

Education



EDUCATION IN CHINA

A Snapshot

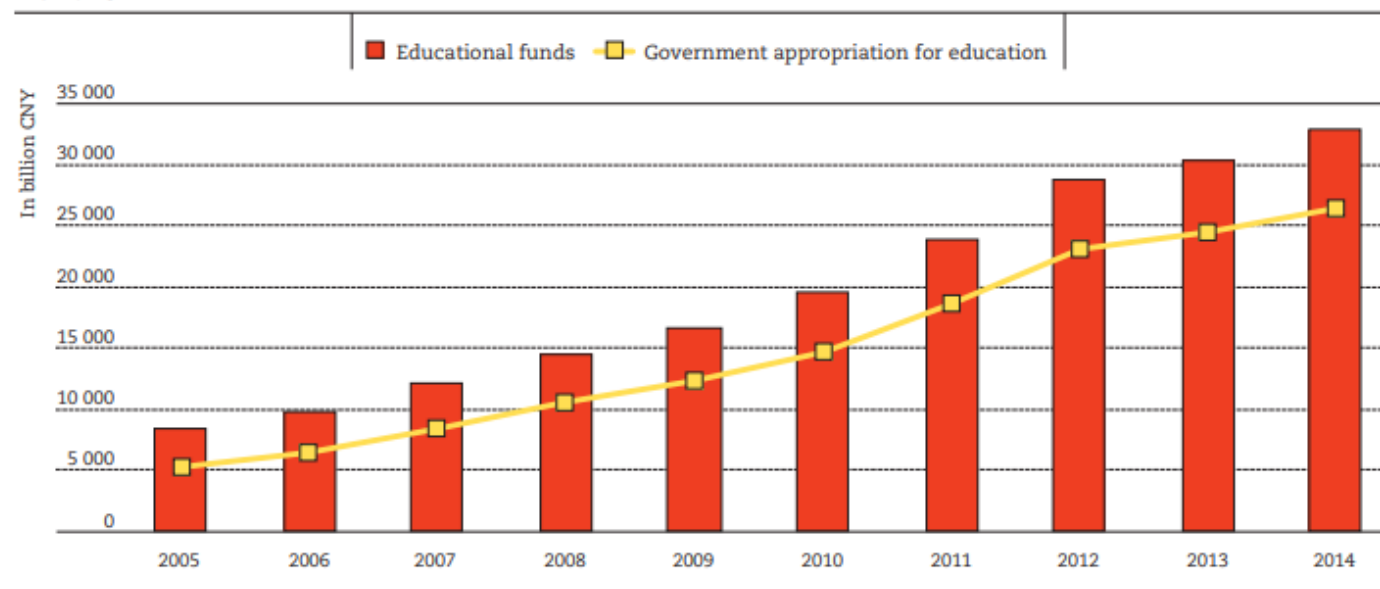


Importance of education

- The Chinese government assigns a high value to education.
 - Education is the basis of national development and modernization.
- The government uses laws and regulations to protect access to education, and to guarantee high-quality education.
- The Ministry of Education often drafts these laws, and submits them for approval by the National People's Congress.
- Once approved, the State Council enacts the law.
- Finally, the National People's Congress formalizes local policies and implementation measures at the respective levels.
- The Law on Compulsory Education (1986)
 - all school-age children with Chinese nationality have the right to receive compulsory education
 - parents are responsible for enrolling their children in school and making sure they finish nine years of compulsory schooling.
 - revised in 2006: all students in compulsory education are exempted from tuition and miscellaneous fees.
 - 2015 version: text books can be priced only at marginal profit

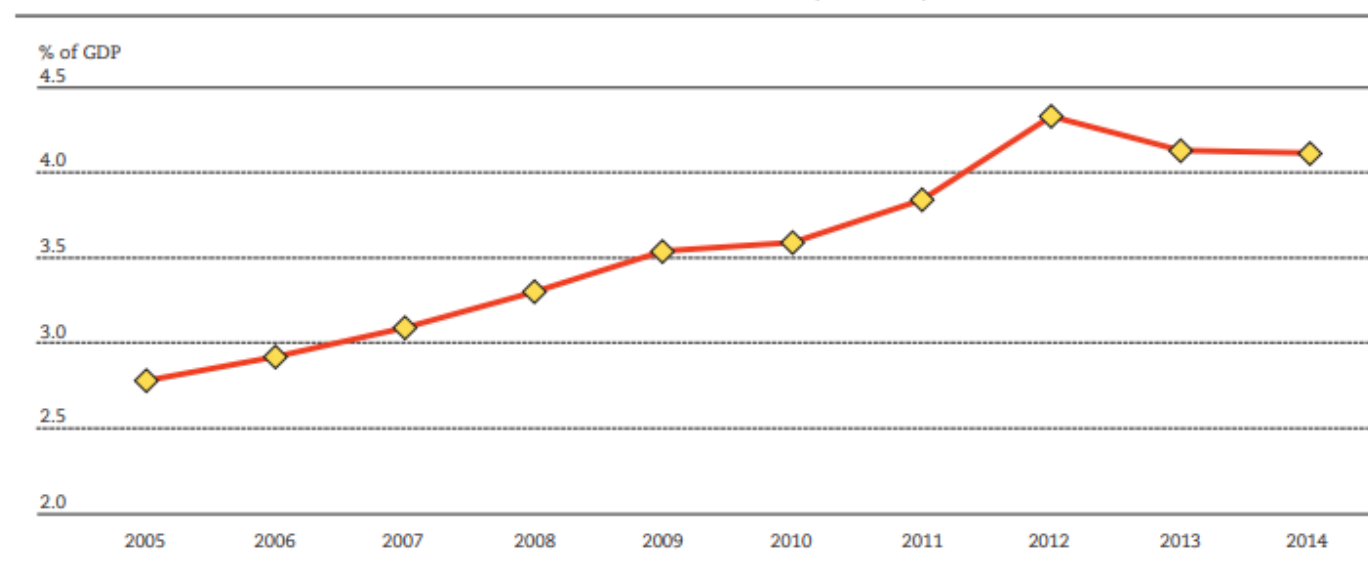
FIGURE 1.2 TOTAL EDUCATION FUNDS AND GOVERNMENT APPROPRIATIONS FOR EDUCATION (2005-2014)

In billion CNY



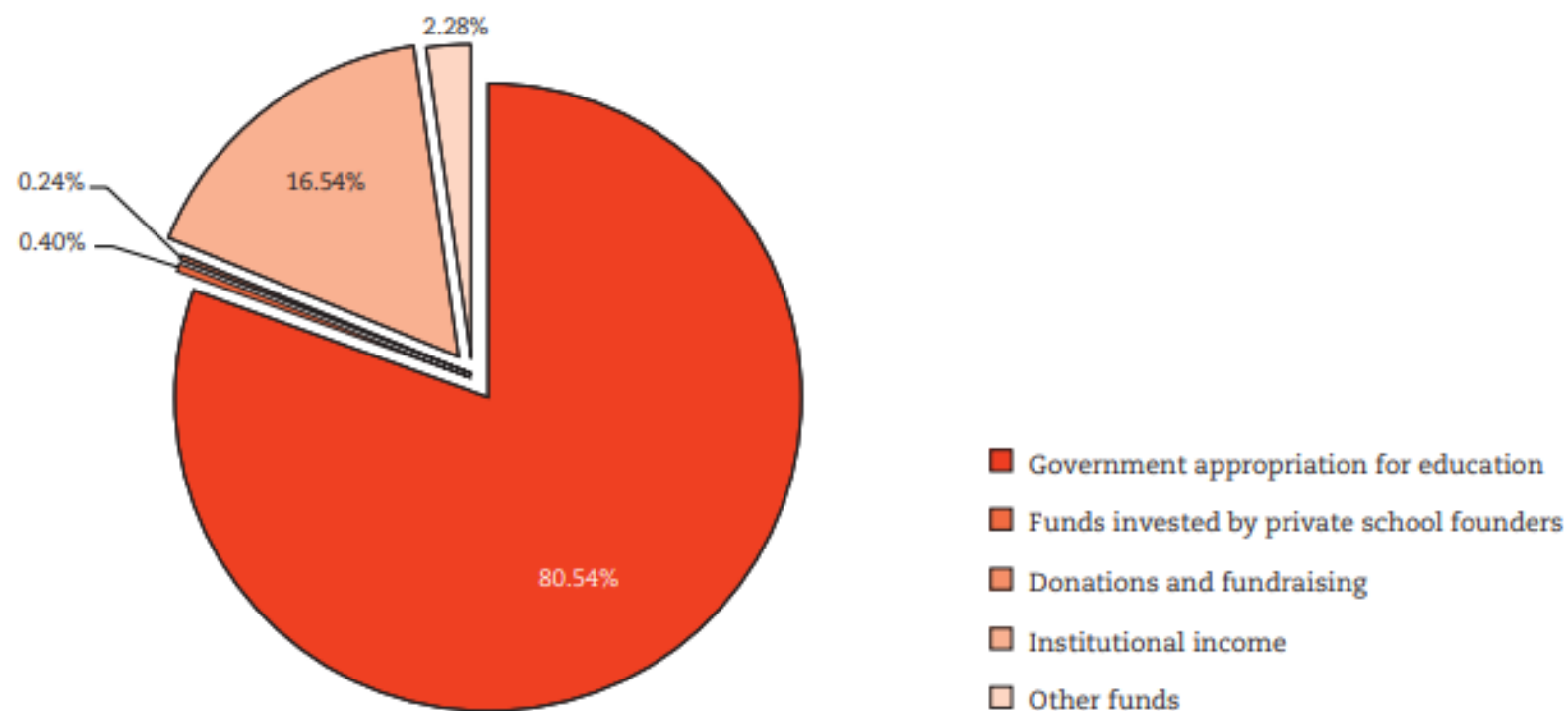
Source: National Bureau of Statistics of China.

FIGURE 1.3 GOVERNMENT APPROPRIATIONS FOR EDUCATION AS % OF GDP (2005-2014)



Source: National Bureau of Statistics of China.

FIGURE 1.4 SHARE OF EXPENDITURE ON EDUCATION BY SOURCE OF FUNDING (2014)



Source: National Bureau of Statistics (2014), China Statistical Yearbook, www.stats.gov.cn/tjsj/ndsj/2014/indexeh.htm.

Education system in China

- largest education system in the world
 - almost 260 million students and over 15 million teachers in about 514 000 schools (National Bureau of Statistics of China, 2014)
- Education is state-run, with little involvement of private providers in the school sector, and increasingly decentralized.
- County-level governments have primary responsibility of the governing and delivery of school education.
- For the most part, provincial authorities administer higher education institutions
- In recent years, the Ministry of Education has shifted from direct control to macro-level monitoring of the education system

The Administrative Division in China

Ministry of Education

law, plan, policy, supervision

Currently, the Ministry of Education directly manages 32 educational organizations and 75 universities

* Provinces

local policy, evaluation

* Counties

major responsibility, and managed mainly by county-level governments.

* Towns

implementation

FIGURE 1.1 CHINA'S EDUCATION SYSTEM ORGANISATION

Age	Schooling	
27	22	PhD programme
26	21	
25	20	
24	19	Master's programme
23	18	
22	17	
21	16	University (bachelor's degree) and vocational college
20	15	
19	14	
18	13	
17	12	
16	11	Senior secondary school
15	10	
14	9	Junior secondary school
13	8	
12	7	
11	6	Primary school
10	5	
9	4	
8	3	
7	2	
6	1	Pre-school and kindergarten
5		
4		
3		

9 year
compulsory
education

Source: OECD (2015), OECD Economic Surveys: China, OECD Publishing, Paris, http://dx.doi.org/10.1787/eao_surveys-chn-2015-en.

Senior secondary education

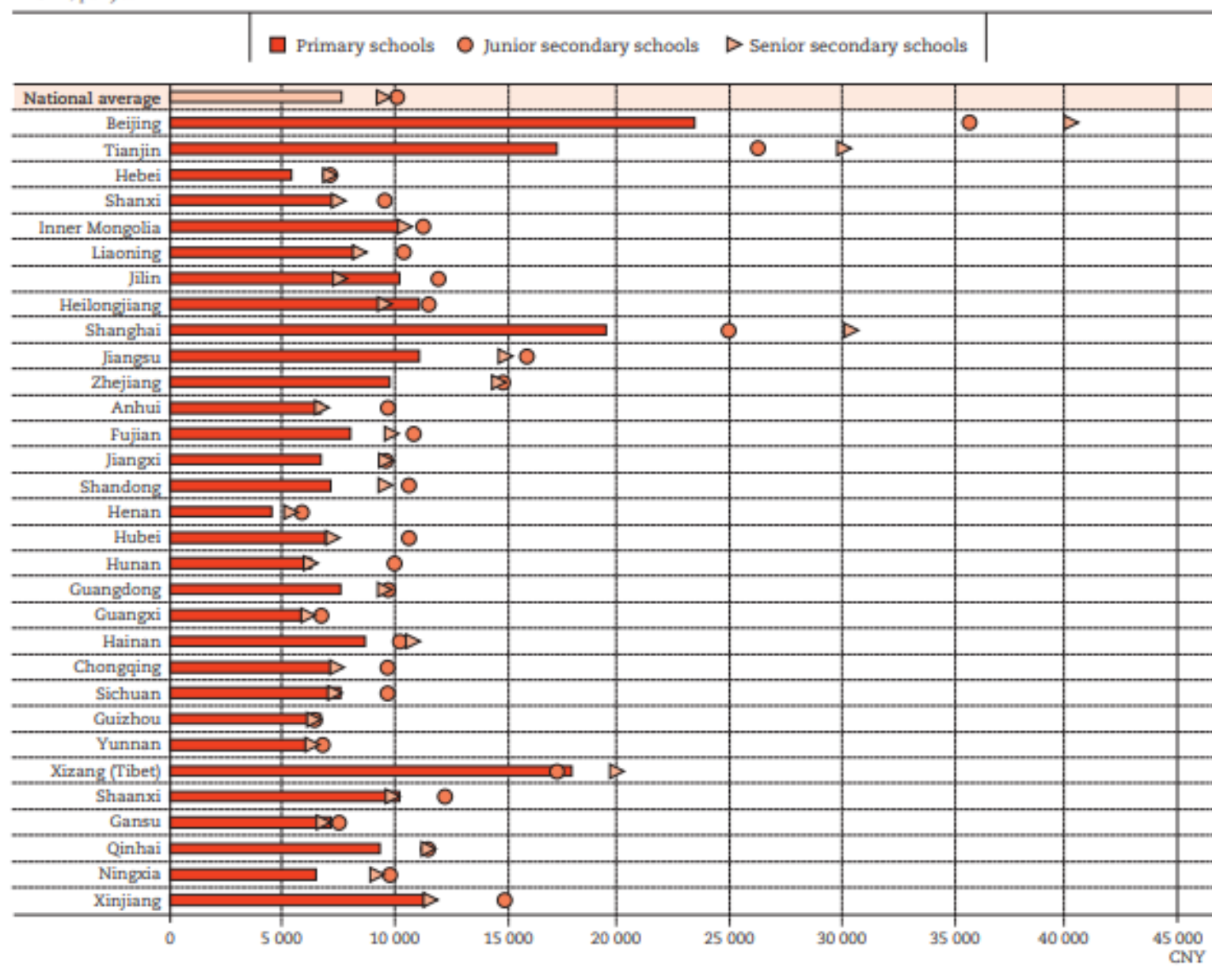
- not part of compulsory education in China
- In 2014, 95% of junior secondary graduates continued their study in senior secondary schools (National Bureau of Statistics of China, 2015).
- This figure was only around 40% in 2005 (National Bureau of Statistics of China, 2005).

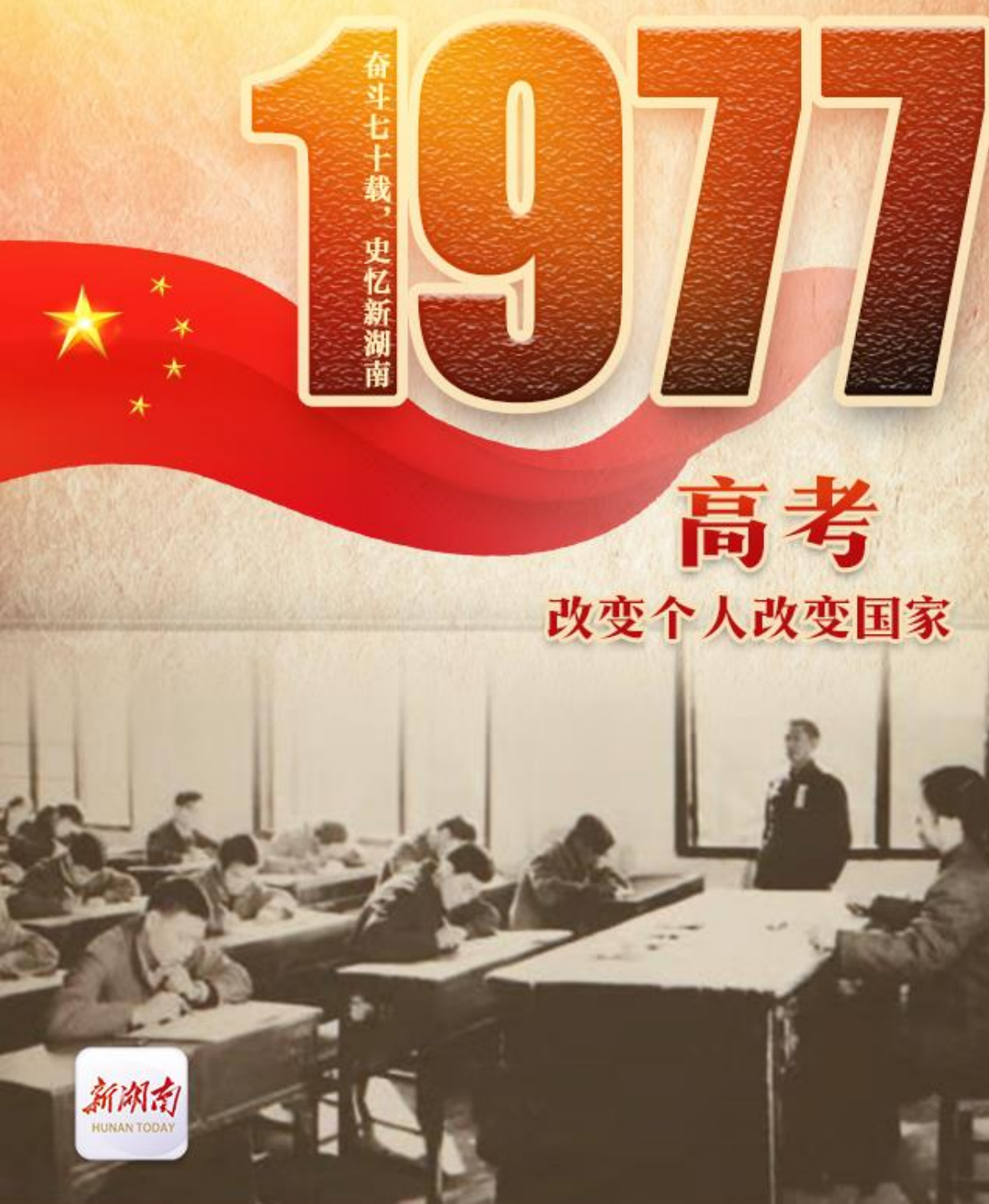
Educational reforms and current issues

- Narrowing the rural-urban gap and regional differences in education
 - Balanced development of compulsory education
 - Equal access to education for migrant children
- Reforming curriculum at all levels and focusing more on creativity
- Reducing the role of standardized testing and reforming the gaokao

FIGURE 3.2 GOVERNMENT APPROPRIATED BUDGETARY FUNDS FOR EDUCATION PER STUDENT IN REGULAR PRIMARY SCHOOL, REGULAR JUNIOR SECONDARY SCHOOL AND REGULAR SENIOR SECONDARY SCHOOL (2013)

In CNY, per year





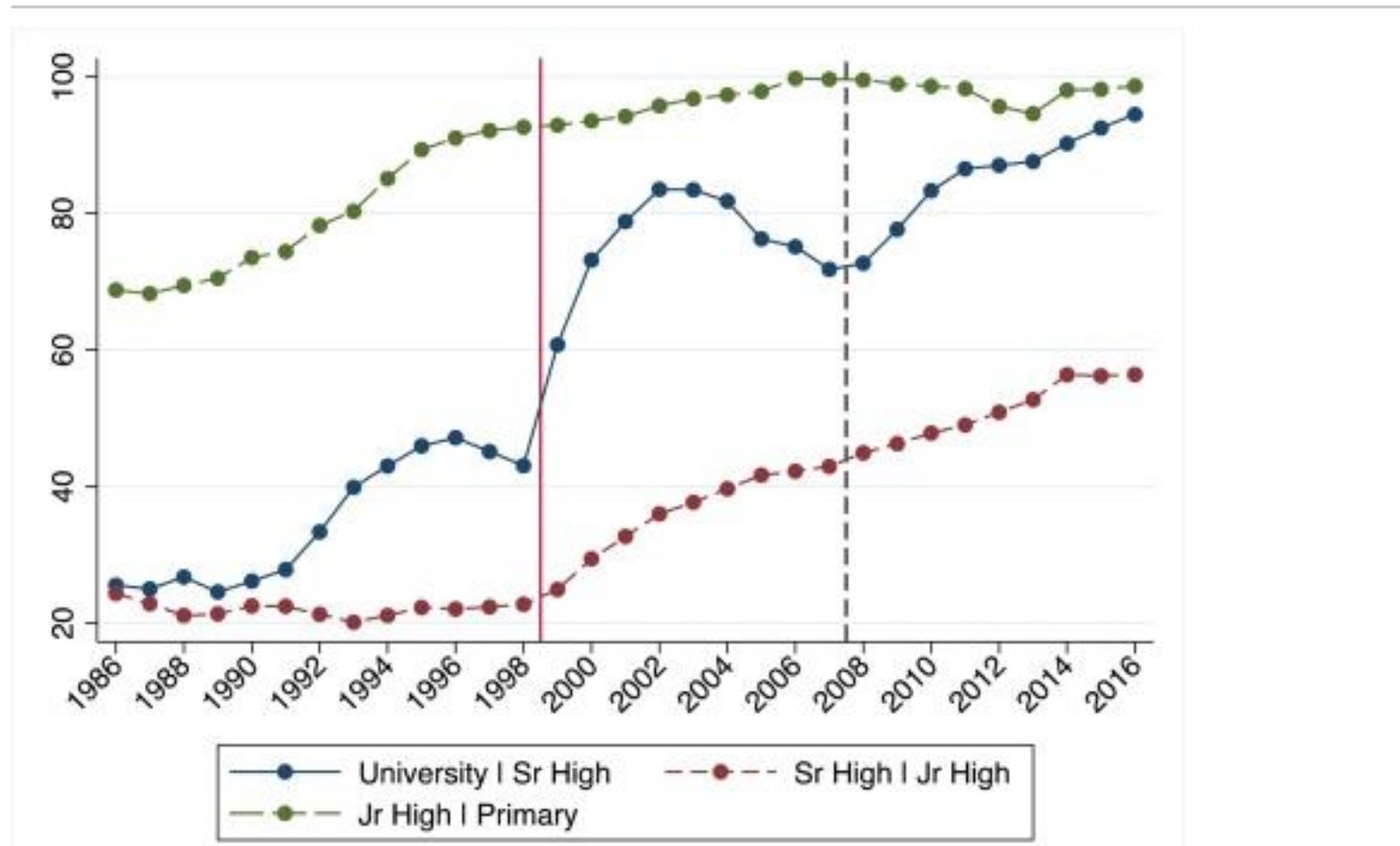
- winter of 1977
- 5.7 million people took part in the **national college entrance examination**
- 273,000 students were admitted to attend higher education (4.8% acceptance rate)
- young men and women who hope for the improvement of their future lives
- economic development first start from the preparation of human capital
- knowledge is important

Importance of education

- In the 1980s, change the State Ministry of Education to the State Education Commission in order to strengthen the ties between the central government and the education sector
- In the 1990s, due to organizational structure change of the central government, the State Education Commission was changed back to State Ministry of Education.
- give priority in the development of education
- The 14th Central Communist Party (CCP) Congress in 1992 : “to develop education is the first priority to the realization of the four modernizations.”
- The 15th CCP Congress in 1997 reemphasized the strategy of reinvigorating the country with science and education
- In 1998, the announcement of building world-class universities further emphasized the importance of knowledge and education in the nation’s economic development.

Expansion of higher education

- 1972: Chinese universities were reopened with a different student selection system and a shortened curriculum in combination with a strong ideological element
- In 1976, there were 392 higher learning institutions in the country.
 - The educational goal was to train leadership both with specialized knowledge and political trustworthiness.
- In 1978 when the Open-Door Policy was announced and the decision for economic reform was made, higher education had to be expanded as fast as it could
- So in the early 1980s, upgrading colleges into universities was a common phenomenon
 - A three-year traditional Chinese medicine college could be upgraded into a four-year university
 - A two-year vocational school in engineering could be upgraded into a three-year professional college
 - Between 1976-1985, 618 such institutions were upgraded into colleges or universities.
 - In 1985, the total number of public higher learning institutions was 1,010
 - Most of the upgraded colleges and universities related with medicine, law, economics, science and technology.
 - For example, in 1977 there was only one institute in economics and finance, in 1987 there were 74 of them.
 - In 1977 there was only one university of politics and law, and by 1987, there were 25 such universities.



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Fig. 1. Conditional enrolment (progression) rate over time, by level of qualifications.
Data resources: [NBS, 2017a](#).

Effect on different aspect

- parents and secondary school graduates happy => easier access to higher education
- Faculty members in those institutions were happy=> enhanced salaries and social status
- school administrators were optimistic => more resources and students available for higher education, higher social status
- Challenge:
 - Lack of qualified faculty to fill the teaching and research positions

Issues of human resources in higher education

- Between 1980 and 1998, 300,000 Chinese studied overseas, and a large number of them were young faculty from universities
- Due to the disparity between low salary policy and open market economy, many young men and women in the 1980s and 1990s left their faculty positions to look for opportunities in business and international trade.
- the old professors were reaching the age of retirement

Solutions at the initial stage

- on-job training program to employees in acquiring master's degrees
 - young instructors could start their master's degree program as an instructor with a half-time teaching position for one or two years to finish the course work and a full-time teaching position while writing their thesis
- university-provided housing and research funds were introduced to encourage students abroad to return
- Some universities even offered faculty who studied abroad leave with pay for four years in order to get them back
 - return rate was about 1/3 in 1999

Gradual development and change

- higher education was free to everyone for the first 30 years of the People's Republic of China
 - The establishment of costly teaching and research labs on university campus with hi-tech facilities
 - system expansion
- Admitted students also received a government subsidy for living expenses
- graduates from colleges and universities were all assigned a position according to the respective needs of the country
 - labor market was gradually opened up with more foreign investment, joint venture business and private firms, many job opportunities were created
 - Many students were unwilling to accept the assignment from the state
- a great demand for MBAs in the business sector, but no such program existed in Chinese universities until the late 1980s.

Development of non-state higher education

- most of them are financially supported by students' tuition and fees only.
 - not much private donation.
- Some have a kind of affiliation with local government institutions, though they do not have any financial support from the local government.
- Currently there are 1,381 such non-state institutions in China

Economic Structure Change and the Birth of Professional Schools

- from 1977, more than 10 million college graduates entered the labor force
 - Most of them currently hold important positions at middle- or upper-level management in private, public, and joint venture organizations.
- Chinese higher education is still relatively an elite system.
 - the gross enrollment rate was 5% in 1988 and 8% in 1998 of the total eligible population.
- Due to severe competition among high school students to get access to higher education, many “college-track” schools and “college-track” classes in ordinary high schools were created.
- After school programs, weekend programs and summer sessions were also added to the already over-loaded secondary school curriculum.
- All of these extra-curricular academic programs were geared towards helping students prepare to pass the national college entrance examination.
- In order to cut high school students’ study load, the Ministry of Education ordered to officially ban these programs. But these programs still exist in a form of underground education.

Development and challenge in early days

- in 1998, the State Ministry of Education enlarged the college and university annual enrollment by 30%
 - the gross enrollment rate in Chinese higher education reached 13.1% in 2002 with a total enrollment of 6 million students studying in state regular universities and 4 million more in other forms of higher education
- At the beginning of 2001, there was a strong need for quality control
 - some students were not well prepared for college education according to the traditional standard
- Need for specialty
 - Economic growth changed the labor market demand
 - in 1986, there were only 3,000 judges and there was no such thing as private lawyers
 - In the banking and finance industry in China in 1987, only 25% of employees had undergraduate and graduate education background, 20% had some college education experience, and 39% of the employees' education background were below the level of high school.
 - labor market had changed dramatically, but some universities tended to lag behind with advanced and updated new knowledge to offer.

Curriculum reform in universities and colleges

Table 1. Disciplines and Enrollment Percent by Year

Discipline	1978	1988	Discipline Reclassification	1998
Humanities	10.2	5.4	Philosophy	0.1
Agriculture	6.3	4.5	Agriculture	3.5
Teacher's Training	29.2	25.7	Education	4.1
Political Science and Law	0.2	2.1	Law	4.0
Medicine	13.2	9.3	Medicine	8.3
Science	7.5	5.3	Science	10.5
Economics and Finance	2.1	10.0	Economics	14.9
Engineering	33.6	35.2	Engineering	39.7
Forestry	0.9	1.0	History	1.5
Physical Education	0.7	0.8	Literature	13.3
Art	1.1	0.8		

Professional schools/programs

- For training of professionals, in 1991, the State Council made a decision that universities should offer professional programs in law, business, public administration, agriculture extension, MD program, education, architecture, vet medicine.
 - Peking University first established Guanghua School of Business Management in China in 1992 to take up the responsibility of training professionals in business management.

Change for Educational Resources and for Creativity

- “The Outline for the Reform and Development of China’s Education” was published in 1993.
 - in the 1990s, Chinese higher education must be geared to the needs of the accelerated reform and the modernization drive
 - New approaches should be explored to enlarge the scale of higher education, to further rationalize its structure, and to improve quality and efficiency
- => many universities and colleges merged together.
 - Beijing Medical University was merged into Peking University in 1998
 - Four universities in Zhejiang Province merged together to become the new Zhejiang University in 1996.
 - To eliminate over-specialization, reduce repeatedly established programs among university, make full use of the limited resources
 - => significant internal structural change

China's Education Rules Have Long-Term Benefits, BE Says

By Bloomberg News

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China's regulatory overhaul of the private education sector will have a limited impact on economic growth this year, but could be beneficial over the longer term by reducing the cost of raising children and encouraging births, according to a Bloomberg Economics report.

Not Easy After School

About 10% of Chinese families' expenditure goes toward education and recreation – and after-school programs account for a significant chunk

■ After-school spending as proportion of education costs



Source: China Institute for Educational Finance Research-Household Survey (2017), Bloomberg Economics