

Opening remarks on the regional meeting on gender assessment in teacher education in Asia

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Ladies and Gentlemen,

Good morning!

It is my pleasure to take part in the regional meeting on gender assessment in teacher education in Asia. As a representative from the National Commission of the People's Republic of China for UNESCO, I would like to extend my warm congratulations to successful opening of this meeting. We are very pleased to see the progress made up to now by UNESCO Bangkok Office on the implementation of this project. I would like also to take this opportunity to express appreciation to the valuable financial support from our partner – the HNA group.

China attaches great importance to gender and teacher education. In recent years, various measures have been taken on gender issue. The first is student-centered in teacher education curriculum. In 2011, the Chinese Ministry of Education released Teacher Education Curriculum Standard. It is prescribed that teacher education curriculum should be designed to guide normal students to build proper views of children, students, teachers and education, to teach pupils in accordance with their aptitude and to

help each one achieve their full potential. Gender issue should have righteousness.

The second is training of classroom teachers. We attach great importance to classroom and psychological teacher training, to improve their abilities on how to solve the psychological problems of students. Traditional preference for boys, the misconception that men are superior to women may mislead teachers' behavior, especially in rural areas. For example, boys often get more support from their families in some areas. Psychological education is integrated as an important module of teacher training course. Classroom and psychological teacher training are organized at different levels to lead the direction of gender equality and consciousness.

The third is special projects with UNICEF. Chinese government has conducted a series of projects with UNICEF since 1980s. For example, SEL (social emotional learning) project, which is a subproject of CFS (child friendly school) project, aims at helping children develop self-confidence, sense of responsibility, and promote all-round and coordinated development of their mind and body. It has provided SEL training for nearly 1,800 participants including trainers and principals, benefitting 140,000 students and more than 3,000 teachers in five provinces and regions since 2011. It is very important in aiding the development of rural girls as well as increases teacher's

understanding of gender equality.

In China, both boys and girls in high schools have equal admission opportunities of normal universities and colleges. However, teacher profession is more attractive to girls , which is regarded as a very stable profession. It is also believed that teenagers or children need love, patience and carefulness, therefore, female is a better role for teacher. In fact, the ratio between female and male normal students is 7 to 3 according to incomplete statistics. Moreover, it is worth mentioning that the proportion of female normal students studying science increases distinctively recently in addition to female normal students of liberal arts still remaining an absolute majority.

By the end of 2016, there were more than 14 million full-time teachers working in pre-school education institutions, primary and secondary schools in China. There were more than 9 million female teachers , accounting for 64.7%. The proportion of female teacher falls as the grade adds. For example, the proportion of female teachers in primary schools and pre-school education institutions is 65.3% and 97.9% respectively. Female teachers play an important role in Chinese education.

China will continue to deepen the reform and advance the development of teacher education based on gender equality. In fact, in China now the phenomenon of the domination of female teachers may bring disadvantages in cultivating the masculine

character of boys. It is proposed in *Outline of the national program for medium and long term educational reform and development (2010-2020)* that teachers with noble morality, superb teaching arts, reasonable structure and extraordinary vibrancy will become reality by 2020. The reasonable structure of male and female teachers, strong consciousness of gender, improved methods and skills for teachers to guide students' growth, and both boys and girls have equal opportunities and development platforms, there is still a long way to go.

Ladies and gentlemen, All the countries targeted by our project are countries along The Belt and Road. This FIT project fully reflects the Silk Road spirit characterized by “peace and cooperation, openness and inclusiveness, mutual learning, mutual benefit and win-win results”. In the future, we wish to continue to strengthen the exchanges and cooperation between China and the project countries in teacher education and contribute to the implementation of the Education 2030 goals and targets in the region and the world at large.

I wish the meeting a great success!

Thank you !