

2014-2015

# Biennial Report

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



United Nations  
Educational, Scientific and  
Cultural Organization



International Research  
and Training Centre  
for Rural Education

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# Foreword

International Research and Training Centre for Rural Education (INRULED) was established by UNESCO and the Chinese government in 1994 with a mandate to promote sustainable socio-economic development in rural areas. As a Category II centre under the auspices of UNESCO, INRULED's research and training activities concentrate on education for rural transformation.

During 2014-2015, the research programmes themed on skills development, gender equality and women leadership, teacher education as well as ICT for rural education have continued to provide high-quality materials and training, with fruitful products of publications widely disseminated, coming as *A Comparative Study on the Role of Universities in Transformation of Knowledge and Skills in Rural Areas*, *Education, Media and Sexuality Health Services for Girls and Women*, *Rural Women's and Girls' Participation and Leadership for Community Development*, *Developing Support*

*Systems for Rural Teachers' Continuing Professional Development*, *Approach of ICT in Education for Rural Development*, etc. to share with relevant stakeholders and serve for the implementation of EFA and post-2015 development agenda.

INRULED's capacity building activities are based on the training modules or materials developed from the researches carried out by different programme groups. Following the Africa-targeted trainings organized previously, INRULED continued the 21-day Seminar on Education and Rural Development in

2014 for 28 participants from 14 developing countries. In 2015, sponsored by UNESCO and Chinese National Commission for UNESCO, INRULED and Beijing Normal University (BNU) co-organized the International Seminar on Girls' and Women's Education for 14 project countries in Africa and Asia under two UNESCO-China Funds-in-Trust projects.

Since 1994, we have continuously been generating knowledge and approaches that can power the rural transformation through education and training. Yet we cannot do it alone. That requires INRULED to work closely with all stakeholders across the globe in rural education and rural development. During this biennium, INRULED participated actively in UNESCO Bangkok's programmes and activities and enhanced its cooperation with other Institutes and Centres within the UNESCO framework. Within China, INRULED has received strong support from the Ministry of Education, the Ministry of Commerce, the Ministry of Foreign Affairs as well as the Chinese National Commission for UNESCO. I would like to take this opportunity to express my sincere gratitude to all those organizations and individuals who have contributed to the development of INRULED.

The main text of the following report attests to the achievements of INRULED and the progress made towards its goal of improving education for rural transformation. As always, we are expecting to better fulfill our missions in collaboration with our partners and relevant stakeholders in the coming years.



Director, UNESCO INRULED

# Research and Advocacy

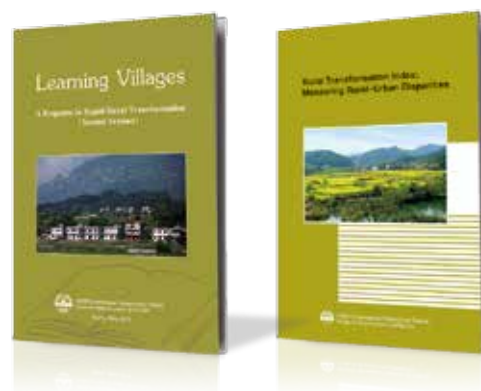
## Skills Development for Rural Transformation

The main aim of INRULE's mission is to foster rural transformation through education within the EFA movement and then the post-2015 development agenda. Social transformation is a common phenomenon in developing countries, while rural areas continue to be the key to reducing the persistence of poverty, unfulfilled basic skills development, and the growing inequality across and between countries. INRULED's flagship programme "Skills Development for Rural Transformation/Skills for All" (SFA), which began in the year of 2011, aims at providing

continuous support for the development of economic and livelihood skills and addresses the quality of educational activities in rural areas. This programme links poverty-reduction activities to the building of skills and capacities for seizing economic opportunities and improving livelihoods. It seeks enhancement of quality, relevance and efficiency of education in the context of changing community scenarios, particularly in rural areas, at all types of education including formal, non-formal and informal education and training.



In 2014, INRULED initiated and developed a series of training manuals (10 modules) ("Training Manual for Local Governance and Women Group Representatives") and its supplement the "Trainer's Guide" to mount innovative training and development programmes for core trainers of the members of local governing bodies and women groups responsible for rural transformation at community level. The methodology and approach that are taken by INRULED ensure that training in skills development is linked to economic and employment opportunities as well as the sustainable development of rural communities.





In addition, the Skills Development programme produced two handbooks on “Rural Transformation Index: Measuring Rural-Urban Disparities” and “Learning Villages: A Response to Rapid Rural Transformation”. The “Rural Transformation Index” suggests a methodological framework for the construction of a rural transformation index so as to assess rural-urban differentials and gaps in the overall well-being of people in these areas and also investigate rural inequalities

and development policies in developing countries. The technical note on “Learning Villages” suggests a logical framework and examines the provision of, and participation in, community learning in rural areas. While developing the framework, the note considers the difficulties faced by adults in rural areas who wish to participate in learning, and how that participation can be enabled and improved.

## Gender Equality and Women Leadership

Developing the full talents of every woman and man builds the foundation for social inclusion and innovation. Gender equality is a focus of the third Millennium Development Goal for 2015, and one of the two global priorities of UNESCO Medium-Term Strategy for 2014-2021. Women’s empowerment is a breakthrough strategy for achieving equal rights and sustainable development. However, women and girls across the world still face numerous challenges and in rural areas women and girls have been particularly marginalized. It has been found that rural women and girls face some of the highest rates of educational poverty in the world. In its continuing efforts to promote gender equality for rural development, INRULED initiates a key programme Gender Equality and Rural Women’s Education and Leadership. As the most significant outcomes of the programme, two books titled *Education, Media and Sexuality Health Services for Girls and Women: 20 Years Experience of China’s Policy and Practice* and *Rural Women’s and Girls’*

*Participation and Leadership for Community Development: A Training Handbook* have been published in 2014, which will be introduced in the last part of this report. As a visiting scholar in 2014-2015, the programme coordinator Dr. Chi Jin made several presentations at Georgetown University, coming as “Rural Girls’ Education and Development: Equity and Empowerment Interventions in China” and “Improving Learning: Evidence and Practices in China”. She also translated a UNESCO publication *Guidelines on Adaptation of the UNESCO ICT Competency Framework for Teachers* into Chinese.

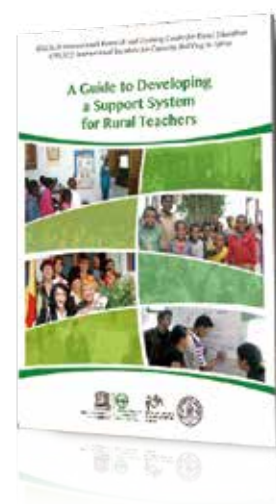


## Quality Teachers for Rural Schools

To support the UNESCO Strategy on Teachers (2012-2015) and UNESCO Initiative for Teachers Capacity Development in Priority Countries with a focus on Africa (2012-2015), INRULED has launched teacher-related projects jointly with the International Institute for Capacity Building in Africa (IICBA) to accomplish the common missions and strategic priorities of both institutions.

Teachers’ professional development is a key issue for education quality, but rural teachers in particular get limited resources, support, and training opportunities for their professional development. A research on Support System for Rural Teachers’ Continuing Professional Development was completed in 2014 and the report entitled *Developing Support Systems for Rural Teachers’ Continuing Professional Development* was published by SAGE in early 2015.

Based on the research findings, a guidance book on Developing a Support System for Rural Teachers targeting related policymakers and practitioners has been developed and used in the capacity building activities of the Centre. It provides clear concept framework, principles, models and specific steps to set up a support system for teachers working in a given rural settings.



As one of the goals of INRULED is to promote the quality of education in rural areas, another research project on the topic of “Rural School Improvement in Developing Countries” was launched and conducted in cooperation with IICBA in 2014 and 2015. It aims to review and identify good practices from developing countries which are successes of improving the quality of schools in rural settings. With a focus on the process of school improvement, it tries to answer questions as follows: What are the challenges facing by rural schools? What approaches or models have been adopted in a given context? What specific interventions have been done as responses to the problems and how did they work? What lessons could be learnt from these programmes? It also tries to discuss the cross-cutting issues in those practices and identify the reform elements that are replicable for rural education elsewhere. Four case studies have been collected

from different rural settings of China, Myanmar as well as two African States, Uganda and Kenya. The research report is planned to be published in 2016.

With the aim to share Chinese experiences in the field of preparing, retaining and supporting quality teachers for rural schools, INRULED launched a research project focusing on policy analysis and practice review in 2015. A series of policies and practices which have been proved successful in China had been identified, such as Free Teacher Education Programme, Tegang Teacher Programme, Master Degree Programme for Rural Teachers, Urban Teacher Supporting Rural Teacher Programme, etc. The background of the policies, implementation process of the practices and their effectiveness and lessons learnt would be discussed in the study.



Since the working paper series on teachers and teaching profession was launched by INRULED in 2013, papers from a variety of contexts have been collected and published in 2014 and 2015. Topics covered by the papers include: “The Dinggang Internship: Training Pre-service Teachers for Rural Schools in China”; “Teacher Support and Service System: A

Case of UNESCO-MOE Cooperation Project in China”; “The Current Situation of Sudan’s Teacher Education Policy and Practice: Rural Areas”; and “How Does an Educational NGO Help to Improve the Quality of Schooling in Rural China: A Case of Teach Future China”. The series has been shared with many stakeholders and received positive feedback.

# Capacity Development

INRULED addresses capacity development as its overarching contribution to strengthening coherence in the process of transformation for rural development. In practice, INRULED has organized a variety of workshops, seminars and activities. Working alongside with different partners

from developing countries and the least developed areas, INRULED strives to promote exchange of views and close collaboration on major educational issues and to share experience on skills development, gender equality and teacher education.

## 2014 Seminar on Education and Rural Development

Followed on from the 2013 seminar on the theme of education for rural development and transformation, INRULED and the Academy for International Business Officials (AIBO) of the Ministry of Commerce of China continued their cooperation on the 21-day Seminar on Education and Rural Development in Beijing from late October to early November. This year, there were 28 participants, including education officials and teachers, from 14 Asian and African countries coming as Bangladesh, Botswana, Cameroon, Ethiopia, Ghana, Kenya, Madagascar, Malawi, Mauritius, Namibia, Rwanda, Uganda, Zambia and Zanzibar of Tanzania.



The seminar is implemented to ensure an innovative approach to promote the collaboration in education between China and other developing countries and to provide a platform for information sharing. Africa is the priority of UNESCO and INRULED has made this its top priority. The participants recruited in the seminar are mainly policymakers, teachers and other stakeholders from African countries. With the training manuals and materials developed from the researches carried out by different programme groups, INRULED contributes towards education for rural transformation in Africa through capacity development of stakeholders.





Except for lectures and participatory workshops, the participants also had the chance to pay a field visit to schools and education institutions. Furthermore, with the aim to build up a deep understanding on education issues in developing countries by sharing information and experiences from different contexts, a one-day workshop entitled “Interchange and Dialogue on Education in Countries of Asia, Africa and

Latin America” was organized jointly by INRULED and ECNU ICTE (International Center of Teacher Education in East China Normal University) during the field visit. 65 participants from more than 30 African, Asian and South American countries took part into the discussion on topics of school education, teacher education, education management and leadership as well as education and rural development.

## International Seminar on Girls’ and Women’s Education

The International Seminar on Girls’ and Women’s Education was held from 1-5 September 2015, in Beijing, China. It was convened by MOE of China, UNESCO, Chinese National Commission for UNESCO and Hainan Airlines Group (HNA), and hosted by Beijing Normal University and INRULED. About 60 international participants, including UNESCO/government officials, academics, consultants and practitioners from 14 Asian and African countries, gathered to share experiences and explore common solutions to accelerate progress towards gender equality in education, with a focus on teacher training, professional development and advocacy.



It is the first activity implemented under the framework of the UNESCO-HNA Partnership for girls' and women's education, which was established in February 2014. The seminar marks the official launching of two complementary projects established under the UNESCO-HNA Funds-in-Trust (HFIT), namely,

- *Enhancing the quality and relevance of education for adolescent girls in Africa through gender-responsive teaching and learning, and*
- *Enhancing girls' and women's right to quality education through gender sensitive policy making, teacher development and pedagogy in South, Southeast, and Central Asia.*

The eight panel sessions of the 5-day seminar brought together over eighty participants and government and resource persons from the project countries and China. Their presentations and discussions covered a wide range of topics, moving along in the actively-participated talks towards the expected outcomes. Except for the in-door discussions, the participants were invited to visit several institutions of Beijing Normal University.



To present an overview of China's experience in the issues of gender equality, INRULED has prepared a country report "Chinese Women Go Global: Empowerment through Education" to showcase the process of liberation and emancipation of Chinese women from a gender and international development perspective and to share the Chinese experience with international community. INRULED has also organized an exhibition to display a selection of books and training manuals published in the past twenty-one years and share its achievements and information among all the participants.





UNESCO's Director-General Madame Irina Bokova and UNESCO's Special Envoy for the Advancement of Girls' and Women's Education, China's First Lady Prof. Peng Liyuan met with participants of the seminar at the Diaoyutai State Guest House in Beijing on 4 September, 2015.

## Study Tour for UNESCO-China Funds-in-Trust (CFIT) Project

The study tour of the CFIT project, organized concurrently with the official launch of the HFIT project and the International Seminar on Girls' and Women's Education, continued its activity on 6 and 7 September.

In the 2-day visit, a group of 20 participants of 8 project countries from Africa and Asia had chances to visit education institutions in Beijing with a focus on ICT in education. They exchanged ideas with management staff and educators about issues coming as in-service training, curriculum development, distance teaching and live course broadcasting.



# Conferences and Workshops

Over the past biennium, INRULED has organized and attended a variety of conferences and workshops from a range of disciplinary perspectives. These events are essential for dissemination of programme information, knowledge exchange, development and exposure of research outcomes and development and growth of new and existing collaborations both nationally and internationally.

## Conferences and Workshops organized by INRULED

Except for the above-mentioned seminars and activities, INRULED continues its work on the annual events of the Dujiangyan International Forum and the International Forum on Literacy and Skills Development.

### Dujiangyan International Forum

As one of the founding organizers, INRULED keeps on participating in organizing the 2014 and 2015 Dujiangyan International Forums. In recent years, the forum focused on the themes of “creating effective information environment”, “promoting transformation of teaching and learning mode” and “evaluating ICT use in and out of classroom” and conducted themed researches on “strategies and challenges of ICT application in classroom teaching” and “effective diagnosis of ICT use in classroom teaching.” The forums addressed methods and shared best practices on improving teaching competence via ICT application in global basic education by keynote speeches, seminars and teaching video diagnoses and evaluating problems and difficulties in subject teaching and ICT integration process. Over 200 officials, teachers and education experts around the world have taken part in the discussions.

### International Forum on Literacy and Skills Development



Developing countries are in the transition to a knowledge-based economy which requires a new generation of educated and skilled people. During the ceremony of UNESCO Confucius Prize for Literacy, the International Forum on “Literacy and Skills Development” is aimed at providing an opportunity to discuss the key issues on the continuous support for the development of economic and livelihood skills and quality basic education, particularly the literacy and post literacy programmes in disadvantaged areas for alleviating poverty. The forums were attended by

national and international education specialists and practitioners working in the field of literacy and skills development, representatives from Chinese National Commission for UNESCO, international students from Asia and Africa as well as the Confucius Prize winners.



## Forum on Sustainable Development

In November 2015, INRULED co-sponsored a forum on sustainable development with three universities in China, Zigen Fund and Beijing Global Village Environmental Education Centre. To highlight the global crisis and challenges brought about by the mainstream model of economic globalization, as well as the great significance of biodiversity and cultural diversity for sustainable development, based on the initiative and the framework of sustainable development presented by the United Nations in the past few decades, the theme of the forum focused on issues related to the specific problems in China and tried to work out problem-solving approaches through the combination of theory and good practices.

## Attending International Conferences and Workshops

During this biennium, representatives from INRULED attended many international conferences, workshops and study tours, such as the 2014 Global Education for All Meeting (May 2014, Muscat, Oman), the Asia-Pacific Regional Education Conference (August 2014, Bangkok, Thailand), the 17<sup>th</sup> UNESCO-APEID International Conference-The Powerhouses of Education: Teachers for the Future We Want (October 2014, Bangkok, Thailand), the International Conference on School Leadership in the 21<sup>st</sup> Century (May 2015, Malaysia) as well as the CFIT Experience Sharing Visit in Ethiopia (June 2015, Hawassa, Ethiopia).



On the occasion of the Kominkan-CLC International Conference on Education for Sustainable Development (October 2014, Okayama City, Japan), INRULED organized an exhibition on its major achievements and ongoing programmes, to celebrate its 20<sup>th</sup> anniversary (1994-2014).



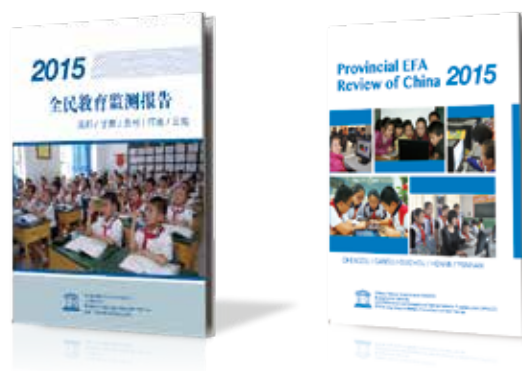
Following is a list of INRULED's participation in other meetings (2014-2015):

No.	Conference/Workshop	Time	Venue
1	Workshop on Sharing EFA Promising Practices in Asia-Pacific	June 2014	Bangkok, Thailand
2	14 <sup>th</sup> Asia-Pacific Training Workshop on EIU	August 2014	Seoul & DMZ, Republic of Korea
3	Regional Community Learning Centre Conference: The Role of CLC for Intergenerational Learning Focusing on the Elderly	February 2015	Chiang Mai, Thailand
4	Education for All 2000-2015: Achievements and Challenges	April 2015	Washington, D.C., USA
5	Transforming Education and Training Systems to Create Lifelong Learning Societies in the Asia-Pacific: Regional Research Workshop	April 2015	Bangkok, Thailand
6	International Conference on ICT and Post-2015 Education	May 2015	Qingdao, China
7	Fourth Meeting of the UNESCO Education Category 2 Centres	May 2015	Manila, Philippines
8	Early Childhood Pathways to Sustainability	July 2015	Washington, D.C., USA
9	Fourth International Conference on Poverty Reduction and Child Development and 2015 Asia-Pacific Regional ECD Conference	October 2015	Beijing, China
10	Regional Experts Meeting Assessing Gender Issues in Pre-service and In-service Teacher Training in Asia	November 2015	Bangkok, Thailand
11	International Training Workshop 2015 on Big Data Technology Application and Knowledge Service	December 2015	Hangzhou, China
12	Annual Conference of Small Size Rural Schools in China	December 2015	Guangyuan, China
13	Symposium on Educational Development during the 13 <sup>th</sup> 5-Year Plan in China	December 2015	Beijing, China
14	Forum on Education 2030 and China's Action	December 2015	Beijing, China

# EFA in China

## National EFA Monitoring Report & Provincial EFA Review of China 2015

The year of 2015 marks the target date of the Dakar EFA goals, and it is also the tenth consecutive year that INRULED worked on the National EFA Monitoring Report. In 2014/2015, the five sub-reports contributed by the education departments of five provinces and cities, namely Gansu, Guizhou, Henan, Yunnan Provinces and Chengdu City, focus on what and how of the efforts they have made in the progress to the six EFA goals and on the way forward.



### Reading Project

Since 2012, INRULED has initiated a reading project “Reading Change Life” in rural schools in Xinjiang County, Shanxi Province. This project is dedicated to cultivating the reading habits and promoting the spiritual growth of teenagers and making reading a part of their life, thus bringing changes to their life through reading environmental design, selecting suitable books for teenagers and building local teacher’s capacity on reading education. Acting as an initiator, coordinator as well as catalyst, INRULED has built up

a cooperation network among donors, the education department of local government, NGOs, the Youth Activity Centre and schools. Though the resources are limited, the Youth Activity Centre established by the project plays a pivotal role at the grass roots level.

After three years’ endeavor, the pilot programme has achieved great success. Not only the rural schools even several rural communities are motivated and involved into the reading education through their kids. Now, the education department of Shanxi Province is taking efforts to expand the reading project to all Youth Activity Centres in Shanxi Province.

## Providing Technical Assistance to Projects Supporting Rural Teachers

INRULED was invited to provide consultancy and technical assistance to a variety of projects for supporting rural teachers, e.g. involvement in the design and planning of the demonstrative National Teacher Training Programme in Gansu Province which developed feasible ways for excellent teachers in cities to provide mentoring to young teachers working in rural schools; conduction of training for the out-of-school youth development project organized by Save the Children (China). Besides, Dr. Liu Jing was invited to conduct the end of project review on the Mobile Education Resources and Training Centre Project in Sichuan Province in 2015. Dr. Liu Jing also provided technical support to a project funded by the Zigen Fund to promote health education for adolescent girls in rural schools.

# Publications

In this biennium, except for the publications presented in the previous parts, INRULED has produced a series of publications, coming as:

## A Comparative Study on the Role of Universities in Transformation of Knowledge and Skills in Rural Areas

This book is an important investigation of the roles that a university plays in sustainable rural development. It takes an interesting approach and engages in a comparative study of two universities, located in China and Australia. The book examines that in spite of being in different locations their work and roles are no less significant in terms of national development. It poses the question, 'What is the role of universities in bringing about knowledge transformation in rural communities?', and offers an answer from a comparative perspective.



## Developing Support Systems for Rural Teachers' Continuing Professional Development

What do rural school teachers need and how can they be supported in their continuing professional development? How can a teacher support system be set up and function in a certain context? What factors would guarantee success of the system? This book tries to answer these questions by taking five case studies from very different contexts and countries - Cambodia, China, Ethiopia, Mozambique and Romania - but with a common topic: 'developing teacher support systems in rural areas for their continuing professional development'.



## Approach of ICT in Education for Rural Development

There are many challenges faced in effective ICT implementation for rural development. This book contains policy recommendations to help drive and stimulate innovation and creativity through ICT use and reduce the digital divide and social exclusion in rural areas. The cases included in this book typically represent the ICT educational applications in China and developing countries and examine how current policies can support the overall development progress.





## Education, Media and Sexuality Health Services for Girls and Women: 20 Years Experience of China's Policy and Practice

This book systematically summarizes and disseminates the strategies and good practices regarding women's and girls' education and development in China, so as to present national experiences in the promotion of rural women's empowerment and gender equality. The book reviews the policies and actions taken by the Chinese government, international organizations, and NGOs in the past two decades. It reflects and shares the experiences and lessons regarding the promotion of girls' education, gender equality in media, and sexuality health education and services for youth with the international community.



## Rural Women's and Girls' Participation and Leadership for Community Development: A Training Handbook

This book provides guidelines for introducing community-based gender analysis to practical development concerns through developing gender-sensitive training activities for practitioners and community members in the developing world in Asia, Africa and Latin America. Based on national and international training projects and best practices, and extensive experiences in the promotion of gender awareness and women's capacity building in China as well as internationally, this training manual provides a valuable blueprint for capacity building activities and training projects in developing countries in the promotion of social development and gender equality.



## A Translation of Asia-Pacific End of Decade Notes on Education for All

The Asia-Pacific End of Decade Notes (EDNs) on Education for All are a series of joint UNESCO-UNICEF publications that build on the findings of the Asia-Pacific EFA Mid-Decade Assessment (2006–2008) and examine EFA progress and gaps at the mid-way point of the 2000–2010 decade in 2012. The six reports take stock of the progress, persisting issues and remaining challenges in achieving the goals, and highlight examples of innovative policy reforms and strategies, particularly those aimed at reducing disparities in access to and quality of education. The EDNs also emphasize the policy, capacity and governance gaps to be addressed in order to achieve EFA goals in the region.

In 2014, to share and present the review of regional and national progress towards the six EFA goals for the reference of educators, policymakers and other stakeholders in China, INRULED translated the six reports into Chinese.





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