

Seminar on Comprehensive Measures for Rural Teachers from Developing Countries

Name	Seminar on Comprehensive Measures for Rural Teachers from Developing Countries		
Organizer	East China Normal University		
Time	2023-07-11 -- 2023-07-31	Language for Learning	English
Invited Countries	Developing countries		
Number of Participants	30		
Requirements for the Participants	Age	No more than 50 years old for participants of departmental directorship. No more than 45 years old for participants of division level	
	Health	In good health with health certificate issued by the local public hospitals; without diseases with which entry to China is disallowed by China's laws and regulations; without severe chronic diseases such as serious high blood pressure, cardiovascular/cerebrovascular diseases and diabetes; without mental diseases or epidemic diseases that are likely to cause serious threat to public health; not in the process of recovering after a major operation or in the process of acute diseases; not seriously disabled or pregnant.	
	Language	Capable of listening, speaking, reading and writing in English	
	others	Relatives and family members shall not follow	
Host City	Shanghai	Local Temperature	25°C-39°C
Cities to visit	Beijing City, Hebeisheng	Local Temperature	23°C-37°C, 22°C-33°C
Notes	<p>1. TAKE CORONAVIRUS PRECAUTIONS. Please remain cautious of the disease by always wearing a mask properly all the time during the travel and keeping social distance.</p> <p>2. Please buy an adapter in advance for your electronic devices.</p> <p>3. Please prepare some common medicines such as those for stomachache, headache, cold, allergy, etc.</p> <p>4. Please be reminded that the following websites and applications are not accessible in China. Those include Google, Gmail, Google Play Store, Youtube, Whatsapp, Facebook, etc..</p> <p>5. Please open international call and data service from your mobile service provider to keep in touch with the ECNU staff during your travel.</p> <p>6. Please bring an ID/passport portrait photo (2.5 cm*3.5 cm) for your certificate in both hard copy and soft copy. If you don't have the hardcopy, please prepare at least a digital photo.</p>		
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About the Organizer	<p>Based in Shanghai, China, East China Normal University (ECNU) was founded in October 1951. It is one of the most prestigious universities in China sponsored by the national top university construction programs “Project 211” and “Project 985”. In 2017, ECNU was chosen as one of the 36 Class A universities on the list of Double First Class University Plan released by the central government of China and hence started the new journey ever since. On December 28, 2017, 12 disciplines of ECNU were listed as tier A nationwide with Pedagogy and World History as A+, ranking 19 as a whole among all the universities in China during the fourth round of discipline evaluation carried out by China Academic Degrees & Graduate Education Development Center (CDGDC).</p> <p>Teacher education has always been a distinctive strength of ECNU. Over decades it has cultivated crops of excellent teachers and educators for the country. ECNU offers doctoral programs in 33 of its first-level disciplines, master’s programs in 37 first-level disciplines and 3 second-level disciplines. It is authorized to confer 24 professional master’s degrees and 2 professional doctoral degree. It boasts 26 postdoctoral mobile research stations and 85 bachelor’s degree programs. It has 3 National “Double First Class” construction disciplines, 2 National Primary Key disciplines, 5 National Secondary Key disciplines, 5 National Key Cultivating disciplines, 12 disciplines enlisted as Class-A by the Ministry of Education, six disciplines included in Shanghai Peak Disciplines Program, 12 Shanghai key disciplines and 17 Shanghai first-rate disciplines.</p> <p>In the field of science, ECNU is home to 2 State Key Labs, 1 National Engineering Research Center, 1 National Field Observation and Research Station, 1 State-level International Joint Research Center, 8 Education Ministry Key Labs and Engineering Centers, 1 International Cooperation Joint Lab of the Ministry of Education, 1 Strategic Research Base-cum-Soft Science Research Base of the Ministry of Education, 1 Field Science Observation and Research Station of the Ministry of Education, 1 Key Research Base of the Ministry of Civil Affairs, 1 Key Lab of the National Press and Publication Administration, 2 Key Labs and Engineering Technology Innovation Center of the Ministry of Natural Resources, 12 Shanghai Key Labs and Engineering Research Center, 1 Shanghai Engineering Research Center, 1 Shanghai Field Scientific Observation and Research Station, 1 Shanghai Soft Science Research Base, 1 Shanghai Collaborative Innovation Center and 2 Shanghai Cutting-edge Scientific Research Base. ECNU is equally strong in liberal arts, with 6 Key Research Bases for Humanities and Social Sciences of the Ministry of Education, 1 Cultivating Lab in Philosophy and Social Sciences of the Ministry of Education, 1 National Research Institute for Teaching Materials, 6 Research Centers of Countries and Regions of the Ministry of Education, 2 National Intelligent Social Governance Experimental Bases, 1 National Chinese Traditional Culture Base in Universities, 7 Shanghai Philosophy and Social Sciences Innovation Research Bases, 1 Scientific Research Base of the China National Committee on Aging, 1 Cultivating National Press and Publication Administration Publishing Think Tank, 7 Shanghai Philosophy and Social Sciences Innovation Research Base, 6 Shanghai Municipal Government Decision-making Consultation Research Bases, 4 Shanghai University Think Tanks, 10 Key Research Bases of Humanities and Social Sciences of Morality and Cultivation in Shanghai Universities, 1 Chinese Traditional Culture Base in Shanghai Universities.</p> <p>ECNU boasts 10 Basic Disciplines Top-notch Training Program Bases (2.0), 2 State Experimental Teaching Demonstration Centers, 1 State VR Experimental Teaching Center, and 9 city-level experimental teaching demonstration zones. The university sponsors or supervises the publication of 23 Chinese academic journals and periodicals as well as 7 English-language academic journals. Its library collection tops 495.29 million volumes, with 164 electronic document data bases comprising 466 sub-data bases. The university has set up an Education Group with 67 primary, secondary schools and kindergartens affiliated to the university.</p> <p>By September 2022, among the total staff of 4,418, there are 2,412 full-time faculty members, including 19 national academicians, 2,101 professors and associate professors and 457 members of all sorts of national or municipal talent projects, many of whom enjoy high</p>	

reputation in their respective academic circles. As for students, there are 15,914 undergraduate students, 17,719 graduate students, 3,952 PhD students and 1,551 international students (degree students) on campus. ECNU has two main campuses located in Putuo and Minhang districts respectively, which overall has a total area of about 207 hectares.

The university follows closely diplomatic policies of the country by strengthening cooperation in related fields with other developing countries. Currently, there are altogether 38 universities undertaking foreign assistance Master's degree programs and East China Normal University after Peking University and Tsinghua University, becomes the third of those undertakers. In April, 2014, ECNU, with the International Center for Teacher Education (ICTE) as the degree program undertaker, is approved by the Ministry of Education as one of the 12 national undertakers of Foreign Assistance programs. In December, 2014, approved again by both the Ministry of Education and the Ministry of Foreign Affairs of China, the "China-ASEAN Centre for Education and Training, ECNU" was established within ICTE. Besides, the "China-ASEAN Centre for Education and Training, ECNU" has become a council member of the Alliance of China-ASEAN Education and Training Centers since 2015 and a standing council member since 2016. Wang Rongming, the then vice president of ECNU, is the vice chairman of the Alliance, and Peng Liping, the director of the International Center for Teacher Education, is the deputy secretary-general of the Alliance. In July 2019, the center was awarded the honorary titles of "2019 Excellent China-ASEAN Education and Training Center" and "2019 Most Influential Center" by the Alliance.

Since 2010, ICTE has undertaken 13 rounds of Master of Education Programs in Educational Leadership and Policy sponsored by the Ministry of Commerce, and has now offered the program to as many as 324 students from 64 countries, with 264 graduates, due to personal reasons. Simultaneously, since 2011, ICTE has been carrying out 34 high-end seminar programs sponsored also by the Ministry of Commerce (including one held abroad, Seminar on Sustainable Development Management of Higher Education in Cuba, and six held online, and has so far offered seminars for 1196 participants from 71 countries.

Moreover, entrusted by the Chinese Embassy in South Africa and sponsored by the Ministry of Foreign Affairs of the People's Republic of China, ICTE undertook the Seminar on Education Policy and Management of Basic Education for South Africa in 2019, receiving 29 participants.

From March 2016, ICTE started to implement "UNESCO-China (The Great Wall) Co-sponsored Fellowships program - ECNU Advanced Training Programme" commissioned by UNESCO Headquarters, supported by the Permanent Mission of China to UNESCO, the National Commission of China for UNESCO, the Department of International Cooperation and Exchanges of Ministry of Education of China, and the China Scholarship Council (CSC). So far, ICTE has conducted six GWF programs, enrolling 102 students from 19 African and Asian countries, 99 of whom have completed the programme.

Then in September 2019, ICTE initiated two new programs - CSC China-Africa Friendship Scholarship and Shanghai Municipal Scholarship, recruiting respectively seven students from six countries and two students from Tanzania.

In September, 2021, ICTE recruited one Master's student from CSC "China-Cambodia Leaders Commitment Program".

In 2015, ICTE, for the first time, enrolled one Master's student from other Chinese Government Scholarship programs. And in 2022, additional four Master's students from other Chinese Government programs were enrolled.

Seminar Content	<p>Entrusted by the Ministry of Commerce of the People's Republic of China, East China Normal University will hold Seminar on Comprehensive Measures for Rural Teachers from Developing Countries in Shanghai.</p> <p>The main contents of the Seminar will be:</p> <p>1. An Overview of China's Development and Transformation This lecture demonstrates the earth-shaking changes and remarkable achievements China has made in the fields of politics, economy, society, culture and education since the reform and opening up in the late 1970s, proving that the Chinese people, under the strong leadership of the Central Committee of the Communist Party of China with Comrade Xi Jinping at its core, will definitely realize the rejuvenation of the Chinese nation.</p> <p>2. Education Policies in China From the perspectives of the overview, system, development and policy of China's education since the reform and opening up in the late 1970s, this lecture interprets the approaches of education policy-making guided by "giving high priority to the development of education and promoting fairness, quality, reform and innovation in education", focusing on education funding, education popularization, private schools, the comprehensive enrollment rate of three-level education, and the improvement of education quality., etc.</p> <p>3. Chinese Confucius Culture and Traditional Educational Philosophy This lecture first briefly introduces the three components of Chinese wisdom, explains the political doctrine, ethical doctrine and the Doctrine of the Mean in Confucianism by introducing the life of Confucius, and analyzes in detail the aims and functions of education, theory of imparting knowledge, methods of instruction, approaches to learning, and the role and influence of Confucius' Pedagogical Doctrine. This lecture also briefly introduces the main content of Taoism and the strategic and tactical thinking proposed in The Art of War by Sun Tzu.</p> <p>4. Quality Education for All, Education Agenda 2030 and Sustainable Development from UNESCO's Perspective From the perspective of the formulation of education policy agenda, policy assessment, learning outcome evaluation, and quality assurance framework, the lecture analyzes data on global education inequalities from the Global Education Monitoring Report on inequalities in education around the world, and major indicators from the General Education Quality Analysis/Diagnosis Framework of UNESCO, Global Thematic Consultation on Education in the Post-2015 Development Agenda of UNICEF, and Thematic Indicators to Monitor the Education 2030 Agenda. Based on the academic performance and equity issues in the PISA tests designed by OECD countries, The Quality Assurance Framework of the UK, it explains the importance of "Ensuring quality and inclusive education for all and promoting lifelong learning" and "sustainable development" from the perspective of cultural value changes, changes in skill demands in various countries, inequalities in academic performance in Latin America, Africa, Asia, and Europe, and the current development status worldwide.</p> <p>5. Education Planning of China 2010-2020-2035 From the perspective of the duration, main content and characteristics of China's education development and education planning, the lecture focuses on the three strategic goals, five specific goals, eight development tasks, six reform tasks, six guarantee measures, ten programs and ten pilot projects, analyzes the five development concepts, basic principles, main objectives and organizational implementation of China's 13th Five-Year Education Plan (2016-2020) , and introduces the relevant content of China's Education Modernization 2035 and the 14th Five-Year Education Plan.</p> <p>6. Education in Rural China: Current Situation and Development Trend Based on the concept of rural education, the lecture explains in detail education in rural China from the perspectives of manpower, funding, teachers' career development, national training projects, education supervision, teachers' professional qualifications, teachers' evaluation, professional support and future challenges. It also makes a prospect for the future according to UNESCO's Education 2030 Sustainable Development Agenda by sorting out the experience and lessons learned.</p> <p>7. Policy Reform for Teacher Development in Rural China Beginning with the current situation of teacher education in China, the lecture analyzes the pre-service preparation, professional development, evaluation system, professional support, and funding. Furthermore, it introduces in detail the relevant policies, existing problems,</p>
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measures and projects for teachers in rural China.

8. Comparative Study of Chinese Urban vs. Rural School Principals

As most public schools in China are located in rural areas, there is still a huge gap in education quality and achievements between urban and rural areas, which is also the case of most developing countries in the world. The lecturer combines her recent research on the differences between urban and rural principals in China in terms of pre-service and in-service training opportunities, values and viewpoints, and urgent needs as school managers. At the same time, it introduces three latest publications to help them easily refer to this research in their own national and local context, promoting the professional development of school leaders and educational reform in schools.

9. Inclusive Education: Comparative Research and China's Experience

This lecture introduces the background and development process, the conceptual framework, and the practices in different countries of inclusive education from the perspective of international comparative researches; it initiates discussions on the problems China has faced and the efforts we have made based on China's experiences in inclusive education.

10. Basic Education Reform in OECD Countries

Based on the reasons why there is education reform, the lecture explains the relevant factors affecting education improvement such as investing, student academic standards, progress data, capacity building, school leadership, supporting disadvantaged students and schools, and establishment of scientific accountability mechanisms, etc. And it further explores how to improve students' learning outcomes and use policy levers from the perspectives of, institutional/school quality, and system-government effectiveness to promote education reform. Based on theoretical analysis, it also introduces relevant data on the progress of OECD countries in education reform.

11. Professional Standards and Training for Principals in China

Beginning with the overview of China's education system, the lecture describes the classification of management system in China, the composition of school leadership and management, and then elaborates on the professional standards of principals at the national level in China, focusing on the analysis of six key leadership areas, namely, school development planning, school culture nurturing, curriculum and teaching leadership, leading teachers' professional development, optimizing internal management and adjusting external environment, and share the experiences of the principal training programs at the national level, provincial, prefecture level in China.

12. The Application of ICT in Basic Education in China

This lecture explores the role and position of media and technology in education, and introduces the process of informatization of basic education in China from three aspects - application, integration and transformation. It shares excellent cases of China's education informatization projects and international experiences on educational information technology application. The lecture shall enable the participants to acquire a better understanding of how information technology can be applied to education and teaching from the experiences of China and other countries.

13. Education Supervision and School Development

This lecture emphasizes the monitoring of education policy implementation to ensure education quality, the interpretation of the concept of education supervision, and Education 2030 Sustainable Development Agenda of UNESCO and SDG4 set by the United Nations, with a focus on sustainable development of people and society. It proposes that teaching implementation and academic performance should be monitored, and teaching and learning should be supervised, highlighting the role of education in the social development of the 21st century and the development of knowledge, beliefs, values, and skills. Furthermore, it takes the practice of multiple countries as an example, and establishes monitoring for school development, implements standardized management, and focuses on curriculum implementation, teacher development, school improvement, school management information systems, the application of educational information technology, project planning and coordination, monitoring, evaluation, and communication. It compares the sustainable development education goals with the policy formulation, policy implementation, monitoring, and evaluation of education supervision and school development, and puts forward relevant policy proposals.

14. Academic Performance Assessment and Quality Assurance Framework

This lecture introduces the position of academic performance evaluation in the context of education policy formulation and implementation, and emphasizes the necessity of conducting academic performance evaluation, the composition of the 21st century learning framework, the tools and types of learning monitoring and evaluation, and the composition of the national-level education quality assurance framework. It also introduces the education development indicators and academic performance evaluation of Sweden, China, and Ethiopia at the national level. Finally, the Programme for International Student Assessment (PISA) will be introduced as an example.

15. The Practice of Basic Education Reform in Huangpu District, Shanghai

From the perspective of a district-level education bureau director and previous experience as a secondary school principal, the lecturer explains in detail the multiple factors that district-level education management departments need to consider when formulating education policies. Based on the practices as a middle school principal, he extracts the concept of “providing education that satisfies the people and building schools that students like,” and believes that education should “put people first” and “reflect life loving care”.

16. Quality Education: Taking No.2 High School Attached to ECNU as an Example

This lecture introduces the educational philosophy, goals, curriculum, teaching model, international exchange programs, and student activities of the No.2 High School Attached to ECNU, one of the best high schools in Shanghai. It explains how quality education can be carried out by taking this school as an example.

17. China’s Education Development and Teachers’ Development

From the perspective of teachers’ professional development, the lecture explains China’s educational policies and practices in this field and analyzes in detail the teachers’ professional development, evaluation and performance in the field of basic education in Shanghai, taking the participation of Shanghai’s primary and secondary school teachers in the “Teaching and Learning International Survey” (TALIS) organized by OECD as an example.

18. Mathematics Education in China: Tradition and Development

This lecture starts with an overview of mathematics education in China, the mathematics curriculum reform, and the current changes and innovations in mathematics teaching, and analyzes the pre-service education and the school-based professional development of mathematics teachers.

Experts and scholars in the field of education from East China Normal University and other institutions will be invited to give lectures and facilitate interactions with the participants through workshops, discussions, field trips, etc. During the seminar, school visits, places of cultural, economic and educational interests in Shanghai, Beijing, and Qinhuangdao will be arranged for participants. In this way, participants can better understand what they have learned from the lectures and develop better understanding of what China has achieved in education within broad context of socio-economic and cultural development since China’s reform and opening-up in the late 1970s. At the same time, the opportunities of enhanced partnership and two-way cooperation in education between China and other developing countries could be facilitated in the years to come.