipal Government of Dujiangyan

Visits by UNESCO Officials

INRULED's undertaking has received guidance from UNESCO headquarters. In April 2016 and July 2017, Dr. Michael Worbs, the Chairperson of the UNESCO Executive Board, and Mr. Stanley Mutumba Simataa, the President of the 38th session of the General Conference, visited INRULED respectively and encouraged the Centre to continue its commitment to education for rural transformation.





Institutional Capacity Building

INRULED is administered by the Director under the supervision of the Governing Board with active participation of the Advisory Council. The Members of the Governing Board is composed of ten government officials and senior education specialists from UNESCO member states, while the Advisory Council consists of eminent members in the field of education and across regions.

Being presided over by the Chairperson of the Governing Board, Mr. Xuejun Tian, who is the Chairperson of the National Commission of the People's Republic of China for UNESCO and the Vice Minister of Education, the Governing Board session held in 2017, convened on 6-7 April, highlighted the role of governance to strengthen the values of collaboration, open communication and transparency within INRULED; the Board Meeting also discussed strategic framework for a reformed INRULED for the coming years.

During the Governing Board session, Mr. Ronghuai Huang was nominated and approved as the Director of INRULED. Mr. Huang's expertise is in the areas of education informatization, distance education, multimedia technology and knowledge engineering. In 2016, he received the "Chang Jiang Scholar" award, which is the highest honour presented to an academic in higher education by the Ministry of Education of China.

In line with the recommendations, raised by the evaluation carried out by UNESCO in 2016, and the strategic framework proposed by the Governing Board session in 2017, INRULED has undergone massive changes to improve its institutional structure and capacity, formulating its strategies in human resources, financial sources, information dissemination and other important issues. In 2017, INRULED has recruited 6 young colleagues and some have internship experience in UNESCO. Also, INRULED has been strengthening its cooperation with national and international organizations and consultants, whose expertise broadens our understanding of the programmes and helps us develop a better context for stakeholders' needs. Meanwhile, to secure additional financial, human and other resources to advance our mission, multi-sector, multi-level and multi-agent partnerships have been mobilized for institutional sustainability.



Education for Rural Transformation

More than two thirds of the population in the least developed countries reside in rural areas. Ensuring inclusive, equitable and quality education and lifelong learning opportunities for rural people is fundamental to achieve the targets rooted in Education 2030 Agenda.



United Nations
Educational, Scientific and
Cultural Organization



International Research
and Training Centre
for Rural Education



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