Reorienting Teacher Education for International Understanding and Sustainable Development: Cases of National Experience and Institutional Practices

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Outline

1. International Perspective on EIU/ESD as Applied in Educational and Developmental Context of China
2. National Policies and Programmes in Reorienting Teacher Education in China to EIU/ESD;
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International Perspective on EIU/ESD as Applied in Educational and Developmental Context of China

Perspective on ESD in Educational and Developmental Context of China

*Defined by UNESCO:* ‘a dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating and enjoying a sustainable future’.

*Chinese Perspectives on ESD:*

- first embodied in the state policy document “China’s 21st Century Agenda” in early 1990’s, with a focus on environmental protection in light of the World Summit in Riodejaneiro on Environment;
Chinese Perspectives on ESD (Ctd.):

- further spread and widely recognized in China since the UNDP’s Human Development Report in early 1990’s, which proposed the idea of “development by the people, development of the people and development for the people” and the HD indicators, in which education plays crucial roles;
- embodied as one of the approaches in the strategic goal of national development, i.e, “to build a harmonious well-off society”, based on “sustainable development strategy” and “nation-building through education and science”, and a strategy of “national strength building through qualified human resources”.
- TE is included as a foundation and a determining key factor of educational quality as well as equality for SD.
Perspective on EIU in Educational and Developmental Context of China

1996 Delors Report:
EIU means a wide range of educational activities implemented in any country, which are based on the idea of “international understanding” and advocated by international organizations.

Chinese Perspectives on EIU:
• Made as priority in education at all levels in correspondence with the foreign policy of peace and the state policy of education “oriented to modernization, to the future and to the outside world”;
• Embodied in relevant articles of The Education Law;
  ─ article 7 states that education should absorb all the excellent achievements in the history of human development;
  ─ article 67 states that the central government encourages foreign communication and cooperation in the field of education
• Concept of “International understanding” and “learning to live together” is integrated in all curriculum areas and school subjects, e.g. History, Geography, History and Society, Biology and other required subjects
Integrating EIU into TE aims to help the young generation:

- know the origin, evolution and current status of history, culture and social systems of other countries;
- grasp the skills and manners to communicate with foreigners;
- establish a set of universal values;
- analyze and foresee the impact of political and economic situations of other countries on the homeland;
- understand and deal with a series of international issues, such as economic competition and cooperation, environment protection and sustainable development, multi-cultural coexistence, peace and development;
- cultivate the spirits of kindness, selflessness, justice, democracy, perspicacity, peace loving and have concern for the co-prosperity of all human beings;
- become responsible “global citizen”
National Policies and Programmes in Reorienting Teacher Education in China to EIU/ESD

- Tasks in Reorienting Teacher Education on EIU/ESD
- Policies and Programmes in Reorienting Teacher Education on EIU
- Policies and Programmes in Reorienting Teacher Education on ESD
Tasks in Reorienting Teacher Education on EIU/ESD

The education authority has proposed seven policy tasks for teacher education reorientation to EIU/ESD in recent years (National-wide Conference on Teacher Education held on 9 September, 2005)

- To plan systemic TE reform and promote innovations in TE;
- To implement programmes of a “Nation Teacher Education Networks Federation” in developing a system for teacher lifelong professional learning through existing TE institutions and distance education;
- To implement a “State Teacher Education Bases Development Programme”, utilizing quality education resources at normal universities and other qualified institutions;
– To continue implementation of “Secondary & Primary School Teachers’ Continuing Education Project”, for a new-phase training for all of 10 million school teachers and 1 million master teachers at national level;
– To implement a “Regional Teachers Learning & Resources Centers Programme”, providing quality services for teachers’ career-long professional learning;
– To implement “Teacher Education Curriculum and Resource Development Programme”;
– To continue teacher training for new school curriculum, in cooperation with reforms in basic education.
Policies and Programmes in Reorienting Teacher Education on EIU

- Policy of “Regulations on China-Foreign Joint Educational Institutions/Programmes”
  - China’s open-door policy in education has been underpinned by the principle of EIU and inter-cultural learning for national development;
  - in 2002 there are more than 712 China-Foreign Joint Educational Institutions/Programmes at national level which gradually become a new way for strengthening EIU;
  - mobilizing the TE institutions/colleges to seek new approaches for training model and innovative reforms;
  - majors in business administration, marketing, accounting, finance, human resource management, international trade, and economics etc..
  - programs in foreign languages (such as English, German and French) and information technology (such as computer science and technology, and electronic engineering) are also popular among students
The following figure shows the distribution of China - foreign joint programs by subject.

Management and economics accounts for 46%, the largest percentage.

Source: Ministry of Education, China, 2003
Programme of “Establishing Confucius Institutes Abroad”

• Jointly run by China National Office for Teaching Chinese as a Foreign Language (Hanban) and foreign educational institutions most of which have partner institutions in China;
• Aims to enhance the promotion of inter-cultural learning and bilingual education, especially for international understanding between China and other countries;
• Aims to provide high-quality conditions for students worldwide to study Chinese language and culture;
• more than 78 Confucius Institute in about 30 countries world-wide
Mandates:

– to offer multimedia courses based on Great Wall Chinese as well as other Chinese courses;
– to carry out all kinds of teacher training and organize tests for certifying competence in teaching Chinese as a foreign language;
– to set up Chinese libraries and provide Chinese resource reference services;
– to organize and carry out scholarly research on China and the Chinese language;
– to organize exhibitions, performances and competitions to popularize the Chinese language and spread Chinese culture;
– to organize the HSK and develop other Chinese tests the locality requires;
– to provide consultation services for foreign students who wish to study in China;
– to introduce and promote all kinds of Chinese cultural products (such as books, audiovisual products, traditional art objects and souvenirs)
National Policy on ESD with education and science has two pillars of national development:

- Annual and five-year National Socio-Economic Development Programme and its statistics report;
- Environmental protection be made an integral part of the development programme;

“National-level bases/zones of sustainable development” have been set up at provincial/municipal and local levels, in which in-sectoral approach is taken for coordinated development of education, health, economies, social/community and cultures.
China ESD-EPD Project

- launched in China in 1998;
- aims to combine well UNESCO ESD with the concept and operation model of EPD in China;
- a new practice of ESD in China

Objectives:

- to improve school teachers’ understanding, skills and attitudes in environmental population and sustainable development education and thereby develop a model of quality education;
- to train a new generation of citizens who are fully aware of sustainable development and have knowledge, skills and values inductive to sustainable development and
- to work together with other nations in promoting sustainable development for a sustainable future.
The practice of ESD in China

- Theoretical construction as an important guidance for project improvement;
  - to combine student-centre Education with ESD.
  - The theoretical design has been guiding educational reform in project school.
- Curriculum development as a new platform of creating high-quality education;
  - combination of the common concept and operation model of EPD with the general goals of reform in National Basic Education curriculum and concrete requirement;
  - more than 200 school-based textbooks of ESD have been developed.
• Teaching training as an effective path to improve teacher professional development
  ─ 7 nation-wide workshops have been held separately in Beijing, Shanghai, Guangzhou, Hongkong etc. since 1998;
  ─ propagandizing widely the knowledge and thoughts about environment population and sustainable development;
  ─ enhancing the educators’ understanding of the ESD education, improving teacher professional development, especially those who are involved in the practice and research.
• Cooperative Network as a broaden space of ESD
  ─ Stressing to mobilize more schools to participate in the ESD project;
  ─ Development of a well-developed cooperative network among schools, government, community, NGOs and enterprises;
  ─ China has implemented most successful UNESCO Project on EPD in 9 provinces, with participants of over 1000 schools and nearly 1 million primary secondary & higher education students in varied ESD practices, training of around 10,000 teachers, and tangible/intangible outcomes and impacts on policy, content and method of education for national development.

Commendation from UNESCO:

➢ Mr Koichiro MATSUURA, DG, UNESCO : “ESD project has been successful implemented in China”;
➢ John Daniel, former ADG for Education, UNESCO: “The planners and participants of EPD in China have exemplified innovations and strong sense social responsibility in implementation of EPD, and have set an example for other countries”.

ECNU
Institutional Practices in Promoting EIU/ESD at East China Normal University

• An Overview of ECNU
• UNESCO Chair/UNITWIN in Teacher Education as Framework of Reorienting Teacher Education for EIU/ESD
• Institutional Practices in Promoting EIU/ESD
East China Normal University

An Overview of ECNU

• a comprehensive research university and a leading teacher education institution founded in October 1951 in China;

• 15 full-time schools, which consist of 35 departments offering 55 undergraduate programs, 5 of which, i.e. Chinese, History, Mathematics, Geography and Psychology, are on the list of State Training and Research Bases for Liberal Arts and Natural Sciences;

• among the total staff of over 4,100, there are nearly 1,400 full-time teachers, including 6 national academicians and nearly 1,100 professors and associate professors;

• 107 doctoral programmes, 155 masters’ programmes;

• total enrolment in 2005 was 22,316, of whom 12,688 are undergraduate and 9,628 in graduate at graduate level;

• more than 800 long-term foreign students and 2,400 international visitors
East China Normal University

- Two campus

Zhongshan North Road campus
East China Normal University

Minhang campus
UNESCO Chair/UNITWIN in Teacher Education as Framework of Reorienting Teacher Education for EIU/ESD

• Why a UNITWIN/UNESCO Chairs Programme?

  — UNESCO’s response to main trends in international cooperation in Higher Education;
  — Develop inter-university solidarity to support Higher Education in developing countries;
  — Alleviate the adverse effects of the brain drain;
  — Build up centres for advanced studies and research;
  — Secure support of the international community for institutions and systems of Higher Education in developing countries
In what areas has the UNESCO Chair in Teacher Education been functioning?

In 2004, an UNESCO Chair in Teacher Education has been set up in ECNU, aiming:

— to carry out joint-research on teacher education Reorientation and teacher professional development;
— to organize graduate teaching, including foreign students coming to ECNU for inter-cultural learning and bilingual education;
— to facilitate faculty exchange for promotion of international understanding and joint-programme activities including EIU/ESD;
— to develop dialogue for sharing innovative practice, research founding;
— to promote capacity building of teacher education and teacher training in rural areas.
Institutional Practices in Promoting EIU/ESD

• Research study projects concerning environmental for ESD:
  - The university has undertaken 31 nation-wide projects, 50 ministry-contracted projects, 14 international collaborative study projects, and 45 industry-contracted projects. Related department won the 2nd place “State Award for Scientific-technological Progress”;
  - ECNU-based Shanghai Key Laboratory of Urbanization and Ecological Restoration;
  - Development of “Green Chemistry and Chemical Industry”, through integration of research, teaching and partnership with industry.

• National geography and geo-information system programme for ESD:
  - Project on resources development, environment and economic development in coastal areas, which is intended to develop conceptual framework and technological support system in this area of study;
  - Participation in seven international projects, including International Geo-sphere and Biology Programme (IGBP) and UNESCO International Oceanic Commission, UNEP Global Water Resources Assessment (GIWA), and International Marine Biology and Earth Chemistry and Ecology Integration Study (IMBER)
International Education Programme for EIU

• International meetings
  ─ providing international platform for policy dialogue;
  ─ sharing research findings and innovative practices in faculty development and academic exchange between teacher education institutions;
  ─ over the past five years ECNU convened or co-organized 84 international conferences and seminars in varied disciplinary areas, e.g. International Academic Symposium on “Global Justice and Dialogue of Human Civilizations” and International Seminar on “Globalization and Modernity of East Asia”, “International Forum on Teacher Education”;

• International exchanges.
  ─ In the past five years receiving 46 Ministry-level study groups, 20 foreign university study groups;
  ─ Currently having attracted over 2,500 registered on-campus international students from 69 countries all over the world and 15,000 registered on on-line for Chinese programme.
• ECNU Partner/sister Universities Programme.
  — including Harvard University, University of California, Stanford University at Berkeley, University of Pennsylvania and San Francisco University
  — providing the students from the above university courses in Chinese culture, history, economics, philosophy and other programmes, while more Chinese students and faculty will be visiting their counterparts.
• Co-sponsorship of two Confucius Institutes.
  — in New York City, and Chicago for teaching not only the Chinese language but culture.
  — **Purpose:** International Promotion of Chinese language and culture.
  — **Pilot Summer 2006 Program “Mandarin for Future Mandarin Teachers”**. Each foreign-based Confucius Institute offers different set of programs to meet local needs. Teacher training is one key program type. This six week long program consisting of 12 units of coursework at graduate level in Chinese language and literature for NY teachers who: 1) are certified in other subject areas in NY State; 2) are already proficient in spoken and written Chinese; 3) need college or graduate level coursework in Chinese language and literature to earn certification.
Thank you!