



中国

教育地图集

EDUCATIONAL ATLAS OF CHINA

《中国教育地图集》编纂委员会



中国地图出版社



中国 教育地图集

EDUCATIONAL ATLAS OF CHINA

《中国教育地图集》编纂委员会

图书在版编目 (C I P) 数据

中国教育地图集 / 国家教育发展研究中心编著. -北京:
中国地图出版社, 2009.11
ISBN 978-7-5031-5240-5

I. 中… II. 国… III. ①教育组织机构-中国-地图集
②学校-中国-地图集 IV. G523-64

中国版本图书馆CIP数据核字 (2009) 第202281号

编 著	国家教育发展研究中心		
出版发行	中国地图出版社		
社 址	北京市宣武区白纸坊西街3号	邮政编码	100054
网 址	www.sinomaps.com		
印 刷	北京盛通印刷股份有限公司	经 销	新华书店
成品规格	297mm × 420mm	印 张	22
版 次	2009年11月第1版	印 次	2009年11月北京第1次印刷
印 数	0001-3200	定 价	400.00 元
书 号	ISBN 978-7-5031-5240-5/G · 1801		
审 图 号	GS (2009) 1399号		

本图集上中国国界线系按照中国地图出版社1989年出版的1:400万《中华人民共和国地形图》绘制
如有印装质量问题, 请与我社发行部联系。电话: 010-83543974
如反馈图书信息, 请与编辑联系。电话: 010-83543859

专家组

首席专家 郝克明

专 家 谈松华 李仁和 邵宗杰 陈韦民 肖俊杰 童忠勇

编纂委员会

主 任 张 力

副 主 任 韩 进 陈伟光 咸立亭 周满生 郦昕阳 徐根才

编 委 罗方述 高书国 孔宝根 叶小贝 陈洪玲 芦仲进

戴井岗 王红进 李燕丽 康世联 王 建 玉 丽

史春梦 余少军 邵建强 陈建芳 王胜炳 闻建东

裘升东 郑伟光

编辑部

主 任 周满生 郦昕阳

常务副主任 高书国

副 主 任 孔宝根 王 建

编辑人员 刘建云 玉 丽 史春梦 叶小贝 尉辉根 李利正

蔡 红 张巧巧 韩春玲

责任编辑 梁 华

出版审订 芦仲进

编制单位 国家教育发展研究中心
绍兴托普信息职业技术学院

出版单位 中国地图出版社

EXPERT PANEL

Chief Expert Hao Ke-Ming

Members Tan Song-Hua, Li Ren-He, Shao Zhong-Jie,
Chen Wei-Ming, Xiao Jun-Jie, Tong Zhong-Yong

EDITORIAL BOARD

Chief Director Zhang Li

Assistant Directors Han Jin, Chen Wei-Guang, Xian Li-Ting,
Zhou Man-Sheng, Li Xin-Yang, Xu Gen-Cai

Members Luo Fang-Shu, Gao Shu-Guo, Kong Bao-Gen, Ye Xiao-Bei,
Chen Hong-Ling, Lu Zhong-Jin, Dai Jing-Gang, Wang Hong-Jin,
Li Yan-Li, Kang Shi-Lian, Wang Jian, Yu Li, Shi Chun-Meng,
Yu Shao-Jun, Shao Jian-Qiang, Chen Jian-Fang, Wang Sheng-Bing,
Wen Jian-Dong, Qiu Sheng-Dong, Zheng Wei-Guang

EDITORIAL INSTITUTION/AGENCY

Chief Directors Zhou Man-Sheng, Li Xin-Yang

Standing Assistant Director Gao Shu-Guo

Assistant Directors Kong Bao-Gen, Wang Jian

Editorial Staff Liu Jian-Yun, Yu Li, Shi Chun-Meng, Ye Xiao-Bei, Wei Hui-Gen,
Li Li-Zheng, Cai Hong, Zhang Qiao-Qiao, Han Chun-Ling

Executive Editor Liang Hua

Examiner Lu Zhong-Jin

Organization Unit The National Center for Education Development Research,
Shaoxing Top Vocational Institute of Information and Technology

Publisher SinoMaps Press



序

2009年是中华人民共和国成立60周年。60年来特别是改革开放30年来，在党中央和国务院的正确领导下，在社会各界的大力支持下，经过广大教育工作者的不懈奋斗，我国教育事业实现了历史性跨越，创造了举世瞩目的辉煌成就，建立了比较完善的现代教育体系，教育体制改革取得重大突破，初步探索出一条符合基本国情的社会主义教育发展道路，全民族科学文化素质不断提高。教育事业的发展，为社会主义现代化建设和促进人的全面发展做出了不可替代的重要贡献。我国已经从人口大国转变成为人力资源大国，正向着人力资源强国迈进。

面向现代化、面向世界、面向未来，我国教育发展已经站在新的历史起点上。党的十七大对教育改革与发展提出新的要求，要以建设创新型国家和人力资源强国为重要使命，推进教育事业优先发展、科学发展。当前，面对经济全球化、世界多极化环境中激烈竞争的新挑战，面对2020年实现全面建设小康社会奋斗目标的新要求，面对广大人民群众接受良好教育的新期待，我国教育工作任重道远。这需要我们更加坚定信心，迎难而上，顽强拼搏，开拓进取，不断创造教育事业的新辉煌。

我国幅员辽阔，人口众多，资源禀赋千差万别。深刻了解和准确把握世情、国情、教情，做好教育统计和信息汇集工作，是推动教育科学发展、深化教育教学改革的重要基础性工作。国家教育发展研究中心于1995年会同教育系统和国家统计局等有关单位及专家编纂了《中国教育地图集》，受到各方面的好评，曾获国家教委科技进步一等奖。在此基础上，编委会近年来利用现代信息技术编纂了新版《中国教育地图集》，生动直观地展示了新中国成立以来特别是改革开放以来教育改革发展取得的辉煌成就。我相信，这册图集的问世，对于谋划中长期教育改革发展总体战略，确定不同地区教育布局与发展步骤，对于国内外教育界和社会各界人士深入了解中国教育及其背景，会有一定参考价值和有益帮助。

中共中央政治局委员、国务委员

刘达东
二〇〇九年九月



PREFACE

The year 2009 is the 60th anniversary of foundation of the People's Republic of China. Over the 60 year, particularly over recent 30 years of reform and opening up, under the correct leadership of the CPC Central Committee and the State Council of China, our educational system has overcome countless difficulties with the joint efforts of the educational sectors and other social circles, achieved a historic leap, and created an everlasting glory. A more perfect modern educational system has been established. The significant breakthrough has been made in the reform of educational system. We have explored initially a development route for socialist education in line with China's basic national conditions. The scientific and cultural quality of the whole Chinese nation has been enhanced continuously. The development of educational undertakings has contributed a lot to the construction of the socialist modernization and the promotion of human's full scale development. China has shifted from a country with a large population to a country with large human resources and is becoming a country with powerful human resources.

For modernization, the world and the future, China's educational development is now standing at a new threshold in history. The 17th National Congress of the CPC put forward new demands on educational reform and development. The important mission is to construct China to be an innovative country and a country with rich human resources and to give priority to promote the development, especially scientific development, of educational undertakings. Nowadays, facing the new challenges of intense competition in economic globalization and multi-polarization in the worldwide, facing the new requirements to achieve the goal of building a well-off society in an all-round way by the year 2020, facing the demands of broad masses to receive better education, China is shouldering heavy responsibilities in education. This requires us to further strengthen our belief to meet challenges, to fight against difficulties and to be enterprising in order to create new glories in development of China's education.

China is a country with a vast territory and a large population as well as great differences in natural and human resources. Deeply understanding and accurately grasping the situation of the world, the country and education itself, conducting better educational statistics as well as information collection and analyses, are important and elementary tasks to promote the scientific development of education and to deepen the reform of teaching and learning. The National Center for Education Development Research compiled *Educational Atlas of China* in 1995 cooperated with some other educational sectors, department of the National Bureau of Statistics and relevant specialists. That Atlas received high reputations from all social circles, and won the first prize of the State Education Commission for Advanced Science and Technology. Based on previous work, the editorial board has compiled the new edition *Educational Atlas of China*, hinged on new information technology in recent years. This Atlas unfolds vividly the great achievement of educational reform and development since the foundation of P. R. China, especially since the implementation of reform and opening up policy in a direct view. I believe that the publication of this Atlas must be some reference and useful help to design the strategy on the medium and long term educational development and reform at the national level, and to formulate educational resource distribution and development approaches for various regions, as well as for domestic and foreign educational circles and various social circles to further understand education of China and its background.

Member of the CPC Central Committee Political Bureau, the State Councilor of P. R. China

Liu Yan-dong

September, 2009



中国教育概况

中国是世界上人口最多的发展中国家，2007年中国大陆总人口为13.21亿人，约占世界总人口的20%以上。中国拥有世界上最多的教育人口，各级教育（学前、初等、中等和高等教育）在校生人数约占世界总数的18%。中国教育事业的发展，直接关系到国民整体素质提高和中华民族的伟大复兴，关系到如何将沉重的人口负担转变为优质的人力资源，是实现全面建设小康社会宏伟目标的基础工程，也是构建社会主义和谐社会的根本保障。

一、中国教育的基本制度

中国有着5000多年的悠久历史和灿烂文化，简单符号记录的历史可追溯到公元前4000年前的半坡仰韶文化，早期学习活动以公元前2500年山东大汶口文化的象形文字为标志，古代学校至少在公元前1100年就有了雏形。此后长达千余年封建社会的官学私学体系发展得比较成熟，相应的考试及其取仕制度也很稳定。20世纪初的清政府和民国政府，先后参考日美等学制建立了学校教育制度，许多志士仁人为谋求教育兴民与救国，进行了不懈探索和实践，但因帝国主义侵略、封建地主阶级和官僚资产阶级的腐朽统治，国家积贫积弱，民众饥寒交迫，教育发展落后。到1949年全国80%以上的人口是文盲，学龄儿童入学率仅有20%左右。

1949年10月中华人民共和国成立以后，对旧的教育制度进行了根本性改造，并逐步建立起社会主义教育制度。中国政府高度重视人民的生存权、发展权和受教育权，大力发展教育事业。特别是1978年改革开放以来，中国教育取得了令人瞩目的显著成就。依据《中华人民共和国宪法》，中国建立了以《教育法》为核心的教育法律法规体系，形成了较为完备的基本教育制度。

中国的教育制度分别包括：学前教育（面向6岁以下儿童）、九年制义务教育（6岁起入学，小学六年加初中三年，或九年一贯制）、高中阶段教育（三年）、高等教育（高等职业/专科教育二至三年、本科四年、硕士研究生二至三年、博士研究生三年及以上）、职业教育与成人教育；国家实行教育考试和教育证书制度，学位（学士、硕士、博士）制度，教育督导与评估制度。经过半个多世纪的努力，初步建立起中国特色社会主义教育体系，形成了从学前教育到高等教育、从普通教育到职业教育、从学历教育到非学历教育、从课堂教学到远程教育等多层次、多类别和多形式共同发展的格局。

按照“教育要面向现代化、面向世界、面向未来”的要求，中国的国家教育方针是：坚持教育为社会主义现代化建设服务，为人民服务，与生产劳动和社会实践相结合，培养德智体美全面发展的社会主义建设者和接班人。中国政府坚持依法治教，大力实施科教兴国战略和人才强国战略，把教育摆在基础性、先导性、全局性和优先发展的战略地位，建设人力资源强国，构建全民终身学习的体系，促进公民接受多样化的教育与培训；坚持育人为本、德育为先，实施素质教育，提高教育现代化水平；把促进教育公平作为国家的基本教育政策，保障公民受教育的平等权利，办好人民满意的教育。

二、中国教育的发展状况

1. 教育发展进入从人力资源大国向人力资源强国转变的新时期

新中国成立60年，特别是改革开放30年来，中国教育事业实现了历史

性的跨越。2007年，中国共有各级各类学校59.4万所，其中普通学校53.4万所；专任教师总数1352.1万人；接受学历教育的学生总数2.6亿人，非学历教育学生5807.7万人。各级各类教育普及水平不断提高，全国学前教育毛入园率达到44.6%，小学学龄儿童（6-11岁或7-12岁）的净入学率达到99.5%，初中阶段（12-14岁）的毛入学率为98%，高中阶段（15-17岁）的毛入学率为66%，高等教育（18-22岁）的毛入学率为23%。国民受教育机会进一步扩大，教育质量不断提高，人力资源开发水平明显提升。15岁及以上人口平均受教育年限从1949年的不到2年提高到2007年的8.5年左右，总人口中有高等教育学历的人数已达8000多万人，新增劳动力的平均受教育年限超过11.2年，高于世界平均水平。中国教育事业的发展，总体上处于发展中国家的较好水平，不仅保障了学龄人口和社会其他群体接受教育的机会，而且为全面建设小康社会和加速推进社会主义现代化建设提供了强有力的人力资源保证。

2. 基础教育进入巩固普及成果和提高质量的新阶段

义务教育是国民素质的奠基工程，是基础教育的核心组成部分。努力让全体学龄儿童少年接受九年制义务教育，是中国教育发展战略的重点。2000年，在全国范围内实现了基本普及九年义务教育和基本扫除青壮年文盲的目标。2007年，基本普及九年义务教育人口覆盖率达到99%，青壮年文盲率下降到3.58%。中国义务教育和扫盲工作取得的成就，受到了国际社会的高度评价。

近年来，适应义务教育阶段学龄人口下降的趋势，学校布局结构进一步优化调整，中小学教育规模有所减少。2007年，全国普通小学校数为32万所，在校生1.06亿人；初中5.94万所（其中职业初中300所），在校生5736.2万人（其中职业初中15.30万人）。普通高中发展十分迅速，2007年共有学校1.57万所，在校生达到2522.4万人。学前教育进一步发展，2007年共有幼儿园12.9万所，在园人数2348.8万人。

未成年人思想道德建设得到全社会高度重视，素质教育取得新的进展。根据国家的要求，教育系统发挥学校在未成年人进行思想道德教育中的主渠道、主阵地、主课堂作用，积极推进中小学德育工作。基础教育课程改革不断深入，加大了减轻学生课业负担的工作力度，进一步加强对教师的新课程培训，积极推进以校为本教研制度的建立，深化中学升学考试改革，普通高中课程改革实验也在部分省（自治区、直辖市）稳步推进。

3. 以就业为导向的职业教育在改革创新中加快发展

职业教育是国民经济和社会发展所需人力资源的重要基础，是推进新型工业化和城镇化、促进就业再就业的关键环节。政府坚持把中等职业教育作为教育发展新的增长点，出台了许多重要政策措施，推动职业教育发展。职业教育以服务为宗旨、以就业为导向，进入改革和发展的快车道。2007年，进入劳动力市场前的中等职业教育（普通中专、职业高中、成人中专、技工学校）共有学校1.48万所，在校生近2000万人，占高中阶段



教育在校生总数的44%。同时，高等职业教育占高等教育总规模的一半以上，占第一线应用性技术、管理人才培养的“半壁江山”。社会化和市场化的职业培训也在蓬勃兴起。

国家实行政府主导、面向市场、多元办学的机制，推动职业院校与行业企业密切合作，引导民办职业教育发展。每个地市重点建设一所高等职业技术学院，每个县重点办好一所起骨干示范作用的职教中心或中等职业学校。2003年以来国家已安排专项支持了1076个职业教育实训基地、1280个县级职教中心和示范性中等职业学校、70所示范性高等职业技术学院的建设，基础能力建设成果明显。同时，职业院校学科专业结构不断调整，教学内容方法改革逐渐深入，校企合作、订单式培养及弹性学习制度试点顺利进行，国家推动东西部、城乡之间职业院校联合招生或合作办学，重点加强新知识、新工艺、新技术的培训环节，着力培养学生的实践能力和就业能力。

成人教育和继续教育不断发展。国家组织实施“国家技能型人才培养培训工程”、“国家农村劳动力转移培训工程”、“农村实用人才培训工程”和“成人继续教育和再就业培训工程”，加快培养大批现代化急需的技能型人才特别是高技能人才，广泛开展面向农村转移劳动力、下岗失业人员和在职职工的教育和培训。每年培训城乡劳动者达到1.5亿人次。

4. 高等教育进入大众化阶段后转向以提高质量为主内涵发展

高等教育的持续发展，是实施科教兴国战略、人才强国战略的重要途径。世纪之交的中国高等教育规模显著扩大，2002年毛入学率达到15%，迈入国际上所谓“大众化”阶段门槛。自2006年起，国家相对稳定招生规模，高等教育逐步转向内涵式发展轨道。2007年，高等教育总规模超过2700万，居世界首位。全国普通高校1908所，其中本科院校740所，高职（专科）院校1168所。普通本科、高职（专科）在校生1884.9万人，其中，本科在校生1024.3万人，高职（专科）在校生860.6万人。成人高等学校413所，成人本专科在校生524.2万人，其中，本科在校生222.7万人，高职（专科）在校生301.4万人。全国共有研究生培养单位795个，在学研究生119.5万人，其中在学博士生22.25万人，硕士生97.25万人。

近十多年来，国家实施“211工程”（面向21世纪重点建设100所左右一流大学）和“985工程”（世界一流大学和高水平大学建设项目），大力推进高水平大学和重点学科建设。同时，国家全面实施教学质量与教学改革工程，改革人才培养模式。改进教学方法和手段，探索创新型人才的培养模式，倡导研究性学习和本科生科研活动，增强学生的实践能力、创造能力和就业能力、创业能力。广泛开展高等院校教学水平评估，确保教育教学质量不断提高。

高等学校充分发挥学科综合和人才汇聚的优势，加强了创新基地、平台和团队建设，在原始性创新和高技术研究前沿领域取得了许多标志性成果，已成为基础科学研究的主力军、高新技术研究的重要方面军和科技成果转化的强大生力军。进入21世纪以来，全国高等学校获国家自然科学基金、技术发明奖、科技进步奖累计数均占全国50%以上，63%的国家重点实验室和36%的国家工程研究中心建在高等学校，10个试点的国家实验室多数依托高等学校。2006年全国高等学校专利拥有量4.5万项，国家大学科技园62个，不仅掌握了一批事关国家核心竞争力的关键技术，而且培育了一批具有自主知识产权的高技术产业。高等学校还汇聚了全国哲学社会科学界90%以上研究人员和80%以上研究成果，积极参与“马克思主义理论研究和建设工程”，繁荣发展哲学社会科学，在理论创新、国家和区域战略决策咨询和文化建设等方面做出了突出贡献。

5. 继续教育乃至终身学习事业稳步发展

积极构建终身学习体系，各类教育培训蓬勃发展。2007年，高等教育各

类非学历教育注册生为252.89万人次，当年结业生412.61万人次。在各类中等学校接受非学历教育培训的注册生5554.84万人次，当年结业生6810.82万人次。扫盲教育也在不断推进。2007年全国共扫除文盲95.78万人。

实行政府统筹，整合各种学校教育资源与社会教育资源，开始探索建设促进全民终身学习的公共资源平台。大力发展现代远程教育，探索开放式继续教育新模式。全国多数城市和农村城镇化进展较快的地区都开展了形式多样的社区教育活动，自2001年以来，全国已建立了81个社区教育实验区，创建了一大批学习型企业和学习型社区。农村地区继续推行“绿色证书”教育，开展“农村劳动力转移培训计划”，大力促进农村基础教育、职业教育和成人教育的统筹，促进了农业、科技与教育的有机结合。

6. 教育信息化建设的势头强劲

教育信息化建设与应用进一步加强，有力地推动了教育现代化和学习型社会的形成。目前，中国教育和科研计算机网（CERNET）与中国教育卫星宽带多媒体传输平台（CEBsat）实现了互联互通，形成了覆盖全国“天地合一”的现代远程教育传输网络。全国有90%以上的高等学校、3.8万多所中小学校和近6000所中等职业学校基本建成校园网。全国农村中小学全面推广教学光盘播放点、卫星教学收视点和计算机教室三种模式的现代远程教育，基本形成遍及全国农村学校的远程教育网络。大学数字博物馆、数字图书馆、教育类网校与网站建设取得新进展。教学软件开发与推广，在很大程度上促进了教育教学和教师培训质量的提高。

7. 教育对外合作交流向更高层次和更广领域发展

中国政府实行“政府与民间并举、双边与多边并行、兼顾战略平衡、保证重点、注重实效”的方针，推进教育国际合作与交流向全方位、多领域、高层次发展。中国已经与184个国家和地区及联合国教科文组织等国际组织建立了教育合作交流关系，与28个国家（地区）签订了学历学位互认协议。近十多年来，中国参与联合国教科文组织在教育领域的合作项目年均200个，签署了世界全民教育宣言，参与和举办九个发展中人口大国全民教育首脑会议。同时，中国继续加强同联合国开发计划署、联合国人口基金会、联合国儿童基金会等国际组织及一些多边区域性国际组织的合作与交流，积极落实对华合作捐助协议。

中国政府坚持执行“支持留学、鼓励回国、来去自由”的方针，从1978年到2007年底，各类出国留学人员总数达121.17万人，留学回国人员总数达31.97万人，出国留学成为培养高层次人才的重要渠道。中国大学与世界知名大学和科研机构的“强强合作”不断推进，有力地促进了高水平大学的科技创新和人才培养。同时，来华留学、进修和攻读学位的外国人越来越多，2007年来华外国留学人员共计19.6万人，来自188个国家和地区。

中国政府签署了世界贸易组织的教育服务贸易减让表，颁布了《中外合作办学条例》及其实施办法，积极引进国外优质教育资源，中外合作办学规模不断扩大，层次不断提高。2002年在中国境内依法设立和举办的中外合作办学机构和项目达到712个。中国以实施“汉语桥工程”为重点，通过举办孔子学院等多种形式，积极开展各种形式的对外汉语教学，加强与世界各国的文化沟通与交流。2007年底，孔子学院（课堂）达到226所，分布于66个国家和地区。

三、中国教育体制改革与法制建设

1. 教育管理体制改革的格局

近年来，中国教育的宏观管理体制取得进展，中央政府进一步简



政放权，加大了省级和地方政府对本地区教育统筹管理的权限，促进了教育与当地现代化建设的紧密结合。

基础教育实行由地方负责、分级管理的体制。农村义务教育实行国务院领导下，由地方政府负责、分级管理、以县为主的管理体制。中央、省和地(市)级政府通过增加财政转移支付和提供专项资金，增强财政困难县义务教育发展的能力。县级政府担负着对本地教育发展规划、经费安排使用、教师和校长人事等方面进行统筹管理的责任。

职业教育逐步建立在国务院领导下，分级管理、地方为主、政府统筹、社会参与的管理体制。地(市)人民政府在职业教育和成人教育发展方面负有统筹管理职能。在农村，强调区域内的农科教结合和教育资源统筹，促进农村职业学校、成人学校与农业科技示范园区、农业科技部门的合作。

高等教育实行中央和省级政府两级管理、以省级政府管理为主的管理体制。经国务院授权，发展高等职业(专科)教育的权责由省级政府依法管理，确定本行政区划内的高等职业(专科)教育的招生计划。

2. 民办教育稳步发展

近十年来，中国学校的举办体制发生了很大变化，利用非财政经费举办的民办学校有了明显发展，学校的举办主体和经费渠道日趋多元化，使中国教育的办学体制发生了显著变化。2002年，国家颁布了《民办教育促进法》，标志着民办教育事业进入了一个有法可依、规范发展的新阶段。民办教育属于公益性事业，是社会主义教育事业的组成部分。国家对民办教育实行积极鼓励、大力支持、正确引导、依法管理的方针。各级政府将民办教育事业纳入国民经济和社会发展规划。

2007年，全国各级各类民办学校(机构)共有9.52万所(不含民办培训机构2.23万所)，在校生达2583.50万人。其中，民办高校295所，在校生163.07万人(含独立学院学生)；民办其他高等教育机构906所，注册学生87.34万人。民办普通高中3101所，在校生245.96万人；民办中等职业学校2958所，在校生257.54万人。民办普通初中4482所，在校生412.55万人；民办职业初中6所，在校生0.23万人。民办普通小学5798所，在校生448.79万人。民办幼儿园7.76万所，在园儿童868.75万人。全国普通公办高校共举办了318所独立学院，在校学生186.62万人。

3. 教师队伍建设与制度创新

教育大计，教师为本。尊师重教在中国有着十分悠久的历史传统，近年来教师队伍建设有了新的进展，教师的社会地位在不断提高。2007年，全国各级各类学校共有教职工1677.8万人。其中，幼儿园园长和教师共95.2万人；全国小学专任教师561.3万人，学历合格率99.1%，生师比为18.8:1；初中专任教师(含职业初中)347.3万人，学历合格率97.2%，生师比为16.5:1；普通高中专任教师144.3万人，学历合格率89.3%，生师比为17.5:1。中等职业学校专任教师85.9万人，生师比平均为23.1:1。普通高等学校专任教师116.8万人，生师比为17.3:1。

国家将教师教育逐步纳入高等教育体系，以师范大学和其他举办教师教育的高水平大学为先导，专科、本科、研究生三个层次协调发展，职前职后教育相互沟通，学历与非学历教育并举，促进教师专业发展和终身学习的现代教师教育体系正在形成。“全国教师教育网络联盟计划”启动五年来，不断推进中小学教师和校长的继续教育和全员培训。国务院决定2007年秋季起在教育部直属师范大学实施师范生免费教育试点，首批招生生源数量充足，质量较好，来自农村的新生占60%以上。

中国实施了教师资格制度。目前，依照按需设岗、公开招聘、平等竞争、择优聘任、科学考核、合同管理的原则，正在积极推行中小学和中等职业学校教职工聘任制度，实行“资格准入、竞争上岗、全员聘任”。

大力推进高等学校教师聘任制改革，提高了新聘教师学历学位层次，努力改善教师队伍的学缘结构。国家鼓励高等学校实施人才强校战略，扶持创新团队建设，加大对优秀学科带头人和青年骨干教师的培养力度，构建了促进优秀人才可持续发展的培养和支持体系。学校内部分配制度改革也在深化，激励和约束机制正在逐渐完善。当前，全国普通中小学和中等职业学校积极推行校长聘任制改革和校长负责制，建立公开选拔、竞争上岗、择优聘任的校长选拔任用机制，健全校长考核、培训、激励、监督、流动等相关制度。在高等学校积极推进职员制度改革试点工作，探索实行职务与职级相结合的管理体系，促进管理人员队伍建设。

4. 中国特色教育法律法规体系的形成

中国已经初步形成了社会主义教育法律体系框架，以《中华人民共和国宪法》为依据，目前全国人大及常委会已发布了《教育法》、《义务教育法》(2006年修订)、《高等教育法》、《职业教育法》、《教师法》、《学位条例》、《未成年人保护法》和《民办教育促进法》等教育法律，国务院还制定了《残疾人教育条例》、《扫除文盲工作条例》、《教育成果奖励条例》、《教师资格条例》、《学校体育工作条例》、《学生卫生工作条例》、《幼儿园管理条例》和《中外合作办学条例》等多项教育行政法规。

与此相适应，各省(自治区、直辖市)及有立法权的立法机构，依据国家教育法律基本原则制定了地方性法规，成为国家教育立法的补充。同时，中国建立了教育督导制度，形成了国家、省、地市和区县四级督导网络，拥有一支4万人的专职与兼职相结合的督导工作者队伍，坚持督政与督学相结合，对不同地区进行分类督导评估，全面推动中等及中等以下教育的督导评估工作，建立了对县级人民政府教育工作进行督导评估的制度。

四、中国教育经费的状况

1. 国家财政性教育经费情况

《中华人民共和国教育法》规定：“国家财政性教育经费支出占国内生产总值的比例应随着国民经济的发展和财政收入的增长逐步提高”，“各级人民政府教育财政拨款的增长应当高于财政经常性收入的增长，并使按在校生数平均的教育费用逐步增长，保证教师工资和学生人均公用经费逐步增长。”2006年，全国教育经费为9815.3亿元，其中，国家财政性教育经费(包括财政预算内教育拨款、城市和企业教育费附加、企业办中小学支出及校办产业减免税等项)为6348.4亿元，占全国总额的64.7%，占国内生产总值3.01%。总体上看，政府教育投入总量在继续增加。但一些省、自治区、直辖市没有达到《教育法》规定的教育投入增长要求。全国财政性教育经费占国内生产总值的比例长期处于同期世界上低收入国家平均水平。

近年来，中央和省级政府加大财政转移支付力度，增强财政比较困难地区义务教育经费的保障能力，2005年底，国务院决定建立中央和地方分项目、按比例分担的农村义务教育经费保障新机制，2007年已在全国农村地区全面推开，2008年在城市实施。在全国农村普遍实行免除学杂费、教科书费的义务教育，将义务教育全面纳入公共财政保障体系，在促进教育公平方面迈出新的步伐。

2. 非义务教育成本分担和社会教育投入情况

《中华人民共和国教育法》还规定：“中国实行以财政拨款为主，其他多种渠道筹措为辅的教育财政体制。”随着社会主义市场经济体制



的建立，这一教育投入体制不断健全。2006年，全国非财政性教育经费（包括社会团体和公民个人办学经费、社会捐集资办学经费、学杂费和其他收入等项）共计3466.9亿元，占全国总额的35.3%。在义务教育阶段免费水平不断提升的基础上，非义务教育办学成本分担制度已经形成，努力使教育收费标准与居民承受能力相适应。公办普通高中招收“择校生”，目前的政策原则是：限分数（不准违反规定录取低于最低录取分数线的新生）；限人数（不准超过国家规定班额，不得挤压招生计划指标、变相扩大择校人数，即择校生数量不得超过省级政府规定比例）；限钱数（择校生交费标准，由省级教育行政部门提出，经省级政府批准后向社会公布）。高等教育建立了由政府、社会、学校、学生家长或个人共同合理分担高教培养成本的机制。公办普通高校坚持以政府投入为主，学费和住宿费标准考虑中国的具体国情，实行属地化和差异化原则，顾及社会、学生家长或个人的经济承受能力。由于政府坚持标本兼治、综合治理的方针，教育乱收费的蔓延势头得到了初步遏制。同时，中国政府实施企业及公民个人向教育捐赠的税收优惠政策，鼓励和支持学校开展勤工俭学、发展校办产业，积极鼓励和引导社会、企业和公民个人出资和投资办学。

五、教育公平与公民受教育权利保障

1. 保障妇女和女童的受教育权利

中国政府正式签署和成功履行了《消除对妇女一切形式歧视公约》，连续制定并实施了《中国妇女发展纲要》和《中国儿童发展纲要》，在改善妇女和女童（特别在贫困地区）的生存、保护和发展环境方面，开展了卓有成效的工作。近年来，中央和地方各级政府还专门设立了义务教育助学金，资助因家庭贫困失学的学龄女童进入或重返校园，促进了妇女和儿童教育事业的发展。社会各界也纷纷配合开展扶贫济困活动，特别是共青团和妇联，在农村地区实施的以救助贫困女童接受教育为重点的“希望工程”和“春蕾计划”，成效显著。

中国政府高度重视保护女性受教育权益和扩大女性受教育机会，大多数地区女童与男童的受教育程度差异迅速缩小。2007年，中国小学女童学龄人口入学率达到99.52%，比男童高出0.06%，性别差异已经消除。目前，全国小学、初中、普通高中和中等职业学校的女生分别占在校生的46.5%、47.3%、47.3%和46.9%，这与现在男女人口的自然性比例大体相当，表明女性与男性享有平等的受教育机会。在普通高等学校本专科学生中，女学生比例为49.1%，比起同等收入的发展中国家来说，这一比例是很高的。2007年，15岁及以上男性人口平均受教育程度8.98年，女性人口7.83年，与2000年相比，男性和女性分别提高了0.51年和0.74年，在一定程度上反映了中国缩小男女受教育差距方面的长足进步。

2. 保障农村和经济欠发达地区的教育发展

中国政府高度重视农村地区和经济欠发达地区的义务教育发展，努力缩小城乡和地区之间义务教育差距。20世纪90年代以来，国家实施了两期“贫困地区义务教育工程”，共投资200多亿元。同时，国家还设立专项资金积极推进农村地区中小学校舍改造。2003年，国务院要求把农村教育作为教育工作的重中之重，出台了新增教育经费主要用于农村教育的政策。2004年国家启动的“西部地区‘两基’攻坚计划”，到2007年如期实现，西部地区基本普及九年义务教育人口覆盖率达到98%。中央与省级政府通过专项共同新建和改扩建一批农村寄宿制学校，解决好新增学生的学习和生活条件。国家还实施“农村中小学现代远程教育工程”，使农村初中基本具备计算机教室，农村小学基本具备卫星教学收视点，农村小学教

学点具备教学光盘播放设备和成套教学光盘，2007年底已经覆盖全国农村36万所中小学，大大缩小了区域之间、城乡之间义务教育教学水平差距。

中国政府积极推进义务教育均衡发展，将义务教育的工作重点放在办好每一所学校和关注每一个孩子健康成长上，把提高农村学校教育质量和改造城镇薄弱学校放在重要的位置。教育部要求地方教育行政部门要制定本地区义务教育学校办学的基本要求，对低于基本要求标准的学校要制定限期改造计划，使当地所有学校都达到基本要求；加强县级政府对区域内教师资源的统筹，通过建立区域内骨干教师巡回授课、紧缺学科教师流动教学、城镇教师到乡村学校任教服务期等制度，优化农村教师资源配置；建立规范化、科学化、制度化的义务教育教学质量监测评估体系和教学指导体系，保证所有学校按照义务教育课程方案要求开齐课程，并达到教学基本要求。

中国政府实行发达地区、城市地区支援贫困地区、农村地区教育发展的政策。从2000年开始，国家组织实施了“东部地区学校对口支援西部贫困地区学校工程”和“大中城市对口支援本省（自治区、直辖市）贫困地区学校工程”。几年来，东部地区、城市地区选派了一大批教师和管理人员到受援地区工作并接受中西部地区教师培训，向受援地区学校无偿提供资金、图书、教学设备等，资助了一批家庭经济困难学生。在职业教育和高等教育阶段，东部地区和城市职业学校西部地区农村合作办学联合招生也已形成制度，规模持续扩大。国家在西部地区的每一省或自治区重点支持一所大学的建设。2007年，西部地区人口占全国总人口的比例为33%，其普通高等教育在校生比例为32%，已与其人口比例大致相当。

3. 保障家庭经济困难学生的受教育权利

为保障家庭经济困难学生接受教育的权利，国家加快建立健全家庭经济困难学生资助政策体系。为了使全国所有学龄儿童少年都能按期完成义务教育，2001年起，中央财政安排经费向农村家庭经济困难的中小學生免费提供教科书。2004年，中央和地方财政开始对农村义务教育阶段家庭经济困难学生免除杂费和书本费，并补助寄宿生生活费（简称“两免一补”政策）。2007年全国农村普遍实行这项“两免一补”政策，惠及1.5亿农村义务教育阶段学生，国家继续提高家庭经济困难寄宿生的生活补贴标准，并注意改善他们的营养状况。城镇地区将对当地低保家庭学龄人口接受免费义务教育提供资助，国家还为艾滋病病人的孤儿全面提供免费义务教育。

中等职业教育初步建立了以国家助学金为主，辅之以学生顶岗实习、半工半读，校内奖学金，学校减免学费的资助体系；公办高等学校建立了国家奖学金、助学金、助学贷款（财政全部贴息）、勤工助学、特殊困难补助、学费减免有机结合的资助体系，为此，每年各级财政预算经费和学校安排助学经费达到500多亿元，受到资助的中等职业学校和高等学校的家庭经济困难学生分别为1600万人和400万人，分别占在校生总数的90%和20%。同时，中国政府动员和鼓励企业、社会团体和公民个人对家庭经济困难学生开展多种形式的资助活动，确保他们都能接受相应的职业教育或高等教育。

4. 保障少数民族的受教育权利

中国是一个多民族的国家，56个民族均享有平等的受教育权利，2000年，汉民族以外的55个少数民族人口占总人口的8.4%。中国政府注重加大对民族教育的财政投入，对于少数民族的平等教育权利予以特殊保护。改革开放以来，中国初步形成了包括幼儿教育、基础教育、职业技术教育、成人教育和高等教育在内的比较完整、具有中国特色的民族教育体系。2007年，各级各类少数民族在校学生占全国同类在校生总数的比例与少数民族人口占全国人口总数比例大体相当，由于少数民族人口增长率略



高，义务教育阶段的少数民族在校生比例超过9%。民族教育事业的快速发展，为民族地区经济发展和社会全面进步、增强民族团结、维护社会稳定和国家统一作出了重大贡献。

多年来，民族地区和少数民族散杂居地区的政府能够从当地实际出发，加快义务教育的普及和其他教育的发展。国家组织内地发达地区高校、中小学积极为民族地区培养、培训了大批各民族教师，并鼓励内地教师到民族地区任教。同时，采取举办短训班、组织教育管理及教学改革经验交流、到内地高校挂职锻炼、在职进修等多种措施，帮助民族地区培养、培训师资。2007年，全国各级各类学校少数民族专任教师已达109.4万人，形成了一支比较稳定的少数民族专任教师队伍。

民族自治地方的民族中小学依法可实行民族语文授课和汉语教学的“双语”教学体制。目前，全国共有1万多所民族中小学使用21个民族语言开展“双语”教学，接受教育的在校学生达600多万人。有的地方正在开展民、汉、外“三语”教学实验。国家和地方财政设立了民族文字教材专项补助经费。目前，全国每年编译出版的少数民族文字教材达3500多种，总印数达1亿多册。国家依法实施在高等学校举办民族班、预科班，专门招收少数民族学生，并且采取定向招生、定向分配的办法。高等学校招收新生的时候，对少数民族考生适当放宽录取标准和条件。积极发展民族地区的高职（专科）教育，以适应民族地区现代化建设对高层次专业技术人才的需要。同时，国家组织内地发达省市教育支援少数民族地区，在内地中学举办内地民族班。

5. 保障残疾人的受教育权利

《教育法》明确规定：“国家扶持和发展残疾人教育事业”。国务院颁布的《残疾人教育条例》中也规定：实施残疾人教育应当贯彻国家的教育方针，并根据残疾人的身心特性和需要，全面提高其素质，为残疾人平

等参与社会生活创造条件。同时强调，残疾人教育应当根据其类别和接受能力，采取普通教育方式和特殊教育方式，充分发挥普通教育机构在实施残疾人教育中的作用。为了加强和规范特殊教育学校建设，建设部和教育部还颁布了《特殊教育学校建筑设计规范》。

近年来，中国特殊教育稳步发展。到2007年，全国共有特殊教育学校1618所，在校学生41.9万人。其中在普通学校随班就读的学生占总数的64.9%。此外，国家还建设了一批特殊教育高等院校和专业，组建了特殊教育师资培养培训机构，并组织特殊教育的课程改革。

6. 保障进城务工农民及子女的受教育权利

中国正处于产业结构战略性调整和城镇化进程加速的时期，有数以亿计的进城务工就业的流动人口，需要接受各种形式的教育和培训。国家正在实施“农村劳动力转移培训计划”，重点放在职业教育和职业技能培训上，也包含就业指导的内容。同时，国家保障进城务工就业农民子女义务教育权利，坚持以公办学校为主、以流入地为主，对农民工子女接受义务教育实行与当地学生同等对待的政策。目前，各地基本建立了多部门分工协作，共同保障进城务工就业农民子女接受义务教育的工作机制。进城务工就业农民子女义务教育工作纳入了流入地普及九年义务教育工作范畴，进城务工就业农民子女就学学校建设列入城市基础设施建设规划，制定了教育经费的保障措施。通过设立助学金等方式，帮助家庭经济困难的进城务工农民子女就学。有关学校针对进城务工就业农民子女学生的实际，帮助他们克服学习、生活中的困难。此外，进一步加强对农村留守儿童学习、生活的管理，初步建立起了学校、家庭、社会三结合的教育管理网络。2007年，农民工随迁子女在流入地小学初中就学人数达到765.7万人，在流出地作为留守子女的就学人数共有2037.4万人。

结 语

作为一个发展中的人口大国，中国教育取得了举世瞩目的成就，但是，中国现阶段教育发展仍然很不均衡。人力资源开发的质量与水平，还不能完全适应现代化建设的迫切需求；区域和城乡教育发展还很不平衡，公共教育经费投入不足的问题依然困扰着许多地区的教育发展；教育体制和制度创新在不少方面还相对滞后，师资队伍建设需要进一步加强；社会对教育特别是优质教育的旺盛需求，与教育供给不足之间将形成十分突出的矛盾。

“中国的未来发展，中华民族的伟大复兴，归根结底靠人才，人才培养的基础在教育。”中国要全面建设惠及十几亿人口的小康社会，构建社会主义和谐社会，就必须继续坚定不移地实施科教兴国和人才强国战略，必须坚定不移地把教育优先发展摆在重要的战略地位。中国教育的发展，还要坚持为现代化建设服务、为人民服务的宗旨，努力构建更加完善的现代国民教育体系，培养数以亿计的高素质劳动者、数以千万计的专门人才和一大批拔尖创新人才，为形成全民学习、终身学习的学习型社会和建设人力资源强国打下更为坚实的基础。

2009年9月



The General Situation of China's Education

With a population of 1.321 billion in 2007(Mainland China, not including Hong Kong SAR, Macau SAR and Taiwan), accounting for about 20% of the world's total population, China is the most populous developing country in the world. China also has the largest population in full time education in the world. The students enrolled in the different levels of schools (pre-school, primary, secondary and higher education) make up 18% of all students in the world. The development of Chinese education cause relates directly to the improvement of overall national quality, the great revival of the Chinese nation and the transformation of a heavy population burden into an advantage of excellent human resources. Moreover, it is the ground roots project for the realization of the grand objective which is the all-round construction of a well-off society, and the basic guarantee for the constructing a harmonious socialist society.

I. The Basic System of China's Education

China has a 5000-year old history and a written culture dating back nearly as long. The history of recording items using simple symbols can be dated back to the Banpo Yangshao Culture in 4000 B.C. Early educational activities are marked by the hieroglyphs and pictographs which appeared in the Shangdong Dawenkou Culture in 2500 B.C. The prototype of small scale ancient schools came into being in 1100 B.C. After a thousand years of feudal society, the governmental and private education systems had developed fully, and its corresponding examination and enrolling system became standardized. In the early 20th century, after studying the Japanese and American school systems, the Qing Government and the Government of the Republic of China established the Chinese school education system. Many people with lofty ideals made unremitting efforts to save China from stagnation and invigorate the Chinese people by education. Due to imperialist invasions and corrupt governing by feudal landlords and the bureaucratic bourgeoisies, the country became impoverished and weak, and the people lived in cold and hunger. As a result, over 80% of Chinese people were illiterate, and the enrollment rate of school-age children was only about 20%.

After the foundation of the People's Republic of China in 1949, the new government fundamentally reformed the old education system and established the socialist education system gradually. By attaching great importance to people's rights to a peaceful existence, to development and to be educated, the Chinese government made great efforts to develop education. Especially since the Reform and Opening-up of China, the Chinese education system has made remarkable achievements. According to the *Constitution of the People's Republic of China*, China established an education law and regulation system with *Education Law* as its core, and formed the basis for the now relatively complete standard education system.

The Chinese education system includes the following parts: pre-school education for children under 6 years old; nine-years compulsory education for 6 years old and above, including 6 years' primary school and 3 years' junior high school; senior high school education which is composed of four forms: three-year senior high schools, 3-4 years' specialized secondary, vocational schools and skilled-worker training; higher education including 2-3 years' vocational or junior college, 4 years' undergraduate education, 2 to 3 years' graduate education and 3 years or more for a doctor's degree as well as further vocational and adult education. China applies the following methods for controlling education standards : education-examination system, schooling-certification system, academic degree system (bachelor, master and doctor) and educational supervision and evaluation system. After more than 50 years of effort, China has established a preliminary education system with Chinese characteristics, and it has formed a diverse educational range from preschool to higher education, with equal stress placed on regular and vocational education, and formal and informal schooling. It aims at building towards the coexistence of class teaching and long-distance education.

The motto for China's education system is: "Education for modernization. Education for the world. Education for the future". The national education policy of China is: Education must serve the socialist modernization drive and must be combined with production and physical labor in order to train for the socialist cause builders and successors who are developed in an all inclusive comprehensive way-morally, intellectually and physically. The Chinese government insists on governing education by law, implementing the strategy of reinvigorating the country through science and education. The aim is to put education in the strategic place of being the foundation of society and it is given developmental priority. China means to build a country with powerful human resources, to construct a system of life-long education and encourage its citizens to receive a diverse education and exemplary training.

II. The Developing Situation of China's Education

1.China's education entered into a new phase: from a country with huge human resources to a country with powerful human resources

Since the foundation of the People's Republic of China, especially since China's reform and opening-up, the Chinese education cause has achieved a historic leap. In 2007, there

were all together 594,000 schools of various different levels and kinds, including 534,000 regular schools. The total number of full-time teachers was 13,521,000. The total number of students who received formal education was 260,000,000, and that of informal education was 58,077,000. The popularization level of different kinds of education is rising gradually. The national gross entrance rate for preschool has risen to 44.6%. The net entrance rate for children of primary school-age is 99.5%. The gross entrance rate for junior high schools is 98%, and that for senior high schools is 66%, and that for higher education is 23%. Now the people's chance for education has been further increased, and the exploitation level of human resources is evidently rising. For students aged 15 years old or above the average further education level has been raised from less than 2 years in 1949 to about 8.5 years. There are more than 80,000,000 people as a whole, who have received higher education. Every year the newly added workforce has received at least 11.2 years of formal education, which is higher than average world level. The development of the Chinese education cause is of relatively high level compared to other developing countries. It ensures the a chance for all school-age children to receive quality education as well as offering education to other people, and offers a powerful human resource guarantee for the construction of a well-off society and the socialist modernization drive.

2. The regular education entered into a new phase: to consolidate the accomplishment and to enhance its quality

Compulsory education is a foundation project, which is the core of regular education. It is the main point of the Chinese education development strategy to take various measures to guarantee school-age children and adolescents access to compulsory education. In 2000, China has reached the goal of popularizing the nine-year compulsory education system and carrying out its total literacy education program. In 2007, the coverage rate of nine-year compulsory education grew to 99%, and the illiteracy rate among young and middle-aged people has been reduced to 3.58%. These accomplishments in compulsory education and literacy education program are highly appreciated by the international community.

Recently, there are fewer compulsory school-age children. The layout of schools has been further optimized, and the scale of primary and high schools is decreasing. In 2007, the number of national regular primary schools was 320,000 and that of its enrolled students was 106,000,000; the number of junior high schools was 59,400 with 57,362,000 enrolled students. The regular senior high schools have developed quickly, with 15,700 schools and 25,224,000 enrolled students in 2007. Preschool education is growing more developed, with 12,900 kindergartens and 23,488,000 enrolled students in 2007.

Great attention is being paid to the moral constitution of minors and quality education has made new progress. According to the State's demand, the education system should bring a schools' role for the minor's mental and moral education into full play, and promote the moral education program for primary and middle schools. The reform of the regular education course has been deepened. The students' homework burden has been reduced and the new training course for teachers has been strengthened. Middle schools are undergoing a reform of their admission examinations, and a reform of the regular senior high course is being tried out in several provinces (autonomous regions, or municipalities).

3. Employment-oriented vocational education develops quickly in reform and innovation

Vocational education serves as an important foundation for the human resources that are needed for the development of the nation's economy and society. It is a crucial link for promoting a new kind of industrialization and urbanization, as well as a foundation for employment and reemployment. Taking secondary vocational education as a new point of education growth, the government carried out many important measures, as a means to promote vocational education and enter it into the fast lane of development and reform. In 2007, there were 14, 800 secondary vocational schools, with 20,000,000 enrolled students, which accounts for 44% of the total number of students enrolled in secondary schools. Meanwhile, tertiary vocational education accounts for half of the students taking part in higher education, which indicates its importance as a route to cultivating talents in applied technology and management. Moreover, the all-inclusive and commercialized vocational training is rising and flourishing.

To promote cooperation between vocational schools and business enterprises, China



applies the mechanism of government-guided, market-oriented and multi-channel development, and supervises non-governmental controlled vocational education. Each city and district has constructed a tertiary vocational and technological institute, and each county constructs a model vocational education center or secondary vocational school. Since 2003, China has maintained 1076 vocational education training centers, 1280 vocational education centers and model secondary vocational schools at the county level, as well as 70 model tertiary vocational and technological institutes, all of which demonstrates China's dedication and construction ability. At the same time, its major education structure is being adjusted, and the reform of teaching content and method is an ongoing project. The cooperation between schools and enterprises, and the cultivation of regulated formal and flexible studying schedules are being tried out successfully. The Chinese Government is promoting the cooperative administration of schools between Western countries and itself, as well as linking up urban and the rural areas. It aims to enhance the training processes of gaining new knowledge, letting people have pride in their workmanship and raising the technology levels. The government is also making great efforts to cultivate students' abilities in both work practice and long term employment.

Adult education is developing continuously. China has organized and applied the "The National Training Program for Skilled Talents", "The National Training Program for Rural Laborers", "The Training Program for Practical Talents in the Countryside" and "The Adult Further Education and Reemployment Training Program". The aim of these training programs is to cultivate a large number of skilled talented people who are badly needed in China's modernization drive. Further more specialized educational schemes have been introduced targeting the workforce in the countryside, the unemployed and those receiving on-the-job training. Each year, 150,000,000 people receive some kind of work related training.

4. The higher education turns to comprehensive development as the main steady development trend after entering the popular stage

The sustainable development of higher education is an important means to implement the strategy of revitalizing the nation through science and education. The scale of higher education in China since the turn of the century has expanded notably; the gross entrance rate was up to 15% in 2002. It is marching toward the threshold of "the popularization" stage. Since 2006, national enrollment in higher education has been relatively stable; and higher education will be progressively turned to the comprehensive development track. In 2007, the national total of students taking part in higher education exceeded 27 million, which means that China has the largest number of trainees, graduate and undergraduate students in the world. All together there are 1908 regular institutes of higher education, including 740 universities and colleges for undergraduates and 1168 tertiary vocational schools. There are 18,849,000 students attending institutes of higher education; 10,243,000 undergraduate students and 8,606,000 vocational school students. There are also 413 national adult institutes of higher education, and attending them are 5,242,000 adult undergraduates and two (-or-three) year full time adult college students. The total number of adult undergraduates is 2,227,000 and vocational schools account for 3,014,000 mature students. There are 795 graduate student training units in the whole country, with 1,195,000 graduate students at these schools, among which, there are 222,500 doctorate degree candidates and 972,500 master degree candidates.

In the past ten years, China has implemented "The 211 Project" (aimed at facing the 21st century and focusing on the construction of 100 first-class universities) and "The 985 Project" (constructing world-class, high-level universities), and promoted high-level universities and the construction of key disciplines. Meanwhile, the country implemented a reform in teaching quality and specialized training for exceptional students. Teaching methods and means have been improved, and innovative training modes have been implemented. More studies have been carried out aimed at improving education. Undergraduate's scientific research activities have been targeted to strengthen students' work practice ability, creativity and employability, as well as encouraging students to become innovative. Continuous assessment of higher education institutions will guarantee that the educational teaching quality will improve constantly.

By combining disciplined and talented staff with a higher intake of talented students, centers of higher education have strengthened the building of their innovative base, and recorded significant achievements in the fields of grass roots innovation and high-tech research. The policies have become the basis for improvements in ground breaking high-tech research and transformed scientific and technical undertakings. Since entering the 21st century, the accumulative total of prizes obtained by the national institution of higher education, has accounted for more than 50% of the country's whole National Prize for Natural Sciences, technological invention awards, progress prizes in science and technology; 63% of the national key laboratories and 36% of the national project research centers are built in the institutions of higher education, and most national laboratories of 10 pilot projects rely on the institutions of higher education. Institutions of higher education were issued 45,000 national patents in 2006, and there are 62 Scientific and technological parks maintained by national universities. Key technologies have been developed encouraging competitiveness, and a batch of high-tech industries with independent intellectual property rights have been established. More than 90% of the researchers and more than 80% of the research results in the national social scientific circles have been assembled in the centers of higher education, and they have also participated actively in the "Project of Theoretical

Research and Construction of Marxism". They also promote the prosperity and development of social science. In a word, they have made outstanding contributions in many aspects such as theory innovation, strategy and policy consultation for country and region and cultural construction.

5. Further education and the life-long study undertaking develop steadily

China has actively embraced the life-long study system, and all kinds of education and training schemes grow vigorously. In 2007, the number of students registered in all kinds of non-academic higher education was 2,528,900, and there were 4,126,100 trainees in that year; the number of students registered in all kinds of non-academic secondary education is 55,548,400, and the number of the trainees is 68,108,200. The literacy education program moves forward constantly, too. The number of illiterate people in China was reduced by 957,800 in 2007.

Implementing the government policies concerning overall planning, combining various schools education resources and social education resources, allows China to explore a way to build the public resource platform for life-long study. Developing modern tele-education in a more effective manner encourages a new mode for opening up further education to the masses. Most urban areas and areas with a quicker pace of rural urbanization have launched various community educational activities. Since 2001, the country has already established 81 educational test zones in the whole country, and established large quantities of study-oriented enterprises and communities. The rural areas continue to pursue "Green Certificate" education, and implement "The Training Plan for Rural Laborers". By promoting rural basic education, vocational education and adult education in a more cost-effective manner, China has encouraged the organic integration of agriculture, science, technology and education.

6. The momentum of educational informationalization construction is powerful

Educational informationalization construction and application is further strengthened, which has promoted the forming of educational modernization and the study-oriented society effectively. At present, the Chinese Education and Research Net (CERNET) and Chinese education satellite wideband multimedia transmission platform (CEBSat) have joined forces, and formed the modern tele-education transmission network which covers the whole country. Over 90% of the institutions of higher education, more than 38,000 middle and primary schools and nearly 6000 secondary vocational schools in the whole country have built up their own campus networks. National rural middle and primary schools have adopted some forms of distance learning by linking to CD broadcast sites, satellite teaching viewing points and multimedia classrooms, basically forming the long-range education network which spreads all over the rural schools located in China. College digital museums, digital libraries, educational network schools and website construction have made new developments. The development and popularization of software teaching has promoted educational teaching and teacher's training quality has improved to a great extent.

7. Foreign exchange and cooperation of education developing at higher level and in more areas

The Chinese government implements policies regarding the combination of government and non-government organizations, bilateral and multilateral synergy, balanced strategies, guaranteeing emphasis on valuing practicality to push forward international educational cooperation and exchange to develop education in all aspects, in multiple areas and at higher level. China has established educational cooperation and exchange relationships with 184 countries and regions as well as international organizations, such as UNESCO. The government has also signed agreements for the international recognition of qualifications and degrees with 28 countries and regions. In the last decade, China has annually participated in (on average) 200 educational cooperation projects on education from UNESCO, signed World Educational for All Declaration. China has also participated in and held summit meetings on education for all of the nine most powerful developing countries. Simultaneously, China continued to strengthen its levels of cooperation and exchange with international organizations, such as UNDP, UNFPA, UNICEF, etc. and some multilateral regional international organizations, to actively implement cooperation and donation agreements.

Additionally the Chinese government adheres to carrying out a policy of supporting overseas study, encouraging returning students as well as allowing a free flow of outward bound students. From 1978 to the end of 2007, the total number of all overseas students, regardless of their level of education, was 1,211,700, and about 319,700 came back to China. Studying abroad has become an important channel to cultivate higher-level talents. The cooperation between China's universities and foreign world famous universities and scientific research institutions vigorously boosted scientific innovation and training in higher-level universities. At the same time, more and more foreign students from other countries came to China to study. In 2007, there were altogether 196,000 overseas students from 188 countries and regions that came to study in China.

The Chinese government has signed the schedules of educational service trade with WTO, issued the 'Regulations of Chinese and Foreign Cooperators in Running Schools'



and outlined its measures for implementation, this actively introduced foreign fine-quality education resources into China to enlarge the scale and improve the level of Chinese and foreign cooperators in running schools. In 2002, there were 712 Chinese and foreign cooperators involved in running schools and programs that were legally set up and held in China. Through various methods such as the Confucius Institutes, China implemented a "Bridge of Chinese" to launch the program of 'Teaching Chinese as a Foreign Language' and strengthen cultural communication and exchange with other countries. By the end of 2007, there were 266 Confucius Institutes located in 66 countries and regions.

III. The Reform of Educational System and the Construction of Legal System

1. The framework of the Innovation of Educational Management System

In recent years, with the reform of China's macro education management system, the central government further streamlined its administration and delegated power, which extended the powers of province-level ministries and local governments' educational unified management authorities in their own designated regions. This pushed forward the close combination of education and local modernization construction.

The basic system for education has been outlined as "Local authorities assuming responsibility for compulsory education, and its administration at different levels". The management system for compulsory education is "Under the leadership of the State Council, local authorities assume responsibility for compulsory education, being administered at different levels within the focus of county management". Through increasing the standard government funding and providing special funds when needed, central, province and municipal governments improve the development ability of compulsory education in financially squeezed counties and rural districts. The county-level government has taken over the burden of unified management, such as the planning and programs of local educational development, as well as supervising expenditure, and it also acts as a watchdog for the personnel management of teachers and principals, and so on.

Under the guidance of the State Council, China has adopted the management system of "Administering at different levels, assuming responsibility by local authorities, unified management by the government and participation." in the vocational education field. Municipal governments assume the responsibility of unified management in vocational and adult education. To promote the cooperation of vocational schools, adult schools and agricultural technical model gardens, as well as agricultural departments of science and technology, China puts emphasis on the integration of agriculture, science and education emphasizing the unified management of educational resources in rural areas.

China implements common management of central and provincial governments and it focuses on provincial governments. Being authorized by the State Council, a provincial government will assume responsibility, in accordance with the related laws, and formulate an enrollment program for higher vocational education (junior college) within its own local region.

2. Steady development of non-government funded education

In the last decade, the system of educational provision has altered greatly in China, which has given rise to the marked development of non-government funded schools, which combine duality of both being operator and fund-raising channel. In 2002, China issued the *Law of the People's Republic of China on Promotion of Privately-Run Schools*, which symbolized the latest stage of non-government funded education making it conform to a legal and regulated track. Being an important part of socialism education, non-government funded education is seen as a commonweal industry. The central government still carries out its policy of active encouragement, great support, correct guidance, and legal administration. Different levels of governments must incorporate non-government funded education into the general plan of national economy and social development.

In 2007, the total amount of different level non-government funded institutes was 95,200, excluding 22,300 non-government funded training institutes, with 25,830,000 students. Among them, there are 295 colleges with 1,630,700 students, including the students in independent colleges, and 906 other funded higher education institutes with 873,400 students; 3,101 senior middle school with 2,459,600 students, 2,958 secondary vocational schools with 2,575,400 students, 4,482 junior middle schools with 4,125,500 students and 6 junior vocational middle schools with 2,300 students; 5,798 primary schools with 4,487,900 students; and 77,600 kindergartens with 8,687,500 children; 318 independent colleges run by state-owned colleges and universities with 1,866,200 students.

3. The construction and system innovation of teaching staff

Having high quality teaching staff is very important for education development. It is a long historical tradition for Chinese to respect teachers and value education. Faculty construction and organization has progressed to a new level, and the social status of teachers has been improving in the last few years. In 2007, there were altogether 16,778,000 teachers and staff employed in the complete range of education establishments. Among them, there are 952,000 teachers and head teachers in kindergartens, 5,613,000 full-time teachers in primary schools, with a qualified degree ratio of 99.1% and the student-teacher ratio of 18.8 to 1;

3,473,000 full-time teachers in junior middle schools (including junior vocational middle schools), with a qualified degree ratio of 97.2% and the student-teacher ratio of 16.5 to 1; 1,443,000 full-time teachers in senior middle schools, with a qualified degree ratio of 89.3% and the student-teacher ratio of 17.5 to 1; 859,000 full-time teachers in secondary vocational schools with the average student-teacher ratio of 23.1 to 1; 1,168,000 full-time teachers in colleges and universities with the student-teacher ratio of 17.3 to 1.

With normal universities and other high-level universities leading the way by developing teacher education, China gradually incorporated teacher training into the existing system of higher education. This enabled the harmonious development of junior colleges, colleges and postgraduate colleges and enabling the transition between the pre-service education with post-service one. Importance is paid to equally emphasizing curricula and non-curricula education which boosts the formation of the modern educational system for teachers' professional development and life-long study. China has launched the Teachers Network Connection Program to push forward the training of teachers and headmasters in primary schools and middle schools. The State Council instituted free education for students majoring in education in teacher training colleges run directly by the Ministry of Education since the autumn of 2007, and the first freshmen candidates have proven to be sufficient in quantity and fine in quality, out of these about 60% of the freshmen came from rural areas.

A Teacher Certification System is being carried out in China. Nowadays, in light of the principles of setting positions according to need, encouraging open recruitment, equal competition, aiming at employing excellent talent, using scientific assessment and contract management, China is implementing a system of employing teachers through using entry qualifications, so teachers must gain their position through fair competition. This method is being used for employing all staff in primary schools, middle schools and secondary vocational schools. The reform of the teachers' appointment system has improved the level of the new teachers' degrees and professional titles. The government encourages the institutes for higher education to develop themselves through training talented individuals, supporting the construction of creative groups, cultivating academic pacesetters and young keystone teachers. It aims to establish a cultivation and support system for excellent talents' sustainable development. The reform of the internal distribution system of schools is ongoing, with an incentive and disciplinary mechanism being reviewed. Currently, in accordance with the system of chancellor appointment and chancellor-in-charge, there has been established a method of chancellor selection and an engagement mechanism for open selection and competition for the post. Selecting only the most excellent candidates improves the related regulations of evaluation, training, incentive, and supervision, and encourages a smooth flow between primary schools and middle schools and secondary vocational schools. Experimental units of staff system reform in higher education institutes are under evaluation to explore the optimum combination of posts and rank in order to boost the construction of efficient staff management.

4. The formation of laws and regulations system with Chinese characteristics

Based on the *Constitution of the People's Republic of China*, China has taken the shape of socialism to form the educational laws framework. The NPC and its Standing Committee has issued many laws, such as the *Education Law of the People's Republic of China*, the *Compulsory Education Law of People's Republic of China* (revised in 2006), *Law of Higher Education of People's Republic of China*, the *Vocational Education Law of the People's Republic of China*, *Teacher Law of the People's Republic of China*, *The Statute of the People's Republic of China's Degree*, the *Law on the Protection of Minors*, the *Law of the People's Republic of China on Promotion of Privately-Run Schools* and so on. The State Council also issued some educational regulations, such as *Regulations of Education for the Disabled*, *Regulations on the Elimination of Illiteracy*, *Regulations on Incentives for Teaching Achievements*, *Regulations on the Qualifications of Teachers*, *Regulations on the Physical Education in School*, *Regulations on the Health Work in School*, *Regulations of Kindergarten Management*, *Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools*, etc.

Provinces (autonomous regions, and municipalities directly under the Central Government) and other legislative areas with legislative authority drew up local rules and regulations based on the principles of the national educational laws, which are the foundation of the national educational law system. In the meantime, China established an educational supervision system, and formed a network of state, province, municipality and county supervision with 40,000 supervisors monitoring educational work, and established a system of assessment for educational supervision run by the county government.

IV. The Status of Educational Expenditure in China

1. The status of Educational Funds Expenditure of China

The *Education Law of the People's Republic of China* stipulates: "The percentage of national educational funds expenditure in GNP should increase with the development of national economy and the financial revenue", "the increase of different level governments' financial educational allotment in education should be higher than the regular financial revenues and gradually increase with the average students' expenditure to make the



teachers' income and student's public expenditure increase gradually". In 2006, national educational expenditure was up to 981,530,000,000 RMB. National financial educational expenditure, including financial budget educational grants, municipal and enterprise's extra charges of education funds, enterprise investment in primary schools and middle schools and tax relief for school-run enterprises, etc., was 634,840,000,000 RMB, which accounting for 64.7% of the gross national expenditure and 3.01% of GNP. In general, financial input in education from the government is still increasing, but in some provinces, autonomous regions and municipalities directly under the Central Government have not satisfied the standard set by the *Education Law of the People's Republic of China*. The ratio of national financial educational expenditure in GNP is in the level of lower-income countries in the world.

In recent years, central government and provincial governments have enhanced the transferring payment from the exchequer, strengthened the educational expenditure allotment of compulsory education in poorer areas. At the end of 2005, the State Council decided to set up the new educational expenditure guarantee mechanism of compulsory education by central government and local governments in rural areas, and in 2007, it started to spread in rural areas all over the country, and in 2008 in cities. In rural areas, the compulsory education of waiving tuition and fees and expenditures for textbooks is expanding in China, putting compulsory education into the system of public finance, which promotes the fairness of education.

2. The status of the cost distribution of non-compulsory education and the input of social education

The *Education Law of the People's Republic of China* defines: "China adopts the educational financial system of financial appropriation as the main and other fund-raising channels as the assistance". With the establishment of socialism market economy system, this input system nearing perfection. In 2006, national non-governmental educational expenditure, including running expenditure from groups and individuals, donations and funds raised through other methods, as well as miscellaneous fees and other revenues, totaled 346,690,000,000 RMB which accounted for 35.5 % of the gross input. With the level increase of compulsory education, the cost distribution system of non-compulsory education has been shaped to balance the charging standards with overall income. The state-running senior middle schools work on the principle of "students selecting the schools", this is limited by score restriction(those students whose scores are lower than the requirements will not be enrolled), restriction of number of people(schools are not permitted to set up more classes and change the plan number of enrolment set previously), restriction of money(the standard rates of tuition and other fees must be presented to the provincial educational administration departments, and issued to the public after ratification by the provincial government).

A cost distribution system of common burden by government, society, institutions, and parents of students or individuals has been established in the higher education field. Taking the societies, students' parents or individual economical sustainability into consideration, the government input is taken as a basic level and various factors are calculated to form different charging standards in the state-run regular higher education institutes. The previous situation of random charging for educational fees has been controlled to some level. At the same time, the Chinese government implemented a taxation relief preference for those enterprises or individuals donating to education, as well as encouraging and supporting a work-study program in schools. The government also developed school-run enterprises, as well as actively encouraging and guiding society, enterprises and individuals to invest in running schools.

V. Education Equity and the Guarantee of Citizens' Education Rights

1. The legal guarantee to the women and young girls' right for education

The Chinese government has formally signed and successfully carried out the *Convention on the Elimination of All Forms of Discrimination against Women*, and then issued the *Program for Chinese Women's Development and Chinese Children's Development*. It has worked fruitfully on improving the survival rate of women and young girls (especially in depressed areas), protecting and developing their status. In recent years, the central and local governments have especially set up a compulsory education stipend to help those girls whose families are too poor to enter or to return to school, this further accelerates the educational development of women and female children. All walks of life work together to actively develop a network for helping the poor, especially the Youth League and the Women's Union. With the emphasis on helping the girls in poor rural regions to get education, the Hope Project and the Bud Plan have gained remarkable achievements.

The Chinese government highly emphasizes the protection of education rights and opportunities for women, the differences between the young boys' and young girls' education levels are reducing quickly. In 2007, the percent of the girls entering primary schools in China reached 99.52%, which is higher than that of boys, and the discrimination between genders has been eliminated. At present, the female students in primary schools,

middle schools, senior high schools and secondary vocational schools in China total 46.5%, 47.3%, 47.3% and 46.9% respectively, which is almost equal to the natural gender balance of men and women in China and indicates that males and females have equal education opportunities. In postgraduate colleges, the percent of female students is 49.1% of all the undergraduates which is much higher than that of other developing countries. In 2007, the average time spent in education for males 15 year old or more was 8.98 years, and for females 7.83 years. This is an improvement of 0.51 year and 0.74 year respectively. This reflects the fast improvement in China's shortening of the gap between males' and females' education levels.

2. The guarantee to the education development of country and undeveloped areas

China's government highly emphasizes compulsory education development in countryside areas and undeveloped areas to shorten the education gap between urban and rural districts. Since 1990, the country has implemented two phases of the Compulsory Education Project for the Poverty-stricken Areas and invested more than 20billion RMB in these projects. Meanwhile, the state has set up special funds to accelerate building and reconstruction of middle schools and elementary schools. In 2003, the State Council ruled that rural education was the most important and the primary target for education policies and stated that the newly increased education budget is mainly for rural education. In 2004, the state started up a "Western area two basic assault program" which reached fruition in 2007, this raised the converge percentage for the nine-year compulsory education attendees in the western area to 98%. Both central and provincial-level governments have set up special funds to co-build and re-build a lot of countryside boarding schools, to solve the growing numbers of new students' study and living problems. The state has also actualized the Modern Distance Education in Rural Primary and Middle Schools Project to ensure that almost all the rural middle schools have multimedia classrooms and that nearly all the countryside primary schools have Satellite Education Sections and DVD players and discs. By the end of 2001, there were 360,000 middle and primary schools that benefited from the project and it greatly decreased the gap between compulsory education in urban and rural areas.

The Chinese government is dedicated to promoting balanced development in compulsory education, and has placed its emphasis on setting up and running schools and paying close attention to every child's healthy growth, and taking the improvement in the quality of rural education and the reformation of weak town and county schools into serious consideration. Local education administration officers are required by the Ministry of Education to lay down basic requirements for running local compulsory education schools. In order to meet the basic requirements, all those schools which score under the basic standards are obliged to reform within limited time. There are various methods employed to enhance the county governments' overall planning of local teacher resources. These include establishing systems such as: a teaching tour by key teachers, a traveling teaching program due to a shortage of teachers and establishing a service term in rural schools for teachers from cities and towns; as well as setting up a standard, scientific, systematic monitoring and evaluating system and producing a teaching guide system for compulsory education teaching quality, as well as guaranteeing that all schools run courses according to the compulsory education course program and achieve basic teaching requirements.

A policy of supporting the educational development of poor and rural regions by developed and urban regions has been adopted by the Chinese government. From the year 2000, China has carried out programs such as "Eastern Schools Support Western Schools in Poor Regions" and "Big and Middle-sized Cities Support Local Poor Region Schools". During these years, a lot of teachers and administrative staff have been selected to aid these regions and they have taken part in specialized training programs. Funds, books, and teaching equipment have been donated in order to support students with financial difficulties. In professional education and higher education, the system of cooperative enrollment and education between the richer eastern region, and urban professional schools and the western region has been formed, and its scale has been extending. China has focused on supporting one university in each province or autonomous region. In the year of 2007, the population of the western region was 33% of the whole nation, and the percentage of regular college students was 32%, which is almost the same as its population ratio.

3. The guarantee to the students who are facing family financial hardship for educational rights

In order to protect those students' educational rights, China has sped up establishing and strengthening a policy system for sponsoring impoverished students. In the aim of ensuring that all school-aged children can benefit from compulsory education, since 2001, the central finance department has allocated a budget towards providing books for rural poor students. In 2004, rural poor students' extra fees and book fees during compulsory education stage were remitted by the central and local finance department, with additional accommodation subsidies. By 2007, this policy has been put into practice throughout the whole country with coverage of 0.15 billion students. China keeps raising the subsidiary standard for students who are facing financial hardship and pays great attention to the improvement of their nutritive condition. Cities and towns will support their local poor school-age population with free compulsory education, and the Chinese government will



provide aids-infected orphans with free compulsory education as well.

Poor students undergoing secondary professional education can apply to receive funds from a rudimentary financial assistance system which gets its major support from the central government. They can also get additional support from practice working, working while studying, scholarships, and reduction of tuition fees. Institutions of higher education have established a sponsorship system including: national scholarships, student aid funds, student aid loans, (the interest would be paid by the government), paid jobs in school run enterprises, work-study programs, special difficulty allowance and reduction of tuition. To achieve this, the annual financial input by government and schools has reached over 50 billion RMB with a coverage of 16 million secondary professional school students and 4 million students from institutions of higher education respectively, a percentage of 90% and 20% of the overall school students. At the same time, the Chinese government has mobilized and encouraged enterprises, social organizations and citizens to support poor students in all kinds of ways and to guarantee that they are able receive relevant professional education or higher education.

4. The guarantee to the minority groups for educational rights

China boasts many minority groups, and ensures that the educational rights are equal for all the 56 minority groups. In 2000, the 55 groups (excluding the dominant Han nationality) had a population of 8.4% of the total population of China. The Chinese government places great emphasis on increasing educational financial investment and gives special protection to all of the minority groups' educational rights. Ever since the reform and opening up policy began, China formed an initial national education system which is comprehensive with Chinese characteristics including: preschool education, elementary education, professional and technical education, adult education and higher education. In the year 2007, the overall number of minority groups' students undertaking education is almost the same percentage as that of the whole population in China. However the students' number attending compulsory education is 9% higher due to their increased population growth. The fast development of national education has formed a contribution to China's economic development and total social advancement, strengthening national unity, maintaining social stability and unification.

Recently the governments of minority groups have been able to make decisions in accordance with their practical needs to speed up the popularization of compulsory education and the development of further education. China has organized institutions of higher education and secondary schools to train large quantities of minority group teachers and to encourage teachers to teach in minority group regions. Meanwhile, measures like short term training courses, teaching management and reform experience exchanges, working temporarily in various regions and on-the-job education have been established to help training teachers. In 2007, the number of ethnic nationality teachers of all levels and all kinds of schools reached 1.094 million, which formed a stable ethnic teachers' group.

Elementary and secondary schools in autonomous regions can adopt a bilingual teaching system including their local dialect and standard Chinese (Putonghua). There are 10,000 schools with 6,000,000 students across the nation using 21 ethnic languages in bilingual teaching. There are some schools which even provide courses in taught only in English. National and local financial institutions have established special subsidies for teaching materials. At present, the publication of ethnic language teaching materials has produced over 3500 titles and 0.1 billion copies are printed annually. Universities have acted in line with laws and regulations to open ethnic classes and preliminary classes

aimed to enroll ethnic students using the policy of "Directed Enrollment and Allocation". In enrolling minority students, universities may adopt a friendlier attitude and lower some admission standards. Great attention has been paid to the development of professional education in minority regions to meet the growing need for high level professionals. In the meantime, China has organized developed provinces and cities from many areas to support ethnic minority regions and to open ethnic classes in secondary schools in other areas.

5. The guarantee to the handicapped for education rights

The *Education Law of the People's Republic of China* definitely regulates: "The state shall support and develop the education career of the handicapped". The *Handicapped students' education Rules* made by the state department advocate those carrying out the education of handicapped Students should stick to the education policy of the state and wholly improve the students' quality of life according to their characteristics. It encourages the educators to make conditions to enable them to participate in social life equally. Those undertaking a handicapped students education should adopt all ordinary education measures and bring special ones into play inside a common education institute. To strengthen and regulate the construction of special education schools, the construction ministry and the education ministry have jointly worked together to form *Special Education School Construction Design Regulations*. Chinese special education has developed stably in recent years. Up to 2007, there were 1618 special education schools and there were 419,000 special education students all over the country, 64.9% of which attended common schools. In addition, the state has built lots of special education higher colleges and constructed special education teacher training institutes and organized the curriculum for innovations in special education.

6. The Guarantee to the children of the workers from rural areas for education rights

China is in a period of rapid industrialization which is undergoing regulation and acceleration of urbanization. There are millions of migrant workers moving to find to employment in cities who need all kinds of education and training. The state is actualizing a "Training Project of Country Labour Migrant Workers", emphasizing vocational education and skill training and including the content of work direction. Meanwhile, the state guarantees the education rights of the children of workers from rural areas. It insists on the policy of providing compulsory education places for students in public schools, and maintaining equal treatment between migrant workers' children and the local students in compulsory education. Now, many departments have been set up to work together and they guarantee that education standards set by the government are also met by those teaching migrant workers' children. This has been one part of the work of the popularization of nine-year compulsory education. The construction of schools has been placed on the agenda of basic establishment building projects and the guaranteed measures of education have been enacted. By setting up stipends, the education fees of migrant workers children will be paid and they can attend school. Some schools have helped the children of workers from rural areas overcome the difficulties in their study and life under their own volition. In addition, management systems have been strengthened and the network combination of schools, families and society has been built up. In 2007, the number of migrant workers' children enrolled in primary and middle schools away from their original hometowns has reached 7,657,000 whilst the number of the children staying at home at their point of origin was 20,374,000.

Epilogue

As a developing country with a large population, Chinese education has made great achievements which attract the world's attention, but even now Chinese education is still in a status of inequality. The quality and level of human resources exploitation can't totally meet the urgent demands of modernization. This leads to the imbalance of education development in different regions and between town and country. The insufficiency of public education funding has stunted educational development in many regions. In some aspects the education and innovation systems have been lagging behind, the training methods and qualities of teachers still need to be strengthened. There is a growing demand set by society for education especially good quality education and its insufficiency will grow to be an outstanding contradiction.

"The future development of China and the great reconstruction of the Chinese society all depends on people with ability, and the foundation of the cultivation of people with ability lies in education". To build an affluent society which affects thousands of millions of people and construct a harmonious society based on socialism, China must constantly put education development in the first place. The development of Chinese education still persists in the tenet of serving modernization and the people, by making great efforts to construct a more perfect modern education system. It aims to cultivate thousands of millions of skilled laborers, millions of specialists and a great number of innovators, making a more stable foundation in order to form a society, in which all people are educated and can take part in life-long education. This will enable China to construct a powerful country rich in human resources.

September, 2009