



Wenhui (文暉) Award for Educational Innovation 2018 *Innovations in School, Family and Community Collaboration for Quality Education*

In 2013, UNESCO raised an alarm about the learning crisis.¹ This is also the theme in the World Development Report 2018: *Worldwide, hundreds of millions of children reach young adulthood without even the most basic life skills. Even if they attend school, many leave without the skills for calculating the correct change from a transaction, reading a doctor's instructions, or interpreting a campaign promise—let alone building a fulfilling career or educating their children.*²

The Education Commission's report, *The Learning Generation*, also pointed out that: *Education in many countries is not improving and children are instead falling dangerously behind; 263 million children and young people are out of school, and the number of primary-school aged children not in school is increasing. For those children who are in school, many are not actually learning. In low- and middle-income countries, only half of primary-school aged children and little more than a quarter of secondary-school aged children are learning basic primary- and secondary-level skills.*³

Without a doubt, we need to address this learning crisis. But who is responsible for ensuring quality education and real learning?

Very often, one of the first responses is the school. This is where parents send their children to learn after all. The entire school system, including the principals, teachers, administration, curriculum, school culture and environment, as well as the government in the background, are key factors in the education of a child. Nonetheless, there are advocates who contend that schools cannot be the only ones held accountable for the education of their students.⁴

Countless studies have shown that parents and families play critical roles in their children's education.⁵ There are things that families can and ought to do, such as preparing the children to enter school, providing them with experiences beyond the walls of formal education, and nurturing them to become responsible, moral and mature citizens in partnership with the school principals and teachers.

¹ UNESCO, 2013. *The Global Learning Crisis. Why Every Child Deserves a Quality Education*. Paris.

² World Bank, 2018. *World Development Report 2018: Learning to Realize Education's Promise*. Washington D.C., p.3.

³ The Education Commission, n.d. *The Learning Generation. Investing in Education for a Changing World*. A report by the International Commission on Financing Global Education Opportunity, p.13, <http://report.educationcommission.org/report/>.

⁴ The Conversation, 2015. We can't keep holding schools responsible for the education of our children – parents matter too. <https://theconversation.com/we-cant-keep-holding-schools-responsible-for-the-education-of-our-children-parents-matter-too-43159>.

⁵ Pang, I.W., et al., 2003. Family and community participation in education. In Keeves, J.P. and Watanabe, R. (eds), *International Handbook of Educational Research in the Asia-Pacific Region*. Springer International Handbooks of Education, Vol 11, pp. 1063-1077; Epstein, J.L., 2009. *School, Family, and Community Partnerships: Your Handbook for Action*. 3rd. ed Corwin; Goodall, J. and Vorhaus, J., 2011. *Review of Best Practice in Parental Engagement*. London: Department of Education; Ho, S.C., n.d. Students' self-esteem in an Asian educational system: contribution of parental involvement and parental investment. *The School Community Journal*, pp. 65-84.

Ultimately, we have to recognize that education is a shared social responsibility since our future lies in the hands of our children and the generations to come. This implies that communities – of all types and categories⁶ – have a duty towards their education too. Research findings have linked the involvement of parents, families and communities in education to better academic performances, more regular school attendances, reduced dropout rates and increased enrolment in higher-level education programmes.⁷

It does take a village to raise a child. By working together, schools, families and communities who care about the children under their guardianship can create a better learning environment to provide meaningful and effective programmes and opportunities for children to learn and grow. Today, the model of parental involvement is no longer limited to mothers volunteering in schools and organizing fundraising events. Rather, the school-family-community collaboration includes extended family members, caregivers, community groups and the private sector working as a team to enhance student learning and achievements.

The Wenhui Award

Emphasizing the capacity of education and the human innovative spirit to address and resolve pressing issues and problems, the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID) and the National Commission of the People's Republic of China for UNESCO established the Wenhui (文晖) Award for Educational Innovation in 2010.

The Wenhui Award embodies two important elements of educational innovation. Wen (文) refers to all facets of civilization and culture, including wisdom, knowledge, moral and ethics, and encompasses the desire for learning and inquiry. Hui (晖) symbolizes the creative and radiant force of education that allows civilization and culture to flourish. Taken together, the Wenhui Award personifies the power of education in promoting learning and allowing individuals and cultures to innovate and grow. This Award will serve to improve the access to and quality of education and training, especially to those most in need. Given the challenges facing education, it is necessary to strengthen the commitment of individuals and institutions to continuously innovate and enlighten people.

For 2018, the theme of the Wenhui Award is ***Innovations in School, Family and Community Collaboration for Quality Education***. It is in line with the Sustainable Development Goal 4 - Education 2030 Agenda to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, as well as UNESCO's vision of education to provide and enhance quality learning opportunities particularly to those most disadvantaged, vulnerable and marginalized.

Two individuals or institutions from the Asia and Pacific region will be selected by a jury of distinguished educators. The winners will each receive a Certificate of Excellence and prize money of US\$ 20,000. Certificates of Merit may also be awarded to individuals or institutions that have demonstrated commendable innovative practices. The results will be announced through a variety of channels to share the achievements of the winners and awardees.

⁶ Bray, M., 2001. Community Partnerships in Education: Dimensions, Variations and Implications. Thematic studies for World Education Forum, 26-28 April 2000, Dakar, Senegal.

⁷ Epstein, J.L., 2010. School/Family/Community partnerships. Caring for the children we share. *Kappan*, Vol. 92 No. 3, pp. 81-96.

What are the objectives of the Award?

The specific objectives of the 2018 Award are to:

- Value and encourage innovative school, family and community collaboration in enhancing the quality of education and learning;
- Recognize the collective contributions of individuals or institutions in developing innovative school, family and community collaboration to improve the quality of education and learning; and
- Foster indigenous wisdom and ingenuity in innovative school, family and community collaboration in enhancing the quality of education and learning.

What is in the Award?

The Award shall be conferred on two individuals or institutions in recognition of their commitment and outstanding efforts in the development of educational innovations according to the theme of the year. The two winners will receive a Certificate of Excellence and prize money of US\$ 20,000 each. Certificates of Merit may also be awarded to individuals or institutions that have demonstrated commendable innovative practices.

Who is eligible for the Award?

Individuals or institutions from UNESCO Member States in Asia and the Pacific region that have designed and implemented significant educational innovations in the professional development of teachers leading to improved access to, and quality in, education and skills development will be eligible for the Award.

To qualify for nomination for the 2018 Wenhui Award, the candidates shall possess the following qualifications or attributes:

- Have demonstrated their ability in developing innovative school, family and community collaborations that have helped to enhance the quality of education and learning;
- Have verified the positive impact of their innovative practices in bringing about noticeable changes in the quality of education and learning;
- Have proven their commitment in promoting and supporting the principles of inclusive and lifelong quality learning for all; and
- Have established that their innovative practices are current and relevant to the educational issues of the 21st century.

What are the evaluation criteria?

The emphasis of the Wenhui Award is on innovations in school, family and community collaboration, not scientific inventions. In line with the theme of the 2018 Award, *Innovations in School, Family and Community Collaboration for Quality Education*, innovations that can demonstrate real changes in values, mindsets, practices, behaviours and skills of students will be positively assessed. More specifically, the entries will be evaluated according to selected criteria, such as:

- Uniqueness and originality of the innovation
- Timeliness and relevance of the innovation
- Success and impact of the innovation
- Leadership and management of the innovation

- Quality of the supporting evidence
- Innovative use of available resources
- Potential for replication of the innovation
- Sustainability of the innovation

How to apply for the Award?

The Award organizers are calling for nominations from governments, educational institutions, international organizations, non-governmental organizations and individuals in Asia and Pacific countries following the procedure below.

- Nominations shall be submitted to the Award Secretariat at UNESCO Bangkok through the National Commissions for UNESCO, UNESCO Offices and other organizations associated with UNESCO, using an official Award Application Form available online at <http://bangkok.unesco.org/content/wenhui-award-2018>
- Each nomination must be accompanied by the following attachments:
 - Description of the candidate's/institution's background and achievements (1 page, A4 size, in English)
 - Summary of work, publications and other relevant documents of major importance (maximum of 4 pages, A4 size, in English)
 - Evidence to support the nomination of the candidate (may be in English or local language)
 - Letter(s) of recommendation (in English or local languages)
 - Consent form for use and distribution of materials
- All nominations must reach the Award Secretariat by **27 July 2018**. Please check with your nomination agency on the status of your submission.
- For list of UNESCO offices, see http://portal.unesco.org/en/ev.php-URL_ID=34016&URL_DO=DO_TOPIC&URL_SECTION=201.html
- For list of National Commissions for UNESCO in the Asia-Pacific region, see http://www.unesco.org/ncp/index.php?lc=E®ion=3&module=national_commissions&web

Conditions of entry

- All entries must be from the Asia-Pacific region.
- The work must be attested to be authentic and original.
- The innovation must be current or initiated in the last five years.
- Shortlisted entries may be asked to supply more documents or evidence, if necessary.
- All entries must be accompanied by evidence that supports the nomination.
- All nominees will be responsible for the delivery of their materials to their respective nomination agencies and for checking that their materials are received by the Award Secretariat.
- All submissions will be taken to imply the granting of permission to publish all materials and particulars, without charge to UNESCO.
- All nominees must complete the consent form available online at the Award website permitting UNESCO to publish and share their work, on the understanding that the work will be fully acknowledged and credited to the relevant individuals or institutions stated in the nomination forms.
- All materials submitted will not be returned.
- The jury's decision is final and correspondence will not be entered into.

Important dates

Closing date for nominations	27 July 2018
Announcement of winners	End of September 2018
Award ceremony	To be confirmed

Visit the Award website <http://bangkok.unesco.org/content/wenhui-award-2018> for details, including the following:

- The Wenhui (文暉) Award brochure
- Information and guidelines
- Application form
- Consent form

For further information, contact:

Wenhui Award Secretariat
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About the Organizers

The Asia-Pacific Region counts for almost two thirds of the world population. In serving the 46 Member States and 2 Associate Members in the region, UNESCO has to take into account the diversity of the countries in terms of their size, culture, socio-economy status and environment. Supported by a network of a Regional Bureau for Education in Bangkok, a Regional Bureau for Science in Jakarta, five Cluster Offices (Almaty, Apia, Beijing, New Delhi and Tehran), and seven National Offices (Dhaka, Hanoi, Islamabad, Kabul, Kathmandu, Phnom Penh and Tashkent), UNESCO works to promote peace and human development through education, sciences, culture and communication, by facilitating international co-operation, setting common standards and fostering the dissemination of information.

The **Asia-Pacific Programme of Educational Innovation for Development (APEID)** is a regional inter-country cooperative programme based in the UNESCO Regional Bureau for Education in Bangkok, Thailand. APEID's mission is to contribute to sustainable human development through the design and implementation of educational programmes and projects, mainly at the post-primary level of education and focusing on educational innovation for development. In January 2016, APEID was restructured and incorporated into the Section for Educational Innovation and Skills Development (EISD) to meet changing contexts, priorities, needs and challenges in the region.

The **National Commission of the People's Republic of China for UNESCO** was established in February 1979. It acts as an agency of coordination, consultation, liaison and information, in addition to mobilizing and coordinating partnerships with government institutions, academic circle and civil society to contribute to the realization of UNESCO's objectives and implementation of its programmes.

The **Chinese Society of Education (CSE)**, the first and also largest academic educational

organization in China, was founded on 12 April 1979. Since then, the CSE has developed into the nation's leading academic educational organization which exerts a great influence on China's academic education, encouraging reforms and innovations. It has facilitated a nationwide, well-organized professional educational system covering all curricula and disciplines of basic education as well as relevant teaching and educational work.