

2011 Annual Report



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



United Nations
Educational, Scientific and
Cultural Organization



International Research
and Training Centre
for Rural Education

2011 Annual Report

International Research and
Training Centre for Rural Education
(INRULED)



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International Research and Training Centre for Rural Education (INRULED) is a UNESCO Category II Centre located at Beijing Normal University, China. INRULED is the only agency engaged in research and training for rural education under the auspices of UNESCO. INRULED is commissioned to initiate and facilitate activities focused on exchange and popularization of experiences for international rural education within the broader framework of Education-for-All (EFA), to undertake human resource training programmes for international rural education, and to serve extensively the UNESCO member states, especially developing countries.



Foreword

Just three years remain to achieve the Education for All and Millennium Development Goals. However, the world is still facing many tough challenges in achieving these, particularly in rural education. Rural populations contain 70 percent of the world's poor and 72 percent of the population of the least developed countries are in rural areas and it is a huge task to ensure these populations have access to quality education, especially in a world with a financial crisis far from over and natural disasters and conflicts taking place all too often.

As a UNESCO category II centre, the International Research and Training Centre for Rural Education (INRULED) has long been working in the field of rural education through research and advocacy, education and training, knowledge management and distribution, to promote social-economic development in rural areas through education and training to achieve positive changes in the thinking and behavior of rural people.

Since my appointment as INRULED Director in October 2010 the Centre has engaged in a period of transitional arrangements aimed at revitalizing INRULED. Through many external and internal consultations and discussions, INRULED has decided to focus its future work on areas of skills development, teacher education, women empowerment and leadership as well as ICT in education. Projects on skills development and women leadership have already been launched while projects for the remaining focus areas are in their initial planning stages. A number of projects or activities from past years have been implemented and extended, such as the Second Dujiangyan International Forum, the Comparative Study on Technical and Vocational Education for Rural Development in the Transition Countries, Teach Future China Project, and the Sun-shine Project. When implementing these projects much attention was paid to information sharing and networking.

We recognize the importance of strengthening INRULED human resource capacity in order to effectively implement our mandate through our new vision and strategic plan. In beginning this process we have recruited three programme specialists and we have plans for further staff recruitment. More importantly, INRULED has been restructured as per the advice provided by previous Board meetings, and some regulations have been revised to make the Centre work better as an international agency. And the construction of a new building for INRULED on the campus of the Beijing Normal University has started. All these have been implemented in order to better position INRULED to do its work.

These transitional processes were further strengthened and guided by our working on a new strategic plan (2012-2014), which is strongly focused on and directed by issues, comments and recommendations from Governing Board meetings held in 2009 and 2010. Four Main Lines of Action (MLAs) have been designed to be the pillars of the Strategic Plan with 12 but more comprehensive and better integrated projects for more effective implementation. The preparation and drafting of the Strategic Plan has been tediously worked out and the process included consulting with Chinese and foreign experts, regular rounds of internal discussions and feedback from consultants. In the Strategic Plan, the priorities of UNESCO, particularly the Africa priority, have been strongly echoed and INRULED's comparative advantage of being located in China has been seriously considered.

In my capacity as the Director of INRULED and in view of the importance and feasibility of the Strategic Plan (2012-2014) to strongly support UNESCO priorities and to build networks with potential partners, I, taking the advantage of attending the UNESCO-China-Africa University Leaders Meeting held in UNESCO Headquarters in October 2011, have visited different sections of the Education Sector in UNESCO. And a delegation from INRULED has been sent to Ethiopia to conduct a survey of rural education there and explore possible cooperation with the country and the organizations.

With the solid foundation we have collectively laid since 2011, as well as with further considerations and initiatives of capacity building of INRULED, I and my colleagues are fully confident that the implementation of the Strategic Plan (2012-2014) will lead to fruitful outcomes under the guidance of the Board and the strong support from the Chinese Government, UNESCO Headquarters, UNESCO Field Offices and UNESCO Institutes and Centres, marking a new start and a new era for INRULED.



Dong Qi
Director of INRULED



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Strategic Planning

Under its present leadership, INRULED has prepared in the year 2011 its strategic plan for the period 2012-2014 with a focused theme, “Quality Education for Inclusive and Sustainable Rural Development” (QEISRD). This is an immediate response to the recommendations repeatedly made by INRULED’s Board during its meetings held in 2009 and 2010 respectively. INRULED will focus its work under the theme QEISRD on the disadvantaged regions and people in rural areas. It will seek to establish comprehensive strategies with a holistic approach to ensure that initiatives and innovations in both education and development in rural areas are inclusive and sustainable. And four Main Lines of Action (MLAs) have been designed as the four pillars of QEISRD, namely, Conceptualization and Practices of QEISRD, Capacity building in QEISRD for Key Policy Makers, Africa only Programme, and Good Practices of QEISRD and Lessons Learned.

Altogether twelve projects have been designed under the four MLAs, covering areas of educational leadership and planning, skills development, women’s empowerment and leadership, teacher education, ICT in education. Every project will be realized along four implementation strategies: (i) research; (ii) training; (iii) collection and dissemination of information; and (iv) partnership building. The Strategic Plan will also have an open programme that solicits proposals for new projects during the period 2012-2014. INRULED will then allocate some available contingency funds for those unplanned projects and activities in the budget.

The Plan considers within its QEISRD framework the urgent needs to re-address education, and namely from the poor rural people’s perspectives in view of the very few years left to meet the 2015 targets set for Education for All (EFA) and for the Millennium Development Goals (MDGs).

In the preparation of the present three-year programme, INRULED has seriously considered as its starting point UNESCO’s vision, mission, modalities and priorities indicated in its Medium-Term and Biennial Plan; the Education for All (EFA)

Goals; the UN Millennium Development Goals (MDGs); the recommendations from the INRULED 2009 and 2010 Board Meetings; and the views of experts from China and abroad.

This strategic planning process started from two consultations, namely during the Jiuhuashanzhuang meeting and then during the Dujiangyan International Forum. The Jiuhuashanzhuang meeting reached an agreement to focus INRULED’s future programmes on areas of skills development, women empowerment and leadership, teacher education, and ICT in Education while the Dujiangyan consultation has received warm feedback with relevant suggestions on the priorities and way of making a strategic plan of INURLED from international experts. Further to these consultations, a working team has been established with 5 rounds of internal discussion and revision since early August 2011. Starting from reflection on the past and brainstorming on mission, priority, strengths as well as changing challenges of INRULED and UNESCO and then trying to focus on few areas, the team proposed the Strategic Plan with the theme on quality education for inclusive and sustainable rural development, and four main lines of action, 12 specific projects together as well as a concrete internal capacity building programme. When the first draft was ready, the document was sent out to international and national experts for comments and got very positive feedback and number of suggestions for further polishing and finalizing it. The draft plan is now ready to present to the coming Board session for approval. The three-year programme (2012-2014) is embedded in INRULED’s history. The skills development project touching education for rural communities and for their transformation is a case in point. This programme equally expands INRULED’s commitment to programme areas such as teacher education and women equality and leadership to support UNESCO’s gender priority as well as UNESCO Teacher Training Initiative in Sub-Sahara Africa (TTISSA).

INRULED’s strategic plan (2012-2014) reflects our collective efforts and focus in our programmes and activities.

MLA 1:

**Conceptualization
and Practices
of QEISRD**

MLA 2:

**Capacity Building
in QEISRD for
Key Policy Makers**

MLA 3:

**Africa Only
Programme**

MLA 4:

**Good Practices
of QEISRD and
Lessons Learned**

Programme Activities

Skills Development for Rural Transformation

The 2009 INRULED Governing Board meeting agreed that a proposed study should be undertaken to revisit the 2001 research “Education for Rural Transformation: Towards a Policy Framework” (2004). It was also agreed that this new study takes into account the developments in the global scene since 2001 and identify and discuss new priorities, challenges and opportunities faced by rural populations in the developing world.

In response to that, the flagship programme entitled “Skills Development for Rural Transformation” is conceived as an important initiative, aiming at providing continuous support for the development of economic and livelihood skills and the quality of educational activities in rural areas. It is focused on youth and adults, and identifies needs and issues, and addresses approaches to diverse skills acquisition and learning opportunities. This programme links poverty-related activities to the diverse needs of building skills and capacities for seizing economic opportunities, improving livelihoods and enhancing the quality, relevance and efficiency of education in the context of changing community scenarios in general, and in rural areas in particular, via all levels of educational interventions (e.g. formal, non-formal and informal education and training).

In 2011, INRULED undertook several activities as preparatory steps of this flagship programme. During the 2011 Duijangan International Forum one panel session entitled “Education for Rural Transformation in Inclusive Development” was organized to give special emphasis to the role of education and skills training in their broadest and generic sense in its facilitation and support of rural transformation. This session involved staff of INRULED and other international and national experts. The session touched upon a variety of educational issues, needs and challenges faced by rural communities of the developing world.

The International Seminar on Post Literacy and Skills Development for Empowering the Rural Communities in Developing Countries was held in Qufu, Shandong Province, from 27-28 September, 2011. This seminar identified innovative approaches, developed policy dialogues and shared national and international perspectives and experiences in post literacy and life skills training for rural population and for sustainable rural development. National and international educational specialists working in the fields of literacy and skills development, the three winners of the 2011 UNESCO Confucius Prize for Literacy, the representatives from UNESCO Headquarters, as well as thirty international students from Asia, Latin America and Africa, who



International Seminar on Post Literacy and Skills Development for Empowering the Rural Communities in Developing Countries

are recently enrolled at the Master of Education Programme for Developing Countries in East China Normal University attended the seminar.

As part of the work on the flagship programme “Skills Development for Rural Transformation” a workshop of national and international education specialists, was held in April 2011. The initial working agenda and the selection of the writing team was decided during the meeting. A second international workshop on finalization of the 2011 INRULED Publication was held in January 2012. During this workshop all members of the writing and programme team have discussed, drafted and edited chapters of the Publication at the INRULED office located at the Beijing Normal University.

Another two projects related to technical and vocational education and training were undertaken by INRULED in 2011, coming as A Comparative Study on Rural TVET in China and Russian and A Study on the Training for Rural Labor Transfer in China.

Comparative Study on Rural TVET in China and Russia

The Comparative Study on Rural TVET in China and Russia was initiated in 2010 and it is now in its second year of implementation. Surveys in selected places in China and Russia were carried out. Data collection, data analysis and report-writing for the first phase of the project were completed. It has been agreed that the research outcomes from this project will be published in Chinese, Russian and English languages.

According to the action plan of this project, two core members of the Chinese research team attended the Moscow Round Table Discussion on “Development of Rural Schools in the Countries of Eastern Europe and Central Asia: Challenges and Solutions”. They delivered their presentation entitled “Chinese Students’ Intention for the Secondary Vocational Education and its Determinants”.



While the project is entering its second phase, a special attention will be given to the theoretical aspects of this research. It is important to underline that the UNESCO office in Moscow has paid increasing attention to the development and prospective outcomes of this project. Besides the consultation that it has provided, the UNESCO Moscow Office will facilitate the circulation of the findings of the project among member states of UNESCO. More transition countries have been invited to join the project. Kazakhstan has participated in this joint international research project and finished the questionnaire survey and interview in June 2011.

Case Study on Sunshine Project: Training for Rural Labor Transfer

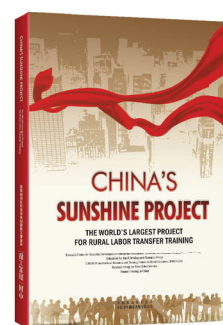
To improve the quality of rural labor and their employability as well as to promote rural labor transfer to non-agricultural sectors and urban areas, six ministries of China, namely: (1) Ministry of Agriculture; (2) Ministry of Labor and Social Security; (3) Ministry of Education; (4) Ministry of Science and Technology; (5) Ministry of Construction; and (6) Ministry of Finance have jointly undertaken in September 2003, a Training Plan for Nationwide Rural Migrant Workers during the period 2003-2010. The Sunshine Project which targeted the training of large-scale rural migrant workers nationwide was launched as an outcome of this plan.

The School of Economics and Resource Management of the Beijing Normal University (BNU) and INRULED conducted a re-

search on the Sunshine Project which included an analysis of its background, implementation and supervision, and the modalities of training, as well as an assessment of its effects on raising employability and migration of rural labor. The findings from this research show that the project has been remarkably successful. The Sunshine Project formed an environment of equal treatment for migrant workers. It has improved vocational skills of trainees and has demonstrated model effects for rural labor transfer. The project has also established a series of labor services and has strengthened support to new village movement; and increased the income of rural households. The final report will be submitted to the Chinese government to give direction to future policy making. The report will also be disseminated to other countries as a base for advocacy and information sharing.



Workshop on Sunshine Project



Gender Equality and the Empowerment of Women for Leadership Roles in Rural Education

Gender equality is one of UNESCO's two global priorities of its Medium-Term Plan 2008-2013. It is also one of the Millennium Development Goals (MDGs) for 2015. To promote gender equality for rural development, INRULED has selected within its strategic plan, the programme "Women's development and leadership in rural education". Sub-Saharan African countries and Asian countries will be targeted as the priority groups for this programme.

This programme focuses on actions which: (1) engage both man and woman to explore the gendered relationships and causes, and empower women for leadership roles; and 2) advance learning opportunities for adolescents, particularly girls in terms of training, reproductive health, and social services. The outcomes from this programme is to ensure that women and girls should be provided with the necessary skills and understanding to participate in educational development and public affairs and thus to play a vital role in leading educational change and policy-making for a gender-sensitive and sustainable society.

International and national experts were consulted in the preparation of this programme. A group of researchers and development practitioners from different disciplines have regularly met to discuss the key issues in the design and implementation of this programme. A collection of good practices in Asian and African countries regarding educational leadership, health education and women's social participation has already started. To share China's experiences and lessons learned, a forum entitled "Women, leadership, Action Research" was held, and an in-depth study was carried out to provide a collection of NGOs' experiences in China. To learn from the experiences of African countries in this field, exchange activities and workshops with



African Students Introducing Their Countries at INRULED

international students from various African countries were organized. This programme will further build partnership with international organizations and institutions to mobilize resources for its implementation.

Education for Urban-Rural Understanding

To promote understanding between rural and urban students, among teachers and members of the civil societies, the INRULED's operational base in Zhejiang Province has promoted the development of an education programme entitled "Education for Urban-Rural Understanding" during the year 2011. This programme included the compilation of the "Biennial Work Plan (2011-2012)", the formation of a panel composed of experts and professors from the elementary and secondary school teacher training centres. In addition, it consists of contact and provision of guidance to the experimental schools based upon both the research needs of the programme and the development needs of those schools. In May and July, 2011 the operational base in Zhejiang has made an on-the-spot investigation in the experimental schools, providing practice guidance to them. At present, the experimental schools are all exploring the effective teaching methods to furthering the research needed to address the quality of school education.



Visit to the African Union/International Centre for Girls' and Women's Education in Africa

Rural Teachers' Professional Development

In 2011, INRULED confirmed rural teachers' professional development as one of its core programmes and assigned a programme specialist to coordinate the design and implementation of this programme. According to the initial design, the programme includes three components, namely: (1) China's Experiences in Teacher Education; (2) Rural Teachers' Support System for Their Professional Development; and (3) China's Scholarship for Africa in Teacher Education.

The first component attempts to summarize China's experiences as well as the lessons learned in the area of rural teachers' preparation (pre-service) and in-service training. The results will be shared and disseminated with different other stakeholders. The second component of this programme seeks to carry out research on how to build rural teachers' professional development. The research will focus on some successful practices with a view to developing a training module that will be used for the training of policy makers. Finally, the third component consists of a Chinese government supported three month scholarship project to be implemented by INRULED and targets educational officials as well as head-teachers from Africa. In the project design and implementation, all three components are interrelated so that they can be combined with some interna-

tional master programmes in education and development studies taught in English at Beijing Normal University.

During a visit to the UNESCO International Institute for Capacity Building in Africa (IICBA), the programme coordinator has explored the possibilities for cooperation with IICBA in this programme and partnership has been built for its implementation.

Teach Future China

Supported by INRULED, Teach Future China (TFC) is founded on the philosophy and successful experience of "Teach for America" in 2009. It aims to promote rural education quality and youth development by sending excellent university graduates to teach in rural areas as volunteers for two years, providing continuous and systematic training for these graduates, developing future leaders who are deeply concerned with education in China, and thereby facilitating the development of the Chinese society.

It is expected that a two-year experience will help the volunteers to better understand the life and the felt needs of the agricultural population and rural communities, through which these volunteers would gain mental strength and prepare to lead the social changes in China. It also aims to train these volunteers to be a group of country backbones with social responsibility, broad vision and effective problem-solving abilities. In reverse, the society will finally realize that, volunteer teaching programme such as TFC, is not only supplying volunteer teachers to the rural areas, where they help to deliver quality education, but also setting up models of devotion and social responsibility for the society.

TFC has received a donation of about 200,000\$ from the Chen Yat Sen Family Foundation, the Narada Foundation and the Ford foundation. After three years in China, TFC is preparing to expand to South-East Asia and South Asia.



Visit to Rural Schools in Africa

ICT in Education for Rural Development

The 2010 INRULED Board meeting pointed out that significant opportunities exist for the further application of ICT in education and of particular importance for rural people. The use and success of ICT in education not only depend upon national and local infrastructures, but also on the basic knowledge and skills and innovations that are mastered by policy makers and practitioners at the grass-roots level.

In 2011, INRULED has developed the project entitled “The Role of ICT and ODL in Quality Education for Inclusive and Sustainable Rural Development - Good and Best Practices”. The aims of this project are that of:

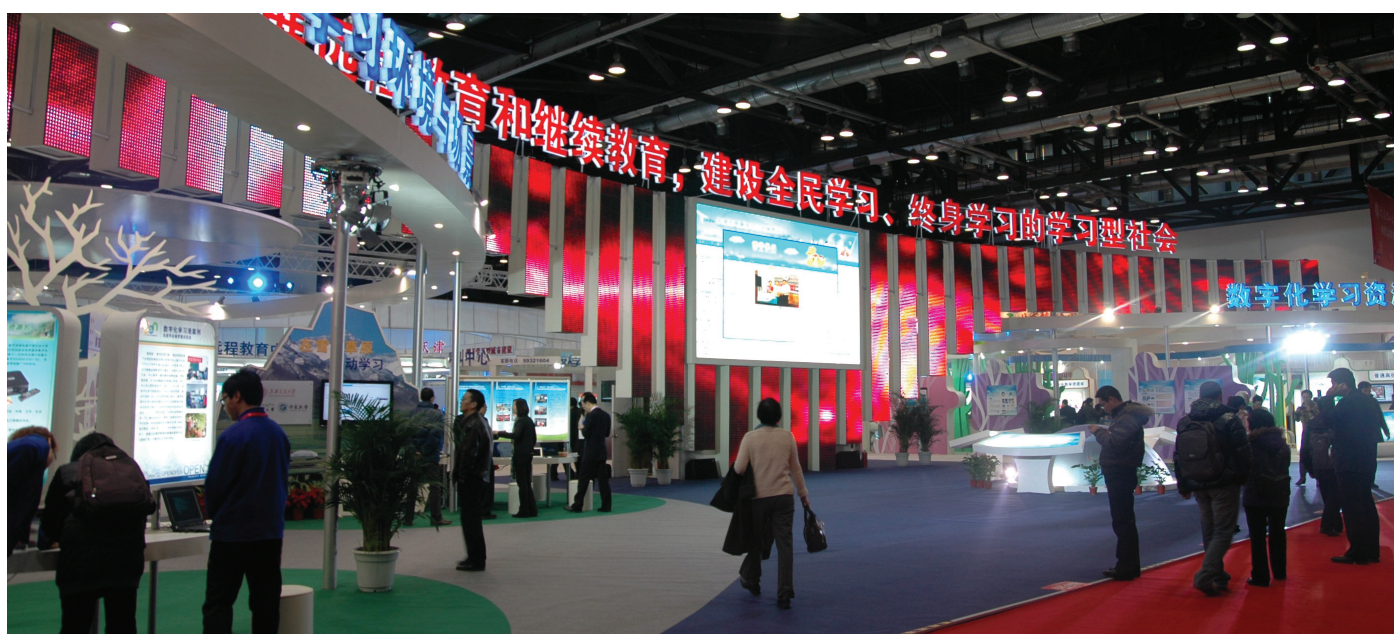
- 1) collecting, analyzing, and distributing good and best relevant practices in China and different parts of the world (e.g. Africa, Asian and the Pacific, Europe and America, E-9 countries, BRICs, and CIS countries);
- 2) working out a policy framework for ICT in education for rural development;
- 3) organizing the training for policy makers, education managers and policy researchers. The expected outcomes of this project include series of publication of experiences on ICT and ODL in the above mentioned countries and regions, a policy framework of ICT in education for rural development, and series of training based on the policy framework.



Survey on ICT Application in Teacher Training Institutions in Africa

In addition, INRULED will cooperate with UNESCO Headquarters, the Institute for Information Technologies in Education (IITE) and International Institute for Capacity Building in Africa (IICBA) to implement another related project entitled “Development of Policies Favorable to ICT in Rural Education”. The integration of ICT in other INRULED’s programmes will also be considered, namely ICT for skills development in rural areas, ICT for distance teacher education in rural areas and ICT for empowerment of women in rural areas.

At present, the project team of ICT in Education for Rural Development has done the literature review, written an analytical report on UNESCO’s policies and projects on “ICT in (Rural) Education”, drafted a work plan and proposal of the project, made arrangements on cooperation with specialists of UNESCO Headquarters and IICBA, and launched the collection of ICT experiences in China.



Continuing Educational Achievement Exhibition 2011: Digital Learning, Resource Sharing and Service

Information and Publications

Information and Documentation Centre

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. To further improve the quality of the knowledge management and information service, INRULED has decided to set up the Information and Documentation Centre with the aim to become a global information/knowledge centre specialized in rural education and development. Particular emphasis will be given to the collecting of documents, reports and other materials on good practices of education for rural development coming mainly from countries of the South, and from emerging economies.

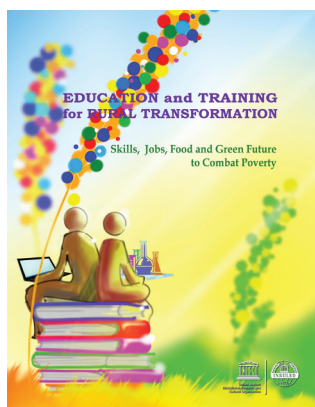
Currently the Information Centre holds more than 3,000 International publications, documents as well as items of non-print media on subjects related to EFA. However, the collection needs to be classified and updated. Three interns have been recruited in 2011 to work on the classification of such current collection. The Information Centre also needs to respond to research needs and to provide assistance to in-house

researchers and INRULED project consultants as well as to the public in the area of rural education and rural development. In this respect, relevant bibliographical information and tailor-made thematic bibliographical lists are being gathered, compiled and will be regularly published online and widely disseminated in the future.

Another major task of the Information and Documentation Centre is to enhance the information service through INRULED's website for making its collection accessible to the widest audience possible. A survey on INRULED information services including website management is being undertaken. It has contributed to the development of the part of information management in INRULED Strategic Plan 2012-2014. Newsletters of INRULED and Category II Centres of UNESCO Education Sector have been compiled and disseminated. Regular news, reports on INRULED activities have been published on the website, other work including making new brochures and archive files have been done in 2011.

Publications

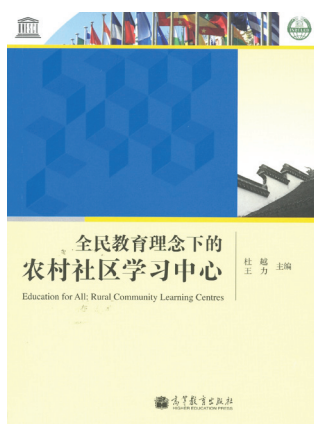
The main publications prepared, compiled and issued by INRULED in 2011 are coming as follows.



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

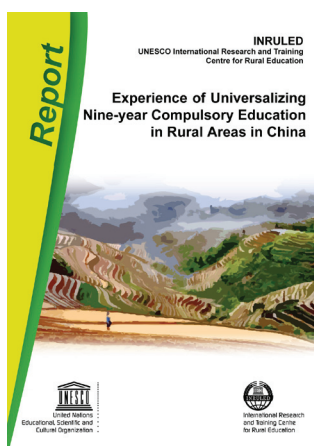
In the decade since the UNESCO/INRULED publication titled "Education for Rural Transformation: Towards a Policy Framework" (INRULED, 2001), the urgency has heightened further for paying attention to rural transformation and making education the vehicle for this transformation. The recent book "Education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

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



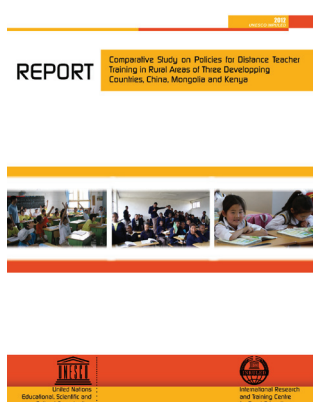
Education for All: Rural Community Learning Centres

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



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

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



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

Teachers play a critical role in preparing children and young people to become responsible citizens. Active participation and necessary knowledge and skills so as to promote and strengthen social integration and sustainable development are important considerations. The shortage of qualified and well-trained teachers in this area is a challenge faced by all countries, especially in rural areas of developing countries. The policies on distance teacher training in selected developing countries, China, Mongolia and Kenya had been reviewed and analyzed and some surveys had been carried out in China and Mongolia as well. To sum up, all the three countries have attempted to use distance education in teacher training in rural areas. But because of the limited facilities, lack of technical support and technical difficulties in the use of facilities, the potentials of distance education have not been brought into full play. The results showed that all concerned stakeholders, the governments at all levels, trainers and trainees, even the private sector that would like to contribute to education should work together to deal with challenges in improving effectiveness and efficiency of distance teacher training in rural areas.

Networking and Partnership Building

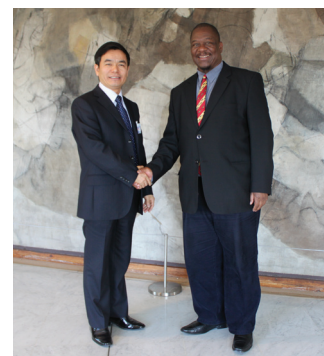
The year 2011 has been a decisive year for INRULED marked by the rapid extension of networking and partnership building of the Centre. INRULED has organized and has participated actively in various meetings, seminars and workshops in different parts of the world and paid visits to international educational institutes that have helped to build the partnership for planning and conducting INRULED present and future programmes.

Visit to UNESCO Headquarters

Professor Dong Qi, INRULED's Director, paid a visit to UNESCO Headquarters in Paris, in October 2011 for two specific purposes: (1) to attend and speak at the UNESCO-China-Africa University Leaders Meeting; (2) to meet high level officials of the Education Sector of UNESCO for information exchange and future cooperation; and (3) to attend the opening ceremony of UNESCO 30th General Conference.



INRULED Director Dong Qi at UNESCO Headquarters



The UNESCO-China-Africa University Leaders Meeting has provided a platform for university leaders from China and Africa to meet and to discuss the challenges, opportunities, and needs for development of the different partners and to establish different modalities for mutual collaboration. As INRULED is based in Beijing Normal University (BNU), Professor Dong Qi is not only the Director but also the Executive Vice-President of BNU. The exceptional role as supporter-partner of BNU for INRULED demonstrated some useful experience to be shared with representatives of other universities in the meeting.

During Professor Dong Qi's meetings with the members of UNESCO Education Sector, some efficient exchanges were made with a focus on: (1) Teacher Policy and Development; (2) Literacy and Non-formal Education; and (3) ICT in Education. Those discussions have inspired and have stimulated strong links between INRULED and UNESCO Education Sector.



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



Visit to Africa

In 2009, a training trip for empowering women and a study tour for teacher professional development in Africa were organized by INRULED and its African partners namely, the International Centre for Girls and Women's Education in Africa (CIEFFA) and the International Institute for Capacity Building in Africa (IICBA). Since that beginning discussions and collaboration with African countries has continued. INRULED's two programme specialists participated the board meeting of IICBA in November 2011. IICBA as INRULED's important partner in Africa, has sent representatives to attend INRULED's Board Meeting in 2009 and 2010. Through this kind of exchange, the two institutes regularly update information of each other's programmes and work plan. Other activities during the trip at IICBA in Ethiopia include visits to the African Union, five primary and middle schools as well as an adult learning center in rural areas. These visits gave INRULED first-hand information of the education in rural areas in the country. The INRULED staff also met with colleagues at The University of Addis Ababa and Teacher Training Institute of AMBO University to explore potential cooperation. Finally, the delegation paid visits to the UN Economic Commission for Africa and to the Chinese Embassy to Ethiopia. These visits and meetings have greatly extended INRULED's network in Africa, and have strengthened INRULED's programmes on teacher development, women empowerment and ITC in education for rural development. These programmes have been widely discussed and will facilitate INRULED's future operation in the region.



Classrooms of Rural Schools in Africa



INRULED's Visit to Rural Schools in Africa

The 2011 Dujiangyan International Forum - UNESCO Chengdu Conference

The 2011 Dujiangyan International Forum - UNESCO Chengdu Conference was convened in Dujiangyan from 7 to 8 August 2011. Under the themes of Education Equity, Quality and Internationalization, the issues of education development with quality and equity and the imperatives of rural transformation were highlighted during the two-day intensive Forum. The Forum focused on the contribution of education to rural transformation in the context of global, regional and national challenges in the 21st century and the need for building a learning society and learning communities.



The 2011 Dujiangyan International Forum

The Forum was jointly organized by INRULED, Chengdu Municipal Bureau of Education, the International Institute of Education (IIE, University of Stockholm), Southwest University of Finance and Economics, Dujiangyan Municipal Government and Chengdu University, and sponsored by the Chinese National Commission for UNESCO, Chengdu Municipality Government and the Beijing Normal University. UNESCO Director-General, Ms. Irina Bokova attended and addressed the Opening Session of the Forum.



It is expected that Dujiangyan International Forum will take place as an annual or biennial conference with gradually increased regional and international impact on issues related to education and rural development.

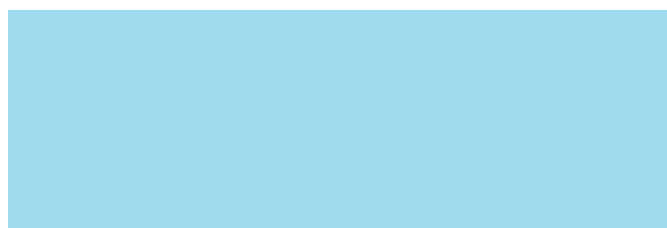
INRULED Associated Centres

INRULED Associated Centres are important supporting centres for INRULED's operation outside of Beijing. More than their geographic advantages, each Associated Centre has either research and training or networking resources in INRULED's pilot study or programme implementation. In addition to Nanjing, Gansu, INRULED welcomed the establishment of Dujiangyan Associated Centre in 2011. The Dujiangyan Associated Centre is aimed to run as a training and experiment base. Furthermore, the experiences and practices in the post-disaster construction of education and the integrated urban-rural development in Dujiangyan and Chengdu are valuable sources for INRULED's research and capacity-building programmes for exchanges both within and outside China.

As Africa is a priority for INRULED's programmes, it is logical and necessary to set up an Associated Centre in Africa in a near future. No doubt, the extended networks of INRULED through Associated Centres will strengthen INRULED's overall operative capacity and the impact of its activities.



The Signing Ceremony of Dujiangyan Associated Centre of INRULED



INRULED 2011 Activities at a Glance

Time	Location	Activity
February	Japan	Asia-Pacific Forum
March	Beijing, China	The Launch of EFA Global Monitoring Report 2011
March	Shenzhen, China	Shenzhen Non-Profitable Organization Fair
May	Beijing, China	Jiuhuashanzhuang Meeting
May-June	Seoul, Rep. of Korea	2 nd Meeting of UNESCO Education Sector Category II Centres
June-July	Russia	International Consultation Meeting: Networking and Building Capacity for TVET and ESD in the Commonwealth of Independent States (CIS), UFA, Bashkortostan, Russia
July	Seoul, Rep. of Korea	The 11 th Asia-Pacific Training Workshop on Education for International Understanding (EIU)
August	Dujiangyan, China	The 2011 Dujiangyan International Forum - UNESCO Chengdu Conference: Quality, Equity and Internationalization of Education
August	Beijing, China	Reception of NATCOM Officials from Japan, Rep. of Korea and Thailand
August-September	Bangkok, Thailand	Regional Conference on Community Learning Centres (CLCs)
September	New Delhi, India	International Conference on Women's Literacy for Inclusive and Sustainable Development
September	Qufu, China	International Seminar on Post Literacy and Skills Development for Empowering the Rural Communities in Developing Countries, Qufu, China
September	Beijing, China	Meeting with Ms. Barbara Ischinger and Mr. Andreas Schleicher from OECD
September	Shanghai, China	International Forum on Inter-governmental Organization and Educational Development
September	Beijing, China	Meeting with Chen Yat Sen Family Foundation
October	Wuhan, China	Lifelong Learning Week
October	Beijing, China	Meeting with Experts from the University of Sydney
October	Beijing, China	Meeting with Experts from the University of Bristol
October	Paris, France	UNESCO-China-Africa University Leaders Meeting
October-November	Europe	Visit to OECD, UNESCO IIEP, IBE, UIL and UNEVOC
November	Hangzhou, China	Conference on Education Innovation
November	Beijing, China	Forum on Early Rural Children Development
November	Beijing, China	Forum on International Distance Education
November-December	Ethiopia	Visit to IICBA and Other Organizations in Addis Ababa
December	Hamburg, Germany	International High-Level Literacy Research Seminar - 12-13 December, UIL, Hamburg, Germany

Institutional Capacity Building

Institutional capacity building is a precondition for the revitalization of INRULED as well as for the implementation of its programmes under the Strategic Plan (2012-2014). As requested by the Board, INRULED has adopted a simplified but efficient structure which includes Programme Section, Information Centre and Administration Office. The post establishment, responsibilities, qualification, and the new division of available human resources are clearly defined and made operational. A set of rules and regulations are adopted and are put in place as well.

INRULED will strengthen its personnel capacity through further training and recruitment. The Centre recruited several young professional staff in combination with a group of international experts working together through different and alternative modalities. The teams of Strategic Plan Drafting and some programmes implementation are under the guidance and supervision of international experts with working experience within UNESCO or other UN agencies.

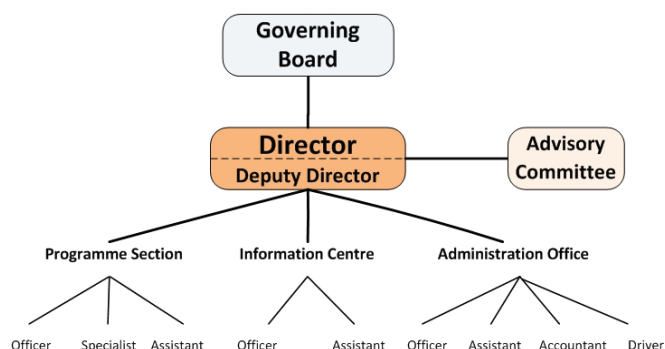


Figure: Organizational Structure of INRULED

Some national experts participate in the Centre's projects as well. Several interns and volunteers including international students from Africa are also recruited. Besides, INRULED organizes series of training and provides opportunities of international exchanges and study tours for staff to raise their qualifications.

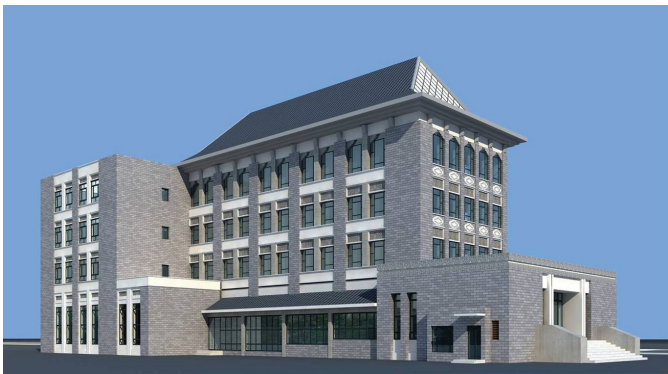


Training for INRULED Staff



The "New Image Project" is starting from the improvement of conference organization, staff behavior, internal management, advocacy mechanism and even an envelope has been redesigned. All measures to be taken focus on the four handbooks of administration, conference, project management and information service, which give detailed directions on how to create and promote INRULED's new image.

The new building, which includes meeting rooms, reading rooms and digital training classrooms, is under construction in the centre of the BNU campus. It will be finished in 2012 and will greatly improve the centre's infrastructure.

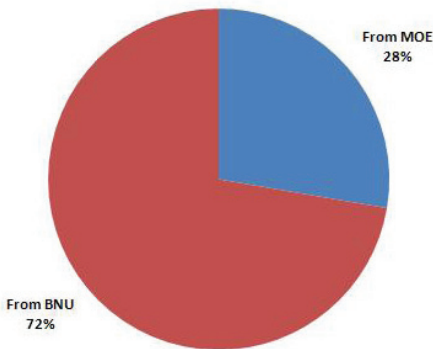


New building under construction

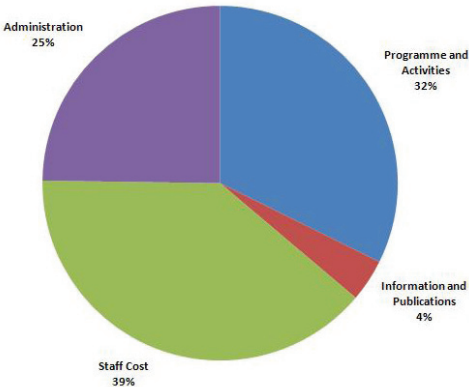
Strong Support from BNU

Beijing Normal University (BNU) is not only the supporter of INRULED but it is also its most important national partner. BNU supports INRULED in human resources, administrative assistance as well as in the improvement of the working conditions of the Centre. As partners, the cooperation between INRULED and BNU in 2011 is both strategic and comprehensive. It includes academic dialogues, information exchange, joint research and training activities which are operated at international level. INRULED has also facilitated the establishment of the International MA Programme in Comparative Education in close cooperation with the Institute of International Education (IIE), University of Stockholm, Sweden, which includes a module on Rural Education and Rural Development at BNU in 2011.

The operational financing of INRULED comes from BNU, the Ministry of Education, donors and operations. INRULED also raises funds through projects cooperation and Foundation of BNU. The total cost for the new office building is estimated to be more than RMBY 30 Million, which is covered by BNU and funds raised from international enterprises.



Income in 2011
(3,637,200 RMBY, exclusive of the fund raised for the new office building)



Expenditure in 2011
(3,185,600 RMBY, exclusive of payments of the new office building)

Perspective

Without the realization of the EFA in rural areas, the goals of EFA will be unreachable by 2015. As the only Category II centre in rural education under the auspices of UNESCO, INRULED is mandated to serve the members states in education for rural development, through research and advocacy, education and training, knowledge management and dissemination. Despite the achievements gained in the past 17 years, INRULED has still much to do to meet the expectations from UNESCO, UNESCO member states, and the INRULED Board as well as from other stakeholders and partners.

In order to promote INRULED and in response to the request of the Governing Board, INRULED has formulated its Strategic Plan (2012-2014) for the coming three years. It is obvious that the plan is an ambitious one and is of high standards, requiring a strong staff team to fulfill the tasks as well as an effective operational mechanism to secure its implementation. How can we reach these goals? Two solutions, one is to build the staff capacity and institutional capacity, the other is to establish partnership with other organizations and stakeholders for collaboration.

The key factor for the successful and effective implementation of the Strategic Plan is the quality of the human resources and the institutional capacity building process of INRULED. In this regard, INRULED has recruited several young professional staff in 2011 and they have been involved in the strategic plan preparation, which has provided a capacity building experience for these staff. A plan for the recruitment of more qualified staff has been developed and 3-5 more young professional staff members are expected to join the Centre in the coming year. Furthermore, the Strategic Plan has included many considerations of staff capacity building to ensure smooth implementation of programmes, projects and activities. A heavy part of the Strategic Plan (2012-2014) deals with INRULED's own institutional capacity-building regarding staff qualifications, recruitment and training. These necessitate budgeting and financial management; policies and standards for establishing Associated Centres; a set of regulations for improving institutional management; and a special image renovation project to make INRULED international in all respects. We see such comprehensive capacity-building programme as a precondition for putting this Strategic Plan into action. We need to ensure our capacity to take up our responsibility to respond to the requests repeatedly made by the Board.

As an international agency, it is also critical for INRULED to explore a wide range of potential partnerships and collaboration in order to achieve its broader organizational mandate and to ensure the growth and development of rural education. Indeed, the essence of INRULED's core function demands a

strong focus on effective partnerships. INRULED will actively seek relationships and network with inter-governmental organizations, other UNESCO institutes and centres, regional bureaus, clusters and national offices, UN bodies and specialized agencies, donor countries, universities, research institutes and civil society groups as a whole. The partnerships will vary, depending on our organizational resources. The consultations arranged when formulating the Strategic Plan have involved many organizations and individuals and we believe that the consultation process is also a process of building partnership and networking.

Africa is one of UNESCO's global priorities and one which INRULED takes very seriously. We have designed some Africa-only programmes to specifically address this. Meanwhile, programmes and projects under other MLAs also take Africa as the most important target regions, e.g. the programmes and projects on teacher education and women leadership will start from Africa. In order to make the Africa priority into reality, we put the cooperation with UNESCO International Institute for Capacity in Africa on the top of our agenda. The Director of INRULED has met IICBA Director in October 2011 in Paris at the 36th UNESCO conference. Further to the meeting, a working group from INRULED has visited IICBA, attending the 13th session of IICBA's governing board and exploring the cooperation possibilities with our counterpart. Right now, we have reached some initial agreements on the cooperation in the fields of teacher education, women leadership as well as ICT in education. Except for these, the two parties will also have cooperation on staff exchange, joint research and training, joint publication and application for financial support for project implementation. More specifically, IICBA's focus is on teacher education and it plays an important role in Teacher Training Initiative in Sub-Sahara Africa (TTISSA) advocated and supported by UNESCO Headquarters. INRULED will have rural teachers' professional development as one of its core programme areas.

When implementing the Strategic Plan, INRULED should take the advantage of its location in China, as it is of global interest to understand the rapid changes and progress in China in the last three decades, including the role of education in this process. Since the implementation of 'reform' and 'opening' policies China has made great efforts in the development of education, including rural education. Remarkable innovations and a large number of good and best practices, especially in compulsory education, teacher education, ICT and ODL in rural education, higher agricultural education, and education policy have been made at different levels and in different regional and

local contexts in such a vast country of 1.3 billion people. These innovations have greatly contributed to the continuous economic, social, and human development in China over the last three decades. To share these experiences, practices, and lessons learned with the international community and with the developing countries in particular, is one of the requests of the Board and of the international communities. This reflects the policy of the Chinese Government in its international and educational exchange programme. Meanwhile, INRULED will also introduce good experiences and practices from other countries to China by taking advantage of serving as an international platform for such activities. In addition, the Chinese Government is increasing its aid to the developing countries, and this is another advantage that INRULED can take.

We are expecting a new start and we are sure to have it with the effective implementation of the new Strategic Plan (2012-2014), and with the support from many organizations and individuals.





United Nations
Educational, Scientific and
Cultural Organization



International Research
and Training Centre
for Rural Education

Rural populations represent 70 percent of the world's poor and 72 percent of the population of the least developed countries, and it is a major challenge to ensure their access to quality education. Education for rural people is crucial to achieving both the education for all (EFA) goals and the Millennium Development Goals (MDGs) of eradicating extreme poverty and hunger, ensuring universal primary education by 2015, promoting gender equity and ensuring environment sustainability. It is also an effective approach for inclusive and sustainable rural development.



United Nations
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