



(2001-2015)

Commitment to Realize the Goals Set in Dakar

China's Action Plan for **Education for All**

People's Republic of China
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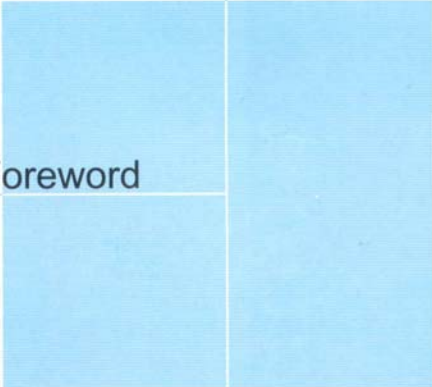
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Foreword

1.1 World Conference on Education for All Held in Jomtien, Thailand in Retrospect

The World Conference on Education for All, held at Jomtien, Thailand, 5-9 March 1990, was convened and sponsored by UNESCO, UNICEF, UNDP, and the World Bank. Two historic documents were adopted by the conference, namely, the *World Declaration on Education for All* and the *Framework for Action to Meet Basic Learning Needs*. The Jomtien conference reaffirmed the fundamental view expounded in the *World Declaration on Human Rights and the Convention of the Rights of the Child*: "Education is a fundamental human right", and required that by the year 2000, the following goals should be realized: universal primary education, reducing to a large extent adult illiteracy rates, and manifestly reducing gender gaps in access to primary education and in adult illiteracy rates. Since the convening of WCEFA, China has made remarkable achievements in universalizing compulsory education, in reducing the number of illiterates, and in reducing adult illiteracy rates. But it should be noted that the level of EFA attained in China is not high yet, its educational infrastructure is still weak, educational development is uneven, and there are obvious gaps between rural and urban regions, between the western region and the more developed areas in the East.

1.2 Dakar Forum on Education for All

The Dakar Forum on Education for All, held in Dakar, the capital of Senegal, 26-28 April 2000, was convened and sponsored by UNESCO, UNICEF, UNDP, and the World Bank. The Forum reviewed the achievements made in EFA during the 1990s, analyzed the challenges faced, and adopted the *Dakar Framework for Action*, appealing to the whole world that efforts should be continued to realize the goals set in WCEFA and made the commitment to realize the following six goals by 2015:

(1) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

(2) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;

(3) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;

(4) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

(5) eliminating gender disparities in primary and secondary education by 2005, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

(6) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

1.3 Commitments Made and Actions Taken by the Chinese Government

During the past ten-odd years the Chinese government has sent delegations to attend all international conferences with a bearing on education for all convened by the United Nations or its affiliate organizations: such as the World Conference on Education for All (1990), the World Summit for Children, the World Conference on Human Rights (1993), the Fourth World Conference on Women (1995), the International Conference on Child Labour (1997), all the E-9 (nine populous nations) Conferences on EFA, World Summit (1996), the World Education Forum held in Dakar (2000), etc. Besides taking active part in these conferences, the Chinese government has made solemn commitments to the declarations, programs, action plans adopted by the relevant conferences through various forms. Since the World Education Forum held in Dakar in April 2000, the Chinese government has taken a number of steps to realize its commitments, and the more important ones include:

— publicizing widely and in-depth the statements of all relevant international conferences and the commitments made by the Chinese government;

— establishing China's own National Forum on Education for All on the basis of previously existing organizations for promoting compulsory education and the National Inter-departmental Coordinating Committee for Literacy

Work;

— organizing a panel of experts and decision-makers commissioned to draft China's Action Plan for EFA, and the panel is led by MOE and draws its members from other relevant governmental agencies and research institutions as well;

— Successfully convening in August 2001 in Beijing the Conference of E-9 Ministers of Education through proper preparation, and the Beijing Declaration was adopted;

— Successively convening the following national conferences with a bearing on EFA: National Conference on Basic Education (2001), National Conference on the Education of Ethnic Minorities (2002), and National Conference on Vocational Education (2002); successively promulgating the following documents with a bearing on EFA: Decision of the State Council on the Reform and Development of Basic Education (2002), Decision of the State Council on Deepening Reforms in and Speeding up the Development of Ethnic Minority Education (2002), Decision of the State Council on Energetically Promoting the Reform and Development of Vocational Education (2002), Circular of the General Office of the State Council on Improving the Management Structure of Rural Compulsory Education (2002);,; formulating a series of relevant documents, such as: the Tenth Five-Year Plan for Educational Development of the People's Republic of China, the Guidelines for the Development of Chinese Children 2001-2010, the Guidelines for Early Childhood Education, Suggestions for Guiding the Reform and Development of Early Childhood Education, Suggestions on Literacy Work during the Tenth FYP Period, Suggestions on Further Promoting the Reform and Development of Special Education during the Tenth FYP Period, Suggestions on the Reform and Development of Teacher Education during the Tenth FYP Period, and the Guidelines for Curricular Reforms in Basic Education, etc. The problems and issues addressed by the World Education Forum in Dakar are fully reflected in the comprehensive documents formulated and issued by the Chinese government, and concrete measures have been taken to implement them (see Appendix 4).

1.4 Formulation of China's Action Plan for EFA

This Action Plan has been formulated in response to the deadline set in Section

9 of the *Dakar Framework for Action* (“All States will be requested to develop or strengthen existing national plans of action by 2002 at the latest.”) and in meeting China’s own needs for promoting EFA, with full consideration of the requirements set in UNESCO’s Guiding Principles for Formulating National Plans of Action and the Guide for Plans of Education for All developed and issued by UNESCO Regional Office for Education in Asia and the Pacific.

A number of important documents were formulated by the Chinese government around the convening of the World Education Forum in Dakar aiming to chart an overall plan for China’s educational development in the early 21st century, such as: China’s Scheme of Action for Invigorating Education Toward the Twenty-first Century (1998), the Decision of the State Council on the Reform and Development of Basic Education (2001), and the Tenth Five-Year Plan for Educational Development of the People’s Republic of China, etc. The formulation of China’s Action Plan for EFA not only should be articulated with the aforementioned documents, but also should fully reflect the views expressed in the World Education Forum in Dakar and the six collective commitments and twelve pledges delineated in the Dakar Framework for Action.

China’s Action Plan for EFA will give special attention to the following priorities: enabling all children to have access to schools and complete quality compulsory schooling provided by primary schools and lower secondary schools; significantly reducing the gender disparities in the enrollment ratios at primary and lower secondary levels as an important step toward educational equality; giving high priority to the development of education in rural areas, in western and poverty-stricken areas, and in education catering for ethnic minorities; strengthening special education and early childhood care and education; making further efforts to eradicate illiteracy among adults, especially females, and to meet the basic learning needs of all young people and adults.

The planning cycle proposed by UNESCO Regional Office for Education in Asia and the Pacific spans the years 2002-2015, divided into two stages: 2002-2010 and 2011-2015. In compliance with its requirement, China’s Action Plan for EFA takes 2001 as the starting year, with 2000 as the benchmark year for reference. In China’s Action Plan for EFA, the developmental goals and targets for the period 2001-2005 are set in the light of the Tenth Five-Year Plan for National Economic and Social Development and the Tenth Five-Year Plan for Educational Development; and the goals and targets for 2010 and 2015 are

set in the light of the goals and objectives set by the Sixteenth National Congress of the Communist Party of China for building a well-off society in an all-round way. With the feasibility of the plan in mind, the developmental plan for the period 2001-2005 should be more detailed, while the developmental plans up to 2010 and 2015 should focus on delineating macro-level strategies and major policy measures.

1.5 Structure of the Text of the Plan

The text of China's Action Plan for EFA includes the following six parts:

- Foreword
- Chapter 1 Achievements and Experiences of Education for All and Challenges Faced
- Chapter 2 Guidelines for Developing Education for All in the Period 2001-2015
- Chapter 3 Action Plan for EFA in the Period 2001-2005
- Chapter 4 Salient Points of the Action Plan for EFA
- Appendixes

1.6 Formation of the Text and Its Taking Effect

The formulation of China's Action Plan for EFA has been carried out under the leadership of the Chinese Ministry of Education with the support of the representatives of the relevant IGOs in China, and the drafting of the plan has been conducted by staff members drawn from the Department of Basic Education, the National Research Center for Educational Development, the China National Institute for Educational Research in collaboration with the constituent bodies of the Chinese National Forum on EFA. Concrete work has undergone three phases.

First phase: Deliberations and formulation of a framework. A drafting team with members mainly drawn from the staff members of MOE's Department of Basic Education, the National Research Center for Educational Development, and the China National Institute for Educational Research has been appointed.

Staff members of IGOs were invited to present the guidelines for formulating national plans of action for EFA and the framework of content; submitting a plan for work on the basis of the deliberations of experts in workshops and listening to the opinions of the constituent bodies of China's National Forum on EFA; the relevant departments of MOE are required to provide necessary information on the basis of inquiries in accordance with their administrative responsibilities.

Second phase: Drafting of the text. The first draft was made on the basis of collecting and analyzing the opinions of various quarters concerned; and the first draft was deliberated in a conference convened by China's National Forum on EFA.

Third phase: Submitting the Plan of Action to MOE for review and approval. The manuscript of the draft of China's National Plan of Action for EFA should be subject to the review and approval of the Chinese Ministry of Education and will take effect after being approved. And the approved version will be submitted to intergovernmental organizations.

The ultimate goal affirmed by the World Declaration on Education for All is meeting the basic learning needs of all children, youth, and adults.

--- Excerpt from the World Declaration on Education for All

These needs comprise both essential learning tools such as literacy, oral expression, numeracy, and problem solving and the basic learning content such as knowledge, skills, values, and attitudes required by human beings to be able to survive and, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, and to make informed decisions and to continue to learning.

--- Excerpt from the World Declaration on Education for All



Chapter 1

Achievements and Experiences of Education for All in China and Challenges Faced

1.1 Achievements of EFA in China in the 1990s

After the convening of WCEFA in Jomtien the Chinese government timely formulated the “Guidelines for the Development of Chinese Children in the 1990s” and the “Guidelines for the Reform and Development of Education in China”. In 1993 the developmental targets of “basically universalizing 9-year compulsory schooling and basically eradicating illiteracy among young and middle-aged adults” (abbreviated as the “two basics”) were set. Many important propositions raised in WCEFA (such as paying attention to the education of girls and literacy work among females) and developmental goals and targets found expression in China’s own National Plans for Educational Development during the 8th and 9th FYP Periods to be implemented in real earnest. Thus, by the end of the 1990s, EFA in China had made historic advances, and the goals set for the “two basics” were realized as scheduled.

1.1.1 Basically universalizing 9-year compulsory schooling

The enrollment ratios of Chinese primary school-age children increased from 97.9% in 1991 to 99.1% in 2000, with the gender gaps reduced from 1.22 percentage points to 0.07 percentage points. Total enrollment in lower secondary schools increased from 40,140,000 to 62,562,000, with gross enrollment ratios increasing from 69.7% to over 85%. Among the 2,861 counties (including county-level cities and districts) of China’s 31 provinces (autonomous regions and municipalities), there were 2,410 counties (cities and districts) of 12 provinces inhabited by over 85% of the nation’s population having made 9-year compulsory schooling basically universal. The education of disabled children and youth made significant progress, total enrollment in special education schools (accommodating the blind and the deaf-mute) receiving primary and lower secondary education increased from 85,000 in 1991 to 378,000 in 2000. In the meantime, efforts were made in the following areas to ensure the steady improvement of the quality of teaching and students’ performance: constantly building new and renovating old school buildings and improving other facilities and equipment, reforming educational and teaching practices and implementing new curricular systems, strengthening the initial and in-service training of teachers, reducing the number of *minban* or community-paid teachers¹, increasing the proportion of teachers with qualifications higher than the required minimum², installing and improving the facilities for more intensive application



of IT in education and offering computer literacy subjects and IT application courses in all schools, and promoting essential-qualities-oriented (EQO) education³, besides striving to raise rates of popularization.

1.1.2 Significant increase in enrollment in ECCE institutions.

In the broad area of the development of children, not only immense efforts have been made in promoting safe childbirth and sound child rearing, in improving the nutrition of children, in the prevention and treatment of diseases, and in protecting children's rights and interests, but also early childhood care and education has been incorporated into basic education as its important component, and its development has been incorporated into overall educational planning, subject to the unified supervision exercised by the educational department. Besides doing a good job in running nurseries (child care being their main purpose), kindergartens and preprimary classes attached to primary schools (implementing preschool education), efforts have been made to explore new ways to expand early childhood care and education. Responding to the needs engendered by large scale rural-urban migration and the movement of urban population from inner-city areas to suburban areas, and by the reduction of enrollment caused by lower birth rates, as well as the new situation brought about by the close-down or merging of kindergartens affiliated to large and medium-sized state-owned enterprises, positive steps have been taken to adjust the location and distribution of kindergartens. In comparison with 1991, there were tremendous changes in the distribution of early childhood care and education institutions in 2000, and they could basically meet the needs of the populace in sending their children to nurseries and kindergartens; and preschool education in the countryside has made some progress. By 2000, total enrollment in the preprimary classes and the last-year classes of kindergartens accounted for 74% of the population of the corresponding age, and enrollment in the 3-year kindergartens increased from 29.9% in 1990 to 37.4% in 2000 of the corresponding age cohort, yielding an increase of 7.5 percentage points.

¹The term refers to teachers whose remuneration is not covered by the government's budget, but paid by the community or out of the fund collected from the educational surtax levied locally.

²The term refers to teachers with qualifications higher than that set by the state for qualified teachers employed in schools at a given level. For instance, in primary schools, this refers to teachers having completed short-cycle higher education (2-3-year post-secondary courses), in lower secondary schools, this refers to teachers having completed first degree level courses or higher qualifications.

³Essential-qualities-oriented (EQO) education (suzhi jiaoyu) aims to enable all students to develop in an all-round way, morally, intellectually, physically, and aesthetically, to develop in a vivid and vigorous manner. It stresses that school education should be oriented to the needs of all students, without neglecting anyone.

1.1.3 Reduction of illiterate population and significant decline of illiteracy rates

According to the results of the Fourth National Census, in 1990 China had a population of 1.13 billion (not including the population in Hong Kong, Macao, and Taiwan, the same below), the population aged 15 and over totaled 813,858,000, of which 182,246,000 were illiterate or semi-literate. Among the illiterate and semi-literate population, there were 127,724,000 females, accounting for 70.1% of the total. The adult illiteracy rate was 22.23% (calculated on the basis of the population aged 15 and over), with the illiteracy rate of males standing at 13.1%, and that of females—32%, indicating a gender gap of 19 percentage points. During the 1990s, universalizing 9-year compulsory schooling and eradicating illiteracy among young and middle-aged adults were set as top priorities in education, and adult illiteracy rates were reduced significantly through efforts aiming to stop the creation of new illiterates by universalizing 9-year compulsory schooling, and to energetically eradicate illiteracy among young and middle-aged adults, as well as through the natural attrition of those reaching advanced age. According to the results of the Fifth National Census, China had a total population of 126,580,000, and an illiterate and semi-literate population of 85,070,000 aged 15 and over, indicating a reduction of nearly 100 million compared with 1990. The illiteracy rate of the entire population, adult illiteracy rate, and illiteracy rate among the young and middle-aged adults declined from 15.88%, 22.23%, and 10.04% in 1990 to 6.72%, 8.72%, and under 5% in 2000 respectively.

1.1.4 Big strides made in providing skills training programs for youth and adults

To meet the basic learning needs of youth and adults, the Guidelines for Reform and Development in Education in China (1993) emphasize that adult schools at various levels should shift their priority from formal-qualifications-oriented programs to job-related training programs, and that great efforts should be made to do a good job in running the township (town)-based cultural-technical training schools and to develop adult education in the countryside in an endeavor to enhance the quality of the rural workforce. In the period from 1993 to 2000, the number of technical training schools (centers) of various descriptions in the entire nation increased from 398,000 to 486,000, with their annual

volume of training increasing from 41.73 million person-times to 93.96 million person-times, aggregating to 538 million person-times in eight years. In other words, about one half of the country's workforce received training of various forms. And farmers constituted more than 90% of the trainees; over ninety per cent of the programs were short ones—less than one year.

1.2 Main experiences and practices

1.2.1 Laying “two basics” as top priorities in educational development

From the 1980s on, the Chinese government has given educational development its strategic status in national economic development, emphasizing that education should be coordinated with the needs of socio-economic development, with its development appropriately ahead of the latter. In 1993 goals were set to basically universalize 9-year compulsory education and basically eradicate illiteracy among young and middle-aged adults by 2000. To realize the goals set for the “two basics” was given top priority at the National Conference on Education convened in 1994; and their top priority status played an important role in attaining the goals as scheduled.

1.2.2 Conducting regional planning and providing differentiated guidance in the light of local conditions

In a vast country like China with varied topography in its various regions, and because of the influences of multiple factors, there exist remarkable regional disparities in social, economic, and educational development. Accordingly, it is imperative to give full consideration to the realities of various regions in setting goals for educational development by conducting regional planning and providing differentiated guidance in the light of local conditions. In 1993 the Chinese government set the goals of realizing the “two basics” by the year 2000 and divided the country into three broadly classified regions, setting the goals that in the better developed region inhabited by 85% of the nation's population, efforts should be made to make 9-year compulsory schooling universal; in the region of intermediate socio-economic level inhabited by about 10% of the nation's population, efforts should be made to make 5-6-year primary schooling universal; and in the underdeveloped region inhabited by

about 5% of the nation's population, efforts should be made to make 3-4-year primary schooling universal. In practice, each of China's provinces (autonomous region and municipalities) has its place in one of the three regions broadly labeled as the eastern, central, and western region according as its level of socio-economic development. And regional conferences were convened by MOE to deliberate policy issues related to the "two basics", and such a differentiated approach has played a positive role in attaining the goals set.

1.2.3 The government undertaking the main responsibility, while giving full scope to the organizational role of various governmental agencies and concerned

To realize the goals of the "two basics" is a systemic engineering project involving the efforts of the government, schools, and various quarters of society. To facilitate the coordination of efforts of promoting the "two basics", the usual practice is to set up a coordinating group or steering group at the national, provincial, prefecture, or county level headed by high-ranking cadres of corresponding CCP and governmental organs, with its members mainly drawn from the educational department, supplemented by members drawn from the People's Congress, Chinese People's Political Consultative Conference, and relevant governmental departments (including bodies of planning, financial affairs, personnel, industry and commerce, and public security), as well as members drawn from such NGOs as the Trade Union, Women's Federation, and the Communist Youth League., with proper division of labor among them, making the "two basics" the concerted efforts of all governmental agencies and all quarters of society concerned.

1.2.4 Extensive mobilization of resources from the masses and other donors

China is a populous country with a national economy still relatively backward, and therefore educational development is handicapped by inadequate financial resources, yielding a situation characterized by a poor country having to provide education on the largest scale, a basic national condition destined to last very long. To speed up the development of education it is imperative to extensively mobilize the resources from the people and to rely on their initiatives. With the promulgation of the Compulsory Education Law of the People's Re-

public of China, the state has clarified the principles of implementing a system of educational provision and management by governments at various levels with suitable division of labor among them (lower secondary schools to be run by township government, and primary schools to be run by administrative villages); and extensive publicity work has been conducted through a variety of means on the importance of implementing compulsory schooling so as to enable parents to be more keenly aware of the significance of sending their children to schools as regards its impact on the country, on society, on the family, and on the future career of every student. In this context there emerged a strong call for “developing education relying on the initiatives of the people, and doing a good job of education in the service of people” has emerged, giving rise to a surging tide of raising funds for building new and renovating old school buildings and donating money to assist the needy. According to available data, about two thirds of the funds used for the construction of school buildings in the countryside in the period 1989-1992 were collected from the broad masses through fund-raising campaigns.

1.2.5 Positive steps have been taken to promote international cooperation and to take full advantage of international aids in relevant endeavors

In a number of fields related to EFA, such as implementing compulsory schooling and eradicating illiteracy among young and middle-aged adults, the scope of international cooperation and exchange has continually been widened, and very good relations of collaboration have been established with such IGOs as UNESCO, UNICEF, UNDP, and the World Bank, and China has received multifaceted aids from them. To enhance the effectiveness of donors' funds, the current practice in China is to direct international aids to serve the needs of China's strategies and plans of educational development, and to integrate international aids with domestic resources contributed by the governments and donors, with most projects biased to poor areas in the western region. The implementation of these projects needs to be supervised and pushed forward effectively, and interim and final reports are made based on assessment of performance. Through our conscientious efforts the projects receiving international aids usually can be concluded in time as scheduled, and many of them have played an exemplary role with contemplated objectives fulfilled.

1.3 Challenges faced and countermeasures

In the 1990s EFA in China made significant advances, yet the general level reached is not high, and the educational infrastructure is still weak and development has been quite uneven and it can neither respond well to the needs of rapid socio-economic development, nor satisfy the aspiration of the broad masses for receiving education of a high quality. As things stand now, the following six problems and issues are prominent among the challenges faced by EFA in China:

1.3.1 Coverage and quality of compulsory schooling need to be improved urgently

By 2000, there were areas inhabited by 15% of the nation's population having not yet made 9-year compulsory schooling universal. These areas are mostly in the poor areas in western region, in ethnic minority areas, in sparsely populated areas, in not easily accessible mountainous and pastoral areas lacking developed transportation systems, and accordingly these areas constitute the priority concerns and difficult points in our education. In areas having basically made 9-year compulsory schooling universal, the standards reached are still low, and no effective mechanisms for assuring school attendance and controlling the number of dropouts have been in place, and the task of consolidating and expanding the gains of universalizing 9-year compulsory schooling remains formidable. In the coming years the top priority status of the "two basics" must be maintained and adhered to and efforts must be redoubled to improve both coverage and quality of 9-year compulsory schooling.

1.3.2 Great pressure is faced in improving the quality of education

— Through the enforcement of a policy of family planning, the birth rate and natural growth rate of the Chinese population have gradually declined. The birth rate declined from 21.06‰ in 1990 to 15.23‰ in 1999, and in the meantime, its natural growth rate declined from 14.39‰ to 8.77‰. Meanwhile, the percentage of the population aged 0-14 in total population declined from 27.7‰ to 22.9‰, entailing a reduction of school population enrolled in primary and secondary schools. With the improvement of the living standards of

the people, their aspirations for providing their children with quality education have become increasingly strong, and schools are faced with great pressure in improving the quality of education. Accordingly, in developing education in the coming years, not only attention has to be paid to expanding the scale of provision of quality education, still greater efforts have to be exerted in strengthening the weak schools, so as to meet the needs of people for quality education by running every school well enough

— The traditional way of providing examinations-oriented education has seriously distorted the goal of education and adversely affected the healthy and all-round development of children and adolescents. Since the promulgation of the “Decision of the CPC Central Committee and the State Council on Deepening Educational Reform and Promoting EQO Education in a Comprehensive Way” in 1999, we have witnessed changes occurring in educational thinking and educational models, and active efforts in conducting reforms with respect to school subjects offered, subject matter taught, and teaching methods used. Nevertheless, under the influence of many factors, especially the constraint of traditional educational ideas and the impact of acute competition in school entrance examinations, there is still a long way to go in scoring substantial progress in promoting EQO education. To conscientiously implement the aforementioned Decision and to promote EQO education in a comprehensive way remains an outstanding issue in our endeavor to improve the quality of education at the primary and secondary level.

1.3.3 Efforts should be redoubled to strengthen the education of disadvantaged groups

Disadvantaged or vulnerable groups in China include the urban and rural poor, disabled people, ethnic minorities, and floating population or migrants. In recent years the government has taken a number of policy measures to guarantee the rights of these disadvantaged groups to receive education, however, they suffer a lot in access to education and in the quality of education received, indicating great disparities between them and the better off.

1.3.4 Adult education cannot meet the basic learning needs of youth and adults

The period 2001-2015 will be an important period entailing profound changes in China's social and economic structure: with the speeding up of the pace of industrialization of a new type and the progress of urbanization, and in each year of the period on the average 13 million rural people will migrate to cities to seek employment; with the progress of the readjustment of the economic structure, a sizeable number of staff and workers need be reemployed; facing acute competition in the market, the cycle of the life of an industrial product is drastically shortened resulting in the accelerated renewal of new products, and the gainfully employed have to constantly improve their qualifications to meet the needs of the changing workplace. All these changes will place new and high demands on the education and training of adults. Although during the past ten-odd years, adult education in China has made big strides, it still cannot satisfy the growing learning needs of the broad masses met in all fields of human endeavor. Literacy education has scored big successes, but the number of remaining illiterates is still colossal, with a very high percentage of females, the priorities of literacy work are shifting to the poverty-stricken areas, to females, to people of advanced age, and to highly scattered groups, with constantly increasing difficulty in literacy work. Therefore, in the educational development of coming years, it is imperative to regard the elimination of the remaining illiterates, especially the female illiterates and the consolidation of the gains of literacy work as high priorities, and to develop a system of adult education and training and a system of lifelong learning so as to meet the basic learning needs of people.

1.3.5 The gaps in the level of educational development between the western and eastern regions tend to widen

With the advent of reforms and opening up to the outside world, the socio-economic development in China has kept advancing at a rapid pace, with its annual growth rate approaching 10%, and by 2000 the goal of quadrupling its GDP per capita had been attained,⁴ and in the meantime the transition from a planned economy to a market economy had essentially been realized. Concomitant with the vigorous development of education in China, regional disparities have become increasingly manifest. In 2000, the illiteracy rates in 8

provinces and autonomous regions of the country were higher than 10% (the national average was 6.72%), with 7 of them clustered in the western region; 450 counties in the country failed to attain the goals set for the “two basics”, with 391 of them located in the economically and culturally underdeveloped western region. To ensure the implementation of the strategy of developing the western region, it is imperative to take effective measures to speed up educational development in the western region so as to reduce regional gaps and to promote a more balanced development of basic education.

⁴ The objective of quadrupling the gross annual value of industrial and agricultural output in 20 years, starting from 1981, that is, by the end of the century, was first officially laid down at the Twelve National Congress of the Communist Party of China held in September 1982. The goal was realized ahead of schedule in 1995. The Chinese government began to calculate in terms of gross national product, the more widely used measure of economic growth, only in 1985, when it was setting the major objectives for the Seventh Five-Year Plan for Economic and Social Development. The objective of quadrupling China's GNP per capita in 20 years, also starting from 1981, was laid down at the Fifth Session of the Fourteenth National Congress of CPC convened in 1995, and the goal was realized by 2000 as scheduled.

⁵ Current practices include: (1) To ensure the school attendance of students from needy families and prevent such students from dropping-out, the state has initiated the policy of reducing or exempting the miscellaneous fees charged by schools for part of such students; (2) a program of supplying school textbooks free of charge to primary and secondary school students in part of the country's poor areas has been initiated, with the expenses incurred covered by national budgetary allocations.

1.3.6 Inadequate financial input is still the main factor constraining educational development, and mechanisms for ensuring the financing of basic education need to be improved

China has the largest population in the world and its economy is not well developed yet, there exists sharp contradiction between high educational demand and inadequate financing. According to state regulations no tuition fees are charged for compulsory schooling, however, miscellaneous fees have to be collected by schools to supplement public financing. Therefore, as things stand now, besides the efforts of governments at all levels to increase the level of educational financing through adjustment of their structure of expenditure, it is still necessary to persistently raise funds through multiple channels and win more international aids. In the course of advancing toward free and compulsory schooling, the only feasible way for local authorities is to adopt varied approaches and methods and to advance step by step, taking full consideration of the realities of uneven socio-economic development in various localities⁵.

Fig. 1.1 Public Expenditure on Education as % of GDP

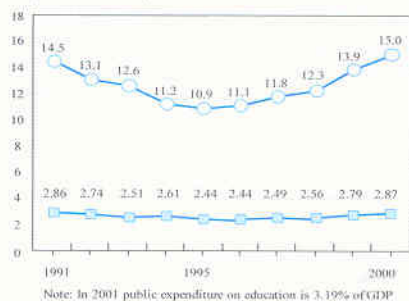


Fig. 1.2 Proportion of Expenditure on Compulsory Education and early childhood ed.

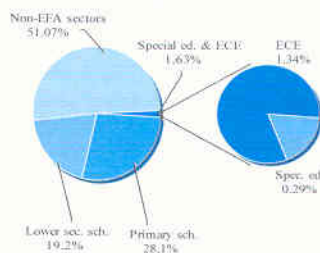


Fig. 1.3 Gender Gaps Reduced in Enrollment Ratios

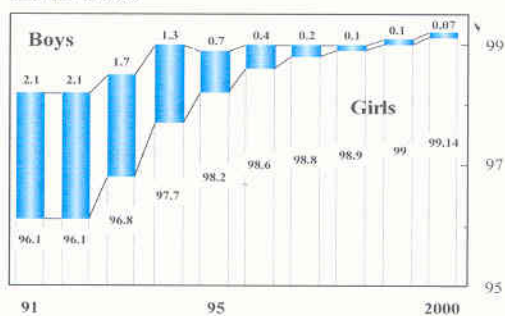


Fig. 1.5 Changes in Illiterate Populations and Illiteracy Rates as Evidenced by 4 Censuses

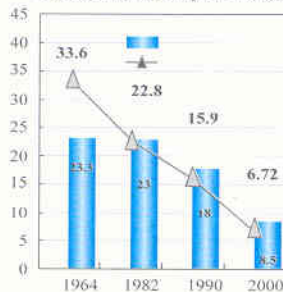


Fig. 1.4 Improvement of Enrollment Ratios at Lower Secondary Level Enrollment Ratios%

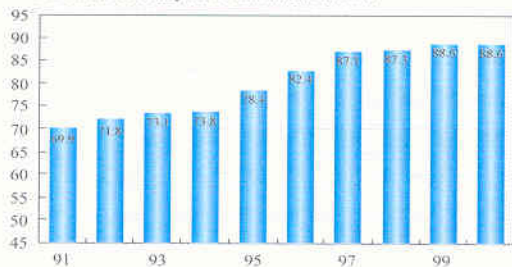
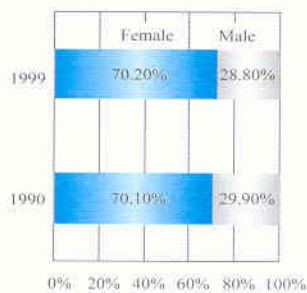
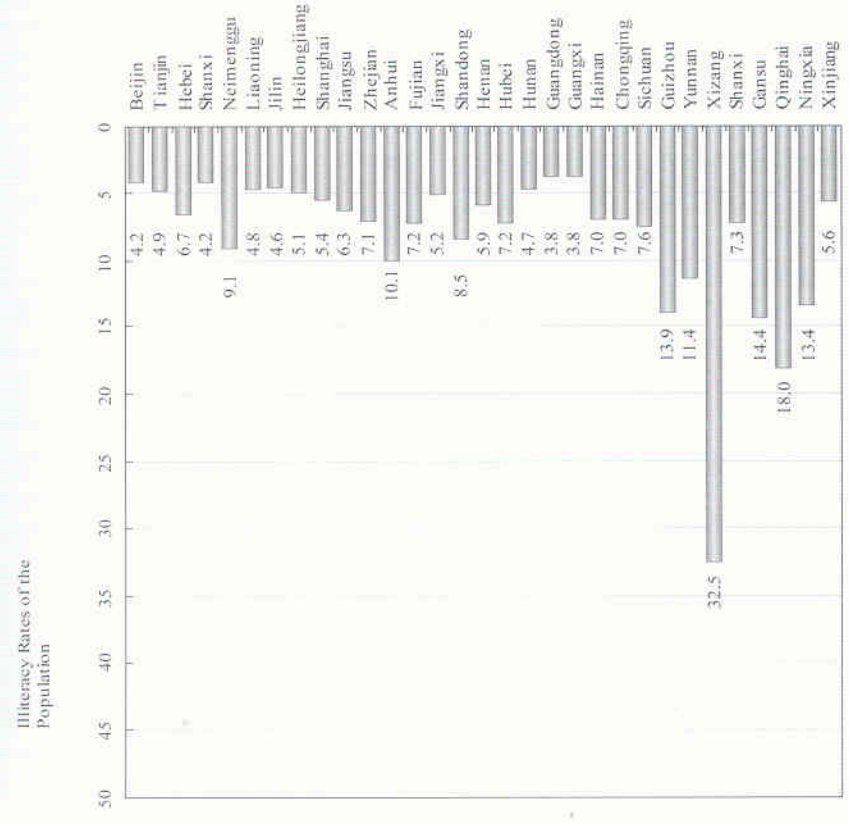
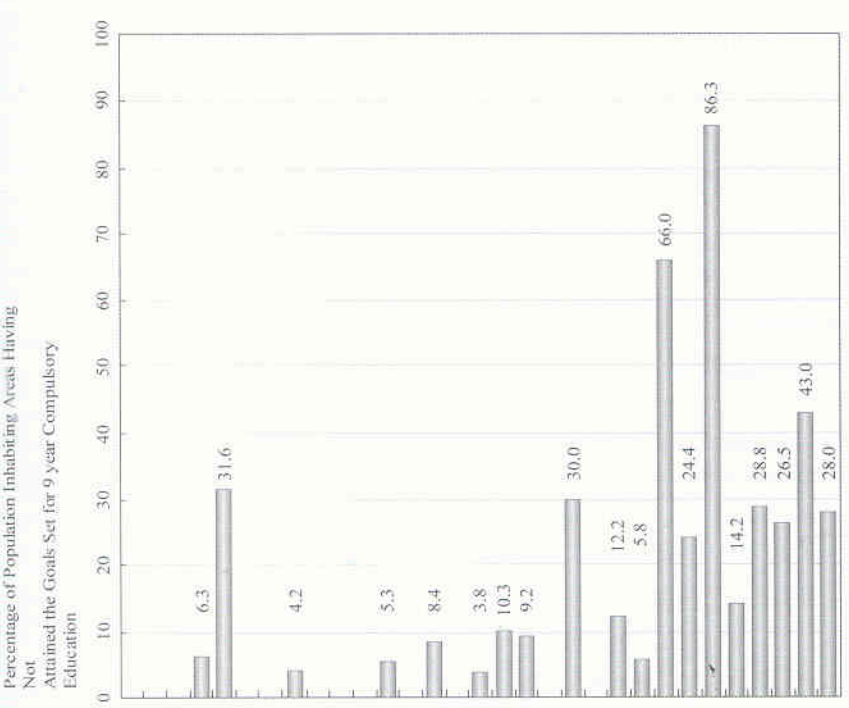


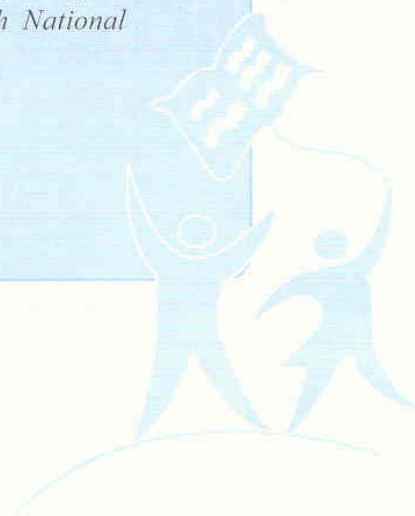
Fig. 1.6 Comparison of Sex Ratios of Remaining Illiterates, 1999 vs 1990

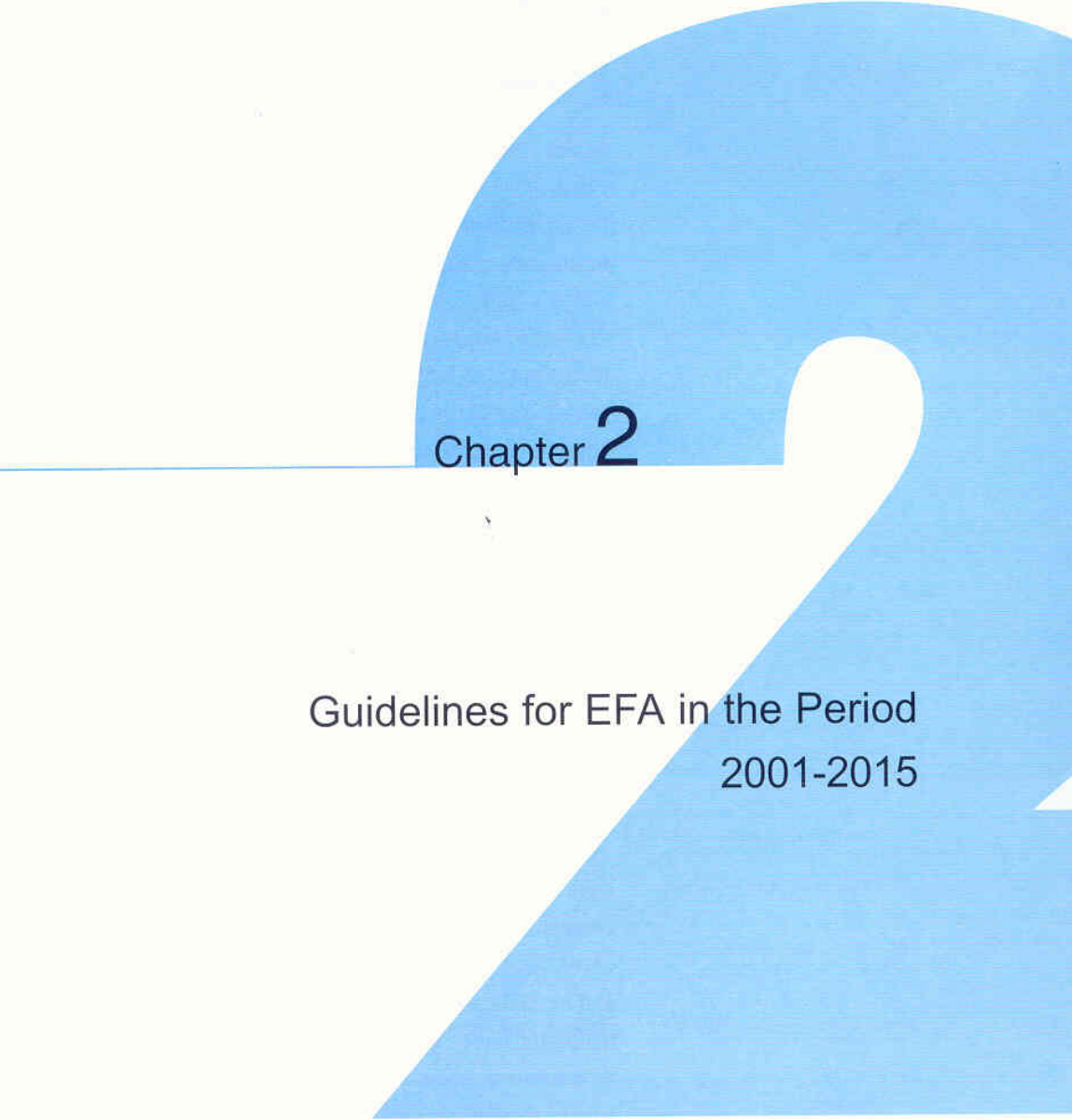




Looking forward to the domestic and international situation in the early twenty-first century, the next five to ten years constitute an extremely important period for China's economic and social development. New scientific and technological revolution is advancing at alarming pace, and economic globalization is intensifying, and many countries are taking steps to adjust their industrial structure, and countries around China are speeding up their pace of development. The international environment not only poses grim challenges to us, but also provides an historic opportunity for us to work hard to catch up through leaps and bounds.

---Excerpt from Premier Zhu Rongji's Report delivered at the Fourth Session of the Ninth National People's Congress.





Chapter **2**

Guidelines for EFA in the Period
2001-2015

2.1 The guiding ideology and guiding principles for the development of EFA

2.1.1 Macro-level socio-economic background

In the 1990s, China succeeded in coping with the challenges of unexpected events on the international arena, effectively withstood the shock produced by the Asian financial crisis, overcame the difficulties brought about by inflation in the early part of the Ninth FYP period and deflation in its latter part, and China's GDP continued to grow rapidly at an average annual rate of 8.3%. In the meantime, social undertakings advanced on all fronts, and, on the whole, the living standards of the people reached a well-off level, and the natural growth rate of the population declined to under 10‰. China regained its sovereignty over Hong Kong and Macao, the market was prosperous, and the socialist market economy had taken its initial shape, and in practice a whole set of theory, line, principles and policies for building socialism with Chinese characteristics has taken shape. All these achievements laid a solid basis for development in the coming years.

During the first two decades of the twenty-first century China will concentrate its efforts on building a well-off society of a higher standard in an all-round way for the benefit of our well over one billion people. We will further develop the economy, improve democracy, advance science and education, enrich culture, foster greater social harmony and upgrading the texture of life for the people. In the first two decades of the twenty-first century, China will have to face a complex and changeable international situation and more acute competition on the market, will have to actively meet and take full advantage of the challenges and opportunities of economic globalization and normalization, and in this context, China will determinedly implement the strategy of rejuvenating the country through science and education, the strategy of sustainable development, and the strategy of developing the western region, and will adhere to the policy of reform and opening up and enlarging the sphere of international cooperation, so that we may quadruple China's GDP of the year 2000 by 2020 and markedly improve the competitiveness of Chinese commodities on the international market. It is envisaged that by 2020, a sound modern national education system, scientific, technological and cultural innovation systems as well as nationwide fitness and medical care and health systems will

take shape. People will have access to better education. We will make upper secondary education basically universal in the country, and eradicate illiteracy. A learning society in which all the people will learn and even pursue lifelong learning will emerge to boost their all-round development.

2.1.2 Guiding ideology for developing EFA

The “three orientates”⁶ and the important thought of the “three represents”⁷ should provide the guide for promoting EFA in China. In our efforts we will seize opportunities, adhere to reforms, open the door still wider, speed up development, energetically promote educational innovations, and implement EQO education in a comprehensive way. We will strive to develop a system of EFA that is full of vigor and vitality, can basically respond to the needs of the socialist market economy and all-round social progress, in an endeavor to maximally satisfy the educational needs of all groups of people and to effectively enhance the scientific and cultural level of the entire nation.

The fundamental principles guiding the development of basic education in the next 15 years lie in:

- Insisting on the priority status of basic education in educational development, persistently regarding basically universalizing 9-year compulsory schooling and eradicating illiteracy among young and middle-aged adults as top priorities, in an effort to promote vigorous, balanced, sustainable and coordinated development of basic education;
- Persistently emancipating our thought, opening the door wider, making institutional innovations, governing education by law;
- Always seeking truth from facts and practicing regional planning, providing differentiated guidance in the light of local conditions, and implementing plans step by step;
- Adhering to the principle of social equity and justice, paying greater attention to the education of various disadvantaged groups so as to ensure the

⁶On October 1, 1983 Comrade Deng Xiaoping wrote the following message for Jingshan School: “Education should be geared to the needs of modernization, of the world and of the future.” *Selected Works of Deng Xiaoping*, Volume III, p. 46. Beijing: Foreign Language Press. The message is often rendered as “Education should be oriented to modernization, to the world and to the future”, hence the “three orientates”.

⁷The “Three Represents” is an abbreviation for “The Party must always represent the requirements of the development of China’s advanced productive forces, the orientation of the development of China’s advanced culture, and the fundamental interests of the overwhelming majority of the people in China.”

educational rights of all;

— Deepening educational reform, energetically promoting educational innovations, promoting EQO education in a comprehensive way, enabling students to achieve an all-round development morally, intellectually, physically, and aesthetically;

— Taking an integrated approach in handling the relationships between the scale, speed, quality, and effectiveness of educational development in a unified way, and placing emphasis on quality and effectiveness;

— Adhering to the principle of educational development, in which the government undertakes the main responsibility of provision, supplemented by efforts contributed by various quarters of society, adopting multiple forms in development, and integrating school education with community education and family education.

2.2 Developmental goals and targets set for 2015

2.2.1 Making 9-year compulsory schooling universal in all counties (including county-level cities and districts) throughout the country

— Making 9-year compulsory schooling of a high quality universal. It is envisaged that the enrollment ratio of primary school-age children should be maintained at a level over 99% in the whole country, and the enrollment ratio at the lower secondary stage should be over 95% in the whole country, and all counties (including county-level cities and districts) in the country should strive to make 9-year compulsory schooling universal according to state-set standards. Efforts should be made to significantly improve the compulsory schooling received by the disadvantaged groups, and basically eliminate gender disparities in the enrollment ratios at primary and lower secondary levels.

— Efforts should be made to develop curricular systems conducive to the implementation of EQO education and to develop school grounds, school buildings, facilities and equipment according to standards set by the national or provincial-level government; efforts should be made to basically popularize education in IT in all primary and secondary schools.

— Efforts should be made to significantly raise the qualifications of teachers, so that all teachers under 45 working in primary schools should have completed short-cycle higher education, and those working in lower secondary schools should have completed first-degree level higher education.

— Efforts should be made to develop a sound and well-functioning system of monitoring and assessing the quality of education.

— Basically realizing the transition to free and compulsory schooling.

2.2.2 Early childhood care and education should basically meet the needs of the people

— Efforts should be made to develop a sound network of early childhood care and education institutions to meet the needs of the community to send babies to nurseries and young children to kindergartens (including disabled babies and children).

— Popularizing 1-3-year preschool education: in large and medium-sized cities as well as in the more populous county-seats, kindergartens constitute the main vehicle for popularizing 3-year preschool education; while in the countryside both kindergartens and preprimary classes affiliated to regular primary schools should be set up to popularize at least one-year preschool education.

— By 2010 and 2020, the participation rates of young children in preschool institutions should reach 80% and 90% respectively.

2.2.3 Significantly reducing illiterate adult population

— Efforts should be made to reduce illiterate adult population by at least one half, that is, reducing the total number of illiterate adults to less than 40 million.

— It is envisaged that through efforts of making 9-year compulsory schooling universal and providing literacy and remedial classes, by 2010, illiteracy can be eliminated among people aged 15-24, the adult illiteracy rates among people aged 15-50 can be reduced to less than 5%, and thus, the illiteracy rates of the population aged 15 and over can be reduced to less than 5%. By 2020, the illiteracy rates among young and middle-aged adults aged 15-50 can

be reduced to less than 1%, and the illiteracy rates of the population aged 15 and over can be reduced to less than 3%.

— Efforts should be redoubled to eradicate illiteracy among young and middle-aged women so as to significantly reduce gender gaps in illiteracy rates.

— Efforts should be made to consolidate the gains of literacy education through follow-up technical training and other continuing education programs.

— Efforts should be made to develop learning communities in ethnic minority areas.

2.2.4 Meeting the basic learning needs of youth and adults

— Efforts should be made to reform the system of school entry at all levels to facilitate the reentry into school by young school leavers and adults and to provide the opportunities for them to upgrade their educational and skill level.

— Positive steps should be taken to develop and do a good job of running cultural-technical training schools of various types and levels in both urban and rural settings, so that their aggregate annual training capacity may reach one hundred million person-times, and thereby basically meeting the needs of young people and adults for upgrading their educational level and learning practical skills.

— Making learning outcomes relevant to occupational needs. It is imperative to integrate organically the anticipated learning outcomes with future careers, remuneration and quality of living standards.

2.3 Guarantee mechanisms

2.3.1 The top priority⁸ status of the “two basics” must be upheld by increasing the financial input for EFA.

Placing the “two basics” as the top priorities in educational development will remain a basic policy in the coming decades. To make the top priority status a reality, it is necessary to intensify our efforts, and it is even more important to find its expression in the priority of financing. In 1993, the state promised to raise the level of public expenditure on education as a percentage of GDP to

4%, by 2001, the figure reached 3.1%. It is imperative to take positive steps to raise the figure to higher level and to make spending biased to basic education.

2.3.2 As regards the management of compulsory education in rural areas, a system will be instituted in which “local governments assume the main responsibility with suitable division of labor under the general guidance of the State Council, with the county government undertaking the main obligations.”

Since compulsory schooling in the countryside is extensive in coverage, weak in infrastructure, heavily laden in its tasks, it constitutes both the priority and difficult point in universalizing and enhancing the level of compulsory schooling.

During the 1990s, the broad masses made important contributions to educational development in

the countryside, especially in raising funds to renovate old and sometimes dilapidated school buildings and to build new ones. Furthermore, the operation of schools to a large extent

depends on the miscellaneous fees charged by schools and the educational surtax levied. These practices served to promote the quicker popularization of compulsory schooling, but also increased the burden of the broad masses. In recent years, with the reforms in the collection of taxes and public dues in the countryside now underway,⁹ the previously practiced fund-raising and collection of educational surtax have ceased. In order to provide a better guarantee for the financing of compulsory education in the countryside, the “Decision of the State Council on the Reform and Development of Basic Education” (promulgated in May 2001) provides for a change of the provision and management structure of rural schools, whereby the previous practice of township governments running lower secondary schools and administrative villages running primary schools will be replaced by a system in which “local governments assume the main responsibility with suitable division of labor under the general guidance of the State Council, with the county government

⁸In the Report made by Premier Li Peng at the National Conference on Education convened in 1994, the requirement that the “two basics” should be the top priorities in educational development was explicitly enunciated. Education is regarded as a strategic priority in the development of the national economy, and “basically making 9-year compulsory schooling universal and basically eradicate illiteracy among young and middle-aged adults” are set as the strategic priorities in educational development during the 1990s. The targets set for the “two basics” had been realized by 2000, and in the Tenth Five-Year Plan for Educational Development of the People’s Republic of China” (issued by MOE in June 2001), it is pointed out, on the basis of the progress made in the “two basics”, their status of “top priorities” should be maintained and adhered to.

⁹The main concerns of the reforms conducted in the collection of taxes and public dues or fees lie in: keeping the level of fee collection under control, setting norms and standards for the collection of fees, and alleviating peasants’ burden of public dues (fees). The way out is to abolish public dues (fees) of various descriptions, and replace them with a unified tax to be levied by the taxation authority. With the initiation of reforms in the collection of taxes and fees, the previous practices of raising funds for renovating old school buildings or building new ones and the levying of the educational surtax will become illegal and will be abolished.

undertaking the main obligations.”¹⁰. In accordance with this decision, in the development of rural education, part of the burden of running rural schools has been shifted to the government, while the responsibility formerly undertaken by township governments has been shifted to the county government. This is a fundamental policy adopted by the state for assuring the development of compulsory education in the countryside under a new situation, a policy of primary importance for realizing the goals set for educational development as scheduled by state plans.

2.3.3 Extensive mobilization of and participation by all quarters of society and setting up a National Forum on EFA and giving full scope to its role and its constituent units

The big strides made in EFA in China during the 1990s are inconceivable without the extensive participation of all quarters of society, and this constitutes an important experience of realizing the goals set for the “two basics” as scheduled. A National Forum on EFA (a standing body) has been established on the basis of existing national organizations for coordinating efforts in universalizing 9-year compulsory education and eradicating illiteracy among young and middle-aged adults, and thus the newly established National Forum on Education is a body mainly based on the educational department, supplemented by representatives of other relevant governmental departments handling financial, planning, and personnel affairs, as well as representatives of such NGOs as All China Women’s Federation, All China Association of the Disabled, the Communist Youth League of China. The National Forum on Education will play its role in policy consultation, organization and coordination of efforts, and social mobilization in its endeavor to promote EFA in China.

2.3.4 Implementing specific projects or programs to cope with outstanding issues in educational development

In order to address outstanding issues in educational development so as to promote the balanced development of basic education, the relevant departments of the Chinese government and NGOs have organized a number of specific aid or relief projects or programs, and the projects and programs currently underway include:

— “Project for Aiding Compulsory Education in State Designated Poor Areas” and “Project for Developing Education in the Western Region” jointly organized and implemented by the Ministry of Education and the Ministry of Finance;

— “Program for Renovating Dilapidated School Buildings” jointly organized and implemented by the Ministry of Education, the State Commission for Development and Reform, and the Ministry of Finance;

— “Program for Aiding Schools in Western Poor Areas through Partnerships with Schools in Developed Areas in Eastern China” jointly organized and implemented by the Ministry of Education, the Steering Group of Poverty Alleviation through Development under the State Council, the Organization Department of the CPC Central Committee, the State Commission for Development and Reform, the Ministry of Finance, and

the Ministry of Personnel and similar programs organized within each provincial-level entity for

aiding schools in its own poor areas through partnerships with schools in its large and medium-sized cities;

— “Program for the Continuing Education of Schoolteachers”, project for training ethnic minority teachers, and *Xiaoxiaotong* project¹¹ for promoting IT education in schools organized and implemented by the Ministry of Education;

— “Candle Light Project” sponsored by the China Association of Philanthropy and financed by donations and gifts; the “Hope Project” sponsored by the China Foundation for the Development of Children and Youth, and the “Spring Buds Project” jointly sponsored by All-China Women’s Federation and the China Foundation for Children and Juveniles aiming to help out-of-school girls to return to schools, and “Women’s Literacy Awards” sponsored by All-China Women’s Federation conceived to promote literacy education among women.

These projects and programs have played a positive role in mobilizing the masses, in fund-raising, and in addressing some outstanding issues. To ensure

¹⁰ The State Council has clarified the responsibilities of governments at the national, provincial, county, township (town), and administrative village levels, laying the responsibility of providing compulsory education in the countryside mainly on county-level governments. The main responsibilities undertaken by a county-level government include: drawing up plans for primary and secondary schools in a unified way, making adjustment in their distribution, school development and management, paying the salaries of teachers, staff and workers of schools under its jurisdiction in a unified way, management of school principals and teachers, and providing professional guidance to educational and teaching practices in schools.

¹¹ Its aims include: facilitating the popularization of IT education in primary and secondary schools, improving IT equipment in schools, speeding up access to the Internet, and strengthening teacher training and the development of courseware.

the realization of the goals and targets set for EFA in China, especially in efforts related to speeding up educational development in the western region and improving the education of various disadvantaged groups, in years to come the Chinese government will continue to organize and implement a number of major projects and programs with specific issues in mind.

2.3.5 Constantly conducting in-depth reforms in educational and teaching practices with the enhancement of the quality of the whole nation in mind

With the rapid advances in science and technology, with progress in the material and spiritual civilizations in the world, increasingly higher demands are placed on the quality of all citizens. EFA undertakes the important mission for improving the quality of citizens, and accordingly, it is imperative to constantly conduct in-depth reforms in educational and teaching practices in the light of the requirements placed on the quality of citizens. It is envisaged that significant progress should be made in the following areas in the next fifteen years:

First, constructing curricular systems responding to the needs of the 21st century, developing curricula, subject matters, objectives, and standards oriented to the implementation of EQO education; reforming the means and methods of teaching, strengthening the training of the life skills and practical abilities of students; adding materials concerning HIV/AIDS pandemic, sexually transmitted diseases, and drug abuse in health education to combat these evils to promote the health of people.

Second, transforming educational ideas and renewing educational models, strengthening the training of the practical and innovative abilities as well as the fostering of the spirit of entrepreneurship in an endeavor to promote the all-round development of students morally, intellectually, physically, and aesthetically.

Third, harnessing new information and communication technologies in the service of school education and strengthening education in IT and striving to bring about educational modernization through more intensive application of ICTs (informatization of education).

2.3.6 Strengthening the monitoring of quality and the monitoring and appraisal of the progress in implementing plans

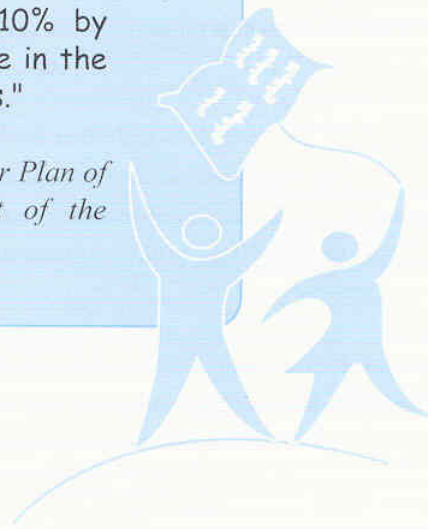
— Strengthening the development of educational inspectorate, improving the system of educational inspection, and reinforcing work of inspection and check-up. Adhere to the principle of integrating the inspection of educational administration with the inspection of school work, developing a system of evaluation for assessing the progress of EFA at both regional and school levels.

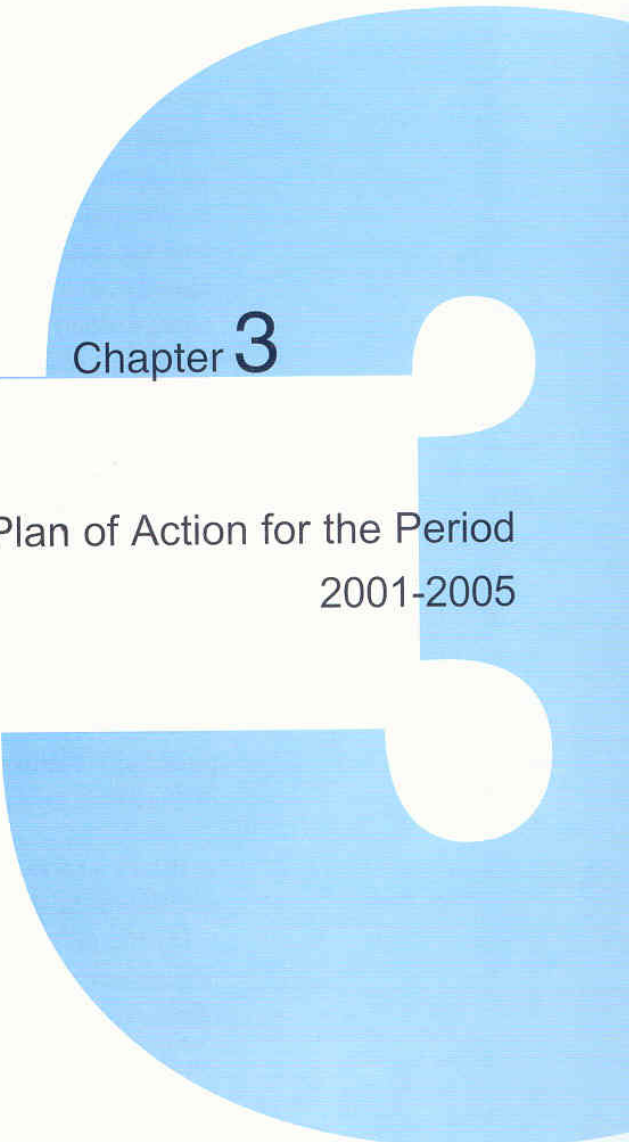
— Conducting dynamic monitoring of the progress of EFA, and it is envisaged that monitoring of progress toward EFA goals will be conducted annually, and a comprehensive appraisal of progress will be conducted at 5-year intervals, and such work will be conducted by a team with members drawn mainly from the educational department, supplemented by members from the constituent bodies of the National Forum on Education for All.

— Strengthening studies on the evaluation of the performance of students, developing two sets of the standards of scholastic achievements and testing tools used for urban and rural schools and students separately and conducting the evaluation of the performance of students periodically, and the findings should be provided to the government and society at large.

- Anticipated targets set for macro-level economic indicators during the 10th FYP period are as follows: "annual growth rate kept at 7% or so, by 2005, GDP of the nation will reach 12.5 trillion yuan (at 2000 constant price), GDP per capita £-9,400 yuan. In urban employment 40 million new jobs will be created in addition to absorbing 40 million rural-urban migrant workers in five years, with registered urban unemployment rate kept at 5% or so. The general level of commodity prices should be kept basically stable. International balance of payment should be kept."
- Anticipated targets related to sustainable development during the 10th FYP period are as follows: "Natural growth rate of population should be kept within 9‰, and total population of the country should be kept within 1.33 billion by 2005. The deterioration of the ecosystem should be held back, and the coverage rate of forests should be raised to 18.2%, and "greening coverage" rate of mature urban districts should be raised to 35%. Efforts should be made to improve both urban and rural environment, and the aggregate volume of the discharge of main pollutants in 2000 should be reduced 10% by 2005. Significant progress should be made in the economical use and protection of resources."

- Excerpt from the Tenth Five Year Plan of National Economic and Social Development of the People's Republic of China.





Chapter **3**

National Plan of Action for the Period
2001-2005

3.1 Action plan for compulsory schooling

3.1.1 General objectives

Based on the achievement of “basically universalizing 9-year compulsory schooling” by 2000, priorities should be placed on rural education and lower secondary education, and efforts should be made to raise the level of popularization and the quality of 9-year compulsory schooling. The participation rates at lower secondary level should be over 90%, and dropout rates should be kept under 3%, with further improvement in the population coverage rates in areas having basically made 9-year compulsory schooling universal. On the basis of basically eliminating gender gaps in the enrollment ratios at primary level, efforts should be made to further reduce the gender gaps in enrollment ratios at lower secondary level. Steps should be taken to accelerate the pace of making compulsory education universal in ethnic minority areas, and to raise the proportion of the disabled in receiving compulsory education.

3.1.2 Planned targets set for different categories of areas:

— In poor area not yet attaining the goal of making 9-year compulsory schooling universal and inhabited by 15% of the nation’s population, efforts should be made to raise the popularization rates of compulsory schooling. The participation rates of three categories of disabled children and youth (the blind, the deaf-mute and the mentally retarded) should reach more than 60%;

— In rural areas having basically universalized 9-year compulsory schooling and inhabited by about 50% of the nation’s population, efforts should be made to improve the facilities and conditions of schools, to enhance the level of management, to further raise the rates of popularization and control dropout rates, so as to consolidate the gains of universalizing 9-year compulsory schooling and enhance its quality. The enrollment ratios of the blind, the deaf-mute, and the mentally retarded children and youth should reach over 85%;

— In large and medium-sized cities and economically more developed areas having universalized 9-year compulsory schooling and inhabited by about 35% of the nation’s population, the main task ahead is to promote the development of school facilities and conditions according to standards, to do a good job of running every school and eliminate weak schools, so as to realize 9-year com-

pulsory schooling on high standards. The enrollment ratios of the disabled children and youth (including the blind, the deaf-mute, and the mentally retarded) in compulsory education schools should be more than 95%;

— In ethnic minority areas the number of counties having basically realized the goals set for the “two basics” should be raised from 51% of the total in 2001 to over 70% by 2005, and primary education should be made universal in 95% of these counties.

3.1.3 Major policy measures

(1) 9-year compulsory schooling constitutes the very fundament of implementing the strategy of rejuvenating the country through science and education and the strategy of sustainable development and plays a crucial role in terminating the production of new illiterates and in raising the quality of the whole nation. It is imperative to uphold the priority status of universalizing 9-year compulsory schooling and increase the level of financing so as to ensure the realization of the goals of educational development set in the 10th Five Year Plan as scheduled.

(2) The relationship between quantitative and qualitative development must be handled properly, and the enhancement of educational quality must be given adequate attention, while efforts are exerted to push forward the progress of making 9-year compulsory schooling universal. An overview of major policy measures follows:

— The Decision Jointly Made by the CCP Central Committee and the State Council on Deepening Reforms and Promoting EQO Education in a Comprehensive Way must be conscientiously implemented, and efforts must be made to conduct in-depth reforms and enhance educational quality in a comprehensive manner, motivated by a desire to enhance the overall quality of students;

— In implementing the Program for Renovating Dilapidated School Buildings, advantage should be taken of the special funds allocated by the national budget and the matching funds provided by local governments, so that this problem may be tackled within a comparatively short time. It is envisaged that by 2005 standards set by national or provincial-level authorities for school buildings, laboratory equipment and facilities, library collections, and facilities used for musical, fine arts and physical education should be attained.

— Efforts should be made to implement the “*Xiaoxiaotong* Project” aiming to establish Internet linkages for all schools, so as to improve the conditions for IT education. It is envisaged that during the 10th FYP period, all primary and secondary schools in urban settings (county seats and all cities) in the eastern region, all primary and secondary schools in large and medium-sized cities in the central and western regions will be enabled to have access to the Internet; while the central primary schools located in townships and towns in the central and western regions will be equipped with distance education programs receiving facilities, satellite ground receiving stations, TV sets, computers, VCD players, etc., and efforts should be made to offer IT school subjects in all schools;

— Efforts should be made in conscientiously implementing the “Project for the Continuing Education of Teachers” in an endeavor to markedly enhance the qualifications of teachers. During the 10th FYP period, in large and medium-sized cities and economically developed areas, about 80% of newly recruited primary schools teachers should have completed short-cycle higher education (2-3-year post secondary courses), and about 80% of newly recruited lower secondary school teachers should have completed first-degree level courses; while in rural areas having realized the goals set for the “two basics”, about 50% of newly recruited teachers should meet these standards. Efforts should be redoubled to address the problem of the recruitment of teachers for schools in poverty-stricken areas and mountainous areas, as well as the problem of their in-service training.

— In accordance with the Guidelines for Curricular Reform in Basic Education, efforts should be made to adjust subjects provided in compulsory education schools, to develop new standards for basic education subjects, to intensify the development of school textbooks, to reform subject matters taught. In rural lower secondary education, efforts should be made to implement the “Project of Green Certificates”^{1 2};

— In lower secondary education, positive steps should be taken to introduce teaching materials related to the prevention of HIV/AIDS. According to the “Mid- and Long-term Plan for the Prevention and Control of AIDS in China” and “China’s Action Plan for Holding Back and Controlling AIDS and STD” Instructions concerning the prevention of AIDS, STD, and drug abuse should be introduced in health education, delivered through a variety of means, such

as lectures, knowledge contests, blackboard news bulletins, and other delightful forms;

— Efforts should be made to prolong the remaining 8-year courses covering 5-year primary schooling and 3-year lower secondary schooling in some rural areas to 9-year courses;

— Developing tools used for testing the school performance of students through inquiries, and conducting such tests in an organized and systematic way;

(3) Further intensifying support given to educational development in poor areas and western areas. An overview of the major policy measures to be taken follows:

— Responding to the state's strategy for developing the western region, the level of transfer payments provided by the national budget for aiding educational development in western areas and ethnic minority areas should be raised.

— During the 10th FYP period, the 2nd term of the State Project for Aiding Compulsory Education in Poor Areas will be implemented, in which 5 billion yuan will be allocated by the national

budget, supplemented by 2.5 billion yuan of matching funds provided by local governments, focusing on aiding 522 county-level entities (of which 462 counties are located in the western region), which by 2000 had not yet made 9-year compulsory schooling universal, to universalize 9-year compulsory schooling

— Implementing the “Project for Renovating Dilapidated School Buildings”, in 2001 and 2002 the national budget will allocate 1.5 billion yuan each year for the project, and in the remaining years of the 10th FYP period the annual appropriation from the national budget is expected to increase to 2.5 billion yuan.

— Continuing the efforts of implementing the “Program for Developing Education in the Western Region”, the “Program for Aiding Schools in Western Poor Areas through Partnerships with Schools in Developed Areas in Eastern

¹² Green certificates have been introduced with a view to promoting reforms in rural education. Its main thrusts lie in the practice that: in lower secondary education provided by rural schools the class hours for both labor and technical lessons and local subject matter are combined to provide an integrated school subject of modern agro-technologies lasting about 300 class hours in the light of local conditions and needs, enabling students to receive education and training in a certain amount of modern agricultural knowledge and practical skills in the course of compulsory schooling. For students successfully completing such education, a certificate of vocational studies labeled as a “green certificate” is awarded in addition to the normal school graduation certificate.

China”, and similar programs organized within each provincial-level entity for aiding schools in its own poor areas through partnerships with schools in its large and medium-sized cities.

(4) Taking measures to ensure the compulsory schooling of various disadvantaged groups and to aid the development of compulsory education in poor areas and ethnic minority areas.

— Greater attention should be given to the education of girls. On the basis of essentially eliminating gender gaps in the enrollment ratios at the primary level, efforts should be made to further reduce the gender gaps in enrollment ratios at the lower secondary level. The main measures to be taken include: enhanced awareness, more intensive advocacy and publicity work, and extensive mobilization of the masses; in educational inspection, the progress in the reduction of gender disparities in enrollment ratios should be an important item, and a system of indicators used for evaluating the performance of regional education and school education should be developed and instituted, and the process of checking up and accepting the achievement in universalizing 9-year compulsory schooling should be improved; and greater support should be given to the “Spring Buds Project” sponsored by All China Women’s Federation and the China Foundation for Children and Youth with a view to bringing the out-of-school girls to schools in poor areas.

— Greater efforts should be made in providing financial aid to students from poor families. The major measures to be taken include: awareness of the importance of providing financial aid to students from poor families should be heightened, as it has an important bearing on making 9-year compulsory schooling universal; instituting a “State Sponsored Stipend for Compulsory Schooling”, in the priority counties covered by the project of poverty alleviation through development, a system of supplying school textbooks free of charge should be instituted; initiatives taken by nongovernmental organizations, individual citizens, external philanthropy organizations to set up funds and provide donations for aiding the needy students are encouraged, and such activities should be regularly conducted all the year round.

— The development of special education for the disabled should be accelerated through multiple channels. We deem it desirable to take the following steps to ensure the attainment of the goals and targets set for educating the

disabled: developing a network of educational institutions rationally distributed and easily accessible to the disabled seeking entry; significantly expanding the scale of special education through the establishment of more special education schools, instituting more special education classes attached to regular schools, and more intensive promotion of mainstreaming; strengthening the development of teachers engaged in special education, improving the conditions of schools providing special education; improving the quality of education catering to the needs of the disabled through relevant research into the process of teaching and learning and through improvement in the content and methods of teaching; incorporating the education of the disabled as an integral part of compulsory schooling and promoting its development through integrated planning and more rigorous inspection; increasing financial input of the government which should be the main source of financing, while efforts should be made to raise funds through multiple channels, including aids provided by international organizations and foreign philanthropic bodies and individuals, and nationwide activities or campaigns oriented to aiding the disabled should be encouraged.

— Positive steps should be taken to address the problem of providing compulsory schooling to the children of rural-urban migrants. It is envisaged that the enrollment ratio of the corresponding age cohort should reach more than 95% by 2005. The major measures to be taken include: The “Provisional Regulations on the School Attendance of the Children of Migrants” jointly issued by the former State Education Commission and the Ministry of Public Security in 1998 should be conscientiously implemented, and in this work the leading role of the government should be stressed, and close cooperation between the departments of education, public security, industry and commerce, and labor should be achieved with suitable division of labor among them. In addressing this problem collaboration between governments of the origin of the migrant children and the government of the place of influx is crucial, and the main responsibility should be placed on the latter. Public schools of the place of influx of migrant children should undertake the main responsibility of educational provision, supplemented by non-public schools. A variety of forms should be used to ensure the schooling of these children and facilitate their access to compulsory education. With regard to the charging of fees, norms and standards should be set, and the number of fee-charging items should be reduced and the level of fees should be lowered, and students from needy families should be accorded preferential treatment through reduction or exemption of

tuition and other fees. The provision of compulsory schooling for children of migrant workers should be incorporated into urban planning, with the necessary expenses covered by budgetary resources.

— Steps should be taken to accelerate educational development in poor areas and ethnic minority areas. The major measures to be taken include the following. Concerted efforts should be exerted to win the battle for making 9-year compulsory schooling universal in poor areas, and special efforts should be taken to assist the ethnic minorities with a small population to develop their compulsory education. Efforts should be made to strengthen the initial and in-service training of teachers, and a large number of teachers capable of conducting bilingual teaching should be trained so as to meet the needs of teaching. Efforts should be redoubled to develop IT education and to reduce regional and rural-urban disparities. Providing aid to schools in poor areas and ethnic minority areas through partnerships with schools in the developed areas is an effective way to improve the quality of education in these disadvantaged areas and to improve school facilities.

(5) Efforts should be conscientiously taken to implement the Decision of the State Council on the Reform and Development of Basic Education. In the provision of compulsory schooling in the countryside, a county-based management system should be resorted to, and steps should be taken to improve the procedure of paying the salaries of teachers and develop a mechanism conducive to ensuring a suitable level of per student expenditure on non-personnel items. A system of monitoring and reporting dropouts in rural lower secondary schools should be instituted. Educational inspection should be reinforced and appraisal of the progress in implementing the action plans for EFA should be conducted annually.

An Overview of Specific Projects and Programs in the Educational Sector			
Name of Project Program	Responsible Agencies	Source of Funds	Goals and Content
State Project for Aiding Compulsory Education in Poor Areas (2nd term)	MOE, MOF	5 billion yuan from national budget, 2.5 matching funds	Aiding 522 poor counties (including 462 counties in western region), funds used for renovating school, school buildings, training teachers, buying books and equipment, and equipment for distance education and IT
Programs for Aiding Schools in the Poor Areas in a Province through Partnerships with Schools in its own Large and Medium-sized cities	People's governments of various provinces, autonomous regions, and municipalities	Funds provided by the region and partnership school concerned	Sending teachers for helping the partnership schools; and aid in kind and money.
Program for Aiding Schools in Western Poor Areas through Partnerships With Schools in Developed Areas in Eastern China	Relevant people's governments of various provinces and municipalities concerned	Ditto	Ditto
Project for Renovating Dilapidated School Buildings	MOE, State Commission for Development and Reform, and MOF	3 billion yuan from national budget and 2 billion yuan from local budgets.	Renovating old school buildings and building new ones for 20,000 schools in 26 provinces with a area of 17,000,000sq.m
Xiaoxiaotong Project	MOE	Aided by state subsidies	Enabling all schools in county-seats and other urban settings in the eastern region, as well as all secondary schools in the central and western region to have access to the Internet; enabling 90% of primary and secondary schools to have access to the Internet within ten years.
Hope Project	China Foundation for the Development of Children and Youth	Donations	Assisting children in poor areas to complete their schooling and establishing "Hope Primary Schools", and organizing "one-helps-one" activities.
Spring Buds Program	ACFW, China Foundation for Children and Juveniles	Donations	Assisting out-of-school girls in poor areas to return to schools.
Candle Light	Juveniles China Philanthropy Foundation	Donations	Assisting teacher training in poor areas, commending outstanding Teachers, and conferring "Candle Light Awards".

3.2 Action plan for early childhood care and education (ECCE)

3.2.1 General objectives

— Energetic steps should be taken to develop flexible and diverse forms of early childhood care and education, exploring ways to develop community-based ECCE networks capable of combining the services provided by formal

and non-formal ECCE institutions with family education, so as to meet the needs of ECCE for children under 6 and the needs of scientifically sound family care and rearing;

— It is envisaged that the participation rates of young children in 3-year pre-school education should reach over 55%, and 3-year preschool education should be made universal in large and medium-sized cities, and the participation rates of children in the one-year preprimary classes attached to regular primary schools should reach 80% in rural areas.

— Efforts should be made to extensively raise the competence of parents and child caretaker with young children under 3 and children aged 3-6 in their charge, enabling them to handle scientifically the care and rearing of young children.

3.2.2 Differentiated goals and targets set for different categories of areas

— In poor areas which have not been able to make 9-year compulsory schooling universal and are inhabited by 15% of the nation's population, the participation rates of young children in one-year preschool education should reach 60% in rural areas, and the participation rates of young children aged 3-6 in 3-year preschool education should reach 35% in urban areas; and most parents and child caretakers with 3-6 years old children in their charge should have received sound guidance in the scientific knowledge and skills concerning child care and rearing;

— In areas which have basically made 9-year compulsory schooling universal and have to consolidate their gains, being inhabited by about 50% of the nation's population, the participation rates of young children in one-year preschool education should reach over 80% in rural areas, and the participation rates of young children aged 3-6 in 3-year preschool education should reach over 50% in urban areas; and over 90% of parents and child caretakers with 0-6 years old children in their charge should have received sound guidance in the scientific knowledge and skills of child care and rearing.

— In areas which have made 9-year compulsory schooling universal by fairly high standards, being inhabited by about 35% of the nation's population, the

participation rates of young children aged 3-6 in 3-year preschool education should reach over 90% in urban areas; and all parents and child caretakers with 0-6 years old children in their charge should have received sound guidance in the scientific knowledge and skills of child care and rearing.

3.2.3 Major policy issues

— Early childhood care and education institutions should be developed under the general guidance of the government, being run by various quarters of society, with funds raised through multiple channels, with educational programs delivered in diverse forms. In rural areas, especially in economically underdeveloped areas and in areas where the residential quarters of inhabitants are highly scattered, we deem it advisable to develop half-day (or run in specific hours) activity stations (centers) for young children, seasonal classes, weekend classes, itinerary consulting stations, as well as the provision of “go-to-home guidance” as valuable supplementary forms for ECCE services. In large and medium-sized cities and in areas with a dense population, the main way to develop networks of ECCE is to run formal ECCE institutions like nurseries and kindergartens, supplemented by such non-formal institutions as community-based toy libraries, games-playing groups, family education consulting services stations. The advocacy and dissemination of scientific knowledge of child care and rearing should rely on community-based services and ECCE institutions. These institutions are expected to provide guidance to parents and custodians with young children aged 0-6 in their charge about scientific care and rearing of children, to disseminate knowledge concerning sound childbirth and child rearing among young couples of child-rearing age, to disseminate knowledge of health care for expectant mothers and knowledge of the nutrition of children for young parents.

— Special attention should be given to the provision of early childhood education (ECE) in rural areas. With the enhancement of the living standards of rural people, with the speed up of the process of urbanization, the broad masses in the countryside are raising higher and higher demands for ECE, and accordingly, the priority areas and difficult tasks of developing ECE lie in the countryside. To ensure the attainment of the goals and targets set for ECE in the 10th FYP period, the following major policy measures should be taken. A management structure concerning ECE should be established, in which the government exercises overall leadership and coordination, with the educational department

assuming the main responsibility, supplemented by the efforts of other relevant departments, with the participation of ECE institutions and parents in the specific community. To ensure the sound development of ECE undertakings, full scope should be given to neighborhood committees in urban communities and the autonomous organizations of villagers in the countryside, so as to coordinate efforts and mobilize available resources. In the administration of ECE, a management structure characterized by placing the main responsibility on local governments, with different responsibilities undertaken by governments at different levels, and with proper division of labor among various departments concerned. The state is responsible for formulating the laws and regulations, principles and policies, and plans concerning ECE. The people's governments at the provincial and prefectural levels are responsible for formulating the plans for developing ECE in areas under their jurisdiction, for formulating relevant policies in the light of local conditions, and for the implementation of plans and policies, as well as for the development of teaching and support staff and the provision of professional guidance. The people's governments at county-level are expected to assume full responsibility for the planning of ECE, the mapping of ECE institutions and its adjustment, the development of public kindergartens and the management of kindergartens of various types, supervising the directors and teachers of kindergartens, and providing guidance to educational and teaching practices. The subdistrict offices in cities are expected to collaborate with relevant departments in formulating the plan for developing ECE in the areas under their jurisdiction, and are responsible for disseminating scientific knowledge of child care and rearing, providing guidance to family education, providing sites and facilities for activities, raising funds, and organizing volunteers to take part in voluntary activities. The people's governments at township level in the countryside are responsible for providing ECE services, for running central kindergartens, raising funds, and improving the conditions of kindergartens. Full scope should be given to villagers' autonomous organizations in developing ECE, and ECE should be delivered in flexible and diverse forms. It is incumbent upon governments at all levels to safeguard the public security, safety, and legitimate rights and interests of ECE institutions and to mobilize and organize parents to involve themselves in ECE activities. In developing ECE, the principles of combining the efforts of the government and society at large, integrating formal with non-formal education, and adopting flexible and diverse forms should be adhered to.

— Great efforts should be made in improving the qualifications of teachers engaged in ECCE. During the 10th FYP period, kindergarten teachers in large and medium-sized cities should all have completed education at the upper secondary level, with 50% of them having completed at least short-cycle higher education (2-3-year post secondary courses). Among kindergarten teachers in rural areas, 90% should have at least completed education at upper secondary level, with 20% having completed at least short-cycle higher education. The major measures to be taken are as follows: (1) It is incumbent upon the educational department at various levels to draw up plans for the initial and in-service training of kindergarten teachers in the light of the local needs of developing ECE. (2) A network of kindergarten teacher training should be developed with formal kindergarten teacher training institutions as the mainstay, with the model kindergartens in cities and townships (towns) as supplementary in-service training bases. (3) Full advantage should be taken of distance education (including correspondence courses, programs provided by RTVU, state-administered examinations for self-directed learners, etc.), so that the qualifications of kindergarten teachers employed in rural areas may gradually reach the standards set by the state. (4) A system of kindergarten teacher certification should be adopted, and the appointment of a kindergarten director is contingent on her holding the proper credential.

— Adequate financing should be ensured. Inasmuch as ECE is not compulsory education, the expenses incurred should be shared by the government and the parents of the recipients of ECE. The recurrent expenses needed for running model kindergartens, for in-service teacher training, for aiding young children from poor families, for commending outstanding ECE workers, for subsidizing ECE in rural areas, etc. should be covered by governmental budget, and the level of financing should increase year by year. The expenses for living, care and education of the children accommodated by kindergartens and nurseries should be borne by children's parents according to the standard fees regulated by the local government. In educational programs receiving domestic and international financial aids, it is suggested that ECE should be an integral part of them. Friendly personages both at home and abroad are encouraged to provide donations for establishing and maintaining kindergartens.

— Monitoring and evaluation. Regular inspection, monitoring and evaluation of ECE development in the locality and the performance of kindergartens should be carried out in accordance with the norms and standards set by the state for

inspection of ECE, the norms and standards set by local educational department for the performance of kindergartens, and in accordance with the set of indicators developed.

Program for Promoting the Safe and Healthy Growth of Chinese Children and Juveniles
<ul style="list-style-type: none"> ● Sponsoring agency: China Foundation for the Development of Children and Juveniles ● Fundamental aims: The safe and healthy growth of children and juveniles is held as the highest criterion, and it is envisaged that the awareness of self-protection should be fostered among children and juveniles, and the overall qualities of children should be enhanced through advocacy and publicity, education and training, assistance and relief, in an endeavor to create a social environment conducive to the safe and healthy growth of children and juveniles. ● Objectives of activities: Helping children and juveniles to “keep away from dropping out of school, from disease, from committing crime, from injuries” through inquiries, advocacy and publicity, assistance and relief, enabling them to grow up into a new generation of people equipped with scientific and cultural knowledge, with a strong physique, and with a sound personality. ● Target groups assisted: Children and juveniles under 18; poor women of child-bearing age. ● Strategies and measures: <ul style="list-style-type: none"> A donation of 50 yuan, helping a family to meet its annual need of iodine reinforced table salt; A donation of 80 yuan, providing a seriously undernourished child with the essential nutrient foods consumed in a month; A donation of 100 yuan, providing three-month nutrition subsidy for a poor child; A donation of 200 yuan, helping a poor expectant mother to have her baby born through proper midwifery, ensuring the safety of mother and baby. A donation of 300 yuan, providing the preventive vaccination of 4 children, covering prevention of pulmonary tuberculosis, whooping cough, diphtheria, tetanus, poliomyelitis, and measles; A donation of 400 yuan, assisting a poor student to attend one year of primary school; A donation of 600 yuan, assisting a poor student to attend one year of lower secondary school; A donation of 5,000 yuan, assisting a school in poor area to install an Ankang bookshelf filled with a selected collection of books; A donation of 50,000 yuan, assisting a poor locality to equip an Ankang commune clinic.

¹³ “illiteracy rate of the population” refers to a percentage indicator derived from the total number of illiterates among the population aged 15 and over divided by the total population of the country; “adult illiteracy rate” is a percentage indicator derived from the total number of illiterates among the population aged 15 and over divided by the total population aged 15 and over in the country. The data on population and population illiteracy rate for 2000 are quoted from the China Statistical Yearbook for 2000, and the total population aged 15 and over is inferred from the data published by the China Statistical Yearbook for 2000 on the country’s total population and the percentage of the corresponding age bracket.

3.3 Action plan for literacy education and skills training provided for youth and adults

3.3.1 General objectives of development

— The targets are set as follows: Illiteracy should be basically eliminated among illiterates within the age cohort 15-24; the number of illiterates among the population aged 15 and over should be reduced by one third from the level existing in 2000 – 85,070,000, with illiteracy rates of the population reduced from 6.7% in 2000 to under 4% in 2005, and adult illiteracy rates¹³ reduced from 8.7% to under 5%; and the number of remaining illiterates and the gender gaps in illiteracy rates should be further reduced.

— Efforts should be made to create a literacy and follow-up education capacity handling a volume of 100 million person-times in literacy classes and follow-up general education and technical training classes through flexible means and diverse forms, so as to maximally meet the needs of illiterate groups for literacy education and follow-up studies, and the needs of adults for receiving training in practical knowledge and skills.

3.3.2 Differentiated goals and targets of literacy education

— In poor areas which have not attained the goals set for making 9-year compulsory schooling universal, being inhabited by about 15% of the nation's population, county-specific plans for literacy education should be formulated in an endeavor to reduce the illiteracy rates among young and middle-aged adults aged 15-50 to under 5%; and the literacy retention rates among the neo-literates should be kept at over 95%.

— In areas which have basically attained the goal of making 9-year compulsory schooling universal and their gains in the “two basics” need to be consolidated, being inhabited by about 50% of the nation's population, township (town)-specific plans for literacy and follow-up education should be drawn up in an endeavor to reduce the illiteracy rates among all young and middle-aged adults (aged 15-50) to under 5%; post-literacy continuing education should be conducted extensively so as to prevent neo-literates from relapsing into illiteracy to the largest possible extent.

— In large and medium-sized cities and other economically developed areas, which have made 9-year compulsory education universal on a high standard, being inhabited by about 35% of the nation's population, efforts should be made to eliminate illiteracy among all young and middle-aged adults (aged 15-50) capable of learning; fairly developed networks of continuing education and training should be developed, including general education schools for peasants, technical training schools for peasants, community-based adult education centers, etc., providing the necessary facilities for neo-literate groups to upgrade their general education and learn new knowledge and skills.

3.3.3 Policy measures to be taken in literacy education

— Awareness of the great significance of literacy education among the public should be further enhanced. For illiterate individuals, to become literate and be able to continue to learn is not only of great significance for them to gain self-confidence, self-respect, and personal independence, and to safeguard human rights and realize social equality, but also of great significance for them to take part in social activities, to find jobs, to increase their income, and to improve their quality of life. In literacy education, on the one hand, efforts should be redoubled to eradicate illiteracy among young and middle-aged adults (with special attention devoted to the prevention of the production of new illiterates aged 24 and under through compulsory schooling and through remedial work for school dropouts), and on the other, due attention should be given to literacy work among groups of more advanced age. Beside literacy work conducted among the better qualified groups, greater attention should be devoted to literacy work among such disadvantaged groups as women, ethnic minorities, the disabled, and the mentally retarded, as well as people widely scattered in their residence.

— High priority should be placed on literacy work conducted in poor areas, in ethnic minority areas, and among illiterate women. During the 10th FYP period, in provinces and autonomous regions, which have not yet attained the goal of basically eradicating illiteracy among young and middle-aged adults, special literacy projects to be conducted in poor areas should be initiated; in ethnic minority peoples with a population under 100,000, special literacy projects among them should be launched; in provinces, autonomous regions, and municipalities, which have attained the goal of basically eradication illiteracy among young and middle-aged adults, special projects for literacy education

among women should be initiated.

— A clear account of the conditions of literacy and educational attainment among the population should be taken, so that literacy education tasks can be assigned in a down-to-earth manner, clarified for each township, each village, each school, and each individual. It is suggested that such an account can be built on the basis of the findings of the Fifth National Census, and village-based accounts should be taken through thoroughgoing check-ups. On the basis of a clear account of the number of remaining illiterates, plans for literacy education and

post-literacy continuing education can be drawn up in

¹⁴ This refers to the line of the government and the line of the government's educational department, and in signing a "letter of contractual responsibility", the educational department pledges to realize the goals set as a kind of management by objectives (MBO) in literacy work.

ways both top-to-down and from bottom up for each province (municipality, autonomous region), prefecture (city), county (city), township (town), and administrative village. Thus, the tasks of literacy work can be assigned to relevant bodies and individuals in the townships (towns), administrative villages, schools, and individuals concerned. In the implementation of literacy programs, a "two-line"¹⁴ and level-by-level system of contracted responsibility is resorted to between local governments and educational departments. Efforts should be made to strengthen the agencies for coordinating literacy education in governments at all levels and improve their work, and the initiatives of society at large should be enlisted in literacy education. Inspection, monitoring and evaluation of literacy education should be strengthened and conducted regularly, and a system of submitting reports on the progress of literacy education, communicating experiences through circular letters, official acceptance of work done, and annual evaluation should be developed.

— The voluntary efforts of college students should be enlisted in literacy education. So far experiences have been accumulated in mobilizing college students to offer voluntary services in literacy campaigns, and in providing services in the scientific, technological, and cultural fields, and in organizing students of general secondary and specialized secondary schools to participate in *Sanxiang* activities (activities in the fields of education, science and technology, and culture) and other activities of social practice, and literacy work among young and middle-aged adults and the training of literacy teachers can be made part of such activities.

— Theoretical and practical studies concerning literacy education should be

strengthened in an endeavor to conduct reforms in literacy education. Reform efforts need to be exerted in adjusting the literacy subjects provided, in improving the subject matter of literacy education materials, in the methods of teaching, and the basic learning needs of learners should be given greater attention, and the solution of practical problems should be the focus of the mechanism of literacy education and the system of inspection and evaluation. Responding to the specific needs of different groups (women, the elderly, people highly scattered in their residence, migrants, the disabled, etc.), different approaches should be taken by integrating formal and non-formal programs, concentrated and scattered programs, school-based and home-based programs, to meet the needs of different illiterate groups in their literacy education and post-literacy continuing education delivered in flexible and diverse forms.

— Funds for financing literacy programs should be raised through multiple channels. During the 10th FYP period, in the national budget there will be an item used annually for rewarding local efforts in the light of their performance in literacy programs. It is incumbent upon local governments at all levels to set up special funds for literacy education in an amount commensurate with their financial resources, used for conducting literacy education programs and for rewarding units and individuals outstanding in their work. In enterprises and institutions, the funds for literacy education are listed as an item in the expenses for the education of staff and workers. The expenses for programs organized by the educational department for the in-service training of literacy teachers and other full-time literacy education workers, for the preparation of literacy textbooks and reading materials, for related activities in teaching and research, for exchange of experiences, and for commending advanced units and individuals are all listed as items in its budget of current expenses. NGOs and other social organizations and individual citizens are encouraged to make voluntary donations for literacy work.

3.3.4 Policy measures taken to promote skills training programs

— Building well-developed networks for training youth and adults constitutes a basic dimension of an educational system responding to the needs of the future, and at the same time, constitutes an important aspect of the reform and development of education. In parallel with and on the basis of energetic efforts for developing and running well agricultural and vocational schools, general educational schools for peasants, and vocational training centers, it is impera-

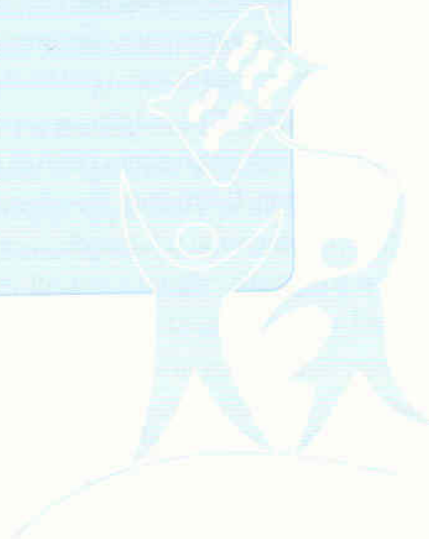
tive to take positive steps to develop radio and TV-based, satellite-transmitted educational programs, as well as Internet-based educational programs, to encourage secondary and tertiary educational institutions to utilize their educational resources to provide cultural and vocational training programs oriented to the needs of society at large in parallel with their programs in formal education, to support all professional societies (corporate members of China Science and Technology Association), other NGOs and social organizations, as well as individual citizens to establish educational and training institutions for adults, to mobilize all available educational resources to meet the learning needs of youth and adults.

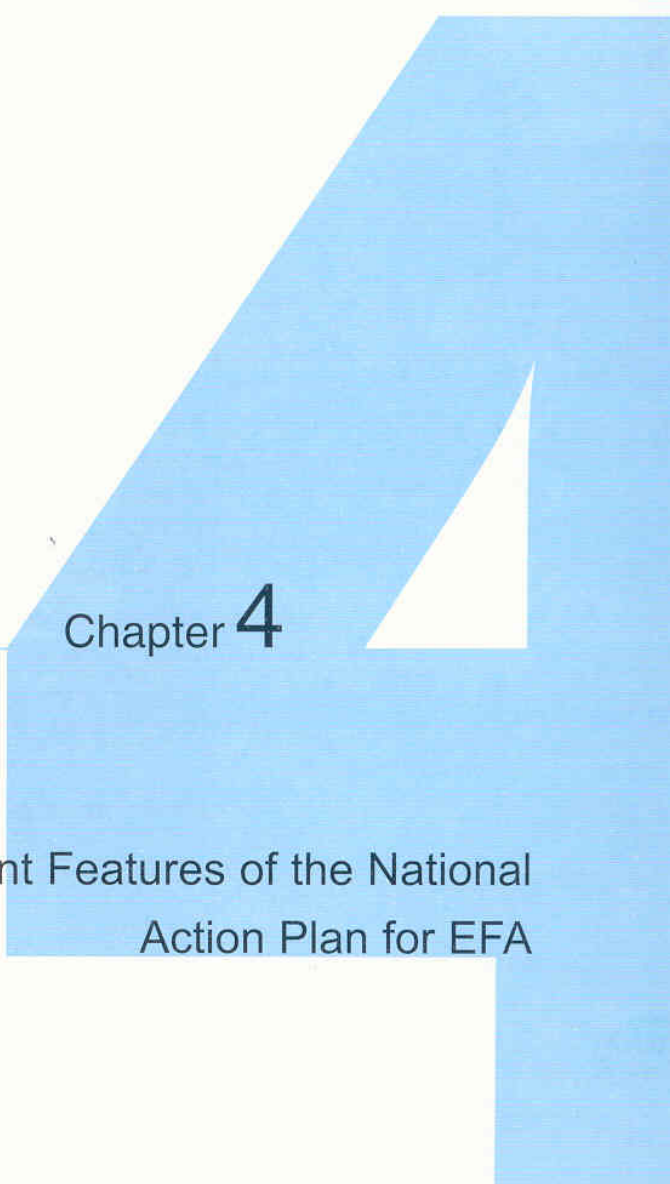
— Programs catering to the needs of youth and adults should respond to the needs of local socio-economic development, and should be integrated with the general needs of other groups. During the 10th FYP period, training programs conducted in the countryside should be focused on (1) post-literacy continuing education of the neo-literates; (2) disseminating agro-technologies and farm produce processing technologies; (3) programs related to the development of small towns and the needs of helping potential rural-urban migrants to acquire necessary skills, and in the meantime, due attention should be given to flexible and diverse programs related to sound childbirth and scientific rearing of children, prevention of AIDS, STD, and drug abuse. Training programs in urban settings should be focused on programs catering to the needs of young people seeking jobs, programs facilitating the re-employment of laid-off workers, and programs conducive to job-transfers, etc. Besides, programs aiming to improve the ethical and cultural standards of citizens, to improve their quality of life, and to serve the needs of local communities should also be provided.

— The financing of these programs should be addressed and tackled through different avenues in the light of the nature of the programs concerned and the learning needs of the trainees. The subsidies used to support the training the staff and workers of an enterprise should be provided by the enterprise concerned out of its fund for training staff and workers; the subsidies used for supporting the training of laid-off workers are borne by the departments of labor security at all levels out of the funds for employment managed by them; while the expenses of training peasants should be properly subsidized by the township (town) government and the administrative village concerned. The costs of other training programs should be borne by the trainees themselves.

School-age population:

During the 10th FYP period the school-age population at the primary level tends to decline, it is anticipated that total primary enrollment will decline from 130 million in 2000 to under 120 million in 2005; while the school population at the lower secondary level will be at its peak, with corresponding total enrollment increasing from 62,570,000 in 2000 to over 70,000,000 in 2005.





Chapter 4

Salient Features of the National
Action Plan for EFA

4.1 Making compulsory schooling universal

School-age population: During the 10th FYP period the school-age population at the primary level tends to decline, it is anticipated that total primary enrollment will decline from 130 million in 2000 to under 120 million in 2005; while the school population at the lower secondary level will be at its peak, with corresponding total enrollment increasing from 62,570,000 in 2000 to over 70,000,000 in 2005.

Priorities of educational development: With the growth of the overall strength of the national economy and the progress in making compulsory schooling universal, the priorities in developing compulsory schooling lie in the following areas: (1) improving the education of disadvantaged groups so as to realize equity in education; (2) strengthening education in rural areas, in ethnic minority areas, and in the western region of China so as to promote more balanced development in education; (3) energetically improving school facilities and strengthening the development of teaching staff and intensifying efforts in reforming the curricular system, subject matter taught, and educational and teaching practices in an endeavor to improve the quality of education; (4) realizing a transition to free compulsory education, especially at the primary level.

Goals and targets of development: see Table 4.1

Table 4.1 Goals and Targets for Developing Compulsory Education

		2000	2005	2015	
Average national level	Primary education	Enrollment ratio of school-age population	99.1%	Approaching 100%	Making 9-year compulsory schooling universal in the whole country; basically eliminating gender gaps in enrollment ratios; basically realizing equity in education; promoting free compulsory education step by step, especially at the primary level.
		Dropout rates at primary level	Under 1%	
		Participation rates at primary level	95%	All counties and urban districts	
		Gender gaps in enrollment ratios	0.07 percentage points	
	Lower secondary ed.	Gross enrollment ratios	88.6%	About 95%	
		Gender gaps in enrollment ratios		Significantly smaller	
		Dropout rates	3.21%	Under 3%	
		Percentage of 16-year olds completing lower secondary education	90%	95%	
	Special groups	Population coverage rates of areas having made 9-year compulsory schooling universal	85%	Over 90%	
		Percentage of counties having made 9-year compulsory education universal in ethnic minority areas	51%	Over 70%	
Enrollment ratios of disabled children and adolescents			Developed areas: 95% Rural areas: 85% Remote areas: 60%		

Major policy measures taken:

— Further increase the level of public expenditure on education as % of GDP, biased in favor of compulsory education;

— Implement conscientiously the Decision of the State Council on the Reform and Development of Basic Education, with regard to compulsory schooling in the countryside, a management system is to be instituted, in which the local governments assume the main responsibility with suitable division of labor under the general guidance of the State Council, with the county government undertaking the main obligations;

— Intensive application of ICT in education should be carried out by installing an increasingly greater number of computers and relevant facilities in primary and secondary schools in an endeavor to promote educational modernization by informatization of education.

* In implementing the *Xiaoxiaotong* Project, it is envisaged that about 90% of primary and secondary schools in the country will be enabled to have access to the Internet within 5-10 years. All schools in every city and county-seat in the eastern region and all schools in large and medium-sized cities in the central and western regions will be enabled to have access to the Internet. Great efforts should be made to develop modern distance education, and accordingly, in secondary schools under the county-level and in township (town)-based central primary schools facilities for receiving and displaying distance education programs, satellite ground receivers will be installed and computer classrooms will be established. Rural primary schools and teaching sites will be equipped with TV sets, DVD transmitters, packages of CDs for teaching-learning purposes, enabling an overwhelming majority of rural schools to have access to fairly rich educational resources.

* The development of courseware and relevant software should be strengthened, and obligatory courses in IT should be offered in schools. Teacher training should be strengthened so as to popularize knowledge and skills concerning computers and networks among teachers.

* Modern information technology should be fully utilized to improve educational and teaching practices as well as school management.

4.2 Early childhood care and education (ECCE)

Basic viewpoints: ECCE is an important component of basic education, and it is not only closely associated with socio-economic development, but also has an important bearing on the provision of basic education of a high quality. To meet people's needs for ECCE is the responsibility of the government and at the same time an important task of educational development. It is imperative to incorporate the development of ECCE into local plans for socio-economic development, integrating it with farmers' aspiration to build a well-off society, with speeding up the process of urbanization in rural areas, with the development of urban communities, with efforts devoted to the "two basics", and ECCE should be developed in flexible and diverse forms.

Goals and targets of development: see Table 4.2.

Table 4.2 Goals and Targets of Development Set for Different Categories of Areas

		2000	2005	2015
Developed areas, 35% of population	Participation rate of 3-yr pre-school education		90%	The average participation rate in 3-yr preschool education should be more than 80% in the country, with the remaining children receiving 1-yr preschool education; universal guidance given to sound methods of rearing children.
	Participation rate of 1-yr Preschool education			
	Receiving guidance in sound rearing of children		Universally	
Rural areas, 50% of population	Participation rate of 3-yr pre-school education		50%	
	Participation rate of 1-yr Preschool education		80%	
	Receiving guidance in sound rearing of children		90%	
Remote areas, 15% of population	Participation rate of 3-yr pre-school education		35%	
	Participation rate of 1-yr Preschool education		60%	
	Receiving guidance in sound rearing of children		Over 50%	

— The idea of providing preschool education for the 3-6-year olds should be shifted to the idea of providing ECCE for the 0-6-year olds;

— While the development of ECCE are to be realized through flexible and multiple forms, it is of primary importance to guarantee that the government, especially the subdistrict office in urban settings, communities, township (town) governments, villagers' organizations all undertake to shoulder their responsibilities in developing ECCE;

— Positive steps should be taken to increase the level of financing ECCE by raising funds through multiple avenues.

4.3 Eradication of illiteracy and the provision of skills training for youth and adults

Basic viewpoints:

— Efforts in literacy education should be continued on the basis of previous achievement to reduce the proportion of illiterate population. Special attention should be given to literacy work among women so as to reduce gender disparities in illiterate population and illiteracy rates. While efforts are focused on eradicating illiteracy among young people aged 24 and under, as well as among young and middle-aged adults, due attention should be given to literacy work *among older people. Priority should be placed on literacy work in the provinces and autonomous regions with large illiterate populations and with high illiteracy rates while keeping advances in all localities.*

— Since skills training catering to the needs of youth and adults has a strong bearing on enhancing the qualifications of the entire workforce, it is imperative to develop networks of adult training and a fairly sound system of lifelong learning to meet the needs of people for continuing education.

Goals and targets set for literacy work: see Table 4.3.

Table 4.3 Goals and Targets Set for Literacy Work

	2000	2005	2015
Population of illiterate adults	85,070,000	Reduced by 1/3	Basically eliminate illiteracy among population aged 15-50, adult illiteracy rate reduced to under 3%.
Illiteracy rate of the population	6.72%	About 4%	
Adult illiteracy rate	8.72%	About 5%	
Illiteracy rate among population aged 15-50	Under 5%	Under 3%	
Illiterate population aged 0-24		Basically eliminated	

Goals and Targets Set for Skills Training Catering to the Needs of Youth and Adults:

It is envisaged that efforts should be made to provide a capacity of training capable of handling 100 million person-times of training per year through flexible and diverse ways and to develop a fairly sound lifelong learning system, and efforts should be made to consolidate the gains of literacy among 95% of the neo-literates, and to meet as much as possible the needs of youth and adults for training in practical knowledge and practical skills.

Measures ensuring implementation:

Relevant plans of literacy work and training should be drawn up by governments at all levels with clear indicators shown for implementation; regular inspection of the course of implementation should be strengthened, and the final outcomes are subject to official verification and acceptance conducted according to norms and standards set by the state; and high performance should be promoted through competitive evaluation and commendation of outstanding entities;

Literacy work and training programs should be incorporated into the synthetic indicators of local socio-economic development, a contractual responsibility system should be instituted to ensure conscientious implementation, with the government playing a leading role, while mobilizing the initiatives and participation of all quarters of society and realizing the goals through concerted efforts;

Efforts should be made to win support from domestic NGOs and international donor organizations in aiding literacy programs conducted in poor areas through diverse ways.

Appendix 1 China's Economic Development during the 1990s

		1990	1995	2000
Population	Total population ('000)	1,143,330	1,211,210	1,265,830
	Male ('000)	589,040	618,080	653,550
	Female ('000)	554,290	593,130	612,280
	Ethnic minorities ('000)	91,200		106,430
	Natural growth rate of population ‰	14.39	10.55	8.77
Economic Development	GDP (billion yuan)	1,854.79	5,847.81	8,940.36
	GDP per capita	1512	5576	7078
	Percentage of primary ind.	27.1	20.5	15.9
	Percentage of secondary industry	41.6	48.8	50.9
	Percentage of tertiary industry	31.3	30.7	33.2
Finance	Total national revenue (billion yuan)	293.71	624.22	1,339.52
	Percentage of local expenditure in total national expenditure	67.4	70.8	65.3
	National revenue as percentage of GDP	15.8	10.7	15.0
	Public expenditure on education as % of GDP	2.86(1991)	2.44	2.87; 3.19 (2001)
Income of residents	Average disposal income per capita of urban residents (yuan)	1510	4283	6280
	Engel coefficient of urban households %	54.2	49.9	39.2
	Average per capita income of farmers (yuan)	686	1578	2253
	Engel coefficient of rural households %	57.6	58.6	49.1

Supplementary Data (2000)

Natural resources**Surface area:**

9,600,000 sq. km.

Area of arable land:

130,040,000 ha.

Area of territorial sea:

4,730,000 sq. km.

Area of hilly land:

3,200,000 sq. km.

Area of forestry:

158,490,000 ha

Enrollment rates at different levels**Enrollment rate of primary****School-age population:**

99.1%

Gross enrollment rate at**primary level:**

104.6%

Enrollment rate at lower**Secondary level:**

88.6%

Enrollment rate at upper**Secondary level:**

42.8%

Participation rate at**tertiary level:**

11.5%

Administrative divisions:**Provincial-level units:**

31

(not including Hong Kong, Macao and Taiwan.)

Prefectural bodies:

333

(of which: 259 prefectural-level cities)

County-level units:

2,861

(including 861 urban districts)

Township (town)-level units:

43,700

(including 17,900 towns)

Educational attainment of the population:**Average length of schooling:**

8 years

Completion short-cycle higher education and beyond:

36,110,000

Completion of upper sec. sch. and specialized sec. sch.:

111,460,000

Completion of lower sec. sch.:

339,610,000

Completion of primary sch.:

357,010,000

Illiterate population:

85,070,000

Source of data in Appendix 1: *China Statistics Yearbook 2001i* and *Compendium of Educational Statistics of the People's Republic of China and Analysis for 2001*.

Appendix 2 Basic Statistics of Regular Schools in China by Level & Type for 2001/2002

Unit: in 10Thousand

					Teachers, Staff & Workers	
					Total	Teachers
Total	700775	6084.46	6816.92	24258.32	1472.55	1176.41
I. Graduate Education	728	6.78	16.52	39.32		
1.Inst.of Higher Educations	411	6.37	15.63	37.16		
2.Research Organizations	317	0.41	0.89	2.16		
II. Reg. Inst. of Higher Educations	1225	103.63	268.28	719.07	121.44	53.19
Undergraduates						
University	597	75.63	178.47	521.20	95.95	40.05
Non-university Tertiary	628	19.34	66.56	146.79	24.12	12.42
Undergraduate Classes Branch Schools		8.66	23.25	51.08	1.37	0.72
III.Reg. Secondary Schools	95040	2412.33	3184.09	8895.98	623.08	485.98
1.Specialized Sec. Schools	3260	150.29	127.68	457.98	42.90	23.00
Sec. Technical Schools	2690	122.46	108.15	391.74	35.28	18.44
Teachers Training Schools	570	27.83	19.53	66.24	7.62	4.56
2.Skilled Worker Schools	3470	47.70	55.10	134.70	21.96	13.40
3.General Sec. Schools	80432	2047.44	2815.86	7836.02	514.95	418.84
Senior	14907	340.46	557.98	1404.97		84.00
Junior	65525	1706.98	2257.88	6431.05		334.84
4. Vocational Schools	7802	166.50	185.02	466.43	43.01	30.59
Senior	6737	141.98	155.05	383.10		26.86
Junior	1065	24.52	29.97	83.33		3.73
5.Correctional Work-study Schools	76	0.40	0.43	0.85	0.26	0.15
IV. Primary Schools	491273	2396.90	1944.21	12543.47	637.97	579.77
V. Special Education Schools	1531	4.63	5.60	38.64	3.89	2.85
VI. Kindergartens	111706	1160.19	1398.22	2021.84	86.17	54.62

The tables used in appendices 2 and 3 are quoted from *Educational Statistics Yearbook of China for 2000*, published by People's Education Press.

Appendix 3 Basic Statistics of Regular Schools in China by Level & Type for 2001/2002

Unit: in 10Thousand

					Teachers, Staff & Workers	
					Total	Teachers
Total	652048	9942.47	8753.42	7876.39	100.96	42.51
I. Higher Educational Institutions for Adults	686	93.06	195.93	455.98	17.38	8.80
1. Radio/TV Universities	45	10.92	16.49	40.03	5.83	2.95
2. Workers' Colleges	409	9.03	15.10	35.11	6.58	3.43
3. Peasants' Colleges	3	0.03	0.03	0.08	0.03	0.02
4. Institutes for Administration	104	5.71	6.69	15.39	2.50	1.08
5. Educational Colleges	122	5.52	13.36	30.44	2.36	1.27
6. Independent Correspondence Colleges	3	0.43	0.71	1.55	0.08	0.05
7. Run by Regular HEIs		61.42	143.55	333.38		
Divisions of Correspondence		32.80	81.64	196.16		
Evening Schools		11.49	24.46	62.00		
Short-term Courses for Adults		17.13	37.45	75.22		
II. Sec. Education for Adults	515903	9401.04	8135.18	6997.71	69.48	29.58
1. Specialized Sec. Schools for adults	4113	90.63	62.11	189.16	18.21	10.51
Radio/TV Specialized Sec. Schools	138	17.18	10.03	37.05	1.68	0.85
Specialized Sec. Schools for Staff & Workers	1514	24.04	17.51	51.54	6.58	3.59
Specialized Sec. Schools for Cadres	188	2.92	1.88	5.32	0.93	0.49
Specialized Sec. Schools for Peasants	342	5.24	5.28	12.66	1.39	0.91
Correspondence Specialized Sec. Schools	65	4.15	2.81	7.59	0.88	0.45
In-service Teachers Training Schools	1866	9.31	8.35	19.28	6.75	4.22
Run by other types of Schools		27.79	16.25	55.72		
2. General Sec. Schools for Adults	3906	39.97	50.42	50.76	2.77	1.60
General Sec. Schools for Staff & Workers	1175	18.73	27.01	24.14	1.55	0.86
General Sec. Schools for Peasants	2731	21.24	23.41	26.62	1.22	0.74
3. Technical Schools for Adults	507884	9270.44	8022.65	6757.79	48.50	17.47
General Sec. Schools for Staff & Workers	11500	538.13	465.11	340.68	7.15	4.05
Technical Training Schools for Peasants	496384	8732.31	7557.54	6417.11	41.35	13.42
III. Adult Primary Schools	135459	448.37	422.31	422.70	14.10	4.13
1. Worker Primary Schools	1163	14.94	17.00	15.94	0.21	0.10
2. Peasant Primary Schools	134296	433.43	405.31	406.76	13.89	4.03
Of which: Literacy Classes	85870	220.51	178.91	201.49	8.98	2.32

Appendix 4: Relevant Documents with a Bearing on Education for All Issued by the State:

© October 29, 1997, "Suggestions on How to Actively Promote EQO Education in Primary and Secondary Schools at the Current Stage", issued by the State Education Commission, *Jiaoban*[1997] No. 29.

© February 6, 1998, "Suggestions on the Adjustment of Subject Matter Taught in Primary and Secondary Schools and on Strengthening the Management of the Teaching Process in Response to the Promotion of EQO Education" issued by the State Education Commission, *Jiaoji*[1998] No. 1.

© March 2, 1998, "Provisional Regulations on the School Attendance of the Children of Migrant Workers" jointly issued by the State Education Commission and the Ministry of Public Security, *Jiaoji*[1998] No. 2.

© December 2, "Provisional Regulations on Special Education Schools", issued by MOE.

© January 13, 1999, "MOE's Action Scheme on Invigorating Education Toward the 21st Century" approved and transmitted by the State Council, *Guofa* [1999] No. 4.

© June 13, 1999, Decision of the CCP Central Committee and the State Council on Deepening Educational Reform and Promoting EQO Education in a Comprehensive Way", *Zhobngfa*[1999] No. 9.

© November 14, 2000, "Circular of MOE on Implementing the 'Xiaoxiaotong Project'", *Jiaoji*[2000] No. 34.

© May 22, 2001, "Guidelines for the Development of Children in China" issued by the State Council.

© May 29, 2001, "Decision of the State Council on the Reform and Development of Basic Education" issued by the State Council, *Guofa*[2001] No.21.

© June 7, 2001, "Suggestions on Supplying School Textbooks Free of Charge on a Trial Basis for Students of Primary and Secondary Schools in Part of Poor Areas in the Country" jointly issued by MOE and MOF, *Jiaoji*[2001] No. 15.

© June 7, 2001, “Suggestions on Popularizing the Use of Economic Versions of School Textbooks” jointly issued by the Ministry of Education and the Press and Publications Administration, *Jiaoji*[2001] No.16.

© June 8, 2001, “Guidelines for Curricular Reforms in Basic Education (implemented on a trial basis)”, *Jiaoji*[2001] No. 17.

© July 26, 2001, “The Tenth Five-Year Plan for Educational Development in the People’s Republic of China” issued by MOE, *Jiaofa*[2001] No.33.

© July 2, 2001, “Guidelines for Kindergarten Education (implemented on a trial basis)” issued by MOE, *Jiaoji*[2001] No.20.

© November 19, 2001, “Scheme for the Provision of School Subjects in Compulsory Education” issued by MOE, *Jiaoj*[2001] No. 28.

© November 19, 2001, “Suggestions Made by MOE on How to Implement ‘China’s National Action Plan for Holding in Check, Preventing and Treating AIDS in the Period 2001-2005’” issued by MOE, *Jiaotiyi*[2001] No. 8.

© November 27, 2001, “Suggestions on Further Promoting the Reform and Development of Special Education during the 10th FYP Period” jointly formulated by 9 central ministries and agencies and transmitted by the General Office of the State Council, *Guobanfa*[2001] No. 92.

© March 1, 2002, “Suggestions on the Reform and Development of Teacher Education during the 10th FYP Period” issued by MOE, *Jiaoshi*[2002] No.1.

© April 14, 2002, “Notice of the General Office of the State Council on Improving the Management Structure of Compulsory Education in Rural Areas” issued by the General Office of the State Council, *Guobanfa*[2002] No. 28.

© May 28, 2002, “Circular Notice of MOE and MOH on Improving Health Education Concerning the Prevention of AIDS” issued by MOE, *Jiaotiyi*[2002] No. 5.

© July 22, 2002, “Suggestions on Literacy Work during the 10th FYP Period” drawn up by 12 central ministries and agencies headed by MOE, transmitted jointly by the General Office of CCP Central Committee and the General Of-

Office of the State Council, *Zhongbanfa*[2002] No. 15.

© August 17, 2002, “Decision of the State Council on Deepening Reform and Accelerating the Development of Ethnic Minority Education” issued by the State Council, *Guofa*[2002] No. 14.

© August 28, 2002, Decision of the State Council on Energetically Promoting the Reform and Development of Vocational Education” issued by the State Council, *Guofa*[2002] No. 16.