

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	October 10 to 23, 2024	Language for Learning	English
Invited Countries	Developing countries		
Number of Participants	25		
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	Participants should be capable of listening, speaking, reading and writing in English that can meet the requirements of the class.	
	others	Family members or friends shall not follow.	
Host City	Shanghai City	Local Temperature	15° C-23° C
Cities to visit	Beijing City	Local Temperature	10° C-20° 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.		
Contact of the Organizer	Contact Person(s)	Ms. Wu Lei, Mr. Peng Liping	
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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. In July 2022, 14 disciplines of ECNU were listed as tier A nationwide with Pedagogy, Physical Education and Statistics as A+, ranking 24 as a whole among all the universities in China during the fifth 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 36 of its first-level disciplines, master’s programs in 37 first-level disciplines and 3 second-level disciplines. It is authorized to confer 31 professional master’s degrees and 4 professional doctoral degrees. It boasts 27 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 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, 2 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, 3 Key Labs, Engineering Technology Innovation Center and Field Scientific Observation and Research Station 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 Regional Country-based Research Institute of the Ministry of Education, 2 National Research Institute for Teaching Materials, 1 Research Base for Chinese National Community Consciousness, 6 Research Record 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, 5 Research Bases of National Ministries, 7 Shanghai Social Sciences Innovation Research Base (including 1 Municipal-level Key Think Tank), 6 Shanghai Municipal Government Decision-making Consultation Research Bases, 5 Shanghai University Think Tanks, 10 Key Research Bases of Humanities and Social Sciences of Morality and Cultivation in Shanghai Universities, and 7 Municipal Innovation Centers. 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 538.80 million volumes, with 178 electronic document data bases comprising 490 sub-data bases. The university has set up an Education Group with 68 primary, secondary schools and kindergartens affiliated to the university.

Among the total staff of 4,255, there are 2,366 full-time faculty members, including 19 national academicians, 2,136 professors and associate professors and 750 members of all sorts of Chinese national or Shanghai municipal talent projects, many of whom enjoy high reputation in their respective academic circles. As for students, there are 15,884 undergraduate students, 17,066 graduate students, 4,070 PhD students and 1,380 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.

	<p>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.</p> <p>Since 2010, ICTE has undertaken 14 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 360 students from 65 countries, with 345 graduates, due to personal reasons. Simultaneously, since 2011, ICTE has been carrying out 42 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 1415 participants from 75 countries.</p> <p>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.</p> <p>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 seven GWF programs, enrolling 102 students from 19 African and Asian countries, 99 of whom have completed the programme.</p> <p>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.</p> <p>In September, 2021, ICTE recruited one Master’s student from CSC “China-Cambodia Leaders Commitment Program”.</p> <p>In 2015, ICTE, for the first time, enrolled one Master's student from other Chinese Government Scholarship programs. In 2022 and 2023, additional six Master’s students from other Chinese Government programs were enrolled.</p> <p>In September, 2023, ICTE, for the first time, enrolled one Master's student from “Chinese Government Scholarship - Youth of Excellence Scheme of China”.</p> <p>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.</p>
Seminar Content	<p>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.</p> <p>1. Introduction of main lectures and training contents (1) An Overview of China’s Development and Transformation This lecture demonstrates the earth-shaking changes and remarkable achievements China has made</p>

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) Features of Chinese-style Education Modernization - Goals and Strategies for Accelerating the Construction of Education Powerhouse

This lecture introduces the international background, shares the growth stages, development forms, influencing factors and development momentum of the education powers in the world, analyzes the main lessons learned from them and their typical characteristics. It further analyzes the development stages, typical characteristics and six major supports of Chinese-style education modernization, and explore how to accelerate the construction of an education powerhouse through goal positioning and relevant strategies to meet the six development trends of education modernization in China.

(5) 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.

(6) 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.

(7) Professional Standards and Training for Principals

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.

(8) 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.

(9) 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.

(10) 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.

(11) Behavior Intervention for School Children and Adolescents

This lecture provides functional analysis of children's problem behaviors and the correction strategies based on functional behavior assessment, providing guidance for teachers to implement behavioral intervention.

2. Introduction to visit and field trips

(1) To visit schools in Shanghai and have discussions and exchanges with school principals, so that participants can have a better understanding of the practical field of education in China and the topics introduced in lectures.

(2) To visit the Imperial College in Beijing to help the participants understand the ancient Chinese education system, teaching methods and talent selection mechanisms, as well as the learning life and cultural traditions of ancient literati.

(3) To visit the Shanghai History Museum to help them understand the role and practice of on-site teaching in primary and secondary education.

3. Cultural experience

To visit the Great Wall and the Temple of Heaven to help the participants understand the defense system, military history and architectural art of ancient China, as well as the religious beliefs of ancient Chinese monarchs and traditional Chinese culture, such as Chinese calligraphy and painting, traditional handicrafts, etc. so that they can appreciate Chinese culture and promote cross-cultural exchanges.

4. Introduction to the lecturers

(1) Xu Binyan: Professor, former Associate Dean of the Graduate School of East China Normal University. Research interests: mathematics curriculum and instruction, international comparison of curriculum and instruction, international comparison of mathematics education, learning science and instructional design, German education.

(2) Yang Fuyi: Professor, Associate Dean of the Graduate School of East China Normal University. Research interests: psychology and education of special children, cognitive and social development, early intervention, speech and language intervention, behavioral intervention, and teacher professional development.

(3) Huang Zhicheng: Professor, former Director of the Institute of International and Comparative Education of Faculty of Education of East China Normal University. Research interests: comparative education, inclusive education.

(4) Gu Xiaoqing: Professor, Head of the Department of Education Information Technology, Faculty of Education, East China Normal University. Research interests: learning sciences and technology, learning analysis, and learning design.

(5) Peng Liping, Associate Professor, Director of the International Center for Teacher Education of East China Normal University. Research interests: international relations, international education, educational policy, education and traditional culture, English-Chinese translation.

(6) Zhang Junhua, Associate Professor, Deputy Director of the School of Advanced Research and Training, East China Normal University. Research interests: educational leadership and management, leadership and culture, educational research methods, foreign education.

(7) Jiang Bo: Professor, former Deputy Director-general of the Department of International Cooperation and Exchange of MOE of China; former Secretary-general of the China Education Association for International Exchange; former Secretary-general of the China Scholarship Council; former Vice-president of Tongji University. Research interests: comparative education, international higher education research, teacher education.

(8) Zhang Minxuan: Professor, former President of Shanghai Normal University; former deputy Director of the Shanghai Municipal Education Commission; former President of the Shanghai Academy of Educational Sciences; Director of the UNESCO Teacher Education Center; Director of the Research Institute of International and Comparative Education of Shanghai Normal University. Research interests: comparative education, international comparison of education systems and policies, international organizations and educational development, teacher education, etc.

(9) Gao Shuguo: Researcher of China Education Research and Development Center of the Ministry of Education; Deputy Secretary-General of the Chinese Society of Education.

