



*National Report on Mid-term Assessment  
of Education for All in China*

*National Center For Education Development Research*

*Chinese National Commission for UNESCO*

*November 2008*

## FOREWORD

Since the World Conference on Education for All in Jomtien and the World Education Forum in Dakar, China has been actively participating in promoting Education for All. In order to materialize the developmental goals of Education for All, the Chinese Government, in various ways, has made solemn commitment to the “Declaration”, “Framework for Action”, and “Joint Action Plan” adopted by the related international conferences. In 2003, the Chinese Government formulated and promulgated *China’s Action Plan for Education for All*, which, on the basis of the 6 common commitments and 12 pledges specified in *The Dakar Framework for Action*, puts forward clear and concrete developmental goals and policy measures for China’s Education for All between 2001 and 2015 and makes an overall arrangement for this work.

The goals of social development and educational development that China has been actively pursuing are highly consistent with the developmental goals of Education for All advocated by UNESCO and the international community. The Chinese Government has included the arrangement for promoting Education for All in the general plan for national economic and social development and the plan for educational development, and has always treated Education for All as the priority field of educational development. With the joint efforts of the Government and the whole society, China has achieved world-acclaimed success in popularizing compulsory education, reducing illiterate population, lowering adult illiteracy rates, meeting the needs of youth and adults for life skills, and promoting educational equality, including gender equity.

In conformity with the requirements set by UNESCO Regional Office for Education in Asian and the Pacific Region for mid-term assessment of Education for All, and in light of the stage goals set by *China’s Action Plan for Education for All*, this report performs an all-round assessment of the progress with the 6 major goals of Education for All in China between 2001 and 2005, with 2000 as the base year for reference. To reflect the latest developments of Education for All in China, this report extends the time span of assessment to the year of 2006.

This report consists of ten chapters:

Chapter I The Social Background for Education for All

Chapter II The General Situation of Educational Development and the Implementation of China’s Action Plan for Education for All

Chapter III Child Care and Preschool Education

Chapter IV Popularization of Elementary Education

Chapter V Meeting the Needs of Youth and Adults for Life Skills

Chapter VI Adult Literacy

Chapter VII Gender Equity

Chapter VIII Promotion of the Quality of Elementary Education

Chapter IX Challenges, Goals and Countermeasures

Chapter X Improvement of the System and Mechanism for Promoting Education for All

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Appendix 3: List of Basic Data

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Since the World Conference on Education for All (EFA) in Jomtien and the World Education Forum in Dakar, China has been actively participating in promoting EFA. In order to materialize the developmental goals of EFA, the Chinese Government, in various ways, has made solemn commitment to the “Declaration”, “Framework for Action”, and “Joint Action Plan” adopted by the related international conferences. In 2003, the Chinese Government formulated and promulgated *China’s Action Plan for Education for All*, which, on the basis of the 6 common commitments and 12 pledges specified in *The Dakar Framework for Action*, puts forward clear and concrete developmental goals and policy measures for China’s Education for All between 2001 and 2015 and makes an overall arrangement for this work.

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## CHAPTER I: THE SOCIAL BACKGROUND FOR EFA

### 1.1 A SURVEY OF CHINA

#### 1.1.1 THE HISTORY, POLITICAL AND ECONOMIC SYSTEMS, AND ADMINISTRATIVE DIVISION

China is one of the countries with the longest history in the world. After 1840, then feudal China was gradually turned into a semi-colonial and semi-feudal country. The 20<sup>th</sup> century witnessed great and earth-shaking historical transformations of China. The Revolution of 1911, led by Dr. Sun Yat-sen, abolished the feudal monarchy and gave birth to the Republic of China. In 1949, the Communist Party of China with Chairman Mao Zedong as its leader founded the People's Republic of China.

China practices the socialist system. The Constitution of the People's Republic of China stipulates that all the power of the country belongs to the people and the National People's Congress is the highest organ of authority of the country. In politics, China adopts the system of multi-party cooperation and political consultation under the leadership of Communist Party of China. In economy, the country promotes the development of socialist market economy and practices with the basic economic system that the principal public ownership develops jointly with various ownerships.

Currently, the provincial-level administrative divisions of China include 4 municipalities directly under the Central Government, 23 provinces, 5 ethnic autonomous regions, and 2 special administrative regions, with Beijing as the nation's capital. Hong Kong and Macao are special administrative regions of China, and Taiwan is an inalienable part of Chinese territory.

#### 1.1.2 GEOGRAPHIC INFORMATION

China is located in the east of Asia and on the western coast of the Pacific Ocean. The country has a land area of 9.6 million square kilometers, a coastline of over 18,000 kilometers to the east and the south, and a water area of more than 4.70 million square kilometers for its inland and fringe seas. Totally 7600 islands distributed in the oceanic territories of the country, with Taiwan Island, of an area of 35,798 square kilometers, as the largest one. China shares a land border with 14 countries, and share sea borders with 8 countries. The terrain of China tilts from the west toward the east, with mountains, plateaus and hills accounting for 67% of the total land area while basins and plains accounting for 33%.



### 1.1.3 POPULATION

China is a developing country with the largest population in the world, accounting for about 1/5 of the world population. Based on the sampling statistics of 1% of the national population published by the National Bureau of Statistics of China, the total population (excluding that of Hong Kong and Macao SAR's and Taiwan Province) was 13.0756 billion at the end of 2005. The birthrate was 12.40‰; death rate, 6.51‰; and natural growth rate, 5.89‰. Compared with 2000, the population had increased by 3.2%, averagely 0.63% up per year. China is one of the densely populated countries in the world, but the distribution of its population is rather unbalanced: the population is very dense in the coastal regions in the east, but sparse in the plateau regions in the west.

In 2005, of the national population, the males took up 51.53% while the females, 48.47%, with the gender ratio standing at 106.30, 0.44 down from 2000. The ratio between urban residents and rural residents was 43 to 57, with the proportion of urban population growing by 6.77% compared with 2000. The ratio between the population of the Han nationality group and that of the minority nationalities was 90.6 to 9.4, and the latter has been growing faster than the former since 2000.

Along with the rapid development of education, the scientific and cultural quality of Chinese population has been significantly improved. Of the national population, the proportion of illiterates and people who have received no more than primary school education has gradually dropped, while that of the people who have received education of the secondary or a higher level has continuously ascended (See the Appendix). In 2006, the average number of years of education received by Chinese citizens was raised to 8.5 years, and that of the newly added labor force was increased to more than 10 years. However, compared with the international average level, especially that of the developed countries, the average number of years of education received by Chinese citizens and their scientific and cultural quality are still at a low level. In addition, obvious educational disparity exists between the urban and rural areas and among different regions and social groups.



Since the 1970's, the Chinese government has implemented the family planning policy across the country as a basic national policy, thus stabilizing the low birthrate, raising the population quality, improving the population structure, promoting the reasonable distribution of population, and boosting harmonious and sustainable development of population, economy, society, environment, and resources. The Chinese government has declared its aim to keep the population under 1.5 billion till 2020.<sup>1</sup>

The Chinese government has attached importance to developing the cause of public health and has continuously advanced the health levels of the population. The average life expectancy has been continuously increased, reaching 72.95 years in 2005, while the infant mortality rate has continuously declined, falling to 24.48‰ in 2005 (with the death rate of under-five children dropping from 250-300‰ when the People's Republic of China was newly established to 28.4‰ in 2004). The occurrence and death rates of epidemics, parasite illnesses, and endemics have both drastically declined. The newly diagnosed epidemics such as the SARS and bird flu have been effectively monitored and controlled, and noticeable progresses have been made in AIDS prevention and control.

In recent years, China has been actively promoting the urbanization of population and structural upgrade of industries, practicing the development strategy of boosting rural development with urban help and reciprocating agriculture with industrial support. The urbanization of population has been swelling at a rate over 1% each year. In 2005, the migrant population in China reached 147 million. With the population being urbanized at an annual rate of 1%, approximately another 300 million people will migrate out of the Rural till 2020. Numerous rural laborers have come to work in the cities, providing plenty labor force for the urban development as well as improving the rural economic conditions. Meanwhile, the massive migrant population has imposed tremendous strain on the infrastructure and public services of the cities and confronted the current Chinese society with some major challenges, including effective guarantee of the rights of the migrants such as their employment, education of their children, and their rights related to medical service and healthcare, social security, family planning, orderly flow and reasonable distribution of population, urban-rural coordination and regional balance in the process of development.

#### 1.1.4 LANGUAGE AND RELATED POLICIES

China has multiple ethnic minorities, spoken and written languages, with 56 minorities, over 80 spoken languages, and about 30 written languages. Chinese is the language with the largest population of users in China. The modern Chinese consists of the standard language (Putonghua) and dialects, with Putonghua as the official language according to law. Except for the Hui and Man ethnic groups that have adopted the Chinese language, the rest 53 minorities all have their own languages. The Chinese characters are used to record the Chinese language, and have had a history of about 6,000 years. Since the 1950s, China has renovated and simplified the current

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<sup>1</sup> See *The National General Plan for Scientific and Technological Development in a Medium and Long Term (2006-2020)* issued by the State Council on February 9<sup>th</sup>, 2006.

Chinese characters. The law stipulates that the standardized Chinese characters shall be the standard characters of the country.

While sticking to its basic language policies of popularizing Putonghua and promoting standardized Chinese characters, China has consistently upheld the policy of language equality and actively preserved the linguistic diversity, harmony and unification. In accordance with the laws including *The Constitution*, *The Law on Autonomy of Ethnic Regions*, and *The Law on the Standard Spoken and Written Chinese Language*, the spoken and written languages of all the ethnic minorities coexist on an equal basis, and no language discrimination, in whatever form, is allowed. All the ethnic groups have the freedom to use and develop their own spoken and written languages, which are mainly used in the fields of bilingual teaching, adult literacy, and press and news media. The Central Government encourages the ethnic groups to learn the spoken and written languages from each other.

#### 1.1.5 RELIGION

China is a country with a great diversity of religious beliefs, and the main religions are Buddhism, Daoism, Islam, Catholics, and Protestantism. In accordance with the Constitution, the citizens enjoy the religious freedom which is respected and protected by the government. All normal clerical activities performed by the clergy and all the normal religious activities held either at sites for religious activities or in believers' own homes in accordance with usual religious practices are protected by law as the affairs of religious bodies and believers themselves and may not be interfered with. According to the incomplete statistics, there are over 100 religious believers in China. Different religious organizations in China run their own affairs independently and set up religious schools, publish religious classics and periodicals, and run social services according to their own needs. As in many other countries, China practices the principle of separating religion from education; religion is not a subject taught in schools of the popular education in China. The various religious schools and institutes set up by the different religious organizations teach religious knowledge in line with their own needs.

#### 1.1.6 ETHNIC MINORITIES AND REGIONAL AUTONOMY

China is a united multi-ethnic state. There are 56 ethnic groups identified and confirmed by the Central Government. As the majority of population belongs to the Han ethnic group, China's other 55 ethnic groups are customarily referred to as national minorities. The national minorities, though small in numbers, are scattered over vast areas. Under the precondition of safeguarding the unity of the country, China practices the regional autonomy for ethnic minorities. At present, 44 ethnic groups enjoy the regional autonomy. Nationwide, there are 155 autonomous areas for ethnic minorities, namely 5 autonomous regions, 30 autonomous prefectures, 120 autonomous counties, and a total of more than 1500 ethnic townships. The areas under ethnic autonomy account for 64% of the total area of the national territory, and the ethnic population exercising autonomy accounts for 78% of the total population of the ethnic minorities of the country.



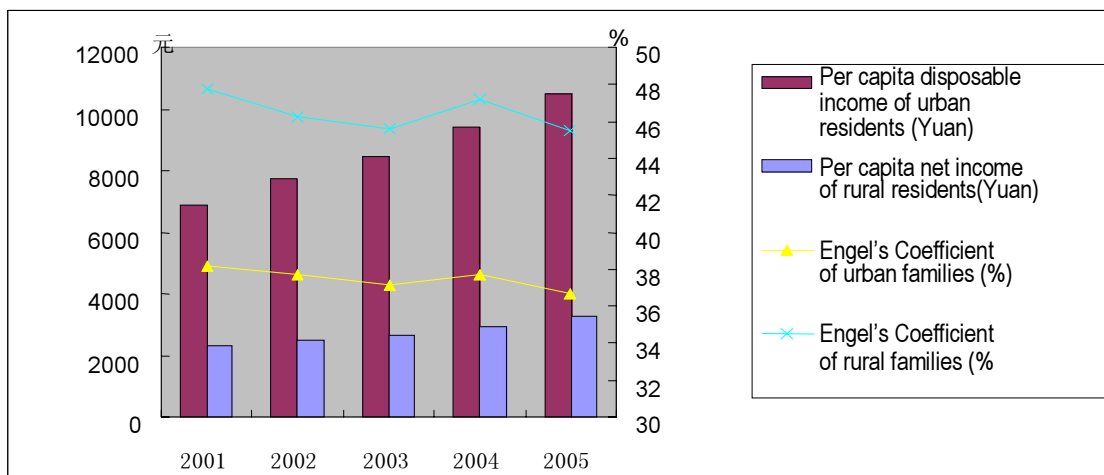
## 1.2 SOCIAL AND ECONOMIC DEVELOPMENT

### 1.2.1 LONG-TERM HIGH-SPEED ECONOMIC GROWTH

China is currently in an important transitional period of the modernization process, shifting from a traditional agricultural society to an industrial society and from the planned economy system to the socialist market economy system. Since the introduction of the reform and opening-up policy in late 1970s, China has sustained a rapid economic growth and achieved world-famous successes. Calculated in comparable prices, the GDP grew at an average annual rate of 9.7% and the GDP per capita at 8.5% between 1979 and 2006. In recent years, the Chinese economy has maintained a stable and rapid growth, with the continuous improvement of market mechanism and the drastic increase of the total volume of import and export. In the past 5 years, the GDP of China has been growing at an average annual rate of over 10%, higher than the world average for the same period. The economic strength of China has greatly increased. In 2006, with a GDP of RMB20.9407 trillion, China became the 4<sup>th</sup> largest economy of the world.

The national income per capita has grown rapidly and people's living standards have improved remarkably in China. The national income per capita exceeded 1,000 dollars for the first time in 2002, and exceeded 2,000 dollars in 2006. As the income of both urban and rural residents in China increases considerably, the Engel's Coefficient for both urban and rural families has steadily dropped, resulting in continuous decrease of impoverished population in the country. The rural population of absolute impoverishment of China was 250 million in 1978, with the rate of impoverishment occurrence (proportion of impoverished population) being 30.7%. The figures came down to 85 million and 9.4% in 1990, 32.09 million and 3.5% in 2000, and further down to 21.48 million and 2.3% in 2006.

Figure 1.1 Improvements of Living Standards for Chinese Residents between 2001 and 2005



### 1.2.2 PERIODIC FEATURES OF CHINA'S DEVELOPMENT

Along with its rapid economic development, China has also made world-famous achievements in political, cultural and social construction/development. The incomes of the residents, both urban and rural, have increased significantly and their living standards have remarkably improved, and the basic living of the impoverished population is guaranteed. New progresses have been made in building the democratic and legal systems, and the reform of the political system has been implemented at a steady pace. The public spiritual life has become more colorful. More employment opportunities are available, and the social security system has been further consolidated.

In the new century, the development of China has entered a new period and now assumes a series of new periodic characteristics, namely: with the significant improvement of the economic strength, the productivity level is generally still low, the ability of independent innovation remains weak, and the structural conflict and the extensive growth pattern formed over a long time have not been fundamentally overcome; whereas the mechanism of socialist market economy has been basically established, the development still faces barriers imposed by the systems and mechanisms, and the reform has come to its crucial stage and is confronted with in-depth conflicts and problems; whereas the people can generally live a well-off life, the trend of increasing disparity in income distribution has not been essentially reversed, the size of impoverished and low-income population, both urban and rural, is still considerable, and it has become harder to make an overall consideration of the interests of different sides; whereas impressive progresses have made in coordinate development, the basis of agriculture remains inadequate and agricultural development still lags behind, and it is a formidable task to narrow the gap between the urban and rural areas and that between different regions so as to promote harmonious development of economy and society; whereas socialist democratic politics has advanced continuously and the basic strategy of ruling the country according to law has been implemented substantially, the construction of democratic and legal systems still cannot fully meet the needs of economic and social development, and the reform of political system needs to be deepened; whereas the socialist culture has grown more prosperous, the people have a daily stronger spiritual and cultural aspiration and their thinking shows obviously higher levels of independence, selectiveness, variability, and diversity, raising higher demands for the development of advanced socialist culture; whereas the society has become remarkably more dynamic, the fundamental changes have taken place to the structure and organization of society and the composition of social interests, thus presenting many new issues for social construction and administration; whereas the opening-up scope has been expanded, the country is confronted with increasingly fiercer international competition, the long-term pressure imposed by the economic and technological dominance of the developed countries will remain for a long time, which increases risks, predictable or unpredictable, and leads to a more demanding task to coordinate the domestic development and the opening-up to the outside world.

## CHAPTER II: THE GENERAL SITUATION OF/A SURVEY OF EDUCATIONAL DEVELOPMENT AND IMPLEMENTATION OF CHINA'S ACTION PLAN FOR EDUCATION FOR ALL

### 2.1 GENERAL SITUATION OF EDUCATIONAL DEVELOPMENT

Prior to the foundation of People's Republic of China in 1949, the educational basis of China was fairly weak, and the enrollment rate for basic education was only around 20% and the illiteracy rate among the national total population exceeded 80%.<sup>2</sup> After the establishment of the People's Republic of China, the Central Government gradually improved its education system and achieved tremendous progress in its educational cause. Through vigorous efforts to popularize the basic education and promote the illiteracy elimination, China reached an ever-higher level of national basic education. In 1980, the national enrollment rate of elementary schools for school-age children reached 93%. The statistics of the national census indicated that the rate of adult illiteracy declined to 31.9% and the average education years for the population aged 15 or above reached 5.3 years in 1982.

Since China implemented the reform and opening-up policy in 1978, Chinese education has entered the fast track of development. The enrollment rates for schools of different types at all levels swiftly climbed, people enjoyed substantially more opportunities to receive education, and the average national education years also continued to rise. In 1986, China promulgated *The Law on Compulsory Education* and began to implement the 9-year compulsory education. In 1993, the Chinese Government issued *The General Plan for Educational Reform and Development* and proposed the goal of "basically popularizing the 9-year compulsory education and basically eliminating illiteracy among youth and mid-aged population". Through the joint efforts of the government and the whole society, China fulfilled this goal as scheduled. In 2000, the Two Basic Education had been realized in the counties with over 85% of the national population. From 1990 to 2000, the net enrollment rate of children of primary school age increased from 97.8% to 99.1%; the gross enrollment rate of the junior middle school rose from 66.7% to 88.6%; the illiteracy rate for population aged 15 or above dropped to 9.1%, and their average number of education years increased to 7.85.

As indicated in *the 2006 Global Monitoring Report for Education for All*<sup>3</sup> issued by UNESCO, the Educational Development Index (EDI) for Education for All of China was 0.954 in 2002, ranking 38<sup>th</sup> among all the 121 countries monitored, 16 places up from the 54<sup>th</sup> in 2001. Specifically, the index of the general net enrollment rate of primary education was 0.957, the adult literacy index was 0.909, the gender disparity index was 0.959, and the fifth grade survival rate was 0.990. The Chinese EDI for Education for All was not only higher than the other countries with large populations, but also higher than that of some high-income countries.

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<sup>2</sup> See Page 1 of *The Education of the People's Republic of China during the Past 50 Years* compiled by the Ministry of Education of the People's Republic of China.

<sup>3</sup> See *The 2006 Global Monitoring Report for Education for All* issued by the UNESCO.

Between 2001 and 2005, Chinese education has experienced a rapid development. The enrollment rates for education of different categories and levels further ascended, the teaching conditions improved significantly, and the educational quality reached a higher level. The 9-year compulsory education was popularized in a wider range, and the adult illiteracy rate continued to decline. Vocational education and training witnessed a fast development, and more than 150 million person-times of urban and rural laborers participated in the vocational training each year. The tertiary education entered a popularized development stage.

In 2006, 96% counties in China, which had 98% of the total population, realized the goal of “basically popularizing the 9-year compulsory education and basically eliminating illiteracy among youth and mid-aged population”. The net enrollment rate for children of primary school age rose further to 99.27%; the gross enrollment rate rose to 97% for the junior middle school stage, 59.8% for the senior middle school stage, and 22% for tertiary education; up to 3.66 million person-times finished the non-formal tertiary education of various forms and 65.08 million person-times finished the non-formal secondary education. The average national education years increased to 8.5 years.

At present, China has the largest education population in the world, and the enrolled population in different schools at all levels surpasses 200 million.

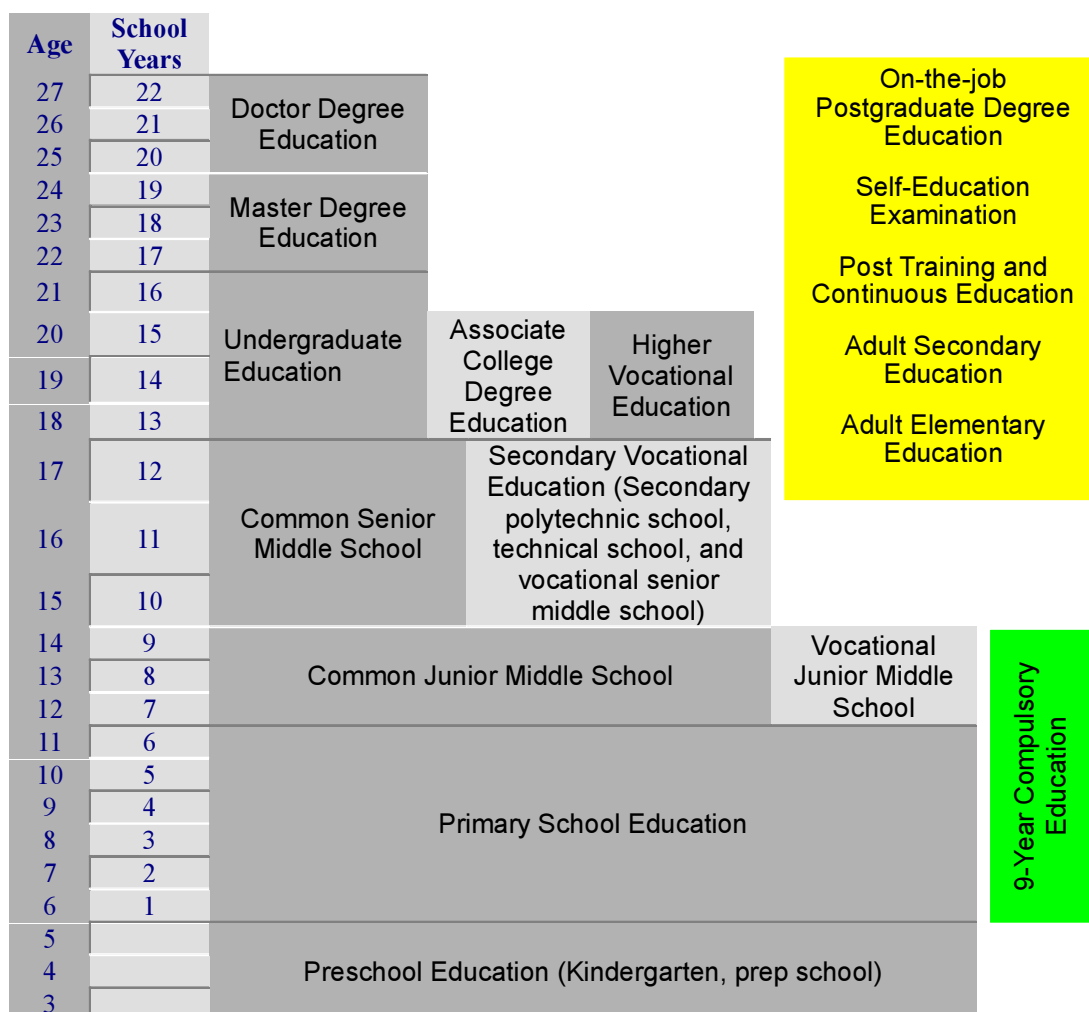
## 2.2 BASIC EDUCATION SYSTEM

China provides the preschool education, 9-year compulsory education, senior middle school education, tertiary education, vocational education, and adult education, and implements the systems of educational examination, educational certification, academic degrees, professional qualification certificates, and educational supervision and assessment. Since the 1980s, China has enacted a series of educational laws and regulations, including *The Law on Education*, *The Law on Compulsory Education*, *The Law on Teachers*, *The Law on Vocational Education*, *The Law on Higher Education*, *The Regulations on Academic Degrees*, *The Law on the Standard Spoken and Written Chinese Language*, and *The Law on Promotion of Privately run Schools*, as well as a number of administrative regulations such as *The Regulation on Elimination of Illiteracy*, *The Regulation on Education for the Handicapped*, *The Regulation on Teaching Qualification*, and *The Regulation on Kindergarten Administration*. These systems and laws are an important guarantee for promoting the healthy development of the education, ensuring the public access to education, and facilitating the education for all.

The Chinese government attaches much attention to the civil right of education and the equality of educational opportunities. The governments at all levels have taken various measures to ensure the enrollment of school-age children and teenagers, help the students in need for education access, and provide the opportunities for the citizens for the vocational education and vocational training of all forms. To ensure the equality of educational opportunities, the special support has been given to the educational development of the remote and poverty-stricken areas and the minority areas, as well as the disadvantaged groups such as the students from financially strained families, the handicapped, and the minority students.

The current school system of China is shown in the following chart. The formal school system comprises of: the kindergarten (3 to 5 years old); the 9-year compulsory education, consisting of primary education and junior secondary education (in most provinces, the primary education lasts for 6 years and the junior secondary school lasts for 3 years, but in a small number of provinces, the periods are respectively 5 and 4 years, and according to *The Law on Compulsory Education*, children begin their primary school education at the age of 6 or 7.); the senior secondary education comprising of the common senior middle school education and the secondary vocational and technical education (including vocational senior middle schools, secondary polytechnic schools, and technical schools); the tertiary education consisting of undergraduate education (4 years), associate college degree education and higher vocational education (2-3 years); and postgraduate education (including master degree education for 2-3 years and doctoral degree education for 3 years). The adult education system comprises of the adult elementary education (including the literacy classes), the adult secondary education, and the adult tertiary education, and the formal education or training for adults mainly in the non-formal ways.

**The School System of China**



### 2.3 IMPLEMENTATION OF THE STRATEGY OF REJUVENATING THE NATION THROUGH SCIENCE AND EDUCATION AND THE STRATEGY OF EDUCATION PRIORITY DEVELOPMENT

As the most populous developing country in the world, the Chinese Government has realized that education plays a fundamental, leading, and overall role in the social development, and that only through the vigorous development of the education and the development of the human resources can China, having limited natural and material resources, transform its heavy population burden into the advantages of human resources and boost the sustainable development of economy and society. In the past 10 years, through adopting the strategies of “rejuvenating the nation through science and education” and depending on talents to build a strong country, China has taken educational development and human resources development as its priorities, and regarded education as the priority of public policies during the course of economic and social development. In 2005, Hu Jintao, the CPC Secretary General, emphasized: the country must unwaveringly implement the strategies of “rejuvenating the nation through science and education” and depending on talents to build a strong country, effectively give education the priority for development, pursue an all-round, harmonious and sustainable development of the educational cause, and try to build China into a powerful country of human resources, so as to provide the guarantee of talents and human resources for the mission of building a well-off society in an all-round way and realizing the great renaissance of the Chinese Nation.

To realize the priority development of education, the Chinese Government proposed that the growth of financial educational funds shall significantly outpace the growth of regular revenues, and the financial educational funds shall gradually reach a scale of 4% of the GDP. In the past several years, the Chinese Government has made efforts to increase the investment in the public education, and preferentially used the increased public education funds for the education for all including the popularization of the compulsory education, lending strong support to the sustainable development of education for all.

### 2.4 COMMITMENTS OF THE CHINESE GOVERNMENT TO EFA AND ITS ACTIONS

China highly values education for all, and has actively participated in the progression of education for all of the international community. The delegations of the Chinese Government attended all the international conferences related to education for all held by the United Nations or its affiliated organizations, including the World Conference on Education for All (1990), the World Children Summit (1990), the World Conference on Human Rights (1993), the 5<sup>th</sup> World Women Conference (1995), the International Conference on Child Labor, all the sessions of conferences on education for all for E-9 countries, the World Summit (1996), and the Dakar World Forum on Education (2000), and has made solemn commitments to the Declaration, Framework, and Action Plan adopted by the international conferences.

Since the Dakar World Forum on Education in 2000, the Chinese Government has taken a series of actions, including:

--carrying out extensive and in-depth publicity of the conception of education for all and the commitment of the Chinese Government, in a variety of ways;



--setting up the national forum on education for all to strengthen the interdepartmental coordination on education for all;

--formulating and promulgating *China's Action Plan for Education for All (2001-2015)* in 2003;

--holding the Education Ministerial Meeting for E-9 Countries in Beijing in August 2001;

--holding in Beijing the 5<sup>th</sup> High-Level Meeting on Education for All of UNESCO (2005) with a theme of literacy and education in the rural areas.

--issuing the National Report on Education for All in China (2005)

--successfully holding the Regional Conference on Literacy in Asia and Pacific sponsored by UNESCO in Beijing in July 2007;

--holding a national meeting on the work of elementary education (2001), a national meeting on the work of ethnic education (2002), and two national meetings on the work of vocational work (2002, and 2005);

--successively issuing a series of decisions and orders, including *The Decision of the State Council on the Reform and Development of Elementary Education* (2001), *The Decision of the State Council on Vigorously Advancing the Reform and Development of Vocational Education* (2002), *The Notice by the Office of General Affairs of the State Council on Improving the Administrative Mechanism for Compulsory Education in the Countryside* (2002), *The Decision of the State Council on Further Strengthening the Educational Work in the Countryside* (2005); and formulating a sequence of documents, including *The 10<sup>th</sup> Five Year Plan for the Educational Cause of China*, *The General Plan on Children Development in China (2001-2010)*, *The General Plan on Kindergarten Education and Guidance*, *The Guiding Opinion on the Reform and Development of Kindergarten Education* (2003), *The Opinion on the Work of Illiteracy Elimination during the "10<sup>th</sup> Five Year Plan" Period*, *The Opinion on Further Carrying Out the Reform and Development of Special Education during the "10<sup>th</sup> Five Year Plan" Period*, *The Opinion on the Reform and Development of the Education for Teachers during the "10<sup>th</sup> Five Year Plan" Period*, and *The General Plan on the Curriculum Reform of Elementary Education*.

## 2.5 ISSUING AND IMPLEMENTATION OF CHINA'S ACTION PLAN FOR EFA

As required by *The Dakar Framework for Action*, the Chinese Government formulated *China's Action Plan for Education for All (2001-2015)* in 2003. In reference to the planning period for education for all proposed by UNESCO Regional Office for Education in Asian and the Pacific as well as the planning period of China for economic, social and educational development, this plan has 2001 as the starting year and 2000 as the base year for reference, and put forwards 6 major goals and main policy measures for Education for All during two planning cycles, 2001-2005 and 2006-2015 respectively.

*China's Action Plan for Education for All* not only provides a framework and the concrete goals for given stages for Education for All in China, but also supplies an operable policy basis, so that it greatly facilitates the implementation of the plan for Education for All. This action plan has been well implemented, and most of the stage goals it sets for 2005 have been realized. China has made noticeable progresses in the popularization of compulsory education, the reduction of illiterate population, the enhancement of skill training, the reduction of gender disparity, and the raising of the quality of elementary education.

## 2.6 ESTABLISHMENT AND IMPROVEMENT OF THE POLICY COORDINATION MECHANISM FOR EFA ALL

The Promotion of Education for All concerns many departments within the government as well as various non-governmental organizations. Therefore, it is crucial to establish an effective mechanism for the coordination and cooperation among different governmental departments and governments of different levels and between the governmental departments and the non-governmental organizations. In order to coordinate the educational policies of different departments, strengthen the interdepartmental cooperation, and facilitate the development of Education for All, China has established some corresponding policy coordination mechanisms. The national-level coordination mechanisms mainly include the following:

### 2.6.1 Leadership Group on Science, Technology and Education of the State Council

Established in 1998, its main duties are: to research and review the national strategy and major policies on the development of science, technology and education; to discuss and audit the important tasks and programmes of science, technology and education; and to coordinate different departments of the State Council and the local governments on major issues concerning science, technology and education. The head and co-heads of the group are respectively the premier and vice premiers of the State Council, and the members include the director of the National Development and Reform Commission, the ministers of education, science and technology, finance, and agriculture, and the president of Chinese Academy of Sciences. The office of the leadership group is located at the Office of General Affairs of the State Council, with the Secretary General of the State Council acting as the Office Director.

### 2.6.2 Leadership Group on Striving for the "Two-Basic Education" Goal in the West of China

The group was established in December 2003. Its head is the councilor of the State Council in charge of education, science and technology, and culture, and its co-heads are the minister of education and the deputy secretary general of the State Council. Its members include the relevant leaders from the National Developmental and Reform Commission, the ministers of finance, agriculture, and science and technology, the Office of Western China Development of the State Council, and the Office of Poverty Relief of the State Council. The office of the leadership group is located at the Ministry of Education, with one vice-minister of the Ministry of Education as the office director.

### 2.6.3 The Interdepartmental Joint Meeting Mechanism for Vocational Education

The mechanism was launched in 2004. The Minister of Education acts as the convener of the joint meeting, and the attendants include the relevant leaders from 7 departments, namely, the ministries of education, finance, personnel, labor and social security, and agriculture, the National Development and Reform Commission, and the Office of Poverty Relief of the State Council. The function of this joint meeting is to coordinate the work of vocational education in the country, and to facilitate the guidance, coordination, exchange and implementation of policies on vocational education. The office of the joint meeting, which takes charge of the daily affair, is located at the Ministry of Education.

#### 2.6.4 National Interdepartmental Coordination Group on Literacy

Established in 1994, the group is responsible for the macro guidance and inspection of the literacy work, motivating the whole society to support and participate in this effort. The head and co-heads of the group are minister and vice-ministers of the Ministry of Education, and the group members include the relevant leaders of All China Women's Federation, the Central Committee of Chinese Communist Youth League, the Department of Publicity of the CPC Central Committee, the ministries of culture and agriculture, the State Administration of Radio, Film and Television, the National Commission on Ethnic and Religious Affairs, the Department of Politics of PLA Central Committee, and China Association of Science and Technology. The office of the coordination group is located at the Ministry of Education.

#### 2.6.3 Leadership Group on Public Scientific Quality

Established in March 2006, the group mainly performs the following duties: to provide macro guidance for the implementation of *The General Action Plan on Scientific Quality of Citizens*; to research and formulate major policies to boost the implementation of the said action plan, and coordinate and solve the main problems encountered during its implementation; and conduct supervision and inspection of the work of local governments and various departments. A councilor of the State Council shall act as the head of the group, and a vice-chairman of China Association of Science and Technology shall act as its co-head. The members of the group include the deputy secretary general of the State Council and the relevant leaders of the Department of Organization and the Department of Publicity of CPC Central Committee, the National Development and Reform Commission, the ministries of education, science and technology, finance, personnel, agriculture, and labor and social security, the State Administration of Radio, Film and Television, Chinese Academy of Sciences, Chinese Academy of Social Sciences, Chinese Academy of Engineering, the Natural Sciences Foundation, All China Federation of Trade Unions, the Secretariat of the Central Committee of Chinese Communist Youth League, All China Women's Federation, and China Association of Science and Technology, where the office of the leadership is located.

#### 2.6.4 China Forum on Education for All

In conformity with the requirement of the Dakar Conference, in order to establish the EFA coordination mechanisms between departments and between the governmental organs and non-governmental organizations, China has launched the "China Forum on Education for All" sponsored by the Ministry of Education and China National Commission for UNESCO. The

members of the forum, besides the sponsors, include mainly the National Commission of Development and Reform, the ministries of finance, labor and social security, agriculture, health, and civil affairs, and the National Commission of Ethnic and Religious Affairs, as well as non-governmental and social groups such as All China Women's Federation, All China Federation of Youth, All China Federation of Trade Unions, China Association of Science and Technology, and China Children and Teenagers Foundation.

On December 9<sup>th</sup>, 2003, the first China Forum on Education for All was held in Beijing, China, of which the theme was to solicit related departments for their opinions on *China's Action Plan for Education for All*. After this event, the Chinese Government announced the said action plan.

Between December 12<sup>th</sup> and December 15<sup>th</sup> of 2004, the second session of China Forum on Education for All was held in Beijing. At this session, the participants obtained a fuller knowledge of the EFA Seminar for Asian and the Pacific, the 47<sup>th</sup> International Conference on Education, and the monitoring indicators of education for all, conducted group discussion of the plans of various Chinese provinces and municipalities for education for all, rural education, and education quality, and proposed specific working plans and suggestions.

Between January 1<sup>st</sup> and January 2<sup>nd</sup>, 2006, Chinese National Commission for UNESCO and UNTG co-sponsored the third session of China Forum on Education for All in Beijing. The theme of the session was to conduct exchange on the progresses in the interim assessment of the 10-year program of Education for All and discuss the key areas for future international cooperation. More than 100 people attended the forum. They were from the related departments and commissions of the Central Government, social organizations, 11 provinces and autonomous regions, and international organizations based in China.

These meetings of China Forum on Education for All not only facilitated interdepartmental coordination and cooperation in EFA implementation, but also played an active role in popularizing the EFA concept in the society and forming EFA consensus, thus strongly boosting EFA implementation in China.

## CHAPTER III: EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

### 3.1 EVER HIGHER PARTICIPATION IN CHILDREN EDUCATION

Since 2001, the preschool education of China has taken on a larger scale. The gross enrollment rate of preschool education for children aged between 3 and 6 has consistently advanced, reaching 41.4% in 2005 and 42.5% in 2006. The proportion of the first graders in primary school who have received preschool education has increased year after year, reaching 83.4% in 2005 and 84.7% in 2006, which was 4.8 percentage points higher than 2001. In urban areas, the figure has hit 90%. And the gap between the central and western regions and the eastern region has been narrowed to some extent. Generally speaking, children education is gradually being popularized in China, and most children have the opportunity to receive at least one year of preschool education before they enter the primary school.

Figure 3-1 Changes of Enrollment Rate of Preschool Education (%)

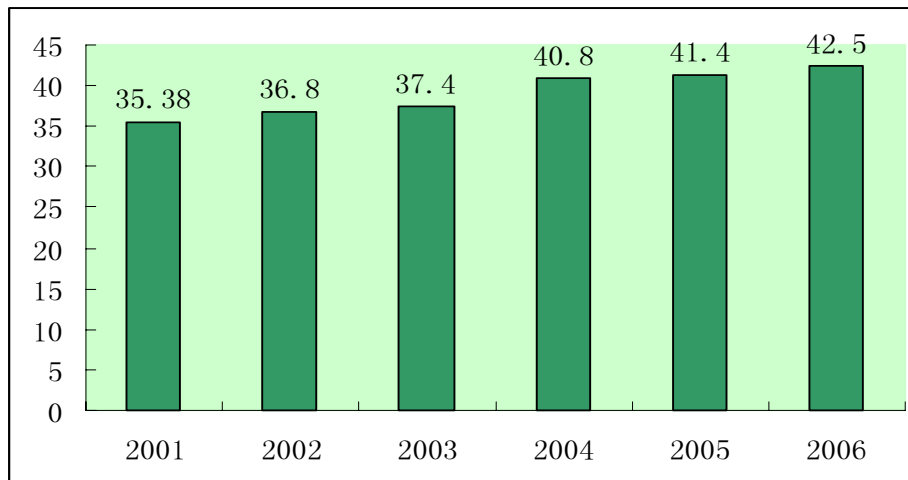
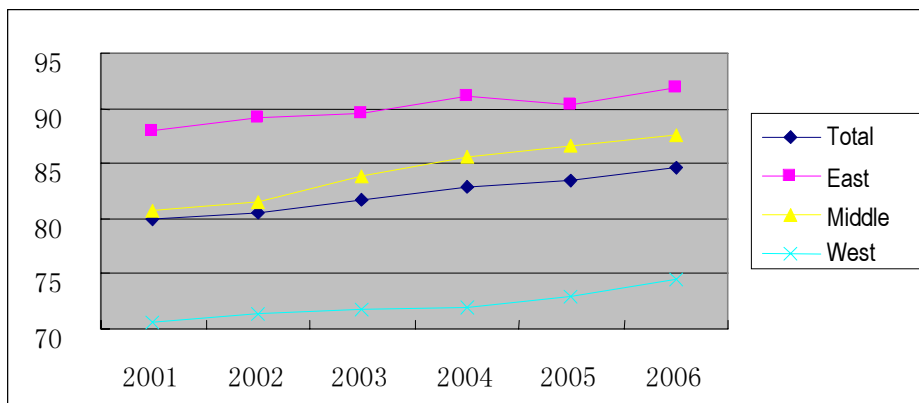


Figure 3-2 Proportion of First Graders of Primary School Having Received Preschool Education (%)



### 3.2 IMPROVED SUPPLY OF TEACHERS FOR CHILDREN EDUCATION

From 2000 to 2006, Chinese teachers for children education became more professional. Across the country, the proportion of the full-time kindergarten teachers who graduated from the children education major rose drastically by nearly 20%. Though showing a trend of narrowing, the gap between the western and central regions and the eastern region is still serious.

Since 2001, the student-teacher ratio of kindergartens of China has been decreasing in general. However, tremendous differences still exist between the central and western regions and the eastern region and between the urban and the rural. Especially, in the Rural, the student-teacher ratio of kindergartens is as high as 55: 1, far exceeding the limit set by the government and severely impeding the improvement of children education in rural areas. This phenomenon originates in lack of outlays for Rural kindergartens and the resulting management strategy of reducing costs by hiring fewer teachers.

Figure 3-3 Proportion of Full-time Kindergarten Teachers Who Are Graduates of Children Education Majors (%)

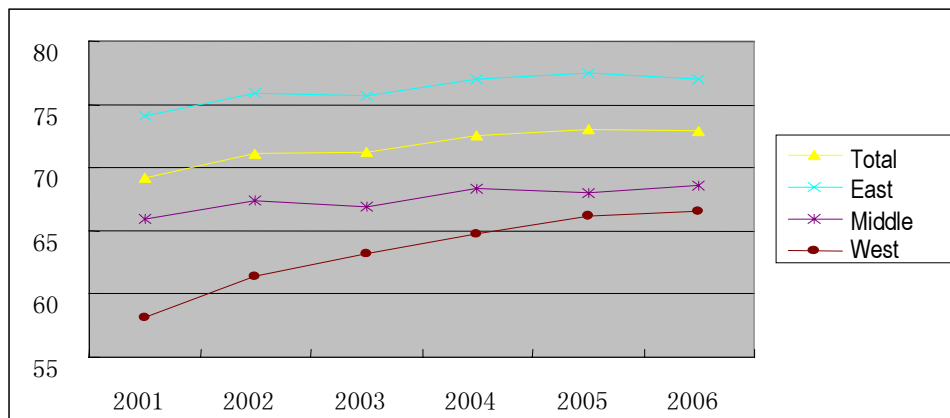
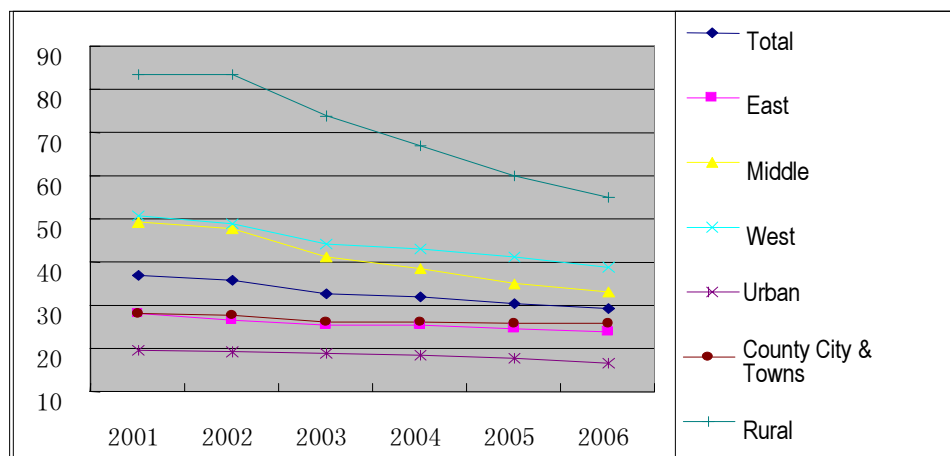


Figure 3-4 Proportion of Student-Teacher of Kindergartens



### 3.3 STRONGER GUIDANCE AND SUPPORT BY GOVERNMENT TO CHILDREN EDUCATION

In March 2003, the Office of General Affairs of the State Council forwarded *The Guidance Opinion on the Reform and Development of Children Education* jointly formulated by the Ministry and other departments. This document specified the goals of the reform and development of children education, and raised more specific requirements on improving the system and mechanism for administration of children education, implementing quality-oriented education in an all-round manner, promoting the quality of children education, and building a stronger team of teachers for children education. As a result, it has played an important role in guiding the reform and development of children education of the country.

Some local governments have enhanced their guidance and support to the development of children education, substantially performed their duty for development of children education, especially the preschool education in the Rural, stuck to the policy of mainly depending on public investment to operate rural kindergartens, used preschool education development as a standard for assessing the performance of town and township governments, and upheld the policy direction of operating high-quality kindergartens at low prices. Some local governments have actively explored the new systems for administration of children education in the Rural, clearly laid the responsibility for developing rural children education on the county-level and township-level governments, and advocated holding diverse forms of village-sponsored kindergartens (classes) mainly with support from the village committees so as to create opportunities for the Rural children to receive preschool education. Some local governments have adjusted the personnel establishment of teachers paid from financial finance, and paid sufficient consideration to the need of kindergarten teachers in allocating teaching resources. And some local governments even provide various forms of support, such as pension and Medicare, to teachers who are paid from public finance but qualified in related assessment.

### 3.4 DEVELOPMENT OF VARIOUS FORMS OF RURAL PRESCHOOL EDUCATION ACCORDING TO LOCAL CONDITIONS

The Rural is the key and also difficult area for popularizing preschool education due to scattered inhabitation, scarce outlays, and inadequate knowledge of parents. The Chinese Government encourages developing preschool education in the Rural in various forms in order to speed up popularization of children education. For instance, some places have transformed the school buildings that are idle after adjustment of local middle and primary schools into kindergartens, and re-trained the redundant teachers laid off by primary and middle schools as kindergarten teachers. This has not only brought into play the idle educational resources, but also boosted the local children education. At the mountainous rural areas, many usual forms, such as holiday classes, one-teacher itinerate teaching, circuit guidance stations, weekend game groups, elder children teaching younger ones, family guidance stations, and mother-children activities centers, have been adopted to provide more opportunities for rural children to receive preschool education.

To set up affiliated preschool classes at the primary schools is an important measure to popularize children education in China. The preschool class usually enrolls the children bound for primary

school one year later. Though the proportion of preschool classes in children education has generally declined in recent years, preschool classes are still a major form of preschool education and play an important role in increasing the enrollment rate of children education. In 2005, the students of preschool classes accounted 52.62% of all the newly enrolled students of kindergartens, and 39.26% of all the kindergarten students. In the rural areas of certain provinces, the students of preschool classes accounted for up to 90% of the kindergarten students.

Figure 3-5 Proportion of Children of Preschool Classes in All Kindergarten Students (%)

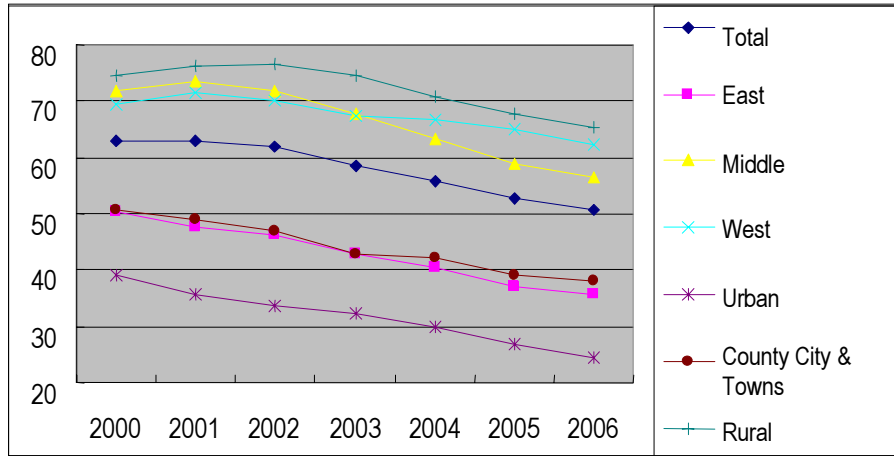
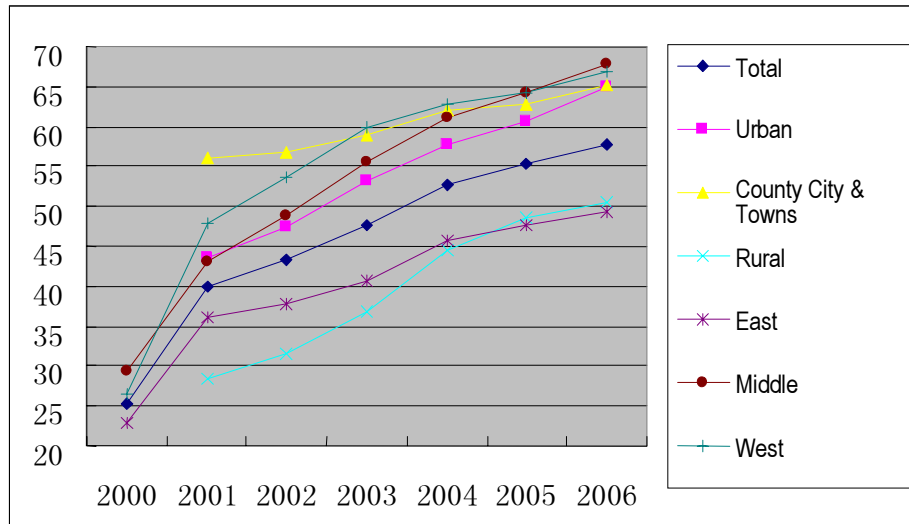


Figure 3-6 Proportion of Private Institutions in All Kindergartens by Region (%)



### 3.5 RAPID DEVELOPMENT OF PRIVATELY FUNDED CHILDREN EDUCATION

In recent years, the privately funded children education has developed very fast in China, and has assumed an ever-higher percentage in the whole children education. The proportion of privately funded kindergartens rose from 25.2% in 2000 to 57.8% in 2006, while their students accounted for 34.3% of all kindergarten students. In the central and western regions, this proportion is much higher than the national average. Particularly, for rural areas, this proportion is higher in the west



and central China than in the east. The rapid development of privately funded children education has largely alleviated the crunch of public resources for children education and popularized children education.

### 3.6 HIGHER LEVELS OF FAMILY EDUCATION

Family education is indispensable to the healthy development of infants, children, and adolescence, and is significant to materializing the goals of Education for All. In recent years, thanks to the intense care and strong support from the governments at all levels and the joint efforts by the educational departments and women associations, the family education cause of China has made continuous progresses. The general plan of China on children development specified the goals for development of family education, and laid down the national plan for the work of family education. Publicity of family education has spread to a large scope, the system and network for guiding this work have been established, and the guidance and service level has gradually advanced. More and more schools have been opened, which has played a constructive role in promoting the level of family education.

### 3.7 SUBSTANTIAL IMPROVEMENT OF CHILD HEALTHCARE

In line with the economic and social development as well as increased input by the government, China has achieved a higher level of healthcare for mother and children, planned immunity, and nutrition for children. The infant mortality rate and the mortality rate of children under 5 have become lower each year, respectively dropping from 32.2‰ and 39.7‰ in 2000 to 19.0‰ and 22.5‰ in 2005, realizing in advance the goal specified by The General Plan for Children Development of China (2001-2010) (which aims to reduce the benchmark figures of 2000 by 1/5, namely, to 25.76‰ and 31.76‰ till 2010). In particular, these rates have dropped remarkably in the rural areas. The proportion of underweight newborn babies has also demonstrated a trend of decrease. From 2000 to 2005, the proportion of newborn babies weighing less than 2500 kilograms dropped from 2.4% to 2.2%. In 2006, children suffering from Vitamin A deficiency accounted for 9.1% of the total, 2.1% lower than in 1998. The rate of children receiving planned immunity remained high. The rate for immunity with the four traditional vaccines reached over 98%, and vaccines against B-type hepatitis was included in immunity plans, and 98.96% of the reported carriers had received the vaccine injection. The breastfeeding rate for children aged between 0 and 6 months was 88.7% in 2005.<sup>4</sup>

The rate of use of sanitary toilets and tap water in the Rural rose each year, respectively ascending from 44.84% and 55.22% in 2000 to 55.31% and 61.32% in 2005.

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<sup>4</sup> Source: *The Interim Assessment Report on the General Plan for Children Development in China*

Figure 3-7 Mortality Rate for Children under 5 (‰)

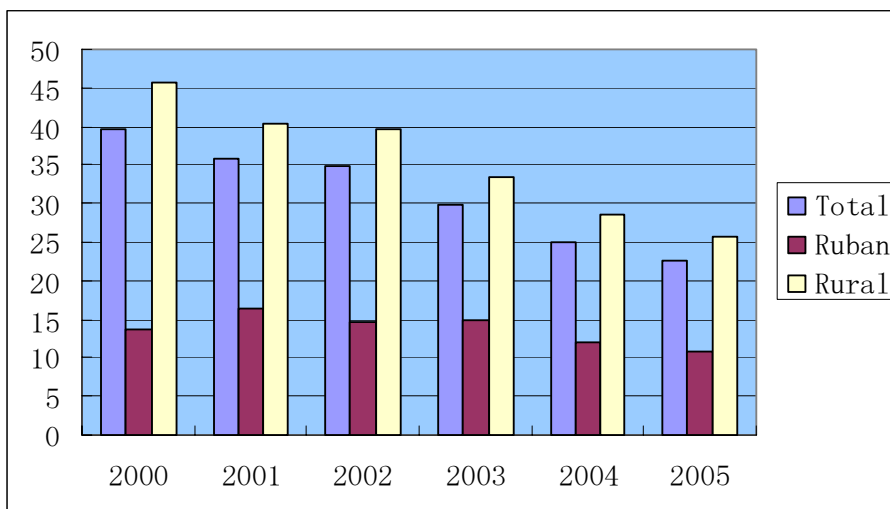
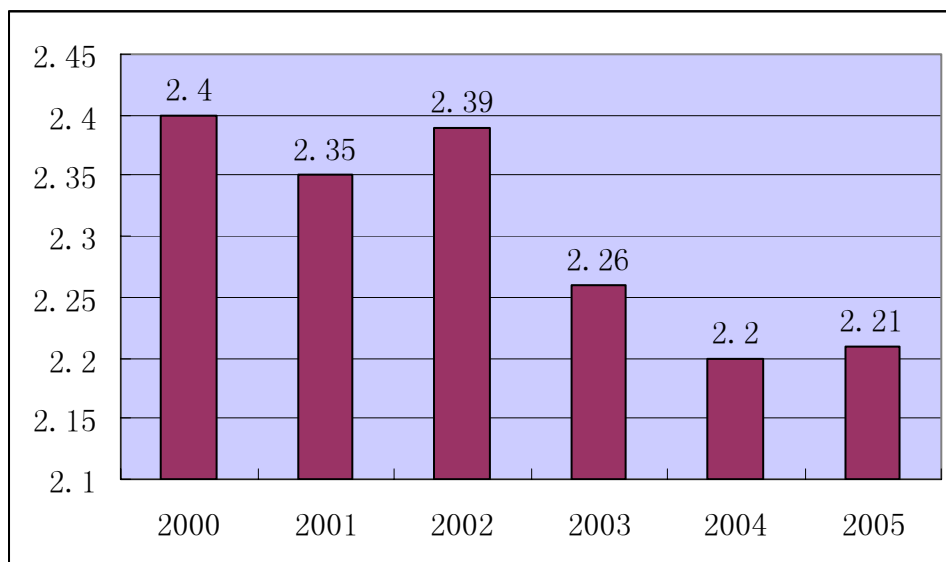


Figure 3-8 Proportion of Underweight Newborn Babies (%)



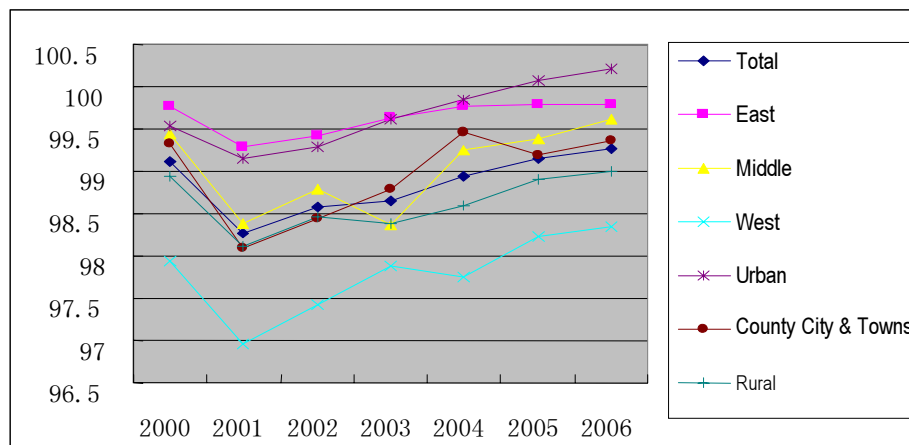
## CHAPTER IV: UNIVERSALIZATION OF BASIC EDUCATION

### 4.1 HIGHER POPULARIZATION OF COMPULSORY EDUCATION AND OBVIOUSLY SMALLER REGIONAL DISPARITY

In 2000, the 9-year compulsory education has been basically popularized and illiteracy has been basically eliminated among young adults in the areas with over 85% of the whole population of the country. China has shifted its working priority of popularizing the 9-year compulsory education to promoting the educational level in the western poverty-stricken areas and the ethnic areas and narrowing the gaps between urban and rural areas and among different regions, and has made noticeable progresses in this direction.

In 2005, the net enrollment rate of primary schools of China rose to 99.15%, and the urban-rural and regional differences were further reduced. The survival rates of primary and senior secondary schools also ascended each year, while the dropout rates declined. The five-year survival rate of primary school students rose from 94.54% to 98.44%, and the dropout rate came down from 0.55% to 0.45%; the three-year survival rate of junior secondary schools rose to 93.83%, and the dropout rate of regular junior secondary schools dropped from 3.21% to 2.60%; the promotion rate of primary school graduates toward junior secondary schools increased from 94.89% to 98.42%, with more drastic growth occurring in the western regions with a weaker economic and educational basis, up from 90.55% to 97.09%. The gross enrollment rate of the junior secondary school stage swelled from 88.6% in 2000 to 95.0% in 2005, rising by 6.4 percentage points.

Figure 4-1 Net Enrollment Rates of Primary Schools by Region between 2000 and 2006 (%)



Till 2006, the number of counties (cities, districts) that had been accepted as having fulfilled the “two-basically” goal increased from 2541 in 2000 to 2973, accounting for 98% of the total population compared to 85% in 2000. The net enrollment rate of primary schools in China reached 99.27%, and that of junior secondary schools 97%.

Figure 4-2 Gross Enrollment Rates of Junior Secondary Schools between 2000 and 2006 (%)

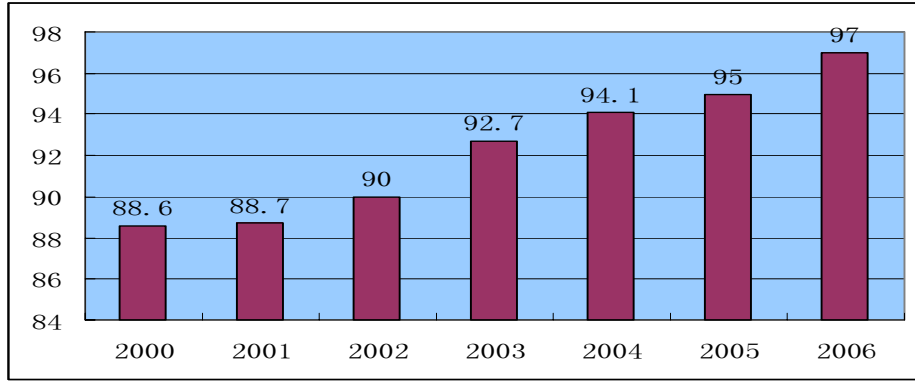
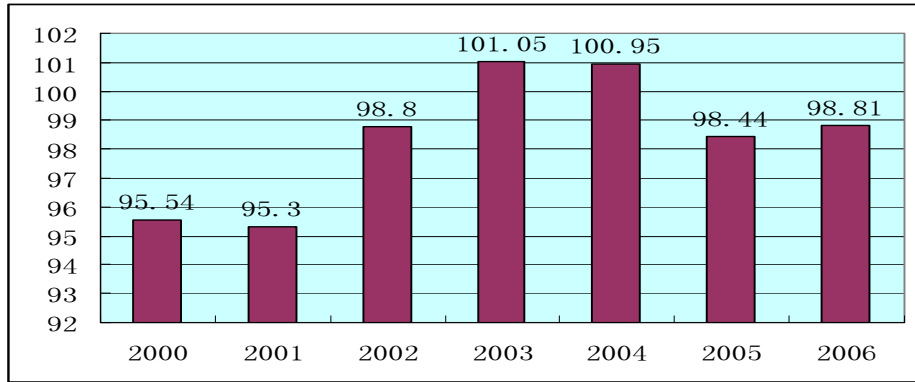
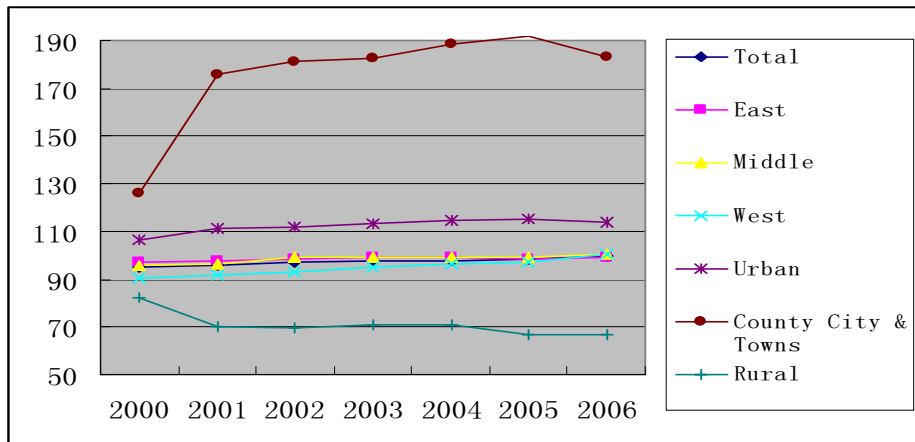


Figure 4-3 Five-Year Survival rates of Primary Schools between 2000 and 2006 (%)



Note: The survival rate exceeded 100% in certain years mainly because some dropouts returned to school.

Figure 4-4 Promotion Rates of Primary School Students toward Junior Secondary Schools (%)



Note: The promotion rates of the cities and towns exceed 100% while the rate of the Rural has declined mainly because enormous numbers of primary school graduates from the Rural have entered the junior secondary schools of cities and towns.

## 4.2 INCREASED FINANCIAL SUPPORT TO COMPULSORY EDUCATION OF POVERTY-STRICKEN AREAS

In order to facilitate balanced development of compulsory education and help the poverty-stricken areas to popularize compulsory education more rapidly, the Chinese Government has launched a series of major projects in the past decade.

### 4.2.1 IMPLEMENTATION OF “THE NATIONAL PROJECT OF COMPULSORY EDUCATION FOR POVERTY-STRICKEN AREAS”

During the “9<sup>th</sup> Five Year Plan” period (1996-2000), the country implemented the first phase of “The National Project of Compulsory Education for Poverty-Stricken Areas”, for which the central government invested 3.9 billion Yuan and, as a match, the local governments invested 8.7 billion Yuan, to assist 852 poverty-stricken counties in 22 provincial-level administrative areas in improving the conditions of the primary and secondary schools, especially renovating and expanding their teaching buildings. During the “10<sup>th</sup> Five Year Plan” period (2001-2005), the second phase of the “Project” was executed, for which the central government invested 5.0 billion Yuan and the local governments invested a matching sum of 3.83 billion Yuan, bringing the total investment to 8.83 billion Yuan. Of the investment from the central government, over 85% was applied to the poverty-stricken areas in the west. The second phase of the “Project” intensified the training of teachers for the poverty-stricken areas, and added new programs of providing free textbooks and equipment for IT education. The 522 counties aided under the project newly built, renovated or expanded totally 10,698 primary and junior secondary schools, trained headmasters and teachers of primary and junior secondary schools for 650,000 person-times, purchased a 280 million Yuan worth of instruments and equipment, added 2.03 million sets of desks and chairs, and obtained 24.24 million copies of additional books and materials. The implementation of the project greatly boosted the process of popularizing the 9-year compulsory education in the central and western regions.

### 4.2.2 IMPLEMENTATION OF “TWO-BASICALLY” BREAKTHROUGH PLAN FOR WESTERN REGION

Till the end of last century, the counties that had not realized the “two-basically” goal were mainly concentrated in the western provinces of China, and were largely national-level or provincial-level key counties for poverty-relief and supportive development, usually located in mountains, plateaus, and alpine regions, pastoral areas, semi-pastoral areas, and semi-desert areas, with adverse natural conditions and high proportions of ethnic population. To speed up the development of compulsory education in these areas, the Chinese Government in February 2004 began to implement “The ‘Two-Basically’ Breakthrough Plan for the Western Region” (2004-2007), aiming to realize the “two-basically” goal in the west of China by 2007. To realize this plan, the country has taken a series of important measures. One of them was “The Project of Constructing Boarding Schools in the Rural”, for which the central government invested a total of 10 billion Yuan. This project created the conditions to meet the needs of 2.2 million more boarding students for their learning and living. Another project, “The Project of Modern Distance Education for Rural Primary and Secondary Schools”, for which the central government invested 11.1 billion Yuan, is expected to be accomplished at the end of 2007. Under this project, a distance education network covering rural areas all over China will be established to allow the students of rural primary and secondary

schools in the western region to share excellent educational resources. With the efforts of the governments at all levels and the support of all walks of the society, the “two-basically” breakthrough plan has proceeded smoothly. Till the end of 2006, 317 of the 410 counties covered by the plan had passed the acceptance inspection for the “two-basically” target. Up to 96% of the total population in the western region are living in the areas that have fulfilled the “two-basically” goal, 19 percentage points higher compared with 77% in 2002, and the illiteracy rate among young adults had been reduced to less than 5%.

#### **Exhibit 1. The Project of Constructing Boarding Schools in the Rural**

In order to ensure that the “two-basically” goal can be obtained in the western region by 2007, meet the needs of the counties striving to realize the “two-basically” goal to expand the scale of compulsory education, and surmount the “bottleneck” problems that hinder the rural areas of the western region from popularizing compulsory education, the central government and the provincial-level governments have jointly organized the implementation of “The Project of Constructing Boarding Schools in the Rural”. Under this project, during a period of about 4 years starting from 2004, the central government will invest 10 billion Yuan to help to newly build or renovate and expand a number of boarding schools, which would be mainly junior secondary schools, in the western region. Meanwhile, under the precondition of reasonable distribution and scientific planning, the speed would be accelerated in renovating and expanding existing boarding schools with poor conditions and converting non-boarding schools into such where necessary, so as to ensure that the students in need of boarding can study at a boarding school with basic conditions. The scope for implementation of “The Project of Constructing Boarding Schools in the Rural” covers mainly the 372 counties that had not realized the “two-basically” goal at the end of 2002 and the 38 regiment-level farms of Xinjiang Production and Construction Corps, including the ethnic autonomous prefectures of some central provinces covered by the National Western Development Program and the counties in the central region that had not realized the “two-basically” goal, as well as, but to a lesser degree, the counties in the western and central regions that, though having realized the “two-basically” goal, still had a weak basis. The schools included in “The Project of Constructing Boarding Schools in the Rural” must be the government-sponsored ones that would be preserved during the structural adjustment of primary and secondary schools and were independent rural (including towns) schools (including vocational junior secondary schools and special education schools).

#### **4.3 ESTABLISHMENT OF MECHANISM TO GUARANTEE FUNDS AND FULLY EXEMPT TUITION AND MISCELLANEOUS FEES FOR RURAL COMPULSORY EDUCATION**

Since 2003, the Chinese Government has attached top priority to rural education and consistently applied most of the added government expenditures for education to rural education in an effort to narrow the educational gaps between the rural and urban areas and among different regions. At the end of 2005, the State Council decided to reform the funding mechanism for rural compulsory education, provide full guarantee to it with public finance, and establish a new guarantee mechanism whereby the central government and local governments shall share the costs of rural compulsory education as per specified items and proportions. This reform has raised the level of guarantee to the public funds for the rural schools of the compulsory education stage, set up an effective long-term mechanism for maintenance of the teaching buildings of these schools, and consolidated the salary guarantee mechanism for their teachers. This reform with profound and far-reaching significance was launched in the rural areas of the western region in the spring term of 2006, and is now in full swing across the country.



Since the promulgation of *Compulsory Education Law of the People's Republic of China* in 1986, the government has been paying the majority of the funds for compulsory education (salaries of the teachers and construction expenses of school buildings), but the students have been required to pay small amounts of miscellaneous charges to complement the public expenses of the schools. With a view to lighten the economic burden of the families of students and promote equality of compulsory education, the Chinese Government initiated in 2006 its policy of exempting the students from miscellaneous charges in the rural compulsory education of the western region, and has brought benefit to 52 million rural students of the western and central regions. In 2007, this policy spread to all rural areas of the country, bringing benefit to 150 million rural students. The urban schools of the compulsory education stage will also gradually stop collecting miscellaneous charges.

#### 4.4 INCREASED SUPPORT TO IMPOVERISHED STUDENTS

In 2001, the state started its pilot program of providing free textbooks to the students of the compulsory education stage in the poverty-stricken areas who came from families with economic difficulties, and has hence provided ever-stronger financial support in this aspect. In 2006, the central government supplied 2.8 billion Yuan and the local governments supplied 2.96 billion Yuan to provide free textbooks to 37.30 million students in the rural areas from families with economic difficulties, of whom the 7.80 million boarding students, who accounted for a half of all the boarding students of the compulsory education stage, received living subsidies. Statistics shows that such policies have substantially reduced the burden of compulsory education expenses on peasant families, by 140 Yuan per year for a primary school student and 180 Yuan per year for a junior secondary school student. Based on the statistics, since the introduction of the new mechanism to guarantee the funds for rural compulsory education, about 200,000 dropout children have returned to school in the western region. The Chinese Government has decided to provide free textbooks of national courses to all the rural students of the compulsory education stage from the autumn of 2007.

#### 4.5 ACTIVE PROMOTION OF BALANCED DEVELOPMENT OF COMPULSORY EDUCATION WITHIN A REGION

Since 2005, the Ministry of Education has formulated some policies and measures to promote balanced development of compulsory education. Local governments have intensified their efforts to renovate the weaker schools, both rural and urban, in an effort to narrow the inter-school disparities. Some places have gradually unified the urban and rural funding for each student of the compulsory education stage, and boosted the balance of school conditions. Others have established the mechanisms for the exchange and relay of teachers among different schools, and basically realized even distribution of teaching resources. Still others have heightened their efforts to reform the weaker schools to narrow the differences among schools.

#### 4.6 INCREASED SUPPORT TO EDUCATION OF MIGRANT AND DISABLED CHILDREN

As enormous numbers of peasants come to work in cities as migrant workers, the education of their children has aroused the great concern of the society. Faced with this new situation in recent years,

the state has articulated the guiding principle of “The government of the destination city of migration and the local full-time public primary and junior secondary schools shall take the main responsibility for the education of the children of migrant workers”. Local governments have taken active measures, and have guaranteed and improved the education of such children.

Meanwhile, the governments at all levels have paid great attention to the education and guarding of the left-behind children who have not followed their parents to the cities but continue to attend rural schools, and taken it as an important content of the work of consolidating local compulsory education. As required by the Ministry of Education, files shall be kept of the left-behind children and a mechanism of dynamic management and monitoring shall be set up to guarantee the education and protection of left-behind children.

Between 2001 and 2005, China Disabled Persons’ Federation and the Ministry of Education successively carried out “The Project of School Enrollment of Blind Children in the Central and Western Regions”, “The Project of Assisting the Disabled and Supporting Their Education”, and “The Project of Supporting Education with Welfare Funds from Lottery Sale”, which have cost an accumulative total of nearly 120 million Yuan and have provided support to disabled students for more than 50,000 person-times. Meanwhile, the local governments have generally increased their input for special education, and all sectors of the society have launched a variety of activities to assist the disabled and support their education.

#### 4.7 ESTABLISHMENT OF MECHANISM FOR SUPERVISION, INSPECTION, ASSESSMENT AND ACCEPTANCE OF “TWO-BASICALLY” WORK

In order to realize the goal of “basically popularizing the 9-year compulsory education and basically eliminating illiteracy among young adults”, and in compliance with the detailed rules issued by the State Council on implementation of *Compulsory Education Law*, China established in 1994 the “two-basically” assessment and acceptance mechanism, whereby all the counties (cities, districts) that have realized the “two-basically” goal shall be assessed for acceptance, and the provincial-level entities of which all the counties (cities, districts) have realized the “two-basically” goal shall be subject to comprehensive supervision and inspection (“national ‘two-basically’ inspection” for short).

The counties (cities, districts) that have realized the “two-basically” goal shall be assessed for acceptance in terms of the degree of popularization, quality of teachers, school conditions, educational funds, educational quality, and literacy promotion. The assessment and acceptance procedure is as follows: The government of a county-level entity conducts self-inspection and, if it believes that the entity has satisfied the acceptance standards for the “two-basically” inspection, files an application; the provincial-level government shall organize the assessment and acceptance, and report the results to the department of the central government in charge of education administration, which, in turn, shall review and publish the results. The national “two-basically” inspection verifies that a provincial-level entity has fully realized the “two-basically” goal. A provincial-level entity with all its counties (cities, districts) having realized the “two-basically” goal shall be subject to comprehensive supervision and inspection. Prior to the national inspection, however, this entity shall conduct full and thorough internal inspection to find out and rectify the



existing problems, and submit a “two-basically” application report to the central government in the name of the provincial-level government. The national supervision team will not carry out the supervision and inspection before it has executed rigorous review of the performance, self-examination, and problem rectification by the provincial-level government concerning the “two-basically” indicators. Till the end of 2007, the provinces (autonomous regions/municipalities directly under the central government) that have qualified in the national “two-basically” inspection had increased to 24 (including Xinjiang Production and Construction Corps) from 11 in 2000.

The “two-basically” supervision, inspection, assessment, and acceptance have generated a remarkable effect. They have further strengthened the sense of responsibility of the governments at all levels toward compulsory education, and have induced greater investment in this undertaking. They have facilitated the solution of the thorny and key problems of compulsory education, and created a good atmosphere wherein the whole society values and supports education. In all, they have forcefully ensured the accomplishment of the historic “two-basically” tasks.

## CHAPTER V: MEETING THE LEARNING NEEDS OF YOUTH AND ADULTS FOR LIFE SKILLS

Over the past 20 odd years, along with the development and changes of Chinese economy and society, various new forms of education were born, including vocational and technical education, pre-job training of laborers, on-the-job training of employees, job-transfer training, and reemployment training, and the society has had ever-greater needs for vocational and technical education and training. Hundreds of millions of peasants are flowing to the cities, which presents a demand for vocational and technical education and training. In order to meet the needs of the youth and adults to learn the increasing and diversifying skills, the Chinese Government has laid down a developmental goal of vigorously developing vocational and technical education and training for all, raising the quality of the whole nation, developing a learning society where all people are learning and will be learning for their whole life, and building a strong country in terms of human resources. To enhance the coordination among governmental departments for their policies on vocational and technical education and training, China has established an interdepartmental agency named the Committee for Coordination of Vocational and Technical Education.

### 5.1 EXPANSION OF SCALE OF SECONDARY VOCATIONAL AND TECHNICAL EDUCATION

In the past years, the Chinese Government has adjusted the structure of secondary education and adopted a policy of expanding the scale of secondary vocational and technical education. In 2005, the Ministry of Education issued *The Opinion on Speeding Up the Development of Secondary Vocational and Technical Education*, requiring secondary vocational and technical education to reach an equal scale with the regular senior secondary school education and realize fast, healthy and sustainable development. For two years successively in 2005 and 2006, the secondary vocational schools have expanded their enrollment by 1 million each year, and they newly enrolled 7.48 million students in 2006, bringing the scale of registered students to a historic high of 18.10 million. The rapid development of secondary vocational education has satisfied the needs of more youth and teenagers to learn professional skills.

### 5.2 IMPLEMENTATION OF VARIOUS PROJECTS OF VOCATIONAL EDUCATION AND TRAINING

In order to enhance the vocational and technical training of youth and adult laborers, the Chinese Government has implemented in recent years a series of training projects, including “The National Project of Cultivation and Training of Skilled Talents”, “The Project of Transfer Training of Rural Labor Force”, “The Project of Training Practical Talents for the Rural”, “The Project of Scientific and Technological Training for New Types of Peasants”, and “The Project of Adult Continuing Education and Re-employment Training Concentrating on Promotion of Vocational Skills”. The governments at all levels, numerous vocational colleges and schools, and various enterprises have participated in the effort to provide training services. In recent years, hundreds of millions of urban and rural laborers have benefited from such training plans each year. For example, in each year, about 35 million person-times of training for the transfer of rural labor force and about 45 million person-times of training of practical talents for the Rural have been executed.

### Exhibit 2. The “Sunshine Project” of Transfer Training of Rural Labor Force

To strengthen the training for the transfer of rural labor force, the Chinese Government has formulated The National Plan for Training of Migrant Workers between 2003 and 2010. On the basis of this plan, since 2004, the ministries of agriculture, finance, labor and social security, education, science and technology, and construction have jointly organized the implementation of “The Sunshine Project of Transfer Training of Rural Labor Force” (the “Sunshine Project” for short).

The Sunshine Project, funded with public finance, implements model programs of vocational and technical training of rural laborers before their transfer to non-agricultural sectors for employment, mainly in the grain production bases, major origins of migrant workers, poverty-stricken areas, and former bases of communist revolution. The project has been organized and implemented under the principle of “The government promotes, the schools sponsor, the related departments supervise, and the peasants benefit from the training programs”, in an endeavor to raise the quality and working skills of the rural laborers, facilitate their transfer to non-agricultural industries and cities, stabilize their employment, and increase their income.

The targets of the project are as follows: During the period from 2004 to 2005, the focus of the assistance will be placed on holding short-term vocational and technical training in the major areas of grain production, major origins of migrant workers, poverty-stricken areas, and former bases of communist revolution, exploring the training mechanism, and laying the foundation for massive training, with an aim to train totally 5 million rural laborers, or 2.5 million a year; between 2006 and 2010, large-scale vocational and technical training will be launched across the country, the training mechanism for the transfer of rural labor force will be set up and completed, the development of rural human resources will be intensified, and 30 million rural laborers will be trained, or 6 million a year; after 2010, following the requirements of the coordinate economic and social development of both the urban and the rural, the training of rural labor force will be incorporated into the national education system, and the scale and level of the training will be expanded and lifted, so as to ensure that the scientific and cultural qualities of rural laborers can generally match the level of the modernization development of the country.

The “Sunshine Project” focuses on the programs of vocational and technical training, and provides help to the guided training, which usually lasts for 20 to 180 days. The contents and curricula of the training should be arranged according to the national vocational standards and the needs of jobs. The government and individual peasants shall share the training expenses under the “Sunshine Project”. The government subsidy consists of the supportive input from the central government and that from the local governments. Between 2004 and 2007, the project received an accumulative total of 2.15 billion Yuan from the central finance, training 12.30 million rural laborers, of whom 10.63 million, or 86.4%, were transferred to, and employed by, non-agricultural sectors. Following the example set by the central government, the local governments invested over 3 billion Yuan, and trained more than 20 million peasants. The implementation of the “Sunshine Project” forcefully increased the income and raised the living standards of rural residents. Based on the sampling survey in 2007, the average income of the trainees of the “Sunshine Project” who were transferred to non-agricultural employment reached 983.5 Yuan a month, 131.3 Yuan more compared with last year, and 277.5 Yuan higher than that of migrant workers who did not receive the training.

### 5.3 ENHANCED TRAINING OF PRIMARY AND SECONDARY SCHOOL STUDENTS FOR PRACTICAL AND LIFE SKILLS

In recent years, in the course of curriculum reform for basic education, the educational organizations of all types and levels have been advised to enhance training of the students for practical and life skills and place emphasis on unification of class teaching and production practice, taking into consideration the characteristics of the physical and psychological development of the children and teenagers. For instance, kindergartens are required to train the children on practical

abilities and basic life skills through game activities; the curricula of compulsory education are thus designed to include comprehensive practical learning activities, and the primary and secondary schools are advised to encourage their students to participate in all sorts of extracurricular activities, through which they can develop their practical abilities as well as a sense of responsibility toward the society. In view of their actualities, schools of all levels and types should encourage their students to participate in productive labor and practical activities, develop a practical spirit and industrious character, and master basic life and labor skills through exposure to nature and the society. Many areas have established the system for youth and teenagers to take part in community service and construction.

### **Exhibit 3. The Project of Scientific and Technological Training for New Types of Peasants**

Since 2006, the ministries of agriculture and finance have organized the implementation of “The Project of Scientific and Technological Training for New Types of Peasants”.

Guided by the general design, namely, “Concentrate on the leading industries, train professional peasants, give classes and guidance at villages, and develop a flagship product for each village”, and with the village as the basic unit, the project provides training at the villages. The training covers the critical technologies involved before, during and after the production process, the knowledge of business management, the basics of law, and the knowledge about rural ecological and environment, in an attempt to raise the agricultural skills of the peasants, boost agricultural production development, and increase income of peasants.

Between 2006 and 2007, the training under the project was launched in 20000 villages of 600 counties. The central government made a special-purpose investment of 300 million Yuan, and the local governments matched it with 150 million Yuan. Totally the project held 337,000 training sessions, provided on-site instruction for 6.045 million times, and trained 1.53 million full-time peasants. Inspired by this project, the local governments also trained 5 million people.

“The Project of Scientific and Technological Training for New Types of Peasants” has assumed some characteristics as follows: In terms of training contents, the curricula are set around the leading industries of a village, with the focus usually on high-efficiency cultivation, scale breeding, facility agriculture, and featured agriculture. The training concerns little theory but much practice, and emphasizes applicability. In terms of training methods, the project comprehensively utilizes the methods of centralized classes, on-site instruction, and scientific and technological services, aiming at tangible effects. On the basis of the “face-to-face” classroom teaching, the project also makes full use of other means such as newspapers, radio and television to carry out the training and expand its coverage. As for the management mechanism of the project, “The central government shall make payment directly to the villages, the training must be ensured for each individual, the institutions shall be hired through bidding, and the funds shall be managed through the reimbursement system”.

#### **5.4 INCREASED INPUT FOR VOCATIONAL EDUCATION, AND ENHANCED ABILITY BUILDING OF VOCATIONAL COLLEGES**

To promote the development of vocational education, China has in recent years enhanced the basic ability building of vocational education, and has launched a number of programs in this concern, such as “The Program of Constructing Practice Bases for Vocational Education”, “The Program of Constructing County-Level Centers of Vocational Education”, “The Program of Constructing Exemplary Secondary Vocational Schools”, “The Program of Advancing the Qualities of Teachers of Secondary Vocational Schools”, and “The Program of Constructing National-Level Exemplary

Institutions of Higher Vocational Education”. During the “11<sup>th</sup> Five Year Plan” period (2006-2010), the central government will invest over 10 billion Yuan for the basic ability building of vocational education, and solidly improve the teaching conditions and teaching quality of vocational colleges and elevate their levels of management.

#### 5.5 ESTABLISHMENT OF GRANT SYSTEM FOR STUDENTS OF SECONDARY VOCATIONAL EDUCATION

In order to encourage more adolescents to study in secondary vocational schools and lighten their economic burdens, the central government in 2006 arranged 800 million Yuan for the special purpose of providing aid to those from financially strained families. In 2007, the state instituted a new national grant system for secondary vocational schools. This system is universally beneficial, and its beneficiaries include all the students of the first and second grades in secondary vocational schools who are from the Rural and towns or from urban families with economic difficulties. Each student received a grant of 1500 Yuan a year. Totally, the supported students were 16 million, accounting for 90% of all the registered students of secondary vocational schools. In 2007, the central and local governments together invested more than 10 billion Yuan as the national grant funds to the secondary vocational schools.

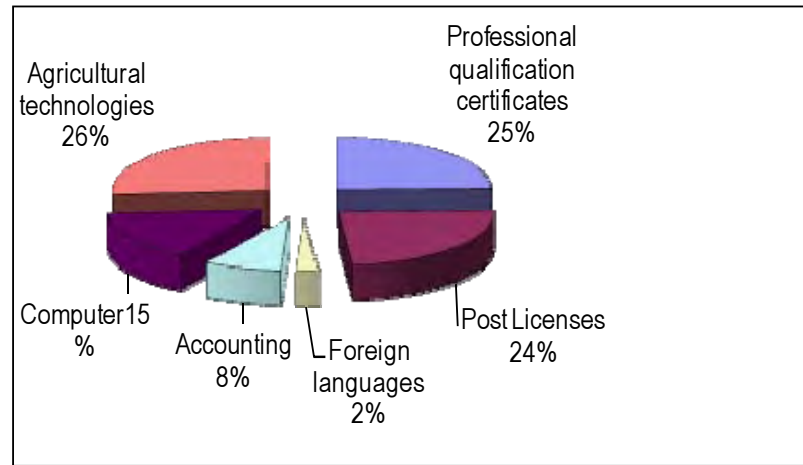
#### 5.6 FORMATION OF LIFELONG LEARNING SYSTEM AND VOCATIONAL TRAINING NETWORK

To meet the increasing and diversifying needs of the adults for skill training, China has basically formed a vocational training network comprising schools of all levels and types, vocational training institutions, internal education of enterprises, and distance education, which is distributed throughout both urban and rural areas. The scale of vocational training has continuously expanded.

##### 5.6.1 NON-DIPLOMA EDUCATION AND TRAINING OF VARIOUS SCHOOLS

The HEIs and secondary vocational schools, aside from providing formal educational opportunities, also engage in vocational training for both urban and rural laborers. In 2006, the number of the graduates of further study and training organized by HEIs nationwide reached 3.4231 million, of whom 28.7% went through training for professional qualification certificates, and 71.3% for training for post licenses. Of these trainees, 61.6% received training for a duration from one week to one month. The number of graduates of training organized by secondary vocational schools reached 7.7481 million, of whom 60% received training for a duration from one week to one month. The contents of training include agricultural technologies, courses for professional qualification certificates, courses for post qualification licenses, computer knowledge, accounting, and foreign languages.

Figure 5-1 Structure of Training Graduates from Secondary Vocational Schools by Training Contents



#### 5.6.2 TYPES OF TRAINING INSTITUTIONS

In 2006, China had 3,177 technical training schools for employees, which produced 2.2519 million graduates, 3,212 centers for employment training, and 21,462 private training institutions. Totally 19.05 million person-times' training was carried out in the whole year, 17.2% more than last year. In this year, 6.45 million unemployed and laid-off personnel participated in re-employment training, and 630,000 people engaged in training on business undertaking. Besides, the enterprises carried out extensive training for their employees in various forms, and the scale of such training reached 91 million person-times.

In the Chinese countryside, cultural and technical training schools for peasants have been established widely, and a network for this purpose has been established. This network consists of the county-level vocational schools or adult schools as the leading force, the township-level cultural and technical schools for adults as the backbone, and the village-level ones as the basis. In 2006, there were 150,955 cultural and technical training schools for peasants in China graduating 45.2058 million trainees. Between 1978 and 2006, the three levels of peasant training institutions annually trained 80 million people, thus greatly elevating the skills of peasants for production, living, business, and management and strongly promoted the economic and social development of the Rural.

In recent years, to meet the needs of migrant workers to learn the basic life skills, some cities with a large number of such workers have been running night schools to train them on vocational techniques, urban life, traffic safety, professional ethics, and labor laws and regulations, which is widely acclaimed by migrant workers.

#### 5.7 MULTIPLE CHANNELS OF FUNDRAISING FOR VOCATIONAL TRAINING

In order to meet the increasing needs for vocational skill training, China has adopted a policy of raising training funds through multiple channels, and has continuously improved the cost-sharing mechanism. For example, the funds for training of rural laborers for their transfer to other sectors come from the following channels: Firstly, various funds paid by the governments at all levels for the

project of training for transfer of rural labor force; secondly, the poverty-relief funds utilized for training and transfer of the impoverished laborers; thirdly, governmental subsidy for the transfer training of rural laborers, such as the allowance paid by some local governments to the training institutions for each of their trainees who is qualified in vocational skill assessment; fourthly, the tuition paid by the trainees.

#### **Exhibit 4. Chaoyang District of Beijing Launched Night Schools at Construction Sites to Train Migrant Workers**

On the morning of April 19th, 2005, Chaoyang District launched a project of training migrant workers at night schools simultaneously at 300 large-scale construction sites, aiming to accomplish training of 90,000 migrant workers in the year on traffic safety, professional ethics, labor laws and regulations, fire prevention, and vocational techniques, so as to comprehensively improve the qualities of the peasants working in the city as well as other types of migrant population. In 2007, Chaoyang District, by opening night schools, will complete training of the migrant workers at the 700 plus construction sites located within the district.

Chaoyang District is the major venue for the engineering and construction for the upcoming Olympic Games. Currently, the district accommodates over 700 construction sites, where over 300,000 people from outside the capital are working. Considering that the migrant workers have scarce knowledge of law and do not know how to defend their legal rights with the legal weapon, Chaoyang District launched a project of training them at night schools on the construction sites. Each migrant worker will be provided with a textbook, a set of teaching discs, and a database of teaching resources, and can thus obtain stronger abilities to obtain perceptual knowledge and conduct self-study and in-depth study. For the training on construction sites, totally 5,300 copies of the migrant education textbook were distributed, together with 300 sets of teaching discs on safe production, laws and regulations, traffic safety, fire prevention, the regulation on administration of migrant population, professional ethics, and vocational techniques. In the meantime, basic training is provided in three main lines, namely, safeguarding of rights, safety, and civilization. The basics on safeguarding their rights mainly involve the laws, regulations and policies on labor contracts, salaries, social security, and labor disputes that the migrant workers can use to safeguard their legal rights and interests; the basics on safety mainly involve the laws, regulations, operational specifications, and real cases about safe production, in pertinence to the characteristics of construction sites; and the basic norms for citizens mainly involve the laws, regulations and the common norms to be observed in urban life.

This reporter has learned that the training of the night schools at construction sites will take diverse forms, including face-to-face lecturing by teachers, multimedia classes, and centralized learning. Chaoyang District will complete training of 90,000 migrant workers at 300 construction sites in this year. In 2007, the district will fully accomplish training of approximately 300,000 workers on all of the 700 plus construction sites through holding night schools.

(Source: [www.smeas.gov.cn](http://www.smeas.gov.cn), (The Anshan portal of the China Small and Medium Enterprise website) April 25<sup>th</sup>, 2005)

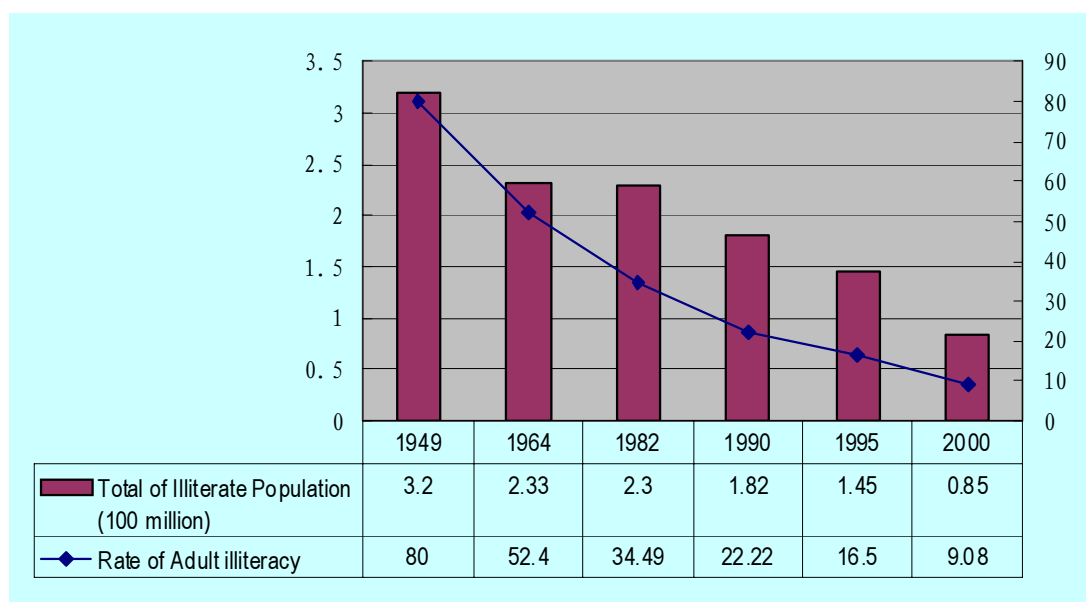
## CHAPTER VI: ADULT LITERACY

To eliminate illiteracy and satisfy the basic learning needs of adults is an important aspect of guaranteeing the basic rights for learning of all the members of the society; to eliminate illiteracy and enable the illiterate adults to obtain the basic reading, writing and calculating abilities is an important means to remove the knowledge disparity, promote educational fairness, and get rid of poverty. China is a developing country with the largest population in the world, and is also one of the countries with a large illiterate population. Since the initiation of the Education for All program, China has consistently treated adult literacy as a strategic priority for the EFA work. In 2000, China has obtained the strategic goal of “basically eliminating illiteracy among young adults and reducing the illiteracy rate of young adults to less than 5%”, as specified in *The National Program of Action for Educational Reform and Development in China* issued in 1993.

### 6.1 DRASTIC DECLINE OF RATE OF ADULT ILLITERACY

From 1990 to 2000, China annually eliminated an average of 4 million illiterates, and freed accumulatively 46.5168 million people from illiteracy. Based on the 5<sup>th</sup> national population census of 2000, the proportion of the illiterate population aged 15 or above dropped from 15.9% of the total population in 1990 to 6.7% in 2000; the rate of adult illiteracy dropped from 22.2% in 1990 to 9.1% in 2000; the population of illiterate young adults dropped from 61.71 million in 1990 to 22 million in 2000, with illiteracy rate of young adults coming down from 10.4% to 4.8%. As scheduled, China realized the strategic goal, which was set up in 1993, of “basically eliminating illiteracy among young adults” till 2000.

Figure 6-1 Declining Trend of Illiterate Population Aged 15 or Above and Illiteracy Rate, 1949-2000

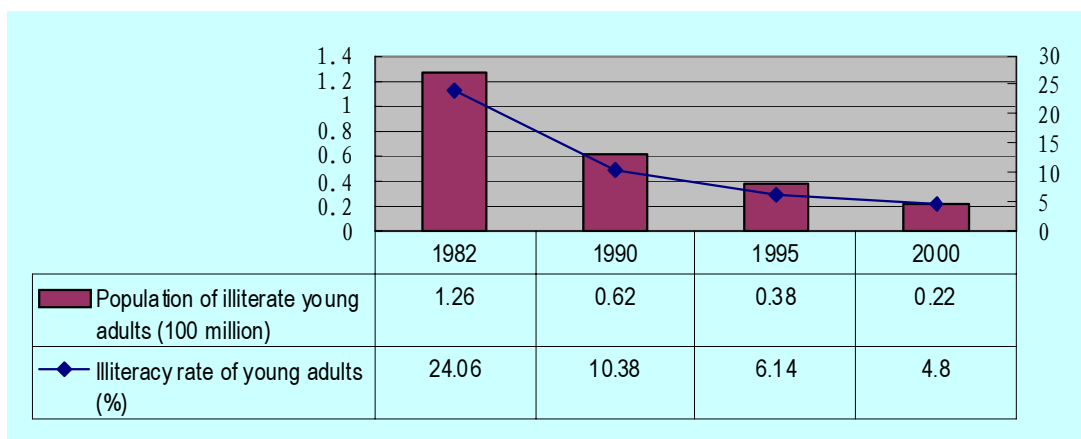




Source: 1. The bulletins of major statistics of the 1953, 1964, 1982, 1990 and 2000 national population censuses published by the National Bureau of Statistics of China;  
 2. The 1995 sampling survey of 1% of national population conducted by the National Bureau of Statistics of China

From 2000 to 2006, the country eliminated totally 13.88 million illiterates, and the illiteracy rate of young adults decreased to 3.58%. In 2006, the number of county-level administrative entities (county, city, or district) that were accepted as having basically popularized the 9-year compulsory education and having basically eliminated illiteracy among young adults reached 2,973, accounting for 96% of the national total.

Figure 6-2 Declining Trend of Illiterate Population and Illiteracy Rate of Young Adults in China



Source: 1. The bulletins of major statistics of the 1953, 1964, 1982, 1990 and 2000 national population censuses published by the National Bureau of Statistics of China;  
 2. The 1995 sampling survey of 1% of national population conducted by the National Bureau of Statistics of China

## 6.2 REMARKABLE LITERACY ACHIEVEMENTS IN ETHNIC AREAS

Due to the influence of economic, cultural, geographic, historic, and other factors, the inhabitation of Chinese ethnic minorities are usually located at the plateaus and barren areas. For a long time, these areas have been comparatively backward in culture and education, and have had more serious illiteracy with higher illiteracy rates than the national average. Based on the fifth national population census in 2000, the adult illiteracy rates of some provinces (autonomous regions) such as Guangxi, Xinjiang and Sichuan, which have a high percentage of ethnic minority population, were already lower than or similar to the national average rate of 9.08%; from 1982 to 2000, the adult illiteracy rates of Ningxia, Gansu, Yunnan, Guizhou and Tibet dropped by wider margins than the national average.

Figure 6-3 Changes of Adult Illiteracy Rates of Ethnic Areas in China

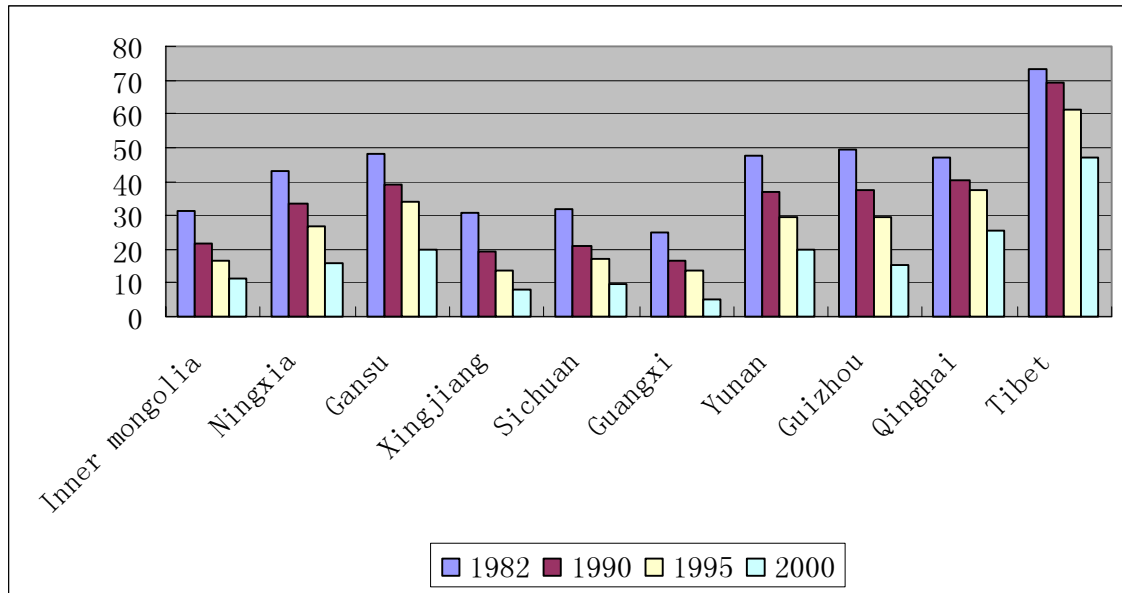
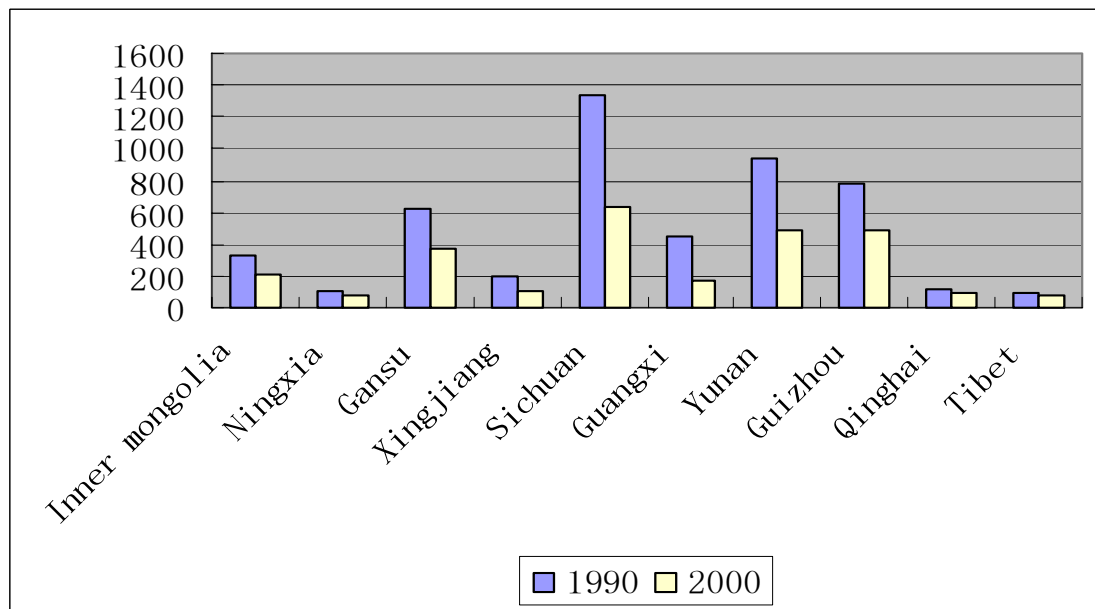


Figure 6-4 Comparison between Illiterate Populations of Ethnic Areas of 1990 and 2000 (Unit: 10,000 persons)



### 6.3 INCORPORATION OF LITERACY INTO NATIONAL DEVELOPMENT PLANS

The Chinese Government attaches great significance to the literacy work, regarding it as an important content of the guarantee to the basic citizen right to receive education, and has always held it as a basic national policy. The important laws, including *The Constitution* and *Education Law*, all contain provisions on literacy education. In 1993, the Chinese Government amended and

promulgated again *The Regulation on Literacy Work*. Since the 1990's, the Chinese Government has followed the guiding principle of "Prevention, Elimination, Promotion" for the literacy work, related this work to the production and life of peasants, and vigorously advanced the development of literacy education.

To enhance the policy guidance and macro planning for the literacy work, the Chinese Government has regarded it as an important content of national development and incorporated it in every national five-year plan, and has formulated goals and principles for literacy education of every historic period. In 2002, the Chinese Government approved and forwarded *The Opinion on Literacy Work during the "10<sup>th</sup> Five" Period* formulated by the Ministry of Education together with other 11 departments; in 2007, the 12 departments including the Ministry of Education jointly issued *The Guiding Opinion on Further Strengthening Literacy Work*, which defined the goals and tasks of literacy work in the new era and put forward the measures for further reform of literacy education. To enforce and implement *The Regulation on Literacy Work*, the Ministry of Education has formulated and issued a series of policies and documents, and convenes annual national meetings on literacy education to review the development of literacy education, summarize the experiences, research the problems, propose the countermeasures, and make assignments for the work.

Following the guidance of related laws and policies of the country, local governments at all levels have enacted corresponding local regulations, policies and plans, included the literacy work into the general plans of local economic and social development, and taken literacy education as a duty and goal of the government. In the meanwhile, they have utilized radio, television, conferences, newspapers and magazines, billboards, slogans to publicize the work and motivate support to it, and have ensured the participation by grassroot communities, villages, schools, and illiterate individuals into the literacy work.

#### 6.4 STRENGTHEN MANAGEMENT SYSTEM AND WORKING MECHANISM FOR LITERACY EDUCATION

With a view to motivate all social forces to push the literacy work to greater widths and depths, with the approval from the State Council, the leaders of former State Education Commission, the Department of Publicity of CPC Central Committee, the Ministry of Culture, State Administration of Radio, Film and Television, the Ministry of Agriculture, the Ministry of Forestry, State Ethnic Affairs Commission, PLA General Political Department, Central Committee of Chinese Communist Youth League, the All China Women Federation, and China Association for Science and Technology jointly formed the interdepartmental coordination group for national literacy work. This group has convened regular meetings to research and make deployments for this work, enhanced its macro guidance and inspection, motivated social care and support to it, and created a good atmosphere for it. The provincial-level, prefecture-level, and county-level governments have established corresponding organizations, and formed the management system and operation mechanism for literacy work, which are expressed as "The government provides unified leadership and the related departments take their respective responsibilities to make concerted efforts and exercise joint management".

In China, the governmental organs for administration of education are responsible for organizing the implementation of literacy education under the leadership of the central government and the local

governments at all levels. The related departments and organizations take their respective responsibilities while cooperate with each other to make concerted efforts and exercise joint management. The Ministry of Education has a division for literacy education affiliated with the Department of Basic Education. The departments of local governments have similar offices with specialized staff responsible for organizing the implementation of the literacy work.

#### Exhibit 5. Chinese Laws, Regulations and Policies on Literacy Education

“The state shall develop various educational facilities, and eliminate illiteracy.” ---*The Constitution of the People’s Republic of China*, as amended in March 2004

“The People's government at different levels, self-managed mass organizations at grassroots level and organizations in enterprises and institutions shall take every measure to develop literacy education. Citizens who according to the state statutes have the capacity to receive literacy education shall receive such education.” --- *Education Law of the People’s Republic of China*, March 1995

“Basically eliminate illiteracy among young adults till 2000, and reduce the illiteracy rate of young adults to less than 5%” ---*The National Program of Action for Educational Reform and Development in China*, February 1993

“All illiterate and semiliterate citizens aged 15 or above, except those who have lost their learning ability, shall have the right and the obligation to receive literacy education, regardless of their gender, ethnicity, or race.” ---*The Regulation on Literacy Work*, August 1993

#### 6.5 MOTIVATION OF SOCIAL FORCES AND NGO’S FOR ACTIVE PARTICIPATION IN LITERACY WORK

Illiteracy elimination is a learning campaign requiring extensive mass participation. The Chinese Government has brought into play the roles of the non-governmental organizations and motivated full social participation, and has thus created a good environment for the literacy work in which all social forces care about, support, and engage in this endeavor and jointly seek further progresses of the work.

The Chinese Communist Youth League and its branches at all levels have organized among Chinese youth the volunteer activities for illiteracy elimination. In each summer break, millions of college and secondary school students go to the Rural to undertake literacy education and training on practical technologies. By means of teaching assistance eliminating illiteracy, scientific and technological development, training of teachers, and technological cooperation, they have effectively elevated the scientific and cultural qualities of the peasants and helped the villagers with their efforts to get rid of poverty. China Association for Science and Technology has carried out activities for popularizing and disseminating practical technologies in the Rural, in which the illiterate villagers have learned both literacy and technologies quite effectively.



**Exhibit 6. “The Volunteer Activity for Illiteracy Elimination and Scientific and Cultural Services by College and Secondary School Students of China”**

To boost the development of volunteer service activities and facilitate the growth of young students and the development of the educational cause, since 1996, the Department of Publicity of CPC Central Committee, the Central Committee of China Communist Youth League (CCYL) and the Ministry of Education, together with other related departments, have implemented the relay programs of teaching assistance and poverty relief by young volunteers, which called on the young volunteers to work for 1 to 2 years on the basic education in the key impoverished areas. In each summer break, the Ministry of Education cooperates with the Department of Publicity of CPC Central Committee and the CCYL Central Committee to organize and motivate nearly a million volunteers from among the students of colleges and specialized secondary schools to provide the Rural with cultural, scientific, and health services and use their knowledge to perform literacy education of rich contents and diverse forms as well as cultural, scientific and health services.

**6.6 CARRYING OUT LITERACY EDUCATION IN DIVERSE WAYS**

Literacy teaching is carried out in connection with the production actuality. On the basis of the actual situation, and giving consideration to the needs of local production and living as well as the learning characteristics of the masses, local authorities have adopted flexible and varied teaching methods and ways, and arranged the learning largely to be done in spare time and to the pace of agricultural seasons. The urgently needed knowledge is learned first. In this way, the enthusiasm of the trainees has been aroused. The teaching takes three forms: class teaching, group teaching, and individual guidance.

Distance education is performed for literacy teaching. Along with the development of science and technology, modern educational technologies have been extensively applied to rural education. Now that broadcasting and television have been popularized, more and more areas have employed the means of distance education such as radio and television courses for literacy education, which has intensified the interest of the learners and lifted the teaching quality. Some areas utilize multimedia technologies to spread cultural and technological information, through organizing villagers to watch video records or playing video records at the production sites to conduct demonstrative teaching. At the same time, utilizing the distance education resources of local primary and secondary schools, the teachers organize the peasants to learn practical technologies from the discs and combine face-to-face lecturing with distance education, effectively enlarging the scale of literacy education.

Literacy education is closely combined with rural cultural activities. Rural reading rooms and libraries have been created and improved. The educational and cultural departments, in cooperation with the women associations and CCYL organizations in the Rural, have carried out colorful cultural and sports activities. College and secondary school students have been organized to go to countryside to provide scientific and cultural services and spread scientific and cultural information.

**6.7 CLOSE COMBINATION OF LITERACY EDUCATION WITH TRAINING OF ADULTS FOR PRODUCTION AND LIFE SKILLS**

The Chinese Government has closely linked literacy education with the production activities and life of the trainees and actively pushed forward “The Program of Transfer Training for Rural Labor Force” and “The Program of Training on Rural Practical Technologies”. It has thus enhanced the ability of rural laborers to undertake business, find jobs, and get rich, and elevated both the moral and living standards of citizens. The educational, agricultural, and science and technology departments of various areas have been intimately cooperating and, according to the actual situation and on the basis of literacy learning, have arranged various training activities for learning of production and life skills. For example, local educational departments would usually organize training on rural practical technologies, training of the redundant rural labor force for its transfer, and education on rural society, culture, and life, including education of citizen awareness, legal education, environmental education, population education, hygiene and health education, and education on household management. The agricultural and scientific and technological departments have extensively launched the “green certificate” training as well as scientific and technological training for young peasants. The Ministry of Agriculture has carried out the “Sunshine Project” to train peasants working in cities, and the rural enterprises have provided all sorts of job training for their employees.

#### 6.8 CONTINUOUS IMPROVEMENT OF CONTENTS AND METHODS OF LITERACY EDUCATION ACCORDING TO CHARACTERISTICS OF ADULT LEARNING

To provide guidance to literacy teaching, the Ministry of Education formulated in October 1992 *The Teaching Guidelines for Literacy Education*, and issued in 2002 *The Guiding Opinion on Curriculum and Teaching Reform of Literacy Education (Trial)*. These documents have pronounced clear stipulations on the guiding thought, concrete targets, basic principles, and standards and requirements for the curriculum and teaching reform of literacy education, implementation of the reform, development and management of curriculum resources for literacy education, management and appraisal of literacy curricula, and policy measures to guarantee the reform of such curricula.

During the literacy teaching practice, many areas have earnestly researched the features and rules of adult literacy learning and have summed up a number of methods for literacy learning and teaching, such as the Pinyin (alphabetic) Method, Representative Characters As Phonetic Symbols Method, Mark Pronunciations with Familiar Characters Method, Radicals Categorization Method, Picture Method, and Objects Method. These methods have been applied flexibly in the teaching process, rendering literacy learning more effective.

Textbook development is the critical step for raising the quality of literacy education. The provincial-level educational departments take prior responsibility for compiling the textbooks, and the counties and townships can compile some supplementary materials in light of their local features and customs. Thus the unified standards and diverse demands are balanced. In more than 10 years, more than 100 literacy textbooks and nearly 1,000 textbooks for continuing education have been compiled. The educational departments of many places have compiled the textbooks and reading materials suitable for the local needs or especially for women literacy. To strengthen compilation of textbooks for literacy education and achieve higher quality of literacy textbooks, the Ministry of Education and the provinces and cities have separately held training classes on compilation of the textbooks and materials for literacy and continuing education, and published



about 150,000 copies of 11 categories of books under the collective title *A Series of Readings for Literacy Education and Continuing Education*, with financial support from UNESCO. The educational departments have also intensified the management and appraisal of the textbooks, thus effectively advancing the quality of literacy and continuing education.

#### 6.9 TRAINING OF MORE QUALIFIED TEACHERS

In order to guarantee the quality and effect of literacy education, China has paid attention to the cultivation and training of the teachers and administrative staff of this field. Following the provisions of the Ministry of Education on deployment, use and training of personnel for literacy education and rural adult education, these teachers shall continuously improve their teaching quality through training, self-study, and other channels.

The educational departments at all levels are responsible for training of the personnel for literacy education. Specifically, the educational department of the central government trains the provincial-level personnel for literacy education and rural adult education; the provincial-level department trains the personnel of the prefecture-level personnel; the prefecture-level department trains the county-level personnel; the county-level department trains the township-level personnel; and the township-level department trains the village-level personnel. In short, it is a system of stratified and universal training. Such training has promoted the understanding of policies, theoretical qualification, and working ability of the personnel for literacy and rural adult education.

#### 6.10 MULTIPLE CHANNELS OF FUNDRAISING FOR LITERACY EDUCATION

*The Regulation on Literacy Work* issued by the Chinese Government clearly states, “The funds needed for illiteracy elimination shall be raised through multiple channels.” In December 1995, the National Education Commission and the Ministry of Finance jointly printed and distributed *The Notice on Funds for Literacy Work* and thereby gave specific stipulations on literacy funding. Currently, the funds for literacy education in China have diverse origins, mainly including the following: the funds raised by townships, villages, sub-districts and institutions for their own use, payment from the funds for employee education of the enterprises and institutions of social undertaking, the government expenditures for the educational undertaking and educational surcharges, donations by social forces and individuals, and the fiscal subsidies by local governments at all levels. To promote national literacy work, since 1995, the central government has annually invested 8 million Yuan to award the areas that have given advanced performance in the literacy work, especially literacy for the poverty-stricken areas, ethnic minorities, and women, in the central and western regions. Literacy projects have been launched for the poverty-stricken areas in the provinces (autonomous regions) where illiteracy has not been basically eliminated among young adults; for ethnic minorities with a population of less than 100,000; and for women in the provinces (autonomous regions or municipality directly under the central government) that have basically eliminated illiteracy among young adults. Besides, in the areas covered by the second phase of “The National Project of Compulsory Education for Poverty-Stricken Areas”, the funds for training teaching staff are also utilized for training the teachers for literacy education. The governments at all levels, together with their educational departments, have also earmarked special funds as subsidy and prize exclusively for literacy projects. To consolidate the results and further

advance the literacy work, the central government has decided to increase its special funds for literacy education to 50 million Yuan since 2007. Support will be provided mainly to elimination of young adult illiteracy for ethnic minorities and women and will favor the central and western regions, with consideration also paid to certain areas in the eastern region that face challenging tasks or have given outstanding performance in the literacy work.

#### 6.11 ESTABLISHMENT OF STANDARDS AND SYSTEMS OF INSPECTION, ACCEPTANCE, SUPERVISION AND ASSESSMENT FOR LITERACY EDUCATION

*The Regulation on Literacy Work* issued by the Chinese Government in 1993 clearly defines the minimum standards of personal literacy and the standards for accepting the administrative areas as having basically eliminated illiteracy. The minimum standards of literacy are as follows: The individual has obtained the basic ability to read, write and calculate, and can recognize 1,500 Chinese characters if he is a peasant or 2,000 Chinese characters if he is an urban citizen or a staff with enterprises or institutions of social undertaking.

To unify the standards, regulate the procedures, and ensure the quality of inspection and acceptance, the former National Education Commission in 1993 printed and distributed some documents including *The Measure for Inspection and Assessment of County-Level Entities Undertaking Literacy Education among Young Adults (Trial)*, setting up the systems of inspection, acceptance, supervision and assessment of such counties (or cities, or districts). At present, China has formed a stratified system of inspection and acceptance, whereby each level of government carries out the inspection and acceptance of its subordinate entities. These systems have effectively facilitated the literacy work in this country.

In addition, since 1990, China has established a system of regularly commending and awarding the advanced entities and individuals of the literacy work. The former National Education Commission set up the “China Literacy Award”, and joined hands with the All China Women’s Federation to set up the “Women Literacy Award” and cooperated with the Ministry of Finance to set up the “Award to Advanced Areas of Literacy Work”. In total, 655 advanced entities, 507 advanced schools, and 1365 individuals that have made outstanding progresses in the literacy education or rural adult education have received these awards, lending a great momentum to this work.

#### **Exhibit 7. The Measure for Inspection and Assessment of County-Level Entities Undertaking Literacy Education among Young Adults (Trial)**

##### **Chapter I. The Scope and Entities for Inspection and Assessment**

Article 1: The government of the provinces, autonomous regions, and municipalities directly under the central government shall organize and implement the inspection and acceptance of the county-level entities that have undertaken literacy education among young adults, in accordance with the related documents and this Measure. The National Education Commission shall direct, supervise and check this work.

Article 2: The targets to be inspected and assessed are the counties, cities with no subordinate district, districts under the jurisdiction of a city, and any other county-level entity recognized by a provincial-level government that have undertaken literacy education



among young adults.

### Chapter II. Indexes for Inspection and Assessment

Article 3: The assessment standards for the entities that have eliminated illiteracy among young adults are as follows:

1. Of the population born after October 1st, 1949 and aged 15 or above, the non-illiterate population reaches 95% in rural areas and 98% in urban areas;
2. Basic education has been popularized;
3. The survival rate of the people who have cast off illiteracy in recent 3 years reaches 95%;
4. The subordinate administrative villages and urban residential communities as well as the enterprises and institutions of social undertaking of the same level shall all meet the above standards (except the areas with special difficulties);
5. The subordinate townships (towns) and administrative villages have each established a cultural and technical school for peasants or a teaching station of the same nature (except the areas with sparse population).

Article 4: Indexes for School Conditions

1. The organs for administration of adult education have been established at both the county- and town-levels, and have been staffed with full-time or part-time personnel as per national and provincial provisions;
2. The cultural and technical schools for peasants or the teaching stations of the same nature of both the townships and villages have been staffed with full-time or part-time officers and teachers, have been equipped with basic teaching facilities, and have been conducting education and training for peasants as planned;
3. The provisions by the State Council and the National Education Commission as well as those of the provinces, autonomous regions, or municipalities on the educational expenditures for literacy education and peasant education have been earnestly enforced.

### Chapter III. Procedures of Inspection and Assessment

Article 5: When a county (or city or district) that has been undertaking literacy education among young adults regards itself qualified for the above standards after its internal inspection and assessment, it shall apply first to the administrative office of the prefecture or the government of the city and, if the said office or government has reviewed and approved the application, further apply to the government of the province, autonomous region, or municipality directly under the central government.

Article 6: The government of a province, autonomous region and municipality shall annually form an inspection and acceptance team consisting of related departments to organize the inspection and acceptance according to related documents and this Measure. When an entity has met all the indexes, it shall be accepted as a county (or city or district) that has eliminated illiteracy among young adults. The reports on the inspection and acceptance shall be submitted to the National Education Commission by the end of July in each year.

Article 7: The National Education Commission shall conduct annually selective examination of the counties (cities, districts) that have been accepted as having eliminated illiteracy among young adults by the provinces, autonomous regions and municipalities directly under the central government.

### Chapter IV. Commendation

Article 8: Any county (or city or district) that has been inspected and accepted as having eliminated

illiteracy among young adults shall be granted the title of “A County (City, District) Having Eliminated Illiteracy among Young Adults”, and be awarded a medal and prize money.

Article 9: Based on the reports by the provinces, autonomous regions and municipalities directly under the central government, the National Education Commission shall conduct selective examination of the counties (cities, districts) that have eliminated illiteracy among young adults, and then announce the annual list of such entities, and commend and prize them.

Article 10: Any county (city, district) that has been accepted as, and commended for, having eliminated illiteracy among young adults shall take necessary steps to consolidate the attainment and undertake continuing education afterwards. Should it fail to meet the specified standards during the re-examination, the authority that originally awarded it the honor of “A County (City, District) Having Eliminated Illiteracy among Young Adults” shall deprive it of this honor (Unless the failure has resulted from Force Majeure).

#### 6.12 ACTIVE EXPANSION OF INTERNATIONAL COOPERATION FOR LITERACY EDUCATION

Since the 1980's, China has engaged in extensive and fruitful cooperation on literacy education with UNESCO, UNICEF, Asian Cultural Center, and ICAE. It has organized an international literacy conference, cooperatively held training classes for literacy teachers and compiled textbooks for literacy education and continuing education, participated in the activities related to international literacy awards, and carried out population education in rural schools. Furthermore, it has undertaken some research projects such as “The Case Study of Literacy Education for Ethnic Minorities of China” and “Facilitating Rural Development with Information Technologies”. Such cooperation has largely boosted the literacy education of China.

The achievements of China have won full recognition from the international community. Since 1984, through the selection and appraisal organized by UNESCO for international awards for literacy education, totally 16 entities of China have won prizes, of which 7 have won major prizes such as the Noma Literacy Prize, the Nadezhda K. Krupskaya International Cultural Prize, and the King Sejong Literacy Prize.

## 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 (%)

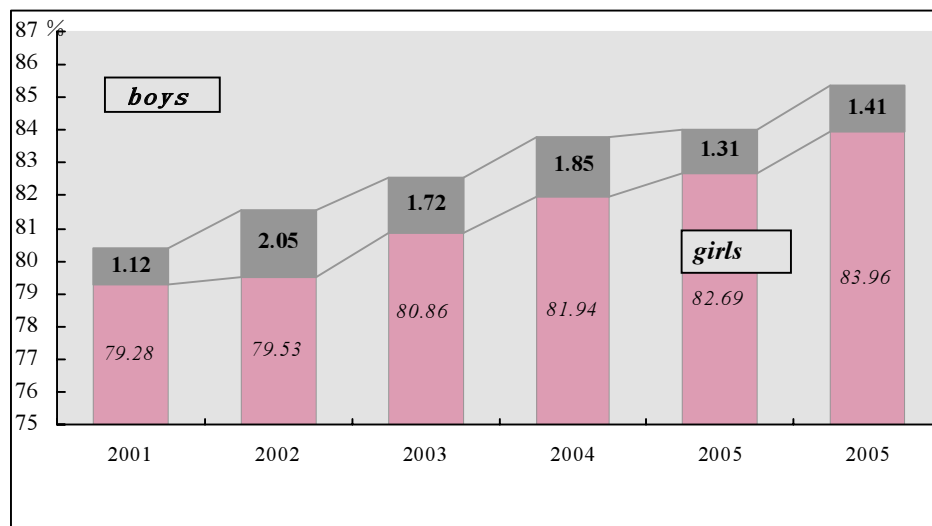
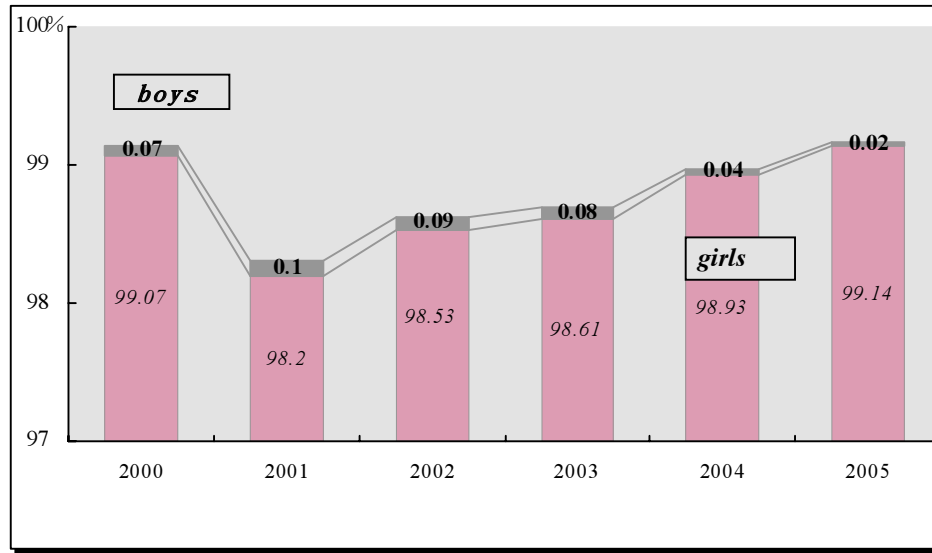


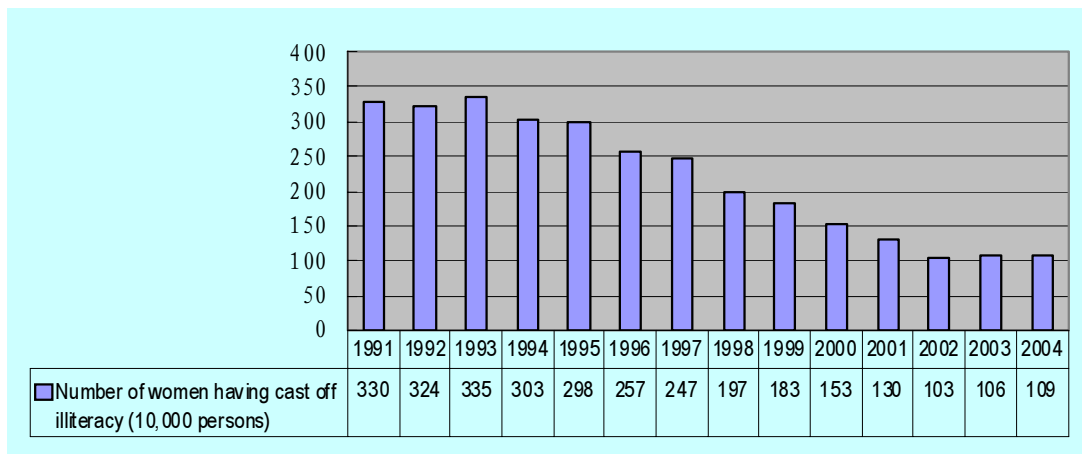
Figure 7-2 Gender Difference of Net Enrollment Rates of Primary School Education (%)



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

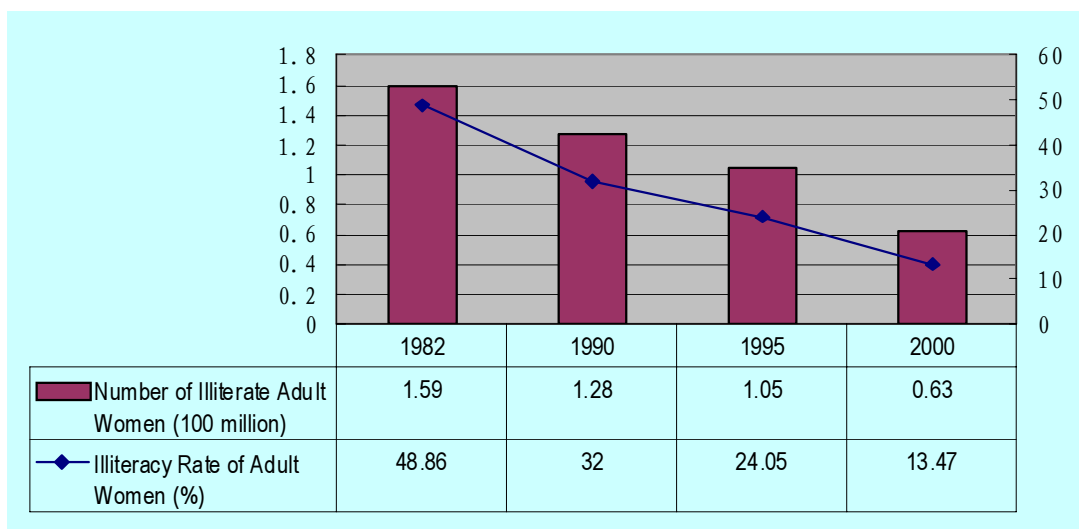
Literacy education for women has been the focus of the literacy work of China. Between 1991 and 2003, the state helped nearly 30 million illiterate women to cast off illiteracy. From 1990 to 2000, the illiteracy rate of women dropped from 32.0% to 13.47%, and the illiteracy rate of young adult women 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)

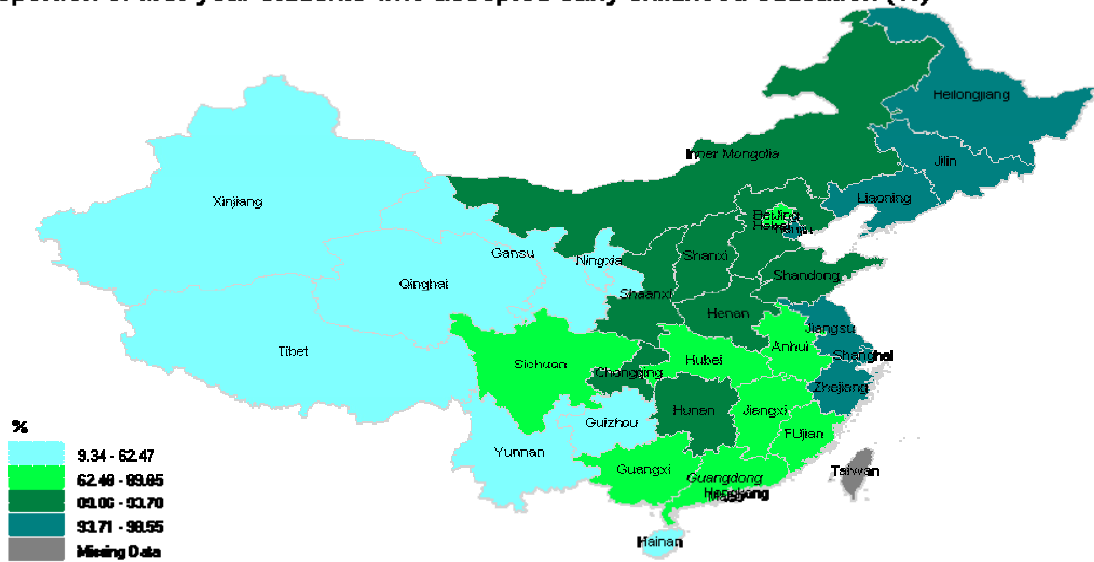
Firstly, the popularization of three-year preschool education is still at a low level. There is still a distance between China and the advanced countries in terms of gross enrollment rate of preschool education and the expected number of schooling years. Secondly, the development of Early Childhood Care 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

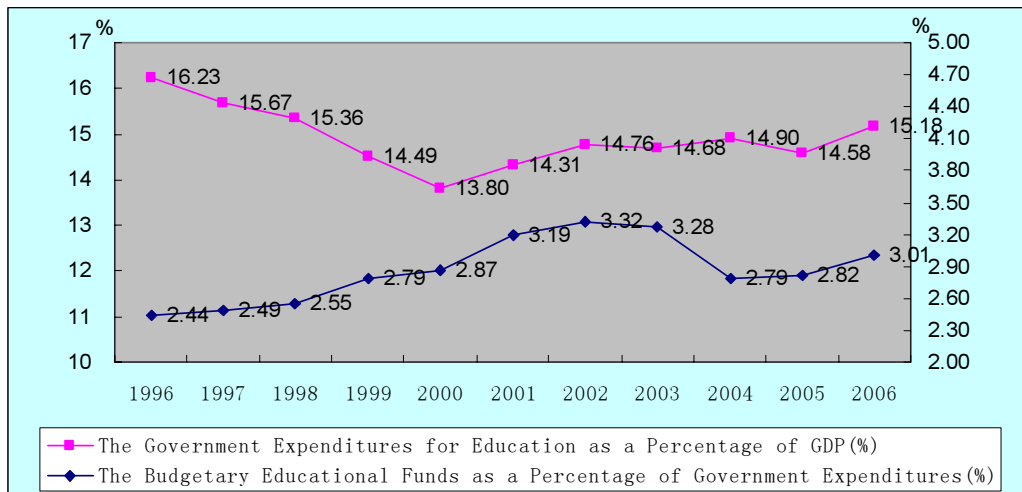
Fulfillment of the goals of Education for All relies on the support of the system of lifelong education for all citizens. Despite the increasing and daily more diverse needs of the citizens for lifelong education, the current educational system in China is not yet sound and complete, the educational

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:

<b>Exhibit 11. The Goals of Chinese Educational Development in 2010</b>			
	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 "11<sup>th</sup> 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.

<b>Exhibit 13. The Project of Basic Ability Construction for Vocational Education</b>
<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
<b>Total Population</b> (Unit 10, 000persons)	<b>59435</b>	<b>69458</b>	<b>100818</b>	<b>113368</b>	<b>126583</b>
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
<b>Average Family Size</b> (person/household)	<b>4.33</b>	<b>4.43</b>	<b>4.41</b>	<b>3.96</b>	<b>3.44</b>
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
<b>Population by Ethnicity</b>					
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
<b>Population with Various Education Attainments per 100,000 persons</b>					
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
<b>Illiterate Population and Illiteracy Rate</b>					
Illiterate Population (10,000 persons)		23327	22996	18003	8507
Illiteracy Rate (%)		33.58	22.81	15.88	6.72
<b>By Residence</b> (10,000 persons)					
Urban Population	7726	12710	21082	29971	45844
Rural Population	50534	56748	79736	83397	80739
<b>Average Life Expectancy (years)</b>					
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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