



北京師範大學
BEIJING NORMAL UNIVERSITY



China-Africa Deans of Education Forum 2022

Re-imagine Teacher Education Towards a Shared Future

Final Report of the Forum

15-16 June 2022

Acknowledgements

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The ideas and opinions expressed in this publication are those of the speakers and authors; they are not necessarily those of FOE-BNU and UNESCO INRULED and do not commit the organisations.

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Acronyms

- AU** African Union
- BNU** Beijing Normal University
- CCNU** Central China Normal University
- CESA** Continental Education Strategy for Africa (2016-2025)
- CFIT** China Funds-in-Trust
- CPD** Continuous Professional Development
- ESD** Education for Sustainable Development
- ESTI** Education, Science, Technology and Innovation
- FOE** Faculty of Education
- GCED** Global Citizenship Education
- GEM Report** Global Education Monitoring Report
- ICT** information and Communications Technology
- INRULED** International Research and Training Centre for Rural Education
- IICBA** International Institute for Capacity Building in Africa
- LCoP** Learning Community of Practice
- MoE** Ministry of Education
- ODL** Online and Distance Learning
- PAX** The African Department of Priority Africa and External Relations at UNESCO
- PE** Peace Education
- PVE** Prevention of Violent Extremism
- SDG** Sustainable Development Goals
- TEIs** Teacher Education Institutions
- TPACK** Technological Pedagogical Content Knowledge Framework
- TTIs** Teacher Training Institutions
- TVET** Technical and Vocational Education and Training
- UIS** Institute for Statistics
- UNESCO** United Nations Educational, Scientific and Cultural Organisation

Introduction to the Forum

In June of 2022, the *China-Africa Deans of Education Forum* convened under the theme “*Reimagine Teacher Education towards a Shared Future*”. The two-day event, co-organised by UNESCO International Research and Training Centre for Rural Education (INRULED), Faculty of Education (FOE) of Beijing Normal University (BNU), and UNESCO International Institute for Capacity Building in Africa (IICBA), aimed to explore the development of teacher education institutions (TEIs), policies, and practices that enhance teacher capacity, and to address the challenges associated with supporting teachers’ professional development.

The forum was built on the *Education 2030 Framework for Action* and the *Continental Education Strategy for Africa (2016-2025)*, which emphasise the importance of revitalising the teaching profession to ensure quality and relevance at all levels of education. The event also aligned with Sustainable Development Goal (SDG) 4.C, which calls for international cooperation to increase the supply of qualified teachers in developing countries.

The forum began with messages of support from various distinguished guests, including the Vice President of BNU, the Director of UNESCO IICBA, the representative of the African Department of Priority Africa and External Relations (PAX) at UNESCO, the Commissioner of the African Union (AU), and the Secretary-General of the Chinese National Commission for UNESCO. Each highlighted the importance of communication



A group photo of invited speakers, moderators and rapporteurs

and cooperation among teacher education institutions in China and Africa. Keynote speeches were then delivered by representatives from the Ministry of Education (MoE) of China, Education International, BNU, and the Africa Federation for Teaching Regulatory Authorities. These speakers provided insights into various aspects of teacher education, including policy, practice, and research evidence.

On the second day, professors and experts from universities and UNESCO-related international organisations gave presentations on three key topics: (1) Technology-enhanced Teacher Education: Achievements and Challenges; (2) Quality Teachers for Rural Schools: Policy, Practice and Research Evidence; and (3) Education Towards Peace and a Community with a Shared Future. The presentations were informative and provided valuable insights into the challenges and opportunities facing teacher education in China and Africa.

The wrap-up session explored opportunities for collaboration and action among TEIs and international organisations in China and Africa. Participants discussed various ideas and proposals for working together to improve teacher education, including joint research projects, training programmes, and policy development. The session was a productive and positive way to conclude the forum and provided a strong foundation for future collaboration.

With over 1,400 views through its online live streaming in both English and Chinese, the forum brought together government officials, scholars, and experts from universities and international organisations from over 12 countries. Overall, the *China-Africa Deans of Education Forum* provided a significant platform to address the pressing issues of teacher shortages and teacher quality from the perspective of TEIs and teacher training institutions (TTIs), emphasising the importance of global cooperation towards a shared future of education.

Opening Remarks

Re-imagine Teacher Education Towards a Shared Future

MODERATOR

Prof. ZHU Xudong

Dean of Faculty of Education, Beijing Normal University, the People's Republic of China



OPENING REMARKS

Prof. ZHOU Zuoyu

Vice President, Beijing Normal University, the People's Republic of China

Dr. Yumiko Yokozeki

Director, UNESCO International Institute for Capacity Building in Africa (IICBA)

Mr. DU Yue

African Department, Priority Africa and External Relations, UNESCO

H.E. Prof. Mohamed Belhocine

Commissioner for Education, Science, Technology and Innovation (ESTI), African Union

Mr. QIN Changwei

Secretary-General of the Chinese National Commission for UNESCO, the People's Republic of China



**China-Africa Deans of
Education Forum 2022**



Mr. QIN Changwei,
Secretary-General of the
Chinese National Commission
for UNESCO, making his
opening remarks

Mr. QIN Changwei pointed out the shared challenges faced by China and Africa in education development, exacerbated by the COVID-19 pandemic, which has posed a serious threat to the implementation of the SDGs, particularly in Africa. He reaffirmed China's commitment to strengthening educational cooperation with African countries, focusing on the needs of African countries and supporting Africa to nurture talents.

One of the primary challenges in achieving universal primary education, particularly in sub-Saharan Africa, is the shortage of qualified teachers. Therefore, increasing the number of qualified teachers and enhancing their competencies is crucial for both China and Africa. By fostering cooperation among teacher education institutions in both regions, innovative ways to reform and improve teacher education can be explored, providing fresh momentum to China-Africa educational cooperation and contributing to the achievement of the 2030 education goals, thereby building a community of shared future.

H.E. Prof. Mohamed Belhocine commenced by referencing the *Agenda 2063: The Africa We Want*, which envisions "an integrated, prosperous and peaceful Africa driven by its citizens, representing a dynamic force in the global arena". The AU Commission is committed to realising this vision and is implementing the *Continental Education Strategy for Africa (2016-2025) (CESA)* to establish a quality education and training system that provides efficient human resources, aligning with Africa's core values and is capable of achieving the AU's vision and the ambitions.

The first of CESA's 12 strategic objectives is to "revitalise the teaching profession to ensure quality and relevance at all levels of education", which resonates with the theme of the forum. The sub-themes of the forum, *Technology-enhanced Teacher Education and Education Towards Peace and Community with a Shared Future*, correspond to CESA's strategic objectives three and ten, respectively. These objectives aim to harness the capacity of Information and Communication Technologies (ICT) to enhance access, quality, and management of education and training systems, and promote peace, education, and conflict prevention and resolution at all levels of education and for all age groups. The alignment of the forum's sub-themes with CESA's strategic objectives underscores the forum's potential to accelerate the attainment of CESA's objectives and foster South-South cooperation.



H.E. Prof. Mohamed Belhocine,
Commissioner for ESTI,
delivering a video address at
the opening session



**Mr. DU Yue ,
the African Department of
Priority Africa and External
Relations of UNESCO, making
his opening remarks**

Mr. DU Yue called for more investment in teacher education, particularly in optimising systems, utilising new technologies, and empowering teachers. He hoped the partnership between IICBA and INRULED could promote teacher education in Africa, unlocking the continent’s full potential and seizing opportunities for democracy, social transformation, governance, and sustainable development, to build a whole, prosperous, and peaceful Africa.

With Africa’s population growing significantly over the past 40 years and being home to a large youth population, providing quality education is essential to ensure a promising future for African youth. It is estimated that the population will increase to 2.4 billion, nearly a third of the world’s population, and 60% of the population is 35 years old or younger. Thus, Africa’s youth are the future of the continent, and providing them with quality education is essential.

Mr. DU expressed three expectations for the forum: connectivity, continuity, and sustainability.

Connectivity

The COVID-19 pandemic has hindered our ability to collaborate and exchange ideas. However, he is optimistic that this meeting will restore connectivity between INRULED and IICBA, as well as between China and African countries. As the situation improves, we can expect many projects to be implemented through the cooperation between INRULED and IICBA.

Continuity

The cooperation between INRULED and IICBA is a long-term strategy, and teacher education is one of the highlights of this cooperation. BNU, INRULED’s host university, is a leading institution in teacher education, and its capacity and quality research in teacher education will be beneficial for the cooperation.

Sustainability

The cooperation is within the framework of the long-term cooperation strategy between China and Africa, and also within the framework of UNESCO’s operational strategy. Therefore, it is crucial to mobilise all available resources in support of African development priorities to ensure the cooperation’s sustainability.



Dr. Yumiko Yokozeki,
Director of IICBA, making her
opening remarks

Dr. Yumiko Yokozeki recounted the history of IICBA's collaboration with INRULED and BNU. She mentioned that IICBA has worked with INRULED and BNU for several years on improving teacher education and both institutions have visited Africa, had the opportunity to learn about the educational situation on the African continent, and listened to the voice of African teachers. One of the joint activities was Open Distance Learning for Teachers in Africa (ODLTA), which is a simple, participatory self-learning digital tool for teachers to learn how to do distance learning.

Behind every great teacher is a story of the educator who inspired him or her, and universities provide this inspiration for teachers and future teachers in Africa. Universities also provide education for teachers and teacher trainers and research teacher policies, curricula, and other important issues related to teaching and learning.

The forum would be a starting point for sharing ideas and re-imagining the teaching profession and teacher education. Reshaping education in Africa and working together to build a community with a shared future between China and Africa will be a long journey.

Prof. ZHOU Zuoyu quoted the *white paper on China-Africa Cooperation in a new era*: "China is the largest developing country in the world, and Africa is the continent with the largest number of developing countries. Shared past experiences and similar aims and goals have brought China and Africa closer together. China and Africa will always be a community of shared future."

Quality teachers are the backbone of quality education, the engineers of the human soul, and the foundation of education. Teacher education bears an important responsibility for training quality teachers. Strengthening in-depth practical cooperation between China and Africa in the field of teacher education and promoting mutual learning is a key task in China-Africa cooperation in education.

The China-Africa Deans of Education Forum has built a platform for educational exchange and dialogue, focusing on the construction and development of a high-quality teaching force, intending to promote in-depth cooperation between China and Africa in teacher education. The forum will deepen the traditional friendship between China and Africa and enhance the relationship between Chinese and African people.



Prof. ZHOU Zuoyu,
Vice President of Beijing
Normal University, making his
opening remarks

Keynote Speeches

MODERATOR

Prof. ZENG Xiaodong

Executive Director, UNESCO International Research and Training Centre for Rural Education (INRULED)



KEYNOTE SPEECHES

Prof. REN Youqun

Director-General, Department of Teacher Education, Ministry of Education, the People's Republic of China

Mr. Dennis Sinyolo

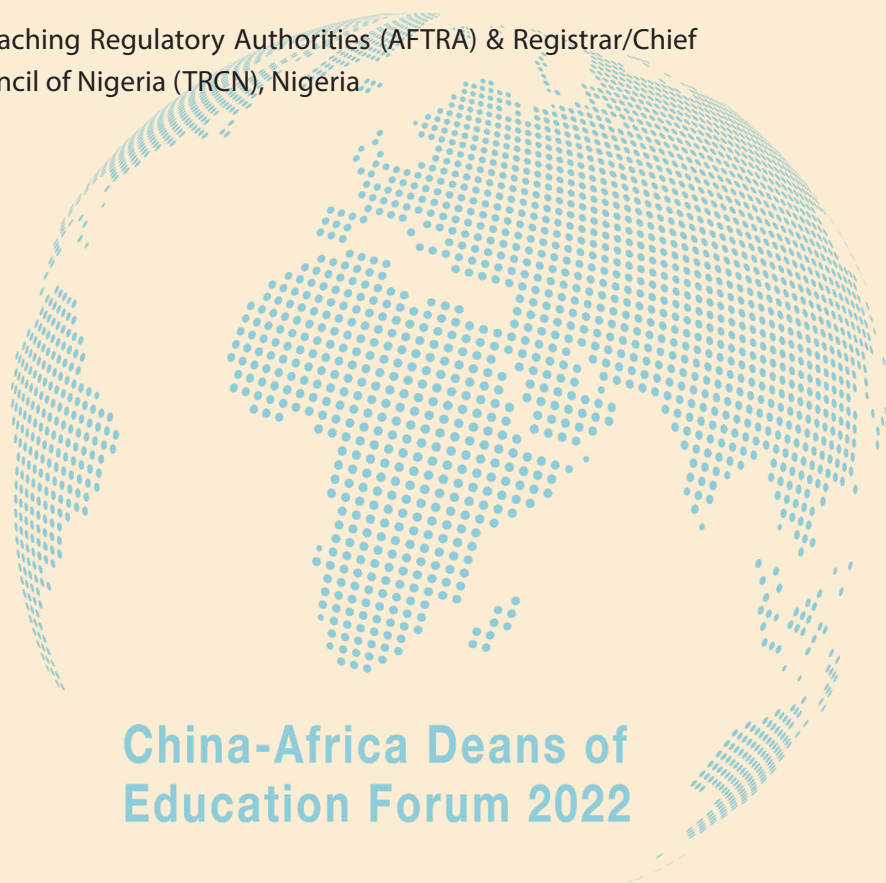
Chief Regional Coordinator, Education International (Africa) & Chairperson of the AUC Teacher Cluster

Prof. ZHU Xudong

Dean of Faculty of Education, Beijing Normal University, the People's Republic of China

Prof. Josiah Ajiboye

President of Africa Federation for Teaching Regulatory Authorities (AFTRA) & Registrar/Chief Executive, Teachers Registration Council of Nigeria (TRCN), Nigeria



**China-Africa Deans of
Education Forum 2022**



Prof. REN Youqun, Director-General of the Department of Teacher Education at the Ministry of Education (MoE), People's Republic of China, shared China's experience in teacher development. He outlined how China prepares qualified teachers, facilitates teacher professional development, motivates teachers, and guarantees their rights. He concluded by highlighting three key takeaways.

Prof. REN explained how China has prepared qualified teachers through four approaches: building a teacher education system, strengthening quality control of pre-service teacher education, implementing an excellent teacher education plan and supporting teacher preparation in less-developed areas.

- 1 China has developed a comprehensive teacher education system over the last few decades, starting with the establishment of teacher preparation programmes at universities, which has led to an increase in the number of students pursuing teaching careers.
- 2 To ensure quality teacher education, China has implemented the Teacher Education Accreditation programme for teacher education majors at five different education levels: preschool, primary, secondary, special, and vocational education. The accreditation programme consists of three categories: basic requirement monitoring, qualification standards, and excellence standards.
- 3 In addition to the accreditation programme, China has launched the Excellent Teacher Education Plan, which involves collaboration between local governments, universities, and schools. Local governments are responsible for overall planning and selecting appropriate teacher preparation training to match the needs of local teachers. Universities collect feedback from the public to improve teacher preparation programmes, and schools actively participate in teacher preparation by utilising resources from higher education institutions and promoting teacher professional development.
- 4 Furthermore, it is crucial to strengthen the teaching force in less-developed areas. To achieve this, the government has implemented a policy that provides funds to students in normal universities. Students at the six normal universities affiliated with the MoE are exempt from tuition and accommodation fees and receive living subsidies. Upon graduation, these students are required to teach in primary or secondary schools in their home provinces.

Regarding teacher professional development, there are three main approaches in China: the teacher qualification system, the training system, and the teaching and research system.

- 1 Teacher qualification is a prerequisite for Chinese citizens to obtain teaching positions and enter the teaching workforce. Candidates must meet basic requirements such as abiding by the law, being passionate about education, holding good morality and having certain degrees. Additionally, there must demonstrate competence in teaching skills, Mandarin proficiency, and physical condition.
- 2 The teacher training system has basic training requirements for new teachers and provides ongoing training to in-service teachers at the national, provincial, city, county and school levels. New teachers are required to complete 360 hours of training within five years, which can be used to extend their teacher qualifications and serve as a reference for promotion. Training is designed and led by education departments at different levels and implemented by teacher development institutions, normal universities, and colleges. There is also a focus on strengthening teacher development institutions at the county level, as the quality of many institutions remains relatively low.
- 3 In addition to qualification and training, one thing unique in China is its teaching and research system (Jiao Yan). Shanghai's PISA results have drawn worldwide attention, and the three-level teaching and research system in Shanghai should be credited. The three levels include city, district and school. At the city and district levels, it builds master teacher mentor studios as standardised training bases and inter-district teaching and research alliances for incoming teachers. At the school level, each school has its teaching and research team. Shanghai has begun to implement standardised training for new teachers in primary and secondary schools, requiring new teachers to undergo unified content and standard training during their one-year trainee period.



To motivate teachers in less-developed areas, MoE has introduced the rural teachers' living allowance policy, implemented a reward plan for rural young teachers, and carried out teaching support projects.

These actions have attracted young talents and encouraged experienced teachers to teach and stay in rural schools. The Ministry also ensures the average salary of compulsory education teachers is no lower than or higher than local civil servants to improve their social status. In addition, the government has established a teacher honour and commendation system to boost their social status.

In conclusion, Prof. REN highlighted three key take-aways from China's experience: strengthening top-level design, ensuring education equity, and promoting the construction of online learning resources. In the coming years, one of the Ministry's main tasks is to implement the Basic Education Teacher Workforce Development Project to provide quality education to all Chinese students. Quality should be accompanied by equity, and the central government has formulated policy incentives and plans to encourage developed areas to bring in advanced ideas, strengthen training, and build a retained teacher workforce in less-developed areas. In addition, China is also implementing Education Digitalisation Strategic Action and building a national digital learning platform for teachers.



Key Messages

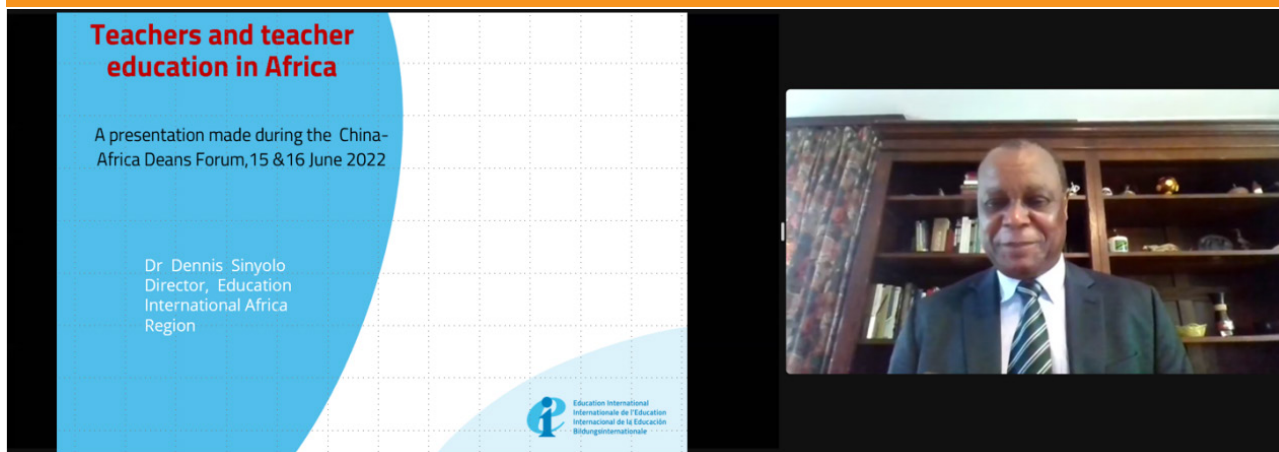
Four approaches have been implemented to prepare qualified teachers: building a teacher education system, strengthening quality control of pre-service teacher education, implementing an excellent teacher education plan, and supporting teacher preparation in less-developed areas.

Teacher professional development in China is based on three main approaches: the teacher qualification system, the training system, and the teaching and research system.

The government has implemented policies to motivate teachers in less-developed areas, such as the rural teachers' living allowance policy, implemented a reward plan for rural young teachers, and carried out teaching support projects.

Three key takeaways from China's experience are: strengthening top-level design, ensuring education equity, and promoting the construction of online learning resources.

Teachers and Teacher Education in Africa



Dr. Dennis Sinyolo, the Chief Regional Coordinator of Education International (Africa), started by introducing the concept and characteristics of a profession, and further discussed the challenges faced by the teaching profession in Africa. He concluded by providing recommendations on how to improve teacher development in Africa.

The characteristics of a profession include receiving rigorous training, meeting minimum requirements, adhering to a set of ethics and code of conduct, exercising autonomy in one's work and receiving adequate remuneration. However, teaching is not yet fully professionalised in many African countries.

One of the major challenges facing the teaching profession in Africa is the lack of quantity and quality. The UNESCO Institute for Statistics (UIS) has projected that Sub-Saharan African countries need to recruit at least 15 million teachers to replace those lost due to attrition and to reduce class size. Additionally, according to data from the 2021/22 Global Education Monitoring Report (GEM Report), Sub-Saharan Africa has the lowest percentage of qualified teachers. Furthermore, COVID-19 has exacerbated the situation, causing the death of thousands of teachers and exposing many others to risks without vaccination. Distance teaching has also affected their work-life balance. Moreover, public expenditure on education has declined from 14.5% in 2019 to 13.5% in 2021, falling short of the minimum education financing benchmark of 20% of the national budget for developing countries, according to the 2021/22 GEM Report.

Although there are good global, regional, and national commitments on teacher education, such as the *Education 2030 Framework for Action*, the *ILO/UNESCO Recommendation concerning the Status of Teachers (1966)*, and the *Continental Education Strategy for Africa (CESA)*, are in place. However, as he stated in the presentation, **the problem is the gap between the beautiful statements and what happens on the ground. We are not short of frameworks. We are not short of normative instruments. The problem is implementation. We need to close that gap to ensure that we improve the quality of teachers, teaching and learning in Africa.**

Despite the challenges, Dr. Sinyolo made five recommendations to higher education institutions and ten recommendations to governments to move forward.

Recommendations to higher education institutions

- 1 Increase enrolment in order to meet the demand for more qualified teachers, especially at secondary, early childhood education and primary school levels;
- 2 Support the provision of continuous professional development and in-service training programmes for teachers;
- 3 Promote academic freedom and professional autonomy by fully implementing the provisions of the *1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel*;
- 4 Generate evidence and data to support education and teacher policy development and reforms;
- 5 Ensure the provision of continuous professional development to teacher educators.



Key Messages

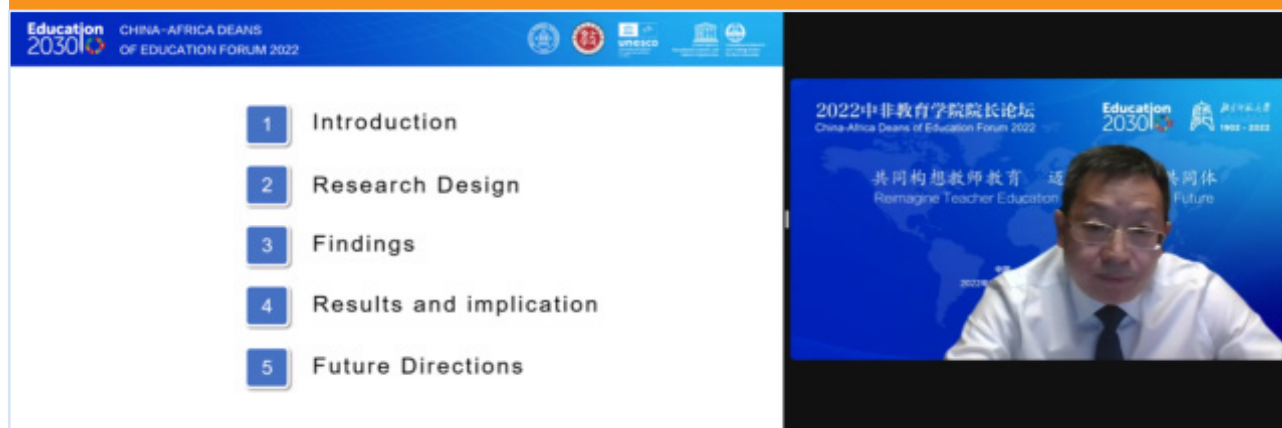
Teaching is not yet fully professionalised in many African countries.

Global, regional, and national commitments on teacher education are in place, but the problem is the gap between statements and implementation. The gap needs to be closed to improve the quality of teachers, teaching, and learning in Africa.

Recommendations to governments

- 1 Professionalise teaching by ensuring quality and relevant initial teacher education, organised and systematic induction and free teacher professional development programmes for teachers;
- 2 Build the capacity of teachers to provide blended teaching and learning (face-to-face and digital technologies);
- 3 Develop collaborative learning teams for teachers and school leaders (foster peer-to-peer learning);
- 4 Raise the teaching-learning bar by focusing on professional teaching standards developed by and with the full involvement of teachers and their unions;
- 5 Engage with teacher organisations in genuine dialogue in the conceptualisation, implementation, monitoring and review of education and teacher policies;
- 6 Address teacher workload and well-being and ensure that teachers have adequate time for lesson preparation and critical reflection;
- 7 Ensure academic freedom and the professional autonomy of teachers;
- 8 Make teaching an attractive and first-choice profession by ensuring that teachers have decent salaries and working conditions;
- 9 Ensure job security/security of tenure (permanent contracts) for all teachers and education support personnel;
- 10 Increase education financing, including through fair and progressive taxation.

Building High-Quality Teacher Education Institutions



As a representative from a high-quality teacher education institution in China, **Prof. ZHU Xudong**, Dean of Faculty of Education at Beijing Normal University, gave a presentation on *Rethinking the Comparative Advantages of Chinese Teacher Education Textbooks on the Basis of Content Analysis Evidence from the United States*. He mentioned that teacher education textbooks are crucial tools to train teachers to have a global perspective and influence future generations.

One key aspect of this is ensuring that teacher education textbooks are up-to-date and diverse, as they play a crucial role in shaping teachers' perspectives and methods of instruction. In China, there is a consistent knowledge base throughout teachers' careers, which is accompanied by systematic professional development programmes to maintain coherence across different regions of the country. However, in the US, teachers and schools have the freedom to choose from a variety of textbooks and even form teacher communities based on their interests and needs.

It is a joint responsibility to build an inclusive teacher education textbook ecosystem that benefits global citizens with a shared future. Prof. ZHU proposes that there should be increased communication and cooperation between teacher education institutions through inter-governmental collaborations and international organisations' coordination. Dialogues can also be held on topics of teacher education goals, curriculum development, teacher education textbooks, and teacher education pedagogies. Academic exchanges should also be strengthened among schools of education, and research on teacher education textbooks should be promoted.



Key Messages

Teacher education textbooks are crucial tools for shaping teachers' perspectives and methods of instruction.

It is a joint responsibility to build an inclusive teacher education textbook ecosystem that benefits global citizens.

By implementing these proposals, teacher education institutions in China and Africa can work together to build high-quality teacher education programmes that effectively prepare teachers with the necessary skills and knowledge to educate the next generation of global citizens.

Building Teacher Education Institutions in Africa

Education 2030 CHINA–AFRICA DEANS OF EDUCATION FORUM 2022



OUTLINE OF PRESENTATION

- 01 Introduction
- 02 Teacher Education Institutions in Africa
- 03 Objectives of Teacher Education Institutes in Africa
- 04 Teachers Registration Council of Nigeria (TRCN)/ Africa Teacher Regulatory Forum
- 05 Conclusion



Josiah Olujegun Ajiboye

Prof. Josiah Ajiboye, President of the Africa Federation for Teaching Regulatory Authorities (AFTRA) & Registrar/Chief Executive, Teachers Registration Council of Nigeria (TRCN), Nigeria, began by highlighting that without qualified teachers, providing quality education will always be a struggle. **Educational development, improved learning outcomes and quality education are what Africa craves, and the achievement of these laudable tasks lies in teacher education.**

Currently, TEIs in Africa face significant challenges, including limited institutional supply in terms of the number of TEIs and enrolment ratios, low research output and limited opportunities and motivation for continuous professional development. To address these challenges, TEIs in Africa must take action to strengthen teacher education and education in general. This includes providing opportunities for advanced graduate study and postgraduate research to high-performing African teachers, promoting harmonised teacher education programmes and degrees, encouraging the sharing of best practices, stimulating collaborative and innovative research, enhancing the attractiveness of African higher education and research institutions, and forging robust inter-institutional collaborations while leveraging technology.

By taking these actions, TEIs in Africa can contribute to the development of a well-trained and qualified teaching force that can provide quality education to future generations. This, in turn, can lead to improved learning outcomes, educational development, and a brighter future for Africa.



Key Messages

Teacher Education Institutions (TEIs) in Africa face challenges such as limited supply, low research output, and limited opportunities for professional development.

To address these challenges, TEIs must take action to strengthen teacher education, including providing opportunities for advanced study and research, promoting harmonised teacher education programmes, sharing best practices, enhancing institutional attractiveness, and forging inter-institutional collaborations while leveraging technology.

Parallel Session One

Technology-enhanced Teacher Education: Achievements and Challenges

MODERATOR

Mr. Saliou Sall

Senior Programme Coordinator, UNESCO International Institute for Capacity Building in Africa (IICBA)



RAPPORTEUR

Dr. Ahmed Tlili

Associate Professor, Co-Director of the OER Lab, Smart Learning Institute, Beijing Normal University, Tunisia

SPEAKERS

Prof. XIA Lixin

Vice President of Central China Normal University (CCNU) & Dean of Faculty of Artificial Intelligence in Education, CCNU, the People's Republic of China

Mr. Maurice Nkusi

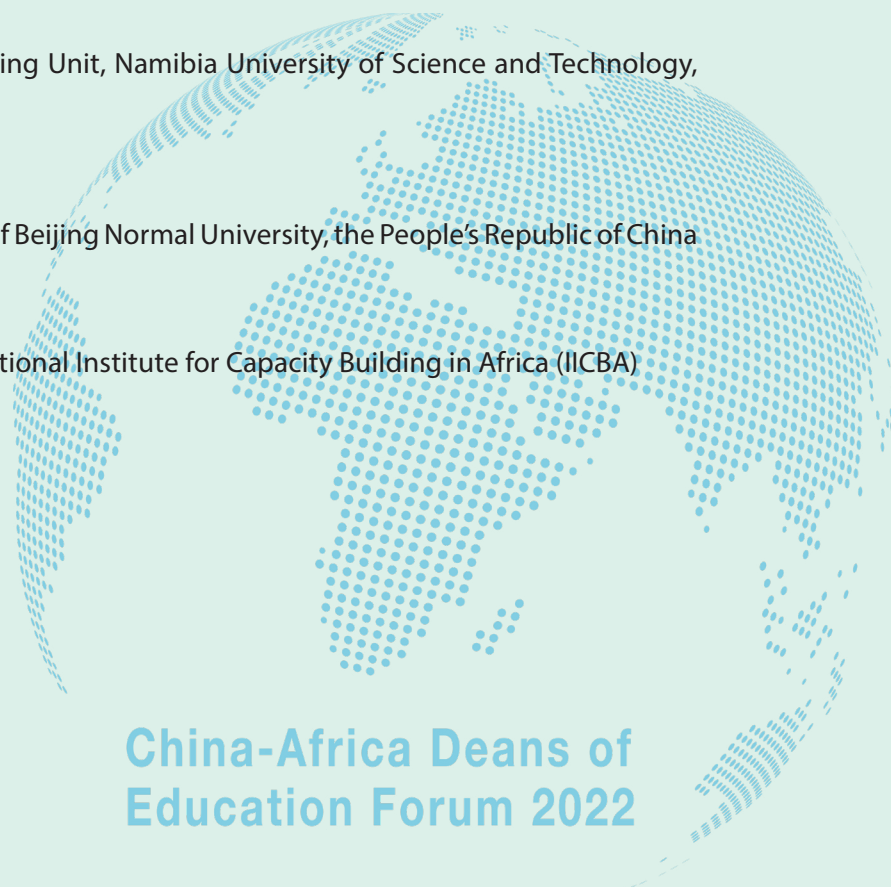
Acting Director, Teaching and Learning Unit, Namibia University of Science and Technology, Namibia

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Dr. Temechegn Engida

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**China-Africa Deans of
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Digital Transformation of Teacher Education: Thoughts and Practice

教育数字化战略行动计划
Education Digitalization Strategy Action Plan

文件名称: 教育部2022年工作要点
发布时间: 2022年2月8日

28. 实施教育数字化战略行动
Implementation of Education Digitalization Strategy
强化需求牵引, 深化融合、创新赋能、应用驱动, 积极发展“互联网+教育”, 加快推进教育数字转型和智能升级。

Prof. XIA Lixin, Vice President and Dean of the Faculty of Artificial Intelligence in Education at Central China Normal University (CCNU), discussed the challenges faced by teacher education in the digital age. One of the challenges is the changing role of teachers due to the increasing use of artificial intelligence and other technologies in the education system. The traditional role of teachers as knowledge transmitters and lecturers has evolved into organisers of learning. Another challenge is the need to develop teachers' competencies, especially with the widespread implementation of online learning in various forms, such as MOOCs, recorded teaching, and distance learning, due to the pandemic. Prof. XIA introduced three cases of information-based teaching, which are the “1+7” teaching of “Linear Algebra,” the “Molecular Biology (Bilingual)” ICT course, and the three-step flipped classroom of “Literary Criticism.”

In the future, Prof. XIA hopes to adopt more artificial intelligence techniques and advanced technologies to teach more efficiently. It is particularly important to promote a comprehensive restructuring of the ICT-supported human resource development system to meet the needs of the new trends in the age of artificial intelligence and prioritise the needs of teachers. It is particularly important to promote a comprehensive restructuring of the ICT-supported human resource development system to meet the needs of the new trends in the age of artificial intelligence and to prioritise the needs of teachers.

Learning Community of Practice Supporting Effective Connected Learning during Teacher Continuous Professional Development



Mr. Maurice Nkusi, Acting Director of the Teaching and Learning Unit at Namibia University of Science and Technology, discussed the important qualities that are needed for professional development in teachers, such as adaptability, confidence, communication, being a team player, leadership, imagination, and innovation. He also outlined two major challenges that teachers face in today's world, which are understanding various teaching models, delivery methods, curriculum implementation, and the technologies of the 4th industrial revolution, as well as developing teachers' competencies to use smart pedagogies tailored to meet the needs of each student.

To address these challenges, Mr. Morris presented two projects. The first project is creating a network of teachers to promote collaboration and shared learning, named the learning community of Practice (LCoP) Model. LCoP provides an information portal, a forum platform for collaboration and networking, and a micro-learning platform with resources to help teachers overcome the challenges they face. The second project, called the Curriculum Reform Forum Community of Practice, aims to support education professionals in Africa who are facing various challenges. They have also developed systems and a library of resources to support teachers and educators in their learning.

Looking ahead, he put forward **three suggestions**:

- 1 Empowering teachers for their professional growth using LCoP (Learning) system.
- 2 Enhancing the technology infrastructures at school and university levels to ensure successful education transformation through digital transformation.
- 3 Strengthening teacher continuous professional development for in-service teachers to sustain quality education.

Boosting Principals' Information Literacy: Education information Leadership Training for School Principals in Rural China



Dr. ZENG Haijun, Vice Dean of Smart Learning Institute of Beijing Normal University. His team have created an IT leadership training programme for primary and secondary school principals in rural areas to improve education in impoverished regions. This programme aims to enhance the information technology leadership of school principals, who play crucial roles in decision-making and promoting the use of technology on campus. By improving their IT skills, the execution of information technology construction in schools will improve, ultimately leading to the educational development of the region.

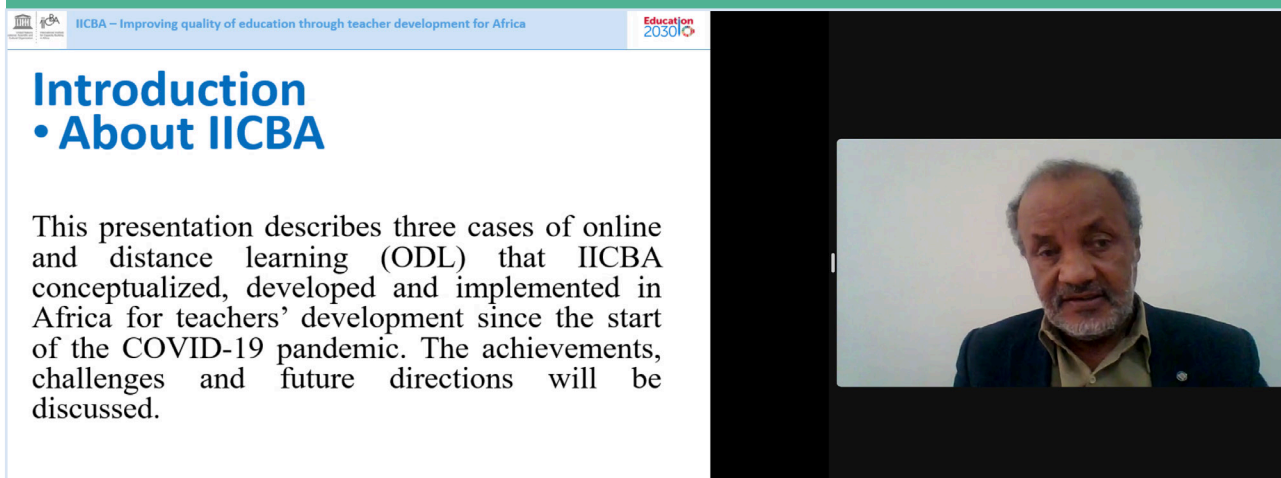
The project has **four main solutions** to enhance the development of information technology in disadvantaged areas:

- 1 Focusing on hardware equipment through the design of an "education big data command centre," encouraging companies to donate equipment, and providing new equipment in line with an intelligent equipment procurement budget template.
- 2 Emphasising software capacity by training IT staff in schools to build "digital campus" integration.
- 3 Addressing the shortage of teachers by offering dual-teacher classes and AI classes and training headmasters and teachers to overcome their fear and lack of energy in using new technologies.
- 4 Aiming to improve student literacy by enhancing their ability to use smart devices through practical experience demonstration classes such as 5G live classes and breaking down inter-school and regional differences with Internet+ thinking.

In the future, the project plans to promote new initiatives in **two ways**:

- 1 Strengthening the dual path of "on-site coaching + remote smart experience" as a permanent service to support the informatisation process in ethnic areas.
- 2 Recommending principals, teacher representatives, local education administrators, and student representatives to exchange and learn on national and international platforms.

Online and Distance Learning (ODL) in Africa: Teacher Development in Focus



IICBA – Improving quality of education through teacher development for Africa

Education 2030

Introduction

• About IICBA

This presentation describes three cases of online and distance learning (ODL) that IICBA conceptualized, developed and implemented in Africa for teachers' development since the start of the COVID-19 pandemic. The achievements, challenges and future directions will be discussed.

Dr. Temechegn Engida, Programme Officer at UNESCO IICBA, shared fascinating cases of Online and Distance Learning (ODL) that IICBA implemented to support African teachers in developing their skills during the COVID-19 pandemic. He explained the achievements, challenges, and prospects of these programmes.

Case one is a self-paced Online and Distance Learning course that helps African teachers comprehend distance education and teaches them how to utilise ICT tools to enhance online learning. Case two is a subject teaching course that adopts the Technological Pedagogical Content Knowledge Framework (TPACK) approach to educate lecturers on how to teach specific subjects effectively in a digital environment. Case three is a course designed for teachers, radio, and TV personnel to help them develop instructional skills to implement active learning in a learner-centred environment.

While these three cases utilised online and distance learning, they encountered issues such as internet connectivity and high costs. Dr. Temechegn suggests that development partners working on teacher development in Africa should learn from these cases and design future projects that address these challenges. This will ensure maximum benefit to the teachers and the ability to scale up and sustain the activities at the national and local levels. Additionally, he recommends that tech companies, such as those in China, should develop innovative solutions to address internet connectivity and high airtime costs.

Parallel Session Two

The development of high-quality rural teachers: policy, practice and research

MODERATOR

Dr. LIAO Wei

Lecturer, Centre for Teacher Education Research, Beijing Normal University, the People's Republic of China



RAPPORTEUR

Ms. Kevine Uwingabiye

AU Young Volunteer, UNESCO International Institute for Capacity Building in Africa (IICBA)

SPEAKERS

Dr. Tadesse Melesse

Immediate Past Dean, College of Education and Behavioural Sciences, Bahir Dar University, Ethiopia

Prof. WU Zhihui

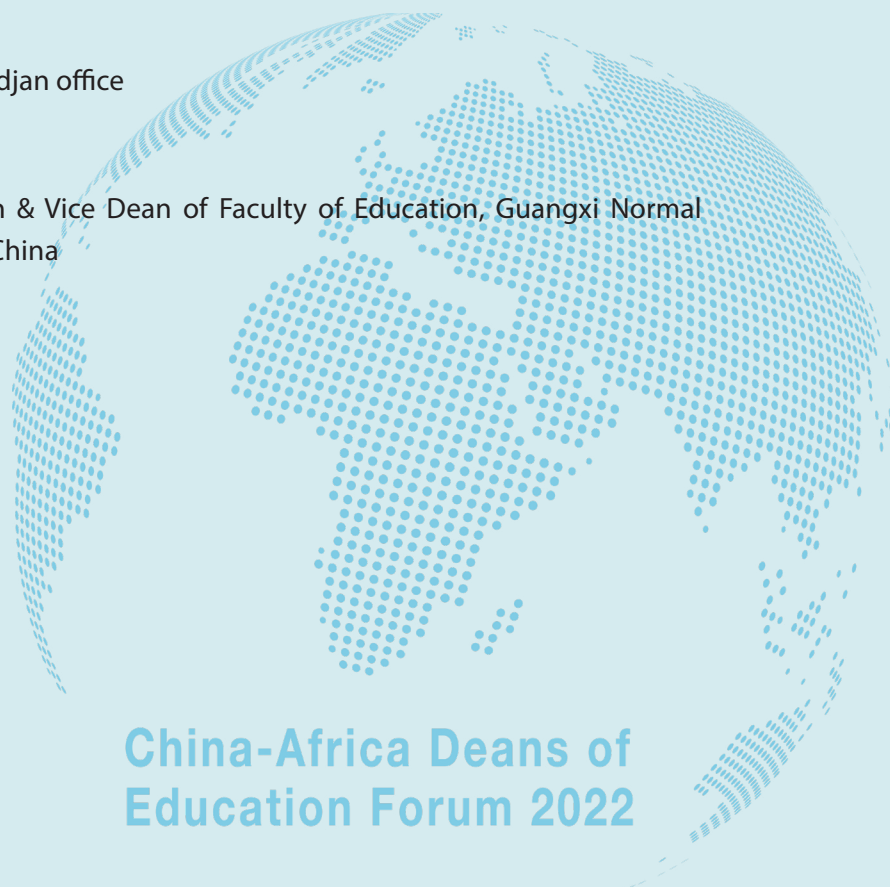
Dean, Graduate School, Northeast Normal University, the People's Republic of China

Mr. Diaby Malick

Specialist in Education, UNESCO Abidjan office

Prof. YANG Maoqing

Dean, College of Teacher Education & Vice Dean of Faculty of Education, Guangxi Normal University, the People's Republic of China



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Dr. Tadesse Melesse, Immediate Past Dean of the College of Education and Behavioural Sciences at Bahir Dar University, began by discussing the current challenges of building a rural teacher team in Africa, which has led to slow progress in achieving the education 2030 agenda. The lack of sufficient teachers, ineffective deployment, inadequate training systems, and inefficient management structures have all contributed to the shortage of well-performing teachers. Ongoing regional conflicts and the COVID-19 pandemic have only worsened the situation, leading to high demand for qualified and experienced rural school teachers at all levels of the education system.

Despite the implementation of relevant policies, the effect has been unsatisfactory due to the challenge of basic infrastructure, making it difficult to retain well-qualified and experienced teachers in rural schools for an extended period.

To move forward, governments should prioritise improving the working conditions of teachers, recruiting the right candidates to enter the teaching profession, reforming pre-service and in-service teacher education programs and curricula, harmonising and institutionalising pre-service and in-service development of teachers, establishing school-based continuous professional development programmes, enhancing the values of teacher professionalism, and making political commitments to rural education.

Dr. Tadesse also called for deepening the achievements of China-Africa educational cooperation to leverage China's valuable resources in the field of teacher education, which could provide guidance and support for African countries.

Recreating the New-Era “Normal School Students” The Design of a Long-Term and Thorough Training System for Primary School Teachers Under the Background of Rural Education Revitalisation

乡村教育要振兴，关键在乡村教师

- 加强乡村教师队伍建设……继续实施……**银龄讲学计划**……加大乡村骨干教师培养力度，精准培养**本土化**优秀教师。改革完善“**国培计划**”，深入推进“互联网+义务教育”，健全乡村教师发展体系。

——2021年02月23日《中共中央办公厅 国务院办公厅关于加快推进乡村人才振兴的意见》

Prof. WU Zhihui, Dean of the Graduate School at Northeast Normal University, started his presentation by discussing the fundamental reasoning behind China's construction of a modern socialist country, emphasising that the revival of rural areas is crucial to this goal. He emphasised that talent is crucial to rural revitalisation and that rural compulsory education plays a major role in cultivating such talent.

Prof. WU noted that the number of small-scale rural schools is large, difficult to access, and faces challenges such as a shortage of teachers and heavy workloads, making it difficult to replenish them. To address this challenge, he suggested that policies related to admissions, employment, and development should be adjusted to more effectively replenish the number of teachers in rural primary schools. For instance, he suggested testing admissions in the early undergraduate batch and signing long-term teaching agreements with training schools and the provinces where students come from. He also recommended special recruitment by employers and two-way selection for the implementation of teaching schools and positions. Additionally, he suggested arranging activities such as visits and exchanges and teaching skills competitions, while establishing follow-up and guidance mechanisms by the universities implementing the programme.

Surveys have shown that more than two-thirds of primary and secondary school teachers' careers are supported by children from lower-middle-class families, who may have limited cultural resources. Prof. WU suggested establishing a long-term training system to reduce the burden of education on lower-middle-class families while achieving diversified training for primary school teachers. He also emphasised the importance of orienting the use of rural teachers based on their performance and exploring mechanisms for long-term training and policy protection in teacher training colleges.

Reform of Initial Teacher Education in CAFOP of CÔTE D'IVOIRE

China-Africa Deans of Education Forum 2022
Reimagine Teacher Education towards a Shared Future

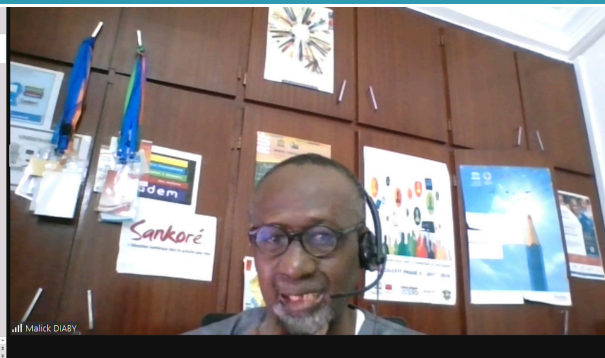
INTRODUCTION

Comme dans beaucoup d'autres pays, améliorer la qualité de l'éducation est une préoccupation majeure au sein du système éducatif ivoirien.

Le Plan National de Développement, (PND) mentionne : « En 2025, le système éducatif ivoirien assure à tous les enfants et adultes une éducation et une formation de qualité, équitable et inclusive qui prend en compte les besoins de transformation du citoyen, le rend capable de contribuer au développement socioéconomique de sa communauté et de la société ivoirienne, de favoriser la cohésion sociale et lui assure les capacités de compétitivité et d'innovations technologiques ».

Pour atteindre cet objectif, la Côte d'Ivoire s'est engagée au cours des dix dernières années dans d'importantes réformes de son système éducatif : révision des programmes scolaires, élaboration de nouveaux outils d'évaluation, mise en place des collèges de proximité, formation d'enseignants bivalents de collège, augmentation du quantum horaire, réforme de la formation initiale des maîtres, etc.

En effet, c'est pour accompagner son ambition de mettre en place un dispositif de formation initiale des enseignants qui vise à réinstaller le système éducatif dans ses fondamentaux et partant, d'assurer les bases solides de son développement dans la Durée.



Mr. Diaby Malick, Specialist in Education at the UNESCO Abidjan office, began by stating that improving the quality of education is at the heart of the country's education system, which is why Côte d'Ivoire has implemented a reform of pre-service teacher training.

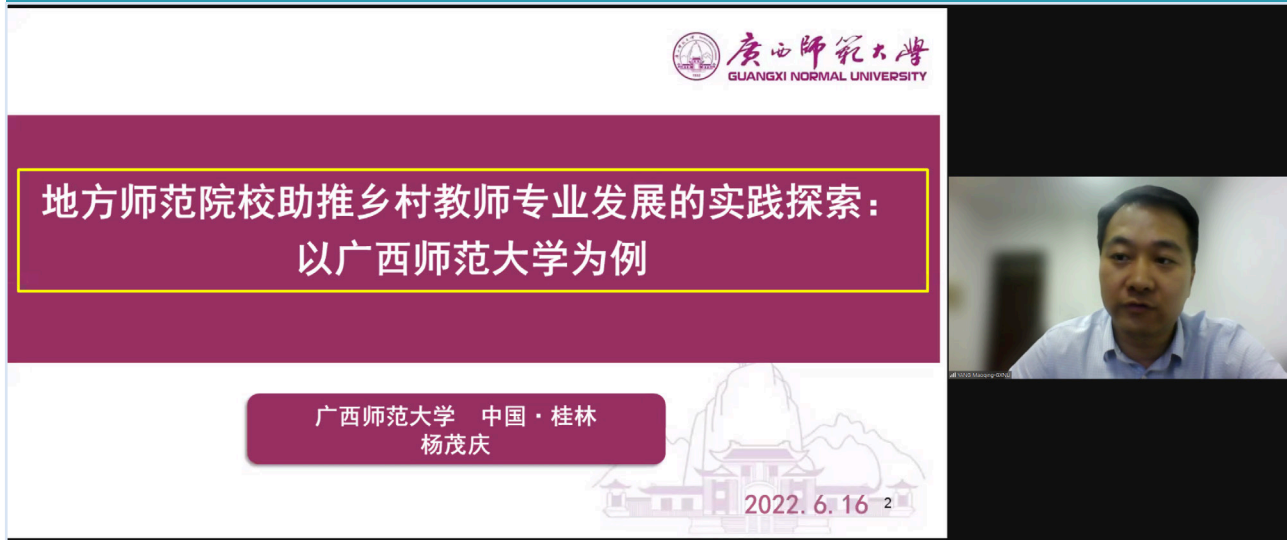
The reform was necessary due to the inadequate basic skills of Ivorian primary school students, which lead to boredom and dropout rates. Several factors contributed to this situation, such as the lack of alignment of the training curriculum with the local context, ineffective selection mechanisms, and insufficient resources and pedagogical support for teachers.

To address these issues, the reform focused on improving teaching methods, linking theory and practice, training teachers in rural areas, and collaborating across sectors to improve the assessment system. However, the reform faced resistance from some teachers who preferred the status quo. Moreover, there were hardware and software challenges and financial difficulties that affected the recruitment and training of staff.

Despite these challenges, Mr. Diaby Malick stressed that the reform is working well. In some pilot areas, the new modular teaching mechanism has been successful, and teachers' capacity to apply modular teaching has improved. Administrators have also mastered the design of training content, and there is good collaboration between staff in different areas. The reform is becoming a reality.

For the reform to continue, Mr. Diaby Malick proposed the implementation of a modular education system that combines online and offline education. He also suggested hierarchical supervision by all levels of teaching authorities and an adequate evaluation of teaching quality.

Practice of Local Teacher Education Institutions on Promoting Rural Teachers' Professional Development: A Case from Guangxi Normal University



Prof. YANG Maoqing, Dean of the College of Teacher Education and Vice Dean of FOE at Guangxi Normal University, provided an overview of the current situation and characteristics of rural teachers in Guangxi province. The government has implemented several policies to address the shortage of teachers in rural areas, resulting in a total of 31.3 thousand full-time teachers by the end of 2020, accounting for 75.4% of mandatory full-time teachers. Additionally, Guangxi has expanded its recruitment channels and recruited 21.2 thousand rural teachers through various projects. To support rural teachers, the Guangxi government has provided awards and subsidies since 2018. To train and cultivate rural teachers, Guangxi has created over 1,000 training opportunities for short-term and weak disciplines in the directional training plan, encouraging normal students to return to rural schools after graduation.

While the replenishment of the rural teaching force has increased and training opportunities have expanded, there remains a gap in the number of teachers, and the training content needs further depth. Despite guaranteed professional development and policy support, the social status of rural teachers needs improvement.

Guangxi Normal University's teacher education program has a unique focus on rural education and western China. The university is committed to cultivating outstanding rural teachers, conducting teacher training activities, and promoting linkage between pre-vocational and post-vocational training.

Parallel Session Three

Education Towards Peace and a Community with a Shared Future

MODERATOR

Dr. Josephine Esaete

Senior Lecturer, School of Education, Makerere University, Uganda



RAPPORTEUR

Dr. XIANG Xin

Lecturer, Institute of International and Comparative Education, Faculty of Education, Beijing Normal University at Zhuhai, the People's Republic of China

SPEAKERS

Prof. LIU Cheng

Holder of UNESCO Chair on Peace Studies, Nanjing University, the People's Republic of China

Ms. Mary Kangethe

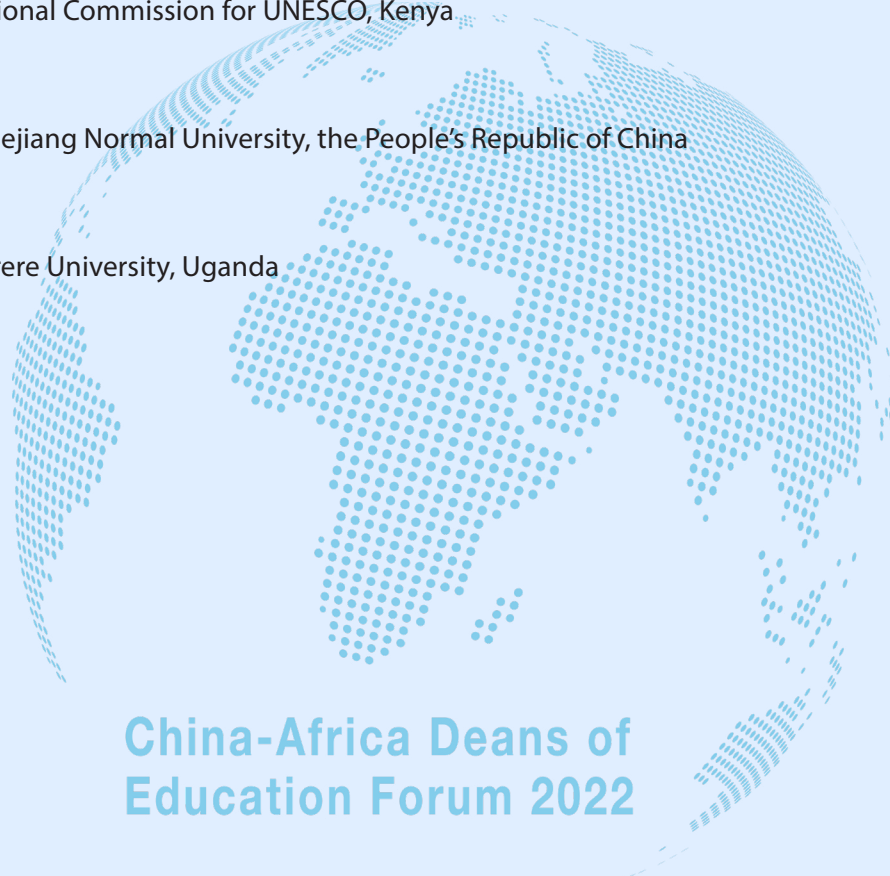
Director, Education Programme, National Commission for UNESCO, Kenya

Prof. LIU Hongwu

Dean, Institute of African Studies, Zhejiang Normal University, the People's Republic of China

Mr. Edward Kansiime

Lecturer, School of Education, Makerere University, Uganda



**China-Africa Deans of
Education Forum 2022**

The Concept and Practice of Peace Education in China

中国和平学的兴起

和平学起源于20世纪50年代

消极和平 积极和平
结构暴力 文化暴力



从20世纪70、80年代开始，
和平学转向更复杂的主题

人权 正义 福利 发展

和平学引入中国

联合国“世界儿童和平与非暴力文化国际十年规划”（2021-2010）



Prof. LIU Cheng, who is a Holder of the UNESCO Chair on Peace Studies at Nanjing University, provided a detailed introduction to the concept of peace education in China, including the curriculum and practice of peace education in primary and secondary schools, as well as the experience of peace education teacher training.

Peace education, which emerged in the 1900s, aims to promote the knowledge, skills, attitudes, and values necessary to prevent conflict and violence at all levels, and create conditions conducive to peace. In 2001, the concept of peace education was officially introduced in China as part of the UN International Decade for a Culture of Peace and Non-Violence for the Children of the World. In more than twenty years since, China has made tremendous progress in Peace Studies, including holding six international conferences, publishing over thirty books, and establishing the UNESCO Chair on Peace Studies at Nanjing University in 2017.

The ideas of peace have also been incorporated into the curriculum from primary school to higher education. According to a survey, students commonly agree on the importance and necessity of peace education. Furthermore, hundreds of teachers have been trained in peace education through lectures and webinars, and translations of books on peace studies have been published. As a result of these efforts, the International Cities of Peace designated the city of Nanjing as the 169th International City of Peace in 2017, the first such designation in China. In 2020 and 2021, Nanjing held the first and second Nanjing Peace Forum, focusing on youth and nature.

Transformative Pedagogy: The Case of Kenya



Ms. Mary Kangethe, Director of the Education Programme at the National Commission for UNESCO in Kenya, introduced the background, process, and effects of introducing transformative pedagogy in teacher training institutions, and primary and secondary schools in Kenya to strengthen peace education and civic education.

The government of Kenya has promoted peace education in several ways, including curriculum reform to a competency-based approach, a peace education policy, and a National Peace Education Programme. Concepts and guidelines such as global citizenship education (GCED) and education for sustainable development (ESD) have also been integrated into basic education, technical and vocational education and training (TVET), and universities.

To strengthen peace and civic education, transformative pedagogy was introduced in Kenya. Transformative pedagogy consists of five linked dimensions: safe learning environments, collaborative learning, nurturing values, innovative methodologies, behaviour change, and teacher self-reflection. In terms of teacher training for peacebuilding, transformative pedagogy focused on both pre-service and in-service teacher educators, teachers in secondary schools, and teacher trainees in higher education using activity-oriented and experiential methodologies.

At the institutional level, teacher educators and trained teachers are expected to incorporate peace education concepts into the curriculum both inside and outside the classroom. For example, some out-of-class activities include the establishment of peace clubs, and peace zones, engaging students in community service-learning activities, and posting peace messages in schools. Despite the significant progress made in Kenya, challenges such as large class sizes, high-stakes examinations, contradictions between what is learned in school and practices at home and in the community, and inadequate capacity among teachers still exist. To move forward, it is necessary to continue opening up for learning opportunities, increase the use of the competency-based curriculum, and institutionalise transformative pedagogy.

Further Practically Promote China-Africa Educational Cooperation and the Cultivation of Outstanding Talents



Prof. LIU Hongwu, Dean of the Institute of African Studies, Zhejiang Normal University, the People's Republic of China

As the Education Aid Base of the MoE and the Basic Education Aid Base of the Ministry of Commerce in China, Zhejiang Normal University has played a significant role in education aid for African countries. It has trained over 4,000 government staff, school and university leaders, and teachers in various industries for Africa, including the incumbent president of the Central African Republic for the last decade. In addition, the university has recruited approximately 10,000 African international students over the past 20 years, with an average of 1,200 students per semester in the last three years.

Moreover, Zhejiang Normal University has established cooperation agreements with 35 universities in Africa and regularly sends ten to twelve university teachers to African universities with the support of the China Scholarship Council. The university also founded the China-Africa Think Tank Forum, which has been held successfully for ten years in both China and Africa, with over 4,000 participants. Additionally, the university initiated a cooperation project in TEVT for African countries and Chinese companies in Africa, which has fostered talents in various industries, including agriculture, transportation, medical care, and ICT. Finally, Prof. LIU highlighted the importance of enhancing mutual understanding, especially in the cultural field, to strengthen China-Africa cooperation, and introduced the African Museum in the university through a video.

Infusing Peace Education and Prevention of Violent Extremism in Teacher Education and Refugee Settlement Communities in Uganda



Mr. Edward Kansiime, Lecturer of the School of Education at Makerere University, identified the root causes of school violence, including sexual relationships, scarcity of natural resources, exclusion of youths from peacebuilding and violence extremism prevention, lack of household necessities, and low awareness of procedures to prevent violence. He also shared his experience in integrating peace education and anti-violence education into teacher education and refugee camp community education in Uganda.

To integrate peace education (PE) and prevention of violent extremism (PVE) into teacher education, webinars were conducted in 2020 to increase understanding among educators. Five universities then conducted a situation analysis to develop guidelines for integrating PE and PVE into the curriculum and teaching strategies. The guidelines were validated and refined by stakeholders and have been piloted in a university and teacher training college. Additionally, a Youth for Peace seminar was organised in 2022 in Rhino, Uganda refugee settlement, where youth leaders were trained in conflict sensitivity, mediation, tolerance, and peacebuilding. The participants then developed work plans on how to integrate PE and PVE in their villages.

Wrap-up and Closing

Partnerships and Future Cooperation



The "China-Africa Deans of Education Forum 2022" concluded with a panel discussion featuring **Dr. Yumiko Yokozeki**, Director of UNESCO IICBA, **Prof. YU Kai**, Vice Dean of FOE at BNU and **Dr. Tadesse Mellesse**, Immediate Past Dean of College of Education and Behavioural Sciences at Bahir Dar University. The panellists shared their experiences and lessons learned from previous cooperation in teacher professional development between China and Africa and suggested follow-up actions for future cooperation. **Dr. ZHAO Yuchi**, Deputy Director of UNESCO INRULED, moderated the session.

Regarding previous cooperation in teacher professional development between China and Africa, Bahir Dar University, as one of the benefiting institutes, and UNESCO IICBA, as the implementation agency, shared their experience and lessons learned from the China Funds-in-Trust (CFIT) project.

Dr. Tadesse Mellesse mentioned that the teachers benefitted from the Continuous Professional Development (CPD) programmes through ICT-based solutions. Some achievements include that more than 200 teacher educators and 2,000 in-service teachers in ten cluster schools received and benefitted from the training, and more than 15 modules were uploaded online for blended learning. Particularly, the smart classroom developed during the project is still an example of teacher education in the country to date.

Dr. Yumiko Yokozeki highlighted that the CFIT project helped UNESCO IICBA to expand its partnerships in Africa through South-South cooperation and provided an important opportunity for deans of universities to share ideas, knowledge, and experiences. She emphasised the importance of China sharing its experience in developing quality education, given its success in doing so within a short time span. Dr. Yokozeki suggested that such sharing of knowledge and experience could be very helpful for Africa and many other countries.

The Faculty of Education (FOE) of BNU initiated and benefitted from the increased cooperation with African partners, and Prof. YU discussed the collaboration in teaching, research and social services. He shared that since 2012, 171 students from 23 African countries have enrolled in master's and doctor's programmes at FOE, studying subjects such as comparative education, higher education, and education technology. Furthermore, the faculty published a special issue on African education in *Comparative Education Review*. FOE also engaged in extensive discussions with partners from Africa on the future training of primary and secondary school leaders for African countries.

Looking ahead, UNESCO INRULED, in cooperation with UNESCO IICBA, has proposed the establishment of a China-Africa network of teacher education institutions (TEIs), under which the institutions can jointly carry out activities, such as organising annual meetings, conducting joint research, bringing in capacity-building sessions, co-developing open educational resources, and promoting staff exchange.

The proposal received a warm welcome and complete support from the panellists, who recommended that the cooperation should focus more on teacher development, which encompasses issues such as gender equality, the social and economic status of teachers. They also suggested including action research, which stems from schools and classrooms, in the joint research programme.



Key Messages

The China Funds-in-Trust (CFIT) project helped improve teacher professional development in Africa through ICT-based solutions and smart classrooms.

The proposal to establish a China-Africa network of teacher education institutions (TEIs) received complete support from the panellists, who recommended focusing more on teacher development and including action research in the joint research programme.

Final Remarks

The China-Africa Deans of Education Forum 2022 has initiated a promising collaboration between TEIs in China and Africa. "If you want to go fast, go alone; if you want to go far, go together", "独行快，众行远" (Phonetic: Du Xing Kuai, Zhong Xing Yuan) - a shared sentiment expressed by participants from China and Africa, captured in both an African proverb and a Chinese saying, highlights the importance of collaboration in achieving long-lasting and sustainable progress in teacher education.

We look forward to welcoming more partners to join us in building the Network of China-Africa Teacher Education Institutions in the near future. If you are interested in cooperating with us, please reach out to us at info@inruled.org.



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