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A Global Knowledge Exchange on Teacher Preparation and Development



PARALLEL SESSION

Strengthening Teacher Education Through Within-Country and Cross-Country Collaboration



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Within- and Cross-Country Collaboration to Improve Teacher Education: Cases and insights from China

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A brief history

- The first normal school(Nanyang Public Normal School) created at Shanghai in 1897
- The first Normal University/college(Beijing Normal University) created at Beijing in 1902
- Secondary normal school system(high school)
- Pre-education normal school
- Girls normal schools(missionary schools)
- Rural normal schools(1927)



- A large population of teachers(**pre-school teachers:3.24 million; compulsory education teachers:10.65 million; high school teachers:2.85 million; special education teachers:0.0727 million**)
- Normal education system
- Centralization political system
- Confucian culture and society
- Inactive engagement of private sectors for teacher education
- Sustainable finance investment
- Multi-stakeholders quality assurance mechanism

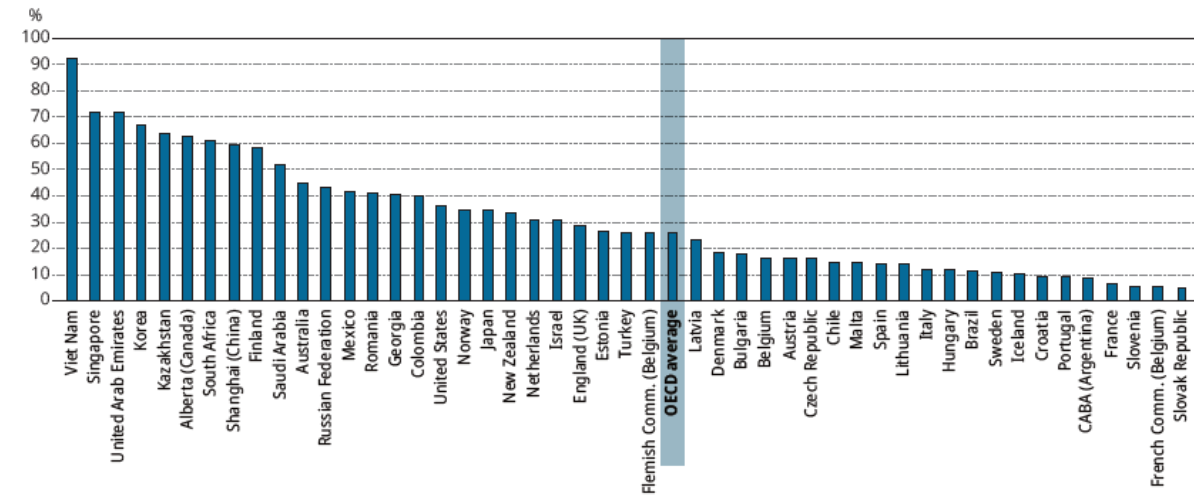


International comparison

Strengths

- 1.Higher social status for teachers
- 2.National continued professional development
- 3.Teacher deployment
- 4. Time on actual teaching
-

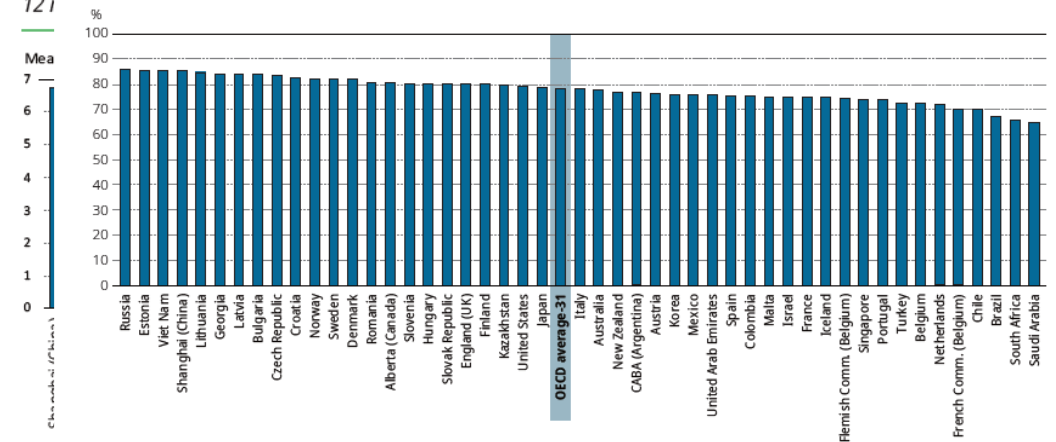
Figure 1 Teachers' views on how society values their profession
Percentage of lower secondary teachers who "agree" or "strongly agree" that the teaching profession is valued in society



Countries and economies are ranked in descending order of the percentage of lower secondary teachers who "agree" or "strongly agree" that the teaching profession is valued in society.

Source: OECD, TALIS 2018 Database, Table II.2.1.

Figure 17 Time spent on actual teaching and learning
Average proportion of time lower secondary teachers spend on actual teaching and learning in a typical classroom



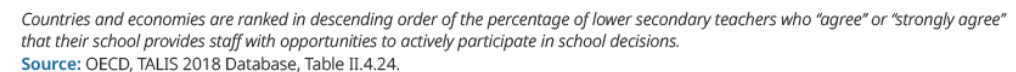
Countries and economies are ranked in descending order of the average proportion of time teachers report on spending on actual learning and teaching.

Source: OECD, TALIS 2018 Database, Tables I.2.10.

- 1.Educational attainment
- 2.Teachers' workload
- 3. School policy engagement
- 4.Teachers' well-beings
- 5. Gender equity

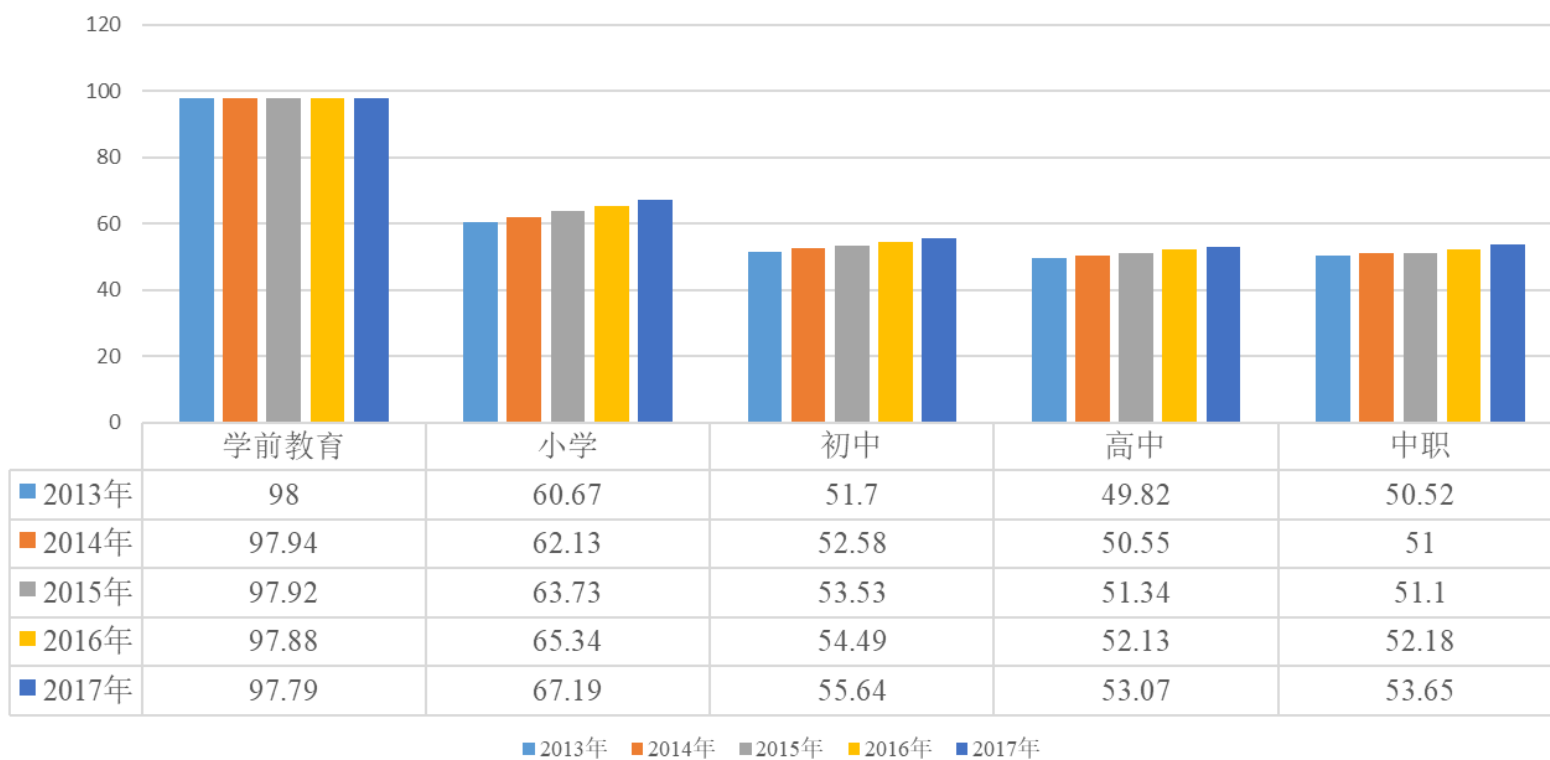
Percentage of lower secondary teachers, by highest level of formal education completed^{1,2}

Country	Percentage (%)
Sweden	98
Iceland	97
Norway	97
Korea	97
Netherlands	96
Italy	95
Brazil	94



- Rural teachers
- Teachers in poverty schools
- High-quality teachers
- Teachers in STEM
- Teachers in arts
- Male teachers

Female teachers percentage in K-12 schools (2013-2017) (%)



- Free Teacher Education Program(FTEP)
- National Excellent Teachers Program(NETP)
- Troops Transition to Teaching(TTT)
- Strong Teacher Education Program(STEP)
- **Collaborative Teacher Education and Development Program(CTED)**
- Rural Teacher Recruitment Plan(RTRP)

MINIS

Nine key dimensions are considered crucial to any comprehensive teacher policy:



TEACHER
RECRUITMENT
AND RETENTION



TEACHER
EDUCATION
(INITIAL AND
CONTINUING)



DEPLOYMENT



CAREER
STRUCTURES/
PATHS



TEACHER
EMPLOYMENT
AND WORKING
CONDITIONS



TEACHER
REWARD AND
REMUNERATION



TEACHER
STANDARDS



TEACHER
ACCOUNTABILITY



SCHOOL
GOVERNANCE



Normal university system

- Beijing Normal University
- Northeast Normal University
- East China Normal University
- Central China Normal University
- Shaanxi Normal University
- Southwest University
(Southwest Normal University)
- Governed by Ministry



Collaborative Teacher Education and Development Program



Part -01

CTED Background



I. Program Background



The United Nations Sustainable Development Goal 4 states that it is essential to ensure that inclusive and equitable quality education is accessible to all to enable lifelong learning opportunities for the entire population.



China has a vast geographical area with imbalanced development between urban and rural areas, resulting in an uneven distribution of teacher supply and professional development in schools of basic education.



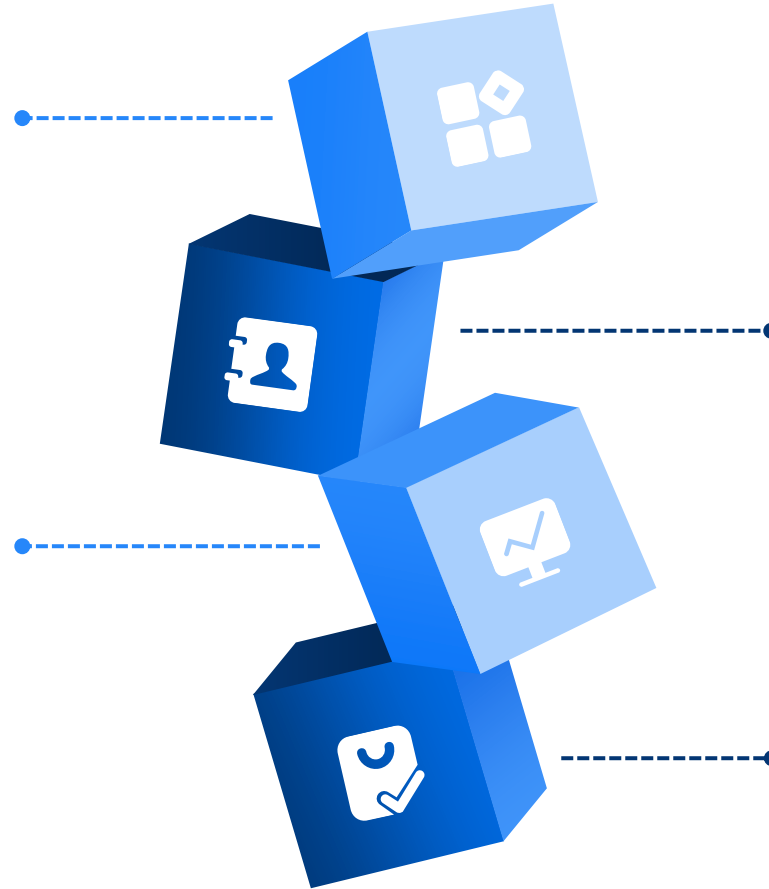
To bolster the construction of teacher-training institutions in underdeveloped areas of central and western China, the China Teacher Development Foundation and the Jack Ma Foundation jointly launched the Collaborative Teacher Education and Development Program.



II. Program Objectives

1. Innovate pathways for the stable and efficient operation of teacher preparation and training funds in China's underdeveloped areas to ensure the sustainability of the teacher-training guarantee system;

3. Support teachers in low-resource areas to obtain good training and professional qualifications, and promote lifelong learning and professional development;



2. Elevate the level of operation of recipient teacher-training institutions, and ensure full recruitment of teachers in remote and vulnerable areas;

4. Provide rural children with more equitable and better-quality education, and promote the preservation and sustainable prosperity of local culture.

Part -02

Strategy and Innovation



III. Program Implementation Strategy and Innovation Pathway

The Collaborative Teacher Education and Development Program is focused on the comprehensive core-qualities improvement of teachers and teacher trainees while promoting cross-regional joint development, sharing and creation of high-quality educational resources to form a multi-level and three-dimensional teacher education support network.

Leveraging the role of top-tiered normal universities as central hubs, the Program is designed to enhance the educational and operational capacity of other teacher-training institutions across the board.

CTED is a break from the limitations of single-institution resources by constituting a three-tiered national-provincial-local community for teacher education development through multiple-tiered collaboration.

Under the Program, a “1 leading normal university + M provincial-level quality institutions + N recipient teacher-training institutions in underdeveloped regions” model is adopted

1. Establishing a “1+M+N” three-tiered college collaboration network

Serial Number	Lead University (1-type University)	Supported Institutions (N-type Universities /Assisted Universities/Colleges)	Partner Institutions (M-type Universities /Supporting Universities)
1	Beijing Normal University	Qinghai Normal University	Sichuan Normal University Anhui Normal University Northwest Normal University
		Xichang Minzu Preschool Normal College	
		Aba Teachers College	
		Fuyang Normal University	
2	East China Normal University	Lijiang Normal University	Shanghai Normal University Yunnan Normal University Jiangxi Normal University
		Zhaotong University	
		Shangrao Normal University	
		Gannan Normal University	
3	Northeast Normal University	Baicheng Normal University	Harbin Normal University Liaoning Normal University Zhejiang Normal University
		Mudanjiang Normal University	
		Yili Normal University	
4	Central China Normal University	Hanjiang Normal University	Hubei Normal University Guizhou Normal University Nanning Normal University
		Zunyi Normal University	
		Qiannan Normal University for Nationalities	
5	Shaanxi Normal University	Weinan Normal University	Xianyang Normal University Hainan Normal University Tianjin Normal University
		Tianshui Normal University	
		Qiongtai Normal University	

6	Southwest University	Hetian Normal College	Xinjiang Normal University Chongqing Normal University Shandong Normal University
		Hexi University	
		Yangtze Normal University	
7	Capital Normal University	Jining Normal University	Inner Mongolia Normal University Hangzhou Normal University Qufu Normal University
		Hulunbuir University	
		Lasa Normal University	
8	Hunan Normal University	Hunan First Normal University	Changsha Normal University Fujian Normal University Minnan Normal University
		Huaihua University	
		Ningxia Normal University	
9	Nanjing Normal University	Xingtai University	Hebei Normal University Shenyang Normal University Guangxi Normal University
		Tangshan Normal University	
		Guangxi Science & Technology Normal University	
10	South China Normal University	Xinzhou Normal University	Shanxi Normal University Henan Normal University Jiangsu Normal University
		Zhoukou Normal University	
		Shangqiu Normal University	

III. Program Implementation Strategy and Innovation Pathway

2. Leveraging the “PPP” (Public-Private Partnership) mechanism to ensure sufficient funding

- 01 Education is a key focus area for the Jack Ma Foundation, particularly in the training and development of basic education teachers.

- 02 Given the significance of CTED in providing equitable and quality education to underdeveloped areas in central and western China as well as the foundational role of teacher education as the source of fresh talent for the teaching workforce, the China Teacher Development Foundation (CTDF) signed a five-year funding agreement with the Jack Ma Foundation (JMF).

- 03 CTDF is to coordinate planning and guide implementation while Zhejiang JMF will provide long-term support by way of contributions.

- 04 They collaborate with local governments and educational institutions, explore multi-party funding mechanisms, and conduct regular follow-up guidance and periodic evaluations to ensure precise financial input and efficient operation.

- 05 With sound mechanisms, clearly defined responsibilities, and stable funding sources, the two foundations have achieved reliable funding and effective utilization of resources.

III. Program Implementation Strategy and Innovation Pathway

3. Focusing on supporting the development of teachers in resource-poor and remote areas

- ① First, the recipient institution must have a large-scale teacher training program, with a higher proportion of teachers from rural areas;
- ② second, there is a weak foundation in terms of subject and professional development, coupled with a severe shortage of high-level teaching staff and educational resources;
- ③ third, the region exhibits a significant need for educational support, particularly when focusing on key counties that span multiple countries requiring assistance.



III. Program Implementation Strategy and Innovation Pathway

4. Building diversified and personalized teacher training pathways



Ten clusters have been established under the Program. Each cluster has its own unique cluster culture and assistance model.

With full integration of the development needs of local teachers, diversified and personalized pathways for teacher training and development have taken shape.

Part -03

Main Activities



IV. Major Activities under the Program

1. Actions to improve the capacity of recipient teacher-training institutions

Actions to improve the capacity of recipient teacher-training institutions

01

CTED has promoted the cooperation between high-level normal universities and recipient teacher-training universities/colleges in underdeveloped regions, with a focus on improving the latter's capacity building in operation and broadening the perspectives of teacher trainees from underdeveloped regions and effectively facilitating the dissemination and localization of advanced educational concepts, teaching methodologies, and outstanding practical experience through such means as inter-collegiate scientific research, joint teaching programs, faculty exchanges, and curricular development.

Actions for AI+ teacher capacity building

02

Through the construction of a Collaborative Teacher Education and Development Cloud Platform (CTED Cloud Platform), CTED offers, free of charge, all teachers 13,166 high-quality courses and 1,994 shared laboratories, databases, and teaching resources so as to build a digital ecosystem that supports teachers' independent learning and professional growth.

03

3. Actions for qualitative improvement of rural schools of basic education

Under CTED, 6,920 teacher training sessions have been organized by focusing on rural school faculty development that involved over 520,000 participants, significantly improving the professional competencies and practical abilities in classroom teaching skills of teachers in Central and Western China.

V. Project Innovation

01

Establishing an inter-institutional collaboration and resource-sharing model.

Facilitating, through “1+M+N” institutional cluster collaboration, the cross-regional/cross-tiered flow and wider distribution of quality teacher education resources and opening up the channels for cultivating and training high-quality educators.

02

Establishing a lifelong learning mechanism for teacher professional development.

Creating a continuous professional growth pathway spanning teacher pre-education, new teacher induction, and in-service teacher advancement to provide full-process nurturing and support for teachers’ lifelong learning.

03

Launching the development and application of a digital intelligence support platform.

On the strength of cloud platforms, big data, and remote interaction technologies, CTED integrates open courses, virtual teaching research, and digital resources.

04

Innovating public-private partnership safeguard mechanisms.

We actively promote the adoption of our project concepts and models by local governments and education authorities so as to achieve a deep integration with regional fiscal inputs and policy support.

05

Cultivating culturally responsive teaching among local educators.

In the formation of the institutional clusters under CTED, full consideration has been given to the regional educational context, socio-cultural backgrounds, indigenous knowledge, the students’ background, etc.

VI. Allocation, Monitoring, and Assessment of the Use of Donated Funds

1. Use and Distribution of Donated Funds

The Collaborative Teacher Education and Development Program had financial contributions totaling \$49.1 million to fund the quality enhancement initiatives of 32 key supported institutions (N-type institutions). The funds were directed toward the following areas:

- a. Talent development initiatives including cultivation of young backbone faculty members, recruitment of high-caliber teachers, and two-way faculty-and-administrator exchanges;

- b. Discipline-specific expertise enhancement through, inter alia, key discipline development, collaborative student cultivation, joint faculty teaching research, and collaborative research projects;

- c. Strengthening basic education service capacity building through collaborative teacher training in basic education, joint development of local teacher development bodies, and cooperative development of affiliated primary and high schools;

- d. Working in critical areas of academic institutional management and development, such as university/college planning upgrades, management capability enhancement, collaborative special construction, and shared access to high-quality resources.

VI. Allocation, Monitoring, and Assessment of the Use of Donated Funds

2. Monitoring, Evaluation Mechanism, and Performance Indicators.

Developing the Implementation Measures for the Collaborative Teacher Education and Development Program and the Implementation Measures for the Fund Management of the Collaborative Teacher Education and Development Program, which established a monitoring system, comprising the following:

01

a. Routine Monitoring: On-site campus visits, plan execution rate, and budget execution rate;

02

b. Annual Monitoring: Annual collection of work plans and annual summary reports, convening of annual progress meetings;

03

c. Mid-term Evaluation: Conducted by a third party by the 30th month of the Program, with corrective recommendations made;

04

d. Final Evaluation: Conducted by a third party by the 50th month of the Program, with evaluation results linked to the disbursement of the remaining 10% of funds.

Part -04

Program Impacts



VII. Program Results and Impacts

1. Significant improvement in the educational administration capacity of assisted teacher-training institutions

Thanks to the collaborative efforts among partner institutions in the respective clusters, multiple CTED institutional participants have achieved historic breakthroughs in educational tiers, disciplinary development, and talent structure. In 2021, five of the 32 assisted teacher-training institutions had associate degree-granting status.



By 2025, four institutions—Ningxia Normal University, Hetian Normal College, Lijiang Normal University, and Lasa Normal University—had been upgraded to bachelor's degree-granting status while six others, i.e., Tangshan Normal University, Hulunbuir University, Hunan First Normal University, Shangrao Normal University, Yangtze Normal University, and Hexi University, were accredited as master's degree-awarding institutions.

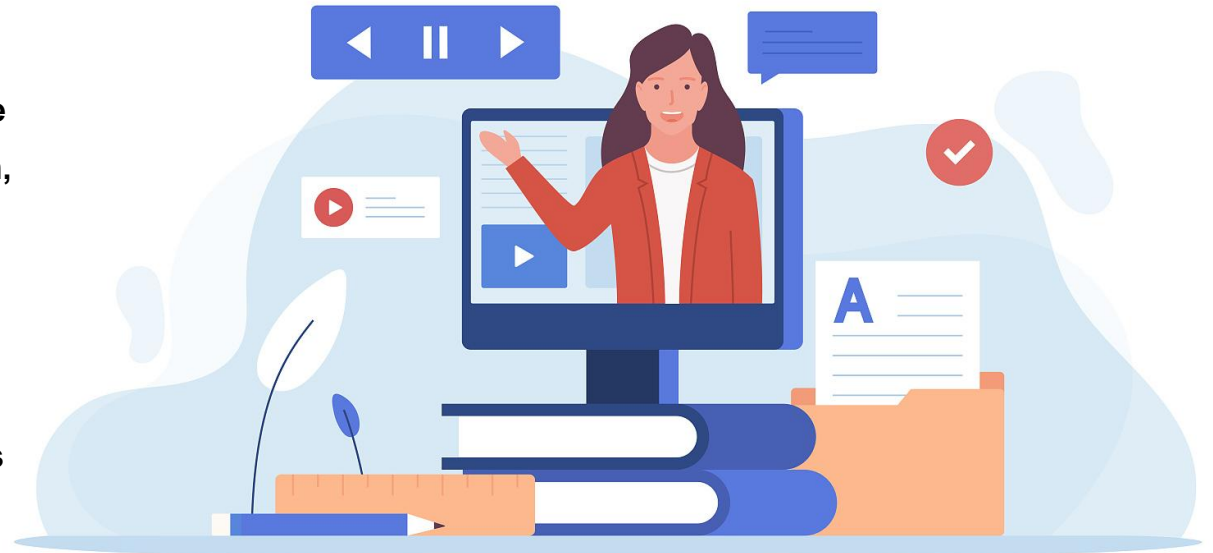
Eighty percent of the N universities have achieved educational tier upgrades. Meanwhile, among the M partner universities, three of them, i.e., Jiangsu Normal University, Gannan Normal University, and Nanning Normal University, obtained doctoral degree-conferring qualifications and thus have built a complete talent cultivation system covering bachelor's, master's, and doctoral degrees.

VII. Program Results and Impacts

2. Replenishment of teacher reserves in remote areas

By 2024, the student-to-faculty ratio in county and township primary schools in China had declined by 0.66 points compared with that of 2021, with teacher candidates trained by regional recipient normal universities and colleges substantially replenishing rural teacher resources, particularly in remote, poor areas. Judging from CTED's implementation at partner institutions, Zunyi Normal University (an N university), for instance, witnessed an increase in the percentage of its graduates who chose employment in rural villages from less than 60% in 2021 to 63% in 2024, with its graduates teaching in many rural schools under Chongqing City, accounting for 51.1% of the total addition of teachers for rural Chongqing.

In addition, the university has supplied over 800 teachers to more than 120 counties and districts across Guizhou, Yunnan, Sichuan, Tibet, and Hunan, serving over 640 rural primary and secondary schools. Research shows that more than 95% of its graduates considered that the education at Yangtze Normal University had helped them “find the value and meaning of being a teacher” and 98% of the graduates chose to stay on their rural education posts after the initiate term of service.



VII. Program Results and Impacts

3. Overall improvement of county and township school teachers' teaching capability

In regard to in-service teacher training opportunities, over 520,000 teachers participated in nearly 6,920 training sessions. When it comes to the overall academic qualifications structure of the teaching workforce, in 2024, 76.23% of full-time teachers in China's rural compulsory education schools held a bachelor's degree or higher, marking an increase of 11.68% compared with the percentage for 2021.

university theoretical instruction



rural practice immersion

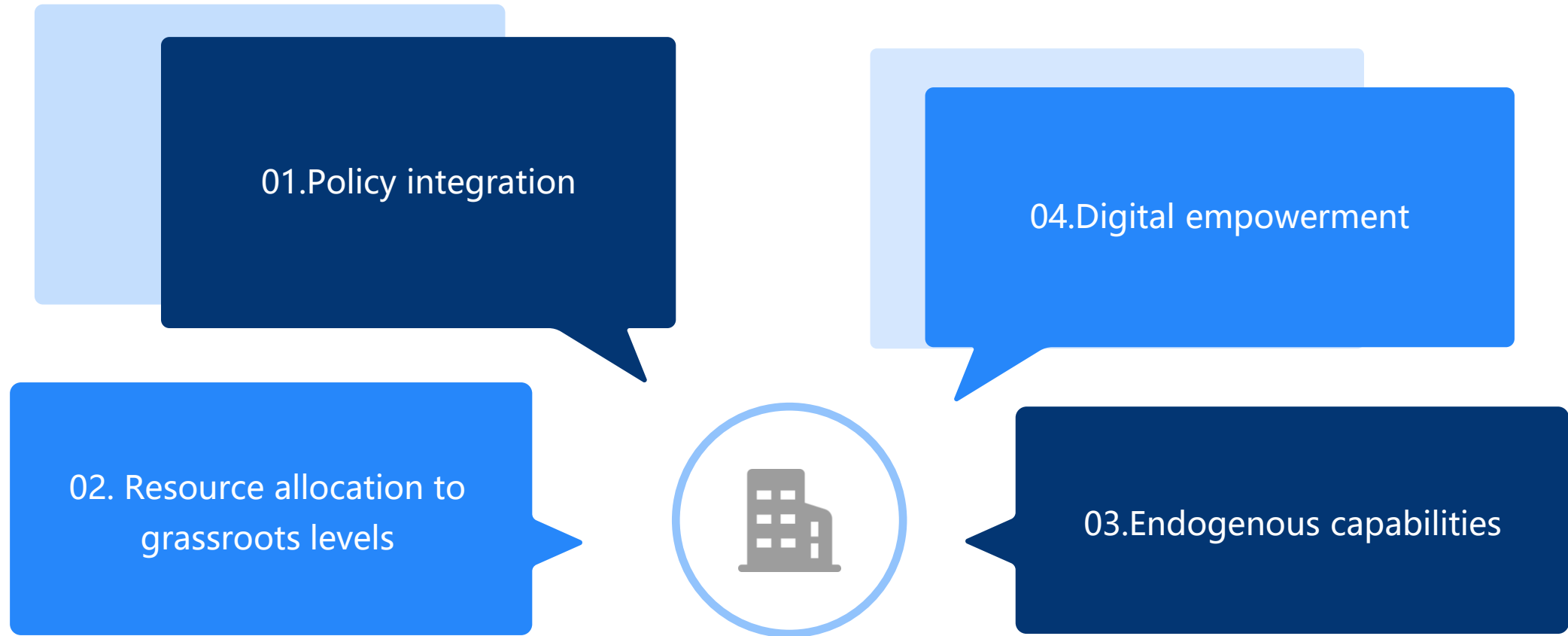


back-to-school research

Mudanjiang City's educational quality monitoring data indicate that the academic performance among students in compulsory education has been improving year by year. Taking mathematics as an example, in 2024, 89.7% of fourth-grade students achieved a performance level at or above the intermediate level, an increase of 8.9 percentage points compared with 2022. Among the eighth-grade students, 81.9% performed at or above the intermediate level, an increase of 3.4 percentage points compared with 2022.

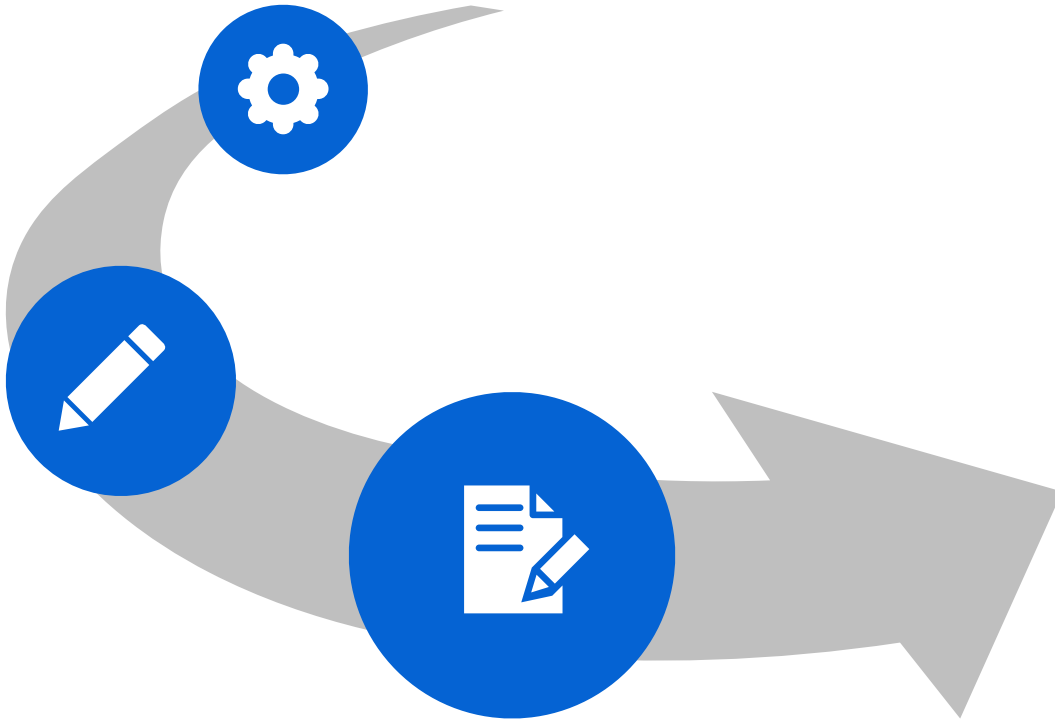
VIII. Program Sustainability

Under CTED, great importance is given to the construction of long-term mechanisms and a sustainable teacher development ecosystem in four dimensions:



VIII. Program Sustainability

1. Stable Policy Support and Institutional Embedding



Well recognized at the national level, CTED will continue to function as a top-level institutional design.

In 2025, the Chinese government issued the “Opinions on Promoting the Spirit of Educators and Strengthening the Construction of High-Quality Professional Teacher Teams in the New Era”, which explicitly proposes “implementing the Collaborative Teacher Education and Development Program (CTED)”.

This marks the elevation of the Program from a public welfare initiative to a crucial component of the national teacher development strategy and provides a solid institutional guarantee and expansion pathway for its sustainable growth.

Education administrations across multiple regions have incorporated the collaborative quality enhancement concept and model into local teacher team-building plans, constituting long-term policy support to ensure deep integration of the CTED projects with regional education development goals.

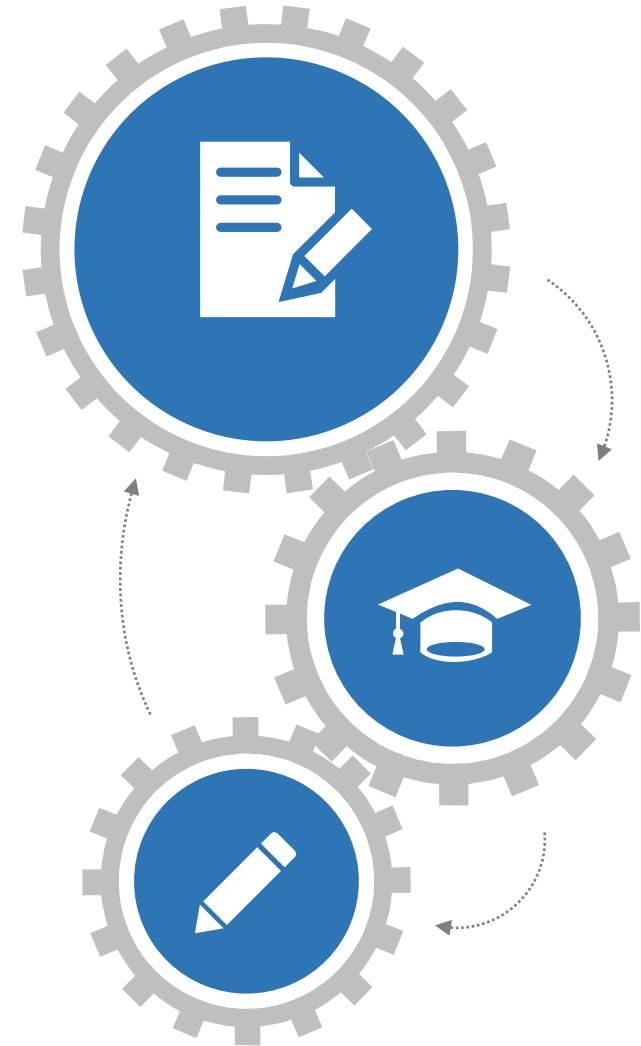
VIII. Program Sustainability

2. Scalable and replicable teacher development models

Through four years of practice and exploration, CTED has built replicable and scalable paradigms for teachers' professional development such as the Cross-disciplinary Support System and the Integrated Support Framework.

These paradigms are focused on enhancing teachers' core competencies. They run through the whole cycle of pre-service training and in-service development while being nimbly adaptable to the actual needs of institutions in different regions and different tiers.

Through mechanisms like collaborative teaching and research, joint faculty development, and resource sharing, each institutional cluster continuously delivers high-quality case studies and curriculum toolkits to empower teacher workforce development in more areas.



VIII. Program Sustainability

3. Sustainable financial inputs and resource allocation

CTED has effectively stimulated the attention and inputs of local governments with regard to teacher-training institutions and the development of the teaching workforce at large.

To date, the Program has mobilized 93.08 million yuan in local matching funds, covering areas such as teacher training, digital platform development, and high-level talent recruitment.

VIII. Program Sustainability

4. Continuously expanded and optimized digital resource platform

The CTED Cloud Platform developed under the CTED Program has evolved into a core vehicle in support of teachers' self-directed learning and professional development.

It enables teachers to access resources on demand and conduct collaborative teaching research.

Leveraging the intelligent recommendation and remote supervision functions, the platform personalizes teachers' learning paths and provides real-time feedback, fostering a cross-institutional and cross-regional professional learning community.

This digital ecosystem continuously attracts teacher participation and contributions, which ensures sustained resource updates and value-added circulation.



VIII. Program Sustainability

5. Endogenous faculty development and leadership



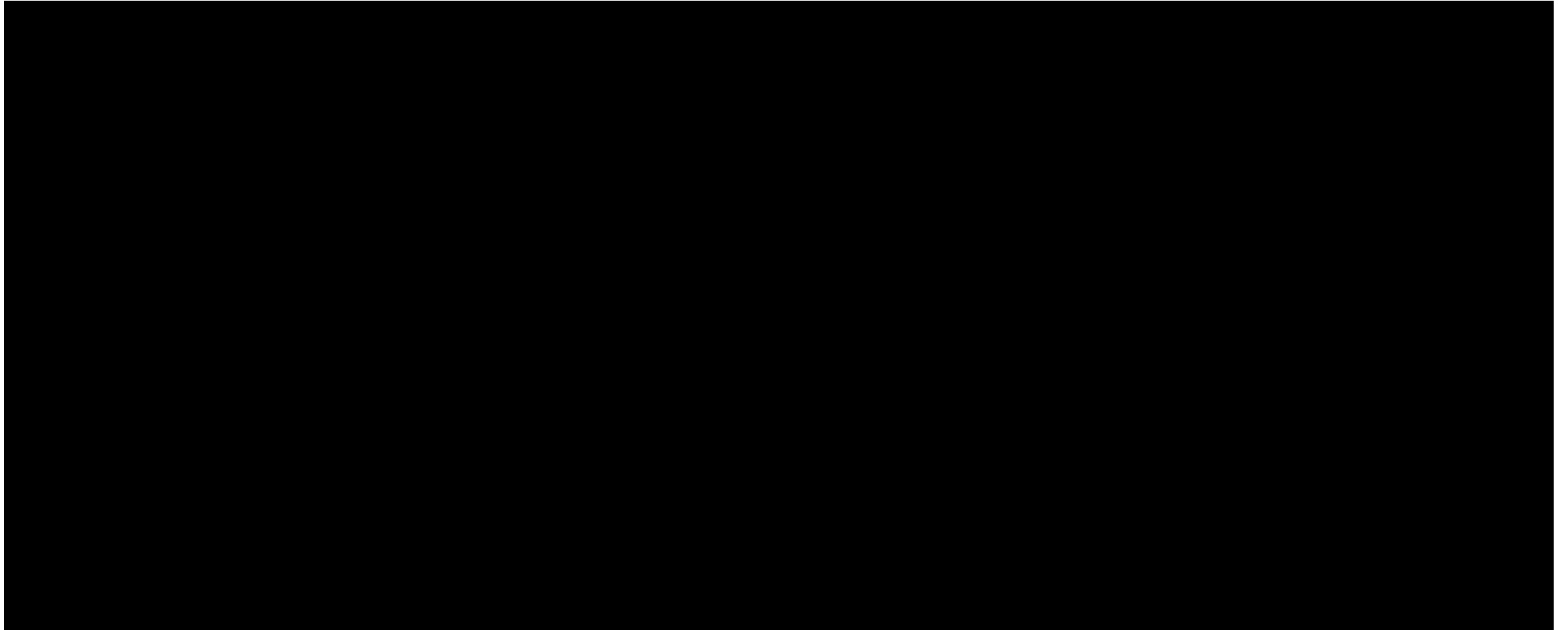
Under CTED, priority is given to cultivating local universities and colleges' self-development capabilities.

Through initiatives such as the doctoral-degree program, research collaborations, and pedagogical innovation projects, the Program has helped nurture a cohort of dedicated backbone faculty rooted in regional communities.

These teachers have not only achieved professional advancement, but also become the “seeds” for regional development of the teacher workforce, leading the collective growth of neighboring fellow teachers and creating a ripple effect of empowerment characterized by “one individual trained empowers an entire school and influences a broader area”.

This internal capacity-growing mechanism constitutes the core driving force behind CTED's sustainability.

Cross-Country Collaboration by China and Tanzania: From Teaching Research Group to MEWAKA





Thank you

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