

# 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	2025-10-27--2025-11-16	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	10° C-20° C
Cities to visit	Chongqing City Zhangjiajie City Hunan Province	Local Temperature	12° C-20° C 10° C-17° 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.6.The city of visit may be adjusted depending on the actual situation.		
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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. 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 &amp; 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 36 of its first-level disciplines, master’s programs in 37 first-level disciplines and 3 second-level disciplines. It is authorized to confer 36 professional master’s degrees and 8 professional doctoral degrees. It boasts 27 postdoctoral mobile research stations and 63 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.</p> <p>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 as well as 35 provincial and ministerial key laboratories, engineering centers, field observation and research stations and other research bases. 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, 3 National Research Institute for Teaching Materials, 1 Research Base for Chinese National Community Consciousness as well as 52 provincial and ministerial research centers, think tanks and other research bases. 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.</p> <p>Among the total staff of over 4,200, there are more than 2,300 full-time faculty members, including over 2100 professors and associate professors of which 5 are full-time national academicians and over 760 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 over 15,900 undergraduate students, over 17,000 graduate students, over 4,000 PhD students and over 2,500 international students (including non-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> <p>The university follows closely diplomatic policies of the country by strengthening cooperation in related fields with other developing countries. 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</p>	

	<p>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 started undertaking the Master of Education in Educational Leadership and Policy, part of the Academic Education Programs sponsored by MOFCOM for Developing Countries, and has now offered the program to as many as 396 students from 69 countries. Simultaneously, since 2011, ICTE has been carrying out 46 seminar programs for education administrators and senior teachers, 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 1510 participants from 78 countries.</p> <p>Since 2010, ICTE started undertaking the Master of Education in Educational Leadership and Policy, part of the Academic Education Programs sponsored by MOFCOM for Developing Countries, and has now offered the program to as many as 396 students from 69 countries,</p> <p>In addition, in 2019, ICTE undertook the Seminar on Education Policy and Management of Basic Education for South Africa commissioned by the Chinese Embassy in South Africa and funded by the Chinese Ministry of Foreign Affairs, enrolling 29 participants.</p> <p>In 2015, ICTE began to recruit master's students sponsored by other Chinese Government Scholarships, enrolling a total of 21 students to date.</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 eight GWF programs, enrolling 103 students from 20 African and Asian countries, 101 of whom have completed the programme.</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 the 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 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) Xi Jinping's Theory and Practice of Promoting and Leading the Transformation of the Global Governance System This lecture delves into the current landscape and challenges of global governance, offering an in-depth exploration of China's role and contributions within the global governance system. Through the interpretation of China's distinctive vision for global governance, the construction of a new type of international relations, the concept of a community with a shared future for mankind, and the Belt and Road Initiative, it showcases China's endeavors and explorations in global governance. Emphasizing the principle of wide consultation, joint contribution and shared benefits, the lecture calls on nations to collaborate in jointly advancing the reform and development of the global governance system.</p> <p>(3) 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</p>

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.

(4) Strategies and Features of China's Education in the New Era and the Construction of a Leading Country in Education

The lecture first introduces the needs of China’s education development in the new era, exploring the essence and practice of Xi Jinping’s educational philosophy, the goals and pathways for building a powerful education system, as well as the key focuses and challenges in educational reform. The lecture also shares with participants the success stories and challenges in China's educational development and discusses major issues in education development across other countries and how to benefit from international experience.

(5) 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*.

(6) Theories of Education Expansion in Modern Society - A Case Study on China's Success

This lecture introduces the theoretical framework of educational development in modern society, explore the emergence of large-scale schooling, and examine the internal driving forces behind this phenomenon. Additionally, it presents case studies of China's educational development and analyze the factors contributing to the success of rapid expansion of education in China since the 1980s.

(7) 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.

(8) 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”.

(9) 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.

(10) 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.

(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.

(12) 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.

(13) 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.

(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) Internationalization and Localization of Higher Education

This lecture explores the development trends and implementation path of internationalization of higher education, focusing on analyzing internationalization indicators, localization strategies and practical methods, and providing a framework to help understand how to promote the internationalization of higher education against different national conditions of each country.

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

This lecture takes the changes and challenges of the 21<sup>st</sup> 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) China's "Double High-Quality Plan" and High-Quality Development in Vocational Education

This lecture focuses on core pathways through which China's "Double High-Quality Plan" drives high-quality development in vocational education. By first decoding the policy essence and construction objectives, it will elaborate on two key implementation approaches: industry-education integration and program cluster development. Through exemplary cases, the lecture showcases innovative practices in talent cultivation models. Concluding with an exploration of challenges and transformation strategies for vocational education in the digital era, it provides insights for building a modern vocational education system.

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 Zengjiayan Academy in Chongqing. This will help participants understand the ancient development of education in the Ba-Yu region, the dissemination of Confucianism, the characteristics of the academy system, as well as the study life and cultural traditions of local scholars.

(3) To visit the Shanghai Museum, Shanghai Urban Planning Exhibition Center, and Chongqing Three Gorges Museum. This will help participants understand the role and practice of museum-based education in primary and secondary education

3. Cultural experience

To visit visit Hongya Cave and Ciqikou Ancient Town in Chongqing, where the participants will experience stilted architecture and Ba-Yu folk customs, and participate in traditional handicraft activities. Participants will also visit Zhangjiajie's Tianmen Mountain to witness the magnificence of karst landscapes and appreciate the harmonious coexistence of modern engineering (cableways, walkways) and natural scenery to enhance their understanding of the unique geological value, deepen the appreciation of regional cultural diversity, and strengthen the cross-cultural exchanges.

#### 4. Introduction to the lecturers

(1) Yuan Zhenguo, Professor, Dean of Faculty of Education of East China Normal University; Educational Inspector of MOE of China; former Deputy Director-general of Department of Teachers Affairs; former Deputy Director-general of Department of Social Science Affairs of MOE of China; former President of Chinese Academy of Education Science. Research interests: pedagogical principle, education policy.

(2) 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.

(3) Kuang Ying, Professor, Associate Dean of the Faculty of Education of East China Normal University. Research Interests: comparative vocational education; higher vocational education; vocational education ethics; vocational education policy.

(4) 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.

(5) 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.

(6) Peng Zhengmei, Professor, Director of the Institute of International and Comparative Education of the Faculty of Education of East China Normal University. Research interests: German pedagogy; American pedagogy; western philosophy of education; comparative education; epistemology and curriculum theory.

(7) 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.

(8) Li Mei, Professor, Institute of Higher Education of Faculty of Education of East China Normal University. Research interests: internationalization of higher education; higher education policy in China; comparative higher education; international mobility of academic talent; international impact of education research of China; teacher education.

(9) Li Minghua, Professor, Department of Education Management of East China Normal University. Research interests: education market and cases of China, and continuing education for migrant workers in China.

(10) 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.

(11) 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.

(12) 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.

(13) 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.

	<p>(14) Qiu Huafei, Professor, former Vice Dean of the School of International Relations at Tongji University. Research interests: contemporary international relations, diplomatic history, international political sociology, and China's peripheral security.</p> <p>(15) Gao Shuguo, Researcher, Deputy Secretary-General of the Chinese Society of Education; Special-Term Professor of Capital Normal University. Research interests: educational policy and planning.</p>
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