

7TH MEETING OF UNESCO CATEGORY 2 CENTRES IN EDUCATION

WEDNESDAY, 7 NOVEMBER 2023

MEETING REPORT



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APCEIU

Asia-Pacific Centre of
Education for
International Understanding



APCEIU

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Education for
International Understanding

APCEIU is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Republic of Korea and UNESCO to promote and develop Education for International Understanding (EIU) and Global Citizenship Education (GCED) with the UNESCO Member States.

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The ideas and opinions expressed in this report are those of the speaker(s) during the meeting and do not necessarily represent the views of APCEIU. Likewise, the pictures and other visual material presented do not imply any opinion on the part of APCEIU.

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ACKNOWLEDGEMENT

The Asia-Pacific Centre of Education for International Understanding (APCEIU) would like to express our sincerest gratitude to UNESCO Category 2 Centres in Education for participating in the 7th Meeting of UNESCO Category 2 Centres in Education and actively contributing to the discussion session. The active contribution of the UNESCO Category 2 Centres in Education during the discussion session is likely to significantly enhance the collaboration between the Category 2 Centres in Education.

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LIST OF ACRONYMS

APCEIU	Asia-Pacific Centre of Education for International Understanding
CDI	Curriculum Development and Integration
COP	Conference of the Parties
ECCE	Early Childhood Care and Education
EIU	Education for International Understanding
GCC	GCED Cooperation Centre
GCED	Global Citizenship Education
ICHEI	International Centre for Higher Education Innovation
IECD	Institute of Early Childhood Development
IEPA	Institute for Educational Planning and Administration
IIOE	International Institute of Online Education
IPCC	Intergovernmental Panel on Climate Change
MoU	Memorandum of Understanding
OCE	Office for Climate Education
RCEP	Regional Center for Educational Planning
RCQE	Regional Center for Quality and Excellence in Education
SDGs	Sustainable Development Goals
SDG 4	Quality Education Goal among the 17 SDGs
SSAEM	Sharing Stories of Asia-Pacific Education Movements
TEC	Teacher Education Center
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change

BACKGROUND

Category 2 Centres, since their establishment, have been instrumental in advancing education development globally. They have actively supported UNESCO's strategic priorities and international development agendas through regional cooperation, research, information dissemination, offering policy advice, and enhancing capacity building. In light of the rapidly evolving educational landscape of the 21st century and the ever-emerging challenges it presents, the role of Category 2 Centres has become more pronounced than ever before. Their role is critical to advancing education development through research, collaboration, and information dissemination.

Despite their significance, one of the primary challenges that Category 2 Centres face is the limited extent of communication, information sharing, and collaboration. Each Centre possesses a unique set of capabilities and resources, yet the full potential of these Centres remains underutilised due to a lack of coordinated efforts. This calls for a need to establish more effective communication channels to enable greater collaboration and to leverage the unique strengths of each Centre towards achieving common goals.

Recognising the need to leverage the collective strength of Category 2 Centres towards the realisation of UNESCO's mandate of transformative education, the Meeting was held to provide a platform for UNESCO Category 2 Centres in Education to come together and explore strategies for improved communication, information sharing, and identifying possible avenues for collaboration among Category 2 Centres in Education. Furthermore, it also served as a platform for Centres to update each other on their key programme areas and future action plans.

PROGRAMME SCHEDULE

WEDNESDAY, 7
NOVEMBER 2023
(13:00 – 14:40)
Paris Time (GMT+1)

Venue
Place Gustave Meeting Room
1F/GF
ibis Paris Eiffel Tower Cambronne

13:00 – 13:50

INTRODUCTION AND NETWORKING

13:50 – 13:52

OPENING REMARKS

- Dr Hyun Mook Lim (Director of APCEIU)

13:52 – 14:22

PRESENTATIONS

- Presentations from Category 2 Centres

14:22 – 14:38

DISCUSSION SESSION

- Discussion on measures to strengthen the cooperation among UNESCO's Category 2 Centres in Education

14:38 – 14:40

CLOSING REMARKS

- Dr Hyun Mook Lim (Director of APCEIU)

MEETING SUMMARY

OPENING REMARKS

DR HYUN MOOK LIM

Director of APCEIU

Dr Hyun Mook Lim, the Director of APCEIU, expressed his sincere appreciation to the representatives of Category 2 Centres for their attendance at the 7th Meeting of the Category 2 Centres in Education. In his address, Dr Lim underscored the meeting's objectives, highlighting that it provided a valuable opportunity for Category 2 Centres in Education to share information about their activities, with a particular focus on their main action plans and activities for the upcoming year.

He emphasized that the meeting was an excellent opportunity for the Category 2 centres to explore possibilities for collaboration, exchange ideas and best practices, and create opportunities for joint initiatives. Overall, Dr Lim's address conveyed a strong message of cooperation and shared commitment towards achieving UNESCO's strategic goal of transformative education.

PRESENTATIONS

REGIONAL CENTER FOR EDUCATIONAL PLANNING (RCEP)

About RCEP

RCEP was established under an agreement signed between UNESCO and the Government of the United Arab Emirates on 17 October 2003. The Centre officially commenced its operations on 14 November 2007. The primary objective of the RCEP is to promote capacity development in education sector-wide policy and planning in Ministries of Education, with a particular emphasis on Gulf Cooperation Council (GCC) States and Yemen. It endeavors to build national and regional capacity for modern educational planning by targeting senior officials and technical staff of ministries of education, local-level education offices, and other ministries related to the education sector, such as finance ministries, to develop their skills. Additionally, the RCEP facilitates information-sharing and exchange on educational planning and management, disseminates relevant information to education authorities in the region in English and Arabic, fosters collaborative initiatives, and maintains links with key stakeholders in educational planning nationally, regionally, and internationally. Ultimately, the Centre aims to support the implementation of Sustainable Development Goal 4 pertaining to education and undertake any other necessary activities to strengthen educational planning regionally and internationally.

Current Programme Areas and Priorities for 2024

Following the commencement of presentation session, RCEP introduced its new strategy, encompassing the years from 2023 to 2026. The proposed strategy focuses on key areas such as capacity building, knowledge sharing, partnership, cooperation, and supporting the implementation of SDG 4.

RCEP is actively working towards expanding access to education in the GCC countries and the Arab region through their new strategy, which centers around the principle of “Access to All”. To achieve this goal, RCEP provides a range of training resources, including electronic training platforms, training materials, and on-site training across various channels. Additionally, the organization is planning to introduce educational planning diplomas in the region as part of its future-oriented strategy to improve the accessibility of education. With these efforts, RCEP is committed to ensuring that individuals in the region have access to the necessary resources and tools to pursue their educational goals.

PRESENTATIONS

REGIONAL CENTER FOR QUALITY AND EXCELLENCE IN EDUCATION (RCQE)

About RCQE

RCQE was established as a Category 2 Centre on 25 October 2014 based on the establishment agreement between the Kingdom of Saudi Arabia and UNESCO. The Centre's mandate is to promote quality education and excellence in educational systems throughout the Arab region by developing policies training programs, and disseminating the best research and practices from the international community. The concept of quality education and excellence encompasses critical thinking, knowledge and skills, international understanding, and tolerance for different cultures, religions, and societies. Ultimately, it aims to secure the "Right to Education for All" and quality and excellent education to all four corners of the world.

Current Programme Areas and Priorities for 2024

Following the presentation from RCEP, RCQE introduced its strategic plan and vision for the realization of its mission of quality education and excellence. Currently, RCQE boasts multiple agreements with various UNESCO Category 2 Centres, reflecting its commitment to collaborative initiatives. The Centre has outlined six guiding strategic goals: strengthening regional influence, supporting and motivating human capabilities, promoting a culture of quality and excellence, endorsing quality practices, enhancing communication and building partnerships, and developing RCQE's institutional structure and capabilities.

In line with fostering partnerships, RCQE has launched initiatives such as the Visiting Researcher Project and the RCQE Excellence Ambassador in the Member States program. Notably, the Centre is actively involved in developing the Arab Model for Quality and Excellence in Education (AMQE). The AMQE model focuses on developing institutional performance in UNESCO regional Centres in education in the light of a strategic leadership approach. Moreover, the Centre has undertaken significant projects, including producing critical reports on the status of education quality in Arab countries, the publication of a regional journal for quality and excellence in education, and initiatives focused on quality translation and authorship. Additionally, RCQE is engaged in three project case studies supporting the quality education system against the crisis. The Centre showed interest in collaborating with other Category 2 Centres in Education, especially in the area of capacity building.

PRESENTATIONS

TEACHER EDUCATION CENTER (TEC)

About TEC

Following its approval at the 39th UNESCO General Conference in 2017 as a Category 2 Centre, the TEC has been committed to the advancement of teacher education worldwide, with a particular emphasis on providing support to developing countries in Asia-Pacific and Africa, with the ultimate goal of enhancing the quality of education and teacher training. TEC's main mandate is to undertake the following missions and functions: to serve as a service provider, standard-setter, and research and resource management centre in the global field of teacher education. With its slogan of Better Teacher, Better Education, it currently works on Knowledge Production, Capacity Building, Technical Service, and Information Sharing.

Current Programme Areas and Priorities for 2024

After the presentation by RCQE, the newly established Category 2 Centre, TEC, provided insights into its ongoing projects and knowledge production endeavours spanning the last three years. The main programme areas of TEC are Knowledge Production, Capacity Building, Technical Service, and Information Sharing.

Some of their ongoing projects are studies on teachers' professional development in developing countries within the Asia Pacific region in collaboration with the UNESCO Bureau of Asia-Pacific. They are also working on the development of an international mathematics education and teacher training digital resource system development for primary and secondary schools. This multi-year initiative is currently in its sixth-grade phase, with plans to extend to junior and high schools in subsequent stages. Additionally, a third project aims to conduct a survey on early childhood teachers' competencies in 2024.

Moreover, as a part of capacity development, they are also working on a Workshop targeting female STEM teachers and educators thorough the workshop focusing on collaboration and support for female educators in STEM fields, particularly new teachers. Building upon a series of exchanges and collaborations with ASEAN countries since 2020, the Centre will also undertake a training program for 3,000 educators in Laos in the next three years.

On the technical services front, TEC is providing expert support for public digital learning portal projects. Furthermore, the Centre highlighted its Teacher Digital Education Alliance project, with TEC aiming to establish a collaborative alliance involving partner institutions as pilot participants. The Centre encouraged participants to join and contribute to advancing digital teacher education initiatives.

PRESENTATIONS

OFFICE FOR CLIMATE EDUCATION (OCE)

About OCE

OCE was established in 2018 by the La main à la pâte Foundation and the scientific community as a response to the global need for climate change education. OCE is dedicated to fostering international cooperation among scientific organizations, non-governmental organizations, and educational institutions to equip present and future generations with the knowledge and skills to understand and address climate change and to prepare them for the challenges of living in a changing world. The Centre aims to help eliminate preconceptions, ideologies, and irrationality from climate change discussions and empower individuals to take informed action to protect our planet.

Current Programme Areas and Priorities for 2024

Following the presentation from TEC, OCE introduced its primary aim of promotion of climate change education within the formal sector, predominantly in secondary schools. Aligned with the objectives of the IPCC, OCE closely collaborates with the scientific community both in France and internationally. Additionally, they maintain active engagement with the UNFCCC, participating in key events such as COP 28 in the Emirates.

Over the years, OCE has assumed the role of coordinator for the Greening Education Partnerships under the UN framework, specifically overseeing the curriculum aspect. OCE's mission revolves around supporting teachers and education systems. To date, OCE has trained over 70,000 teachers and implemented educational programs benefitting approximately 2 million students globally across Europe, Latin America, Africa, and Asia.

OCE's efforts extend to developing educational materials in collaboration with numerous partners, resulting in a repertoire of over 100 resources. OCE prioritizes teacher professional development through training programs, capacity building, and collaborative pilot projects at the national and regional levels. Recent projects include initiatives in Latin America, Africa, and Southeast Asia, which was added to the programme recently.

In addition to its educational activities, OCE actively engages in research programs, particularly on impact evaluation methodologies for climate education. OCE's approach is interdisciplinary, encompassing not only hard sciences but also human and social sciences, addressing gender aspects, climate justice, eco-anxiety, and the psychological effects of

climate change are integral components of OCE's work.

OCE's outreach involves organizing national and international workshops, summer universities for teachers, teacher trainers, and policymakers. Collaborations with foreign institutions are paramount, enabling OCE to adapt and translate education materials to suit local contexts and needs, considering scientific, cultural, and political factors.

While acknowledging the vast scope of climate-related initiatives, OCE adopts a strategic approach, working with privileged partners and prioritizing collaborations with Category 2 Centres; OCE showed interest in the prospect of developing partnerships with a focus on early childhood, gender, and regions such as Asia and Africa.

PRESENTATIONS

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION (IEPA)

About IEPA

IEPA was established in 1975 as a joint initiative between the Government of Ghana and UNESCO/UNDP. Its primary objective was to enhance the capacity of educational planners and administrators, both experts and non-experts and to inform policy formulation and implementation through research. Over the years, the IEPA has upheld its mandate as the lead institution in Ghana for developing skilled educational planners, leaders, and administrators. In 2020, the Centre was established as a Category 2 Centre under an agreement between the Government of Ghana and UNESCO and is now well-positioned to extend its expertise to the African region. The IEPA, as a UNESCO Category 2 Centre, is committed to building the capacity of the education workforce in the West African sub-region. It provides training in Educational Planning, Leadership and Administration, as well as technical assistance and policy advice to support sector-wide planning and policy development.

Current Programme Areas and Priorities for 2024

Following the presentation from OCE, IEPA introduced its current mission and programmes. Despite being just two years old as a category 2 Centre, IEPA's mission is ambitious. Positioned as a Centre of Excellence in educational research and training, it aims to educate planners, administrators, and managers while serving as a leading institute for educational planning, administration, and management.

IEPA's strategic plan outlines four key strategic thrust:

1. To build and strengthen the capacity of educational planners, leaders, and administrators in the West African sub-region;
2. To support educational ministries in the sub-region with sector-wide planning and policy development;
3. To promote cutting-edge research, innovation, and consultancy within the educational landscape;
4. To create a platform for mobilizing educational experts in the sub-region to analyze educational issues and provide policy advice to ministries of education in member states.

In the past year, IEPA has developed an instrument for Educational Planning Mapping in West Africa. The mapping exercise has revealed gaps in educational planning skills, particularly among leaders at all levels of education. Recognizing this need, IEPA has initiated training programs for educational leaders in Ghana, focusing on addressing deficiencies in planning skills among well-resourced school leaders.

For the upcoming year, IEPA is actively seeking collaborations with institutes that share its vision for enhancing educational planning capabilities in the region. The institute is open to sharing its strategic plan document for review and adoption by interested colleagues. IEPA's primary focus for the coming year is to provide vigorous and aggressive training to fill the identified gaps in educational planning skills across various countries in the sub-region. Monthly webinars and regular meetings with planning officers are part of IEPA's ongoing efforts to engage and share expertise in this critical area. Additionally, IEPA offers master's and PhD programmes as well short certificate programmes in educational planning, administration, and pre-tertiary and tertiary education.

PRESENTATIONS

INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT (IECD)

About IECD

IECD was officially recognized as a Category 2 Centre for Early Childhood Care and Education by UNESCO in 2023 by the agreement that was signed in 2021. IECD comprises three sections that work closely together to fulfil the Institute's responsibilities: Regulatory Affairs, Programme Coordination and Research, and Advocacy and Information. The Centre provides support to a diverse range of stakeholders, including policymakers, ECCE professionals, caregivers in childcare establishments, parents and families, the wider community, external partners, donor agencies, and non-governmental organizations, including international organizations.

Current Programme Areas and Priorities for 2024

Following the presentation from OCE, IECD outlined its key priorities for 2024. IECD's first priority is to focus on the critical early years, particularly the zero to three-year age group, an area that has shown remarkable success in previous sessions. IECD aims to share these successful practices with countries across the continent and region. Additionally, IECD is committed to continuing knowledge creation and research activities.

Capacity building is another significant aspect of the agenda, and there is potential collaboration with other institutions to enhance the capabilities of early childhood teachers and assistants. Recognizing the foundational importance of the early years, IECD aims to strengthen the capacity of educators to deliver quality instruction to children. IECD believes that robust early childhood education sets the foundation for successful progression through primary and secondary education.

Impact evaluation is also a critical component of the priorities. IECD intends to conduct rigorous evaluations of all projects and activities in the African continent to measure their success. As advocates for evidence-based practices, IECD believes that thorough impact evaluations will provide valuable insights into the effectiveness of initiatives. This evidence-based approach will enable IECD to share best practices and research findings with other countries, contributing to the advancement of early childhood education globally.

Moving forward, IECD is committed to further discussing and elaborating on these priorities, ensuring a comprehensive and strategic approach to the mission and goals.

PRESENTATIONS

INTERNATIONAL CENTRE FOR HIGHER EDUCATION INNOVATION (ICHEI)

About ICHEI

ICHEI was established on 8 June 2016, and is the first Category 2 Centre in China that focuses on higher education. The 38th General Conference of UNESCO approved the founding of UNESCO-ICHEI in November 2015 in Shenzhen, China. The organization's primary objective is to promote digital transformation in developing countries in Asia and Africa through collaborations with flagship universities in various countries to expand quality and equal education opportunities. UNESCO-ICHEI specifically focuses on strengthening online and blended teaching and learning (OBTL) capacity. The organization carries out its mission by fully exerting its four main functions of knowledge production, capacity building, technical support, and information sharing. UNESCO-ICHEI develops international higher education cooperation programs with developing countries in Asia and Africa, constructing a global network based on the principle of "Extensive consultation, Joint contribution, Shared benefits".

Current Programme Areas and Priorities for 2024

Following the presentation from IEPA, ICHEI presented its key programmes. ICHEI's initiatives are geared towards enhancing the digital capacity of university teachers through various projects and activities.

One significant endeavour of ICHEI is the International Institute of Online Education, known as IIOE, jointly initiated with UNESCO. It is an online learning platform for the digital empowerment of innovative teachers, jointly launched in December 2019. This platform has seen significant growth in Asia Pacific and Africa, facilitating information technology and digital literacy training. With more than 30 partner institutions worldwide, ICHEI has provided training programs for over 12,000 teachers in multiple countries, offering digital learning products such as certification training, online courses, and webinars in six official languages of the UN.

Since 2022, ICHEI has actively established IIOE National Centres in collaboration with local government educational departments to expand its reach and benefit more partner members. Presently, it has set up a total of 10 IIOE National Centres worldwide, collaborating with leading universities, think tanks, and digital transformation centres for higher education in

various countries. ICHEI has also launched the IIOE Micro Certification for Higher Education Teaching Personnel project, aiming to promote micro-certification as a teacher professional development solution and incorporate it into teaching development policies at the university, institutional, and national levels.

Addressing common challenges in education infrastructure, ICHEI has undertaken the Smart Classroom Project. Collaborating with partner Information Technology enterprises, ICHEI has planned 40 smart classrooms in Asia and Africa, with several already in operation. To ensure evidence-based practices, ICHEI actively engages in joint research projects in collaboration with UNESCO and other international organizations and think tanks, resulting in publications and research reports on the digital transformation of higher education.

As a platform for sharing experiences and practices, ICHEI organizes high-level international and regional conferences. These events serve as a platform for partners to share their experiences and practices, culminating in the Pioneer Award. The Pioneer Award recognizes organizations and institutions that contribute to the exploration and innovation in the global field of higher education digitalization.

PRESENTATIONS

ASIA-PACIFIC CENTRE OF EDUCATION FOR INTERNATIONAL UNDERSTANDING (APCEIU)

About APCEIU

APCEIU was established in 2000, under the Agreement between UNESCO and the Government of the Republic of Korea to promote a culture of peace through Education for International Understanding (EIU) and Global Citizenship Education (GCED).

There are four main programme areas of APCEIU, which are as follows:

Research & Policy Development

Capacity-Building for Educators

Material Development & Information Dissemination

Partnership & Networking

Current Programme Areas and Priorities for 2024

APCEIU promotes a culture of Peace through EIU and GCED in the region through a multitude of activities. These include enhancing regional capacities in EIU and GCED, facilitating collaborative links, conducting research and development, arranging training workshops and seminars, and producing teaching/learning materials and publications on EIU and GCED.

As one of its core mandates, APCEIU has been offering capacity-building programmes for participants to enhance their knowledge and be equipped with proper resources and tools on EIU and GCED. One of the main capacity-building programmes of APCEIU is the International Teacher Exchange Programme - a bilateral exchange initiative between Korea and other countries. Presently, the programme involves Korea and seven other nations. At the end of the programme, APCEIU hosts the SSAEM Conference, an event that provides a platform for participating teachers to exchange experiences and share best practices in educational exchange. "SSAEM" stands for Sharing Stories of Asia-Pacific Education Movements.

In an effort to ensure that GCED is widely disseminated, APCEIU has been developing

evidence-based research and action-oriented policies on GCED with different stakeholders around the world. Following the successful first and second batches of this Project between 2016 and 2021, APCEIU is currently in the third year of the 3-year cycle project with Georgia, Indonesia, Laos, and Rwanda, while at the same time in the second year of collaboration with Bangladesh, Bhutan, Ghana, and Malaysia in 2023.

APCEIU is also working on the GCED Cooperation Centre Project to advance GCED and augment the proficiency of GCED-affiliated institutions beyond Korea. The project entails a collaborative effort between APCEIU and its partners to promote teacher training, research, and material development in the field of GCED.

APCEIU's programmes target participants from diverse backgrounds, including teachers, teacher educators, policymakers, government officials, students and youth leaders. These programs are designed to cater to the unique needs of each region and provide participants with the necessary skills and knowledge to contribute effectively to their respective fields.

DISCUSSION

MoU among Category 2 Centres in Education

The proposal to explore collaborative initiatives that align with individual institutional mandates, particularly in promoting sustainability, was met with a positive response during the meeting. The participants recommended the development of a comprehensive Memorandum of Understanding (MoU) among all Category 2 Centres in Education. This MoU would serve as a framework for collaboration, highlighting areas of common interest and identifying opportunities for joint initiatives. The proposal has the potential to significantly enhance the impact of Category 2 Centres in Education and advance their shared goals.

Strengthened Collaboration and Fellow Exchange Programme between Category 2 Centres

Participants emphasized the need for stronger collaboration and information exchange among Category 2 Centres in Education. The Fellow Exchange Programme was identified as a valuable tool for enhancing collaboration and capacity development. The idea behind the programme is to facilitate knowledge exchange and capacity-building while promoting cultural exchange. The participants discussed the programme in detail, highlighting its effectiveness in fostering collaborative efforts among Category 2 Centres in Education.

Discussion on Current Established Practices

The newly established Category 2 Centres expressed interest in the history of collaborative projects among Category 2 institutions, as well as any past initiatives that have emerged from such gatherings. They showed interest in understanding the experiences and outcomes of previous collaborations, primarily to gain valuable insights for institutions participating for the first time in the Category 2 Centres Meeting. Participants also expressed a keen interest in learning about established practices or mechanisms for successful collaboration and guidance on initiating and sustaining joint projects and results from previous meetings.

ANNEXES

Annex 1:

List of Meeting Participants

ASIA-PACIFIC CENTRE OF EDUCATION FOR INTERNATIONAL UNDERSTANDING (APCEIU)

DR HYUN MOOK LIM

Director

MR KWANG HYUN KIM

Head

Office of External Relations and Information

MS AKANKSHA ARYA

Assistant Programme Specialist

Office of External Relations and Information

MS HEASOO KIM

Assistant Programme Specialist

Office of External Relations and Information

MS YUJIN JO

Programme Specialist

Office of Education and Training

INTERNATIONAL CENTRE FOR HIGHER EDUCATION INNOVATION (ICHEI)

MR BI XIAOHAN

Deputy Director

MR LIANG JIANSHENG

Executive Deputy Director

MR MINGSHUN XU

Programme Officer

Global Partnership and Programme Office

**INSTITUTE OF EARLY CHILDHOOD
DEVELOPMENT (IECD)**

MS SHIRLEY JULIENNE CHOPPY
Chief Executive Officer

MS HANNAH POOL
Director International Cooperation &
Exchange

**INSTITUTE FOR EDUCATIONAL PLANNING
AND ADMINISTRATION (IEPA)**

DR MICHAEL BOAKYE-YIADOM
Director General

MR YAW A. ANKOMAH
Professor

**OFFICE FOR CLIMATE EDUCATION
(OCE)**

MR DAVID WILGENBUS
Executive Director

MR DJIAN SADADOU
Communications & Community Manager

**REGIONAL CENTRE FOR
EDUCATIONAL PLANNING (RCEP)**

MS MAHRA AL MUTAIWEI
Director

MS ZAHRA ALBLOOSHI
Senior Strategic Planning and Institutional
Performance management Specialist

**REGIONAL CENTRE FOR QUALITY
AND EXCELLENCE IN EDUCATION
(RCQE)**

DR ABDULRAHMAN ALMEDAIRES
Director General

DR FATIMAH ROAIS
Deputy Director General

MR MOHAMMED ALABBAD
Director General Office Manager

TEACHER EDUCATION CENTRE (TEC)

DR CUI BIAN
Coordinator for UNESCO Projects

DR JIA SONG
Project Manager

DR HUAFENG ZHANG
Project Manager

Annex 2: Meeting Photos







Annex 3:

Past Meetings of UNESCO Category 2 Centres in Education

S.N.	Date	Location	Organizer	Objectives
1 st Meeting	5 – 7 May 2009	Beijing, China	<ul style="list-style-type: none"> • UNESCO Chinese National Commission for UNESCO • International Research and Training Centre for Rural Education (INRULED) 	<ul style="list-style-type: none"> • To share information on institutional achievements, lessons and challenges • To develop future strategies in enhancing Category 2 Centres' contributions to UNESCO goals and mid-term programme
2 nd Meeting	30 May – 1 June 2011	Seoul, Republic of Korea	<ul style="list-style-type: none"> • UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) 	<ul style="list-style-type: none"> • To facilitate cooperation between UNESCO Education Sector, Regional Bureaus, Field Offices, UNESCO Category 1 Institutes and Category 2 Education Centres • To help align the Centres' biannual programmes with a Draft Programme and Budget for 2012-2013 (36C/5) • To identify ways to enhance the impact and visibility of Education Category 2 Centres • To identify opportunities for collaborative projects and sustainable networks among partners

3 rd Meeting	4 – 7 March 2013	Dubai, United Arab Emirates	<ul style="list-style-type: none"> • UNESCO Regional Centre of Educational Planning (RCEP) 	<ul style="list-style-type: none"> • To inform and assist the Centres in the alignment of their programmes and priorities with those of the 2014-2015 UNESCO Draft Programme and Budget (37C/5) • To identify opportunities for collaborative projects among Category 1 Institutes, UNESCO Regional Bureau, and Category 2 Centres • To evaluate and discuss ways of improving the effectiveness of the Category 2 Centres' network • To identify ways of enhancing the impact and visibility of Education Category 2 Centres
4 th Meeting	25 – 27 May 2015	Manila, Philippines	<ul style="list-style-type: none"> • UNESCO South East Asia Centre of Lifelong Learning for Sustainable Development (SEA CLLSD) 	<ul style="list-style-type: none"> • To share work, progress, and challenges and develop ways to complement and support other Category 2 Centre's work • To inspire the Centres to become cutting edge in reaching the education goals of UNESCO and the post-2015 education agenda
5 th Meeting	20 – 22 February 2018	Cairo, Egypt	<ul style="list-style-type: none"> • Arab States Fundamental Education Centre (ASFEC) • Egyptian Ministry of Education and Technical Education • UNESCO Beirut Office • UNESCO Cairo Office 	<ul style="list-style-type: none"> • To share programmes and plans and explore areas of possible collaboration • To increase the visibility of the Category 2 Centres' active contribution to the realization of UNESCO's objectives
6 th Meeting	24 February 2022	Virtual	<ul style="list-style-type: none"> • Regional Center for Quality and Excellence in Education (RCQE) • UNESCO Regional Bureau for Education in the Arab States 	<ul style="list-style-type: none"> • To discuss programmes, projects and activities of UNESCO Category 2 Centres in Education • To update each other of their respective work plans, meet new members, and strengthen existing ties





Education
2030



Sustainable
Development
Goals