



International Seminar on Education for Rural Transformation

Kunming, P.R.China 18-22 December, 2017





Contents

Preliminary Agenda

01-04

Concept Note

05-07

Practical Information

08-10

Guidelines for Country Presentation

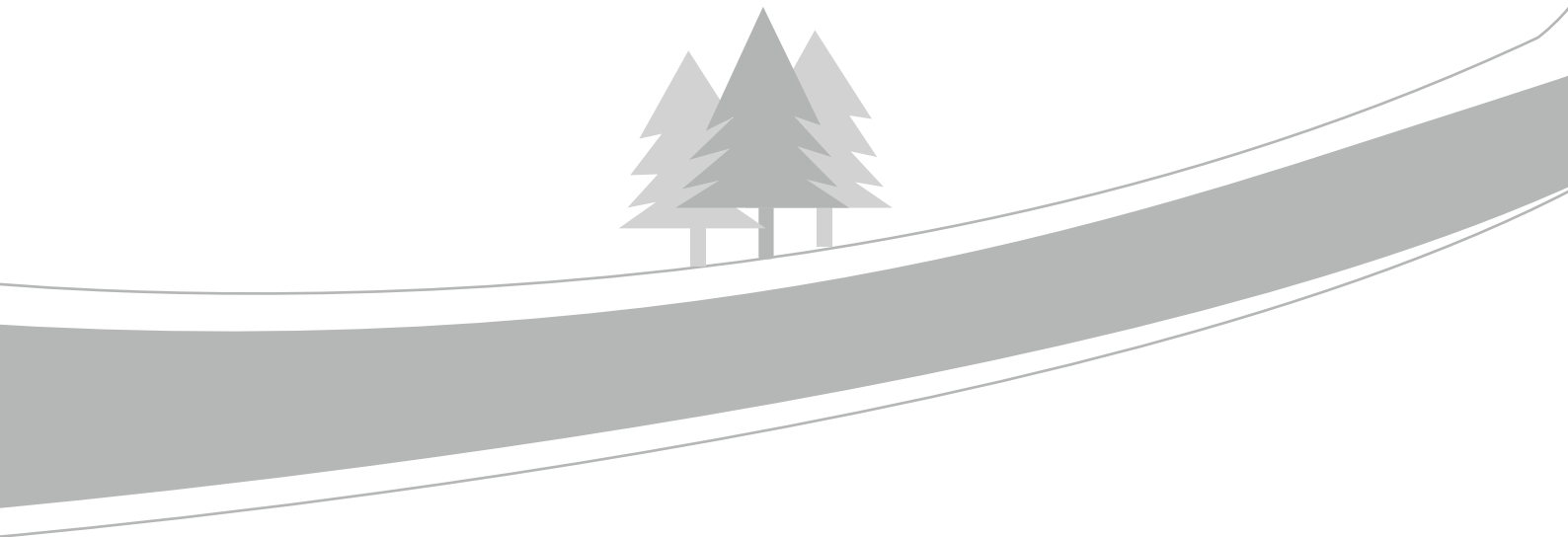
11-12

Participants' List

13-15

Annex

16-29



Preliminary Agenda

Venue: Conference Hall, 2/F, Yunnan Normal University Academic Exchange Centre

Date	Time	Sessions
Sunday 17 December		Arrival and Check-in
Monday 18 December	08:30-09:10	Opening Ceremony Chair: Prof. Li Jinsong, Yunnan Normal University - Welcome Remarks by Representative of Yunnan Normal University - Welcome Remarks by Prof. Li Yongzhong, Vice President, Yunnan Agricultural University - Opening Speech by Dr. Marielza Oliveira, Director and Representative, UNESCO Beijing Office - Opening Speech by Prof. Wang Li, Deputy Director, INRULED
	09:10-09:30	Group Photo and Tea Break
	09:30-09:50	Orientation to the Seminar and Self-introduction of Participants
	09:50-10:30	SDG 4 and Education 2030: Contextualized Education and Training in Asian Countries Moderator: Prof. Wang Li, Deputy Director, INRULED Presenter: Dr. Marielza Oliveira, Director and Representative, UNESCO Beijing Office
	10:30-12:00	Session 1 Country Presentation: Policies and Practices (30 minutes for each presentation) Moderator: Ms. Deng Yan, Vice Dean of School of Economics and Management, Yunnan Normal University - A Report from Bangladesh - A Report from Cambodia - A Report from Lao PDR
	12:00-12:15	Plenary Discussion of Session 1
	12:15-13:30	Lunch

Date	Time	Sessions
<p style="text-align: center;">Monday 18 December</p>	13:30-15:00	<p>Session 1 (Cont'd) Country Presentation: Policies and Practices (30 minutes for each presentation)</p> <p>Moderator: Prof. Zhang Tiedao, Beijing Open University</p> <ul style="list-style-type: none"> - A Report from Myanmar - A Report from Nepal - A Report from Pakistan
	15:00-15:10	Tea Break
	15:10-16:40	<p>Session 1 (Cont'd) Country Presentation: Policies and Practices (30 minutes for each presentation)</p> <p>Moderator: Prof. Zhang Tiedao, Beijing Open University</p> <ul style="list-style-type: none"> - A Report from Thailand - A Report from Viet Nam - Informal Education and Capacity Building for Rural Development in Yunnan (Province Prof. Zhao Yaqiao, Yunnan Agricultural University)
	16:40-16:55	Plenary Discussion of Session 1 (Cont'd)
	16:55-17:00	Wrap-up of Day 1 Prof. Zhang Tiedao, Beijing Open University
	18:00-20:00	Reception
<p style="text-align: center;">Tuesday 19 December</p>	<p>Session 2 China's Education and Society: Policies and Practices</p> <p>Moderator: Ms. Rika Yorozu, Programme Specialist of Literacy and Basic Skills, UNESCO Institute for Lifelong Learning</p>	
	09:00-09:45	<ul style="list-style-type: none"> - National Educational Development: Focus More on Rural Areas and People (The Policies, Practices & Experiences in China) <p>Presenter: Prof. Wang Li, Deputy Director, INRULED</p> <ul style="list-style-type: none"> - Plenary Discussion
	09:45-09:55	Tea Break

Date	Time	Sessions
Tuesday 19 December	09:55-10:40	- Contextualizing Interactive Teacher Learning in China: A Review of 30 Years Field Work (1987-2007) Presenter: Prof. Zhang Tiedao, Beijing Open University - Plenary Discussion
	10:40-10:50	Tea Break
	10:50-11:40	- Policies and Practices Review of Formal and Non-Formal Education for Ethnic Minority Groups in Yunnan Province Presenter: Prof. Li Jinsong, Yunnan Normal University
	11:40-12:00	Plenary Discussion of Session 2
	12:00-14:00	Lunch
	Session 3 Education and Learning: Looking from a Macro Perspective Moderator: Dr. Silinthone Sacklokham, Interim Director, SEAMEO CED	
	14:00-14:55	- Equitable Access to Lifelong Learning for Indigenous Peoples: International Policies and Practices Presenter: Ms. Rika Yorozu, Programme Specialist of Literacy and Basic Skills, UNESCO Institute for Lifelong Learning - Plenary Discussion
	14:55-15:05	Tea Break
	15:05-16:00	- SEAMEO & Priority#2: Addressing Barriers to Inclusion Presenter: Dr. Pattama Punthawangkul, Programme Officer, SEAMEO Secretariat - Plenary Discussion
	16:00-16:10	Tea Break
	16:10-16:55	- Community Learning Centres for Rural Education in Vietnam: Good Practices, Impacts and Challenges Presenter: Mr. Mai Hong Quan, Deputy Manager of Research and Training, SEAMEO CELLL - Plenary Discussion
	16:55-17:00	Wrap-up of Day 2 Dr. Silinthone Sacklokham, Interim Director, SEAMEO CED
	18:00-19:30	Dinner

Date	Time	Sessions
Wednesday 20 December		Session 4 Education and Learning: We are All in Action Moderator: Dr. Pattama Punthawangkul, Programme Officer, SEAMEO Secretariat
	09:00-09:40	Ethnics and Education: Experiences in Lao PDR Presenter: Dr. Silinthone Sacklokham, Interim Director, SEAMEO CED
	09:40-09:50	Tea Break
	09:50-10:30	- Good Practice: Establishing Community Learning Centres in Nong and Sepon District, Savannaketh Province Presenter: Ms. Dokkham Xomsihapanya, Project Manager for CLCs and Rural Education, DVV International Regional Office South and Southeast Asia
	10:30-10:50	Plenary Discussion of Session 4
	10:50-11:00	Tea Break
	11:00-11:40	Session 5 Lifelong Learning for Ethnic Minority Groups in the Greater Mekong Sub-region Moderator: Ms. Rika Yorozu, Programme Specialist of Literacy and Basic Skills, UNESCO Institute for Lifelong Learning
	11:40-13:30	Lunch
	13:30-17:30	Session 5 (Cont'd) Lifelong Learning for Ethnic Minority Groups in the Greater Mekong Sub-region Moderator: Ms. Rika Yorozu, Programme Specialist of Literacy and Basic Skills, UNESCO Institute for Lifelong Learning
	17:30-17:40	Wrap-up of Day 3 Ms. Rika Yorozu, Programme Specialist of Literacy and Basic Skills, UNESCO Institute for Lifelong Learning
	18:00-19:30	Dinner
Thursday 21 December	08:30-17:00	Field Visit to the Local Site
Friday 22 December	09:00-10:00	Reflection on the Seminar
	10:00-10:10	Tea Break
	10:10-10:30	Closing
	10:30-18:00	Cultural Visit
Saturday 23 December		Departure

Concept Note

UNESCO International Research and Training Centre for Rural Education (INRULED), Yunnan Normal University and Yunnan Agricultural University will host an International Seminar on Education for Rural Transformation in Kunming on 18-22 December, 2017. The seminar will be contextualized in Education 2030 and the Mekong cooperation mechanism by bringing together education policy-makers, researchers and practitioners from the five Mekong countries (Cambodia, Laos, Myanmar, Thailand and Vietnam) and Bangladesh, Nepal and Pakistan.

1. Background

In May 2015, the World Education Forum held in Incheon adopted the Framework for Action Education 2030 with an overarching goal of “ensuring inclusive and equitable quality education and promoting lifelong learning for all by 2030”. Rural education, which remains the weak point, is the indispensable part for the goal realization. In September 2015, the United Nations set 17 Sustainable Development Goals (SDGs), and rural education as a major component and a key area for policy actions has a close linkage with Goal 4 of SDGs.

There are about 150 million people living in rural areas of the five Mekong countries, accounting for nearly half of the total population in that area. However, because of the economic and social underdevelopment, rural people have limited access to quality education and lifelong learning opportunities, and lack adequate training for employment. It has formed a vicious circle and become an obstacle to improving their living standard. These problems that hinder social development process must be identified and addressed.

In order to combat poverty, promote education and training for rural education, achieve social and economic growth, and implement the Mekong cooperation mechanism, INRULED organized the first International Seminar on Education for Rural Transformation in last December. 26 representatives from the five Mekong countries and Malaysia, Pakistan, the Philippines and Sri Lanka attended the seminar. The seminar considered the actual need of those countries and attained fruitful outcomes. This year, INRULED will continue the important theme.

By focusing on education for rural transformation, the seminar will reflect on diversified practices of skills development and advisable experiences of community learning centers and learning villages in rural areas, and summarize the practical approaches of rural development and rural transformation. It is aimed at providing an opportunity for representatives to look into the key

issues in rural education development, and discuss the ways of mobilizing multi-sector and multi-level partnerships and resources to address challenges and problems. Experiences and cases will be shared among representatives on how to support education and training for rural transformation, how to build dynamic and sustained learning villages, and how to meet the need of rural people and improve their living standards. By influencing education policy makers and practitioners, the seminar hopes to bring about positive changes in the thinking and behavior of rural people through policy change and practice improvement, and help rural areas achieve development goals.

In addition, a vast range of ethnic minority groups reside in the disadvantaged areas throughout the Greater Mekong Sub-region. The six countries are bound together by the Mekong River and share borders with each other. Thus, many ethnic minority groups have the same or similar origins. This inspires the idea to identify a framework of policies and practices within these countries and beyond, which would be responsive to the cultural contexts of the ethnic communities. The ultimate aim is to yield sustainable, inclusive and equitable development outcomes.

2. Goal and objectives - - - - -

The basic goal of the seminar is to enhance the capacity of key stakeholders, including government officials and education practitioners, and to effectively integrate the concept of education for rural transformation and learning villages into national development planning and programming as well as local practices.

Towards this end, the seminar aims to:

- Provide a platform for a diverse range of stakeholders to voice their observation, analysis and aspirations for sustainable socio-economic development and transformation in rural areas, and share good practices and experience regarding priorities and strategies to promote education and skills development in the context of rural transformation.
- Identify the needs in terms of capacity building for both trainers and trainees in the process of rural transformation, and build a common understanding of education for rural transformation and learning villages among the representatives from different countries and contexts.
- Develop a country report on education for rural transformation, poverty alleviation and culture-responsive development at ethnic minority communities in the Greater Mekong Sub-region and beyond.

3. Methodology - - - - -

The seminar will be held over five days in the form of experience sharing, country presentations, discussions and field visits. Representatives will share the good practices and applicable experiences in terms of rural education and poverty alleviation, as well as education and training for rural transformation. They will also engage in a discussion on how to identify and

solve the existing problems, and how to create holistic national standards for stakeholders in the field of sustainable rural development.

During the period of the seminar, INRULED will host an expert group meeting to gather potential partners and discuss the possibility to develop a synthesis report themed on “lifelong learning for ethnic minority groups in the Greater Mekong Sub-region: towards culture-responsive development at community learning centres”. This meeting is expected to find out context- and cultural-responsive policies and strategies as well as model practices of formal and non-formal education and learning for ethnic minorities. An initial version of the report preparation guideline will be presented by INRULED at the meeting. The main task of the members of the expert group will be to provide advice by (a) identifying relevant initiatives and materials to be considered; (b) concretizing the institutional partnership of organizations and individuals involved in the development for ethnic minority groups; and (3) providing comments and inputs to the proposed guideline deliverable in written form.

4. Participants -----

3 representatives from each of the five Mekong countries (Cambodia, Laos, Myanmar, Thailand and Vietnam), and 2 representatives from Bangladesh, Nepal and Pakistan respectively are expected to participate in the seminar.

5. Date and venue -----

The seminar will be held on 18-22 December 2017, in Kunming, the capital city of Yunnan Province, southwest China.

6. Working language

The working language will be English. Thus the representatives are required to have good oral and written skills of English.

7. Expenses -----

The organizers will cover expenses including economic round-trip flight tickets, accommodation, meals and domestic transport services. The organizer will also provide each representative some subsidy for visa application, unplanned transportation and meals and other costs. All other expenses will be the responsibility of the representatives. For any extended stays beyond the seminar period, representatives will be responsible for the costs incurred.

Practical Information

8. VENUE

The seminar will take place at Yunnan Normal University (Kunming city, from 18 to 22 December).

Venue of Seminar in Kunming: - - - - -

Yunnan Normal University Academic Exchange Centre

Address: No.768, Juxian Street, Chenggong District, Kunming, Yunnan, China

(Address in Chinese: 昆明市呈贡区大学城聚贤街768号, 近景明北路, 云南师范大学国际交流中心)



9. REGISTRATION

Site registration will take place on 17 December, 2017 from 14:00-18:00 in the lobby of Yunnan Normal University Academic Exchange Centre. For those coming late, a volunteer will contact you for the registration.

10. VISA ARRANGEMENTS

Participants requiring an entry visa for China are strongly advised to contact the nearest Embassy or Consulate of the People's Republic of China in order to secure, in a timely manner, the required entry visa, prior to departure.

In order to facilitate the visa process, UNESCO International Research and Training Centre for Rural Education (INRULED) will provide invitation letters to all participants.

11. AIRPORT TRANSPORTATION

Assistance will be provided for round trip airport transfer between the airport and the hotel in Kunming.

Upon your arrival at Kunming Changshui International Airport, please look for a sign of UNESCO INRULED. A volunteer will be waiting for you at the international arrival exit.

12. ACCOMMODATION

During the stay in Kunming city, rooms are reserved for all participants at Yunnan Normal University Academic Exchange Centre, the same as the seminar venue;

Yunnan Normal University Academic Exchange Centre

Address: No.768, Juxian Street, Chenggong District, Kunming, Yunnan, China

(Address in Chinese: 昆明市呈贡区大学城聚贤街768号, 近景明北路, 云南师范大学国际交流中心)



13. GENERAL INFORMATION

- Weather

In December, Kunming have a pleasant autumn temperature. Though there are intervals of weather changes, it is generally comfortable. Temperatures range from 5-10°C in Kunming city. It is recommended that brings long sleeved shirts, a jacket and a light cardigan.

- Currency

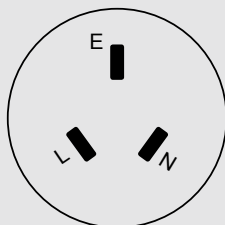
The currency of China is the Chinese Yuan (RMB). The average exchange rate is 1 USD = 6.620RMB as of 07 December 2017.

Banks are usually opened 7 days per week, from 9:00 to 17:00. ATM services are available 24 hours. Credit cards are widely accepted.

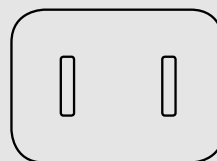
We highly suggest participants to prepare enough RMB prior to your travel.

- Electricity

China has a voltage of 220 volts (Plug/socket: D & J). You may need to bring a plug adaptor and/or current transformer.



category D
oblique flat blades
-grounded



category J
vertical blades
China type plug

- **Internet Access**

Free wireless (Wi-Fi) internet access will be available for the participants in the hotels.

- **Time Zone**

The Chinese Standard Time zone is GMT +8 hours.

To calculate the equivalent time for your city/country, please visit: <http://www.timeanddate.com/worldclock/timezone/utc>

- **Insurance**

Please bear in mind that the organizers does not provide overall medical insurance for participants (only accident insurance that can be used in case of an accident). Each participant is strongly requested to purchase and bring his/her own medical insurance when travelling to China.

14. LOCAL CONTACTS

The seminar organized by INRULED, Yunnan Normal University and Yunnan Agricultural University, supported by Faculty of Education, Beijing Normal University. For any concerns related, you may contact the following:

For visa and air tickets issues:

Ms GE Yi

Programme Assistant

UNESCO INRULED

Tel: +86 10 5880 2585; +86 135 8192 9166

E-mail: geyi@inruled.org

For accommodation and airport pick-up:

Ms XIAO Tian

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Ms LU Yao

Yunnan Agricultural University

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Guidelines for Country Presentation

Education for Rural Transformation: Status, Good Practices and Challenges

A Country Presentation

Name of your country

Overview -----

- Please provide general information about your country (e.g. location, population, social-economic development, etc.) The data about rural population, ethnic minority population, and status of development in rural areas is preferred.
- Please briefly introduce the education system of your country, including the status of formal education, non-formal education and informal education.

Education for Rural Transformation: where are we? -----

- Please present the policies and strategies in your country to promote education, learning, and skills development, with a focus on disadvantaged groups and rural areas (e.g. ethnic minorities, poverty-stricken areas).
- Please list the major achievements in this field.
- Please identify the good practices in promoting rural transformation. You can present 1 or 2 case studies here.

Education for Rural Transformation: what is the challenge? -----

- Please identify the challenges you face to promote skills development, learning community, village development and sustainable livelihood.

Education for Rural Transformation: how to do better? -----

- Please present the future strategies or initiatives planned in your country to promote sustainable social-economic development and transformation of rural areas.



Poverty Alleviation and Education for Rural Transformationn - - - - -

- How to define poverty in your country officially? What is the Poverty Threshold (standard) and indicators of assessing poverty in your country? How and who assess the poverty?
- Is there any national-level plan or strategy to fight poverty? If yes, what are the policies and strategies on poverty alleviation in your countries?
- Is there any department responsible for combating poverty in your country? If yes, what is the working mechanism institutionally?
- What are the challenges to reduce poverty in your country?
- Is there anything that needs to be changed to improve the performance of the poverty reduction in your country, and what are they?



Participants' List

Country	Name	Gender	Position	Name of Organization	Email
Bangladesh	Monirul I Khan	M	Professor	Department of Sociology, University of Dhaka	mikdu1070@yahoo.com
	Mohammad Abdul Wasim	M	Programme Officer	Bangladesh National Commission for UNESCO	im_prohas@yahoo.commd. abdulwasim@yahoo.com
Cambodia	Sarom Mok	M	Deputy Director General	Directorate General of Education, Ministry of Education, Youth and Sport	mok.sarom@moeys.gov.kh
	Chan Oeurn Chey	M	Vice Dean	Faculty of Sciences, Royal University of Phnom Penh	ch.chey@gmail.com
	Ramy Chhun	M	Deputy Director	Primary Education Department	chhunramy@yahoo.com
Lao PDR	Silinthone Sacklokham	F	Interim Director	SEAMEO CED	s.sacklokham@nuol.edu.la
	Athith Outhay Chatouphonexay	M	Dean of Faculty of Education	National University of Laos	athithouthay@gmail.com
	Sengaloun Boutsady	M	Head of Division	Non-formal Education Department, Ministry of Education and Sports	sengaloun02@yahoo.com
Myanmar	Soe Soe Myint	F	Professor (Head)	Department of Linguistics, Chair of YUFL Senate Committee for Research Projects Management, Yangon University of Foreign Languages	soesoemyint.99@gmail.com
	Than Than Win	F	Programme Officer	Myanmar National Commission for UNESCO	thanthanwin001@gmail.com
	Htet Htet	F	Assistant Registrar	Students Affair Department, Yangon University of Foreign Languages	htathtat26585@gmail.com
Nepal	Dinesh Kumar Shrestha	M	Officiating Director	Regional Education Directorate, Hetauda	dineshshrestha@hotmail.com
	Khadga Bahadur Kamal	M	District Education Officer	District Education Office, Nawalparasi	khadgakamal@gmail.com

Country	Name	Gender	Position	Name of Organization	Email
Pakistan	Iftikahr Ahmed Babar	M	Secretary General	Pakistan National Commission for UNESCO	iftikharbabr@gmail.com
	Samina Waqar	F	Director General	National Commission for Human Development	dg@nchd.org.pk
Thailand	Roong-aroon Omas	F	Director of Foreign Relations Section	Office of the Non-formal and Informal Education, Ministry of Education	roongaroon2331@gmail.com
	Kittisak Yusabai	M	Human Resource Officer, Professional Level	Community Development Institute, Community Development Department, Ministry of Interior	kyusabai@gmail.com
	Yothin Sommanonont	M	Teacher, Senior Professional Level	San Pa Tong District Non-Formal and Informal Education Centre, Office of the Non-formal and Informal Education, Ministry of Education	ysommanonont@gmail.com
Vietnam	Quan Tran Dihn	M	Senior Officer	Department of Continuing Education, Ministry of Education and Training	tdquan@moet.edu.vn
	Thi Thu Phuong Chu	F	Senior Officer	National Commission for UNESCO of Vietnam	chu_thuphuong@yahoo.co.uk
Representative	Name	Gender	Position	Name of Organization	Email
Representatives from UNESCO	Marielza Oliveira	F	Director and Representative	UNESCO Beijing	m.oliveira@unesco.org
	Rika Yorozu	F	Programme Specialist of Literacy and Basic Skills	UNESCO Institute for Lifelong Learning	r.yorozu@unesco.org
	Wang Li	M	Deputy Director	INRULED	wangli_inruled@163.com
	Ge Yi	F	Programme Assistant	INRULED	geyi@inruled.org
	Wang Di	F	Programme Assistant	INRULED	wangdi@inruled.org
	Xu Jingjing	F	Programme Assistant	INRULED	xujj@inruled.org
Representatives from SEAMEO	Pattama Punthawangkul	F	Programme Officer	SEAMEO Secretariat	pattama@seameo.org
	Hong Quan Mai	M	Deputy Manager of Research and Training	SEAMEO Regional Centre for Lifelong Learning (SEAMEO CELLL)	littlequan@gmail.com

Representative	Name	Gender	Position	Name of Organization	Email
Representative from DVV International	Dokkham Xomsihapanya	F	Project Manager for CLCs and Rural Education	DVV International Regional Office South and Southeast Asia	xomsihapanya@dvv-international.la
Representative from Beijing Open University	Zhang Tiedao	M	Vice President (2011-2016)	Beijing Open University	
Representatives from Asian Institute of Technology	Phonedalom Bounkham	M		Rural and Regional Development Planning, Asian Institute of Technology	st116653@ait.ac.th
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	Kanokwan Meesook	F		Rural and Regional Development Planning, Asian Institute of Technology	st116553@ait.ac.th
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	Neriza Cabahug	F	Program Associate	IFERT	neriza@ait.asia

Annex



About UNESCO International Research and Training Centre for Rural Education

International Research and Training Centre for Rural Education (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 centre under the auspices of UNESCO, INRULED's research and training activities concentrate on education for rural transformation.

Rural areas and developing countries are the most difficult challenge in the development of quality education for all. INRULED addresses this challenge to bring about positive changes in the thinking and behaviour of the rural population within the broader framework of Education-for-All (EFA) and the global education agenda (Education 2030). INRULED is commissioned to initiate and facilitate activities focused on exchange and popularization of experiences for international rural education, to undertake human resource training programs, and to serve extensively the UNESCO member countries, especially developing countries.

The objectives of INRULED's work 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 and seminars on special subjects and provide fellowships for international research;
- To produce and disseminate publications and materials for the various projects undertaken by the Centre.



About Yunnan Normal University

As the key normal university of Yunnan Province and with a long history and splendid tradition, Yunnan Normal University (henceforth YNNU) is a higher institution co-funded by the Ministry of Education (MOE) and Yunnan Provincial Government and one of the 100 universities funded by the National Key Project for the Quality Enhancement of the Higher Institutions in Central and West China..

When the Anti-Japanese War broke out in 1937, Peking University, Tsinghua University and Nankai University moved to Kunming and merged into the National Southwest Associated University, which consisted of School of Arts, School of Science, School of Engineering, School of Business and Law, and Teachers School. After the war ended, the three component universities moved back to their original campuses in the north, whereas the Teachers School, now renamed National Kunming Normal College, remained in Kunming as an independent institution. It adopted the name of Kunming Normal College in 1950 and was renamed Yunnan Normal University in 1984. Up to now, it has produced more than 200,000 graduates of different kinds and is rightfully known as the Cradle of Qualified Teachers on the Lateritic Plateau.

Covering a total area of 3,330 mu (about 555 acres), YNNU consists of 24 schools, two independent schools, and over 40 research institutes. Currently it has over 33,000 full-time students pursuing different degrees, from bachelor to PhD, and more than 18,000 students participating in the program of adult continuing education. Equipped with over 3.2 million books, the library of YNNU is a provincial data resources center of China Academic Library and Information System (CALIS), and the campus is covered by a new digitalized service system. The Journal of Yunnan Normal University (Social Science Edition), included in the highly selective CSSCI (Chinese Social Sciences Citation Index) list, ranks among the top 30 of its kind, while the Natural Science Edition is a nationally acclaimed core journal. In addition, the Teaching and Research on Chinese as a Foreign Language Edition, a pioneer in this field, ranks among the top 30 journals of its kind in China in terms of impact factor.

YNNU offers 10 disciplines: literature, history, philosophy, law, education, management, science, engineering, economics, and arts, which are well coordinated in their development. In an assessment conducted in 2012 by the Ministry of Education, 22 of YNNU's sub-disciplines

are ranked among the top 20 in the whole country while 3 of them are among the top 10. YNNU offers 90 bachelor's programs, 2 postdoctoral research programs, 1 doctoral program in a first-class discipline, 7 doctoral programs in second-class disciplines, 26 master's programs in first-class disciplines, 130 master's programs in second-class disciplines, and 13 professional master's programs, such as MBA and M.Ed. It is one of the first 24 universities in China that offer the Master's Program for Teaching Chinese to Speakers of Other Languages.

Through reforms and innovations in teacher education, talent development, teaching content and methodology, curriculum and credit system, YNNU has transformed itself from a traditional teacher-training university to a teaching-research university, with teacher education as its typical trait. It has won 12 state-level teaching awards, one first prize and two second prizes in 2014. It has a number of state-level teaching teams, innovative training programs, special majors, brilliant teachers, excellent courses and experimental teaching bases that rank among the best in China in their respective fields. It has won several national excellent teaching awards. It is carrying out state-funded projects in such areas as reforms in education system, bilingual teaching and teaching innovation and faculty development. It has 76 state-level Quality Projects under construction. It is one of the national college-student innovation training bases. YNNU's Teaching Affairs Department, the Enrollment & Employment Department and the Adult Education Department have won state-level honors for their respective contribution. Its undergraduate teaching is rated "Excellence" in the teaching-quality assessment conducted by the Ministry of Education.

The university has built 2 state-level research platforms, the National Solar-heater Quality Testing Center, the Sino-Laos Joint Lab for Recyclable Energy Resources, 33 research bases or platforms, including the Ministry of Education's Key Lab, Engineering Research Center, Key Lab of Yunnan Province, Yunnan Engineering Center, and Philosophy and Social Science Research Base, etc., and 13 innovation teams at the provincial and ministerial level, including Educational Innovation Team, Science and Technological Innovation Team of Yunnan Province, etc. The university also set up two provincial Collaborative Innovation Centers, the Collaborative Innovation Center for Geopolitical Environment of Southwest China and Borderland Development, and the Collaborative Innovation Center for Research and Development of Recyclable Energy Resources in Southwest China. In addition, it is equipped with two new think tanks, one for educational policy-making of Yunnan and the other for researches on geopolitical environment of Southwest China and implementation of "One Belt, One Road" program. In the past three years, YNNU has undertaken 1, 779 different research projects, its research funds totaling over 557 million Yuan, among which 159 projects are newly approved and initiated from National Natural Science Foundation, 65 funded by National Social Science Foundation, and 15 National Prestigious Key Projects, such as the National Sci-tech Support Plan, Technological Benefiting Project of National Ministry of Science and Technology, a Major Bidding Project of National Social Science Foundation and a Special Commission Project of the National Social

Science Foundation of China. The faculty has published 428 academic books, 104 of them by publishers of the top class. And 834 out of the 8774 published journal papers have been listed by SCI, EI, and ISTP, and 733 by CSSCI. The university has won 122 awards for academic achievements, including 2 National Universities' Academic Research Awards, 99 Yunnan Philosophy and Social Science Research Awards, and 9 Yunnan Science and Technology Awards. YNNU also has had 74 patents authorized, 116 software copyright registered, and three National Standard Projects approved and initiated by the Standardization Administration of the People's Republic of China (SAC).

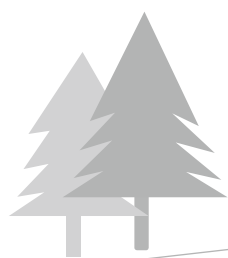
Currently YNNU has a staff of 2373, many of whom are experts with honors awarded by the Central Government, specialists winning the State Council Special Allowance, members from the "100 Talents Program" of Chinese Academy of Sciences(CAS) or the state-level "Ten Million Talents Project", winners of the state-level "Outstanding Teacher" and "Teachers as Role Models of the Country", and of "Young Faculty Award" granted by the Ministry of Education, candidates for the "New-century Talents Development Program" by the Ministry of Education, and for "West Light" talents development project by CAS, and important experts of the national research project of Marxist Theory. Some teachers have also won the national awards of "Model Workers and Advanced Workers". In addition, YNNU has invited about 100 well-known experts from 40 countries and regions as its Honorary Professors, Guest Professors or Adjunct Professors, including Professor Chen-Ning Franklin Yang, Nobel Prize winner in physics in 1957, Professor Yang Le, Professor Guo Bailing, Professor Dai Ruwei, and Professor Ouyang Ziyuan, CAS academicians, Professor Gehan Amaratunga from Cambridge University, academician of the Royal Academy of Engineering, U.K., Professor Christopher A. Pissarides, fellow of British Academy and winner of Nobel Prize in economics sciences in 2010, Professor Seymour Topping, former Administrator of the Pulitzer Prize, and former managing editor of the New York Times, the world-famous futurologist Dr. John Naisbitt, and Wu Jinlian, renowned economist.

Boasting of international visions and modern ideas, YNNU has been designated by the Ministry of Education and the Hanban as one of the ten key universities supporting Chinese teaching in neighboring countries. It is the Cross-Strait Exchange Center at the site of Southwest Associated University sponsored by the Taiwan Affairs Office of the State Council, Chinese Language and Culture Education Base by Overseas Chinese Affairs Office of the State Council (OCAOSC), Teacher Training Base for the International Promotion of Chinese Language, and the TCFL Teacher Training Base for Southeast Asian Countries by the Hanban, one of the first Chinese universities approved by the Chinese government to establish Confucius Institute abroad and provide scholarship awarded by the Chinese Government and Confucius Institute Headquarters to overseas students, one of the first National Demonstration Bases for International Education, and Education Training and Research Center for Overseas Studies by the MOE, the HSK and CFL Test Centers and authorized to enroll students from Hong Kong, Macau, and Taiwan area. Up till now, it has set up one Confucius Institute, three Confucius

Classrooms, and six Chinese Culture Centers abroad. YNNU has established collaborative ties with over 160 overseas universities and research institutes from more than 60 countries, such as Great Britain, USA, Canada, Australia, New Zealand, and other regions of China, including Hong Kong, Macau, and Taiwan. It has enrolled more than 16,000 overseas students from 81 countries in the past, and currently 1,725 international students are studying here, the greatest number in Yunnan universities.

YNNU has been granted awards by the State Council, the Ministry of Human Resources and Social Security (MOHRSS), the Ministry of Education, and Yunnan Province for its contributions to the national unity and progress, for its achievements in education, well-organized running of the university in accordance with the law, experienced guidance for graduates in job-hunting, training of teachers from elementary and middle schools, conservation-oriented operation, excellent campus culture and landscaping, and advanced grass-roots Party organizations. Students have also made remarkable achievements in the Mathematical Contest in Modelling, the “Challenge Cup” Extracurricular Academic Science and Technology Works Competition for University Students, the Speech Contest for University Students, the National English Competition for College Students, and the National Teaching Skill Competition for Normal University Students. And some students and classes and associations have won awards for their excellent performance, scientific and technological innovations and praiseworthy actions for helping those in need. YNNU’s students have won medals in the Olympic Games and the Paralympic Games held in Beijing, Athens and London.

In the new stage of development, YNNU will make unremitting efforts to become a high-quality university with its unique features by implementing the strategy of “integrating strengths from all sides while sticking to unique local features” and developing a campus culture of “inclusiveness, harmony and politeness.



About School of Education and Management, Yunnan Normal University

School of Education and Management at Yunnan Normal University, established in 1999, is the most prestigious Education school in the university with a long history and good traditions.

Its predecessor was the Department of Education at Southwest Associated University, which was set up in 1938 during the Anti-Japanese war by consolidating the Department of Education and the Department of Philosophy at Peking University, the Department of Philosophy and the Department of Psychology at Tsinghua University, the Department of Philosophy and Education at Nankai University, and the Department of Education at Yunnan University. The Department of Education at Southwest Associated University produced 168 students during a span of 8 years from 1938 to 1946, most of whom furthered their study abroad and became eminent experts and scholars in the fields of education and psychology in our country.

In 1946, Peking University, Tsinghua University, and Nankai University moved back to the north, leaving the Teachers' College, and later renamed Kunming Teachers' College, in Yunnan as a token of gratitude to people in Yunnan for their support of the Southwest Associated University in the eight-year-long War. The Department of Education at the original Southwest Associated University, a key element of Kunming Teachers' College, continued its excellent traditions and teaching with a well-organized system and some highly-acclaimed professors and scholars.

After 1949, the Department of Education went through vicissitudes and halted several times due to various reasons. It was not until 1983 that it resumed enrolling students, coming back to its regular track. In 1984, Kunming Teachers' College was renamed Yunnan Normal University. In August, 1998, the Department of Education at Yunnan Normal University merged with the Branch of Education and Management at Yunnan Education College in order to meet the needs for the reform and development of institutions of higher learning. In December 1999, the present School of Education and Management at Yunnan Normal University came into being by combining Yunnan Institute of Education.

The school consists of five departments, namely, the Department of Education, the Department of Psychology, the Department of Pre-school Education, the Department of Public Services Management, and the Department of Curriculum Design and Pedagogy. Its research institutes include Yunnan Provincial Institute of Education, Yunnan Research Center of Basic Education, and Research Institute of Applied Psychology. Its supporting institutions comprise Comprehensive Psychological Experimental Center, Laboratory of Modern Instruction Technology Training, and Reference Center. Besides, our school boasts a characteristic major of Education at national level, a key major of Education at provincial level, a selected course

of Teaching Principles at provincial level, a selected course of Psychology at university level, key characteristic disciplines of education and psychology in the Eleventh-Five-Year Plan at provincial level, and first-class and second-class key disciplines of education and psychology in the Eleventh-Five-Year Plan at university level.

The school has a teaching staff of 65, of whom, 51 are full-time teachers. There are 14 professors, 1 research fellow and 23 associate professors. Among the teachers, one is doctorate supervisor, and 27 are master's supervisors. In addition, we have two young and middle-aged academic pacesetters at provincial level, one academic pacesetter at the level of institutions of higher learning, four academic pacesetters at university level; three key teachers at university level. Among the teachers of our school 31 have masters, 11 doctors and post-doctor degrees, 4 doctorate candidates. The proportion of teachers to those with master's degrees is 60.78%.

Now, the school has three levels of students, postgraduates, undergraduates, and diploma students offering synchronized modes of teaching: full-time, correspondence, and self-study. To date, the school has 1,037 undergraduates, the majority of students, majoring in education, pre-school education, management of public services and applied psychology. Over the years, the school has made its contributions to education, basic education in particular in the province, by producing a large number of well-received graduates, who are solid in foundation, high in quality, and good in teaching and research. Many of them become key teachers in disciplines, leaders of different schools at different levels, teaching administrators, and academic pacesetters of teaching and research. The school has made great achievements in various targets of undergraduates' training quality ranging from English proficiency tests, computer proficiency examinations, the number of master candidates, and final employment rates.

Postgraduates' teaching is the direction we are heading. The school has psychology as first-level master's program and 7 second-level postgraduate programs, i.e. teaching principles, curriculum design, pre-school education, comparative education, development and education psychology, basic psychology, and applied psychology. Also, the school supports 3 second-level programs of instruction technology, higher education, and adult educations which are oriented to other schools within the university. It is the experimental unit of masters in education approved by the Academic Degree's Office of the State Council, offering master's programs in curriculum design, education and rural education. From September 2009, the school has been enrolling full-time masters in psychological health education, and will enroll a program of education management in 2010. As of September, 2009, master candidates of various types in the school totaled 560.

On the basis of undergraduate and postgraduate education, the school actively develops other modes of teaching, including correspondence for undergraduates and diploma students majoring in education, primary school education, pre-school education, applied psychology;

together with self-study examination for undergraduates and diploma students majoring in education, education management, primary school education, pre-school education. Apart from the reform and exploration of double-degree programs of undergraduates in education (teacher training) of the university, the school also undertakes the reform and teaching oriented to teacher training of the whole province.

The school commits to basic education in Yunnan Province, attaches importance to both teaching and research, and promotes teaching through academic research and development. Recently, the school has made its unique achievements in the development of basic education, education in different areas, education in rural minority areas, teacher education, cross-cultural psychological research, research in psychology and education of special groups, psychological education of students and teachers in primary and high schools across the province. Up to now, the school has undertaken over 60 research projects at national and provincial levels funded by National Natural Science Foundation of China, National Planning Office of Philosophy and Social Science, National Office for Education Science Planning, and Yunnan Planning Office of Philosophy and Social Science; 20 research projects funded by the UNESCO, United Nations Development Programme and the Ford Foundation. The school has published over 800 articles with more than 200 in high-level journals, 50 monographs and textbooks. We are honored with 2 first prizes, 5 second prizes, and 10 third prizes in the Award for Outstanding Achievements in Yunnan Philosophy and Social Science, and many other prizes at provincial level.

The school is well-equipped with state-of-the art facility for teaching and research in the province. Its reference center has over 30,000 volumes of books in Chinese and foreign languages, 20 kinds of academic periodicals in foreign languages, and more than 1,000 audio-visual packages. The school has created good conditions for training key teachers and administrators for various schools at all levels, and those who engage in full-time and part-time education training and management.

In the future, the school aims to focus on professional teacher education and strength its own restructuring and development by adjusting to the transition to teacher education in an active and positive manner, to continue to enhance academic development of such characteristic majors as education, psychology and pre-school education by catering to the social needs; to build the school into a teaching-research structure within the next five to ten years by attaching importance to both teaching and research; to continue to upgrade the levels of postgraduate programs by consolidating and improving the present programs, and initiating doctorate programs; to establish and improve multi-level and multi-form teaching system within the school by taking into consideration of various adult follow-up education on the basis of teaching of undergraduates and diploma students; to train capability-based students who have solid foundation, wide interest, high quality, and practical skills; to serve the local and national socialist modernization drive by integrating Yunnan Province with the wider contexts of the whole country and Southeast Asia at large.

□ Efforts will be made to take the lead in the competition with its counterparts within the province as well as in teaching, research, public service and levels of academic staff by giving full play to regional superiority and prominence to academic strength; to rank among the top in the evaluation of teaching and research targets among the humanities; to consolidate the leading position of the school within the province by playing a bigger role in the transition from normal education to teacher education in the university; to build the school into one combining teaching, research and social services with its own feature by upgrading its influence in its counterparts at provincial normal universities within the country. Thus, the school will transform into a center for training high-level personnel, pedagogy and research, educational decision and counseling, teacher education and life-long learning.





雲南農業大學
Yunnan Agricultural University

About Yunnan Agricultural University

Yunnan Agricultural University (YAU) is a comprehensive and provincial key university in Yunnan Province. For over seven decades and more, it has practiced the mission of teaching for righteousness, studying for truthfulness and made tremendous achievements in teaching, research and social service.

YAU, the history of which can be traced back to Yunnan Agricultural School established in 1907, was initially founded as Agricultural College of State-Run Yunnan University in 1938, and respectively merged with Kunming Agricultural and Forestry College in 1958 and Yunnan Agricultural and Working University in 1971. In 2014, Yunnan Vocational College of Tropical Crops was amalgamated with YAU as Tropical Crops College of Yunnan Agricultural University.

Currently the university consists of 20 colleges offering 67 undergraduate programs, 56 Master's programs, 11 Ph.D. Programs; covering cultivation, animal husbandry, water resources and hydropower, agricultural engineering, management of agricultural economy and disciplines of humanities and social sciences; educating over 9,000 adult education students, and more than 20,500 full-time students, which includes 16,075 full-time undergraduates; 1,560 full-time master and doctoral students and 200 international students.

YAU has 5 national platforms for teaching, scientific research and social services, such as National Research Center for Applied Technology and Engineering of Agro-Biodiversity, Sino-ASEAN Education and Training Center; 29 provincial and ministerial platforms for scientific research; 2 provincial training centers for innovative talents, the one in Biodiversity and Biotechnology and the other in Environmental Science and Engineering; 18 research institutes (centers) from different departments of the university, including on-campus farms for experiments and factories for practice, and 59 off-campus teaching bases for practice.

YAU is coordinating and conducting over 20 international cooperation projects funded by GEF/ UNEP, EU, ADB; over 2,800 nationally recognized projects such as 973 project, 863 project and State Key Program. YAU has been awarded over 350 times by international and domestic organizations: a first prize for scientific research by FAO, a prize for outstanding science by CGIAR, a prize for science and technology progress by Ho Leung and Ho Lee Foundation, a second prize of the national technology invention, and so on. The research paper has published on the top scientific journal of Science and Nature.



About Institute of New Rural Development (INRD)

Institute of New Rural Development (INRD) is the wing to conduct rural related multidisciplinary research of Yunnan Agricultural University. It was established in December 2012 with support from the Education Department and the Technology Department of the Yunnan Provincial Government, it upgraded as national level institute which supported by Ministry of Education and Ministry of Technology in 2013.

INRD has identified two Yunnan characteristics which is “border neighboring” and “ethnic groups” as its advantages to position the institute as the policy think tank for implementing applied rural development research; developing a base of pilots for strengthening interregional agricultural collaboration; and acting as a leading agency for extending agricultural technology and rural development services in ASEAN countries and Lancang -- Mekong region.

INRD consists of an administration office, management office for rural services, a demonstration center for rural development informatization and a research base for rural development.



About Faculty of Education, Beijing Normal University

Established in 2009, the Faculty of Education (FOE) at Beijing Normal University, is a renowned national leader in advancing knowledge and learning through teaching practices, research projects and public services in education and related fields. Her origins can be traced back to the 1902 founding of the Normal College of the Imperial University of Peking, later renamed Beijing Normal University (BNU). FOE came into being when BNU decided to elevate her subject of education to a world-class discipline and recreate the landscape of education in China by merging all the education schools and institutes into a single entity. Therefore, FOE was grounded on the exceptional success of the specialty of education at BNU, which was the first in China to award master's and doctoral degrees in education, found post-doctoral scientific research mobile stations, and get the authority to award doctoral degrees in education as a first-level discipline. The missions of FOE are to improve the quality of educational innovation nationwide, to educate and prepare professional teachers and future educators, to house the think tank in education, to offer opportunities for International educational exchange and to facilitate the building of the educational and cultural industry in China.

- FACULTY AND STUDENTS

FOE is a premier education school to nurture future academic talents. She enjoys a strong and reputable team of faculty members. At present, FOE has 208 professional and teaching staffs, 90% of whom are qualified at doctoral levels, including 87 full-rank professors and 80 associate professors. As an integral part of FOE, our student body is made up of 627 undergraduates, 668 full-time master's students, 238 full-time doctoral students, 135 Ed.M. (summer program) students, 49 Ed.D. students, and 100 students in English-taught programs, with a total enrollment of 1817 students. To help our students become effective teachers, FOE provides rigorous academic training and professional mentoring to help our students become effective teachers, educators or leaders, making sure that our students achieve maximum benefits from the educational experience and can leave FOE with knowledge, creativity, competence and skills when they graduate.

- DEGREE PROGRAMS

From its founding, FOE continues to play a dominant role in the field of education in China. She offers a vibrant array of high-quality degree programs in education research and practice,

including 13 doctoral programs (National Key Disciplines), 15 master's programs and 5 undergraduate programs, among which Special Education and Educational Technology are highlighted by the Ministry of Education.

- LEADING ACADEMICS

With excellence in academia as its goal, FOE has actively served as a productive research center for China's educational studies. FOE consists of 13 academic institutions, including Institute of Education Theories, Institute of International and Comparative Education, Institute of Education History and Culture, School of Educational Technology, College of Education Administration, Institute of Curriculum and Pedagogy, Institute of Teacher Education, Institute of Education Economics, Institute (Department) of Early Childhood Education, Institute (Department) of Special Education, Institute of Vocational and Adult Education, Institute of Higher Education, and Institute of Educational Psychology and School Counseling. These institutions shoulder the responsibilities of breaking new ground for educational research, nurturing graduates of distinction, enhancing academic structures and providing public services, etc. FOE also sponsors various highly regarded and rigorously peer-reviewed academic journals, including Comparative Educational Research, Education Journal, Teachers' Education Research, and Chinese Teachers, which seek to disseminate China's educational philosophy and present the achievements of the latest scientific research in the field of education.

- RESEARCH EXCELLENCE

FOE serves to inform educational policy-making at national level and has exerted great impacts during the process. FOE is home to 17 inter-disciplinary centers, such as the Research Center of Comparative Education (National Research Base of Humanity and Social Science) (RCCE), the Research Center of Teachers Education (National Research Base of Humanity and Social Science) (RCTE), the MOE Project Research Center in SET E-learning and Educational Public Service Center (RCEEPS), and UNESCO International Research and Training Center for Rural Education (IRTCRE), just to name a few. These research centers produce cutting-edge research on national issues in education and develop solutions to challenging and pressing problems facing education.

- GLOBAL PRESENCE

FOE is a high-end hub for international academic exchange. Up to now, FOE has signed bilateral or multilateral agreements with over 30 renowned universities worldwide. It has established the International Network of Educational Institution (INEI) along with other 9 top education schools in the world as one of the organizers. Each year, FOE sponsors numerous high-level international conferences and invites more than 200 distinguished scholars to lecture. Moreover, FOE is the first school at BNU to offer the international master's programs (courses taught in English), which have attracted a large number of international students and have served as a source of inspiration and global outlook for students.

