Seminar on Education Policy and Practice for Developing Countries

Name	Seminar on Education Policy and Practice for Developing Countries		
Organizer	East China Normal University		
Time	2023-11-08 -- 2023-11-28	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	13°C-20°C
Cities to visit	Beijing City,Hangzhou City	Local Temperature	0°C-12°C,13°C-21°C
Notes	1. Please buy an adapter in advance for your electronic devices. 2. Please prepare some common medicines such as those for stomachache, headache, cold, allergy, etc. 3. 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.. 4. Please open international call and data service from your mobile service provider to keep in touch with the ECNU staff during your travel. 5. 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.		
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About the Organizer	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). 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 25 professional master's degrees and 3 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 and 6 Municipal-level peak disciplines in Shanghai (Category I: Education, World History; Category II: Geography, Statistics; Category IV: Island Atmosphere and Ecology, Intelligent Education). In the fifth round of national discipline assessment, 40% were rated as Category A. It has also received awards in previous selections. 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. In the field of science, ECNU is home to 3 State (National) Key Labs, 1 National Engineering Research Center, 1 National Field Observation and Research Station, 1 State-level International Joint Research Center, 9 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, 2 National Research Institute for Teaching Materials, 1 Research Base for Chinese National Community Consciousness, 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 (including 1 Municipal-level Key Think Tank), 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. 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 24 Chinese academic journals and periodicals as well as 7 English-language academic journals. Its library collection tops 530.67 million volumes, with 176 electronic document data bases comprising 485 sub-data bases. The university has set up an Education Group with 68 primary, secondary schools and kindergartens affiliated to the

university.

By July 2023, among the total staff of 4,341, there are 2,380 full-time faculty members, including 23 national academicians, 2,143 professors and associate professors and 663 members of all sorts of national or municipal talent projects, many of whom enjoy high reputation in their respective academic circles. As for students, there are 15,733 undergraduate students, 18,282 graduate students, 4,247 PhD students and 1,378 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 310 graduates, due to personal reasons. Simultaneously, since 2011, ICTE has been carrying out 37 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 seven held online, and has so far offered seminars for 1293 participants from 72 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.

On June 28, 2023, Dr. Tang Qian, former Assistant Director-General for Education at UNESCO, attended the commencement of ICTE and delivered a speech. He also presented honorary certificates to three outstanding master's graduates from ICTE.

Seminar Content	Entrusted by the Ministry of Commerce of the People's Republic of China, East China Normal University will hold Seminar on Education Policy and Practice for Developing Countries in Shanghai. The main contents of the Seminar will be: 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. 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. 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. 4. International Organizations and the Global Governance of Education: Case of UNESCO This lecture first introduces the roles of international organizations, UN agencies active in education, and other influential IGOs, NGOs and professional associations. It also explains the basic functions of UNESCO and analyzes in detail how to shape global education agenda (from EFA to SDG4), as well as how the global governance of education works. 5. 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. 6. 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. 7. 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.

8. Educational Leadership for Change: Narrative Inquiry as a Journey of Learning Together

This lecture first proposes the concept of teachers as continuous learners, explores the nature of learning, the inherent relationship of learning communities, and the learning venues, and suggests that teachers conduct narrative research, share their own teaching stories and educational reflections with others, and improve their educational leadership through experience sharing and joint exploration.

9. The Application of ICT in Basic Education in China: Taking Big Data Mining and Analysis as an Example

Based on the significance of big data technology for learning and teaching, the lecture explores how to apply big data technology to educational decision-making and teaching process. It points out that big data technology has a profound impact on education from the macro, meso and micro levels by introducing its application in the construction of intelligent decision-making system for education management, teaching process optimization, learning tracking and personalized learning, etc. with practical cases.

10. Result and Reflection: PISA & Basic Education in Shanghai

By introducing the excellent results of Shanghai's students in the Programme for International Student Assessment (PISA) organized by the OECD, this lecture provides a detailed explanation and analysis of the policy, reform, and development of basic education in Shanghai.

11.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".

12. 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.

13. The Role and Key Issues of Student Assessment

This lecture analyzes the importance of students' learning from several dimensions, including "what learning outcomes are relevant and effective," "how such learning is measured," and how relevant information is utilized. The background of this analysis is based on the United Nations 2030 Agenda for Sustainable Development and the UNESCO Incheon Declaration and its Framework for Action. Taking a perspective that emphasizes quality education and the development of learning abilities necessary for lifelong learning, the lecture primarily focuses on analyzing various methods of learning assessment, with particular emphasis on the Programme for International Student Assessment (PISA) testing.

14. 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.

15. University Governance in China

With the further development of the Chinese economy and society, the reform of higher education governance has become increasingly urgent. This lecture will take multiple perspectives, such as the requirements of China's economic and social development transformation for higher education, the higher education system, the concepts and development trends of higher education governance reform, and the reform of higher education governance and management. It will make a detailed introduction to the development of China's higher education in recent decades through a comparison of China's historical academy system with Western higher education systems. What's more, it will also analyze in detail the further improvement and development of higher education governance accompanying China's development and reform in the field of higher education since the reform and opening up in 1978.

16. Higher Education Development in Asian and African Countries: Experience and Challenges

This lecture takes the changes and challenges of the 21st century as its starting point to explore the relationship between higher education and economic development, the trajectory of higher education development, and the international development and trends in higher education. It will also share with students the successful experience and challenges in Asian countries regarding the development of higher education. Finally, it will discuss the major problems in the higher education of developing countries and how to benefit from colonial legacies.

17. Vocational Education, New Urbanization and Rural Revitalization

This lecture reviews the great achievements brought about by China's export-oriented economic development strategy since the reform and opening up in 1978 as well as the current problems it faces. Accordingly, it introduces the crux in China's implementation of its "rural revitalization strategy" and "new urbanization strategy", namely transforming farmers into industrial workers, which is followed by a detailed analysis of the important role played by vocational education in the process.

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 Hangzhou 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.