

CHAPTER VII: GENDER EQUALITY

While making its public policies, China has always held it as an important goal of social development to reduce gender difference and promote equality between men and women. Since 2000, the Chinese Government has taken promotion of fair education as a basic educational policy. The local governments have also taken many measures in order to narrow the educational difference between urban and rural areas, among different regions, and between different social groups including that between different genders. All such efforts have been directed to providing equal educational conditions and opportunities to all the children, youth and adults and significantly reducing the gender difference in Education for All.

7.1 OBVIOUS REDUCTION OF GENDER DIFFERENCE IN EDUCATION FOR CHILDREN, AND ADOLESCENCE

Since 2000, the gender difference of preschool education among the newly recruited first-year students of primary schools has yearly become smaller, declining to 1.41% in 2005. The gender difference in compulsory education has also remarkably dwindled. In 2005, the net enrollment rate of girls of suitable age for primary school was 99.14%, and the gender difference of this rate dropped from 0.07% in 2000 to 0.02% in 2005. The gender difference of the gross enrollment rate for primary schools similarly dropped from 0.6% to 0.2% during this period. The five-year survival rate of girls for primary schools stood at 98.46%, higher than 98.42% for boys. As for the enrollment rate of primary school graduates for junior secondary schools, the gender difference came down from 3.4% to 0.2%. The gross enrollment rate of girls for junior secondary schools was up to 95%, with no obvious difference from that of the boys. The three-year survival rate of girls of the junior secondary school stage was 93.29%, slightly higher than 92.14% for boys. The dropout rate of girls of primary schools continuously declined, falling to 0.47% in 2005.

Figure 7-1 Gender Difference of Preschool Education among Newly Enrolled First-Year Students (%)

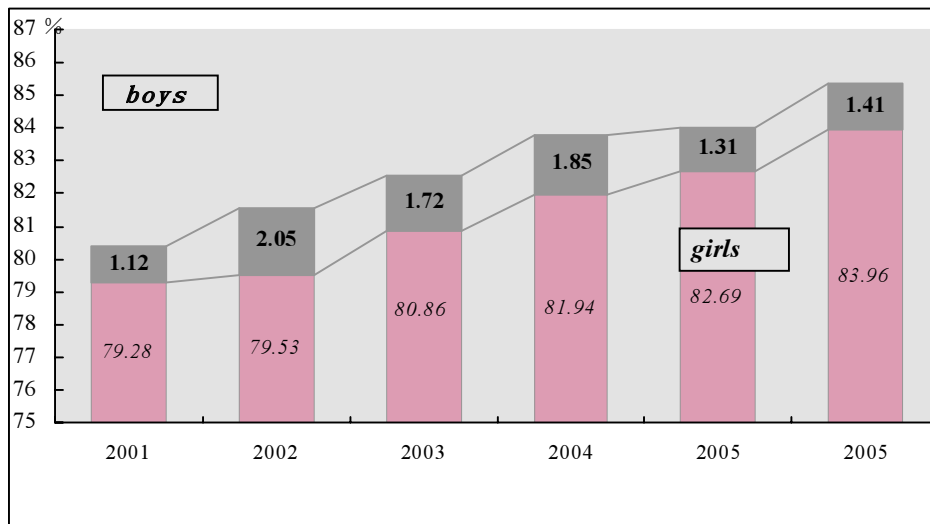
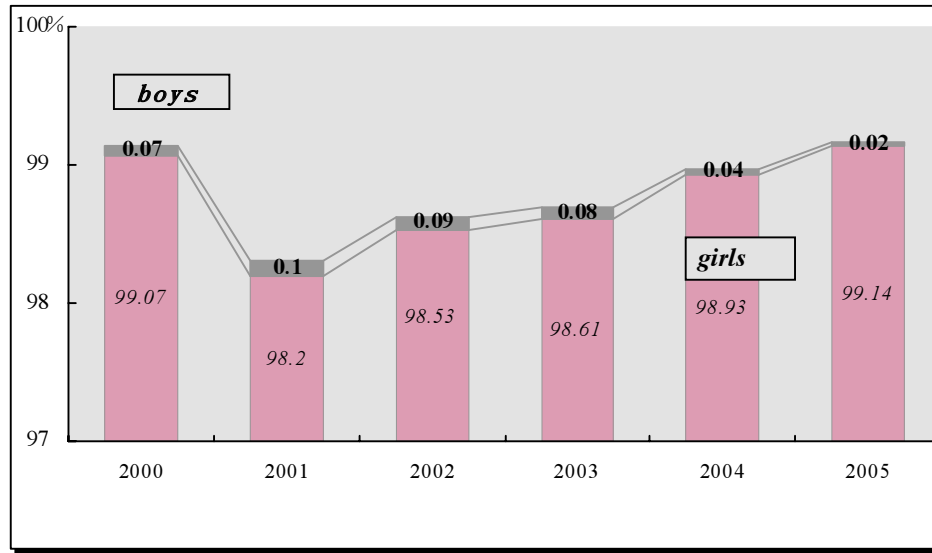


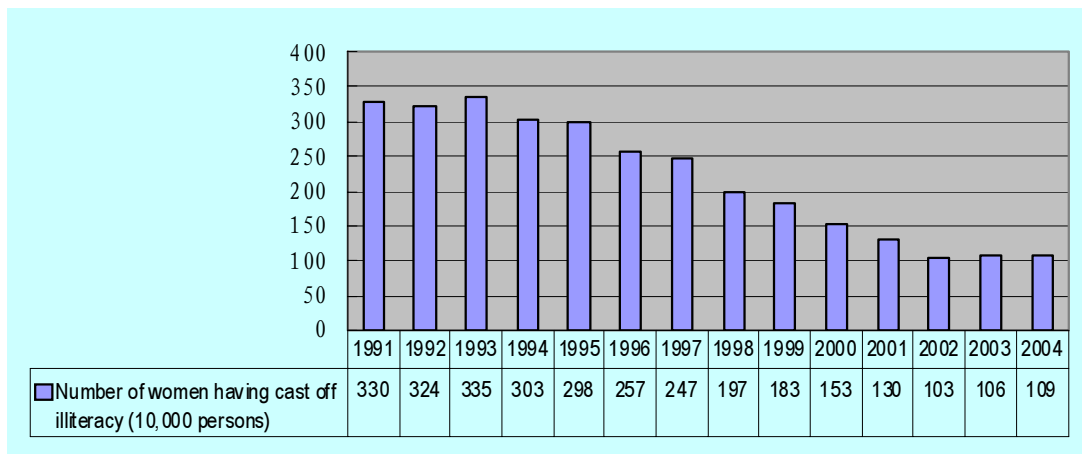
Figure 7-2 Gender Difference of Net Enrollment Rates of Primary School Education (%)



7.2 LARGELY INCREASED LITERACY RATE OF ADULT WOMEN, AND REDUCED GENDER DIFFERENCE IN AVERAGE NUMBER OF SCHOOLING YEARS

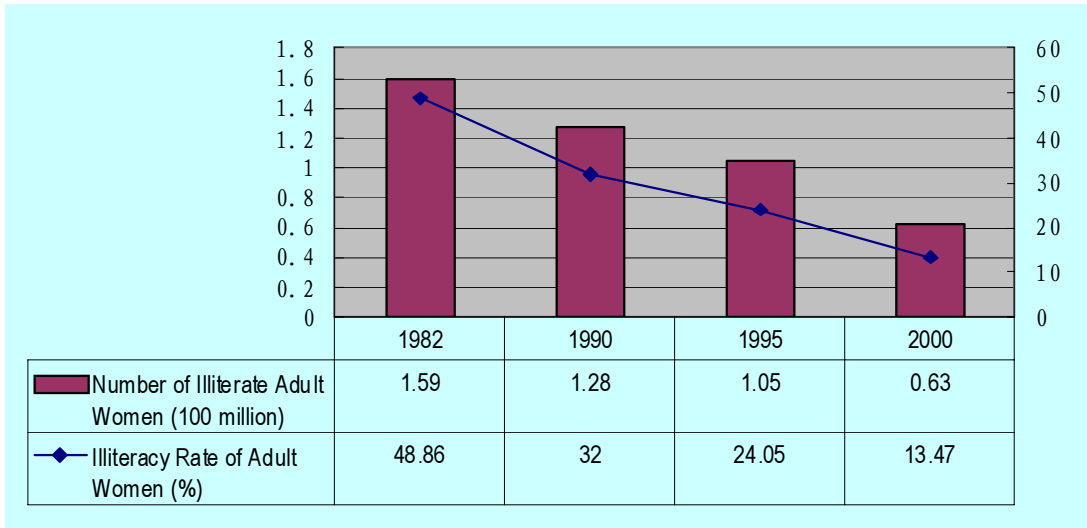
Literacy education for women has been the focus of the literacy work of China. Between 1991 and 2003, the state helped nearly 30 million illiterate women to cast off illiteracy. From 1990 to 2000, the illiteracy rate of women dropped from 32.0% to 13.47%, and the illiteracy rate of young adult women dropped from 14.78% to 4.13%. In 2004, the average number of schooling years of Chinese women was 7.5 years, 0.5 years longer than in 2000, and the gender difference in this concern dropped from 1.3 years in 2000 to 1 year in 2004. That a lot of women have cast off illiteracy has not only promoted the quality and social status of the women themselves, but also promised better cultivation of next generation.

Figure 7-3 Statistics on National Literacy Education for Women, 1991-2004



Source: China Education Yearbook, all versions between 1991 and 2004, compiled by the Department of Development and Planning of the Ministry of Education, published by People's Education Press

Figure 7-4 Numbers of Illiterate Adult Women and Illiteracy Rates of Adult Women are declining



Source: 1. The bulletins of major statistics of the 1982, 1990 and 2000 national population censuses published by the National Bureau of Statistics of China;
 2. The 1995 sample survey of 1% of national population conducted by the National Bureau of Statistics of China

7.3 LARGELY INCREASED OPPORTUNITIES OF VOCATIONAL AND TECHNICAL TRAINING FOR WOMEN

Due to high degrees of involvement of Chinese women in work, they have a huge demand for vocational and technical training. To satisfy this demand, the departments of finance, agriculture, science and technology, and education at all levels have made policies in favor of women, especially the women in rural areas. For example, “The Green Certificate Project”, “The Project of Scientific and Technological Training for Young Peasants at the Turn of the Century”, “The Project of Fostering New Types of Peasant Undertaking”, “The Sunshine Project”, “The Special Training Activity of National Spark Program of Science and Technology”, and other projects have all specified that the training of women must account for 40% or another adequate proportion. These policies have played an active role in increasing women’s opportunities to receive professional education and training and improve the vocational education and technical training for women. In 2006, females accounted for 46.9% of the registered students of secondary vocational schools nationwide; 44.6% of the 2.2518 million graduates of the employee technical training schools; 45.8% of the 45.2058 million graduates of the cultural and technical training schools for peasants; and 51.2% of the 9.8785 million graduates of other training institutions.

7.4 STEADY RISE OF PROPORTION OF FEMALE TEACHERS FOR COMPULSORY EDUCATION

From 2000 to 2005, the proportion of female teachers of the schools for compulsory education steadily increased. In 2005, female teachers accounted for 54.79% of all primary school teachers, and the proportion of female teachers in regular junior secondary schools was 5 percentage points higher than that of 2000.

7.5 LEGAL GUARANTEE TO WOMEN’S RIGHT TO RECEIVE EDUCATION

China takes promotion of gender equality as an important goal of its national public policy, and has enacted a series of laws for the purpose of guaranteeing the rights of women and promoting equality between men and women. The laws such as *The Constitution* and *The Law on Protection of Women's Rights and Interests* have specific stipulations on the rights of women concerning politics, economy, culture, and family. The provinces and municipalities have also formulated their measures for implementing *The Law on Protection of Women's Rights and Interests*. In 2001, the State Council of China issued *The Outline for Women Development in China (2001-2010)*, put forward the concrete goals of women development, and listed their fulfillment as an important agenda of the government work. *The Outline for Child Development in China (2001-2010)* issued in 2001 also emphasizes reduction of gender difference in child development. The State Council held two national conferences on the work for women and children separately in 2001 and 2005 to make deployments for fulfillment of the goals of women development. In the process of formulating educational policies, attention has been paid to guaranteeing the rights of girls to receive education and eliminating the obstacles to enrollment of girls for school education.

China's Action Plan for Education for All clearly pronounces the concrete targets and measures of reducing gender difference. Specifically, publicity shall be intensified to raise the awareness of the people; reduction of gender difference in primary school enrollment rate shall be a content for educational supervision and inspection, and an indicator for inspection and acceptance of the work of popularizing the 9-year compulsory education and for the assessment of local educational development; efforts shall be made to motivate the whole society to pay care and support to girl education, and embrace the "Spring Bud Program" jointly sponsored by the All China Women's Federation and China Children and Teenagers Foundation aiming to help the girl dropouts in the poverty-stricken areas to return to school.

7.6 MOTIVATION OF WHOLE SOCIETY FOR PROMOTION OF GENDER EQUALITY

The Chinese Government has closely cooperated with some non-governmental organizations to implement a series of special projects to support and help girls for their enrollment in schools, which has greatly boosted girl enrollment in schools. The executed educational aid projects include the following: The "Hope Project" sponsored by China Youth Development Foundation, "The Spring Bud Program" co-sponsored by the All China Women's Federation and China Children and Teenagers Foundation aiming to help girl dropouts of poverty-stricken areas to return to school, the "Women Literacy Award" to facilitate the literacy work for women, and the "Candlelight Project" sponsored by China Charity Federation (with an aim to solicit for financial support from groups and individuals who care about the impoverished rural teachers and rural education of China and to help the impoverished rural teachers to improve their teaching standards through providing them with living subsidies, awards, and training). For example, till 2005, "The Spring Bud Program" had covered 30 provinces, autonomous regions and municipalities directly under the central government, raised over 600 million Yuan, provided help and aid to 1.6 million girl dropouts, and donated over 300 "Spring Bud Primary Schools".



Exhibit 8. The Spring Bud Program

“The Spring Bud Program” was a public welfare project initiated and organized by China Children and Teenagers Foundation in 1989 to help the girl dropouts in poverty-stricken areas to return to school.

“The Spring Bud Program” covers over 30 provinces, autonomous regions and municipalities directly under the central government and helps girl dropouts through holding “Spring Bud Classes” and donating “Spring Bud Schools”. In the past 18 years, “The Spring Bud Program” has raised more than 600 million Yuan, donated over 500 “Spring Bud Schools”, provided financial support to nearly 5,000 “Spring Bud Girl Classes”, and helped over 1.7 million girl dropouts.

Currently, responding to the promulgation of the amended version of “Compulsory Education Law” and the implementation of the “two-exempts and one-subsidize” educational aid policy, China Children and Teenagers Foundation has timely adjusted the focus of the “Spring Bud Program”, helping the impoverished girls in the compulsory education stage with living costs instead of tuitions and miscellaneous fees, and extending the scope for assistance from the previous primary school and junior secondary school stages to the senior secondary school stage and even the college stage. Besides, against the backdrop that numerous rural laborers have been transferred to cities giving rise to the phenomenon of “left-behind children” and “migrant children”, the “Spring Bud Program” has further extended its focus to the assistance to such children and has started new projects including the donation of “Spring Bud Boarding Schools”. “The Spring Bud Program” has changed the fate of millions of girls from the poverty-stricken areas, and has achieved enormous successes in helping girls to return to school, safeguarding the educational rights of girls, preserving social fairness, and advancing social civilization. It has been the most successful and influential model of the programs organized by non-governmental organizations for public good to help promote girl education in China. In 2005, the Ministry of Civil Affairs commended “The Spring Bud Program” with the “China Charity Award”.

Since its introduction into Ningxia Hui Autonomous Region in 1994, “The Spring Bud Program” has received strong support from the local government and witnessed extensive participation by all social forces. Till 2006, the program has raised nearly 10 million Yuan, opened 7 “Spring Bud Primary Schools” in the southern mountainous areas, held over 170 “Spring Bud Girl Classes”, and helped 30,000 girls to return to school. Some girls of older ages have received training on practical technologies and have become leaders for local economic development. “The Spring Bud Program” has greatly boosted the school enrollment rate of girls. Statistics indicates that the school enrollment rate of girls has risen from the original 70% to the current 98.4%, an expansion of 28.4 percentage points. The program has constructed 100 “Safe and Healthy Classrooms” across this region, of which 50 are distance education classrooms. The program sent 90 girls affected with severe amblyoscope to receive treatment at the best ophthalmic hospital in Beijing free of charge and subsidized each of the girls for 5,000 Yuan. The program has held 4 sessions of “Spring Bud” training of the headmistresses, female head teachers, and female teachers, and also trained 562 backbone teachers from the southern mountainous areas, laying a solid foundation for the popularization of the 9-year compulsory education in the whole autonomous region. Since 2004 when the state introduced the “two-exempts and one-subsidize” policy, the women federation of the autonomous region has timely extended “The Spring Bud Program” to help impoverished girls in junior and senior secondary schools and colleges. Since last year, the program has provided financial aid to 150 secondary school students and 480 college students, helping these impoverished girls to return to school to realize their value and ideal.

The All China Women’s Federation has played an important role in guaranteeing the educational rights of women. Since 1989, the federation has carried out the “Women Literacy Activity” and the “Two-Learns and Two-Competes” activities forcefully pushed forward the literacy work for women.

Exhibit 9. The “Women Literacy Activity” and “Two-Learns and Two-Competes” Activities Sponsored by Women Federations at All Levels

Against the background that women account for 70% of the illiterate population in China, the women federations at all levels, since 1989, have launched the “Women Literacy Activity” and a range of activities for women to learn knowledge and compete on production, generalized as “Learn culture, learn technology, compete on performance, compete on contribution” (“Two-Learns and Two-Competes” for short) activities. Through combining women’s literacy learning with their learning of agricultural technologies, poverty relief, popularization of legal knowledge, and safeguarding the rights and interests of women, these activities have generated ideal results. As shown by the statistics, through the “Women Literacy Activity” and the “Two-Learns and Two-Competes” activities, over 20 million women nationwide have cast off illiteracy, nearly 100 million women have participated in training on new agricultural technologies and products, 1.5 million women have earned the professional title as agricultural technicians and the “green certificate”, a large number of women have been cultivated into highly able women and business agents, and women have generally achieved a higher level of quality and civilization.

CHAPTER VIII: PROMOTION OF QUALITY OF BASIC EDUCATION

To promote the quality of basic education has been an important theme for Education for All in China. The governments at all levels and the whole society have paid more and more attention to educational quality, and in recent years have taken important measures, such as increasing input, improving school conditions, and building a stronger team of teachers, the quality of Education for All has been substantially improved.

8.1 GOVERNMENT INPUT INCREASED TO IMPROVE SCHOOL CONDITIONS FOR COMPULSORY EDUCATION

The school condition is an important factor to influence the educational quality. In order to promote balanced development of compulsory education and raise educational quality, since 2000, the governments at all levels in China have increased their educational input, implemented a series of major projects, and improved the teaching conditions of the schools for compulsory education, especially those in rural areas and the poverty-stricken areas. Through a new mechanism whereby the central government and local governments split the responsibility for rural compulsory education, the state has provided a stronger guarantee to the public funds for rural schools of the compulsory education stage, established an effective long-term mechanism for renovation and maintenance of the buildings of rural primary and secondary schools, and reinforced the mechanism to guarantee the salaries of the teachers of these schools. These measures have largely improved the conditions of the compulsory education schools, especially the rural ones, and played a significant role in elevating the educational quality.

To change the situation where rural schools lack classrooms and have excessively large classes, local governments have sped up the construction of teaching buildings for rural schools. In 2006, the total area of teaching buildings of rural regular primary and junior secondary schools nationwide reached 1,045.73 million square meters, 17% up compared with 2001; the total area of jedardized buildings was 43.68 million square meters, 26% down from 2001; the per capita construction area for primary school students rose to 8.1 square meters from 6.1 square meters in 2001.

8.2 ADJUSTMENT OF SCHOOL DISTRIBUTION AND CONSTRUCTION OF BOARDING SCHOOLS

In order to change the situation of the rural schools for compulsory education characterized by scattered resources, low quality of teachers, and serious disparity of teaching quality, many local governments in China have adjusted the distribution of rural schools for compulsory education, integrated the educational resources, and built boarding schools at advisable places, thus largely improved the teaching quality of rural schools.

To strengthen the construction of boarding schools in poverty-stricken areas, since 2004, the central government and provincial-level governments have jointly implemented “The Project of Constructing Rural Boarding Schools”. As scheduled for the project, a number of boarding schools, mainly rural junior secondary schools, will be newly built or built through renovation and expansion within about 4 years. Meanwhile, following the principle of reasonable distribution and scientific

planning, renovation and expansion will be performed in the existing boarding schools with inadequate conditions and the schools that need to be converted into boarding schools so that students in need of boarding can study in adequate boarding schools. The central government has invested a total of 10 billion Yuan, which can meet the study and living needs of 2 million newly added boarding students so that they no longer need to make long and difficult daily travels to go to school.

8.3 IMPLEMENTATION OF “THE PROJECT OF MODERN DISTANCE EDUCATION FOR RURAL PRIMARY AND SECONDARY SCHOOLS”

Employing technological methods such as distance communication and multimedia, this project aims to promote the sharing of excellent educational resources between rural and urban schools, relieving the scarcity of educational resources and teaching staff for rural primary and secondary schools in the western region, and facilitate the improvement of teacher competence and educational quality. Under this project, within 5 years starting from 2003, systems for playing teaching discs will be made available at almost all the teaching stations (about 110,000) of rural primary schools, stations for receiving satellite teaching programs will be constructed at almost all the rural primary schools (about 380,000), and computer classrooms will be built at the rural junior secondary schools (about 40,000). With a combined input of 11.1 billion Yuan from the central government and the local governments, the project has covered over 80% of the rural primary and secondary schools in the central and western regions, and has enabled over 100 million students in these schools to access excellent educational resources.

8.4 ADJUSTMENT OF TEACHING RESOURCES DEPLOYMENT AND LOWERING OF STUDENT-TEACHER RATIOS

Taking advantage of the opportunities resulting from the reduction of student population of the compulsory education stage and the adjustment of school distribution, the state has made adjustments to the deployment of teaching resources and brought the student-teacher ratios of the schools to a lower level. Between 2000 and 2005, the student-teacher ratios of Chinese primary and junior secondary schools declined. In 2006, the national student-teacher ratio was 19:1 for primary schools and 17:1 for junior secondary schools. To different degrees, this ratio has dropped in every region, such as eastern, central or western regions including all communities, cities, towns and rural areas.

8.5 ENHANCEMENT OF FACULTY CONSTRUCTION AND CAPACITY BUILDING

In recent years, the state has enhanced the ethical education and on-the-job training of teachers and, especially, the construction of the team of rural teachers. Firstly, “The Plan for Establishing Special Teaching Posts at Rural Schools for Compulsory Education” and “The Plan for Training the Teachers of Rural Schools by Educational Masters” have been implemented to encourage urban teachers to lend support to the Rural, raise the quality of rural teachers, and narrow the quality gap between rural and urban teachers. In 2006, “The Plan for Establishing Special Teaching Posts at Rural Schools for Compulsory Education” was introduced with an aim to recruit college graduates, with investment from the central government, to teach in the rural areas of the western region. In

2006, totally 16,325 teachers were recruited for such special teaching posts, and were assigned to 2,850 rural primary and secondary schools in 260 counties of 13 provinces and autonomous regions. Secondly, the state has raised the rate of teachers with qualified diplomas along with the implementation of the teacher qualification system. In 2006, the national diploma compliance rates of full-time teachers of regular primary schools, regular junior secondary schools, and regular senior secondary schools are 98.87%, 96.34% and 86.46% respectively, and that of secondary vocational schools was 74.28%. The proportion of primary school teachers holding a junior college diploma or a higher one was 62.1%, 1.3 times higher than the 2001 rate of 27.4%. The proportion of junior secondary school teachers holding a college diploma or a higher one was 41.1%, 1.4 times higher than the 2001 rate of 16.9%. Till the end of 2006, accumulatively 18.646 million people nationwide had obtained the teaching qualification. Thirdly, the state has intensified the on-the-job training of teachers, and has implemented a new phase of the plan for training primary and secondary school teachers (2003-2007). In view of the introduction of the new curricula, the plan intends to provide 40 hours of training on the new courses for 8 million teachers of primary and junior secondary schools and 800,000 teachers of senior secondary schools. The Ministry of Education has organized 80,000 backbone teachers for the new curricula to receive the training. Over 1 million teachers of primary and secondary schools have received various forms of education for a higher diploma. Besides, teachers have been organized to undertake teaching research at their own schools to improve their teaching abilities. Fourthly, further reforms have been carried out of the personnel and salary systems for primary and secondary school teachers, and assessment of teacher performance has also been intensified.

8.6 ALL-ROUND IMPLEMENTATION OF CURRICULUM AND TEACHING REFORMS OF BASIC EDUCATION

In 2001, China issued *The Program of Action for Curriculum Reform of Basic Education (Trial)*, formulated the plan of curriculum establishment for compulsory education and the curriculum standards for various academic subjects, and set up a system of curriculum standards for basic education. These curriculum standards of basic education reflect the basic requirements by the state for the students of different stages in terms of knowledge and skills, processes and methods, and emotion, attitude, and values, specify the nature, goal and framework of various courses, and make suggestions in pertinence to teaching and assessment strategies. The curriculum reform is mainly aimed to implement quality-oriented education and raise educational quality. The new curricula highlight the requirements on the innovative spirit and practical abilities of students, attach more attention to cultivation of their initiatives, encourage their creative thinking, explore the interest and potential of youth and teenagers, protect their curiosity and aspiration to knowledge, and allow the students to develop in a vivid and lively way and out of their own initiatives. Until the autumn of 2005, all the students of the first grade in the primary and secondary schools nationwide had adopted the curricula, and accumulatively more than 100 million students had done so. In 2006, 10 provinces adopted the new curricula for regular senior secondary schools.

8.7 REFORM OF EDUCATIONAL ASSESSMENT AND EXAMINATION SYSTEMS

In 2002, the Ministry of Education issued *The Notice on Implementation of Reform of Systems of Assessment and Examination for Primary and Secondary Schools*, requiring the local governments to carry out reforms of the examination and assessment systems. The main purpose of reforming

the examination and assessment systems is to conduct all-round review and appraisal of the students in accordance with the requirements of quality-oriented education, cast off the previous method of assessment which focused on academic performance but neglected individual differences and developing processes, and induce the all-round development of students. Firstly, an evaluation system aiming to boost the development of students has been established, which defines the basic goals of student development and includes multiple qualities and abilities of the students as contents of assessment. Secondly, the methods of examining graduates of junior secondary schools and promoting them toward senior secondary schools have been reformed. It is a trend that the graduates of junior secondary schools are assessed through both academic examinations and evaluation of comprehensive qualities. Diverse recruiting mechanisms have been explored, including distribution of enrollment quota and public recommendation of excellent students. Thirdly, the examination and recruitment systems of the HEIs have been reformed to lay more stress on the practical abilities and general qualities of students.

The assessment of the teaching quality of schools has been strengthened. Schools are required to establish a mechanism of assessment that prioritizes their self-assessment but also calls for joint participation by the departments of educational administration, departments of supervision, students, parents, and communities. The intensification of both internal and external assessments of the schools aims to learn their developmental situations and take measures to tackle the existing problems, so as to raise their educational quality in a comprehensive manner. Currently, China is working to erect the basic education monitoring networks at 4 levels, namely, the national, provincial, prefecture, and county levels, and has newly established the national center for monitoring the quality of basic education.

8.8 BUILDING OF STUDENT-CENTERED, SAFE AND HARMONIOUS CAMPUS ENVIRONMENT

The campus environment concerns not only education quality but also the safety and health of students. Following *The Notice from the Ministry of Education on Further Strengthening the Safety Work of Schools* issued in 2004, schools of all levels and types have strengthened their safety administration, and have enhanced their systems of liability and penalty for the safety work.

The legal rights are safeguarded according to related laws and regulations, and corporal punishment and school violence are completely prohibited. These laws and regulations include *The Law on Protection of Minors*, *Compulsory Education Law*, *Education Law*, and *The Regulation on Preventing Crimes by Minors*. They provide the legal basis for the solution of possible campus crimes of violating the rights and interests of students, and effectively guarantee the rights of children and teenagers for survival, health and development. For example, *The Law on Protection of Minors* enacted by the Standing Committee of the National People's Congress clearly states, "The staffs of schools, kindergartens and nurseries shall respect the personal dignity of the minors, and shall not inflict corporal punishment, covert corporal punishment, or any other act insulting personal dignity on the minors." *Compulsory Education Law* as newly amended in September 2006 clearly provides that "The teachers shall respect the personal dignity of students, shall not discriminate against any student, shall not inflict on students corporal punishment, covert corporal punishment, or any other act insulting personal dignity, and shall not violate the legal rights and interests of students."

CHAPTER IX: CHALLENGES, GOALS, AND COUNTERMEASURES

9.1 NEW OPPORTUNITIES FOR EFA OF CHINA

As the economic and social development of China has entered a new stage, it is necessary to quicken the realization of the goals of Education for All. The Education for All of China now faces new historic opportunities.

In October 2007, the 17th CPC National Congress confirmed the general goals of development for the new era: To build China into a moderately prosperous society in all aspects and a harmonious socialist society till 2020. To realize this goal, China will pursue healthy and fast development of its national economy, develop socialist democracy, strive for prosperity of its socialist culture, and speed up the social construction with the emphasis on improvement of people's living standards. Education shoulders important historic missions for national development. The Chinese Government insists on giving preference to educational development and building a strong nation of human resources. To take a new road to industrialization and construct an innovation-oriented country demands full play of the advantages in human resources. To speed up educational development is the fundamental way to transform the tremendous population pressure of China into an advantage in human resources. To build the socialist new countryside, narrow the gaps between urban and rural areas and among different regions, improve people's living standards, and promote social fairness and justice urgently demands for educational equality and coordinate educational development. To spread the socialist ethics and morals, carry on the excellent national culture, and cultivate qualified citizens for a socialist country urgently calls for quality-oriented education and overall development of citizens. Now that the process of urbanization has been accelerating and the living standards of urban and rural citizens have been ascending, and the number and structure of the educational population have gone through obvious changes and the graduates face severe employment pressure, there has been a daily stronger demand for diversified and high-quality education. All such developments have imposed higher requirements on the Education for All of China.

Exhibit 10. The New Requirements for Attaining the Striving Goal of Building a Moderately Prosperous Society in All Aspects

In keeping with changes in domestic and international situations and in light of the expectations of the people of all ethnic groups for a better life, we must follow the trend and laws of economic and social development, uphold the basic program consisting of the basic objectives and policies for economic, political, cultural and social development under socialism with Chinese characteristics, and set new and higher requirements for China's development on the basis of the goal of building a moderately prosperous society in all respects set at the Sixteenth Congress.

- Promote balanced development to ensure sound and rapid economic growth. The development pattern will be significantly transformed. We will quadruple the per capita GDP of the year 2000 by 2020 through optimizing the economic structure and improving economic returns while reducing consumption of resources and protecting the environment. The socialist market economy will be improved. We will greatly enhance our capacity for independent innovation, enabling scientific and technological advancement to contribute much more to economic growth and making China an innovative country. The ratio of consumption to GDP will increase steadily, and consumption,

investment and export will be coordinated to boost economic growth. A mechanism for urban and rural areas and for different regions to have balanced and interactive development and a layout of development priority zones will be basically in place. Efforts to build a new socialist countryside will make significant headway. The proportion of urban residents will notably increase.

- Expand socialist democracy and better safeguard the people's rights and interests as well as social equity and justice. Citizens' participation in political affairs will expand in an orderly way. The rule of law will be carried out more thoroughly as a fundamental principle, public awareness of law will be further enhanced, and fresh progress will be made in government administration based on the rule of law. Primary-level democracy will be improved. The government will markedly enhance its capability of providing basic public services.

- Promote cultural development and notably enhance the cultural and ethical quality of the whole nation. Socialist core values will prevail among the people, and fine ideological and ethical trends will be encouraged. A basic system of public cultural services will cover the whole society, the cultural industry will account for much more of the national economy and become more competitive internationally, and a more abundant supply of cultural products will be available to meet the people's needs.

- Accelerate the development of social programs and improve every aspect of the people's wellbeing. The modern system of national education will be further improved, a basic system for lifelong education will be in place, the educational attainment of the whole nation will rise to a much higher level, and the training of innovative personnel will be improved markedly. Employment will be further expanded. A basic system of social security will cover both urban and rural residents so that everyone is assured of basic living standards. A reasonable and orderly pattern of income distribution will be basically in place, with middle-income people making up the majority and absolute poverty basically eliminated. Everyone will have access to basic medical and health services. The system of social management will be further improved.

- Promote a conservation culture by basically forming an energy- and resource-efficient and environment-friendly structure of industries, pattern of growth and mode of consumption. We will have a large-scale circular economy and considerably increase the proportion of renewable energy sources in total energy consumption. The discharge of major pollutants will be brought under effective control and the quality of ecological environment will be improved notably. Awareness of conservation will be firmly established in the whole of society.

When the goal of building a moderately prosperous society in all respects is attained by 2020, China, a large developing socialist country with an ancient civilization, will have basically accomplished industrialization, with its overall strength significantly increased and its domestic market ranking as one of the largest in the world. It will be a country whose people are better off and enjoy markedly improved quality of life and a good environment. Its citizens will have more extensive democratic rights, show higher ethical standards and look forward to greater cultural achievements. China will have better institutions in all areas and Chinese society will have greater vitality coupled with stability and unity. The country will be still more open and friendly to the outside world and make greater contributions to human civilization.

(Excerpts from the speech by Hu Jintao, CPC General Secretary, at the 17th CPC National Congress)

9.2 CHALLENGES OF EFA FACED BY CHINA

Since the Dakar Conference, the Education for All of China has made world-famous progress, but still faces numerous severe challenges due to the huge population of the country. At present, in general, the Education for All of China is still at a low level. The number of schooling years of the citizens is around 8.5 years, considerably lagging behind the advanced countries as well as some developing countries. The average number of schooling years of employees is lower than the level

of advanced countries by more than 3 years. To fulfill its goals of Education for All, China has to continue to make great efforts.

9.2.1 COMPARATIVELY LOW LEVEL OF POPULARIZATION OF EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

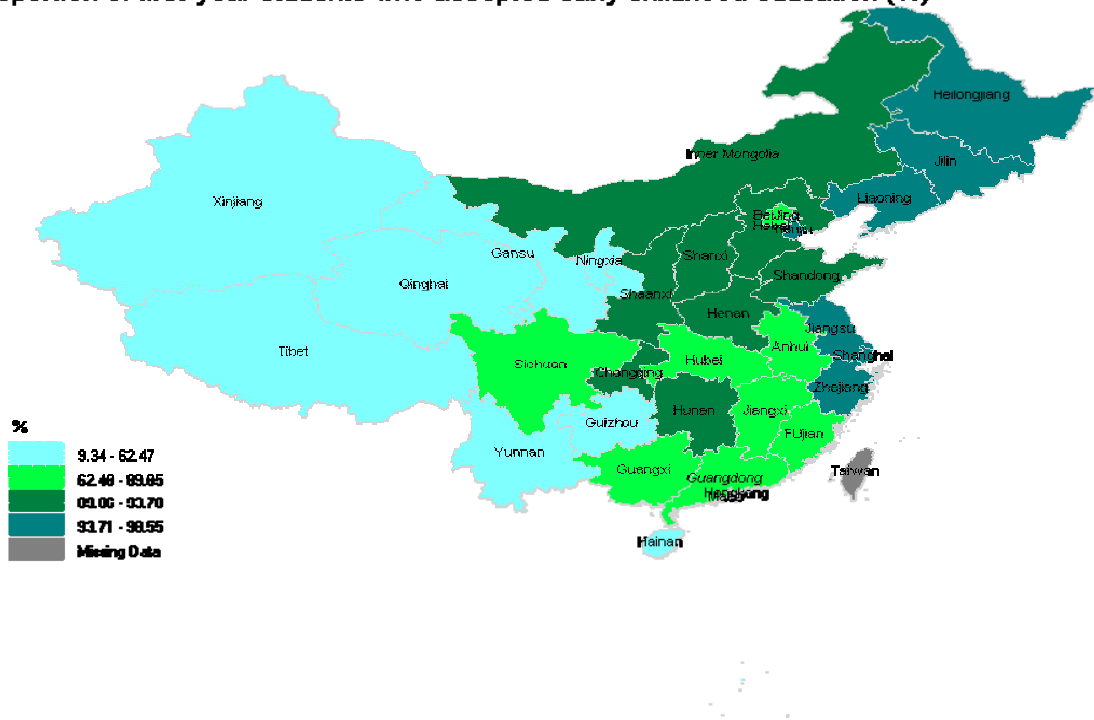
Firstly, the popularization of three-year preschool education is still at a low level. There is still a distance between China and the advanced countries in terms of gross enrollment rate of preschool education and the expected number of schooling years. Secondly, the development of Early Childhood Care and Education (ECCE) is unbalanced between urban and rural areas and among different regions. The Early Childhood Care and Education (ECCE) of the western region has developed at a relatively slower speed, and has further lagged behind that of the eastern and central regions. The urban areas have basically popularized education for preschool children, but the rural areas still seriously lag behind. Noticeable disparity continues to exist between different social groups in terms of the opportunity to receive Early Childhood Care and Education (ECCE), and the enrollment rates of preschool education for the poverty-stricken areas and weaker social groups are comparatively low. For example, the proportion of the newly enrolled first-year minority ethnic students of primary schools with preschool education is much lower than the national average. Thirdly, Early Childhood Care and Education (ECCE) faces scarcity of funds, has no formal system of governmental input, and receives comparatively inadequate support from the public finances. Some local governments have even reduced its financial support to Early Childhood Care and Education (ECCE), and fully marketized it. In other areas, the expensive and arbitrary charges of kindergartens have become a heavy burden on the families, especially the low-income families, with preschool children. Shortage of funds has been the major factor leading to the slow development of Early Childhood Care and Education (ECCE) in the impoverished and rural areas. Fourthly, there is an urgent need to advance the quality of Early Childhood Care and Education (ECCE). Many kindergartens cannot guarantee good quality because they cannot meet the standards in terms of facilities and equipment, student-teacher ratio, and professional development of teachers. The phenomenon of emphasizing knowledge but neglecting the physical and psychological health of the children still exists in Early Childhood Care and Education (ECCE). The Early Childhood Care and Education (ECCE) in rural areas is relatively backward in both concept and method. The pre-primary school classes have a trend of duplicating the primary school education. And some private kindergartens have poor conditions and nonstandard management, and cannot meet the basic quality requirements for Early Childhood Care and Education (ECCE)

9.2.2 UNBALANCED DEVELOPMENT OF COMPULSORY EDUCATION AND NOTICEABLE IMBALANCE BETWEEN THE URBAN AND RURAL AREAS AND AMONG DIFFERENT REGIONS

Firstly, the Education for All remains relatively backward in the rural areas. Because of inadequate educational funds, poor school conditions, and generally lower qualities of teachers, the educational quality of rural schools is obviously lower than that of the urban schools. Most of the adult illiterates live in the Rural. Many of the rural areas that have popularized the 9-year compulsory education need to consolidate the result. Some rural schools suffer from severe insufficiency of laboratory instruments and books and lack of qualified teachers, and cannot meet the basic requirements of the national teaching standards. Based on the 2005 statistics, among the primary schools nationwide, the ones failing to meet the standards for sports ground, musical instruments, painting

devices, and laboratory instruments for the mathematics and natural sciences classes respectively accounted for 49%, 60%, 62% and 49%. Among the junior secondary schools nationwide, the corresponding proportions were 34%, 45%, 46% and 29% respectively. There is an urgent need to raise the quality of the teachers for the compulsory education of the Rural. Hundreds of thousands of rural teachers cannot satisfy the qualification requirements specified by the government, and a small number of personnel without teaching qualifications are still teaching in certain areas. In terms of age, the primary school teachers of the Rural have a serious aging trend. In terms of professional titles, a rather small percentage of the teachers of rural primary and secondary schools, especially the junior secondary schools, hold one of the senior or medium levels.

Proportion of first-year students who accepted early childhood education (%)



Secondly, the educational development is unbalanced among different regions. Today, most areas of the country have fully popularized the 9-year compulsory education and basically eliminated illiteracy among young adults. However, in 2006, there were still dozens of counties that had not attained the “two-basically” goal. These counties are largely located in the plateaus, Gobi deserts, big mountains, ethnic areas, and border areas. They are economically underdeveloped, have unfavorable natural conditions, and have extremely weak educational basis. For the areas that have popularized the 9-year compulsory education, those in the developed region and those in the underdeveloped regions are at obviously different levels of Education for All.

Thirdly, the guarantee of school enrollment for weaker social groups needs to be further enhanced. At present, China still has about 20 million impoverished population mainly distributed in the remote rural areas. In cities, the children of migrant population and the disabled children also face certain difficulties in receiving compulsory education.

9.2.3 CHALLENGING TASKS OF LITERACY EDUCATION FOR ADULTS

Firstly, there are a large number of existing illiterates. Though the illiteracy rate of China has dropped continuously and its illiterate population has dwindled drastically, the number of adult illiterates remains large due to the huge national population. In 2000, as indicated by the fifth national population census, there were still more than 80 million illiterates aged 15 or above, of which more than 20 million were young adult illiterates. China still lags rather far behind the advanced countries in terms of adult illiteracy rate. Secondly, the difficulty of literacy education has increased. The adult illiterates of China, especially the young adult illiterates, are distributed in the western provinces and regions such as Gansu, Qinghai, Ningxia, Inner Mongolia, Yunnan, Guizhou, and Tibet, which have backward economy and underdeveloped society. And they usually have large proportions of ethnic population. These areas lag behind in economic development, lack educational resources, face scarcity of cultural life, and remain isolated in information and backward in ideology. The young adult illiterate peasants are highly scattered and migratory, with some of them working all the year round away from their hometown, so it is hard to organize them for illiteracy elimination. The women illiterates usually have many children and shoulder heavy loads of housework, and have strong psychological barriers to literacy learning. Besides, the illiterate minority ethnics face additional obstacles concerning languages. All of these have increased the difficulty of illiteracy elimination. Thirdly, some areas do not have adequate awareness of the significance of the literacy work. Part of the low-level officials and masses of the Rural have some wrong notions, such as that existence of a small number of illiterates has little impact on economic and social development, that illiteracy is only a personal matter and imposes no negative effect on others and the community, and that illiteracy will naturally disappear along the implementation of compulsory education, all of which need to be changed.

9.2.4 NEED TO FURTHER ADVANCE EDUCATIONAL QUALITY

Whereas educational opportunities have greatly increased, the quality of Educational for All of China still needs to be advanced continuously. In certain areas, many schools of the compulsory education stage have poor teaching conditions and the levels of their teachers are quite low. As a result, many of their students cannot meet the basic requirements of compulsory education. Due to the poor educational quality, some slower students have to repeat the study of a given year. And hundreds of thousands of students drop out of school in rural areas, and fail to accomplish the 9-year compulsory education. To achieve a higher quality of Education for All, the following important tasks must be accomplished: both the schools and their teachers need to reform their educational concept, teaching patterns, and teaching methods; all-round development of students shall be highlighted; focus shall be laid on ability cultivation; quality-oriented education shall be carried to a greater depth; and an effective mechanism to guarantee educational quality shall be established.

9.2.5 NEED TO IMPROVE LIFELONG EDUCATION SYSTEM

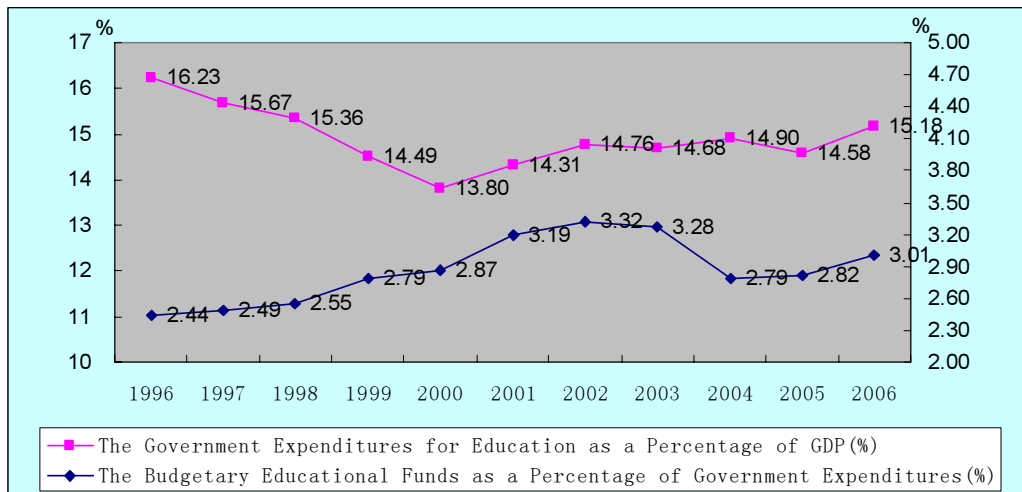
Fulfillment of the goals of Education for All relies on the support of the system of lifelong education for all citizens. Despite the increasing and daily more diverse needs of the citizens for lifelong education, the current educational system in China is not yet sound and complete, the educational

institutions are not yet accessible to the public, the educational resources of different varieties need to be united and integrated, and the legal guarantee and quality guarantee to non-school lifelong education are weak. Further coordination and cooperation need to be enhanced between different governmental departments and between the government and the non-governmental organizations. During the upcoming construction of the lifelong education system, Education for All of China will have to deal with the important topics of seeking balanced development between compulsory and non-compulsory education, regular and vocational education, and formal and informal education, providing diversified learning opportunities for children, adolescents and adults, and especially lending effective support to the lifelong education of the weaker social groups.

9.2.6 INADEQUATE EDUCATIONAL INPUT

Since 2000, the total input of educational funds in China has grown rapidly, and the budgetary educational funds have taken gradually larger shares in the governmental expenditures. However, given the huge educational population and the increasing needs of Education for All, the educational input, especially that provided by governmental expenditures, cannot meet the needs of the educational cause for its sustainable and healthy development. The proportion of the government expenditure for education to the GDP of China has been fluctuating around 3%, considerably lower than the international average. Both the unbalanced educational development between rural and urban areas and among different regions and the heavy dependence on the tuitions and charges paid by the students in the non-compulsory education stage have basically arisen from the inadequacy of educational input. Due to the difference in the fiscal abilities among local governments, the public guarantee to Education for All is rather weak in certain areas, and considerable regional difference still exists in educational funds per student. In order for China to accelerate the realization of its goals for Education for All, narrow the differences in Education for All, facilitate educational fairness, and raise educational quality, the country must increase its educational input by the public finance and further expand the proportion of the educational funds provided by public finance to the GDP. At the same time, the country has to improve the mechanism for sharing educational costs and adopt more effective encouraging policies to attract more private investment into education.

Figure 9-1 The Government Expenditures for Education as a Percentage of GDP and Budgetary Educational Funds as a Percentage of Government Expenditures (%)



9.3 GUIDELINES FOR EFA OF CHINA TILL 2010

The Outline of the Eleventh Five-Year Plan for National Educational Development issued by the Chinese Government has put forward the following guidelines for the educational development in China till 2010: The state will direct the whole work of education with a scientific outlook on development, vigorously pursue the strategies of rejuvenating the nation through science and education and depending on talents to build a strong country, give preference to educational fairness and facilitate educational equality, fully implement the educational guidelines of the Communist Party of China, stick to the principle that education should serve the people and the construction of socialist modernization, implement quality-oriented education, deepen the educational reform, raise the quality of education, balance the educational development between urban and rural areas and among different regions, seek the integral development of education of all categories and levels, pay equal attention to the scale, structure, quality and efficiency of educational development, construct a modern national education system and a system of lifelong education, guarantee the opportunities of the people to receive good education, and develop an educational undertaking that is satisfactory to the people, so as to make new contribution to realization of the national goals of building China into a moderately prosperous society in all aspects, a harmonious socialist society, an innovative nation, and a strong country in terms of human resources.

Following the above guiding principles, in the work of Education for All, China will focus on quality-oriented education and elevation of educational quality to enable the learners to achieve overall development in character, intelligence and health; emphasize the educational reform in the rural areas of the central and western regions to popularize and consolidate the 9-year compulsory education; highlight secondary vocational education, accelerate the development of vocational education, and cultivate high-quality laborers and high-caliber talents. The state will always seek balanced development through making separate plans for different regions and provide specific guidance to different categories of education, optimizing the educational structure and improving the educational system, raising the quality and efficiency of education, continuing to give preference to the Rural, the central and western regions, the poverty-stricken areas, the border areas, and the ethnic areas in distributing public educational resources, and applying the majority of the newly added government expenditures for education to the Rural, so as to gradually reduce the differences in educational development between urban and rural areas and among different regions and facilitate balanced development of public education. The state will strengthen and improve the education of teachers, intensify their training, and increase their levels, especially that of the rural teachers. The state will reform and improve the system for administration of teachers, build a high-quality team of teachers, and foster a generation of educational experts. The state will obtain momentum for the educational development from reforming the mechanisms and systems. It will reform the mechanisms for educational administration, educational investment, school establishment, and internal management of schools, carry out educational administration according to law to change the functions and working patterns of the government, and open up the educational sector to a higher degree to the outside world, so as to form more beneficial mechanisms and systems for educational development. The state will stick to its aim to develop an educational undertaking that is satisfactory to the people. Specifically, it will uphold the socialist nature of education and the principle that education should be a public welfare, take facilitation of educational

fairness as the basic educational policy of the country, increase assistance to the weaker social groups, earnestly solve the noticeable and hard educational problems with which the society is concerned, and ensure that the people have the opportunity to receive good education.

9.4. GOALS AND COUNTERMEASURES OF DEVELOPMENT OF EFA

In accordance with The Outline of the Eleventh Five-Year Plan for National Educational Development, toward 2010, the modern educational system of China with socialist characteristics will be gradually improved, and noticeable progresses will be made in the construction of a learning society; the number of schooling years will reach about 9 years for the population aged 15 or above and over 11 years for newly added labor force, and the proportion of employees with a junior college degree or a higher one will rise to around 10%. Based on the same outline, the goals and countermeasures of China for Education for All in 2010 are as follows:

Exhibit 11. The Goals of Chinese Educational Development in 2010			
	2005	2010	2010 vs. 2005
Preschool Education Stage			
Gross enrollment rate for	41.4	55	13.6
Compulsory Education Stage			
Gross enrollment rate for	95	98	3
Three-year preservation rate	92.8	95	2.2
Illiteracy Elimination			
Illiteracy Rate of Young	3	2	-1
Senior Secondary School			
Gross enrollment rate (%)	52.7	80	27.3
Registered students (10,000)	4031	4510	479
Including: Regular senior	2409	2410	No change
Secondary vocational school	1600	2100	500
Higher Education			
Gross enrollment rate (%)	21	25	4
Total scale of registered	2300	3000	700
Including: Regular	1562	2000	438
Postgraduates	98	130	32
Undergraduates and junior	436	600	164

9.4.1 EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

A. Developmental Goals

Till 2010, the Early Childhood Care and Education (ECCE) will make further progress. The enrollment rate of three-year preschool education will reach over 55%, and the rate for the rural areas will be raised remarkably. The scale of Early Childhood Care and Education (ECCE) in underdeveloped areas will be expanded steadily; the moderately developed areas will make further progress; and the developed areas will basically popularize Early Childhood Care and Education (ECCE) with their enrollment rate of three-year kindergarten education reaching over 85%.

The government shall shoulder more responsibility, and the system of Early Childhood Care and Education (ECCE) will be improved. Both public and private sectors are encouraged to undertake Early Childhood Care and Education (ECCE), and the private institutions for children education will be regulated. A stronger team of teachers for children education will be built to promote the quality of Early Childhood Care and Education (ECCE).

B. Policy Measures

--Formulate national and local plans for, and define the goals and measures of, Early Childhood Care and Education (ECCE), in a unified manner and following the principles of striving for the goals, respecting the actuality, planning by region, and providing classified guidance.

--Start the work of enacting "Law on Early Childhood Care and Education (ECCE)".

--Set up the networks of Early Childhood Care and Education (ECCE) that take root in communities, combine formal and informal education, and combine the facilities of educational institutions and families; and, drawing on the existing resources in urban and rural areas for Early Childhood Care and Education (ECCE), set up a number of Early Childhood Care and Education (ECCE) institutions that serve the communities, have good conditions and high quality, and can help or positively influence others.

--Boost the construction of public kindergartens, and ensure funds for Early Childhood Care and Education (ECCE). The school buildings that become redundant after the adjustment of school distribution will be preferentially utilized for operating kindergartens.

--Develop Early Childhood Care and Education (ECCE) of the Rural, and make efforts to expand the scale of Early Childhood Care and Education (ECCE) in the western region and the poverty-stricken areas.

--Encourage and support all social forces to operate kindergartens, and in the meantime strengthen the regulation of private kindergartens.

--Strengthen the management of the directors and teachers of kindergartens in relation to their qualification and examination.

--Guide and encourage Early Childhood Care and Education (ECCE) at homes; provide scientific guidance to parents for the education of children aged between 0 and 6, in cooperation with the health departments; and strengthen the scientific research of preschool education.

--Tighten the management of the prices of Early Childhood Care and Education (ECCE), setting maximum and minimum standards for prices of public kindergartens (classes) and requiring the private kindergartens to report and publicize their prices. Subsidies will be provided to the children of low-income families and migrant parents as well as the orphans and vagrant children.

--Establish and improve a system of Early Childhood Care and Education (ECCE) led by the government in a unified way, sponsored by the educational authorities, supported by related departments, and commonly participated by various kindergartens and the parents. The joint meeting mechanism led by the educational authority and participated by related departments will be established to solve the problems arising from Early Childhood Care and Education (ECCE). The councils of urban residential communities and those of administrative villages are encouraged to play a role, and all social resources will be motivated and coordinated to boost the healthy development of Early Childhood Care and Education (ECCE).

--Establish a system for supervision of Early Childhood Care and Education (ECCE). The state will formulate the provisional measures for assessment and supervision of Early Childhood Care and Education (ECCE), and the provincial-level governments will formulate the standards for this purpose. The development, quality, and funds of Early Childhood Care and Education (ECCE) and the salaries of kindergarten teachers will all be included as indexes for the assessment by the provincial-level governments. Special supervision will be done to deal with the outstanding and hard issues of Early Childhood Care and Education (ECCE). The departments for educational administration and supervision at all levels of governments will execute periodic supervision and assessment of all kinds of kindergartens for their nursing and teaching quality and management levels, and publish the results and subject them to supervision by the parents and the society.

9.4.2 POPULARIZATION OF BASIC EDUCATION

A. Developmental Goals

Till 2010, the 9-year compulsory education will cover nearly 100% of the population, the net enrollment rate of primary school education will remain over 99%, the gross enrollment rate of junior secondary school education will reach over 98%, and the three-year preservation rate of the junior secondary school period will reach 95%. Special education will attain further development, and the 9-year compulsory education will be popularized to the disabled children with learning abilities.

The educational development will be more coordinate between urban and rural areas and among different regions, and the compulsory education will become more balanced. The difference between the educational level of underdeveloped areas and the national average level will be gradually reduced; the moderately developed areas will consolidate their rural compulsory education; and the developed areas will advanced the quality of their compulsory education. Remarkable progress must be made in even distribution of public resources for compulsory education, and all the schools will reach the basic standards in school conditions and teaching quality. Balanced development of compulsory education will be basically realized within any given area.

Compulsory education will be actively popularized among disabled children and teenagers. The system of special education will be further improved, the enrollment rate of compulsory education for disabled children will be raised, and the development of senior secondary education and Early Childhood Care and Education (ECCE) for the disabled will be facilitated. The resources for special education will be integrated and their distribution will be adjusted to increase the coverage and scope of influence of the special education schools. In the central and western regions, about 1,150 special education schools will be established; there will be basically a comprehensive (providing three types of special education, respectively for the deaf, dumb and retarded) or single-type special education school in each prefecture (city) and any county with a population larger than 300,000 or with a large number of disabled children; the number of registered students for special education will increase from 80,000 in 2006 to 108,000, a net growth of 28,000 people (excluding the disabled students attending regular schools) at a rate of 35%; and 38,000 students will receive benefits. The conditions of the special education schools will be improved significantly.

Till 2015, the conditions of the compulsory education schools will all be further improved, and the proportion of teachers with a qualified diploma will approach 100%. The proportion of teachers with a diploma higher than required ones will noticeably increase, and the educational quality will continue to become higher. The enrollment rate of the disabled children of school ages will be raised remarkably.

B. Policy Measures

--A new mechanism to guarantee funds for compulsory education will be formed as per the newly revised law on compulsory education. The benchmark standard for funds for each student will be formulated, and the level of guarantee to the public funds appropriated for the primary and secondary schools of the compulsory education period in rural areas will be lifted.

--Balanced development of compulsory education will be pursued to reduce the differences between urban and rural areas and among different regions, and to enable every child to receive qualified compulsory education. The challenging "two-basically" goal will be realized as scheduled in the western region. The state will formulate the basic standards for the conditions and quality of schools of compulsory education, the provincial-level government takes charge of unified planning and implementation, and the governments of and above the county level will be responsible for balancing the distribution of educational resources. The renovation of weaker schools will be further enhanced to ensure each school will be a qualified school and all the schools are roughly equal in terms of conditions, funds, investment, staffing of headmasters and teachers, and the salaries for teachers.

--The government will provide stronger support to the poverty-stricken areas and impoverished masses. The support from the eastern region to the education of western region will be continued, as will the one-on-one support from urban schools to rural ones. The support to the ethnic areas will be strengthened and bilingual (ethnic language and Chinese) education will be implemented in ethnic primary and secondary schools, so as to speed up the educational development of the ethnicities with smaller populations.

--The problem of the compulsory education for the children of migrant workers will be solved. They will mainly receive education at the full-time primary and secondary schools of the recipient city of the migrant workers, and enjoy the same treatment with local students of the city. Sufficient attention will also be paid to education of the children whom the migrant workers have left behind at their home villages.

--The conditions of the rural schools will be improved. An effective long-term mechanism for maintaining and repairing the buildings of the rural primary and secondary schools of the compulsory education stage will be implemented to ensure their safety. The basic conditions of the schools will be further strengthened to ensure that all the rural primary and secondary schools can have qualified campus, buildings, teaching equipment, books, and sport facilities. The project of renovating the buildings of the rural junior secondary schools of the central and western regions and that of constructing sanitary schools of the new Rural will be implemented to solve the problem of excessive class sizes, improve the canteens and drinking water facilities, and better the sanitary conditions.

--The project of modern distance education for rural primary and secondary schools will be further implemented, by which all the rural junior secondary schools will have computer classrooms, and all the rural primary schools will have the systems of receiving and playing the satellite teaching programs and popularize the use of discs in teaching. A distance education network that covers all the rural schools will be set up for them to share high-quality educational resources through distance education.

Exhibit 12. The Key Projects for Compulsory Education of Rural Areas

The Project of Constructing Rural Boarding Schools

Between 2004 and 2007, the central government arranged 10 billion Yuan to newly build or build through renovation over 8,000 boarding schools in the rural areas where the “two-basically” goal had not been obtained.

The Project of Renovating School Buildings of Rural Junior Secondary Schools in Central and Western Regions

During the “11th Five-Year” period, the central government invested 10 billion Yuan in the renovation of the buildings of the rural junior secondary schools in the central and western regions that were covered by the plan for striving for the “two-basically” goal, to improve their conditions and raise their preservation rates.

The Project of Modern Distance Education for Rural Primary and Secondary Schools

Between 2003 and 2007, the central government and the local governments jointly spent 10 billion Yuan building computer classrooms for 37,500 rural junior secondary schools, installing equipment for receiving satellite teaching programs for 384,000 rural primary schools, and providing disc-playing equipment and sets of teaching discs to 110,000 primary school teaching stations in the central and western regions.

--The quality of the rural teachers for compulsory education will be promoted. A program for training rural teachers will be implemented to ensure that at least 50% of rural teachers can receive at least one session of professional training till 2010. Modern distance education will be fully utilized in raising the teaching levels of rural teachers. The training of the backbone teachers and "bilingual teachers" of the ethnic areas will be enhanced. A series of plans, including the plan for establishing special teaching posts at rural schools, the plan for training the teachers of rural schools by educational masters, and the plan of volunteer services by college students for the western region, will be implemented to encourage college graduates to teach at the grassroot schools of the rural areas. Urban teachers will be encouraged to provide more help to rural education. The guarantee system for the funds for rural schools and the salaries of rural teachers will be strengthened to ensure that the teachers can receive their salaries on time and in full amount. Efforts should be made to improve the living conditions of rural teachers and check the loss of backbone teachers from the poverty-stricken areas.

--The financial aid policies for the compulsory education period will be legally implemented. Now that the miscellaneous fees have been exempted at the rural schools for compulsory education, the same aid will be available at their urban counterparts. The students from impoverished families will receive free textbooks as well as subsidies for their boarding expenses at the schools. Similarly, the students from low-income families in the cities will receive the same assistance. Free textbooks will be provided to more students.

--The plan for constructing special education schools for the central and western regions (between 2008 and 2010) during the "11th Five-Year" period will be implemented, whereby the central government and the local governments will make joint investment (600 million Yuan from the central government) to improve significantly the conditions of the existing special education schools. All the schools covered by this plan will meet, or basically meet, the standards specified by the state for school facilities and equipment, and can basically meet the needs of all disabled children to receive the 9-year compulsory education. The number of special education schools will increase from 1,012 in 2006 to 1,500, with at least one in each prefecture (city) and each of the counties with a population over 300,000 in the central and western regions. Thus the distribution of such schools will become more reasonable, and the needs of the disabled children in the central and western regions to receive compulsory education can be basically satisfied. When this program of action is fulfilled, the number of registered students at the special education schools in the central and western regions will increase from 80,000 in 2006 to 256,000, by a rate of 220% and a net number of 176,000, bringing benefit to 230,000 students. The needs of the disabled children in the central and western regions for receiving school education will be basically fulfilled.

--The education of the disabled children attending regular schools will be promoted. Guidance to this work and training of the related teachers will be provided. And the charges will be exempted for more and more diverse students.

--The input for the undertaking of children welfare will be increased to improve the conditions for the growth of orphans, disabled children, and discarded infants. The non-governmental forces are encouraged to undertake the work of children welfare, and new fostering patterns that are conducive to the physical and psychological development of orphaned and disabled children will be

explored. The development and management of the centers for relief and protection of vagrant children will be strengthened. Diversified institutions for collecting and educating vagrant children will be established to reduce the number of vagrant children and the reoccurrence of vagrancy. The construction of formal recuperation centers for disabled children will be facilitated, recuperation and health service institutions will be established in communities, and the parents of disabled children will be trained on recuperation knowledge.

9.4.3 SATISFACTION OF NEEDS OF YOUTH AND ADULTS FOR SKILLS

A. Developmental Goals

Till 2010, the education of senior secondary school will be popularized at a remarkably higher degree. The scale of registered students will reach 45.10 million, and the gross enrollment rate will reach about 80%. The secondary vocational education will assume a basically equal scale with the regular senior secondary schools.

Considerable progress will be made in adult education and continuing education. The scale of all sorts of vocational training will continue to expand, and the training quality will rise significantly. Each year, the training will cover more than 100 million urban and rural laborers, including 60 million transferred agricultural laborers and migrant workers.

The underdeveloped areas will achieve considerably fast development of secondary vocational education and form basic networks of urban and rural vocational education and training, gradually expand their scale of senior secondary school and higher education. The moderately developed areas will achieve substantial development of all forms of vocational education, and establish sound and complete networks of vocational education and training. In such areas, the gross enrollment rate for senior secondary school education will reach about 80%, and the educational gap between urban and rural areas will be noticeably eliminated. The developed areas will popularize senior secondary school education, raise their gross enrollment rate for this stage to about 85%, and set up a rather sound system integrating rural and urban education.

In accordance with The Outline of the Eleventh Five-Year Plan for the Development of Labor and Social Security Undertaking, from 2006 to 2010, the plan of "Training of Urban Citizens for Reemployment" will be implemented to train 20 million laid-off personnel for vocational skills; the plan of "Ability Training for Undertaking Business" will be implemented to train 2 million urban and rural laborers for creating business, of whom 80% will be qualified graduates; the plan of "Training of Rural Labor Force for Skills and Employment" will be implemented to train 40 million migrant workers for vocational skills; and "The Pilot Program of National Skill Qualification" will be carried out to provide appraisal services for 50 million laborers.

In line with The National Plan for Training of Migrant Workers between 2003 and 2010, from 2006 to 2010, large scale of vocational training will be launched across the country, the mechanism for training rural laborers for their transfer to non-agricultural sectors will be established and improved, and the development of rural human resources will be enhanced. Till 2010, 30 million rural laborers will be trained, or 6 million a year. Afterwards, in conformity to the requirements on balanced

economic and social development between rural and urban areas, training of rural laborers will be included into the national education system. And the scale and level of the training will be expanded and elevated to bring the scientific and cultural qualities of the rural laborers to a level compatible to the modern development of the country.

B. Policy Measures

--The networks of vocational education and training will be expanded to cover both urban and rural areas, so as to ensure that every laborer, urban or rural, has adequate knowledge and skills. National projects of training technical talents will be implemented to speed up the training of the technical talents strongly demanded by the production and service sectors, especially the high-quality specialized technical talents urgently yearned for by the modern manufacturing and service sectors. The national projects of training rural laborers for their transfer to non-agricultural sectors and the national projects of training rural practical talents will be carried out to induce reasonable and orderly transfer of rural labor force and increase the vocational skills and adapting ability of migrant workers. The “balanced development of three educations” (basic, vocational and adult educations) as well as the “combination of agriculture, science and education” will be promoted to train new types of peasants who have culture, know technologies and understand business, making contribution to the construction of the socialist new countryside of China. The projects of continuing education for adults and reemployment training will be implemented to provide training on vocational skills and business undertaking for the current employees, graduates of junior and senior secondary schools, unemployed urban residents, and migrant workers.

The teaching reform of vocational education will be brought to a greater depth. Always aiming at employment, ordered cultivation will be practiced, and a new mode of talent cultivation, which is characterized by cooperation between schools and enterprises, combination of work and learning, and simultaneous involvement as a student and an employee, will be exercised. The teaching contents and methods will be updated and improved to allow the students to acquire greater practical and vocational abilities and render them more competitive for jobs. The flexible study system will be established, and the credit system and the selective system will be gradually implemented. The joint enrollment and operation by vocational education institutions of the western and eastern regions, or of the rural and urban areas, will be encouraged. The education of professional ethics as well as employment guidance to students will be enhanced. The disciplinary structure of vocational education will be optimized, and the focus should be placed on launching and developing the majors needed by the new industries and modern service industries.

--The building of the basic abilities of vocational education will be strengthened. The plan of building practice bases for vocational education will be continued to set up for the important majors. 2,000 practice bases that cover a lot of majors and subjects, have advanced equipment, and share excellent resources. The plan of constructing county-level centers of vocational education will continue to be implemented, and support will be given mainly to 1,000 such centers. The plan of constructing high-quality exemplary vocational schools and colleges will be carried out, by which 1,000 exemplary secondary vocational schools and 100 exemplary vocational colleges will be constructed. The program of advancing the qualities of the teachers of vocational schools and colleges will be put in practice. Their training will be supported, and the system for their social

practice will be established. The country will endeavor to build a team of “double-master” (master of teaching and master of professional knowledge, with respective qualifications) teachers.

Exhibit 13. The Project of Basic Ability Construction for Vocational Education
<p>The central government will invest 10 billion Yuan for the following items:</p> <p>Construction of practice bases for vocational education. For the important majors and subjects, 2,000 practice bases covering a wide range of subjects, with advanced equipment and sharing excellent resources will be established. With money from the central government, a special fund will be set up to give support to the practice bases of vocational education that have a massive market demand, flexible mechanisms, and outstanding effect, in the form of prize or in other forms.</p> <p>Construction of county-level centers of vocational education. The state will mainly support the construction of 1,000 county-level vocational centers, with an aim to turn them into important bases for development of human resources, training of rural labor force for its transfer, training and dissemination of technologies, poverty relief, and popularization of the senior secondary school education.</p> <p>Construction of high-quality exemplary schools and colleges. The state will mainly support the construction of 1,000 high-quality exemplary secondary vocational schools and 100 exemplary vocational colleges, with an aim to advance their ability to cultivate high-caliber technical talents and encourage them to play an exemplary role in the process of deepening the reform and innovating the systems and mechanisms and lead other schools and colleges to provide unique and better services.</p> <p>The program of advancing the qualities of the teachers of vocational schools and colleges. The local governments at all levels will continue to provide financial support to the construction of the bases for training vocational education teachers as well as the training of these teachers, support the vocational schools and colleges in their hiring engineers, technicians and highly professional talents from outside to work as lecturers or practice supervisors, and facilitate the building of a team of “double-master” teachers (who are both master of teaching and master of professional knowledge with respective qualifications).</p>

--The input from public finance for vocational education will be gradually increased, with the main support going to secondary vocational education oriented toward rural students and the vocational and adult education of the minority ethnic areas. Related policies will be enforced so that enterprises will shoulder a reasonable share of the costs for vocational education. Preferential measures such as tax reduction will be employed to encourage enterprises to provide more internship jobs and participate in the operation of vocational education and the cultivation of technical talents, so as to bring a new situation of vocational education characterized by government leadership and cooperation between enterprises and schools.

--More financial support will be provided for weaker social groups to receive vocational and technical training. The national grant for students of secondary vocational schools will be expanded to ensure that all the students from rural areas or low-income urban families can receive vocational education. The students of the first and second grades will receive national grant, and third-year students will earn certain financial support through combining work and learning as well as working as interns. The local governments, enterprises, and social groups are all encouraged to set up all forms of grants and scholarships for students of secondary vocational schools. The financial aid system will be improved so that it will be dominated by the national grant but complemented by all

forms of scholarships, combination of learning and work by students, interns, and exemption and mitigation of tuitions by schools.

--A good environment for the development of vocational education will be created. The governments at all levels will attach more significance to the development of vocational education, provide stronger leadership and coordination for the work, institute and improve the joint meeting system for vocational education, and coordinate the relations between related departments and those between schools and enterprises. The system of professional qualification certificates will be improved. The social status, economic income and social security level of technical talents will be promoted in order to create a good atmosphere for the development of vocational education where it receives care, attention and support from the whole society.

9.4.4 ILLITERACY ELIMINATION FOR YOUNG ADULTS

A. Developmental Goals

The illiteracy rate will continue to decline toward 2010. Illiteracy elimination will be widely carried out among young adults to reduce the illiteracy rate of young adults to about 2% nationally and lower than 4% in the underdeveloped areas. Till 2015, the total number of illiterate population will be cut down to less than 40 million.

The specific goals include the following: The counties (cities, districts) in the western region that have not realized the goal of basically eliminating illiteracy among young adults, especially those that have already popularized the primary compulsory education, will basically eliminate illiteracy among young adults and increase the literacy rate of young adults to at least 95% within 5 years after the popularization of primary compulsory education. Inner Mongolia, Guizhou, Yunnan, Gansu, Ningxia, and Qinghai will raise their literacy rate of young adults to at least 90%. Tibetan Autonomous Region will make more vigorous attempts to popularize compulsory education, reduce the number of newly developed illiterates, and actively eliminate illiteracy among young adults.

Illiteracy will be totally eliminated among the youth (aged between 15 and 24) that have learning abilities, and the young adults freed from illiteracy will widely receive continuing education. Illiteracy relapse will be prevented to consolidate the achievement of illiteracy elimination and maintain the literacy rate of young adults at, or lift it to, at least 95%. The gender difference in literacy should be reduced, and emphasis should be laid on literacy education for the ethnicities. For the 22 ethnicities with smaller populations, illiteracy programs especially designed for them will be introduced, and learning communities will be developed among them. Illiteracy elimination for an ethnicity will be done with its own language and script if they are both available; otherwise, bilingually using the ethnic language but the general script of the locality.

Education on production and living skills will be provided to meet the basic learning needs of youth and adults. The channels and methods of functional literacy education and all forms of continuing education will be actively researched, the young adults freed from illiteracy will widely receive continuing education on culture and techniques, and the literacy work will be linked with the construction of learning communities.

B. Policy Measures

--The responsibility system for the literacy work will be established, by which the local governments and village councils are responsible for motivation and organization and the rural primary and secondary schools will take responsibility for the teaching.

--The focus will be laid on illiteracy elimination for the poverty-stricken areas, the ethnic minority areas, and women.

--Curriculum reform and teaching reform will be carried out for literacy education. The mechanism for literacy education will take guidance from the learning needs of the illiterates and start from and aim to solve the actual problems.

--The system of assessment and acceptance for the literacy work will be sustained to monitor the progresses, and information technology will be fully tapped to transmit via the Internet the resources related to illiteracy-eliminating courses and training of literacy teachers.

--Larger inputs will be made and the working mechanism will be improved to consolidate and expand the fruits of illiteracy elimination.

--Universities will be motivated to participate in the research and implementation of illiteracy elimination to raise the theoretical level of the work.

9.4.5 PROMOTION OF GENDER EQUALITY

A. Developmental Goals

--The state will attach importance to the education for women and further reduce the gender difference in education. The gross enrollment rate of the senior secondary school stage for women will reach about 75%. The work of eliminating illiteracy will be concentrated on illiteracy elimination among women to further narrow the gender gap in literacy. The literacy rate of adult women will be raised to at least 85%, with that of young adult women reaching about 95%. The average number of schooling years for women will reach the advanced level among developing countries, and the educational level of the women in poverty-stricken areas and border areas will be particularly promoted.

B. Policy Measures

--The laws and regulations on gender equality and education will be widely publicized to create a social environment conducive to education for women. In school education, the awareness of gender equality will be fostered among both the educators and the educated.

--The rate of girls completing the 9-year compulsory education will be increased, with particular attention to the poverty-stricken areas and ethnic minority areas, the disabled, and the migrant population. All social groups are encouraged to provide financial aid to school enrollment of girls.



--More vigor will be invested into the work of eliminating illiteracy among women, especially the women in the rural areas. Extensive social participation in illiteracy elimination for women will be motivated.

--Attention will be paid to cultivation of women in living skills and vocational techniques. Via formal diploma education and non-diploma vocational education as well as all kinds of training, the newly added female labor force as well as the current women employees will be able to receive various forms of vocational and adult education, and opportunities for continuing education will be provided to the girls among the graduates of junior secondary schools. The disabled women will have opportunities to receive education, especially vocational education and training, and raise their educational level to acquire a stronger ability for survival and development.

--Gender equality will be an important index of educational fairness during educational supervision and inspection.

9.4.6. OVERALL IMPROVEMENT OF EDUCATIONAL QUALITY

A. Developmental Goals

Till 2010, the school conditions for all levels and types of education will be further improved. The overall quality of the teachers, especially those of rural primary and secondary schools, will be noticeably heightened. Information technology will be applied to a greater breadth. Through efficient educational and teaching reforms, the students will reach a generally higher level of moral, academic and physical qualities as well as obviously stronger innovative spirit and practical abilities.

B. Policy Measures

--Moral education will be substantially strengthened. The moral and ideological education of the primary and secondary schools will be further enhanced to advance the ideological and moral qualities of the students. The curriculum standards for the moral classes of primary and secondary schools will be accomplished, the teaching and assessing methods will be improved, and the moral classes will be made more pertinent and practical. The cultural life on the campuses will be enriched and invigorated. All the teachers and staffs will be required to develop an educational outlook emphasizing the growth of students. A high-quality team of moral and ideological education teachers, especially counselors and head teachers, will be built. An effective long-term mechanism for the social practice of students will be formed to boost the organic combination of the academic progress and social practice of students.

--The educational reform will be carried to greater depths. The state will implement comprehensive curriculum reform of the basic education, update the teaching contents, improve the cultivation patterns and teaching methods, advocate inspiring education, and emphasize fostering the innovative spirit, independent thinking, and practical ability of students. The study burden of primary and secondary school students will be substantially lightened to allow them time to get in contact with the social life and practice. Aesthetic education will be enhanced among students to promote their level of aesthetic appreciation. Better guidance will be provided for the extracurricular activities

of the students, organizing them to participate in beneficial productive activities and those for public good to help them to foster enthusiasm for and respect to labor.

--The systems for appraisal, guidance and monitoring of basic education will be established. In order to boost the overall development of the students, the state will reform and improve the examination system, explore and establish a multifaceted system of student appraisal indicating the comprehensive qualities and specialties of the students, and gradually set up and complete the quality monitoring system for basic education, which will provide scientific proofs for the educational decisions.

--The students will achieve stronger abilities in speaking Putonghua (standard Chinese), writing the Chinese characters, and language application, and the teachers of the Chinese language classes for ethnicities will receive training in Putonghua (standard Chinese). The disabled children will receive training on living skills and various practical abilities.

--Placing health at the foremost position, the state will strengthen the physical and health education of the schools, requiring them to provide sufficient and qualified physical education courses, ensure that the students can do physical exercises for at least one hour a day, enhance the psychological education for them and instruct them on the value of life, help them to foster good sanitary habits and healthy lifestyles, and substantially improve their health standards.

--The education and training of teachers will be strengthened to raise their moral standards and teaching levels. The level of professional ethics of the teachers will be lifted, and their senses of responsibility and mission will be heightened. The state will reform the education of teachers, and build better normal colleges and teacher training schools and reform their operation. The country will attract excellent youth to attend normal colleges and teacher training schools, and encourage excellent talents to become teachers. The practice of free education for normal college students will be expanded to encourage a larger number of excellent youth to work as lifelong educators. The multidisciplinary universities with qualified conditions are encouraged to engage in cultivation and training of primary and secondary school teachers and an open, flexible, standard, and orderly system for education of teachers will be gradually formed to raise the qualities and levels of the teachers.

--The system for administration of teachers will be improved. The qualities of teachers will be ensured through strictly sticking to qualification system for the teaching profession and recruiting every new teacher of primary and secondary schools through open selection. The personnel system will be changed so that all teachers and staffs become employees, and the employment system for teachers will be further improved. Policy measures will be introduced or enhanced to attract excellent talents to teach, especially in rural areas. The state will have a stricter management of the personnel establishment of primary and secondary schools and realize reasonable distribution of teaching resources. The system of periodic exchange of teachers and headmasters among the public schools within a given area will be established. The system of hiring and administering part-time teachers for vocational education will be improved, and the vocational schools and colleges are encouraged to recruit teachers from enterprises. The state will improve the methods of classified management of teaching posts, open recruitment of teachers, performance assessment,

and salary distribution. The assessment and management of teachers will be tightened to continuously optimize this team.

--The state will improve the working and living conditions of the teachers. The local governments at all levels will care about the teachers, try to improve their working, studying and living conditions, especially for the rural areas, solve their actual difficulties, and safeguard their legal rights and interests. It will be substantially guaranteed that the salary level of the teachers will not be lower, if not higher, than that of the public servants, and will be gradually raised. The Medicare and social security for teachers will be improved, and the publicity and commendation of teachers will be intensified.

CHAPTER X: IMPROVEMENT OF THE SYSTEM AND MECHANISM FOR PROMOTING EDUCATION FOR ALL

10.1 ACCELERATED CONSTRUCTION OF LIFELONG EDUCATION SYSTEM AND ACTIVE CONSTRUCTION OF LEARNING SOCIETY

10.1.1 IMPROVEMENT OF LIFELONG EDUCATION SYSTEM

The relations between different levels and types of education will be further smoothed to form a good educational landscape integrating the mutually complementing regular education and vocational education, pre-employment education and continuing education, diploma education and non-diploma education, and organized study and self-study. An educational system containing interlinked but varied levels and types of education will be established, and smoother and more diverse learning channels will be opened for the citizens.

10.1.2 ACTIVE CONSTRUCTION OF LEARNING SOCIETY

The systems of service with and application of education resources will be improved, the integration and sharing of the educational resources of the whole society will be integrated, and an open, flexible and convenient platform for Education for All and lifelong education will be erected. The state will forge learning governmental organs, learning enterprises, learning towns, learning communities, and learning families, and develop the concept of and a good social atmosphere for Education for All and lifelong study. Schools of all types and levels will be fully utilized for lifelong study. The pattern of adult education schools will be reformed, and diversified continuing education and community education will be developed. Rich and colorful education on the society, culture and life will be provided for the members of the society to cultivate higher qualities for the citizens. Various educational resources will be integrated, and community study centers will be established in both rural and urban areas. The educational system will attach equal importance to both professional qualification certificates and diplomas. For non-compulsory education, the flexible study system and the credit system will be established so that the students can finish their study in a number of periods. The self-study and examination system will be improved. The state will actively develop non-diploma education, encourage self-study, and facilitate the diversification of the channels, modes and methods of study.

10.1.3 ACCELERATED APPLICATION OF INFORMATION TECHNOLOGY IN EDUCATION

Modern distance education will be forcefully developed, and a network of such education will be constructed to cover both the urban and rural areas of the country. Excellent educational resources will be passed to the rural areas, especially those in the central and western regions, in various forms and channels to raise the educational quality of rural schools and provide to peasants the service of disseminating practical technologies as well as training service. The education on information technology will be more quickly popularized, the ability to apply information technology by both the teachers and students will be promoted, and information technology will be organically

combined with education and teaching. Information technology will be applied to educational management at a greater speed to raise the management level. A public service system for application of information technologies in education will be vigorously developed. The infrastructure for application of information technology in education will be continuously enhanced, the construction of distance education networks for rural schools and campus networks for colleges will be strengthened, and a national platform for educational application of information technology will be created. The development of educational information resources will be accelerated, and national service system in this concern will be formed. The system of technical service and support for educational information will be set up and improved, and the standards as well as professional talents for application of information technology in education will be developed.

10.2 EXPANDED INPUT FOR EFA

10.2.1 INCREASED INPUT FOR PUBLIC EDUCATION

The duties of the governments at all levels will be clearly defined, and the education will be taken as a major sector for government expenditures in accordance with the requirements of the public finance system. The governments at all levels will ensure the “three-growths” of educational funds according to law. Both the budget and the implementation result of the educational budget for the fiscal year must comply with the growth rate specified by the laws, and the growth of educational funds from the government must be faster than the growth of the regular fiscal revenues. The government expenditures for education will be promoted gradually to account for 4% of the GDP.

10.2.2 IMPROVED GUARANTEE SYSTEM FOR EDUCATIONAL FUNDS

The government will take full responsibility for compulsory education, and gradually provide complete guarantee to its funding. The system of guaranteeing the funds for rural compulsory education jointly by the central government and local governments, which will split the costs of different categories in various proportions, will be established. Governments at all levels will increase their input for Early Childhood Care and Education (ECCE). The government will take major responsibility for the costs of senior secondary school education, and will gradually increase its input for vocational education. The channels of educational input will be broadened to form a system of diversified input for education. The basic standards for the funds for different types and levels of schools, as well as the standard for funds per student of such schools, will be formulated. In correspondence with the need of educational development, the budgetary funds for education will be continuously increased and the funds per student will be raised for the purpose of improving the school conditions. Following the principle of unified jurisdiction over the affairs and the finance involved therein, local governments at all levels will list their educational funds as a separate entry in their fiscal budget and report the budget to the People’s Congress of the same level for approval. Once approved, this budget will be announced to the society and be rigorously performed. The system of financial transfer payment will be improved. The government will implement further tax preference policies to encourage enterprises, individuals and social groups to donate to or sponsor education, and research and timely introduce policies on collecting educational surcharges from the enterprises with foreign investments as per the principle of national treatment.

10.2.3 SUBSTANTIAL ENHANCEMENT OF ADMINISTRATION OF EDUCATIONAL FUNDS

A scientific and standard system for administration of educational funds will be established. The government will reform the fund payment system, introduce encouraging and disciplining mechanisms, improve the system for assessing the performance of public educational funds, and further standardize and strengthen the financial management of various schools and projects, so as to improve the effect of the funds. Embezzlement, withholding, seizure, and transfer of educational funds will be banned. The internal audit system of the educational sector will be formulated to improve the supervision mechanism, strengthen the supervision, and prevent and deal with various illegal and irregular behaviors, so as to protect the safety of the funds.

10.3 FURTHER REFORM OF EDUCATIONAL SYSTEMS AND MECHANISMS TO ADD VITALITY TO EFA

10.3.1 STRONGER LAW FOR EDUCATION FOR ALL

The legal system for the socialist education with Chinese characteristics will be improved at an accelerating speed. The revision of the laws on education, on teachers, on vocational education, and on higher education, and the regulation on academic degrees will be executed, and the drafting of the laws on schools, on examinations, on life education, and on **Early Childhood Care and Education (ECCE)**, and the regulation on education supervision will be timely started. The local authorities will be encouraged to enact their accessory educational laws and regulations. The duties for law enforcement will be strictly performed, and the work of administrative law enforcement will be strengthened. And the supervision mechanism and the system for remedy of rights will be perfected.

10.3.2 BETTER ADMINISTRATION OF EDUCATION

The duties of the central, provincial-level, prefecture-level, county-level, and township-level governments for educational administration will be further clarified. According to the system for administration of compulsory education, the State Council will provide leadership, the provincial-level government will take charge of the planning and coordination, and the county-level government will implement the administration. As per the system for administration of vocational education, the State Council will provide leadership, the responsibility of administration will be split among different levels of governments and the local government will take major responsibility. Besides, the government will provide coordination, while the social forces will be engaged.

Better methods will be applied to educational administration and macro management will be pursued, with more attention to the application of laws, planning, fund allocation, standards, and informational services. Educational planning will be comprehensively enhanced, and mechanisms for dynamic adjustment of plans and monitoring of plan implementation will be established. Decision-making and administration of education will be made more scientific and democratic, and the government work for education will be made transparent.

10.3.3 HEALTHIER SYSTEMS FOR INTERNAL MANAGEMENT OF SCHOOLS

A system for the internal management of schools that guarantees standardized school operation, orderly management, effective supervision, and safe campuses will be enacted. The management of schools will be in compliance with laws, and will be made more scientific and democratic. The system for security and health management and the early warning mechanism of schools will be established, and the system for accident and medical insurance for teachers and students as well as their medical check will be strengthened in an attempt to construct safe, healthy and civilized schools.

10.3.4 GUIDING OF PRIVATE EDUCATION TOWARD HEALTHY DEVELOPMENT

The government will implement the policies, especially preferential tax policies, on supporting private schools, guarantee that the teachers and staffs of private schools enjoy equal rights with those of the public schools of the same level and type in training, promotion, and calculation of durations of employment and teaching service, and ensure that the students of private schools enjoy equal rights with those of public schools of the same level and type in enrollment for the higher level of schools and competition for various honors and prizes. Governments at all levels will enhance the regulation of private schools, implement the system of guidance and supervision for private colleges, enforce annual inspection of private schools, and ensure the property rights of the schools as legal persons. Supervision will be intensified over the enrollment and finance of private schools, and private HEIs will be urged to have a stable scale, standard management, and rising quality. It will be ensured that the government and private schools carry out their administration and operation according to law and self-disciplining within the sector, going with social supervision.

10.3.5 STRONGER LEADERS OF SCHOOLS

The system for managing and assessing the main leaders and cadres of schools will be improved, and their training will be intensified for them to provide better leadership for the reform and development of schools. The headmaster responsibility system for primary and secondary schools will be sustained and improved, and the tenure assessment of the school leaders will be tightened. The construction of the leadership team for secondary vocational schools will be facilitated. The director responsibility system under the leadership of the board of directors and the school council in the private schools will continue to be perfected.

10.3.6 IMPROVED SYSTEM FOR AND BETTER PERFORMANCE OF THE SUPERVISION AND ASSESSMENT OF EDUCATION

A scientific and effective system for supervision over local governments on their performance in fulfilling their educational duties and that over the schools will be established and improved, and the system for monitoring the status of educational operation will be gradually set up. Supervision over the schools will be linked with that over the local governments. The system for supervision and assessment will be harmonious with formation and implementation of educational decisions, and the supervision over the secondary and lower levels of education will be tightened. Different types of areas will receive different types of supervision over their educational work, and encouragement mechanisms will be established to stimulate local enthusiasm and ensure fulfillment of the educational goals. A system for supervising and evaluating the educational work of county-level

governments will be established; the scope will be expanded for the trial program of monitoring compulsory education; and dynamic monitoring will be performed of the developmental levels of basic education and the status of quality-oriented education at various areas. The working mechanism of educational supervision and guidance will be further improved. The systems for publication of supervision and inspection results, scheduled rectification as per supervision conclusions, and monitoring and reporting of major educational problems will be gradually established. The construction of the team and institutions for educational supervision and guidance will be further strengthened.

The supervision and administration of the schools will be substantially tightened, especially for their conditions, operation, and teaching quality. Their operation will be legally regulated, and the legal rights of the students will be solidly safeguarded. Responsibility tracing will be emphasized. A system for punishing and preventing corruption in the education sector that places equal stress on education, systems and supervision will be established, and the work of preventing job-related crimes in the educational sector will be strengthened.

10.3.7 CONCERTED IMPETUS OF SOCIETY BEHIND EDUCATION FOR ALL

The governments at all levels will provide stronger leadership and organization of Education for All. They will take education as a major agenda and use it an important indicator for assessing the performance of the leaders, ensure that educational development is really prioritized, support further educational reform, improve the environment for educational development, and provide more actual services for education. They will formulate scientific plans and policy measures for educational development in line with their local actualities, earnestly implement the policies on facilitating educational development and reform, and organize the implementation of major projects of educational development. They will control the environment within and around the schools to guarantee campus security and stability. They will appropriately solve the highly publicized and thorny educational problems about which the masses feel concerned.

All sides of the society will jointly strengthen the education for youth and teenagers. All social forces and the masses will be encouraged to support the construction of the schools and participate in their management in diverse ways and with diverse methods so as to make contribution to the educational development. The cultural development will be boosted to provide the youth and children with spiritual products of healthy contents and artistic charms. The construction of the places for the off-campus activities of youth and teenagers will be further enhanced, and all the public cultural and sports sites and facilities will be opened up to students free of charge or at preferential prices. The control and rectification of the environment of campus surroundings will be tightened to create a good environment for the healthy growth of the students. The mass organizations and social groups will be encouraged to play a full role in promoting the healthy development of youth and teenagers so as to bring a new situation where all the social sectors and the masses unitedly care about, support and participate in the reform and development of education. School education, family education and social education will be combined more closely, and knowledge of scientific family education will be highly popularized to raise its quality.

APPENDIX I. TABLES OF BASIC DATA

NOTES:

1. ECONOMY AND POPULATION

In the following tables, any data concerning GNP, government revenue and government expenditure are all based on *China Statistics Yearbook* of all relevant years, and all the data concerning population are based on *China Population Statistics Yearbook* of all relevant years.

The statistic reports contain statistics of various indexes for the eastern, central and western regions. In accordance with the standard set by the National People's Congress and the definition of the western region used for the national Western China Development program, the regions are defined as follows: The eastern region includes Beijing, Tianjin, Hebei, Liaoning, Shanghai, Jiangsu, Zhejiang, Fujian, Shandong, Guangdong, and Hainan, totally 11 provinces (municipalities); the central region include Shanxi, Jilin, Heilongjiang, Anhui, Jiangxi, Henan, Hubei, and Hunan, totally 8 provinces (autonomous regions); the western region include Sichuan, Chongqing, Guizhou, Yunnan, Xizang, Shanxi, Gansu, Qinghai, Ningxia, Xinjiang, Guangxi and Inner Mongolia, totally 12 provinces (autonomous regions).

2. EDUCATIONAL DEVELOPMENT

The basic data in the following tables about Early Childhood Care and Education (ECCE) and basic education are data summarized by the Ministry of Education on the basis of the data collected at the grassroot schools.

The data about educational funds are all based on China Statistics Yearbook, China Educational Finance Statistics Yearbook, and "The Statistic Report of the Implementation of the National Educational Finance" of all relevant years.

3. HYGIENE AND HEALTH

The data of the following tables concerning children hygiene and health are all based on China Health Statistics Yearbook and "The Mid-term Assessment Report on the Implementation of the National Program of Action for Child Development in China".

Note: The symbol "----" in the tables means that no classified data of a given type is available for the year, or the data cannot be classified due to lack of original classified data.

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I. ECONOMY AND POPULATION

Table 1.1 GDP, Government Revenue and Government Expenditure

Year	Gross National Income (100 million Yuan)	GDP (100 million Yuan)	Per Capita GDP (Yuan/person)	Total Revenue (100 million Yuan)	Total Expenditure (100 million Yuan)
1978	3645.2	3645.2	381	1132.26	1122.09
1980	4545.6	4545.6	463	1159.93	1138.41
1985	9040.7	9016.0	858	2004.82	2004.25
1990	18718.3	18667.8	1644	2937.10	3083.59
1995	59810.5	60793.7	5046	6242.20	6823.72
2000	98000.5	99214.6	7858	13395.23	15886.50
2001	108068.2	109655.2	8622	16386.04	18902.58
2002	119095.7	120332.7	9398	18903.64	22053.15
2003	135174.0	135822.8	10542	21715.25	24649.95
2004	159586.7	159878.3	12336	26396.47	28486.89
2005	183956.1	183084.8	14040	31649.29	33930.28

Note: 1. The data in the table are expressed in the price of the current year.

2. After 1980, the difference between the national revenue (formerly referred to as "gross national product") and the GDP is the primary incomes payable to the rest of the world.
3. For 2004 and the years before that, the first industry does not include agriculture, forestry, husbandry, fishing, and service industries, the sector of communication, transportation, logistics and postal service, includes telecommunication but not the urban public transport service and the sector of wholesale and retail sale services, includes the food industry.
4. Among government revenues and expenditures, price subsidies were listed as negative revenue item prior to 1985, and they have been listed as expenditure since 1986. For the comparison, the price subsidies prior to 1985 are listed as expenditure items.
5. Government revenue does not include debt revenue from home or abroad.
6. Since 2000, government expenditure already includes the interest of foreign and domestic debts.

Table 1.2 Population and Its Composition (Unit: 10,000 persons)

Year	Total Population (Year-end)	By Sex		By Residence					
		Male Population	Proportion (%)	Female Population	Proportion (%)	Urban Population	Proportion (%)	Rural Population	Proportion (%)
1978	96259	49567	51.49	46692	48.51	17245	17.92	79014	82.08
1980	98705	50785	51.45	47920	48.55	19140	19.39	79565	80.61
1985	105851	54725	51.70	51126	48.30	25094	23.71	80757	76.29
1990	114333	58904	51.52	55429	48.48	30195	26.41	84138	73.59
1995	121121	61808	51.03	59313	48.97	35174	29.04	85947	70.96
2000	126743	65437	51.63	61306	48.37	45906	36.22	80837	63.78
2001	127627	65672	51.46	61955	48.54	48064	37.66	79563	62.34
2002	128453	66115	51.47	62338	48.53	50212	39.09	78241	60.91
2003	129227	66556	51.50	62671	48.50	52376	40.53	76851	59.47
2004	129988	66976	51.52	63012	48.48	54283	41.76	75705	58.24
2005	130756	67375	51.53	63381	48.47	56212	42.99	74544	57.01

Note: 1. Data before 1982 were taken from the annual reports of the Ministry of Public Security; Data in 1982-1989 were adjusted on the basis of the 1990 national population census; Data in 1990-2000 were adjusted on the basis of the 2000 national population census; Data in 2001-2004 have been estimated on the basis of the annual national sample surveys on population changes; Data in 2005 are estimated on the 1% sample survey on national population. (The next table is the same).

2. The year-end total population and population by sex include the military personnel of Chinese People's Liberation Army; the military personnel are classified as urban population in the item of population by residence.
3. The population data of the table for all the years do not cover the population of Hong Kong and Macao special administrative regions and that of Taiwan Province.

Table 1.3 Basic Statistics of Five National Population Censuses

Items	1953	1964	1982	1990	2000
Total Population (Unit 10, 000persons)	59435	69458	100818	113368	126583
Male	30799	35652	51944	58495	65355
Female	28636	33806	48874	54873	61228
Sex ratio (female-100)	107.56	105.46	106.30	106.60	106.74
Average Family Size (person/household)	4.33	4.43	4.41	3.96	3.44
Population by Age (%)					
0-14	36.28	40.69	33.59	27.69	22.89
15-64	59.31	55.75	61.50	66.74	70.15
65 and over	4.41	3.56	4.91	5.57	6.96
Population by Ethnicity					
Han Nationality (10,000 persons)	54728	65456	94088	104248	115940
Percentage to Total Population (%)	93.94	94.24	93.32	91.96	91.59
Minority Nationalities (10,000 persons)	3532	4002	6730	9120	10643
Percentage to Total Population (%)	6.06	5.76	6.68	8.04	8.41
Population with Various Education Attainments per 100,000 persons					
Junior College and Above		416	615	1422	3611
Senior Secondary School and Specialized Secondary School		1319	6779	8039	11146
Junior Secondary School		4680	17892	23344	33961
Primary School		28330	35237	37057	35701
Illiterate Population and Illiteracy Rate					
Illiterate Population (10,000 persons)		23327	22996	18003	8507
Illiteracy Rate (%)		33.58	22.81	15.88	6.72
By Residence (10,000 persons)					
Urban Population	7726	12710	21082	29971	45844
Rural Population	50534	56748	79736	83397	80739
Average Life Expectancy (years)					
Male			67.77*	68.55	71.40
Female			66.28*	66.84	69.63
			69.27*	70.47	73.33

- Note: 1. Total population from population censuses includes the military personnel. Military personnel are listed as urban population in population by residence
2. Total population of 1953 census includes the population from indirect survey, which is not excluded in the population by nationality and urban/rural population
3. Illiterate population of 1964 census referred to people of 13 years old and over who could not read. Illiterate population of 1982, 1990 and 2000 censuses referred to people of 15 years old and over who could not read or could read very little.
4. Data with "*" in this table are of 1981.
5. This table excludes the population data of Hong Kong and Macao special administrative regions and that of Taiwan Province.

Table 1.4 National Average Schooling Years of 3rd, 4th and 5th Population Censuses

	1982	1990	2000		
Population Aged 15 and Over	5.33	6.43	Urban	County city	and Rural
			9.80	8.73	6.85

II. THE GENERAL SITUATION OF EDUCATIONAL DEVELOPMENT

Table 2.1 Number of Schools by Level and Type

Year	Regular HEIs	Regular Secondary Schools	Secondary Schools		Vocational Secondary Schools	Regular Primary schools	Special Education Schools	Pre-school Education Institutes
			Senior Secondary Schools	Junior Secondary Schools				
1978	598	162345	49215	113130		949323	292	163952
1980	675	118377	31300	87077	3314	917316	292	170419
1985	1016	93221	17318	75903	8070	832309	375	172262
1990	1075	87631	15678	71953	9164	766072	746	172322
1995	1054	81020	13991	67029	10147	668685	1379	180438
2000	1041	77268	14564	62704	8849	553622	1539	175836
2001	1225	80432	14907	65525	7802	491273	1531	111706
2002	1396	80067	15406	64661	7402	456903	1540	111752
2003	1552	79490	15779	63711	6843	425846	1551	116390
2004	1731	79058	15998	63060	6478	394183	1560	117899
2005	1792	77977	16092	61885	6423	366213	1593	124402

Table 2.2 Number of Enrollment by Level and Type of Schools (Unit: 10,000 persons)

Year	Regular HEIs	Regular Secondary Schools	Secondary Schools		Vocational Secondary Schools	Regular Primary schools	Special Education Schools	Pre-school Education Institutes
			Senior Secondary Schools	Junior Secondary Schools				
1978	85.6	6548.3	1553.1	4995.2		14624.0	3.1	787.7
1980	114.4	5508.1	969.8	4538.3	45.4	14627.0	3.3	1150.8
1985	170.3	4706.0	741.1	3964.8	229.5	13370.2	4.2	1479.7
1990	206.3	4586.0	717.3	3868.7	295.0	12241.4	7.2	1972.2
1995	290.6	5371.0	713.2	4657.8	448.3	13195.2	29.6	2711.2
2000	556.1	7368.9	1201.3	6167.6	503.2	13013.3	37.8	2244.2
2001	719.1	7836.0	1405.0	6431.1	466.4	12543.5	38.6	2021.8
2002	903.4	8287.9	1683.8	6604.1	511.5	12156.7	37.5	2036.0
2003	1108.6	8583.2	1964.8	6618.4	528.2	11689.7	36.5	2003.9
2004	1333.5	8695.4	2220.4	6475.0	569.4	11246.2	37.2	2089.4
2005	1561.8	8580.9	2409.1	6171.8	625.6	10864.1	36.4	2179.0

Table 2.3 Number of Full-time Teachers by Level and Type of Schools (unit: 10,000 persons)

Year	Regular HEIs	Regular Secondary Schools	Secondary Schools		Vocational Secondary Schools	Regular Primary schools	Special Education Schools	Pre-school Education Institutes
			Senior Secondary Schools	Junior Secondary Schools				
1978	20.6	318.2	74.1	244.1		522.6	0.4	27.7
1980	24.7	302.0	57.1	244.9	2.3	549.9	0.5	41.1
1985	34.4	265.2	49.2	216.0	14.1	537.7	0.7	55.0
1990	39.5	303.3	56.2	247.0	22.4	558.2	1.4	75.0
1995	40.1	333.4	55.1	278.4	29.2	566.4	2.5	87.5
2000	46.3	400.5	75.7	324.9	32.0	586.0	3.2	85.6
2001	53.2	418.8	84.0	334.8	30.6	579.8	2.9	63.0
2002	61.8	437.6	94.6	343.0	31.0	577.9	3.0	57.1

2003	72.5	453.7	107.1	346.7	28.9	570.3	3.0	61.3
2004	85.8	466.8	119.1	347.7	29.4	562.9	3.1	65.6
2005	96.6	477.1	129.9	347.2	30.3	559.2	3.2	72.2

Table 2.4 Number of Technician Schools and Numbers of Their Students and Teachers, Staff and Workers

Year	Number of schools	New Enrollment (10,000 persons)	Number of Enrollment (10,000 persons)	Graduates (10,000 persons)	Teachers, Staff and Workers (10,000 persons)
1985	3548	35.5	74.2	22.6	21.5
1990	4184	50.6	133.2	41.3	30.8
1995	4521	74.0	188.6	68.1	33.7
2000	3792	50.4	140.1	64.6	24.0
2001	3470	55.1	134.7	47.7	22.0
2002	3075	73.3	153.0	45.4	20.3
2003	2970	91.6	193.1	45.3	20.2
2004	2884	109.7	234.5	53.5	20.5
2005	2855	118.4	275.3	69.0	20.4

Table 2.5 Total Educational Funds by Region (unit: 10,000 Yuan)

Year/Region	Total	Government Appropriation for Education	Budgetary Funds for Education	Funds of Social Organization and Citizens for Running Schools	Donation and Fund-Raising for Running Schools	Tuitions and Miscellaneous Fees	Other Educational Funds
1992	8670490.5	7287505.8	5387381.7		696285.2	439319.3	247380.2
1993	10599374.4	8677618.3	6443914.0	33322.7	701856.1	871476.9	315100.4
1994	14887812.6	11747395.6	8839794.7	107795.2	974487.1	1469228.1	588906.6
1995	18779501.1	14115233.3	10283930.0	203671.5	1628414.0	2012422.5	819759.8
1996	22623393.5	16717045.5	12119133.6	261998.9	1884189.5	2610391.2	1149798.4
1997	25317325.7	18625416.3	13577262.1	301746.4	1706587.6	3260792.0	1422783.4
1998	29490592.0	20324526.0	15655917.0	480314.0	1418537.0	3697474.0	3569741.0
1999	33490416.4	22871756.1	18157597.3	628957.1	1258694.2	4636107.9	4094901.1
2000	38490805.8	25626055.7	20856792.0	858537.2	1139556.9	5948304.3	4918351.7
2001	46376626.2	30570099.5	25823761.9	1280895.2	1128851.8	7456013.5	5940766.2
2002	54800277.6	34914047.5	31142383.3	1725548.7	1272791.0	9227791.7	7660098.7
2003	62082653.0	38506236.6	34538582.6	2590147.8	1045926.9	11214984.7	8725357.0
2004	72425989.2	44658574.8	40278158.0	3478528.8	934203.8	13465517.3	9889164.5
2005	84188390.5	51610759.3	46656939.0	4522185.0	931612.9	15530544.6	11593288.7

Table 2.6 Total Educational Funds by Level and Type of Schools (2005) (unit: 1,000 Yuan)

Type of Schools	Total	Government Appropriation for Education		Funds of Social Organization and Citizens for Running Schools	Donation and Fund-Raising for Running Schools	Undertaking Revenue	Revenues	
		Budgetary Funds from Government					Tuitions and Miscellaneous Fees	
Total	841883905	516107593	466569390	45221850	9316129	233999909	155305446	37238424
I. HEIs	265786183	112853561	108019308	18148948	2119559	115859721	83791259	16804394
1. Regular HEIs	255023708	109083687	104637340	18013154	2107963	109766623	79192493	16052281
Institutions of Vocational and Technical Higher Education	37053652	11862332	11031888	6035283	124491	17603565	14728021	1427981
2. HEIs for Adults	10762475	3769874	3381968	135794	11596	6093098	4598766	752113
II. Specialized Secondary Schools	27112197	14394881	13171024	874703	55366	10647838	8623509	1139409
1. Secondary Technical Schools	19426732	10227531	9359669	509160	39686	7855035	6637413	795320
2. Teacher Training Schools	2975871	1540707	1445207		5506	1319474	1097574	110184
3. Specialized Secondary Schools for Adults	4709594	2626643	2366148	365543	10174	1473329	888522	233905
III. Technician Schools	5848405	2751046	2177799	16196	9670	2536079	1620017	535414
IV. Secondary Schools	259308351	164400484	143648134	18625144	3864053	63329529	38722674	9089141
1. Regular Secondary Schools	258961323	164242235	143535120	18583772	3863795	63217121	38668666	9054400
Senior Secondary Schools	66818864	32919147	27905412	3259246	1074320	26773822	16960859	2792329
Complete Secondary Schools	62430335	33295705	27482779	7853356	1240788	17562432	10164761	2478054
Junior Secondary Schools	129712124	98027383	88146929	7471170	1548687	18880867	11543046	3784017
Rural	69918837	57497461	53771526	279574	613892	9818176	6808259	1709734
2. Secondary Schools for Adults	347028	158249	113014	41372	258	112408	54008	34741
V. Vocational Secondary Schools	23910899	13577688	11437572	2051956	126606	7248047	5752817	906602
VI. Primary Schools	203210745	166951440	154448442	5500793	2684100	22903884	15259709	5170528
1. Regular Primary Schools	203151759	166903900	154402163	5493452	2684092	22900499	15257809	5169816
Rural	123947544	107949430	102963281	186400	1272712	12347717	9522227	2191285
2. Primary Schools for Adults	58986	47540	46279	7341	8	3385	1900	712
VII. Special Education Schools	2358419	2114847	1781924	4110	35228	100099	35650	104135
VIII. Kindergartens	10455240	6572379	6208208		188428	3365078	1499811	329355
IX. Others	43893466	32491267	25676979		233119	8009634		3159446

Table 2.7 Budgetary Government Expenditure for Education for Each Student of Secondary and Primary Schools (Yuan/student)

	2000	2003	2004	2005
Regular Primary Schools	491.58	931.54	1129.11	1327.24
Of which: Rural	412.97	810.07	1013.80	1204.88
Regular Secondary Schools	679.81	1052.00	1246.07	1498.25
Of which: Rural	533.54	871.79	1073.68	1314.64
Vocational Secondary Schools	1349.45	1684.79	1842.58	1980.54

Table 2.8 Budgetary Public Expenses for Each Student (Yuan/student)

	2000	2003	2004	2005
Regular Primary Schools	37.18	83.49	116.51	166.52
Of which: Rural	24.11	60.91	95.13	142.25
Regular Secondary Schools	74.08	127.31	164.55	232.88
Of which: Rural	38.67	85.01	125.52	192.75
Vocational Secondary Schools	214.90	239.23	267.70	336.66

Table 2.9 Government Expenditures for Education as a Percentage of GDP and Budgetary Educational Funds as a Percentage of Government Expenditures (%)

	Budgetary Educational Funds as a Percentage of Government Expenditures (%)	Government Expenditures for Education as a Percentage of GDP (%)
1996	16.23	2.35
1997	15.61	2.36
1998	15.32	2.41
1999	14.49	2.55
2000	13.80	2.58
2001	14.31	2.79
2002	14.76	2.90
2003	14.68	2.84
2004	14.90	2.79
2005	14.58	2.81
2006	15.18	3.01

III. EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Table 3.1 Gross Enrollment Rate of Early Childhood Care and Education (ECCE) (%)

	2001	2002	2003	2004	2005	2006
Total	35.9	36.8	37.4	40.8	41.4	42.5

Table 3.2 Proportion of Newly Enrolled First-Year Students of Primary Schools with Early Childhood Care and Education (ECCE)

	2001	2002	2003	2004	2005	2006
Total	79.88	80.62	81.78	82.93	83.39	84.71
Male	80.41	81.58	82.59	83.79	84	85.37
Female	79.28	79.53	80.86	81.94	82.69	83.96
East	88.03	89.12	89.62	91.09	90.38	91.81
Centre	80.77	81.48	83.82	85.56	86.59	87.61
West	70.65	71.28	71.78	71.99	72.87	74.50

Table 3.3 Children of Pre-primary School Classes as a Percentage of All Children in Kindergartens (%)

		Total	East	Centre	West	Urban	County city and Towns	Rural
2000	Enrollment	62.94	50.35	71.86	69.27	38.95	50.68	74.67
	Retained	49.04	36.00	61.69	56.01	24.76	37.83	65.12
2001	Enrollment	63.01	47.49	73.45	71.38	35.78	48.85	76.22
	Retained	49.07	34.21	62.97	59.22	22.49	36.62	66.97
2002	Enrollment	61.98	46.20	71.79	70.01	33.70	47.07	76.76
	Retained	48.16	32.54	62.42	58.32	21.67	35.18	68.06
2003	Enrollment	58.36	42.90	67.81	67.39	32.15	43.00	74.44
	Retained	44.92	30.24	58.06	56.03	21.50	31.70	65.58
2004	Enrollment	55.85	40.34	63.33	66.78	29.73	42.05	70.89
	Retained	42.51	28.35	53.07	55.36	19.69	31.09	61.37
2005	Enrollment	52.62	36.88	58.89	64.94	26.93	39.13	67.73
	Retained	39.26	25.45	48.87	53.16	17.79	29.23	57.12
2006	Enrollment	50.66	35.80	56.37	62.42	24.53	38.03	65.24
	Retained	37.74	24.72	46.63	51.01	16.23	7.45	54.67

Table 3.4 Private Kindergartens as a Percentage of All Kindergartens (%)

	2000	2001	2002	2003	2004	2005	2006
Total	25.20	39.86	43.28	47.72	52.73	55.33	57.80
Urban		43.66	47.52	53.13	57.70	60.52	64.88
County city and Towns		56.11	56.81	58.93	61.99	62.86	65.18
Rural		28.40	31.58	36.75	44.47	48.60	50.45
East	22.89	36.22	37.77	40.68	45.71	47.74	49.35
Urban		40.83	44.22	49.64	53.18	56.52	61.12
County city and Towns		57.16	54.21	54.65	55.77	56.20	58.07

Rural		22.79	23.40	25.78	36.35	39.30	40.19
Centre	29.44	43.17	48.95	55.48	61.10	64.31	67.82
Urban		47.75	51.91	57.37	63.41	65.65	70.10
County city and Towns		57.68	63.58	69.90	73.64	73.45	75.50
Rural		26.41	32.91	42.83	49.42	57.08	61.75
West	26.58	47.96	53.77	59.94	62.83	64.33	66.99
Urban		47.93	52.80	59.16	64.50	65.23	68.19
County city and Towns		51.42	57.19	59.47	62.72	63.65	66.83
Rural		46.11	52.20	60.64	62.04	64.26	66.53

Table 3.5 Children in Private Kindergartens as a Percentage of Children in All Kindergartens (%)

	2003		2005	
	Total	Of which: Pre-primary	Total	Of which: Pre-primary
Total	23.96	9.24	30.66	13.17
Of which: Female	45.25	45.05	45.09	44.84
Minority Nationalities	5.88	8.89	6.16	9.98
Aged 3 and Under	48.11	23.59	55.40	27.95
Aged 3 to 5	28.55	7.99	34.15	10.30
Aged 5 and Over	15.99	9.64	21.43	14.49

Table 3.6 Proportions of Full-time Kindergarten Teachers Graduating from Specialized Schools for Children Education (%)

	2000	2001	2002	2003	2004	2005	2006
Total	53.39	69.13	71.12	71.25	72.54	73.02	72.92
East	62.10	74.13	75.94	75.70	77.02	77.50	77.04
Centre	44.89	65.94	67.34	66.91	68.29	67.94	68.63
West	42.87	58.16	61.34	63.19	64.73	66.16	66.55

Table 3.7 Changes of Student-Teacher Ratio in Kindergartens (student/teacher)

	2000	2001	2002	2003	2004	2005	2006
Total	26.20	37.02	35.64	32.70	31.85	30.20	29.15
East	21.77	27.99	26.69	25.44	25.24	24.44	23.93
Centre	30.41	49.34	47.67	41.30	38.31	34.95	33.11
West	31.70	50.60	48.86	44.23	43.14	41.00	38.93

Table 3.8 Urban-Rural Difference of Student-Teacher Ratio in Kindergartens

	Total	Urban	County city and Towns	Rural
2000	26.20	18.65	23.98	33.66
2006	29.15	16.66	25.71	55.17

Table 3.9 Proportion of Residents Having Access to Qualified Iodized Salt (%)

	2000	2001	2002	2004	2005
Nationwide	88.9	88.9	88.8	93.47	90.2
Rural Residents					

Source: The Mid-term Assessment Report on the Implementation of the National Program of Action for Child Development in China (the annual statistical report, p26)

Table 3.10 Mortality Rate of Children under 5 (%)

	2000	2001	2002	2003	2004	2005
Total	39.7	35.9	34.9	29.9	25	22.5
Urban	13.8	16.3	14.6	14.8	12	10.7
Rural	45.7	40.4	39.6	33.44	28.5	25.7

Source: China Health Statistics Yearbook 2006 (unit: %)

Table 3.11 Proportions of New Born Babies Weighing Less than 2,500 Grams

	2000	2001	2002	2003	2004	2005
Total	2.4	2.35	2.39	2.26	2.2	2.21

Source: China Health Statistics Yearbook 2006 (unit: %)

Table 3.12 Prevalence Rate of Vitamin A Deficiency among Children (%)

	1998	2006
Total	11.2	9.1

Source: The Mid-term Assessment Report on the Implementation of the National Program of Action for Child Development in China between 2001 and 2010 (the annual statistical report, p26)

Table 3.13 Proportion of One-Year Old Children Receiving Vaccine Inoculation by Type (%)

Proportion of One-Year Old Children Receiving Vaccine Inoculation by Type	2000	2001	2002	2003	2004	2006
BCG	97.8	97.6	98	98	98.8	99.2
DPT	97.9	98.3	98.2	98.2	98.9	99
OPV	98	98.3	98.4	98.1	98.9	99
MV	98	97.7	97.9	97.9	98.5	98.6

Source: China Health Statistics Yearbook 2007

Table 3.14 Proportion of the Population Having Access to Clean Water (%)

	2000	2001	2002	2003	2004	2005
Rate of Popularization of Safe Drinkable Water in Rural Areas	59.2	61.5	62.6	64.5	65.6	66.9

Source: China Health Statistics Yearbook 2007

Table 3.15 Proportion of Population Having Access to Adequate Sanitary Facilities (%)

	2000	2001	2002	2003	2004	2005
Rate of Popularization of Sanitary Latrines	44.80	46.09	48.66	50.92	53.10	55.31

Source: China Health Statistics Yearbook 2006

IV. POPULARIZATION OF BASIC EDUCATION

Table 4.1 Net Enrollment Rate of Primary Schools (%)

	2000	2001	2002	2003	2004	2005	2006
Total	99.11	98.26	98.58	98.65	98.95	99.15	99.27
East	99.77	99.28	99.43	99.64	99.77	99.78	99.78
Centre	99.45	98.38	98.79	98.37	99.25	99.38	99.62
West	97.94	96.96	97.43	97.88	97.75	98.23	98.35
Urban	99.54	99.16	99.28	99.61	99.85	100.08	100.21
County city and Towns	99.32	98.10	98.45	98.79	99.46	99.20	99.36
Rural	98.94	98.12	98.47	98.39	98.59	98.90	99.00

Table 4.2 Gross Enrollment Rate of Primary Schools (%)

	2000	2001	2002	2003	2004	2005	2006
Total	104.56	106.60	107.48	107.16	106.62	106.44	106.31
East	104.14	106.74	107.96	107.70	106.14	105.71	105.37
Centre	103.92	106.00	107.24	106.49	106.90	106.80	106.53
West	105.79	107.11	107.21	107.30	106.86	106.87	107.11
Urban	105.28	108.24	108.34	107.99	107.24	107.23	106.52
County city and Towns	105.40	106.17	107.46	107.42	107.30	106.48	106.75
Rural	104.15	106.40	107.31	106.90	106.28	106.23	106.10

Table 4.3 Gross Enrollment Rate of Junior Secondary Schools

	2000	2001	2002	2003	2004	2005	2006
Gross Enrollment Rate of Junior Secondary Schools	88.6	88.7	90	92.7	94.1	95	97

Table 4.4 Five-Year Survival rate of Registered Students of Primary Schools (%)

	All	Urban	County city and Towns	Rural
2000	94.54	109.00	115.90	87.02
2001	95.30	102.59	95.69	93.98
2002	98.80	106.78	100.80	96.86
2003	101.05	111.90	99.83	99.23
2004	100.95	111.78	90.56	101.80
2005	98.44	111.30	112.05	92.16
2006	98.81	99.54	121.68	92.16

Table 4.5 Dropout Rate of Primary Schools (%)

	2000	2001	2002	2003	2004	2005
Total	0.55	0.27	0.15	0.34	0.59	0.45
Of which: Female	----	----	----	0.36	0.60	0.47

Table 4.6 Dropout Rate of Regular Junior Secondary Schools (%)

	2000	2001	2002	2003	2004	2005
Total	3.21	3.31	3.01	2.74	2.44	2.60
Of which: Female	----	----	----	2.43	2.19	2.31

Table 4.7 The Three-Year Survival rate of Junior Secondary Education (%)

	All	Male	Female
2005	92.68	92.14	93.29
2006	93.83	93.21	94.52

Table 4.8 Repetition Rate of Primary Schools by Grade (%)

	Total	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2000	0.29	1.20	0.21	0.16	0.12	0.08	0.03
2001	0.31	1.45	0.18	0.14	0.10	0.07	0.02
2002	0.30	1.35	0.17	0.14	0.10	0.06	0.01
2003	0.31	1.49	0.16	0.13	0.08	0.05	0.01
2004	0.26	1.28	0.14	0.10	0.06	0.04	0.01
2005	0.24	1.21	0.12	0.08	0.06	0.04	0.01

**Table 4.9 Rate of Primary School Graduates Promoted to Junior Secondary Schools
(including Vocational Junior Secondary Schools) (%)**

	2000	2001	2002	2003	2004	2005	2006
Total	94.89	95.45	97.02	97.89	98.10	98.42	100.06
Urban	106.83	110.98	112.24	113.18	114.89	115.32	114.24
County city and Towns	125.74	175.81	181.31	182.56	188.92	191.85	183.47
Rural	82.33	70.09	69.82	71.00	71.15	66.88	66.89
East	97.40	97.82	98.23	98.84	98.93	98.71	99.32
Urban	104.65	108.10	109.96	109.51	110.47	111.31	110.61
County city and Towns	115.79	167.68	182.62	178.98	179.12	187.07	114.44
Rural	83.64	68.85	67.54	68.59	65.76	58.40	61.57
Centre	95.63	96.18	98.97	99.23	98.87	99.29	100.35
Urban	107.29	111.55	112.59	114.59	117.43	118.43	116.74
County city and Towns	115.79	167.68	182.62	178.98	179.12	187.07	181.76
Rural	87.40	75.76	75.65	78.20	77.26	74.17	76.23
West	90.55	91.41	93.08	95.11	96.19	97.09	100.61
Urban	110.42	116.58	116.54	118.93	121.61	119.61	118.69
County city and Towns	140.40	190.17	195.23	203.99	206.24	210.25	199.55
Rural	74.64	64.34	65.08	64.73	69.32	66.58	61.66

**Table 4.10 Student-Teacher Ratio of Primary School Education by Region and Residence
(student/teacher)**

	2000	2001	2002	2003	2004	2005	2006
Total	22.21	21.64	21.04	20.50	19.98	19.43	19.17
East	21.85	21.06	20.34	19.81	19.22	18.75	18.83
Centre	21.33	20.85	20.43	19.91	19.32	18.78	18.86
West	23.73	23.31	22.61	22.01	21.66	20.97	20.83
Urban	19.59	19.21	19.02	19.3	19.54	19.26	19.36
County city and Towns	21.45	19.99	19.85	19.57	19.33	19.42	19.63
Rural	23.12	22.68	21.9	21.09	20.28	19.47	18.96

**Table 4.11 Student-Teacher Ratio of Junior Secondary Education by Region and Residence
(student/teacher)**

	2000	2001	2002	2003	2004	2005	2006
Total	18.99	19.21	19.25	19.09	18.62	17.78	17.14
East	18.89	19.11	18.87	18.37	17.73	16.90	16.24
Centre	19.23	19.35	19.62	19.61	19.16	18.12	17.16
West	18.80	19.15	19.32	19.45	19.22	18.57	18.37
Urban	15.98	17.67	16.78	16.59	16.26	15.74	15.63
County city and Towns	18.55	19.40	19.45	19.30	18.94	18.37	17.87
Rural	20.38	20.11	20.17	20.03	19.40	18.16	17.10

V. MEETING THE NEEDS OF YOUTH AND ADULTS TO LEARN LIFE SKILLS

Table 5.1 Changes of Proportion of Students of Secondary Vocational and Technical Education in All Students of Senior Secondary Education

	2001	2002	2003	2004	2005	2006
Entrants	40.5	40.1	40.7	40.8	42.8	45.6
Enrollment	44.9	40.6	38.7	38.6	39.7	41.1

Table 5.2 Gross Enrollment Rate of Senior Secondary Education (%)

	2001	2002	2003	2004	2005	2006
	42.8	42.8	42.8	43.8	52.7	59.8

Table 5.3 Literacy Rate of Youth and Teenagers Aged between 15 and 24 (%)

	2000	2001	2002	2003
Total	95.18	95.91	97.01	97.61

Source: China Population Statistics Yearbook, 2004

Table 5.4 Rate of Registered Urban Unemployment (%)

	2000	2001	2002	2003	2004	2005	2006
	3.1	3.6	4.0	4.3	4.2	4.2	4.1

Table 5.5 Vocational and Technical Training for Adults

	Unit	2000	2001	2002	2003	2004	2005
Graduates of Non-diploma Education for Adults Held by HEIs	10,000 person-times	252.12	257.69	427.39	353.25	318.84	373.39
Graduates of Training Programmes by Secondary Vocational Schools	10,000 person-times	---	---	---	564.60	780.35	809.68
Graduates of Non-diploma Secondary Education	10,000 person-times	---	---	---	7242.08	6957.34	6743.87
Technical Training Schools for Adults	10,000	48.56	50.79	38.95	23.06	27.71	19.86
Teachers, staff and workers of Technical Training Schools for Adults	10,000 persons	49.40	48.50	39.74	45.72	51.45	52.62
Graduates of Technical Training Schools for Adults	10,000 person-times	9396.22	9270.44	8118.81	6677.47	6176.99	5934.19

**Table 5.6 Minor Drug Addicts (under 16) as a Percentage of All Drug Addicts (%)**

	2000	2001	2002	2003	2004	2005
Total	1.1	1.2	1.05	1.1	0.9	0.6

Source: The Mid-term Assessment Report on the Implementation of the National Program of Action for Child Development in China, May 2007.

VI. ELIMINATION OF ADULT ILLITERACY

Table 6.1 Basic Statistics on Training and Illiteracy Elimination Education for Adults

	Unit	2000	2001	2002	2003	2004	2005
Illiterate Population Eliminated Nationwide	10,000 persons	258.04	220.51	174.45	203.14	204.58	169.05
Teachers, Staff and Workers for Illiteracy Elimination Education	10,000 persons	10.87	8.98	8.07	8.63	10.84	8.94

VII. GENDER EQUALITY

Table 7.1 Proportions of Female Students in All Registered Students (%)

	2000	2001	2002	2003	2004	2005	2006
ECCE	46.08	45.39	45.32	45.25	45.17	45.09	44.84
Regular Primary Schools	47.60	47.33	47.20	47.08	46.96	46.82	46.01
Regular Junior Secondary Schools	46.17	46.49	46.70	47.42	47.37	47.33	47.27
Regular Senior Secondary Schools	46.17	46.69	46.70	45.08	45.81	46.43	46.83
Secondary Vocational Schools	49.29	49.66	48.36	51.88	51.47	51.00	50.38
Primary Schools for Adults	57.24	54.15	49.36	51.37	53.56	54.72	54.23
Illiteracy Elimination Classes	60.77	59.02	57.72	53.71	55.07	56.98	56.38
Junior Secondary Schools for Adults	46.64	45.19	46.42	47.59	39.93	43.46	45.83
Senior Secondary Schools for Adults	47.83	48.43	43.57	48.27	43.72	50.11	46.48
Special Education Schools	35.87	33.77	34.29	34.93	35.02	35.53	35.51
Institutions of Vocational and Technical Training	----	----	----	44.81	44.53	45.99	47.24



Table 7.2 Female Teachers as a Percentage of All Full-time Teachers (%)

	2000	2001	2002	2003	2004	2005	2006
ECCE	93.72	98.43	98.37	98.27	98.25	98.27	98.13
Primary Schools	50.63	52.16	52.91	53.56	54.22	54.79	55.23
Regular Junior Secondary Schools	41.38		43.31	45.29	45.87	46.45	

Note: The data of 2004 and 2005 are data of all the regular secondary schools, with no separate data for junior and senior periods.

Table 7.3 Gender Difference in Net Enrollment of Primary Schools (%)

		2000	2001	2002	2003	2004	2005	2006
Total	Female	99.07	98.20	98.53	98.61	98.93	99.14	99.29
	Male	99.14	98.30	98.62	98.69	98.97	99.16	99.25
East	Female	99.78	99.31	99.44	99.65	99.78	99.79	99.80
	Male	99.76	99.25	99.42	99.62	99.76	99.77	99.77
Centre	Female	99.46	98.44	98.78	98.34	99.26	99.38	99.63
	Male	99.43	98.33	98.80	98.40	99.24	99.38	99.61
West	Female	97.77	96.69	97.27	97.76	97.67	98.20	98.40
	Male	98.09	97.20	97.57	97.99	97.82	98.25	98.31
Urban	Female	99.53	99.15	99.24	99.60	99.84	100.06	100.20
	Male	99.56	99.17	99.32	99.61	99.85	100.10	100.22
County city and Towns	Female	99.34	98.00	98.41	98.73	99.43	99.12	99.31
	Male	99.31	98.19	98.50	98.84	99.50	99.27	99.40
Rural	Female	98.88	98.08	98.42	98.35	98.57	98.92	99.06
	Male	99.00	98.17	98.52	98.44	98.60	98.89	98.95

Table 7.4 Gender Difference in Gross Enrollment Rate of Primary Schools (%)

		2000	2001	2002	2003	2004	2005	2006
Total	Female	104.24	106.27	107.21	106.92	106.43	106.28	106.20
	Male	104.86	106.91	107.73	107.38	106.79	106.57	106.41
East	Female	103.99	106.59	107.81	107.54	105.98	105.55	105.22
	Male	104.29	106.87	108.11	107.83	106.28	105.85	105.51
Centre	Female	103.81	105.83	107.07	106.31	106.81	106.69	106.42
	Male	104.02	106.16	107.40	106.64	106.98	106.90	106.62
West	Female	105.04	106.39	106.72	106.89	106.54	106.67	107.04
	Male	106.46	107.76	107.66	107.66	107.15	107.04	107.18
Urban	Female	105.07	108.01	108.09	107.75	107.00	106.99	106.31
	Male	105.47	108.44	108.56	108.20	107.45	107.43	106.71
County city and Towns	Female	105.24	105.92	107.31	107.27	107.16	106.30	106.63
	Male	105.55	106.39	107.59	107.56	107.43	106.63	106.86
Rural	Female	103.76	106.03	107.00	106.63	106.10	106.11	106.03
	Male	104.51	106.75	107.59	107.14	106.44	106.34	106.17

Table 7.5 Gender Difference in Repetition Rate of Primary Schools (%)

	2000	2001	2002	2003	2004	2005
Total	0.29	0.31	0.30	0.31	0.26	0.24
Female	0.21	0.27	0.26	0.27	0.23	0.21
Male	0.34	0.36	0.34	0.34	0.29	0.27

Table 7.6 Gender Difference in Promotion Rate of Primary toward Junior Secondary Schools by Region (%)

		2000	2001	2002	2003	2004	2005	2006
Total		94.89	95.45	97.02	97.89	98.1	98.42	100.06
East		97.4	97.82	98.23	98.84	98.93	98.71	99.32
Centre		95.63	96.18	98.97	99.23	98.87	99.29	100.35
West		90.55	91.41	93.08	95.11	96.19	97.09	100.61
Total	Female	93.65	94.19	96.51	97.57	97.89	98.29	100.12
	Male	96.02	96.61	97.48	98.19	98.29	98.54	100
East	Female	96.16	96.34	97.67	98.43	98.71	98.44	99.5
	Male	98.56	99.2	98.73	99.22	99.13	98.96	99.15
Centre	Female	94.3	94.89	98.45	99.13	98.68	99.53	100.44
	Male	96.85	97.38	99.44	99.32	99.04	99.07	100.26
West	Female	89.32	90.37	92.56	94.57	95.95	96.68	100.53
	Male	91.63	92.34	93.53	95.59	96.41	97.45	100.69

Table 7.7 Gender Difference in Five-Year Survival rate of Registered Students of Primary Schools (%)

	2005	2006
Total	98.44	98.81
Male	98.42	98.85
Female	98.46	98.77

VIII. EDUCATIONAL QUALITY

Table 8.1 Rates of Full-time Teachers of Primary Schools with Qualified Diplomas by Region and Residence (%)

	2000	2001	2002	2003	2004	2005	2006
Total	96.86	96.81	97.39	97.85	98.31	98.62	98.87
East	98.19	98.25	98.58	98.88	99.14	99.32	99.46
Centre	97.5	97.32	97.89	98.25	98.62	98.84	99.07
West	94.39	94.4	95.35	96.14	96.95	97.51	97.93
Urban		98.65	99.01	99.24	99.45	99.6	99.73

County city and Towns	97.95	98.37	98.76	99.13	99.44	99.53
Rural	96.04	96.7	97.22	97.78	98.11	98.43

Table 8.2 Rates of Full-time Teachers of Junior Secondary Schools with Qualified Diplomas by Region and Residence (%)

	2000	2001	2002	2003	2004	2005	2006
Total	87.08	88.81	90.36	92.04	93.79	95.24	96.34
East	89.32	90.96	92.34	93.8	95.15	96.33	97.25
Centre	86.55	88.45	90.07	91.57	93.25	94.56	95.63
West	84.36	86.03	87.8	90.09	92.52	94.59	95.98
Urban		95.65	96.46	97.09	97.72	98.41	98.78
County city and Towns		90.49	91.75	93.48	94.94	96.06	96.95
Rural		84.74	86.62	88.74	91.31	93.2	94.8

Table 8.3 Proportions of Different Class Sizes in Primary Schools in 2000 (%)

	25 or Less	26-35	36-45	46-55	56-65	66 or More
Total	4.30	14.21	21.64	24.69	19.80	15.36
Urban	0.89	4.02	10.70	21.66	28.62	34.11
County city and Towns	1.98	8.41	16.24	24.09	24.43	24.85
Rural	5.38	17.16	24.60	25.29	17.35	10.21
East	2.37	10.09	20.68	27.93	23.20	15.73
Urban	0.57	2.90	10.39	23.88	31.96	30.30
County city and Towns	1.06	6.20	15.13	25.78	27.72	24.10
Rural	3.21	12.99	24.81	29.55	19.75	9.69
Centre	4.18	14.18	20.55	22.99	20.13	17.95
Urban	0.89	3.61	9.12	17.72	26.50	42.16
County city and Towns	2.59	10.37	17.44	22.93	21.82	24.84
Rural	5.04	16.62	22.96	23.78	18.80	12.79
West	6.38	18.44	23.69	23.07	16.00	12.41
Urban	1.47	6.56	13.39	23.16	25.62	29.80
County city and Towns	2.80	9.79	16.65	22.63	21.98	26.14
Rural	7.49	21.12	25.93	23.14	14.02	8.30

Table 8.4 Proportions of Different Class Sizes in Regular Junior Secondary Schools in 2000 (%)

	25 or Less	26-35	36-45	46-55	56-65	66 or More
Total	1.08	4.09	15.94	35.42	27.53	15.94
Urban	1.91	6.53	20.41	35.67	23.45	12.03
County city and Towns	0.78	2.94	14.49	37.30	28.33	16.16
Rural	0.96	3.86	15.20	34.37	28.47	17.13

East	0.57	3.02	16.32	41.08	25.48	13.54
Urban	1.31	5.96	22.00	39.95	21.37	9.42
County city and Towns	0.45	2.03	15.52	45.83	24.78	11.40
Rural	0.33	2.46	14.50	38.40	27.64	16.66
Centre	1.03	3.64	12.09	29.69	31.91	21.64
Urban	2.05	6.26	16.93	31.67	26.33	16.76
County city and Towns	0.78	2.93	10.67	28.47	34.31	22.84
Rural	0.81	3.13	11.18	29.57	32.66	22.65
West	1.92	6.23	20.28	34.31	24.99	12.27
Urban	2.87	8.04	22.51	33.37	23.19	10.03
County city and Towns	1.34	4.55	16.83	32.09	28.00	17.20
Rural	1.94	6.55	21.32	35.62	24.04	10.53

Table 8.5 Proportions of Different Class Sizes in Primary Schools in 2005 (%)

	25 or Less	26-35	36-45	46-55	56-65	66 or More
Total	31.23	20.69	19.85	15.37	8.17	4.68
Urban	7.38	14.63	24.71	27.06	17.04	9.18
County city and Towns	39.97	23.21	18.42	11.29	4.88	2.22
Rural	8.44	13.41	22.82	25.59	16.84	12.89
East	23.39	22.20	23.68	18.85	8.38	3.50
Urban	7.58	17.31	28.52	27.70	13.63	5.26
County city and Towns	7.61	14.75	26.21	28.11	15.00	8.32
Rural	33.46	26.17	21.36	13.08	4.58	1.35
Centre	34.16	19.28	18.02	13.93	8.39	6.22
Urban	8.40	12.76	20.35	24.61	19.31	14.58
County city and Towns	9.85	12.47	19.21	22.03	17.37	19.07
Rural	41.76	21.31	17.50	11.12	5.39	2.92
West	36.10	20.55	17.86	13.35	7.76	4.38
Urban	5.60	10.72	21.37	28.72	22.15	11.45
County city and Towns	8.37	12.17	20.90	25.05	19.36	14.15
Rural	43.18	22.75	17.06	10.13	4.65	2.23

Table 8.6 Proportions of Different Class Sizes in Regular Junior Secondary Schools in 2005 (%)

	25 or Less	26-35	36-45	46-55	56-65	66 or More
Total	1.25	4.05	13.31	30.33	27.83	23.23
Urban	2.08	6.55	17.73	33.43	26.07	14.14
County city and Towns	0.73	2.44	9.80	28.72	29.72	28.59
Rural	1.29	4.25	14.46	30.15	26.79	23.05
East	1.16	4.63	16.06	36.82	25.83	15.50
Urban	2.22	8.04	21.78	38.25	21.06	8.65

County city and Towns	0.62	2.66	11.88	36.61	28.61	19.62
Rural	0.95	4.36	17.13	35.62	26.18	15.76
Centre	1.08	3.18	9.86	24.08	28.59	33.21
Urban	1.74	4.91	13.36	28.77	30.36	20.87
County city and Towns	0.69	2.00	6.99	20.69	29.11	40.52
Rural	1.08	3.32	10.56	24.61	27.21	33.22
West	1.57	4.26	13.58	28.68	29.72	22.18
Urban	2.26	5.67	15.17	29.61	30.79	16.50
County city and Towns	0.95	2.57	9.55	24.89	32.15	29.89
Rural	1.87	5.28	16.83	31.98	26.84	17.20

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