

FOREWORD

In developing countries, rural areas in particular have a long history of oversight and deprivation. Constrained by development pressures, education in rural areas of developing countries remains under-recognized and under resourced. Thus, through its work INRULED has a significant role in promoting education for rural development.

In 2009, despite financial and human restraints caused partly by its relocation, INRULED has resumed work in its major programme areas with remarkable success. Five research projects effectively provide references for decision makers in the areas of TVET, NFE, educational contributions to face the global financial crisis, distance teacher education and, universalization of compulsory basic education, to name a few. INRULED has also successfully carried out two advanced training projects (ATP) for high-level African education personnel, focusing on the themes of Teacher Education and Rural Women's Empowerment and Education respectively. ATP for African educators continues to be a successful programme of the organization.

At the end of February 2009 the first Board Meeting was held at INRULED's new home at the Normal

University in Beijing. A key result was the approval of our 6-year Medium Term Strategic Plan. The institution of Board Meetings together with the Plan has created a solid foundation for the further development of INRULED.

In addition, in October 2009, INRULED organized, for the first time, a conference with UIL "The E-9 seminar on Literacy and Adult Education in Rural Areas". This conference summarized literacy and adult learning and education (ALE) experiences and policies in rural areas in the nine participating countries, whose mainly agricultural population constitutes three-quarters of the world's population. This has been the opportunity for these nine countries to address jointly issues of adult education focusing unflinchingly on the particular problems of rural people.

We would especially like to thank our partner organizations and resource persons for their continuing support and contributions during 2009. Without them the quality and efficiency of our work would not have been possible, nor could we have effectively advanced our shared mission of promoting education for rural development. In the years to come we shall appreciate very much your ongoing support!

Wang Li
UNESCO INRULED
March, 2010



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INRULED is a centre working "under the auspices of UNESCO". As such it has been, since 1994, one of the "Category 2 Institutes and Centres" with all concomitant obligations and privileges (UNESCO Executive Board 180, document 180 EX/18, especially paragraph 12 [5 September 2008], approved by General Conference 35th session, October 2009, document 35C/103). That means that while it is constituted as an independent legal entity under national law its work is nevertheless directed to "make a substantial contribution to UNESCO's strategic programme objectives and sectoral or intersectoral programme priorities and themes".

Strategies to improve rural education undoubtedly deserve one of the highest priorities. Among the centres under UNESCO auspices INRULED is the one most specifically dedicated to rural education. Thus, when it employs its efforts, it is done in the interest of the majority of the world's population. In accordance with the internationally agreed goals for "Education for All" (EFA), the Centre focuses its work around their eventual achievement. INRULED attempts to contribute its share to bring sustainable socio-economic development to rural areas, in ways that benefit the people living there. Education should provide learners and teachers with the tools that allow them to turn the changes in the modern world to their and their community's best advantage.

In accordance with the foregoing INRULED's Medium Term Strategic Plan for the period 2008 to 2013 outlines the following objectives:

- ◆ To promote international research, including the development of methods and techniques of rural education;
- ◆ To promote consultation and cooperation among member states by devising elaborating and

recommending policies and strategies in the areas of human resource development with special relevance for rural areas.

These general objectives give rise to more specific activities:

- ◆ To create an extensive network allowing experts across international boundaries to exchange theoretical and practical information on rural education (Programme Area 1: Research and Advocacy);
- ◆ To develop the capacity for relevant policy advisory activities, nationally and internationally. (Programme Area 1: Research and Advocacy).
- ◆ To coordinate cooperative research activities and provide international experts with expert advice and facilities for laboratory research and field work ;
- ◆ To organize international training workshops and seminars on relevant subjects and provide fellowships for researchers from abroad (Programme Area 2: Education and Training)
- ◆ To produce and disseminate publications reporting on INRULED and its projects as well as
- ◆ To prepare study and reference materials for the seminar and training activities undertaken by the Centre (Programme Area 3: Knowledge Management and Dissemination)

The main body of the report offers in Part I an account of the Centre's major activities according to the three program areas. Part II reports on international conferences and meetings in which INRULED has played a role. Part III addresses issues of institutional organization and of staff policy.

PART I: PROGRAMME ACTIVITIES

Programme Area 1: Research and Advocacy

1. TVET in Teacher Training: The Example of the Chongqing Model

Not at all times have educators seen "Technical and Vocational Education and Training" (TVET) as of central importance. In recent times, though, it has again moved to the centre of attention, not the least because of the success in universalizing primary education and its pressure on the labour market. Thus, in 1999 UNESCO included "the provision of TVET for all" in its overall EFA strategy. The United Nations took up the issue a few years later. At an international expert meeting on sustainable development (SD), taking place in Bonn in 2004 under the title "Learning for Work, Citizenship and Sustainability", TVET was declared the "master key" to open up education to sustainable development. TVET is importantly linked to many areas that are major priorities in the action of the UN and UNESCO, including "Education for All" (EFA), "Education for Sustainable Development" (ESD) and "Literacy".

In 2009 INRULED drew on its expertise in rural education within China and the Asia-Pacific region to lead a 10-month study on the place of TVET in teacher training as practiced in Chongqing Municipality. There, valuable experiences have been made on the contribution of TVET to sustainable development (SD). By establishing a working group of both higher-level

decision-makers and experienced practitioners from the region (Australia, Brunei, Laos, Philippines and Canada besides the Chinese participants) it was possible to review in detail several examples of national policies and of best practices, especially those in use in rural areas. The study sought to include relevant historical and socio-economic developments and deepened the



Opening ceremony of the "International Workshop on TVET in Teacher Training", held in Chongqing on 21 to 22 November 2009 as part of the "Study on the Chongqing TVET model"

understanding in a regional workshop (Chongqing, China 21 to 22 November 2009) around the theme of "Teachers' Development of Vocational and Technical Education", see below, in the section on this workshop. INRULED was supported in this project by the Chinese National Commission for UNESCO, the UNESCO Beijing Office, the Chongqing Municipal Educational

Committee, the Chongqing Dadukou District and its Educational Committee.

Apart from a document spelling out recommendations based on the insights gained, the project resulted in final reports on the workshop and the roundtables.

2. Defending Education and Training against the Threats of the Present Global Financial Crisis: National Case Studies and International Seminar

The seriousness and depth of the financial crisis erupting in late 2008 raises urgent questions. INRULED responded and initiated in early 2009 a year-long project of studies and seminars into ways of assuring the continuous provision and extension of education to the most disadvantaged sectors of society. Naturally the work focused strongly on populations living in rural areas of developing countries, and among them, on the opportunities and obstacles facing women.

With the support of UNESCO (Beijing Office) and the East China Normal University (ECNU in Shanghai) four authors were engaged to view the consequences of the financial upheavals worldwide for the delivery of education from specific perspectives, among them: economic theory, policy options, policy delivery mechanisms, socio-cultural conditions.

The studies informed a seminar held in Shanghai (14 to 16 November 2009). It brought together experts from Bangladesh, India, Nepal, Pakistan, Papua New

Guinea, Solomon Islands, Fiji, Samoa, and Tonga. The exchanges during the seminar led to fruitful insights. The range of country-specific perspectives was highlighted and supported by an extensive bibliography. Based on the resulting panoramic overview of the many factors in the emerging global socio-economic network that constrain in particular an effective delivery of education, the participants have offered a series of imaginative yet feasible recommendations for use by their governments.

3. The Chinese Experience of Universalizing Nine-year Compulsory Education in Rural Areas

In 2009 INRULED also directed its attention to a subject which continues to challenge the capacities of many developing countries in a serious way. Universal primary education, according to the agenda set out by the Millennium Development Goals (MDG), ought to be achieved everywhere by 2015. In the same vein, "Education for All" aims for "complete free and compulsory primary education of good quality" (Goal Two of the Dakar Framework for EFA). With the present initiative INRULED in co-operation with the Research Centre for Teacher Education of the Beijing Normal University (BNU-RCTE) has sought to offer useful insights for the timely realization of these objectives. It has drawn extensively on Chinese experiences, especially from rural areas, with the implementation of the nine years of basic education. The project has received the explicit encouragement of UNESCO's Assistant General Director for Education (ADG/ED) together with financial and technical support from the organization's Beijing Office.



Closing seminar on sharing experiences of universalizing rural education in China, Beijing, 27 November 2009

The research team, assisted by advice from British and Chinese experts, has offered a systematic view of the components that have made it possible to basically universalize nine years of basic education for everybody everywhere in China.

Results were presented at a seminar in Beijing on 27 November 2009 and will be available soon in a report entitled "The Chinese Experience of Universalizing Nine-year Compulsory Education in Rural Areas".

4. Comparative Study on the Role of Distance Education in Rural Teacher Training in Kenya, Mongolia and China

The year 2009 saw INRULED engaged in still another research project of pressing relevance. It concerns the persistent shortage of teachers in rural areas who in addition often lack the necessary qualifications. Increasingly educational systems have attempted to overcome these shortcomings through distance learning schemes through which rural teachers can gain sufficient additional knowledge and pedagogical capacities. INRULED, together with UNESCO's Beijing Office and the Research Centre for Teacher Education of the Beijing Normal University (BNU-RCTE), has worked on a comparative analysis of distance training provisions for teachers in Kenya, Mongolia and China.

A team of experts from these three countries reported on their findings based on field work, study of relevant literature and interviews with a number of professionals during a seminar in Beijing on 26 November 2009.

A Summary Report "Comparative Study on the Role of Distance Education in Rural Teacher Training in Kenya, Mongolia and China" will be available shortly.

Among the main findings and recommendations may be mentioned here the need for a more comprehensive framework, including legal aspects of certification, that would establish distance learning firmly as part of teacher training. Similarly, the need for appropriate teaching and learning materials was underlined and the great lack of resource centres deplored.

Programme Area 2: Education and Training

The Advanced Training of Personnel (ATP) on an international scale has been a regular activity of INRULED from its inception in 1994. During 2009 INRULED could organize two study tours for high-level African educators, one focussed on teacher education and the other on the empowerment of women.

1. Study Tour to Observe Teacher Education Activities in China for High-level Educators and Policy-Makers from Fifteen African Countries (13 to 20 November 2009)

As is the case in many if not most areas of education, the education of teachers has to face up to enormous and diverse challenges. And of course that is so not only in Africa. But it is a continent where many countries endure similar though by no means identical problems. To share their and others' experiences would seem helpful towards overcoming these problems. In sub-Saharan Africa the "Teacher Training Initiative for Sub-Saharan Africa" (TTISSA) brings together countries in the region with this purpose in mind. In a further step TTISSA reaches out to other partners who have an interest to further education in Africa. China is certainly not the least among these potential allies.

The study tour was conceived by INRULED, in collaboration with the International Institute for Capacity Building in Africa in Addis Ababa/Ethiopia (IICBA), primarily as a contribution to TTISSA's endeavour. African professionals would gain insight into educational policies and reform processes in the People's Republic of China. But at the same time Chinese educators would learn about how their African colleagues attacked problems in their countries.

Thus, high-level educators and policy-makers from fifteen sub-Saharan countries (Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Congo, DR of the Congo, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, United Republic of Tanzania, Zambia) visited China from 13 to 20 November 2009. In Shanghai they were able to take part in the Asia-Pacific International Forum on Teacher Education (14-16 November), which was organized

by the East China Normal University (ECNU), the Shanghai Pudong Social Development Bureau and the Shanghai Luwan Education Bureau. While there, they took an active part in the China-Africa Round Tables on Teacher Education Policies (14-15 November). Discussions followed during a visit (17 November) to Wuxi with Jiang Nan University and selected vocational-technical training institutes. Finally, visiting Beijing (18-19 November), the group held discussions and seminars at INRULED, the Beijing Institute of Education (BIE) and the No.1 Experimental Primary School affiliated to the Beijing Normal University (BNU).

The study tour proved very rewarding for all concerned and led to a rich exchange of experiences and much was gained in the mutual readiness. Several concrete proposals for substantive cooperation. A Final Report and Action Plan is in preparation.



photos on the study tour of high-level Educators and Policy-Makers from fifteen African Countries



2. Study Visit by African Women Educators: Female Empowerment in Rural Areas (16 to 24 November 2009)

To reach gender equality is the third of the Millennium Development Goals, while "Meeting the Special Needs of Africa" is one of the seven areas highlighted by the UN Millennium Declaration. Accordingly, these objectives feature among the priorities for UNESCO's 2008-2013 Medium Term Strategy. Obviously INRULED's involvement with the improvement of rural education may be of help to enhance the living conditions for women in Africa most of whom live in rural areas. Thus in co-operation with CIEFFA (Centre international pour l'éducation des filles et des femmes en Afrique / International Centre for Girls' and Women's Education in Africa, in Ouagadougou [Burkina Faso]) INRULED coordinated a study tour to acquaint high-level female educators from sub-Saharan countries with some of China's experiences in empowering women in rural areas.

INRULED invited a sizeable delegation of African women educators, from Burkina Faso, Niger, Guinea, Peoples' Republic of Congo, Mozambique, Ghana, Liberia, South Africa and Tanzania, and also officials from the African Union and CIEFFA. With the assistance of the All China Women's Federation [ACWF], and the Chinese Ministry of Health, as well as Beijing Normal University, the Chinese Women's University and Nanjing Normal University, INRULED organized seminars and field visits for the African delegates. A seminar in Beijing offered ten lectures on topical themes from a Chinese perspective which led to lively exchanges in the ensuing Question & Answer periods. The African visitors presented country reports on the state of female empowerment. During several field visits the delegation met with seven educational institutions (universities, schools, an experimental agricultural station) in Beijing, Nanjing, Wuxi and Jiangyin, institutions which are especially active in the

promotion of women's and girls' equality.

The visit enhanced the confidence and capacities of women active in furthering women's rights. It strengthened as well the professional links between Chinese institutions and CIEFFA. In the follow-up it has been possible to initiate improved teacher training schemes for women in some of the countries. A "Final Report on Girls' and Women's Empowerment in Rural Areas: Policy and Practice (16-24 November 2009, China)" was published in December 2009; it includes the delegates' country reports.



Programme Area 3: Knowledge Management and Dissemination

1. Website

An earlier version of the Centre's website has been redesigned in accordance with the directives of the INRULED Board Meeting (February 2009). Since October the new site, under the address www.inruled.org, has become accessible again. Seven areas are distinguished to cover the main activities of the Centre and are now regularly updated.

2. Newsletter

For several years INRULED publishes its newsletters. The year 2009 saw five issues in Chinese and three in English. As a ready insight into the Centre's activities they are widely appreciated. On demand, an e-mail version of the newsletter is also available (please write to: inruled@inruled.org)

PART II: INTERNATIONAL CONFERENCES AND MEETINGS

1. E-9 Seminar on Literacy and Adult Education in Rural Areas (26 to 29 October 2009)

INRULED and UIL invited educators from the most highly populated countries of the South for a 4-day seminar (26 to 29 October 2009) in Beijing. These nine countries ("E-9"), namely Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, are together home to more than 60 per cent of the world's population; they account for over two-thirds of the world's illiterate adults and for over half of the world's out-of-school children. As their education systems face similar challenges, these countries in coordination with UN agencies have established in 1993 a network of South-South cooperation. It serves mainly to discuss experiences and lobby for progress on achieving Education for All (EFA).

The 2009 seminar was prepared in collaboration with UIL, the UNESCO Offices in Beijing and Bangkok, the Chinese National Commission for UNESCO, the Chinese Ministry of Education and the Beijing Normal University. Key persons representing the E-9 Initiative in their country and those in charge of LIFE ("Literacy Initiative for Empowerment" conceived in 2005) came here together with Chinese experts from provincial education departments as well as with other professionals from concerned regional and international organizations. Animated by a number of resource persons, the seminar's focus on "Literacy and Adult Education in Rural Areas" allowed for lively discussions on status and prospects of rural education.

It resulted in a clarification of possible future strategies and strengthened cooperative ties between the various agents present. In the current environment of rapid change the opportunity for exchanging views and sharing experiences was seen as most helpful towards reaching the goals of the United Nations Literacy Decade (UNLD).

A final report on the seminar, its findings and recommendations is being produced and will be available later in 2010.

2. Forum on Ensuring Equality in Education: Challenges and Responsibilities (7 May 2009)

Taking advantage of the presence of the participants in the meeting of directors of Category 2 institutions supporting UNESCO's educational work (see below, ~ III.2, INRULED and the Chinese National Commission for UNESCO organized a "Forum on Ensuring Equality in Education - Challenges and Responsibilities" (Beijing Normal University, 7 May 2009). In addition were invited officials from



Participants of the E-9 Seminar (Beijing, 26 to 29 October 2009)

the Basic Education Department of the Ministry of Education, representatives from business and industry, besides staff members from international organizations and a number of expert resource persons. The exchanges between the visiting directors and the national specialists addressed the range of responsibilities that government as well as the public at large need to assume for bringing marginalized sectors of the population into society, and more specifically, to reach by 2015 the EFA Goals also in developing countries. The forum was reported by the media, hoping thereby to raise public awareness and readiness to help overcome educational inequalities.



The UNESCO Assistant-Director General for Education, Mr. Nicholas Burnett, at the Forum on Ensuring Equality in Education (7 May 2009)

All the participants appreciated the opportunity for exposing in a clear and constructive manner the problems and possibilities on the way to reaching a good basic education for everybody. A paper outlining the main points of the discussion is forthcoming

3. International Forum on Non-Formal Education and Life Skill Training for Rural and Urban Sustainable Development (Chongqing (21 to 22 November 2009))

Mainly but not only in developing countries, Non-Formal Education (NFE) is increasingly called upon to fill the gap between an ever more institutionalized formal educational system which disproportionately benefits urban populations, on the one side, and, on the other side, rural populations in need of life skills, appropriate quantities and forms of education, and in general, an improvement in their of quality of life.

These issues, with a view to help define nationally applicable policies for NFE, were the topic of an "International Forum on Non-Formal Education and Life Skill Training for Rural and Urban Sustainable Development". It was organized in Chongqing (21 to 22 November 2009) by INRULED and backed by the the Chinese National Commission for UNESCO and the UNESCO Beijing Office which also offered financial support. An important part in the realization was played by the Chongqing Municipal Educational Committee, the Municipality's Dadukou District and that district's Educational Committee.

The Forum was attended by 150 participants, from practitioners at grass roots level through officials from local educational departments to policy makers at provincial and national ministerial level as well as by representatives from international organizations.

The Chinese contingent was joined by delegates from Thailand, the Philippines, Indonesia, India and Bangladesh.

In addition to extensive material covering the Chinese experience, the Forum received country reports on the state of NFE in the Philippines, India, Pakistan, Nepal, China, Australia, Thailand and Indonesia.

Many countries face similar challenges in the implementation of an efficient NFE programme. The forum identified the main hindrances, succeeded in their effective articulation and reached agreement on a series of practical recommendations. It became possible to present clearly conceptualized NFE sub-sector plans, point to the necessary linking mechanisms with potential training and support institutions, and ask for a broad imaginative approach

to teaching and learning methodologies. Furthermore, it has long been known how essential well designed post-literacy programmes (PLP) that accompany or provide a bridge to continuing education and vocational training. In this context three types of programmes were specifically identified: Vocational, Entrepreneurship and Employment Skills (VES); Equivalency Education

Programmes (EEP); and, Quality of Life improvement Programmes (QLP).

A Final Report on the main findings spelling out the recommendations formulated at the Forum will be available in the later 2010.

4. Regional Workshop on TVET in Teacher Training (21 to 22 November 2009)

During the "International Forum on Non-Formal Education and Life Skill Training for Rural and Urban Sustainable Development" in Chongqing, 21 and 22 November 2009 (see previous item), special attention was directed to technical-vocational education. The Forum's organizers arranged one Round Table as a "Regional Workshop on Teachers' Development of Vocational and Technical Education". Twenty specialists, policy makers from ministries of education or local educational authorities as well as representatives from international organizations, universities and research institutions, discussed issues related to the development of teachers' capacities to teach relevant subjects in TVET. High among desirable skills was rated the issue of sustainable development and globalization (e.g., international workforce mobility, the global financial crisis) with a view to their successful integration into the curriculum of TVET teachers' training. The Round Table pointed to a series of possible activities in this area which would seem to deserve INRULED's attention.

The Final Report of the workshop is available in the later 2010.





PART III: INSTITUTION AND STAFF CAPACITY BUILDING

1. INRULED Board Meeting 2009

The year 2009 saw the transfer of INRULED Headquarters from Baoding (Hebei Province) to a temporary location within the Beijing Normal University (BNU). A more permanent accommodation is under construction on the BNU campus. The relocation of INRULED to the capital has to be seen as a milestone in INRULED's history. Its first Board Meeting in the new premises is certainly a significant event. It took place on 24 and 25 February 2009.

The INRULED Board Meeting began its work with electing a chairman, board members and advisors. The Vice-Minister for Education in the Chinese Ministry for Education and Director of the Chinese National Commission for UNESCO, Mr. Zhang Xinsheng, was elected as chair of the INRULED Governing Board; the list of board members and advisors is given in Annex 1.

The Board, after extensive scrutiny of the "Medium Term Plan for INRULED (2008 – 2013)", approved its implementation (for the text, see below).

Similar efforts went into the definition of the major tasks on INRULED's agenda for the next 18 months. The following topics were retained:

1. The central focus of the Centre's work will remain "Education for Rural Development". It should guide all research projects supported by the Centre and lead to relevant publications. Overall the work will be informed by the priorities to which both UNESCO and the Chinese Government subscribe, and specifically so by the goals set for EFA and as Millennium Development Goals.

2. The Chongqing Model for TVET training will be more widely disseminated and its use strongly advocated.

3. Further improvements in the methodology and flexibility of the use of distance education in the training and further education of teachers will be explored.

4. INRULED, as one of the Category 2 Education Centres under the auspices of UNESCO, accepts major responsibility in the preparation of the Meeting of Directors of the other Category 2 educational institutions. The meeting is to be held in Beijing in May 2009.

5. The Centre is ready to engage with UIL (Hamburg) on follow-up work resulting from the COFINTEA VI conference, to be held in Belém (Brazil) in November 2009.

6. INRULED envisages the publication of a professional journal with international circulation.

Responsibilities for taking care of each of these areas of activity were assigned to members present at the meeting.

An important item on the agenda concerned the status, the management and mode of operation of INRULED. It has been stressed repeatedly that the status attributed to INRULED requires it to be an

autonomous international organization which manages its affairs as far as possible. Its international scope is to be borne out by its focus on countries worldwide and, given INRULED's vocation, particularly on developing countries and their development needs. Its international status requires it to be staffed and to function according to procedures usual in the international domain. INRULED in view of these reminders will give itself the set of rules and regulations necessary for it to comply with international norms of staff recruitment and terms of service, and to work by internationally approved procedures.

Further clarification was reached concerning the internal structure of INRULED. A Director is to be appointed by the Governing Board. He/she is the chief executive, carrying responsibility for all of the Centre's operations. Together with an executive, he/she decides on the organizational arrangement of the Centre, which nevertheless will at least include, besides Administration, divisions for Training & Research and for Publication & Dissemination. Participants stressed the need for a proper budget for INRULED, noting in particular that budget support from UNESCO (already limited to specific activities) is ending in 2010. The Chinese Government remains the primary source of INRULED's budget. Thus, INRULED needs to identify and actively pursue other – public and private, individual and corporate, national and international – funding sources.



Board Meeting 2009 chaired by former Vice-Minister of Education of China, Mr. Zhang Xinsheng

Medium Term Strategic Plan

The Medium-Term Strategic Plan fully acknowledged the history of INRULED, analyzed its challenges and comparative advantages, clarified the goal and objectives of INRULED and proposed a detailed plan for its coming six years. In addition, the Plan includes suggestions for general strategies, modalities of operation, human resources, partnership, network and collaboration, management, monitoring and evaluation and budget.

According to the Plan, the mission of INRULED is to achieve social-economic development in the rural areas through education by bringing about positive changes in the thinking and behavior of rural people, who make up the majority of the world's population and the population of the developing countries, and to contribute to achieving the Education for All (EFA) goals.

In 2008-2013, the strategic objectives of INRULED are:

- ◆ To promote international research and development of methods and techniques of rural education;
- ◆ To promote consultation and cooperation among member states by devising policies and strategies in the areas of human resource development for rural areas;
- ◆ To create a wide network for exchange of academic and technical information in the field of rural education among experts in various countries;
- ◆ To coordinate cooperative research activities and provide expertise, advice, and facilities for laboratory research and field work to international experts;
- ◆ To organize international training workshops, seminars, on special subjects and provide fellowships to international researchers;
- ◆ To produce and disseminate publications and

materials for the various projects undertaken by the Centre.

Five strategic priorities will underline the strategic goal and objectives outlined above:

1. Building capacity for education policy and leadership;
2. Applying distance education to address problems of teacher shortages in rural areas;
3. Incorporating ICTs into rural education and rural development;
4. Exploring innovative approaches and good practices to address challenges faced by developing countries;
5. Networking and nurturing strategic partnerships.

In the period of 2008-2013, INRULED will seek to extend its work more widely across Asia and the Pacific as well as Africa.

The Plan identified three key program areas for INRULED, which are:

1. Research and Advocacy;
2. Education and Training;
3. Knowledge Management and Distribution.

The document also proposed plans for staff recruitment and development, partnership building and service marketing.

With the support of the Chinese governments and UNESCO, within the following six years (2008-2013), INRULED aims to become a significant international center for policy-makers, researchers, practitioners, and trainees in the fields of rural education and rural development in Asia and the Pacific, as well as in Africa.

2. UNESCO Education Sector Meeting with the Directors of the Five Category 2 Centres (5 to 7 May 2009)

INRULED was honoured to host a UNESCO meeting of "Category 2 Institutes and Centres". This designation refers to independent institutions which nevertheless perform their work "under the auspices of UNESCO". It was the first meeting of Category 2 centres in the field of education. From 5 to 7 May 2009 the directors and staff of the five Centres, namely: APCEIU (Asia-Pacific Centre for Education for International Understanding), CIEFFA (International Centre for Girls and Women's Education in Africa), GCYDCA (Guidance, Counseling and Youth Development Centre for Africa), REPC (Regional Education Planning Centre) and INRULED (International Research and Training Centre for Rural Education), senior staff members of UNESCO offices in Paris and Bangkok and officials from the Chinese National Commission for UNESCO met together in Beijing.

The discussions led to an enhanced understanding of the role Category 2 Institutes and Centres can play in furthering UNESCO's educational objectives. The exchanges elucidated the advantages of an Integrated Strategy for educational Category 2 centres, highlighted the challenges ahead and offered suggestions about how to meet them.

The participants agreed to set up a Network of UNESCO Category 2 Education Centres (see below), not only to increase the wider visibility of their five respective centres. They left Beijing with the comforting knowledge that they were in the process of developing the legal and institutional means enabling them to collaborate even better in the future. As their institutions join strength, the sum of their work will add



up to a much more valuable contribution to UNESCO's priorities.

A final report of the proceedings of the meeting is available now.

UNESCO Education Sector Meeting with the Directors of the Five Category 2 Centres (5 to 7 May 2009)

Category 2 Centre E-Newsletter : At the UNESCO

Education Sector Meeting with the Directors of Category 2 Centres the creation of a respective Network was decided and INRULED has been appointed its coordinator. It therefore stays in regular contact with the partner organizations of which there are four so far. In this context, a first "Category II Centre E-Newsletter" for education was compiled in December 2009 and has been made available within the UNESCO information system.

3. CONFINTEA VI (Belém/Brazil, 1 to 4 December 2009)

INRULED could use its expertise in rural education to great advantage when the director and a staff member followed an invitation to the Sixth International Conference on Adult Education (CONFINTEA VI), hosted by the Government of Brazil in Belém from 1 to 4 December 2009. To the conference theme "International Adult Learning and Education: Ideas and Actions", INRULED contributed a presentation on "Training of Migrant Workers in China" in one of the thematic workshops.

It was possible to establish important working contacts and help stress the significance of UNESCO's work in the field, in particular through a paper "The Power

of Adult Learning" (to be published in Educational Research.

4. Capacity Building of Professional Staff

During the period from May to August two of INRULED's programme officer were able to stay each for a one-month study visit with the UNESCO Institute for Lifelong Learning in Hamburg/Germany (UIL). While getting familiar with the management of a UNESCO institute, they focussed on the preparation of the E-9 seminar to be taken place in Beijing in October 2009 (see above).

In accordance with the engagement to develop staff capacities as envisaged by the 2009 Board Meeting,

other staff training activities are underway or planned.