



United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Capacity Building  
in Africa



# Play and Resilience: A China-Africa Collaboration Project for Building a Peaceful & Sustainable Future

## A Peer Review Meeting

*Preparing children to be resilient through play*

**UNESCO IICBA**

**Addis Ababa, Ethiopia**

**6 and 7 February 2018**

UNESCO-International Institute for Capacity Building in Africa (IICBA) organized a peer review meeting for the project entitled '*Play and Resilience: A China-Africa Collaboration Project for Building A Peaceful and Sustainable Future*' from 6-7 February 2018 in Addis Ababa, Ethiopia. The main purpose of the workshop was to review some of the resource materials developed by the project teams and to create a venue to allow the different countries to learn from each other and harvest good practices. In addition to this, there was a visit to two ECCE centers in Addis Ababa, Ethiopia.

## Workshop Objectives

- Share the importance and impact of the project at country level
- Learn by sharing and discussing good practices on play and resilience building from China and Africa
- Review training manuals for teachers and parents in Africa on play and resilience
- Review the learning materials produced for relevance
- Discuss achievements, challenges, lessons learnt of the project implementation in 2017
- Agree on the way forward

## Deliverables

- Consolidated training manuals for Africa
- Consolidated learning materials to be up scaled in the benefiting countries
- Agreed framework for developing tools and materials on resilience building through play
- Agreed timelines on the way forward (M&E, Sustainability and project closure etc.)



### **Background of the Play & Resilience Project**

The World Organization for Early Childhood Education (OMEP) in China, UNESCO Regional Office for Southern Africa (ROSA), Harare, Zimbabwe; UNESCO Multisectoral Regional Office Abuja, Nigeria and UNESCO International Institute for Capacity Building in Africa (IICBA) are currently implementing a project entitled 'Play and Resilience: A China-Africa Collaboration Project for Building A Peaceful and Sustainable Future'. The goal of this project is to enhance young children's resilience and potential to contribute to a peaceful and sustainable future, through awareness raising, tools development, capacity development and community relationship building. In Africa, the project is implemented in Nigeria, South Africa and Zimbabwe, with a view to complementing existing efforts by government and non-government players in selected countries to support selected communities underserved with quality Early Childhood Care and Education (ECCE) services by building their human resource capacity and materials production. The Victoria Charitable Trust Fund financially supports this two-year and half project.

As part of the project implementation, some principal directors from the Ministry of Primary and Secondary Education (MoPSE) in Zimbabwe accompanied the UNESCO ROSA director and staff to welcome the Chinese delegation at the premises of UNESCO ROSA from 16:30 – 18:00 hrs on Tuesday 30th January 2017. The reception included remarks by the UNESCO Regional Director, the Ministry of Primary and Secondary Education and the Team leader of the visiting delegation on the project. This was followed by the peer review meeting organized by UNESCO- IICBA.

### **Importance and Impact of the Project at Country Level**

Teachers are a priority for the African continent, which has one of the highest populations of young people in the world, more than 70% are under 30 years old. These children are the future of the world and the challenge is how to prepare them to be resilient, especially children who are deprived of early childhood care and education (ECCE).

The Play and Resilience project aims to tackle this challenge, to help kids bounce back from adversity by developing attitudes, competencies and skills relevant to resilience using play, the language that children understand best. The project aims to address local contexts, develop good quality learning materials and tools, build capacity and compliment government efforts. This project combines global partnerships and expertise at local, regional, and national levels.

We want to sensitize parents, because they themselves are traumatized and we don't want them to take it out on their child, which often happens. It's about building skills in their child to deal with life. We want parents to play with their children and realize that they are not the source or cause of their problems. A parent playing with their child contributes to a positive outlook on life. We cannot expect ECCE centers to do miracles. That is why we have to have a two-prong approach: from the center and from the community and it's why the last component of the project is to build different relationships with multiple stakeholders.

The national impact of the project for each country program is outlined below.

## ZIMBABWE

The needs assessment conducted in Zimbabwe identified a low value and understanding of resilience key terms, ECCE, and children's play by parents. Many ECCE classrooms faced infrastructure challenges, inadequate teaching and learning materials and high pupil-teacher ratios along with poorly equipped and maintained out-door play areas. The assessment also provided the opportunity for the Head Office to collect monitoring data on early childhood development to improve policies and develop teaching and learning materials.

## SOUTH AFRICA

Thus far, the project's impact on South Africa has included SA NATCOM engagement with the consultant to conduct a needs assessment and baseline survey, stakeholder sensitization workshop, and the start of development on a training program and guidebook. There was also a meeting held with the Department of Education to ensure ownership and continuation of the project. The project's alignment to the National Integrated Policy for Early Childhood Development also helps to ensure sustainability.

The needs assessment found a large shortage of teacher educators/curriculum advisors to train early childhood development practitioners running programs for 0 to 4 year olds. Inadequate recreational facilities were also identified along with communities that are unaware of the ECCE policies in the country. This shows how great the need for the project is and the potential impact it can have. Overall, there has been a well-grounded establishment of the project in the country.

## NIGERIA

Nigeria has a very large population with about 10.5 million school age children, of which 42% are primary age children out of school. There is a large disparity between urban and rural areas as well as between the regions. There is a misconception by adults that play is trivial, unimportant and purposeless as opposed to work that is targeted at achieving desirable results. Hence, some parents put pressure on ECCE centers to provide mainly cognitive activities for their kids.

Although the needs assessment found that there is good knowledge of ECCE, awareness of resilience is very low. ECCE centers are poorly funded and have low capacity teachers, and inadequate play and learning materials in class and outdoors spaces. Parents were also found not to be involved in any way in their children's education. The minimum certificate for a teacher is NCE, but there are still teachers with NCE certificates who are not equipped to deliver quality, i.e. teacher qualifications do not equal teacher quality. The project hopes to make an impact on these challenges by encouraging political will

and action, recommending thorough hands-on training for teacher educators and the establishment of an ECCE Department at one of the teacher colleges and developing a family guidebook on effective parenting practices with a focus on play and resilience.

## CHINA

China has made rapid and great achievement in ECCE in the past few years. The number of kindergartens has increased by more than 120 or nearly 115% in 2016 compared with 2001. Now, there are 240,000 KGs in the country! More and more children (0-5 years) are being left behind though, when their parents go to the city to work.

The project has contributed to research on left-behind children, with a special emphasis on their education, in China. These left-behind children typically receive ECCE from private kindergartens run by local village residents and usually low in quality. The parents think they are doing a good thing- they are able to provide clothes and food for their children, but they may only come back once a year to visit, so the children's emotional wellbeing as well as cognitive development is very poor, i.e. they are 'neglected' by their parents. Confidence, connection and self-control are protective factors for children and the intervention aims at enhancing these aspects.



## Good Practices on Play and Resilience Building from China and Africa

One of the main objectives of the peer review meeting was to share best practices on play and resilience. Everyone had something to contribute whether from the country, teacher or government perspective. Each country team as well as individuals during discussions had the opportunity to present their experiences and good practices. The good practices from China and Africa are captured below:

### China

- It's important to recognize teacher's current beliefs and practices and to achieve mutual understandings. Training and teaching materials should not be presented in a 'give and take'



manner, but instead be products of mutual construction by the experts and the local teachers and/or the families.

- Family play groups established inside and outside of ECCE centers.
- ECCE centers, especially in rural areas, can serve as an effective base or meeting place for parental education activities.
- The government publishes a practical guide for parents with 3-6-year-old children with simple activities they can do at home.
- There's an app, which updates parents weekly with activities to do with your child based on their age group.
- Chinese regulations state that the two tasks of kindergarten are one, to nurture children's learning and development and two, to guide parents to raise their children.
- An early childhood assessment, DECA, composed of 28 items and 4 domains- initiative, self-regulation, attachment/relationships, and behavioral concern, was used in a report, which concluded that left-behind children show poor performance in all aspects of resilience. Teachers reported that boys had significantly lower level of resilience than girls and showed more behavioral problems. Children's behavioral regulation, peer relationship and initiativeness are strong predictors for early childhood development. Therefore, it is important for parents and teachers to foster different aspects of resilience in these disadvantaged children and for more attention to be paid to left-behind boys. DECA and its domains are something that could be further investigated for use in an African context.

## Africa

- There are example of parents coming once a week/month to school to watch their children play.
- Use the local context to your advantage to spread the message of play and resilience. In South Africa, a village isn't small, but a territory composed of a collection of around seven settlements. One has even established a UNESCO club! The club adds an agenda item on play and resilience when they have events and a UNESCO representative from the office comes. This is done in collaboration with the Royal Council (Chiefs under the King), which helps in reaching more people. In Nigeria, in the eastern part, there is what is called an 'August meeting.' It's a kind of social development meeting and is a great opening to discuss the issues of play and resilience.
- Teacher Training. In Zimbabwe, teacher training is conducted in 2-5-2- two terms on campus and five terms out, in which trainees are exposed to the 'Mother' program, where they are encouraged to go into the community to educate about the importance of play and child development. It's done on a smaller scale, but has a very good community response. It's important for the community to know that ECCE starts when mothers are pregnant- that they should sing and talk to their child.
- It doesn't take a lot to have a good center. Teaching and learning materials and classroom decorations can be made from simple, local materials.

## Highlights from the Review of Training Manuals for Teachers and Parents in Africa on Play and Resilience

- Finalize an acronym to adopt- either ECD or ECCE- and ensure its consistency throughout the manuals
- Add key messages- something that the reader needs to take home, a summary/take-away
- Include government policies in the manual. Activities should make the participants look into the policies, to find where it says play is important.

## Training Manual for Teachers Feedback

- First Module: (1) In the activities that say the facilitator will make a chart... We should say/ask participants, 'what's the effect on their life?' not only to express if they're happy or sad (2) Importance of ECCE: in the first activity about sharing experiences, we need to consider teacher's different experiences and backgrounds
- Allow participants to share cultural practices related to ECD and child rearing
- Second Module (concept of play and benefits): the activity refers to slides, so are there are going to be slides or videos that the facilitator uses or is the facilitator supposed to provide their own?
- Participants are asked to talk about the different types of play (physical, social, etc.) Is it too academic to say associative play, solitary play, etc.? We feel it is not comprehensive enough as it is. A column or more content could be developed for the facilitator's guide
- Activity 2: 'Show video clips on the importance of ECCE,' for countries such as Zimbabwe and South Africa the video could be in English, but the discussion should be in the local language. The content has to be in simple language and practical rather than theoretical, so it can be linked to teaching work. When the participants do the brainstorming on the video content, they should discuss not only the importance, but the implication on their work.
- There is an activity here where play hasn't yet been introduced, but participants are asked to comment on it. Ensure that concepts have been introduced first.
- The reflection point asking to comment on government policies seems to be a little off. Teachers may not reflect so much on this or may not find it relative.
- Last module (about different examples of play): the first one on 'fantasy play,' the word "fantasy" may not be clear to everyone, so a definition may need to be given. The story that is given should be replaced with local stories.
- In introducing stories about play, the message that the story makes has to be made very clear to the teacher, i.e. about communication or empathy. It should be clearly defined at the beginning.

## Training Manual for Parents Feedback

- The training session should be participatory with information sharing, instead of lecturing. Parents should be the ones developing the manual. For example, have the facilitator ask, "Who thinks play is important? If you do, stand on this side of the room and those who think play is not important stand on that side of the room." Parents should also share their experience first, before the module and technical terms are discussed. That way the technical terms can be used to describe what has already been shared by the parents.
- Be aware of the literacy level of parents. If information is too academic, interest of parents may be lost, so ensure it is relevant to them.
- Explain to parents, family, and community members in their own language- in the best way they can understand it. Point out the significance of positive African contexts, for example, long-term breast-feeding.
- Use what the parents' have- stories, games, sayings, and practices- and document them. Some (stories and sayings) cover morals, integrity, cooperation, and strength, i.e. skills of resilience. After the participants share these things, the facilitator can explain why they're important and connect it to the training.
- Handouts should have pictures and simple language, the simplest English and the local language.

- Suggest that the training is held over a few weeks, i.e. have day one of the training the first week and then day two of the training in the second week and so on and so forth, so that parents are able to practice what they've been taught and report on how it's going
- The group size indicated in the manual is 5 to 8, could it be 20 parents?
- Make it as simple as possible, use common materials.
- Wherever it indicates "Explain" instead suggest it should say, "Demonstrate"
- Session One, D1, Activity 3 ('Let participants read the documents for a few minutes and compare with their own definitions'): Take the context into consideration- some parents may be illiterate- so we need to consider other ways to get the information across
- Session 2, D1: There are too many activities to be covered adequately in 60 minutes, therefore we suggest it is 90 minutes
- Objectives, Bullet One, 2nd Session (1st Bullet reads 'Participants should be able to: meaning of play'): Suggest it instead reads 'Demonstrate understanding of meaning of play'
- Examining government policy should not be in the reflection, because it has not yet been talked about, so it should be on top. That way the reflection reflects on everything that has been discussed.

### Relevance of Learning Materials Produced

The **Framework for Developing Tools and Materials on Resilience Building Through Play** goes over background information, the concept of resilience and what is needed to build it, types of play to foster resilience, and the play environment. It suggests that community stories that foster resilience are collected, documented and used in trainings.

The following acronym- Bounce Back- was produced and captures some of the foundational principles of resilience.

- B**- Bad times don't last and things get better.
- O**- Other people can only help if you share with them.
- U**- Unhelpful thinking only makes you feel worse.
- N**- Nobody is perfect-not you, not your friend, not your family, not anybody.
- C**- Concentrate on the good things in life, no matter how small.
- E**- Everybody suffers, everybody feels pain and experiences setback, they are a normal part of life.
- B**- Blame fairly, negative events are often a combination of things you did, things others did and plain bad luck.
- A**- Accept what can't change and try to change what you can.
- C**- Catastrophizing makes things worse- don't fall prey to believing in the worse interpretation.
- K**- Keep things in perspectives-even the worse moment is but one moment in life.

(McGrath, 2012)

Relevance to the local children's environment was also addressed and should be incorporated into all learning materials that the project produces. For example, don't use 'A for Apple' if apples are not common. Instead use examples that are important to children in that area and try wherever possible to use local materials.

Additional Resource Ideas:

- Parents' guide in the form of pamphlet such as tips for building resilience or for developing children's thinking skills, role modelling, etc.
- Worksheets (a collection of activities for children, caregivers and parents; children's activity

worksheets)

- Video clips and tapes (talking about tragedy, how parents can foster gratitude, etc.)
- Facilitator/program manager handbook (for school administrators and supervisors)
- Children's rights and activity cards

Learning materials beyond the framework and training manuals, whose relevance was discussed in the previous 'Highlights' section, are still being produced.

## **Achievements, Challenges, and Lessons Learnt**

There are a number of achievements that the project has accomplished, but that is not to say it is also without challenges.

Each country has conducted a needs assessment and begun to create local partnerships and connections and to understand the local context. The countries have shown a good practice of multi-entry to preschool training programs. This multiple entry must be embraced. Pre-and in-service training cannot only be relied on, instead involve the communities to assist in scaling up the training; equip them with what we are planning to do.

If additional countries are to be added to the project or further needs assessments conducted, then they should take into account illiterate participants, which limits the quality and use of questionnaire tools. Adhering to the expectation that respondents be only qualified teachers should also be reconsidered. It is suggested that more home observations be included.

We need to better understand the governance of ECCE in each country though. We need to consider both private and public issues in order to understand the effect of government policies on private centers and how private teachers are trained.

The challenge is also to constantly be context-specific. We need to embed the concepts of play and resilience into the local cultures and indigenous practices. These communities have strengths that we must draw from; these communities have been resilient and the parents have also experienced resilience. It is important to remember that the starting point is the community themselves.

Some lessons learnt include the following:

- **Consider Gender Differences.** The China findings show a low difference between girls and boys, yet we're socialized and cultured by gender. So it's important for us to unpack how we have a gender transformation.
- **Important of Higher Education Institutions.** The project in China shows that higher education institutions are really important and that we need their support.
- **Size of the Communities.** When you think of a village you may think of something small, but in South Africa it is actually territory, a collection of around seven settlements. For example, the settlement the project is working in is a place with one college, five secondary schools, and 12 primary schools with many ECD centers. So, we need to consider the size of our communities and how that may impact plans for implementation and reach.
- **Issue of Governance.** To really scale this up- parental play and involvement- those especially in government have a lot of things to do. There's a large government role that needs to take place. We each need to make sure that when we go back and begin implementation that we involve government. Government involvement and commitment is extremely important for sustainability.



Use the reports from the needs assessment as evidence of how important this project is.

- **Sensitization.** We need to ensure that we sensitize in a number of ways, i.e. through workshops, one-on-one by going around door to door, and in community meetings. In terms of funds, don't rely on the government, instead look inward. There are people in the community who can sponsor.
- **Encouraging Parents.** We have to ensure that we give some ideas to encourage parents. Often times, surveys are conducted, but parents will not always care or answer truthfully if called to answer questions. It would be better to do a campaign, where instead of asking parents, you tell them about the importance of the topic, in this case- play and resilience.
- **Working in Partnership.** We should consider the importance and potential benefits of working with other organizations.
- **Future Project Meeting Recommendations.** For future multi-country meetings and events, ensure that all participants are booked at the same hotel. Being together brings the chance to interact and network. It also allows participants to share transportation and to be treated as equal partners.

### Next Steps for Action

In two weeks (by Friday 23 February 2018) all unfinished business- all comments must be sent to Esther and copied to IICBA.

**Follow up and plan** the creation of a video book for each country with examples of parents doing activities in schools. Ensure that (local) governments get involved in the project.

**Personal Country Team Goals.** The Nigeria team expressed hope in making a memo that one day in a week or month it can be a policy for schools to invite parents, not to look at books, but to actually involve them in the classroom.

**Consider** that we've identified gaps, but how do we turn them around? We have policies, but are they comprehensive? Are they inclusive? How do we ensure their proper implementation, effectiveness, and enforcement? How do we establish synergy among NGOs and government agencies around what we're talking about?



## Annex 1: Agenda

Tuesday 6 February 2018		
08:00 – 08:30am	Arrival and Registration of Participants	UNESCO-IICBA
08:30 – 08:50am	Welcome Address	Dr Yumiko Yokozeki, Director IICBA
	Goodwill message	Dr. Maggie Koong, Fund Trustee
	Remarks	Ms Carolyn Medel-Anonuevo, Senior PS, UNESCO ROSA
08:50 – 09:00am	Meeting overview and objectives	Dr. Binyam Sisay Mendisu, Programme Specialist, IICBA/ Dr. Patience Awopegba, Programme Specialist, ROSA
09:00 – 09:30am	Individual introduction of participants	Dr. Binyam Sisay Mendisu , Programme Specialist, IICBA
09:30 – 09:50am	Project overview	Dr. Mami Umayahara, Global Project Manager
09:50 – 10:00am	<b>Group Photo</b>	
10:00 – 10:20am	<b>Tea/Coffee Break</b>	
10:20 – 11:20am	Presentation of the country context and needs assessments	Zimbabwe (Dr. Alvord Sithole, country consultant) South Africa (Ms. Bridget Ramaite, country consultant) Nigeria (Ms Ngozi Amanze Onyedikachi, programme officer and country project focal point) OMEP China
11:20 – 11:45am	Plenary discussions of assessment reports	All
11:45 – 12:15pm	Presentation of training reports - Achievements, Challenges, lessons learnt	Country consultants/ focal person
12:15- 01:00pm	General Discussions of Country Reports	All
01:00 – 02:00 pm	<b>Lunch Break</b>	
02:00 – 02:30pm	Overview of the project in China: strategies, activities and progress to date	OMEP China
02:30 – 3:00pm	Plenary discussions	All
03:00 – 03:20pm	Presentation of Draft consolidated Training Manual – Teachers and caregivers/Teacher Educators	Prof Esther Oduolowu – University of Ibadan and international consultant

<b>03:20 – 03:40pm</b>	Plenary discussions and lessons from China	
<b>03:40 – 04:00pm</b>	<b>Tea/Coffee Break</b>	
<b>04:00 – 4:20pm</b>	Presentation of Consolidated Training manual for Parents/family and community member	Professor Esther Oduolowu, UI, Ibadan and International consultant
<b>04:20 – 04:50pm</b>	Plenary discussions and lessons from China	All
<b>04:50 – 05:00pm</b>	Summary and projection for day two	Dr. Patience Awopegba, Programme Specialist, ROSA
<b>Wednesday 7 February 2018</b>		
<b>08:00am</b>	Departure from Hotel	IICBA
<b>08:30 – 10:00am</b>	Visit to two ECCE Centers jointly with Addis Development Vision (a) Sene 9 school (b) Addis Amba school	Dr. Binyam Sisay Mendisu , Programme Specialist, IICBA
<b>10:00 – 10:30am</b>	Return to UNECA	IICBA
<b>10:40 – 10:55am</b>	<b>Tea/Coffee Break</b>	
<b>10:55 – 11:00am</b>	Review of day one	Dr. Binyam Sisay Mendisu , Programme Specialist, IICBA
<b>11:00 – 12:30pm</b>	Review and validation of training manual for teachers/caregivers, teacher educators and center administrators (Group 1)  Review and validation of training manual for parents/family and Community (Group 2)	Group 1  Group 2
<b>12:30 – 01:00pm</b>	Group 1 Presentation and discussion	Group 1 and All
<b>01:00 – 2:00pm</b>	<b>Lunch Break</b>	
<b>02:00 – 02:30pm</b>	Group 2 presentation and discussion	Group 2 and All
<b>02:30 – 03:30pm</b>	Presentation and discussions of Framework for developing tools and materials on resilience building through play with inputs from China team	Professor Oduolowu and China Team
<b>03:30 – 04:00pm</b>	Wrap-up and closing	Mr. Virgilio Juvane, Program Coordinator, IICBA
<b>04:00 – 06:30pm</b>	Sightseeing and shopping	All
<b>07:00 – 09:00pm</b>	Dinner at Dr. Yumiko Yokozeki's residence	All

## Annex 2: Participants

No	Name	Organization	Country
1	Ms. Thandiwa Musoko	Director, Infant, Ministry of Primary and Secondary Education	Zimbabwe
2	Ms. Sibongonkosi Mhlanga	Lecturer at the United College of Education	Zimbabwe
3	Ms. Stembeni Ruzani	ECD Trainer, Ministry of Primary and Secondary Education	Zimbabwe
4	Mr. Carlton Mukwevho CL	Ministry of Basic Education/Natcom	South Africa
5	Ms. Mukondeleli Constance Memahe	ECD Teacher Trainer, Department of Social Development	South Africa
6	Mr. NTL Mashamba	ECD Governance	South Africa
7	Mr. Olayode H. Oguntade	HOD, ECCE Department, Federal College Education, Yola	Nigeria
8	Mr. Moyowa Alesin	Assistant Director, Academic Planning and in ECCE Desk Officer in UBEC	Nigeria
9	Mrs. Amy Shalangwa	Deputy Director, ECCE, Academic Programmes Department, NCCE	Nigeria
10	Ms. Carolyn Medel-Anonuevo	Senior Programme Specialist	UNESCO-ROSA
11	Dr. Patience Awopegba	Programme Specialist	UNESCO-ROSA
12	Dr. Maggie Koong	Global Project Director	Victoria Charitable Trust Fund
13	Dr. Mami Umayahara	Global Project Manager	Victoria Charitable Trust Fund
14	Dr. Alvord Sithole	Consultant	Consultant (Zimbabwe)
15	Ms. Bridget Ramaite	Consultant	Consultant (S. Africa)
16	Ms. Ngozi Amanze Onyedikachi	Focal Person, Victoria Fund	Programme Officer UNESCO-Intersectoral Regional Office, Abuja
17	Prof. Esther Oduolowu	Professor of Early Childhood Care and Development	International Consultant (IICBA)
18	Prof. Jing Zhou	Executive President of OMEP China, Professor of Early Childhood Care and Development	East China Normal University
19	Yang Gong	Chief Officer	Victoria Educational Organization
20	Limin Hou	Member of OMEP China, Associate Director of CNSECE, Professor of Early Childhood Care and Development	Guangxi Normal University

21	Li Zhang	Deputy Secretary General of OMEP China, Lecturer	East China Normal University
22	Yongping Yu	President of OMEP China, Director of China National Society of Early Childhood Education, Professor of Early Childhood Care and Development	Nanjing Normal University
23	Yuanjuan Wang	Associate Researcher	Nanjing Normal University
24	Xiaoxia Feng	Professor of Early Childhood Care and Development	Beijing Normal University
25	Hao Liu	Associate Professor, Member of OMEP, Deputy Director of the Research Center for Early Childhood Education	Capital Normal University
26	Jinfeng Yuwen	Manager	Shaanxi Zhihuiyuan Education and Technology Limited Company
27	Ronghua Zhu	Purchasing Supervisor	Shaanxi Zhihuiyuan Education and Technology Limited Company
28	Dr. Yumiko Yokozeki	Director	UNESCO-IICBA
29	Mr. Virgilio Juvane	Senior Programme Specialist	UNESCO-IICBA
30	Dr. Binyam Sisay Mendisu	Programme Officer	UNESCO-IICBA
31	Mr. Omar Diop	Senior Education Specialist	UNESCO-IICBA
32	Ms. Jingxin Bao	Project Consultant/Photographer	UNESCO-IICBA
33	Ms. Beth Roseman	Project Consultant/Rapporteur	UNESCO-IICBA
34	Ms. Elisabeth Gebremariam	Project Assistant	UNESCO-IICBA

*For more information on the project please contact Dr. Binyam Sisay Mendisu at [bs.mendis@unesco.org](mailto:bs.mendis@unesco.org) or Ms. Beth Roseman at [b.roseman@unesco.org](mailto:b.roseman@unesco.org), as well as check our website at [www.iicba.unesco.org.com](http://www.iicba.unesco.org.com)*