



2003—2007 年教育振兴行动计划

2003-2007 Action Plan for Invigorating Education

Ministry of Education
People's Republic of China
中华人民共和国教育部



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2003-2007 Action Plan for Invigorating Education

Ministry of Education, People's Republic of China
February 10, 2004

Education is the very basis of the long-term development of the nation. In order to attain the grandiose goals of building a well-off society in an all-round way and revitalizing the Chinese nation, it is necessary to persist in implementing the strategy of developing the country through science and education and the strategy of strengthening the nation through the cultivation of skilled manpower. To this end, education must be placed on a priority status in the nation's modernization drive. In recent years, under the correct leadership of the CPC Central Committee and the State Council, enormous strides have been made in the development of education and breakthrough advances have been made in educational reforms, and the educational level of citizens has gradually improved. Nevertheless, severe challenges still lie ahead and the level of educational development is still far from meeting the needs of building a well-off society. Thus, this action plan has been drawn up on the basis of successfully implementing the Action Plan for Invigorating the Nation Toward the 21st Century, keeping in mind the implementation of the gist of the Sixteenth National Congress of the Communist Party of China.

In the coming years, we must hold up high the great banner of Deng Xiaoping theory, take the important thought of the "Three Represents" as a guide, maintain the tenet of making education serve the people, consolidate our achievements, deepen reforms and improve the quality of education, make educational development sustainable, and work to ensure that educational provision meets with the satisfaction of the people. We must strive to realize the historic task put forward during the Party's Sixteenth National Congress, to build a modern socialist educational system with Chinese characteristics, in order to lay the basis for a learning society in which all people will



engage in lifelong learning. We must also work energetically to train hundreds of millions of highly skilled workers, tens of millions of professional-technical personnel, and a large number of outstanding and innovative talents, so as to transform the burden of a huge population into the advantage of a wealth of human resources. Further, we must strengthen the integration of education with science and technology, the economy, culture, and society, so as to provide a stronger intellectual support and greater contributions of knowledge to the modernization drive.

I High Priority Placed on Advancing the Development and Reform of Rural Education

This entails fully implementing “The Decision of the State Council on the Further Strengthening the Work of Rural Education” (*Guofa* No. 19 [2003]) by continuing to place rural education as the highest priority, by speeding up educational development in rural areas and by deepening rural education reforms in an endeavor to promote better socio-economic development in the countryside and to bring about well-coordinated and balanced development of urban and rural areas.

1. Great effort must be made to improve the level and quality of nine-year compulsory education, in order to lay the foundations for the full implementation of nine-year compulsory education, and to improve the quality of compulsory education in a comprehensive way by 2010.

The state education policy regarding China’s western region involves the exertion of concerted efforts to attain the goals set for the “two basics”, that is, to ensure by 2007 that the population coverage rate of 9-year compulsory schooling will reach at least 85 percent in China’s western region and that the rate of illiteracy among young and middle-aged adults in the region is reduced to less than 5 percent. In the development of primary and secondary education in the west of China, the implementation of the “Rural Boarding School Construction Project” will play a pivotal role. And it is incumbent upon the authorities of all provinces, autonomous regions, and the municipality (Chongqing) directly under the central government, as well as the authority of the Production and Construction Corps of the People’s Liberation Army in Xinjiang, to fulfill their respective roles in attaining the goals set for the “two basics”. The “two basics” campaign must be taken as an important task in execution

of the state Strategy of West China Development and will require careful planning in its implementation. Moreover, the “National Compulsory Education Project for Poverty-Stricken Areas” and the “Renovation Project for Dilapidated Buildings in Secondary and Primary Schools” must continue to be carried forward. As for counties in China’s central region, which have not reached the goals of the “two basics”, concerted efforts must be made to attain the goals set.

Those areas which have attained the goals of the “two basics”, particularly areas in China’s central and western regions, must consolidate their accomplishments, raise the quality of education, improve conditions for running schools by every means possible, and fully enhance the quality of both teachers and school principals. Economically developed rural areas must aim to realize the goal of high-level, high-quality compulsory education.

2. *Efforts should be made to deepen educational reforms, to develop vocational education and adult education in rural areas, and to promote the coordinated development of basic education, vocational education and adult education and to pool the resources of sectors of agriculture, science and education.*

In the light of the current situation, it is desirable to strengthen the coordinated development of basic, vocational, and adult education and to realize a better integration of available educational resources, so as to give full play to the comprehensive functions of rural schools. The development of “green certificate” education (conceived to promote training of agricultural skills) should be continued and reforms in the curricula and teaching practices in rural primary and secondary schools should be actively promoted. In addition, in the endeavor to attain the basic requirements set by the state for basic education, efforts should be exerted to make the subject matter taught more relevant to the actual needs in rural areas by adding appropriate contents of vocational education in the curricula for rural primary, junior secondary and senior secondary schools.

The development of vocational education in the countryside should be vigorously promoted, however, it should be employment-oriented and a more flexible approach to the management of educational practice and student records should be adopted to facilitate the completion of studies by rural people, by such methods as allow the alternation between school and work, implementation of part-time study programs, or the combination of rural schooling with urban schooling by stages, or a proper



integration of in-service training with initial or pre-service training. Emphasis should be placed on the establishment of key or backbone prefecture (city)-level and county level vocational schools and training institutes and on increasing enrollment of students from rural areas. At the same time, the “Rural Labor Force Transfer Training Program” should be carried out to conduct vocational education and training for farmers seeking urban jobs.

Efforts should be made to develop adult education in the countryside and to achieve a better integration of the sectors of agriculture, science and education. Rural adult education programs should be focused on the training of practical techniques for farmers and the cultivation of practical skills in rural areas. It is desirable to give full play to the roles of rural adult schools and training institutions. Rural primary and secondary schools can serve as dual-purpose institutions that provide evening programs for adult education, so as to become grassroots-level bases for conducting cultural, scientific and educational activities for villagers. The role of institutions of higher education in the sectors of agriculture and forestry must also be fully brought into play in such efforts as to develop an “Alliance of Educational Networks of Tertiary institutions for agricultural science and technology” and to carry forward the “One College Student in Every Village Project”, and thus contributing to extension work in agricultural science and technology and to rural education and training.

3. *Greater efforts must be made toward implementing a “County-based” rural compulsory education administrative system and toward increasing financial input and improving the mechanism of ensuring adequate financing.*

Further efforts must be made to put into effect a rural compulsory education administrative system characterized by the following features: “under the general guidance of the State Council, local governments at various levels undertake the responsibility for educational provision with proper division of labor among them, and the county government assumes the main responsibility”. County-level government must earnestly bear responsibilities in the following areas: local educational development planning, the allocation and use of funds, as well as overall management of personnel, including school principals and teachers and other staff and workers. It is imperative to clarify the responsibilities of government at all levels with regard to the financing of rural compulsory education. It is incumbent upon the governments at the central, provincial and prefecture (city)-levels to boost the ability of counties

facing financial hardship to guarantee funding for compulsory education through increased transfer payments. Thus it is essential to institute and improve a mechanism for ensuring the financing of rural primary and secondary schools, thus ensuring the timely payment of full pay to the staff and workers of rural primary and secondary schools, and ensuring the basic needs for financing the maintenance, renovation of old and construction of new school buildings of rural primary and secondary schools, and ensuring that the basic expenses for the normal functioning of schools are met.

4 . *Instituting and improving a system of financial aid to poor students so that students from poor rural families may receive necessary support in their compulsory schooling.*

Efforts should be continued to provide grants-in-aid for students, with priority given to poor students in central and western rural areas. The scope of the provision of free textbooks for students from poor families should be gradually enlarged, along with the exemption of miscellaneous fees, and the provision of essential living allowances for boarding students. The transfer of small plots of land to schools and the setting up of practical work sites will help provide student assistance through part-time employment while improving the quality of their life. A large-scale campaign should also be undertaken to encourage government departments, public organizations, enterprises and institutions, and individual citizens to make donations for student assistance. By 2007, we must strive to ensure that all students of the compulsory education age group from poor families across the country will enjoy the “two exemptions and one allowance” (exemption from paying miscellaneous fees, exemption from textbook fees, and the provision of a living allowance for boarding students), and redouble efforts to prevent students from missing schooling due to economic difficulties faced by their families.

5 . *Steps should be taken to accelerate the pace of developing a contingent of rural primary and secondary school teachers.*

The management of authorized size of staff and workers in rural primary and secondary schools should be strengthened through fully instituting the teacher appointment system and implementing the teacher certification system in accordance with relevant regulations. In addition, the criteria for the appointment of principals must be strictly observed and the principal appointment system should be actively

promoted. It is envisaged that teachers and individuals qualified for school teaching should be actively encouraged to go to teach in rural primary and secondary schools, and that a system of sending teachers from cities and towns to teach in rural schools for a specified period should be instituted. Moreover, the in-service training of teachers and principals of rural schools should be further enhanced.

6. Steps should be taken to implement the “Modern Distance Education (MDE) Program for Rural Primary and Secondary School”.

In accordance with the principles of “overall planning, piloting in selected areas, making breakthroughs in program delivery, and implementing the program step-by-step”, it is envisaged that within five years or so most rural junior secondary schools will be equipped with computer labs and that most rural primary schools will be equipped with ground receivers capable of receiving satellite-transmitted educational TV programs, and all outreach teaching sites of rural primary school should be equipped with VCD players and necessary VCD courseware, and that an initial framework for ensuring the management and operation of a distance educational system will gradually take shape. The development of the Modern Distance Education Program for Rural Primary and Secondary Schools will rely primarily on local initiatives and funds raised through various channels, supplemented by financial aids provided by the central government for the western and central regions.

In the course of strengthening the MDE program for rural primary and secondary schools, priorities should be placed on the quality of education and cost-effectiveness of the program. Thus a preliminary environment conducive to ICT application will gradually take shape in rural areas, capable of continuously providing rural primary and secondary schools with high quality educational and teaching resources, constantly enhancing in-service teacher training, and facilitating the integration of resources from various sectors concerned in rural areas, and creating the conditions in which a rural school will be able to fulfill the dual role as a center of cultural activities and a center for information dissemination, and at the same time, serving the needs of the coordinated development of basic, vocational and adult education and the needs of agricultural extension and providing MDE services for rural Communist Party members and cadres.

II High Priority Placed on Development of Top Ranking Universities and Key Academic Disciplines

The development of top ranking and world-class universities is a major policy of the Communist Party and the government. It holds important strategic significance in terms of enhancing the overall standard of higher education and in raising China's international competitiveness. Over the next five years steps should be taken to pool all available resources and take an integrated approach involving the following areas: development of subject areas, training professional-technical manpower, making innovations in science and technology, cultivating high quality academic staff and expanding activities of international exchange and co-operation, etc. Furthermore, through the deepening of reforms and pioneering and innovative efforts, it is envisaged that a marked improvement in the performance of key higher education institutions (HEIs) and key academic fields will be achieved, providing an impetus to the continued, rapid, healthy and coordinated development of higher education in the country.

7. Efforts will be continued to implement the "985 Project" and the "211 Project" in an endeavor to establish a number of high-level universities and key academic fields.

Efforts will be continued to implement the "985 Project" in an endeavor to develop a dozen or so world-class universities and a number of internationally renowned, high-level research universities. This entails close association with the development of a national system for innovation, the pooling of high-quality resources, and the creation of a number of high-level, open, and international science and technology innovation platforms and bases of research in the humanities and social sciences. Such efforts will help to produce a corps of outstanding scholars and innovators, assure the international standing of such institutions, facilitate the sharing of resources, and make an important contribution to the nation's modernization drive, so as to fully enhance the overall level of HEIs and their comprehensive academic caliber. Similarly, the continued implementation of the "211 Project" should focus on the development of selected academic disciplines or fields of study, bring the direction of academic disciplines into sharper focus, pool the academic staffs of various disciplines, and build bases for the development of various academic fields. We must



enhance the quality of the training of professionals in HEIs slated for priority development, so that their level of scientific research and their capacity to serve the needs of society may serve as a base for solving major local and national economic, scientific, and social issues. At the same time, we should work to gradually put in place a nationwide system of key academic disciplines, each reflecting its own unique characteristics and strengths, so as to enable a number of academic disciplines to rapidly reach advanced international standards.

8. *The implementation of the “Topnotch Creative Talent Program” must be further strengthened.*

The implementation of the “Topnotch Creative Talent Program” should take the “Changjiang Scholar Incentive Program” and the “Innovative Corps of HEIs Program” as its main focus. It must foster the development of a corps of innovators, expand upon the scope of training for young and middle-aged leaders of various disciplines and backbone scholars, and encourage and support the healthy development of outstanding groups and talented individuals, so that they may excel in their careers and make important contributions to society. We must effectively utilize both domestic and international talent resources, especially with regard to actively looking internationally to introduce distinguished and topnotch talent. HEIs must vigorously promote a strategy of “strengthening the institution through talent”, formulate and perfect a plan for cultivating talent, actively develop a favorable policy environment, and strive to build a support system to foster, attract and make use of topnotch creative talent, and to explore new modes of organizing talent. Leading academicians should constitute the core of a body of cohesive academic staff in various disciplines. Moreover, great efforts should be made in research in frontier fields of key academic areas as well as research in major socio-economic issues of the country so as to promote interdisciplinary and multidisciplinary research and a better and more rational development and deployment of scientific manpower.

9. *Promoting the “Postgraduate Education Innovation Program”.*

The promotion of innovations in postgraduate education involves innovations in the concept, organization, and operation of postgraduate education programs. Reforms should be undertaken in the system of postgraduate student selection, the system of academic credits must be further developed, and adjustments should be made with regard to the duration of postgraduate studies. Moreover, advances must be made with

respect to an academic advisor responsibility system for the training of postgraduate students, to the system of employing postgraduate students as research assistants, teaching assistants, and administrative assistants, and to reforms regarding the sharing of costs related to postgraduate education. Measures conducive to the improvement of postgraduate education should be taken, such as the evaluation and selection of outstanding doctoral dissertations, the holding of doctoral student academic forums, and the encouragement and provision of financial assistance for innovative postgraduate scientific research. Postgraduate education should be closely tied to productive and social practice, and the quality of postgraduate student training must be raised to encourage the emergence of truly topnotch, innovative talent.

10. *The initiation of the “HEI Science and Technology Innovation Program”.*

In accordance with the overall plan for developing the national innovation system, R&D efforts conducted by HEIs must be oriented to the needs of the modernization drive, and of frontier science and technology by strengthening platforms for scientific and technological innovations. To accomplish this, we must set up a number of world-class national laboratories and national technological innovation centers, in addition to the establishment of a larger number of key laboratories and bases for conducting defense R&D. Moreover, major R&D projects should be given greater support and fundamental research aiming at free explorations and interdisciplinary work should also be encouraged and be given greater support.

In developing HEI-based R&D, the policy of “developing high-tech R&D in order to realize the commercialization of R&D results” must be steadfastly pursued by strengthening existing and building new engineering research centers and commercialization bases for new and high technology. Similarly, the incubator functions of university-based S&T parks and their servicing and supporting systems must be improved. And great efforts should be made to promote closer cooperation between industry, HEIs and research institutes. And their collaboration should contribute to the solution of major S&T issues related to the national economy, social development, and national security and to speeding up the transformation of scientific achievements into actual productive forces.

11. *Implementation the “Plan for the Flourishing of HEI-based Social Sciences and Philosophy”.*

Research conducted in the fields of philosophy and social sciences has important

implications for the building of a socialist society, which is materially well off and possesses an advanced spiritual and political culture. As such, we must bolster the support and training of a new breed of scholars and academic leaders for the new era. Further, we must also organize the tackling of key problems through teamwork and concerted efforts and strive to attain a number of hallmark achievements of great academic value having a positive impact on society. To achieve this it is necessary to concentrate efforts on the preparation of high quality college textbooks in the relevant fields of philosophy and social sciences and on the development of research bases for the humanities and social science. Moreover, we should give priority to building up a number of philosophy and social science research centers, actively foster works of academic excellence and renowned learned journals in the relevant fields, and encourage and reward achievements of fundamental research projects of great academic value and social impact as well as achievements of applied research projects having an important bearing on the solution of major socioeconomic issues.

III Implementing the “Qualities-oriented Education Project for the New Century”

The full implementation of the Communist Party’s education policy entails the basic tenet of cultivating a new generation of morally, intellectually, physically, and artistically well-rounded individuals. This policy also pays special attention to the fostering of student’s innovative spirit and practical ability, and to continued efforts to implement qualities-oriented education in a comprehensive way.

12. *Strengthening and improving the work of moral education in schools.*

The cultivation and promotion of a national spirit must be taken as an important task to be incorporated into every stage of national education. The formulation of the “Guidelines for Cultivating and Promoting the National Spirit in Education” will be taken as an opportunity to deepen education in patriotism, collectivism, and socialism. Efforts should be made to implement the “Guidelines for the Moral Education of Citizens” to strengthen education in moral integrity and honesty, put into practice the syllabi for moral education in primary and secondary schools, student’s code of behavior. We must bolster and enhance the ideological, political, and moral character building content of primary and secondary school curricula, and facilitate

the organic integration of school education, social education, and family education, and earnestly strive to strengthen effectiveness and appeal of moral education. Similarly, we must strengthen aspects of education conducive to the safeguarding of national unity and the solidarity of the people, and enhance the effectiveness of both legal and national defense education. Additionally, the overall management of the school grounds of all types and levels of schools and their surrounding environments must be reinforced to ensure the maintenance of a safe and civilized environment.

13. *Deepening Curricular Reforms in Basic Education.*

Reform of the basic education curriculum is the key link in the full implementation of qualities-oriented education. This involves the construction and perfecting of a basic education curriculum for the new century, the full implementation of a new curriculum of compulsory education, and the gradual introduction of a new regular senior secondary school curriculum. It also entails deepening reforms in the content and methods of primary and secondary school teaching, actively spurring the development of a system of school-based education research, strengthening the development of bases for conducting pilot projects of educational reforms in primary and secondary schools as well as bases for practice of technical subjects, and the full utilization of the advantages offered by modern educational technology. Structural reforms in the management system of school textbooks should be deepened through improving the procedure of the review and approval of school textbooks and the procedure of their selection by schools and teachers. A mechanism related to follow-up studies, monitoring and assessment of the quality of school education as well as effective feedback to schools should be put in place at both the national and provincial levels so as to strengthen the monitoring of the quality of basic education.

14. *With the promotion of qualities-oriented education as the main goal, accelerating reforms in the system of examinations and assessment.*

To attain this goal, reforms in the following areas have to be conducted: (1) improving the system of primary school graduates admitted into nearby junior secondary schools without sitting entrance exams; (2) actively exploring ways for the recruitment of new entrants by senior secondary schools taking the school leaving examinations of junior secondary schools as the basis in proper combination with an overall appraisal of applicants; (3) deepening reforms in the content of college entrance examinations in



the light of the progress of the full-scale introduction of the new curriculum; (4) promoting reforms in the system of college entrance examinations and establishing college student admission practice with the following features: unified national college entrance examinations will continue to play a central role, supplemented by admission based on multiple examinations and diverse methods of selection, subject to the self-regulation of individual institutions, the macro-level guidance of the government and the effective supervision by the general public. Finally, we should improve and perfect the system of online college student admissions and develop an online system for marking examination papers in an endeavor to develop a platform for the management of college admission information and the provision of relevant information services to applicants and the general public through the application of ICTs.

15. *Actively carrying forward the reform and development of regular senior secondary education, preschool education, and special education.*

We must actively undertake to improve, expand, and develop regular senior education through diverse modes of provision. Steps should be taken to support the development of regular senior secondary education in rural areas by guiding the development of model schools, and by accelerating the pace of development of weak schools, and thus augmenting the capacity to provide quality senior secondary education resources.

In the field of preschool education, it is desirable to develop it through multiple channels and in diverse forms, and this entails the gradual establishment of a community-based preschool education service network, and efforts should be made to develop a qualified contingent of preschool teachers and to enhance the quality of preschool education.

Positive steps have to be taken to develop special education, to earnestly observe the provisions of the law in guaranteeing the rights of disabled school-age children and youth to receive education.

16. *Strengthening and improving physical and aesthetic education in schools.*

In general, we should adhere to the guiding principle of putting health first. Through the extensive, in-depth, enduring development of mass physical education and sports events within the educational system, we must endeavour to strengthen the physical

