



## THE "IMPORTANT VIEWPOINTS" OF G.S XI JINPING ON CHINESE EDUCATIONAL REFORM AND DEVELOPMENT: LESSONS FOR AFRICAN EDUCATION

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### **Abstract:**

China has made significant investments in education since its reform and opening up. Today, China not only has the best education system in the world but also high-quality education, which is an excellent model for other countries, particularly African countries. As the country's leader and first actor, China's General Secretary Xi Jinping has delivered an unbroken stream of encouraging speeches in support of the country's long-term development and modernization of education. In his 2018 speech, Xi Jinping underlined the need to understand the "Nine-persistence" of education reform and development. It is obvious that Africa must take note of President Xi Jinping's significant remarks on the reform and growth of education in order to better the education system on the continent as China's first economic partner and closest ally. What may therefore be learned about Chinese education from General Secretary Xi Jinping's "Nine-persistence"? By making use of pertinent sources, this study attempted to provide an answer.

**Keywords:** General Secretary, Xi Jinping, "Nine-Persistence", African education, lessons

### **1. Introduction**

Education is a critical component of national revitalization and social growth, as well as a moral undertaking that benefits both the present and the future. Education is both the country's and the party's grand strategy. <sup>[1]</sup> Chinese President Xi Jinping has a firm grasp of the "important viewpoints" of education reform and development, and his discourses on China's education are all very significant. In adhering to and promoting the development of the great cause of socialism with Chinese characteristics, he has greatly answered the important theoretical and practical questions of education, such as "who to train," "train for whom," and "how to cultivate people." Nelson Mandela famously stated

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that the most effective tool for changing the world is education. <sup>[ii]</sup>Governments and citizens from all around the world agree that education can improve our understanding of the world and how we fit into it, enabling us to support positive social, economic, and political reforms. We all agree that education is the primary factor in the opening up and sustainable growth of the nation, as evidenced by the significance placed on it by the heads of state Nelson Mandela and General Secretary Xi Jinping. The research topic for this paper is General Secretary Xi Jinping's revelation of the "important viewpoints" on Education Reform and Development: lessons for Africa's education. As they look to the future, African nations must not only use China's economic development as a benchmark, but also learn from the "Nine-Persistence" that General Secretary Xi Jinping has put forth regarding education in order to motivate furthering education in Africa.

## 2. Literature Review

Early in the previous century, General Secretary Xi Jinping proposed suggestions for the advancement of education. According to Chen Dong, Zhang Qingshou (2022), during the difficult practice and research that Xi Jinping undertook in Fuzhou, Fujian Province, from 1990 to 1996, he made significant theoretical advances in the areas of educational leadership, development strategy, fundamental tasks, development goals, school positioning, the way to run a school, talent training, team guarantee, and other areas. <sup>[iii]</sup>

General Secretary Xi Jinping's crucial remark on education was examined by Bai Huang (2022) and emphasized. General Secretary Xi Jinping addressed the fundamental question of "who to cultivate, how, and for whom" and provided a thorough and systematic speech on educational work, forming the theoretical framework of Chinese-style socialist education for the new era of systematic science, keeping pace with the nation's overall development. <sup>[iv]</sup>

General Secretary Xi Jinping's significant remark on education, according to Min Xue (2021) who analyzed it, is a significant description of China's educational practice in the context of the new era. In parallel, pertinent educational discourses continue to expand and develop in China's outstanding educational system, producing new theories to better direct educational practice and provide ongoing momentum for the tremendous revitalization of the Chinese country. <sup>[v]</sup> The important discussion on youth education by General Secretary Xi Jinping centers on four aspects: "shaping the soul, casting the foundation, clear rules, and hematopoietic," emphasizing the significance of the subjects of ideal and faith education, core values education, rule of law education, and growth education. General Secretary of the Communist Party of China, Xi Jinping, emphasizes the value of youth education by outlining the purpose of family youth education, social expectations, and countries' anticipation of an organic combination, providing strategic guidance and power support, youth growth, and guiding youth in their personal and positive challenges. This encourages youth to realize their full potential and strive to become competent socialist builders and trustworthy successors (Xiao Jianguo, Shi Zhan, 2021). <sup>[vi]</sup>

Similarly, a research group's work titled 《Implement the fundamental task of moral education — — General Secretary Xi Jinping's important discourse on education study and research 》 (2022) pointed out that: Since the 18th National Congress of the Communist Party of China, Xi Jinping has delivered a number of significant speeches on nurturing people through virtue, methodically outlining crucial theoretical and practical questions in education including "who to train, how to train, and for whom." Its fundamental purpose is to raise up new Times members to take on the role of national renewal, educate people about all elements and multi-factor coordination, and educate people for the Party and the nation. As a result of Xi Jinping's significant discourse on moral education, the work done in schools to promote moral education has produced clear results, the level of intellectual education has been effectively raised, the work done to promote physical education has significantly improved, the work to promote aesthetic education is still progressing and the shortcomings of labor education are accelerating to fill up.<sup>[vii]</sup> In order to successfully manage education in a way that pleases the people as we enter the new era, An Yufeng (2021) argued in an article on a deep understanding of the logical system and connotation of the "Nine-persistence" that we must give weight to General Secretary Xi Jinping's significant statements on education as the fundamental follow-up to school management. We must firmly pursue the route of educational growth with Chinese characteristics and achieve "clear thinking"; we must clearly comprehend the political orientation of education and achieve a "clear direction"; and we must vigorously advance educational development.<sup>[viii]</sup>

Additionally, a great deal of research has been conducted on the significance of General Secretary Xi Jinping's "important viewpoints" on education by various researchers, including Li Ya (2020). The study specifically covered the key points of Xi Jinping's significant discourses in education from the theoretical and practical levels: accept the "Nine-persistence" as the fundamental guide for educational development, continue the Party's overall leadership, continue the fundamental task of establishing moral cultivation, strengthen teacher preparation, ensure the ongoing reform of systems and mechanisms, fully comprehend and put into practice connotation characteristics, and maintain the effectiveness and quality of education; Li Fei (2019) thought that a thorough examination of Xi Jinping's significant discourses on education is beneficial to enhancing our awareness and steadfastness in putting these discourses into practice, as well as our understanding of the current standards of educational practice, in order to more effectively carry out the central task of establishing morality and cultivating people and realize the great rejuvenation of the Chinese nation.

Wu Legui (2020) conducted a thorough analysis of General Secretary Xi Jinping's significant pronouncements on higher education, noting that they have the following distinguishing features: they view people's livelihood as the foundation for the development of higher education, social development as the core, consider Chinese characteristics as the development path of higher education, and use scientific planning as the development strategy of higher education. The aforementioned study's findings make it abundantly evident that General Secretary Xi Jinping's significant discourses on

education have not only captured the interest of numerous researchers but have also had a significant impact on the advancement of Chinese education and even worldwide education. Concerning Chinese higher education, according to (Sun Dandan, Zhao Shijie, 2021), Xi Jinping, the General Secretary of the Communist Party of China, has introduced an important discourse on higher education in China as the country enters a new era. Higher education is now confronted with fresh challenges and issues. Xi Jinping has put forward a series of new concepts, ideas, and strategies for the reform and development of higher education. These novel ideas provide comprehensive answers to the direction, priorities, fundamental issues, and overarching problems of higher education reform and development.<sup>[ix]</sup> They serve as the fundamental guiding principles for ensuring the success of higher education in the new era.

Africa's educational system has faced and continues to face a number of issues. Many experts have conducted insightful study and studies to present the first drafts of answers, and the issues with Africa's educational system unquestionably still have their interest. For example, [Albert-Eneas Gakusi](#) et al. (2010) have conducted a study on African Education Challenges and Policy Responses, they pointed out that since gaining independence in the 1960s, the African education sector has persistently grappled with significant issues.<sup>[x]</sup> These include limited and unequal access to education, a curriculum that often lacks relevance, subpar learning achievements, insufficient political dedication and financial support, a fragile educational infrastructure, and tenuous connections with the demands of the workforce.

A "special dialogue" on education in Africa, namely in the least developed nations, was convened by the Economic and Social Council in Geneva (2011).<sup>[xi]</sup> Sheik Sidi Diarra, Under-Secretary-General, High Representative for the Least Developed and Developing Countries, and Special Adviser on Africa, presided over the discussion and emphasized that the growth of Africa and the least developed countries was significantly impacted by the lack of educational opportunities. Six panelists, including Essosimna Legzim Balouki, Minister of Primary and Secondary Education and Literacy of Togo, Kalido Diallo, Minister of Education of Senegal, Vasant K. Bunwaree, Minister of Education of Mauritius, Senior Technical Officer of the Ministry of Education and Human Resources of Mauritius, and Elizabeth King, Director of the Education Department of the World Bank, engaged in a lively discussion with the audience.

The meeting was also attended by the Permanent Secretary of Bangladesh's Ministry of Education, the Minister of Education of Lesotho, as well as delegates from India, Nepal, Denmark, Germany, Malawi, Norway, and Morocco. During the conference, statements were also made by the representatives of the United Nations Educational, Scientific, and Cultural Organization and the Food and Agriculture Organization of the United Nations. The following topics were covered during the meeting: Although African nations have made great educational advancements since 2000, they still lag behind other developing nations in terms of meeting the EFA and Millennium Development Goals. Half of the 77 million youngsters who are not in school

worldwide are from Africa. Thus, merely emphasizing that Africa's "mobilized education stock" forms the cornerstone of the sustainable development cycle is insufficient.

The Kenyan Minister of Education mentioned the following during the meeting: the necessity to provide educational services in conflict circumstances; the low adult literacy rate; or the number of breaks. Resolving these issues is essential to promoting school attendance, particularly for girls. Speaking participants pointed out that disproportionate numbers of girls, people living in rural areas, and the poor were left out of education. The issues of fair access to education, the standard of education, or the relevance of education - in terms of its goal, which may be political, economic, or cultural - are some of the primary educational challenges facing Africa, according to the Minister of Education of Senegal. It has been often highlighted how important it is to offer instruction in the students' native tongue.

The minister from Togo emphasized that despite significant disparities, the current educational demands of African nations are generally the same. To demonstrate that these disparities mattered within national borders, she drew attention to the example of Togo. As a result, the representative of the Ministry of Education of Mauritius insisted that the measures taken to develop post-primary education must categorically take into account the particularity of the relevant labor market. After leaving school, it takes a young African, on average, three to four years, and nearly seven years in Mozambique, for example, to find a job.

According to the World Bank spokesperson, greater education does not always equate to more learning. Some participants in the interactive discussion that followed these lectures underlined the significance of motivating families to take their kids to school. It was also underlined how important it is to enhance teaching quality through teacher preparation and academic follow-up. Additionally, more needs to be done to support rural education in Africa. Additionally, it is believed that education funding is insufficient, and efforts must be made in this area, particularly for the benefit of the least developed nations. In this regard, the Global Education Fund's founding was endorsed by Lesotho's Minister of Education.

Africa is seeking sustainable growth and aims to become an emerging continent in response to new technology and modernization. This kind of manifestation or emerging is impossible without the aid of education. In fact, because education is the foundation of all development, it plays a critical role in helping African nations achieve their objectives. For practically all African nations, this new perspective on the world poses a significant challenge. In a study on the difficulties facing education in Africa amid economic growth, Kossi Eli Senayah (2019, University of Lomé) emphasized that the emergence of African nations refers to a systematic view, taking into account economic, political, demographic, legal, military, and environmental standards that are part of national and global dynamics.<sup>[xiii]</sup> Therefore, it is evident that education is essential for creating a rich nation and that it has contributed significantly to the rise and development of African nations. To ensure the successful emergence of African nations, African political and educational authorities, actors, and educational partners must fully assume their responsibilities.

### **3. Research objective and method**

#### **3.1 Research objective**

The goals of a study must be specific and distinct in order to have relevance. The goals of a study should be both explicit and specific because they serve as the subject's destination for the investigation. In other words, it is impossible to start researching any topic or fact without first establishing the goals that must be met. The study's goals have been set in the same conceptual sequence in order to carry it out. In general, this study's main goal is to inspire African educational leaders, including the government, which provides financial support for education, ministries of education, regional and departmental representatives of education, administrators, teachers, and researchers, to rethink the capital goals of education in Africa and strengthen this continent's competitiveness. The teaching strategies and subjects covered in schools that do not contribute in any manner to the intellectual growth of children in this century must also be abandoned by these educational authorities. If education is a tool that may be used to change the world, as Nelson Mandela suggested, then this tool must be adaptable and updated as society changes. In other words, it is up to Africans or the educational authorities of African nations to modernize education and make it beneficial to African society. Since China's education has shared many of the same experiences as that of Africa, this study draws on the speeches of Xi Jinping, the Secretary General of the Chinese people, to convey an important message to African educational leaders: Have an education that reflects African characteristics and, especially, that corresponds to African reality. Today, thanks to the development of education with Chinese characteristics, based on Chinese culture, Chinese education occupies a significant position in the world. Additionally, research on this subject serves as a reference for research in the field of education, particularly as it relates to the growth of that research in Africa.

#### **3.2 Research methods**

Without properly defined research techniques, starting or conducting research is challenging or impossible. Similar to that, this pilot study looked into two techniques that are regularly employed by other researchers. The documentary technique, or reading of prior publications linked to this subject, is the primary and most important research methodology studied to carry out and give significance to this study. Even though there were just a few published documents that were relevant to this study, it should be noted that reading and analyzing even a small portion of the documents discovered greatly aided in its completion. The author of this paper reviewed relevant materials in English and French in addition to the equivalent Chinese-language documents when conducting research for it. The thesis of this work has been effectively influenced by every book, article, newspaper, and other piece of information or digital data. In this examination, personal experience and observation should be highlighted as the second way of research. According to a proverb, you may more clearly identify social flaws or issues when you are outside of your own social milieu. As if to indicate that the difficulties or

issues that threaten our place of origin are readily visible in the new surroundings, which functions as a mirror. In the same vein, the author has identified the issues and difficulties facing African education through direct and indirect observation as well as experiences gained abroad. The author believes that the best way to address these issues is to learn from those who have overcome similar difficulties in the past and have gone on to achieve great success and impose their way of life on other countries around the world.

#### 4. Analysis and discussion

##### 4.1 The General Secretary Xi Jinping's explanation of the "Nine-persistence" on Chinese education

On September 10, 2018, Chinese President Xi Jinping stated at the National Education Conference that in the practice of educational reform and development, we should adhere to new ideas, concepts, and thinking in nine aspects, clarify the "three themes" and "six themes," enrich the connotation and essence of education reform practice in the new era, and put forward clearer and specific requirements for the subjects of ideological and political education in collaboration. <sup>[xiii]</sup>

Chinese President Xi Jinping's significant "Nine-persistence" on education are lengthy, profound, and full of connotations. They not only reflect the nation of China's long history of reverence for literature and religion, but also the specific features of socialism with Chinese characteristics as it enters a new century (Sun Chunlan. 2018). <sup>[xiv]</sup> This "Nine-Persistence" is an essential theoretical development of Xi Jinping's perspective on socialism with Chinese characteristics for a new era. It offers a potent ideological tool and a clear course of action for quickening educational reform, growth, and modernization while also fostering the development of China's educational might. Whether they are Chinese or foreigners, running school decision-makers in developing African nations in particular should study in-depth, earnestly develop their ideological consciousness and action consciousness, and pay close attention to the study and implementation of the "Nine-persistence" proposed by Chinese President Xi Jinping. The "Nine-Persistence" put forth by Chinese President Xi Jinping regarding education are then quickly summarized in this section.

*The first step in being persistent is to thoroughly comprehend the essential conditions for enhancing the Party's overall leadership of education.* China has the best overall education system in the world, yet there are still disparities between regions, schools, and urban and rural locations. It's important to pay attention to the question of how to effectively manage and develop such a complicated educational system. The basic assurance is that the Party's leadership would be strengthened, as the Chinese president has repeatedly emphasized. The Party's leadership must be strengthened, and socialist builders and successors must be trained as we look to the future. maintain your focus on the Party's management of schools, reform, and talent development.

*A strong grasp of the fundamental mission of establishing morals and raising people is the second perseverance.* The needs of communist builders and successors, as well as the

general standards of moral, intellectual, physical, aesthetic, and labor, were put forth by Chinese President Xi Jinping. It is essential to adhere to the laws of education and the law of talent development, concentrate on creating an educational system for the thorough cultivation of morality, intelligence, physique, beauty, and labor, integrate moral cultivation into all areas of education, make quality education concrete, and raise new generations of people who are fully developed.

*The third persistence is to fully comprehend the strategic implementation of prioritizing educational progress.* The advancement of society and the revitalization of the nation both depend heavily on education. Chinese President Xi Jinping emphasized the need to continue prioritizing education development as a crucial step in advancing the development of several national initiatives and to continuously adapt education to the needs of national development. The pace of change in the globe now is unmatched for a century, and technical innovation has never had such a profound effect on the balance of political and economic power. As a result, running a school was extremely challenging, according to President Xi Jinping, who said, "Big education run by poor country" was the situation in which China previously found itself. Now, "great power-run strong education" is the motto. It's important to improve quality and make up for flaws. We should continue to prioritize education development and assist national modernization through educational modernization.

*The fourth persistence is to fully comprehend the political concept of continuing to operate schools in a socialist fashion.* The main issues in education are what sort of people to cultivate, how to cultivate people, and whom to cultivate. Xi Jinping, the general secretary of China, noted that we are pursuing socialist education. We should build the skills required for social advancement, knowledge expansion, cultural transmission, and institutional operation. The people, the Party's purpose for governing, the consolidation and development of the socialist system with Chinese characteristics, as well as reform, opening up, and socialist modernization should all be served by our insistence on education at the same time.

*The fifth persistence is to fully comprehend the unwavering self-assurance of Chinese school administrators.* China's history, culture, and national circumstances are incredibly distinctive, General Secretary Xi Jinping emphasized, and education should firmly follow its own course. There are still some issues with Chinese education, but utilizing other nations' expertise won't help. We should look into strategies that are better suited to China's national circumstances and encourage the road of socialism education growth with Chinese characteristics.

*A thorough knowledge of the importance of upholding the people-centered growth of education constitutes the sixth persistence.* The importance of education for the people has long been highlighted by the Chinese Party. The general perception of education among the populace is a major issue for General Secretary Xi Jinping. He has emphasized numerous times how crucial it is for social fairness to have educational equity. We should work to ensure that every child receives an equitable and high-quality education by continuing to support educational progress that benefits everyone more and more



equally. China's education sector has advanced significantly as of late. The issue of "receiving a school education" has essentially been resolved, and the need for "being educated well" is now more important. Education must continue to uphold the notion of development that is people-centered, work to address the issue of uneven development of education, and provide adequate education for the populace.

*The seventh persistence is to thoroughly understand the path of intensifying innovation and transformation in education.* General Secretary Xi Jinping emphasized that reform is the key factor propelling the growth of education. To activate and boost the momentum of reform, attention must be made to the systematic, synergistic, and integrity of education reform.

*The eighth persistence is a thorough comprehension of the task of contributing to the great revitalization of the Chinese people.* China's needs for teaching and developing talent vary depending on its stage of development. The accomplishment of the "two centenary" goals and the Chinese ideal of the great rejuvenation of the Chinese country ultimately depend on abilities and education, General Secretary Xi Jinping emphasized. The number of functioning schools in China is currently increasing, yet the gap between the abilities developed and the actual demands still exists. The supply of inventive, practical, and compound abilities necessary for economic transformation and upgrading, as well as practical ability, innovation awareness, and entrepreneurial spirit, all need to be strengthened.

*The ninth persistence is to fully comprehend the fundamental function of enhancing teachers' structures.* Teachers are very important to and cared for by General Secretary Xi Jinping. Every year on Teacher's Day, he pays a visit to instructors and pupils at school or sends letters of congratulations, providing a good example for the group's appreciation for educators.

## **4.2 African education's current issues and difficulties**

It is impossible to overstate the value of education and knowledge to a nation. Education is often regarded as a fundamental and important human right. One of the fundamental metrics for gauging a nation's progress, growth, and development is its level of education. However, despite significant improvements in the last 20 years in the level, caliber, and standards of teaching in African nations, the continent's educational advancement still lags far behind that of other continents.

According to David K. Evans (2020), African countries continue to face rigorous challenges and problems in education.<sup>[xv]</sup> As a result, among the major continents in the globe, Africa now boasts the greatest number of scholars who have relocated in search of top-notch education. The next part will outline the real-world issues and difficulties that face education in African nations in the twenty-first century:

*The lack of funding for the government and other relevant organizations is the first issue facing African education.* We all know that the Ministry of Education oversees education in the majority of African nations. Public education and public schools are typically implemented at the regional level by regional governments. As a result, funding the

education industry is essentially a legislative procedure. Due to the ongoing issue of corruption at all levels of government, training has been hampered by inadequate funding, which has resulted in a weak educational foundation and inadequate teacher preparation. Similar to how the sharp decline in oil prices, which is the real source of government revenue, has caused sharp cuts in spending and made some African countries' underfunded educational systems worse, this has also led to strikes, school closings, and protests across the continent.

*The second problem is that African nations lack trained instructors and ongoing teacher training.* The majority of African nations have unfavorable working conditions and pay for educators, which deters intelligent and qualified individuals from pursuing professions in education. Most great teachers who insist on teaching do so only because they haven't discovered other possibilities, especially the new generation of teachers who are drawn to industrialized nations. They typically apply for other professions that are more in demand than teaching. Additionally, the government, specifically the Ministry of Education, has not taken the necessary steps to support the flow of teachers, demonstrating a lack of interest on the part of the government in the teaching profession and a failure to address the rapidly expanding demands of the population in African nations.

*The third is academic dishonesty and fraud.* There have been numerous accounts of unstructured academic environments in Africa, particularly in higher education institutions. The prevalence of corruption and cheating in schools is rising, and this is frequently seen in many exams. Academic dishonesty is widespread across all teaching levels. Different forms of academic misconduct in the African educational system, from exam cheating to more egregious acts like falsifying academic records, stealing donations, stealing money, threatening analysts, and assaulting invigilators, have brought educational injustices to light. Ethnic minority students have trouble getting into vocational schools, let alone getting into diplomatic colleges.

*Fourth, bad government and low living standards.* In most African nations, poor management issues have an impact on the advancement of education. Persistently bad administration has increased poverty levels in the region in several nations. Due to poor living conditions and inability to pay for their children's education, many African families are unable to send their children to school. Similar to this, the government lacks the authority to properly implement its promise to provide free basic education to all children from all social groups. Numerous research endeavors, encompassing sector-specific investigations, have indicated that numerous African nations grapple with substantial deficiencies in the effective oversight of teachers, encompassing both administrative and pedagogical aspects. The spectrum of managerial challenges encompasses but is not restricted to matters such as teacher placement, career administration, teacher education, professional growth (including pedagogical assistance and supervision), compensation structures, incentive systems, and accountability mechanisms (A Report by UNICEF and the African Union Commission,2021). <sup>[xvi]</sup>

*The politicization of education is the fifth.* Africa's educational system is heavily political. Schools are used as political hubs by African regimes. Not only are the majority of school administrators in Africa chosen by the government, but the majority of them are also officials. In this situation, it is difficult to run schools successfully and legally, let alone provide students with a high-quality education.

*The language of instruction and education is the sixth point.* The use of one's mother tongue as the primary language of instruction and education is something that many nations around the world place a high value on. But this is not the case in many African nations when it comes to education. The majority of children in low- and middle-income nations do not receive instruction in their mother tongue, according to data from the Education Commission. 90% of students in sub-Saharan Africa now get primary and secondary education in English, French, and Portuguese, especially after the first few years of school. <sup>[xvii]</sup> This directly contributes to the fact that not enough students have graduated at the ideal level. The values and customs taught at African schools are not those of the continent; rather, they are those of the European colonizers, which are merely European qualities. Africans also neglect to teach the next generation in their mother tongue. The lack of skilled teachers, the government's poor performance in school administration, a lack of a strong practical grounding, the learning environment, the crisis, non-patriotism, and sentimentalism are, in brief, the issues facing the continental education system. In addition to these difficulties, industrialization and globalization have brought additional difficulties to African education, such as a lack of tools and resources for educating top-notch scientists, doctors, and technicians.

## **5. The "important viewpoints" of Xi Jinping on Education: Enlightenment for the Advancement of African Education**

In the strategy and execution of educational development, the primary focus should be on advancing the educational approach, assessment techniques, school models, reform initiatives, management systems, and security mechanisms that are tailored to the demands of the new era. There is a need to bolster the construction of high-quality teaching staff, drive forward the strategic digital transformation of education, emphasize reforms in the education system, consistently enhance efficiency, elevate the capacity of education to actively serve the nation, and strengthen the ability to compete on the international stage. Furthermore, it's important to recognize that the emergence of technologies such as big data and artificial intelligence has brought about profound transformations within the field of education (Ma Xiaoqiang et al., 2022). <sup>[xviii]</sup>

Although General Secretary Xi Jinping's "important viewpoints" on education are primarily intended for China's educational reform and development, these "important viewpoints" have some relevance for international education, particularly in developing African nations. Therefore, this study firmly believes that in order to support the vigorous development of education on the continent, African education leaders must learn from General Secretary Xi Jinping's "important viewpoints" on education. These

principles can help to further solve some issues in African education. Briefly put, this section is especially concerned with applying General Secretary Xi Jinping's "important viewpoints" on education to the growth of education in Africa.

### **5.1 The enlightening "important viewpoints" of President Xi Jinping on education and the cultivation of African talents' abilities**

The three questions that the responsible authorities for global education career and talents training should pay attention to are: what kind of people should be cultivated, how to cultivate people, and for whom to cultivate people. These three questions are basically addressed in Chinese General Secretary Xi Jinping's significant statement on education. Education in China and abroad essentially share the same training objectives. Africa needs to develop socialist heirs if China is training socialist builders.

The teaching staff is crucial to the process of developing talents. It cultivates people for national growth, people, social transformation, etc. regardless of the country or place. This report discussed issues such educational corruption, a teacher shortage, and low teacher wages when analyzing the issues with education in Africa. When preparing successors, it is imperative to address these fundamental concerns. The entire educational endeavor will suffer if the profession or system of teaching is plagued by corruption, shortcomings, or other issues. Real successors, skills, and patriots are difficult to develop in this educational system since there is no justice at all. African nations must combat corruption in educational and training institutions if they want to foster true talents and future leaders. Finding talents in every nook and cranny of the continent becomes tough for Africa whenever fraud and corruption are rampant in competitive exams. From the standpoint of appointing school administrators and instructors, African nations must avoid involving politics in the process. Children need bright and qualified instructors, not teachers who have political agendas or who are unwilling or unable to implement initiatives to advance development education. Some African universities have lost their reputation and worth as a result of the inept chancellors and staff that politicians hired.

The governments and citizens of Africa must understand the importance of education in developing future leaders. Education reform, innovation, and teacher development are essential for successfully cultivating individuals. Finally, it ought to be made apparent that education cultivates individuals for societal advancement, African continent growth, etc. African leaders don't need to mimic the words and actions of Chinese General Secretary Xi Jinping; instead, they can handle the education that enables them to respond to the aforementioned three primary training questions in accordance with the situation. In conclusion, it is evident from a quick scan that what African leaders have learned will be illuminating for the growth of education across the continent if they can draw any lessons from General Secretary Xi Jinping's remark on education. This is especially true for ministries of education.

## **5.2 Xi Jinping's "important viewpoints" on education's implications for managing education in Africa**

The "important viewpoints" on Education by Chinese General Secretary Xi Jinping, which address the status, direction, security, tasks, mission, and characteristics of education as well as make up the entire educational system, generally provide answers to a number of the most significant and fundamental questions about education. The socialist model of running schools is the positioning of education; the assurance and reliance of education are the overall leadership of the "Party"; the task of education is the fundamental task of instilling morality and cultivating people; the mission of education is the significant task of pursuing the great rejuvenation of the Chinese nation; the primary focus, subject, and goal of education is to benefit people; it is also people-oriented and has Chinese roots. Lastly, the primary task of education is to develop teachers. The orientation, mission, goal, direction, and nature of education in many African countries need to be reexamined in light of the aforementioned issues with education in Africa. The significant statements made by General Secretary Xi Jinping about education in China also serve as a stark warning about education in Africa. Chinese education must be founded on the Chinese model and Chinese features, as Chinese General Secretary Xi Jinping emphasized. The best education system in the world is found in mainland China, thanks to its own educational system and particularly to education with Chinese features. China is a strong educational and scientific nation as a result of its distinctive educational system. Of course, supporting the quick expansion of China's education system is based on Xi Jinping's significant declaration.

We are all aware that Western nations have left a legacy of education in Africa. Under these conditions, it is impossible for all Africans to entirely alter non-African education. Africa needs to endogenize and africanize higher education <sup>[xix]</sup>, and have a more competitive education system by better defining the orientation, mission, direction, and goals of education as well as assuring its quality. Educating children is a positive step, but providing them with a high-quality education is even more advantageous. This is precisely why Daniel N. Sifuna and colleagues (2010) emphasized that quality lies at the core of every education system. Quality teaching and conducive learning environments are essential to achieving effective learning outcomes. <sup>[xx]</sup>

The quality of education determines what students learn, how effectively they learn it, and the benefits they derive from their educational experience. The African target level of higher education is the first of two interrelated characteristics that make up the connotation of the Africanization of higher education. The term "Africanization of higher education" refers to two concepts: first, the idea that higher education in Africa should serve Africa, be closely connected to African reality, and develop talents who love Africa, are rooted in Africa, and can imaginatively build Africa from the interests of Africa. Higher education in Africa needs to break free from the constraints of the Western higher education model, not be restricted by Western epistemology, overcome extroversion, and dispel the inferiority haze in order to understand and independently create its own higher education organizational structure and curriculum system in line with Africa's

reality. A good education system must be native and competitive, but most importantly, it must be based on their own culture, with native language serving as the language of instruction. If African leaders want to get rid of this outdated education system that is based on European ideology, they must follow the good example of Asian nations. Accordingly, this study thinks that Chinese General Secretary Xi Jinping's "important viewpoints" on education have the potential to enlighten the way that African nations run their educational systems and are a very valuable resource for African leaders to explore.

### **5.3 The "important viewpoints" of President Xi Jinping on Education: lessons for the Construction of African Teachers**

Attaching value to teachers' work is likewise a wonderful example of the communist party's work in China. Previous party and state leaders have always revered and respected educators. Since the CPC's 18th National Congress, the CPC Central Committee, with Comrade Xi Jinping at its core, has concentrated on the question of "who should train people" raised by The Times, highlighting the strategic importance of teacher work and insisting that the development of teachers be the primary task. <sup>[xxi]</sup>

The creation of the teaching team is the focus of General Secretary Xi Jinping's ninth of "Nine-persistence" on education. Focus on the initial, fundamental value of building teacher teams while continuing to build them as the foundation. All school administrators and educators are accountable for the ideological and political work of colleges and universities, which is required by General Secretary Xi Jinping to ensure that people are educated throughout the entire educational and teaching process. In order to better support students' healthy development, teachers across the board in the school should sharpen and improve their ideological and political awareness, quality, and ability. They should also clarify their identity and status as the main force and backbone nurtured as the foundation of education, skill builders, and successors' trainers in the new era. In order to establish morality and cultivate people, ideological and political education in colleges and universities should put a strong emphasis on developing and thoroughly examining advanced models of college teachers. It should also constantly seek out and develop advanced model teachers and advanced teachers who possess both morality and talent. All educators should maintain their composure, build on one another abilities, and continuously offer fresh and improved contributions to the education of the public.

First of all, it is evident from the examination of the current state of education in Africa that there are numerous issues with the ideological and political education provided in African classrooms. African education policymakers, educators, and educational institutions are all accountable for resolving these issues. Teachers, who serve as the foundation of education, should not only develop their own skills and knowledge but also place a high value on their position in the profession, give their all to their classroom duties, and groom the next generation of leaders in their country.

According to General Secretary Xi Jinping's remarks, instructors must be

consistently encouraged to finish the task of preparing prospective successors. General Secretary Xi Jinping through his statements remind to Africans that educators are the cornerstone of long-term educational advancement. Teachers have a claim to respect, encouragement, appreciation, and appropriate treatment because their efforts in developing exceptional pupils are inextricably linked to those of those efforts. The only way to guarantee the preparation of future national leaders is to improve the working circumstances of the teaching personnel. The diligent work of the teaching staff is integral to the growth and progress of the nation's politics, economics, military, and society. Additionally, the globalization of Africa's economies and the need for educated technical and scientific teachers are both factors. African nations must encourage the creation of teachers in accordance with the needs of the new generation if they want to have top-notch instructors and trainers in these new disciplines. The tools and methods used to train teachers that were left behind by European colonizers are no longer appropriate for the younger generation.

African leaders should learn more about teacher training methods from their Asian allies, such as China, if they are to face and secure the future. The actual significance of learning from Asian partners is that African countries must have their own teacher-building strategy and vision in accordance with Africa's societal demands. This does not mean that African countries should duplicate the teacher-training system of Asian nations. General Secretary Xi Jinping's speech is motivating for African leaders to take action for this change because it had a significant impact on the development of Chinese teachers. The issues of teachers' strikes caused by income stagnation and teacher loss in African education may be resolved if teachers are designed in accordance with the realities of African society.

Additionally, Chinese General Secretary Xi Jinping emphasized the need for us to fully comprehend the fundamental importance of enhancing teacher construction. Because he is conscious that teachers' efforts are essential to the development of socialist builders and successors, General Secretary Xi Jinping values and cares deeply about educators. He visits numerous schools on Teacher's Day each year or expresses his appreciation for teachers in writing in order to motivate them. The regard and care that President Xi Jinping shows for educators is not just a political gesture; it also aims to motivate educators to develop potential successors. Such straightforward conduct is uncommon in African nations. The small issues in African education will be virtually completely resolved if African leaders can take inspiration from General Secretary Xi Jinping's treatment of the teaching team. Basically, African leaders ought to value and respect educators like the Chinese General Secretary.

## **6. Conclusion**

The topic of this study was General Secretary Xi Jinping's revelation of the "important viewpoints" on Chinese education, lessons for the growth of education in Africa. The research initially outlined General Secretary Xi Jinping's "Nine-persistence" on Chinese

educational development and reform before describing the real-world issues and difficulties that African education faces. Finally, it summarized from three perspectives General Secretary Xi Jinping's "important viewpoints" on enlightenment in education for Africa.

According to this study, there are a number of issues that African education is currently dealing with, including poor educational governance, poor teacher management, unclear talent training (objectives, direction, and mission), a lack of African characteristics in education (such as the use of foreign languages as the primary language of instruction), a lack of government support for education, and a lack of education in science, technology, innovation, and entrepreneurship, among other issues. The "important viewpoints" of General Secretary Xi Jinping on educational reform and growth serve as a significant illumination or lesson for the long-term advancement of education in Africa. General Secretary Xi Jinping's "important viewpoints" on education can motivate African education policymakers to clarify the goal, strategy, and motivations for training, which is to respond to the three questions of "what kind of people to be cultivated; how to cultivate people; and for whom to cultivate people." His discourses highlighted the mission, goals, and direction of education and awoken all African educational workers and governments in terms of management. With regard to teacher team building, African leaders can continue the idea of the Africanization of education by learning from General Secretary Xi Jinping's speeches on how to strengthen the construction of teachers in accordance with the actual needs of African society, which aids in resolving issues that frequently arise in African education, such as teacher turnover and salary strikes. Finally, General Secretary Xi Jinping's emphasis on the "important viewpoints" in Chinese education has profound and indisputable implications for the advancement of education in Africa.

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### **Conflict of Interest Statement**

No conflict of interest has been reported by the Author.



### **About the Author**

Degreume is currently a doctoral candidate at Xiamen University in China, where he is actively working towards his Ph.D. in the field of higher education studies. Additionally, he possesses a master's degree in teaching Chinese to individuals from non-Chinese language backgrounds. His research interests encompass a wide array of topics, ranging from teacher-related issues to the transformation of Chinese teaching methodologies, the expansion of higher education, and the intricacies of university admissions processes, among others.

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