



International Research  
and Training Centre  
for Rural Education

Education  
2030 

# BIENNIAL REPORT 2020–2021

UNESCO International Research and  
Training Centre for Rural Education



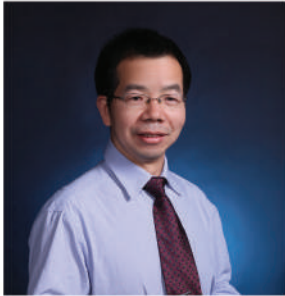


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# Foreword



**“Building resilient, inclusive and sustainable rural education is an important strategic support for rural revitalisation.”**

In 2021, the COVID-19 epidemic has been continuing to spread around globally, and major international organisations and countries around the world have issued policies to support the recovery and reconstruction of education. The United Nations (UN) released *"Education during COVID-19 and beyond"*, proposing to reshape education, accelerate positive changes in teaching and learning, and lay the foundation for a more forward-looking, inclusive, flexible and resilient education system. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has established the Global Education Coalition, a platform for collaboration and exchange to protect the right to education during this unprecedented disruption and beyond. The Chinese National Commission for UNESCO has released the Reference Manual for Educational Response to the Epidemic, contributing to the world China's educational experience in responding to the epidemic.

With the mission of “Education for Rural Transformation”, the UNESCO International Research and Training Centre for Rural Education (UNESCO INRULED) is continuously providing the outcomes and products in terms of research and advocacy, capacity development, Africa priority, information, and networking as well as UNESCO INRULED’s institutional development. UNESCO INRULED has been joining efforts with other partners (UNESCO IBE, UNESCO IITE, National Commission of the People's Republic of China for UNESCO, UNESCO Beijing Cluster Office, China Education Online, Research Centre for Minority Education and Multi-cultural Studies, etc.) worldwide to achieve the social, economic, and ecological development of the rural areas that contribute to the realisation of the SDG4 and the 2030 Agenda. This biennial report depicts what UNESCO INRULED has contributed to rural transformation during 2020 and 2021, providing several valuable insights for different stakeholders (e.g., policymakers, educators, learners) on how to advance and sustain quality education in rural areas.

During 2020 and 2021, UNESCO INRULED conducted the research on *ICT in Rural Education in Suichuan County and Yulong Naxi Autonomous County, the Teacher Professional Development Project, the Systematic Support to South-South Cooperation in Education for Rural Development – the Pre-Primary Education Assistance Project in Namibia*, etc. The courses and training programmes include *Project-Based Learning Regarding Rural Education and Rural Development*, a summer course on “Gender Equality and Rural Revitalisation” and course series of “Education and Rural

*Development*". Additionally, UNESCO INRULED held, co-organised and attended several conferences from different perspectives, like the seminar series with UNESCO IBE Director, meeting with the National Commission of the People's Republic of China for UNESCO, *the Online Education Experience Sharing Session for Primary and Secondary Schools*, *the Symposium on "Girls' and Women's Education: Retrospect and Prospect"*, *the International Seminar on Technological Progress Promotes the Quality of Rural Education*, *the International Symposium on the Role of Education in Poverty Alleviation*. In particular, UNESCO INRULED launched a series of dialogues on "*The Futures of Education and Education for Rural Revitalisation*", sharing insights and exchanging ideas for the future of rural education, rural development and beyond, which is of great importance to the futures of education in rural areas. UNESCO INRULED also jointly with the partners published a series of guidance and handbooks about flexible learning and resilience education to help students, teachers and parents get through this uncertain and complex situation around the world.

Building resilient, inclusive and sustainable rural education is an important strategic support for rural revitalisation. Under the new situation, it is necessary to strengthen the sense of responsibility and urgency, make rural education the top priority of education work, promote the coordinated development of various types of education in rural areas, and better adapt to the development of the information society and achieve sustainable development goals. **In the new year, UNESCO INRULED is willing to work with partners to carry out and organise more research, seminars, and activities in the field of rural education revitalisation. In addition, UNESCO INRULED shall keep actively participating in education empowerment and help global rural revitalisation strategy and the achievement of the United Nations Educational Sustainable Development Goals.**



Dr. Ronghuai Huang  
Professor, Beijing Normal University  
Director, UNESCO International Research and Training Centre for Rural Education

# List of Abbreviations

AIBO	Academy for International Business Officials
BNU	Beijing Normal University
CEART	Committee of Experts on the Application of the Recommendations concerning Teaching Personnel
ICT	Information and Communications Technology
ILO	International Labour Organization
ISEE	International Science and Evidence-based Education
MGIEP	UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development
SDG	Sustainable Development Goals
UCL	University College London
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNESCO APCEIU	Asia-Pacific Centre of Education for International Understanding Under the Auspices of UNESCO
UNESCO IBE	UNESCO International Bureau of Education
UNESCO IITE	UNESCO Institute for Information Technologies in Education
UNESCO INRUELD	UNESCO International Research and Training Centre for Rural Education
UNESCO Windhoek	The UNESCO Office in Windhoek, Namibia

# Summary

**UNESCO INRULED works towards education for rural transformation through research and projects, conferences and events, courses and training programmes, and collaborations and activities.**



## Research and Projects

**2 research projects and 1 assistance project were conducted during 2020 and 2021.**

UNESCO INRULED generates and produces knowledge in our thematic areas through research and projects. We carry out in-depth research before the designing of, during the implementation and after the completion of our projects, and the lessons learned from the projects are shared with the global community and fed back to our future research and projects.



## Conferences and Events

**5 international conferences and seminars, 1 consultation meeting and 1 dialogue series were organised during 2020 and 2021.**

UNESCO INRULED disseminates knowledge through conferences and events. These conferences and events also serve as a platform for policy-makers, scholars, and practitioners to gather and share their insights, which creates a wide network for the exchange of academic and technical information in the field of rural education for the Member States.



## Courses and Training Programmes

**4 courses and training programmes were launched during 2020 and 2021.**

UNESCO INRULED offers courses and training to our stakeholders to raise their awareness and build their capacity in the field of rural education and development.



## Collaborations and Activities

**UNESCO INRULED played an active role in 7 collaborations and activities during 2020 and 2021.**

UNESCO INRULED collaborates with its partners and joins activities organised by our partners. UNESCO INRULED shares its findings, practice and thoughts with partner institutions.

# Research and Projects

## Research on ICT in Rural Education in Suichuan County, Jiangxi Province and Yulong Naxi Autonomous County, Yunan Province

Due to the COVID-19 pandemic, global education has been facing unprecedented challenges. The exposure of social inequality and vulnerability has reflected the fragility of the current school system. The construction of information and communications facilities became crucial means for countries worldwide to tackle learning loss. Yet little is known how different groups, especially those in disadvantaged situations, understand and access ICT resources.

To find out the actual situation of ICT construction and application in primary and middle schools and share findings for policy implications, research groups of UNESCO INRULED went to Suichuan County, Jiangxi Province and Yulong Naxi Autonomous County, Yunan Province in 2020 to conduct field research regarding the development of ICT in rural education.

**27-30 October, 2020**

Suichuan County, Jiangxi Province



Meeting on ICT in Rural Education, Suichuan county



Interview with teachers in Suichuan county



9-15 November, 2020

Yulong Naxi Autonomous County, Yunan Province



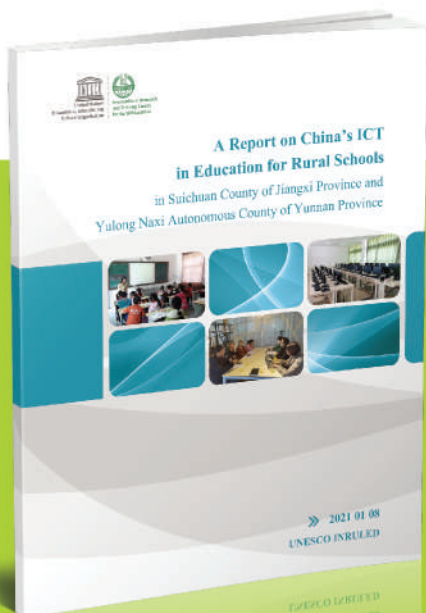
► The research group in Yulong county



► Teacher using online teaching resources in Yulong County

Based on the comprehensive analysis of the value and challenges in applying ICT, this field research and the following report in 2021 unveiled the current situation of ICT in rural education and implied pathways to advance rural education reform and innovation.

- Conducted interviews in 10 rural schools in Suichuan County and 8 schools in Yulong County
- Published the Report on China's ICT in Education for Rural Schools



A Report on China's ICT in Education for Rural Schools

Please scan the QR code to download the report



## Research Project on Teacher Professional Development

5-18 July, 2021

Gansu Province



- ◆ Conducted pre-investigations in Yunnan and Beijing.
- ◆ Conducted in-depth interviews with 18 teachers from different subjects in Gansu.

As providers of education and key quality assurance agents, teachers have an indispensable position in any education discourse. Ensuring the supply of high-quality teachers is also one of the targets of the United Nations 2030 Sustainable Development Agenda Goal (SDG) 4.

In 2020, UNESCO INRULED initiated the teacher professional development project *"Ten Years After Teachers' Graduation"* as the subject of the survey. It explored the psychological mechanism and interactive mode in the growth of rural teachers. The research outcomes of the first phase (2020-2021) were presented at the fourth session of the INRULED's dialogue series, *"The Future of Education and Education for Rural Revitalisation"*, unfolding the status quo and challenges of the provision and retention of qualified teachers.

## Systematic Support to South-South Cooperation in Education for Rural Development: The Pre-Primary Education Assistance Project in Namibia



- ◆ Conducted pre-research for technical support in 3 primary schools and 2 kindergartens in Beijing, and 2 existing project sites in Hebei.
- ◆ Built up partnership with Khomas Regional Council in Namibia, UNESCO Windhoek, Beijing Western Sunshine Foundation and a broadcast media company in Beijing.

In response to UNESCO's priority on Africa and the shifting global development landscape, UNESCO INRULED has established the Systematic Support to South-South Cooperation in Education for Rural Development Programme. This programme aims at supporting the holistic development of education in UNESCO member states through infrastructural assistance, technical guidance and capacity building for the local education community in a participatory manner. In 2020, UNESCO INRULED initiated the first project of this programme, the Pre-Primary Education Assistance Project in Namibia. In 2021, UNESCO INRULED started the inception of the project in cooperation with the Khomas Regional Council in Namibia and the Beijing Western Sunshine Foundation. The project is expected to be launched in Namibia in the second half of 2022.

Based on the needs of Namibia, the project will target preschool children (age 5-6), providing effective educational services to ensure the smooth transition from kindergarten to elementary school. The project adopts the "4+1" model: a four-dimension system comprised of teaching materials, teacher training, management guidelines, and monitoring and evaluation plan, plus one set of well-designed facilities, exploring a sustainable, easy-to-replicate and low-cost operation system to ensure that disadvantaged children can enjoy essential preschool educational services.

Find out more: <https://inruled.bnu.edu.cn/sylbt/46194.html>

# Conferences and Events

Lectures by the UNESCO-International Bureau of Education  
(UNESCO-IBE) Director

9 January, 2020



On January 9, 2020, the Director of UNESCO-IBE, Dr. Mmantsetsa Marope, visited UNESCO INRULED and gave three lectures. The topics were *"Reconceptualisation and Positioning of Curriculum in the 21st Century, Global Paradigm Shift"*, *"Global Learning Crisis: What Brain Science Can Bring?"* and *"Establishing a Resilient Mechanism for Effectively Popularising Comprehensive and High-quality Early Childhood Education"*. The visit strengthened communications between UNESCO-IBE and UNESCO INRULED.

## Meeting with the National Commission of the People's Republic of China for UNESCO

14 January, 2020



On January 14, 2020, a meeting was held between the National Commission of the People's Republic of China for UNESCO and UNESCO INRULED, mainly focusing on three topics: Exploring the set-up of a UNESCO category two centre and the relationship between the centre and the host institution; How to implement projects that are in line with UNESCO's mandate and strategy; UNESCO INRULED's short- and long-term plans and actions. The meeting provided a way forward for UNESCO INRULED's future work.

## Online Education Experience Sharing Session for Primary and Secondary Schools

7-8 May, 2020

- ◆ Invited representatives from 10 districts and counties in different regions of China and more than 30 participating schools;
- ◆ Held 6 parallel sessions for different stakeholders in education, including education bureaus, school principals, teachers, parents, secondary school students and primary school students. The sessions were:
  - the local policy of online education and the difficulties.
  - principals' roles as an implementer and technical instructor in online education.
  - the changing roles of teachers in online teaching.
  - parents helping children study online during the pandemic.
  - secondary school students' learning behaviours, interpersonal relationships and learning effects, etc.
  - primary school students' learning behaviours, interpersonal relationships and learning effects, etc.



From May 7 to 8, 2020, UNESCO INRULED, in cooperation with BNU, organised an online conference gathering educators and students from primary and secondary schools to share their online education stories. Due to the pandemic, education changed significantly, with the dramatic rise of online learning, whereby teaching is undertaken remotely on digital platforms. The conference offered a platform to know the actual situation of local education bureaus, primary and middle schools, parents and children on the front line of fighting the pandemic.

The six sessions shared the experiences and feelings of different subjects under the pandemic from five different perspectives: governments, principals, teachers, parents and students. The conference comprehensively explored the positions and perspectives of different groups, and the role of ICT in education during the pandemic. This conference again proved that diversified educational practices were the lasting source of inspiration for educational theory and research.

Find out more: <https://inruled.bnu.edu.cn/capacitydevelopment/trainingprograms/113768.html>

## The Symposium on "Girls' and Women's Education: Retrospect and Prospect"

18 October, 2020

- ◆ Invited more than 20 participants, including scholars and participants of the 1995 World Conference on Women, as well as some young scholars of researchers on girls' and women's education to participate online and on-site;
- ◆ Covered 2 topics:
  - A collective memory: girls' and women's education in the past.
  - Academic future: the approaches of research for gender equality education.



On October 18, 2020, the Symposium on "*Girls' and Women's Education: Retrospect and Prospect*", was jointly organised by UNESCO INRULED and the Research Centre for Minority Education and Multi-cultural Studies at BNU. On the occasion of the 25th anniversary of the 1995 World Conference on Women in Beijing, the symposium provided a valuable platform for scholars and practitioners to exchange ideas.

The symposium reviewed the global concepts and experiences in the field of gender equality since the Conference held in Beijing and summarised best practices and new trends in the field of gender equality.

Find out more: <https://inruled.bnu.edu.cn/information/service/meetingsandevents/108387.html>



## International Seminar on Technological Progress Promotes the Quality of Rural Education

16-17 January, 2021



- ◆ Attracted more than 3000 online viewers;
- ◆ Invited 24 speakers from the United Kingdom, the United States, Russia, Belgium, Australia, New Zealand and other parts of the world;
- ◆ Included 4 sessions:
  - Technological progress promotes “development theories” and “pedagogical approaches” of rural education.
  - Technological progress promotes partnerships of rural education.
  - Technological progress promotes accessibility and inclusion of rural education.
  - The support system and assessment methods for online education in rural areas.



**Professor Zuoyu Zhou, Vice President of Beijing Normal University**

"The introduction of ICT in education into rural schools is not simply the replacement of the blackboard by the screen, but the revolutionary shifts in teaching methods, class organisation, teacher engagement, learning methods and evaluation."



**Ms. Ping Li, Executive Director of National Centre for Educational Technology**

"The application of technology can effectively bridge the resource gap and empower the rural teachers in their professional development."



**Dr. Tao Zhan, Director of UNESCO IITE**

"Technology is a vital means to develop a resilient education system in the pandemic era and that rural education is indispensable to ensure inclusive and quality education for all."



**Mr. Changwei Qin, Secretary-General of National Commission of the People's Republic of China for UNESCO**

"Technology is the key to the revitalisation of rural education ... Urgent action needs to be taken to ensure that children in rural areas can share a bright future with their peers in the cities."

## International Symposium on the Roles of Education for Poverty Alleviation under the framework of 2030 Agenda

31 March, 2021



- ◆ Brought together more than 100 education officials and experts, including 37 government officials, senior policy-makers, experts from international organisations and prominent academic researchers;
- ◆ Covered the following topics:
  - Global policy dialogue on linkages between education and poverty alleviation.
  - Innovations and best practices on the contribution of education towards poverty alleviation for sustainable development.
  - Key findings of the report on education for poverty alleviation under the framework of 2030 Agenda.

On 31 March 2021, the *International Symposium on the Roles of Education for Poverty Alleviation under the Framework of 2030 Agenda* was held in Beijing, China. It was hosted by UNESCO INRULED, with support from the National Commission of the People's Republic of China for UNESCO, BNU, and the UNESCO Beijing Cluster Office. The conference focused on the United Nations Sustainable Development Goals, discussed the relationship between education and poverty reduction and shared China's successful practices and experience in poverty alleviation through education.

Aligned with the UN Sustainable Development Cooperation Framework (2021-2025), the Symposium served as a platform to review and share innovative models for sustainability and initiatives to link education and poverty schemes of Member States, including sharing good practices in how education contributed to poverty alleviation in China. Participants and speakers discussed the relationship between education and poverty reduction and enjoyed a shared vision of promoting international exchanges and cooperation on poverty alleviation. Experts and officials from international organisations, UNESCO, non-governmental organisations and countries that participated at the global symposium agreed that China has achieved SDG1 10 years ahead and made a significant contribution to the global poverty reduction strategy and targets. China's experience can provide useful guidance for other developing countries to achieve the UN Sustainable Development Goals by 2030. It was suggested for China to share its experience, prosperity and practices in poverty alleviation through education, increase exchanges and cooperation with other nations.

The symposium promoted continuing dialogue and discussion on key issues in linking education and poverty alleviation and enhanced networking and partnership in sharing the successful initiatives, evidence-based innovations and best practices on the contribution of education towards poverty alleviation.

Find out more: <https://inruled.bnu.edu.cn/information/service/news/111500.html>



**Mr. Xuejun Tian, Vice Minister of Education of China and Chairperson of the National Commission of the People's Republic of China for UNESCO**

"Poverty is a common challenge for the human race, and poverty eradication is deemed as the top priority in the UN 2030 Agenda for Sustainable Development."



**Mr. Firmin Matoko, UNESCO Assistant Director-General for Priority Africa and External Relations**

"Developing quality education for all plays a key role in socio-economic development. As evidence suggests, education has the greatest potential to break the cycle of transmission of poverty between generations."



**Ms. Stefania Giannini, UNESCO Assistant Director-General for Education**

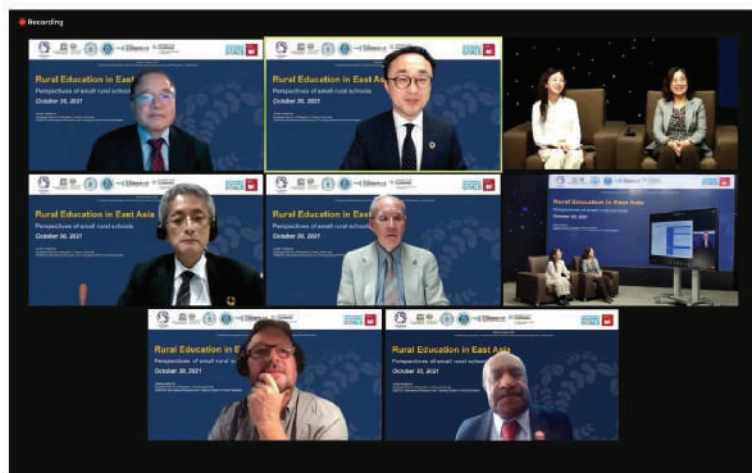
"Education is a human right and empowers individuals with the knowledge, skills, to live in dignity and to shape their own future with multiple effects on health, income, jobs, life expectancy and economic growth. This is kind of a virtuous cycle."

## Open Talks on Education: The Futures of Education and Education for Rural Revitalisation

- ◆ Invited 28 guest speakers worldwide to discuss futures of rural education from different perspectives;
- ◆ Covered 6 sub-themes:
  - Rural Education in East Asia from the Perspectives of Small Rural Schools.
  - Gender Equality in Rural Education.
  - Rural Education and Training for Sustainable Development in Rural Areas from a Lifelong Learning Perspective.
  - The Provision and Retention of Qualified Rural Teachers: Governmental Responsibility or Social Contract?
  - ICT and Future of Rural Education: Pathway and Foothold.
  - Reimagining the Futures of Rural Education.

From October 2021 to January 2022, UNESCO INRULED organised a series of dialogues on “The Future of Education and Education for Rural Revitalisation”, inviting experts and scholars worldwide to share insights and exchange ideas for the future of rural education, rural development and beyond. Discussions were formulated into five areas corresponding to the five thematic areas of UNESCO INRULED.

For example, the first dialogue, a webinar on *Rural Education in East Asia from the Perspective of Small Rural Schools*, was jointly held by UNESCO INRULED and Tohoku University on 30 October 2021. Guest speakers from China, Republic of Korea and Japan discussed the policies and practical cases of rural small schools in the context of their country and shared the experience of rural education development.



- ▶ 30 October, 2021  
The First Event - Rural Education in East Asia from the Perspectives of Small Rural Schools

The Open Talks on Education is a dialogue series, including topics in gender equality, ICT for rural development, lifelong learning, qualified teachers, etc., which attracted thousands of online audiences. Inspiring ideas about futures of rural education were gathered for future discussions and actions.



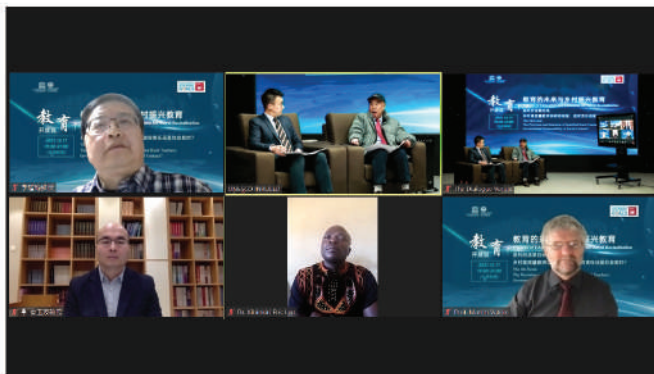
19 November, 2021

The Second Event - Gender Equality in Rural Education



6 December, 2021

The Third Event - Rural Education and Training for Sustainable Development in Rural Areas from a Lifelong Learning Perspective



17 December, 2021

The Fourth Event - The Provision and Retention of Qualified Rural Teachers: Governmental Responsibility or Social Contract?



12 January, 2022

The Fifth Event - ICT and Future of Rural Education: Pathway and Foothold



19 January, 2022

The Sixth Event - Reimagining the Futures of Rural Education

# Courses and Training Programmes

## Project-Based Learning Regarding Rural Education and Rural Development

September-November, 2020



***Project Based Learning  
Regarding Rural Education  
and Rural Development***

It is aimed at teenagers aged 15~18

*6 modules / 12 course / Many famous teachers participated in the course recording*  
Sponsor: China Education Online  
UNESCO International Research and Training Centre for Rural Education

From September to December, 2020, UNESCO INRULED, along with the China Education Online, co-designed this programme and the relevant courses, to provide training to the youth on their social accountability, capacity to support future rural development, global citizenship, and the understanding of sustainable development

## Summer Course on "Gender Equality and Rural Revitalisation"

28 June-02 July, 2021



### ◀ Lecture 1: Gender Equality and Rural Women

- ◆ Developed a one-week summer course.
- ◆ Covered 3 topics: *Gender Equality and Rural Women*, *Theories and Practices of Development*, and *Introduction to Research Methods*.
- ◆ 22 students conducted a field study in rural areas and generated 14 reports.

In the summer of 2021, UNESCO INRULED developed a summer course on “Gender Equality and Rural Revitalisation” for undergraduates at Beijing Normal University (BNU). This course aimed at drawing students’ attention to rural development from a gender perspective, guiding them to identify key challenges and opportunities faced by rural women, and equipping them with basic skills to conduct field studies. This course was UNESCO INRULED’s first attempt to develop short-term courses for BNU students. Through the combination of classroom learning and field study, we will continue to foster students’ research and operating abilities concerning rural education.

Find out more: <https://inruled.bnu.edu.cn/capacitydevelopment/CourseDevelopment/123576.html>





◀ Investigation in Hefangkou Village in Huairou District, Beijing



◀ Photosynthesis Child Development Centre

## Course Series: Education and Rural Development

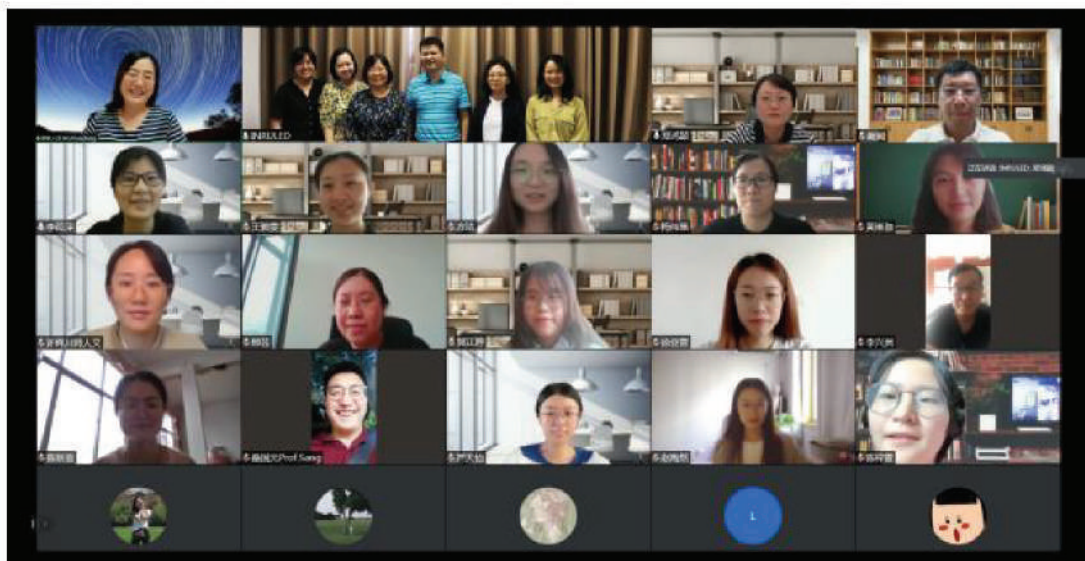
19 July-27 August, 2021

- ◆ Convened 5 research teams consists of scholars and experts, project officers, college students for course development;
- ◆ Features 5 themes:
  - Rural Education and Rural Development: Key Indicators and Data Analysis.
  - Women Leadership for Rural Education Development.
  - ICT in Education for Rural Development.
  - Skills Training for Leapfrog Rural Development.
  - Rural Teachers and Social Development.



UNESCO INRUELD is committed to providing training projects that communicate UNESCO INRUELD's understanding of the key concepts, tools and experiences related to "education for rural transformation". Under this background, the course series on "Education and Development" was launched in 2021. The courses intend to provide valuable references for the wider developing world in exploring the potential pathway for sustainable rural development through education.

Find out more: <https://inruled.bnu.edu.cn/capacitydevelopment/CourseDevelopment/121388.html>



## Training Programmes for Education Officials from Developing Countries

15 December, 2021



Talents cultivation and capacity building are essential in pursuing responsible and sustainable development. Based on a solid foundation of education and training for rural development, UNESCO INRULED takes an active role in promoting human resources development in rural areas through education.

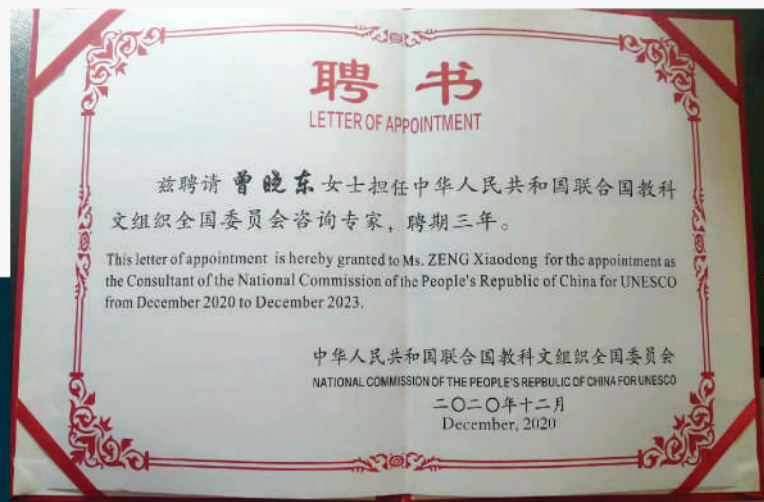
In December, 2021, UNESCO INRULED visited the Academy for International Business Officials (AIBO), China's Ministry of Commerce for future cooperation in training programmes for education officials from developing countries. The two parties expressed the intent on jointly developing training programmes to support the long-term educational planning of less developed countries, the capacity building for secondary school leaders, and equitable education for women, girls and children.

This cooperative training programme will contribute to the theory and strategic practices of promoting rural development through education.

# Collaborations and Activities

Consultant of the National Commission of the People's Republic of China for UNESCO

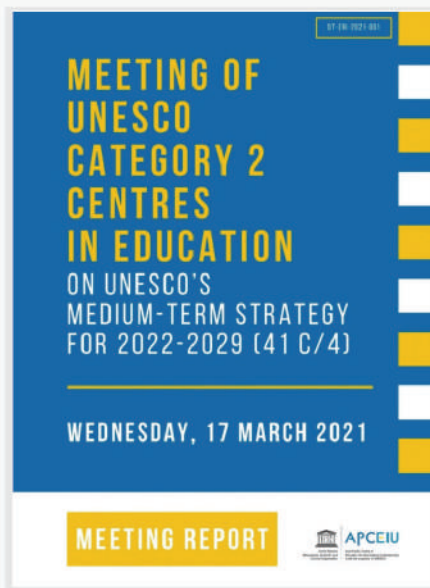
9 January, 2020



◀ The Letter of Appointment

In December 2020, Professor Xiaodong Zeng, the Executive Director of UNESCO INRULED, was appointed by the National Commission of the People's Republic of China for UNESCO as a consultant of the Commission from December 2020 to December 2023, which demonstrated a strong collaboration between UNESCO INRULED and the National Commission of the People's Republic of China for UNESCO.

## UNESCO INRULED's Recommendation on Strengthening Data Monitoring and Accountability-Consultation Meeting on UNESCO's Medium-Term Strategy for 2022-2029[41/C/4]



UNESCO was in the process of consulting a range of stakeholders on the preparation of the Draft Medium-Term Strategy for 2022-2029 (41 C/4). Against this background, on March 17, 2021, UNESCO INRULED provided its recommendations in the Meeting of UNESCO Category 2 Centres in Education, which was organised by UNESCO Asia-Pacific Centre of Education for International Understanding Under the Auspices of UNESCO (UNESCO APCEIU), in partnership with UNESCO, joined by 10 UNESCO category 2 centres in education.

UNESCO INRULED provided three recommendations to the draft 41 C/4 as follows:

- Implementation of credible information for programme monitoring and evaluation through sharing templates and standards for information collection and exchange.
- Strengthening the partnership strategy on the regional level to expedite the implementation of Agenda 2030 of Sustainable Development, particularly on education.
- Provision of an impact evaluation model and strategy and review report of the implementation of the previous Medium-Term Strategy (37 C/4) to improve the Member States' strategy in planning, implementing, monitoring and evaluating programmes and other instruments to realise Agenda 2030 for Sustainable Development.

We also took this opportunity to introduce ourselves to fellow UNESCO category 2 centres in education and know each other's actions in education, which helped to build collaborations in the future.

## High-level Symposium on Promotion of Rural Revitalisation via Education: Reviews and Prospects of International Education Cooperation Projects

14-17 April, 2021



From April 14 to 17, 2021, the *High-level Symposium on Promoting Rural Revitalisation via Education: Reviews and Prospects of International Education Cooperation Projects* was held in Lanzhou, Gansu Province. Northwest Normal University hosted the symposium and UNESCO INRULED was a co-organiser. More than 80 experts and educators from education research units, colleges and education departments attended the conference.

Accompanied by representatives of the Centre, Xiaodong Zeng, the Executive Director of UNESCO INRULED and Lili Zhang, Chief Expert of UNESCO INRULED attended the symposium and gave speeches on the sub-forums of Cases and Reflections on the Practice of Rural Education Revitalisation and Cases and Reflections on the Practice of Education Open to the World in the New Era. Through reviews and discussions, the symposium collected wisdom from the projects for rural education development.

## Global Forum on Child Development and Family Education

**14-15 May, 2021**

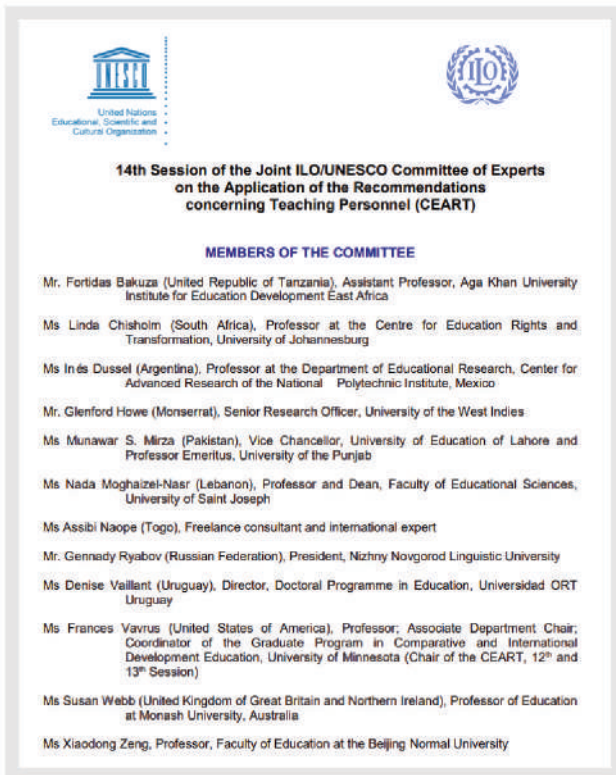
From May 14 to 15, 2021, UNESCO INRULED, as one of the co-organisers, joined the Global Forum on Child Development and Family Education sponsored by BNU, University College London (UCL), and Shenzhen Municipal Education Bureau.

Under the theme *“Diversity, Synthesis and Sustainability: Child Development and Family Education in a Changing Time”*, the Forum brought together policymakers, researchers, teachers as well as the private sector and media representatives from across the world, discussing heated issues such as rights of children, child participation and family environment, policy support for child development and family education, synthesis and coordination of family, schools and community, etc.

Child development and family education is a major field for advancing gender equality as it is highly related to mother’s participation in family and in labour market. With gender equality constituting one of UNESCO INRULED’s major thematic areas in promoting equitable and inclusive quality education for all, UNESCO INRULED is committed to advocating gender equality in the field of child development and family education and is willing to learn from the international experiences and best practices shared. The outcome of the forum also helps the design of INRULED’s “Pre-Primary Education Assistance Project in Namibia”.

## Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART)

4-8 October, 2021



From October 4 to 8, 2021, Professor Xiaodong Zeng, the Executive Director of UNESCO INRULED, joined the 14th regular session of the Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART), which was jointly established by the ILO and UNESCO to promote and monitor the application of two international recommendations concerning the teaching personnel: the ILO/UNESCO Recommendation concerning the Status of Teachers (1966) and the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997).

The CEART explores trends in teaching and how countries are applying the Recommendations. It is composed of experts on education, teaching and labour from around the world.

Quality Teachers for Rural Schools is one of the UNESCO INRULED's five thematic areas. In 2021, CEART focused on the topic of *Ensuring Teacher Professionalism in the Post-pandemic Recovery*. UNESCO INRULED joined CEART to share its research findings, best practices and insight in this field. CEART also inspired UNESCO INRULED to initiate the secondary school leaders' forums to be organised in the coming years.



## International Science and Evidence-based Education (ISEE) Assessment

In 2021, Professor Xiaodong Zeng, the Executive Director of UNESCO INRULED, participated the International Science and Evidence-based Education (ISEE) Assessment, which was initiated by the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) as part of UNESCO's Futures of Education Initiative.

The ISEE Assessment put together the expertise on educational systems and reforms from a wide range of stakeholders in an open and embracing manner and undertakes a scientifically robust and evidence-based assessment that can inform education policymakers at different levels.

As a participant, UNESCO INRULED offered its inputs to help develop an important document that offers UNESCO Member States an evidence-based assessment of education to foster human flourishing.

## Collaborative Research on the UNESCO Project "Situational Analysis on the Uses of Frontier Technologies in Teaching and Learning in Primary and Secondary Education"

In October 2021, UNESCO INRULED was invited to join the collaborative research on the UNESCO project "Situational Analysis on the Uses of Frontier Technologies in Teaching and Learning in Primary and Secondary Education". This project was initiated by UNESCO Bangkok, aiming to explore the influence of emerging digital technologies on ensuring inclusive and equitable quality education for all. With its expertise in ICT for rural education, UNESCO INRULED has carried out four case studies to address critical questions regarding technology's impact on teaching and learning and to find out factors and conditions for successful integration of ICT in schools. The research outcomes will contribute to a more nuanced picture of digital technologies and quality education.

# Partnerships

UNESCO INRULED's approach to partnership is firmly aligned with SDG 17: global partnership for sustainable development. UNESCO INRULED's partners are diverse, ranging from governments, UN agencies, international organisations, UNESCO family organisations, civil society, academic institutions and companies, etc. During 2020 and 2021, existing partnerships have been strengthened and new ones are established.

Partnerships for fulfilling our mission:

## UNESCO Family



## Academia



## Government Sectors



## Social Organizations

## Media



# Organisational Chart

Director: Ronghuai Huang

Executive Director: Xiaodong Zeng

Deputy Director: Li Wang, Yuchi Zhao

Chief Specialists: Xingzhou Li, Lili Zhang, Guoyuan Sang, Baoping Li

Administrative Department: Nan Che, Chao Ren

Information Department: Yang Li, Beibei Fan

Project Department: Yu'an Fang, Shiqing Gong, Yifan Lu, Xinyi Niu, Siyao Wang, Yiyi Wang, Xin Weng

Postdoctoral: Bingsi Ji, Tongtong Zhao

During the biennium, UNESCO INRULED has established a passionate and professional team. An organisational structure, including administration, information and project departments, has been formulated. In particular, UNESCO INRULED has invited top education and development researchers as chief specialists, and they have led a research and project team consisting of postdoctoral fellows and young professionals from the project department.



The UNESCO International Research and Training Centre for Rural Education (UNESCO INRULED) was established by UNESCO and the Chinese government in 1994 with a mandate to promote sustainable socio-economic development in rural areas. As a Category II center under the auspices of UNESCO, INRULED's research and training activities concentrate on education for rural transformation. The Centre has moved to Beijing Normal University in 2008 for better coordination and connectivity.



#### Our Mission:

Through research and advocacy, education and training, knowledge management and distribution, UNESCO INRULED works in the area of rural education, aiming to bring about positive changes in the thinking and behaviour of rural people, and to achieve the social, economic and ecological development of the rural areas that contribute to the realisation of the SDG4 and the 2030 Agenda. UNESCO INRULED's mission is "Education for Rural Transformation".



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WeChat: UNESCO INRULED



Bilibili: UNESCO-INRULED





Education for Rural Transformation

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