



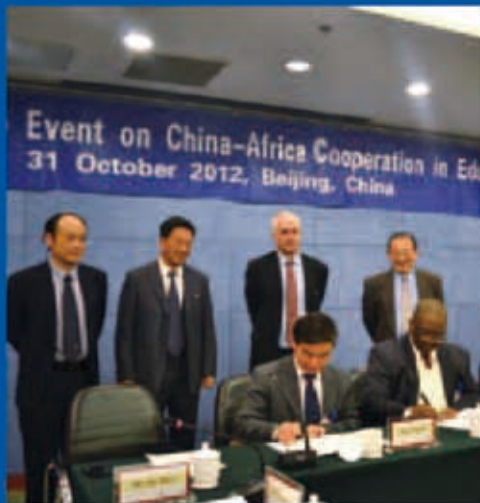
United Nations  
Educational, Scientific and  
Cultural Organization



International Research  
and Training Centre  
for Rural Education

# Biennial Report 2012-2013

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



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# Foreword

The biennium 2012-2013 has become a period of significant transformation of the INRULED's programmes and activities, demonstrated by the outcomes and products in terms of research and advocacy, capacity development, Africa priority, information and networking as well as INRULED's institutional development.

During 2012-2013, several research projects themed on skills development, gender equality and women leadership, teacher education as well as ICT for rural education have been launched, with fruitful products of publications and reports with a broad dissemination internationally, coming as *Education and Training for Rural Transformation: Skills, Jobs, Food and Green Future to Combat Poverty, E-learning in China, Women and Leadership in Education, Developing Support System for Rural Teachers' Continuing Development, 2011 China EFA Monitoring Report, Attracting Quality Teachers for Schools in Rural Areas, Policy and Experiences of China*, etc. to share with relevant stakeholders and serve for the implementation of EFA across the globe.

INRULED's capacity building activities are based on the training modules or materials developed from the researches carried out by different programme groups. Further to the Africa targeted trainings organized before moving to Beijing and the two study tours organized in 2009, INRULED organized the Seminar on Education and Rural Development (21 days) in 2013, with 19 participants from 10 African states. And this will be an annual event in the coming years. Also, INRULED plans to support IICBA's Advanced Programme on Teacher Policy Development and cooperate with China-ASEAN Centre for capacity building in education.

In order to support UNESCO's Africa priority, INRULED has put Africa programmes on a top priority in its working agenda. With this in mind, INRULED enhanced its cooperation with IICBA in the light of a new Memorandum of Cooperation. Two round-table events on China-Africa Cooperation in Education were organized. INRULED also organized delegations to attend the eLearning Africa Conference in 2012 and 2013, and visited many organizations in Ethiopia, Benin, Kenya, Burkino Faso, Namibia, South Africa, which has helped enhance INRULED's work in and for Africa.

During this biennium, INRULED participated actively in UNESCO Bangkok's programmes and activities and enhanced its cooperation with UNESCO Institutes and Centres, such as UNESCO Institute for Lifelong Learning (UIL), International Centre for Technical and Vocational Education and Training (UNEVOC), International Institute for Capacity Building in Africa (IICBA), Institute for Information Technologies in Education (IITE) and INRULED is playing an active role in the network of category 2 centres in Education Sector of UNESCO. In addition, INRULED strengthened its institutional capacity building through a wide range of ways to better match its mandate.

In 2012 and 2013, INRULED welcomed the visits of honorable guests, Dr. Qian Tang, UNESCO Assistant Director-General for Education, Ms. Lalla Aicha Ben-Barka, Assistant Director-General for African Department, and Mr. Olabiyi Babalola Joseph, Ambassador Permanent Delegate of Benin to UNESCO and others, encouraging INRULED to better serve the member states under the guidance of UNESCO's plan and priorities.

INRULED's running and its programmes in this biennium have received support from many institutions and individuals, especially the Ministry of Education, Ministry of Commerce of China as well as the Chinese National Commission for UNESCO. I would like to take this opportunity to express my great gratitude to all those organizations and individuals who have contributed to the development of INRULED.

In 2014, INRULED is going to move to the new office building located at the campus of Beijing Normal University (BNU) and celebrate its 20<sup>th</sup> anniversary, which is a milestone for the development of INRULED. Also, INRULED will formulate its medium-term strategic plan (2014-2017) in the light of UNESCO Medium-Term Strategy (2014-2021). We are expecting to better fulfill our missions in collaboration with our partners and relevant stakeholders in the coming years.



Director, UNESCO INRULED

## Skills Development for Rural Transformation

The 2009 INRULED Governing Board Meeting agreed to a new study that would revisit the 2001 research “Education for Rural Transformation: Towards a Policy Framework” (2004). Responding to that, INRULED launched the flagship programme entitled “Skills Development for Rural Transformation/Skills for All” (SFA). SFA 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 capacity for seizing economic opportunities, improving livelihoods. It seeks enhancement of the quality, relevance and efficiency of education in the context of changing community scenarios, particularly in rural areas, at all levels of educational intervention including formal, non-formal, and informal education and training.

The first milestone of the Programme – the publication entitled *Education and Training for Rural Transformation: Skills, Jobs, Food and Green Future to Combat Poverty* was released in the Third UNESCO Congress on TVET in Shanghai in May 2012, with a similar theme to that of the 2012 EFA Global Monitoring Report launched in October 2012. It addresses major issues that have been and are most likely to be encountered in the process of rural transformation and development; more importantly, it provides the key stakeholders a framework for rural transformation through skills development.

In addition, an Inter-country Policy-oriented Comparative Study on Technical and Vocational Education for Rural Development in the Transition Countries was initiated and implemented in collaboration with Russian National University –Higher School for Economic. To wrap up the research, the report *Education, Career and Migrant Strategies of Rural Students in Transition Countries* was published at Stockholm University in 2013. The book presents the study findings in three countries together with an international and comparative review by the Institute of International Education, Stockholm University. Also, a report on *Intention of Junior High School Students towards Secondary Vocational Education and Its Determinants in Rural China* was published.



## 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 Goals for 2015, and one of the two global priorities of the UNESCO Medium-Term Plan 2008-2013, and will be maintained in the next Medium-Term Strategy from 2014 to 2021. Women's empowerment is a breakthrough strategy for achieving equal rights and sustainable development.

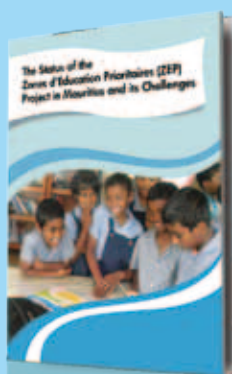
However, women and girls across the world still face numerous challenges and in rural areas women and girls have been particularly marginalized. It has been found that rural women and girls face some of the highest rates of educational poverty in the world. In its continuing efforts to promote gender equality for rural development, INRULED initiated a key programme Gender Equality and Rural Women's Education and Leadership in 2011. During this biennium, INRULED's research in this theme has achieved fruitful research reports and training modules.



For the promotion of its agenda, the project of "China's Experience in Rural Women's Education and Development Book Series" was launched by the gender equality team in 2012, and successfully accomplished in 2013. It has provided a valuable contribution to the field as a powerful team of local and international authoritative experts and scholars in gender study have gathered to systematically summarize and disseminate China's experience, making it available not only to the local public but also to the international community. It also provides a platform for an international comparison on obstacles faced and the attempts for the solutions. With this book series, INRULED would contribute to the achievement of EFA and MDGs through gathering and sharing China's experience in gender equality and girls' and women's education and development. In addition, as the most significant outcome of the "Summit on Development Strategy of Rural Women and China's Experiences", a book of *Sustainable Approach and Development Strategy for Rural Women in China* has been compiled.



## 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 system at local level is therefore badly needed to provide them training and relevant support to their concerns and needs in pedagogic knowledge. In light of this, a research on Support System for Rural Teachers'

Continuing Professional Development was launched and the report entitled *Developing Support System for Rural Teachers' Continuing Development* is finalized. Based on the research findings, a *Guidance Book on Developing Support System for Rural Teachers* targeting the related policy makers and practitioners has been drafted and it will be used in the capacity building activities of the Centre.

Also, a research on Rural School Improvement in Developing Countries has been launched in 2013 in collaboration with IICBA. It aims to review and identify good practices from developing countries which are success of improving the quality of schools in rural settings.

A report of a review on the Chinese experiences of attracting quality teachers for rural schools is drafted and ready to be published. It reviewed the experiences of China on rural teaching force building and identified good policies and practices for attracting, developing and retaining qualified teachers for rural schools.

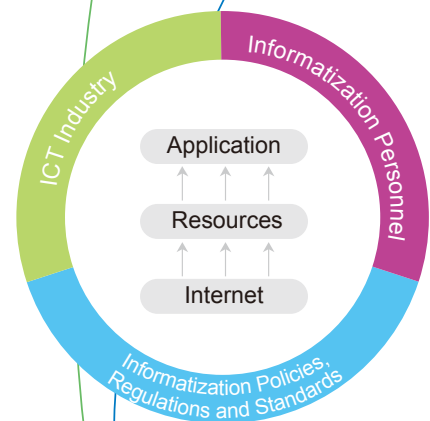
A series of working papers on teachers and teaching profession have been drafted and published by INRULED in 2013. The series is intended to review and reflect the good practices in policies and strategies intended to support teaching and raise its quality in meaningful ways for student learning, particularly in disadvantaged contexts.

## ICT in Education for Rural Development

ICT in Education is a major driver and key component of educational development and reform. It can promote the modernization and accelerate development of education, which is critical for socioeconomic development. ICT can be an important potential lever to improve rural education and sustainable rural development. In 2012 and 2013, INRULED launched the programme “ICT in Education for Rural Development (iERD) - Good and Best Practices” with UNESCO, IICBA and BNU-KSEI (Research Center for Knowledge Science & Engineering, Beijing Normal University). The aim is to share experiences of ICT in education for rural development among UNESCO member states, to propose suggestive iERD policy framework based on case studies and pilot projects of digital learning and poverty reduction.

The report titled *Approach of ICT in Education for Rural Development: Good Practices from Developing Countries* includes 12 cases from China (e.g. ICT Integration in China's Rural Classrooms: A Case Study of the Modern Distance Education Project in Primary and Middle Schools in Rural China; Village and Township Digital Learning Demonstration Centre Based on the Public Service Systems) and 7 cases from Ghana, Chile, India and other countries (e.g. CocoaLink –Ghana; Rural Schools of Information Technologies and Citizenship – Chile; E-Krishi Farmer Network -India).The purpose of collecting cases across the globe is to co-share experiences among developing countries on ICT in education for rural development.

The publication *E-learning in China* offers an evidential glimpse of the e-learning promise in higher education, within the territorially vast, heavily populated, and highly complex Chinese context. The purpose of having this publication is to make Chinese experience on e-learning known to more people and learn from other countries as well. The findings from this book are an important contribution to the ICT conversation among a growing global community of practice. It provides a concrete foundation for further investigation of the claims made by ICT researchers, experts, and practitioners.



# 2

## Capacity Development

Based on its researches, INRULED has developed various training modules and organized capacity building workshops for policy-makers from African countries in line with UNESCO's Africa priority.

### Development of Training Materials and Manuals

As a follow-up to the publication *Education and Training for Rural Transformation: Skills, Jobs, Food and Green Future to Combat Poverty*, INRULED has developed a *Training Manual on Skills and Rural Development for Local Government and Women Group Representatives*. The manual is aimed at developing the competence- and skills-base of local government representatives (LGRs) responsible for the development of rural communities. The major objective of the manual is to encourage participatory dialogue and sharing of experiences by LGRs. It can also serve as a tool for demonstrating clearly the essential stages for developing and implementing skills development and training programmes, targeting particularly women. The manual contains eight modules in total dealing with specific aspects of the role and responsibilities of the targeting groups mentioned above. A handbook for trainees will also be included. Gender and related issues are cross-cutting themes.

Also, a set of training materials have been developed based on relevant national and international training projects which have successfully strengthened women leadership capacity. The contents include: Women and Leadership in Education, Women's Participation and Leadership in Community Development and Sexual and Reproductive Health Education for Women, with an emphasis on women's empowerment, leadership roles, gender-sensitive awareness, gender equality advocacy as well as misconceptions, opinions and knowledge about sexual and reproductive health. At the end of 2013, both English and Chinese versions have been accomplished and currently being prepared to publish. These materials intend to contribute to the enhancement of leadership skills in developing countries with an orientation towards the achievement of gender equality and mainstreaming, highlighting the importance of men's participation.



Other materials, e.g. *A Guidance Book for Developing Support System for Rural Teachers' Continuing Professional Development* have been developed and piloted in the training organized in 2013.

### 2013 Seminar on Education and Rural Development

Further to the Africa targeted trainings organized before moving to Beijing and the two study tours organized in 2009, INRULED has organized 2013 Seminar on Education and Rural Development in collaboration with the Academy for International Business Officials (AIBO) from May 20 to June 9, sponsored by the Ministry of Commerce of the People's Republic of China (MofCom). Nineteen officials from education departments of ten African countries including Cameroon, Ethiopia, Madagascar, Nigeria, Tanzania, etc. have joined the 21-day seminar. The seminar includes lectures, participatory workshops, visit to education institutions, as well as cultural activities. And this will be an annual event in the coming years.



Besides the training organized by INRULED, the centre has also been invited to deliver training sessions for different seminars organized by the Zhejiang Normal University, East China Normal University as well as the International Poverty Reduction Centre in China.

Furthermore, INRULED plans to support IICBA's Advanced Programme on Teacher Policy Development and cooperate with China-ASEAN Centre for capacity building in education in the coming years.



# 3 Conferences and Workshops

Conference and workshop is a good and effective means to share new ideas and practices, impact on international agenda in relevant field and expand networking. INRULED values this way of pushing forward relevant discussions and dialogues, and organizes its own influential conferences in collaboration with its partners as well as attends meetings and workshops organized by other organizations.

## Conferences and Workshops Organized by INRULED

Since 2010, the Dujiangyan International Forum has become an annual event and INRULED is one of the organizers. The 2011 Forum was designated by UNESCO as the UNESCO Chengdu Conference and the Director-General of UENSCO attended the forum. The most significant outcome of the 2011 Dujiangyan International Forum was the conference report *Strategies to Achieve Balanced Inclusive Education Development* which was published in 2012.



The 2012 theme of Dujiangyan Forum was “Innovation and Practices for Regional and International Division of Labour”. And the 2013 Dujiangyan International Forum was held from 25<sup>th</sup> to 26<sup>th</sup>, 2013 in Chengdu, China, with the overarching theme on “ICT Promotes Innovation and Modernization of Education – Development of Teachers’ Competence through ICT”. INRULED and UNEVOC co-organized a session on “Skills for Rural Youth and ICT Delivery in Rural Education”. The overall aim of the session was to develop – on the basis of past good practices, present evidence and new ideas – improved information and practical guidelines for policy design and implementation of initiatives. Participants from Asia-Pacific region, Africa and Latin America presented and discussed the trends and new challenges in skills development for rural youth; access to skills; how to bridge the gap between the demand and supply of skills; skills, employment, employability and entrepreneurship; roles and responsibilities of stakeholders; and how to enhance the quality, equity and efficiency of rural education through ICTs. And the 2013 forum has reached a Dujiangyan Consensus.



With the support of Chinese National Commission for UNESCO, INRULED started to organize the International Seminar on Post Literacy, Continuing Education and Skills Development for Empowering the Rural Communities in Developing Countries from 2011 during the ceremony of UNESCO Confucius Prize for Literacy. In 2012, the seminar aimed at providing continuing support for the development of economic and livelihood skills and quality educational activities in rural areas for alleviating poverty. And the overall aims of the third seminar convened in 2013 were, first of all, to identify innovative approaches of post literacy and life skills training for empowering rural communities in developing countries; secondly, to develop policy dialogues of post literacy and life skills training for rural population and sustainable rural development; finally, to share national and international perspectives and experiences in post literacy and life skills training.



In the gender area, INRULED organized the China-Africa Dialogue: Gender Equality and Leadership in Education in October 2012. This event brought together senior officers and leading experts from IICBA, the Forum for African Women Educationalists (FAWE), the Association for the Development of Education in Africa (ADEA), the African Center for Gender and Social Development of United Nations Economic Commission for Africa (ACGSD), as well as researchers, policy-makers, NGO administrators and practitioners in the field of education, law, sociology, public policy, gender studies, media and communication studies, human development and international development from various organizations in China.



Also, to summarize and share best practices, the Summit on Development Strategy of Rural Women and China's Experiences was held by INRULED on September 22<sup>nd</sup>, 2013. Different topics were touched upon in the seminar, among them some are: the efforts to mainstream gender equality into the process of legislative decisions; the localization of Gender and Development; the qualification for rural women's right to collective member and land rights; the concept and methods of Gender and Development; rural women's rights, empowerment and their participation in promoting community reform; economic empowerment for women; girls' education and girls and women leadership in education; and sexual and reproductive health and services for youth.



Except for the above meetings, a joint international seminar was held on 26<sup>th</sup> September 2012 by the Centre for Teacher Education Research of BNU (CTER), National Institute of Sciences (NIES), University of Bristol and INRULED in Beijing. Participants from China, UK and Tanzania shared their research findings about teacher education and teacher's role in improving education quality. And the Third Forum on Mass Education was co-organized by INRULED and Zigen Foundation, Association of Mass Education on 23-24 November 2013 in Beijing.

## Attending International Conferences and Workshops

On the occasion of the UNESCO Third International Congress on Technical and Vocational Education and Training, INRULED organized a session on Skills Development for Rural Transformation in conjunction with launching the INRULED on publication Education and Training for Rural Transformation and the flagship Skills for All Initiative.



Also, a Roundtable Event on e-Learning for Rural People was organized by INRULED in Beijing in November 2012 during the 2012 E-Learning International Conference in China.



During this biennium, representatives from INRULED attended many other international conferences and workshops, such as the 13<sup>th</sup> Regional Meeting of National EFA Coordinators: The Big Push(26-27 February, 2013, Bangkok, Thailand), Technical Workshop: National EFA 2015 Reviews in Asia-Pacific (20-22 November, Bangkok, Thailand), 2013 Asia-Pacific Regional Conference on Community Learning Centres (19-21 June 2013, Bangkok, Thailand), Strategic Partner Meeting on Flexible Learning Strategies to Reach Out-of-School Children in Asia and the Pacific(14-15 November 2013, Bangkok, Thailand) organized by UNESCO Bangkok Office. Furthermore, as the keynote speaker, INRULED attended the UNEVOC 10<sup>th</sup> Anniversary Meeting (The Role of the UNEVOC Network in Transforming TVET for a Sustainable Future, 14-16 November 2012, Bonn, Germany), Second Meeting of the UNESCO Education Sector Category II Centres (13-15 December 2012, Seoul, Republic of Korea), and the Third Meeting of the UNESCO Education Sector Category II Centres ( 5-7 March 2013, Dubai, United Arab Emirates) .



Also, INRULED attended a range of conferences and workshops, of which some are coming as:

No.	Conference/workshop	Time	Venue
1	Education Reforms: The Changing Paradigms	25-26 March, 2013	New Delhi, India
2	The 8 <sup>th</sup> National Forum on Education for All	24 October, 2013	Beijing, China
3	International Forum on the Development of Small-scale Rural Schools	4-5 December, 2013	Beijing, China
4	The International Forum on Teacher Education	23-25 September, 2012	Shanghai, China
5	The Experts' Workshop on Post-2015 Development Goals	10-11 June, 2012	Beijing, China
6	The 7 <sup>th</sup> National Forum on Education for All	12-13 April, 2012	Beijing, China
7	The International Education Summit on Teaching Profession	28 February - 1 March, 2012	Jakarta, Indonesia
8	The ADEA Triennale Education and Training in Africa	12-17 February, 2012	Ouagadougou, Burkina Faso

Through these conferences and dialogues, INRULED introduced its programmes, released publications and made presentations to enhance its visibility and also expand its networking.

# 4 Africa Priority

Africa is the priority of UNESCO. On 19<sup>th</sup> July 2012, when Ms. Lalla Aïcha Ben-Barka, UNESCO ADG for African Department, visited INRULED and BNU, she stated that education for rural people is crucial in Africa since about 60-70% of the total population in sub-Saharan Africa lives in rural areas. She suggested INRULED to strengthen its collaboration with IICBA and also with the African Union, and urged INRULED to play a greater role in rural education and development of African countries.



## Cooperation with IICBA

INRULED renovated its cooperation with IICBA since the two directors of both parties met in Paris during the 36<sup>th</sup> UNESCO General Conference and a follow-up visit to IICBA and attending the 13<sup>th</sup> Session of IICBA's Governing Board by INRULED. In October 2013, the 14<sup>th</sup> session of the governing Board of IICBA was convened in Beijing. By this opportunity, INRULED signed a new Memorandum of Understanding with IICBA with the presence of Dr. Qian TANG, UNESCO Assistant Director-General for Education and Dr. Yue DU, the Secretary-General of Chinese National Commission for UNESCO. Also, INRULED and IICBA paid a visit to the Ministry of Commerce of P.R.China and won their support in capacity building activities. Some cooperative projects on rural teachers' support system, rural school improvement as well as ICT in rural education development was designed and implemented by the two parties.



## Roundtable Event on China-Africa Cooperation in Education

On 31<sup>st</sup> October 2012, INRULED, IICBA and Beijing Normal University co-organized the first Roundtable Event on China-Africa Cooperation in Education in Beijing. The roundtable event served as a platform for the exchange and discussion of ideas and issues with regards to current educational models and challenges facing the EFA movement in Africa and China.

INRULED and BNU co-organized the second Roundtable Event on China-Africa Cooperation in Education On 21<sup>st</sup> May 2013. Except for the African delegates of the 2013 Seminar on Education and Rural Development, educational officials and representatives from AIBO, East China Normal University (ECNU), China Women's News, Department of International Exchange and Cooperation of BNU, etc. also attended the event. The participants discussed mutual challenges facing education development in Africa and China, opportunities for China-Africa cooperation and role of institutions like BNU, INRULED and AIBO in the process.



## E-learning Africa Conference

E-learning Africa Conference is the largest gathering of eLearning and ICT-supported education and training professionals in Africa.

In May 2012, INRULED organized a 20-member delegation to attend the 2012 eLearning Africa Conference in Benin. A pre-conference event was co-sponsored by IICBA and INRULED on the role of ICT in African Teachers' Professional Development. Some of the Chinese delegates introduced policies and practices in China.

Further to the 2012 event, INRULED organized another delegation to attend the 2013 eLearning Africa Conference in Windhoek, Namibia from May 29-31, 2013. Presentations on "New Media and Women Leadership: Pilot and Practices in China", "E-learning Public Service Systems: Case from China" were delivered in the conference. The delegation was also invited to lecture on "Girls' and Women's Education and Leadership: Innovations in Chinese Contexts" in the College of Education, University of South Africa. Furthermore, they paid a visit to the National Commission for UNESCO in Namibia as well as primary and secondary schools, teacher training institutes and universities in Namibia and South Africa.

Furthermore, Chinese government has declared a USD 8 million Funds-in-Trust project through UNESCO to support the capacity building of teacher education and training institutions in 8 African countries through ICT and long distance strategies. Prof. Li WANG, the Deputy-Director of INRULED took active participation in the design, implementation as well as the monitoring of this project.

# 5 Support EFA in China

## National EFA Monitoring Report

In 2012, Monitoring on the Implementation of the Outline for China's Medium and Long-term Education Reform and Development (2010-2020) was conducted jointly by the Chinese National Commission for UNESCO, INRULED and the education departments of six provinces and cities, Gansu, Guizhou, Yunnan, Jiangsu, Henan Provinces and Chengdu City, with six individual reports combined as the *2011 National EFA Monitoring Report*. In conformity with the principles laid out in the Outline, the purpose of the monitoring is to serve for the decision-making of the provincial and municipal education departments and to disseminate the experiences gained in the implementation of the Outline. And the *2012-2013 National EFA Monitoring Report* focuses on ICT in Education and it is already published for dissemination. INRULED has been involved in National EFA Monitoring Report since 2006.

Also, INRULED provided technical support to the formulation of the report titled *Achieving EFA and beyond: Education for All in China 2000-2010* by UNICEF Beijing, UNESCO Beijing and Chinese National Commission for UNESCO. In addition, INRULED is playing an important role in the preparation of the Chinese 2015 EFA Report.



## Reading Project in Rural Schools

INRULED has initiated a project “Reading Change Life” in rural schools in Xinjiang County, Shanxi Province since 2012. This project is dedicated to cultivating the reading habits of, 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 teachers’ capacity on reading education. Acting as an initiator, facilitator, coordinator as well as catalyst, INRULED has built up a cooperation mechanism among donors, education department of local government, NGOs, Youth Activity Center and schools. Though the resource is limited, Youth Activity Center established by the project plays a pivotal role at the grass roots level. The project is expected to cover the whole province if more resources are mobilized.



## Teach Future China

Teach Future China (TFC) is a volunteer programme for quality rural education under the supervision of INRULED, aiming to cultivating a talented corps of future leaders who care about rural education, and who will continuously promote educational equity and social progress in China. In 2013 this programme has 165 volunteers in service, located in the rural areas of the Provinces of Hebei, Guizhou, Shanxi, etc. Usually, the volunteers of TFC are deployed to remote rural schools to teach for two years.

## 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. the participatory teaching project in Western China funded by Save the Children China; the MoE-Pearson Cooperation Project on Professional Development of English Teachers in Guiyang and Xi County, Shanxi Province; the UNICEF supported Mobile Educational Training and Resource Units Programme. INRULED's professionals support the project design and implementation or deliver training sessions for the rural teachers.



# 6

## Information & Networking

### Information

Knowledge management and dissemination is an important part of the work listed in INRULED's mandate as it provides the basis for its research and training activities. During this biennium, INRULED enhanced its information work in terms of information collection and sharing, publication and dissemination and newsletter editing.



### Networking

For INRULED, extensive networking and partnerships provide opportunities to collaborate with other international organizations, government agencies, NGOs, foundations, companies as well as specialists in different disciplines, contributing towards the fulfillment of its missions.

During this biennium, INRULED participated actively in UNESCO Bangkok's programmes and activities and enhanced its cooperation with UNESCO Institutes and Centres, coming as UIL, UNEVOC, IICBA, IITE and INRULED is playing an active role in the network of category 2 centres in Education Sector of UNESCO.

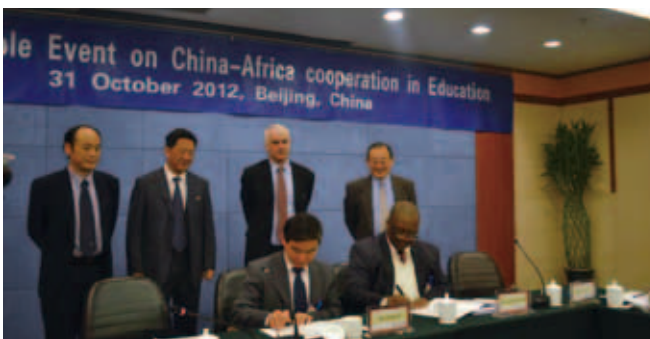
In October 2012, INRULED renewed its Memorandum of Understanding with IICBA when the 14<sup>th</sup> session of IICBA's Governing Board was convened in Beijing, with some cooperative research on support system for rural teachers' professional development, advanced programme on teacher policy development included and then implemented in 2013. In 2013, a new cooperative research on rural school improvement was launched by INRULED and IICBA. The cooperation between the two parties has greatly strengthened the partnership. Also, in November 2013, INRULED signed a Memorandum of Understanding with

IITE, in the hope to initiate cooperative projects on ICT in rural education development.

During this biennium, INRULED welcomed the visits of honorable guests, Dr. Qian TANG, UNESCO Assistant Director-General for Education, Ms. Lalla Aïcha Ben-Barka, UNESCO Assistant Director-General for African Department, and Mr. Olabiyi Babalola Joseph, Ambassador Permanent Delegate of Benin to UNESCO and others, encouraging INRULED to better serve the member states under the guidance of UNESCO Strategic Plan.

Also, INRULED has received the visits of the manager of UNESCO Regional Centre of Studies for the Development of the Information Society (CETIC) based in Brazil in 2012 and the newly appointed director of Asia-Pacific Centre for Education for International Understanding (APCEIU) based in the Republic of Korea in 2013.

INRULED's running and its programmes have received support from many institutions and individuals. As always, we look forward to working with more partners in education for rural development through research and advocacy, education and training, knowledge management and distribution.





# 7

## Institutional Capacity Building



Beijing Normal University is our most important partner as well as the host organization of INRULED. It provides necessary support in personnel, finance and other resources to INRULED's programmes. The relationship has seen the two parties develop joint research, capacity building and knowledge exchange. In particular, the new office building of INRULED, which will be operational in 2014, is mainly funded by BNU. In addition to the financial and academic sources derived from BNU, the Ministry of Education, the Ministry of Commerce, the Ministry of Foreign Affairs, Chinese NatCom for UNESCO and other institutions have given valuable support in the development and implementation of INRULED's work.

During this biennium, INRULED improved its management and strengthened the capacity building of its staff through various means. And INRULED is always expecting more qualified national and international staff to work with us.





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