



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
 and the end of the
 United Nations Literacy Decade (UNLD)**

**National progress report submitted by
 the Government of China**

This report is submitted on behalf of the Government of China in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Chinese National Commission for Unesco
Submission date	2012.02.29

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	<i>Mark all that apply</i>
<p>Government Ministries</p> <p style="text-align: right;">Agriculture <input type="checkbox"/></p> <p style="text-align: right;">Defence <input type="checkbox"/></p> <p style="text-align: right;">Education <input checked="" type="checkbox"/></p> <p style="text-align: right;">Foreign Affairs <input type="checkbox"/></p> <p style="text-align: right;">Health <input type="checkbox"/></p> <p style="text-align: right;">Interior/Home affairs <input type="checkbox"/></p> <p style="text-align: right;">Labour <input type="checkbox"/></p> <p style="text-align: right;">Others (<i>please mark and specify below</i>) <input type="checkbox"/></p> <p style="text-align: right;">Civil society organisations <input type="checkbox"/></p> <p style="text-align: right;">National non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">International non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">Educational or research institutions/Universities <input type="checkbox"/></p> <p style="text-align: right;">Private sector companies <input type="checkbox"/></p> <p style="text-align: right;">United Nations agencies <input type="checkbox"/></p> <p style="text-align: right;">Non-UN bilateral or multilateral organisations <input type="checkbox"/></p> <p style="text-align: right;">Others (<i>please mark and specify below</i>) <input type="checkbox"/></p>	

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of adult education? <i>If Yes, please provide it in the space below:</i> Adult education is an important part of education in China. In the entire education system, It is equally important with basic education, vocational and technical education, and general higher education. The function of adult education is to educate and train all kinds of employees, raising the quality and qualification of them, and raising the efficiency and effectiveness. At the same time, cultivating socialist citizens with ideals, morality, culture, and discipline, shaping a learning and progress social environment, and contribute to democracy, legalization, stable and unity of the country.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> Designed for all members of society who have finished school education, adults in particular, continuing education is an integral part of a lifelong learning system.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of literacy? <i>If Yes, please provide it in the space below:</i> We still follow the concept of literacy of “the State Council Ordinance for Literacy” amended in 1993. The standard of literacy is: peasants who can read fifteen hundred Chinese characters; employees of enterprises and institutions, and urban residents who can read two thousand characters; and be able to read simple popular press, articles, and be able to accounting, be able to practical writing. For ethnic literacy, the standard is set up by provincial government according to the above Ordinance.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>):</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p>New conceptual definition on literacy in place (for policy)</p> <p>New conceptual definition on literacy in place (for data collection only)</p> <p>New assessment of youth and/or adults' literacy skills</p> <p>Increase in the periodicity without significant conceptual changes</p> <p>Other changes (<i>please provide details below</i>):</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><i>If Yes, please describe them briefly in the space below:</i></p> <p>It is difficult to collect data, because the migration of the labor force.</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p>
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>	
<p>No.</p>	

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<China's National Medium and Long-term Planning for Development of Education talents (2010-2020)> <Guideline on Further Strengthening Vocational Training for Migrants>	2011 2010
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<On Strengthening Vocational Training to Promote Employment> In 2007 , Ministry of Education, Ministry of Finance etc, totally 12 ministries issued <Guideline on Further Strengthening Literacy programs> <Guideline of Curriculum and Teaching and Learning Materials for Adult Literacy> issued by Ministry of Education 2011	2010
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2011

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	labours from 18-60 including women、 migrants、 minority	760million
Adult literacy		50million

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Establish a lifelong education system; achieving lifelong learning for all by 2020; 50% participatory rate of continuing education for on-the-job learners.	2020
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Basically universal nine years	2020

	compulsory education; take measures to prevent the emergence of new illiterates; by 2020 eliminate young adults illiterates.	
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2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> <p>It is stated in "the State Council Ordinance for Literacy" Section 6 that the language of literacy instruction should be National Mandarin. In ethnic minority areas it can use their native languages, it can also use the common language of local ethnic groups.</p>		

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>China's National Medium and Long-term Planning for Development of Education talents (2010-2020) issued by CPC Central Committee and State Council 2010. The Strategic objectives is :by 2020, basically achieve education modernization, basically establish learning society, becoming a strong human resources country. The requirements are: construction of a complete system of lifelong education; coordinate degree education and non-degree education development, interconversion between vocational education and general education, convergence of pre-service and in-service education. Substantially enhance the participation rate of continuing education, achieving 50% participatory rate of continuing education for on-the-job learners. Further improving the modern national education system, basically establish lifelong education system. Promotion education rights, efficient learning and learning and application combination for all. Among the major goals of education development, for continuing education is that by 2015 on-the-job learners increase to 0.29 billion, by 2020 achieving 0.35 billion. It is 0.166 billion by 2009.</p> <p><On Strengthening Vocational Training to Promote Employment> issued by State Council of China 2010. The guiding ideology of vocational training is: for employment and economic development; convergence of urban and rural, employment-oriented, skill-based, lifelong training are the principles; set up a new mechanism for vocational training of broad target coverage, diversified training approaches, standardized management, comprehensive safeguard measures. Improve the vocational training system for all labors, speed up developing thousand million labors with high quality and skills. In recent future, the tasks for vocational training are: Improving the system, innovative mechanism, increasing investment, organizing more and more employability training, on-the-job training, and entrepreneurial training to meet the requirement of increasing employment opportunities, employment stability and enterprise competitiveness. Achieving the goal of training, employment and on-the-job linkage.</p> <p>During "the Twelfth Five-year Plan", make effort to training all the new labors in the human resources market, once per person for skilled workers of on-the-job training, for those who wish set up new enterprises entrepreneurial training. To make highly skilled talent force appropriate to the requirement of industrial structure optimization and upgrading and business development.</p> <p>< Guideline on Further Strengthening Vocational Training for Migrants>. The goals are: establish unified management system for migrant training programs and investment, link rural labor transformation and economic and social development to training size, training structure. By 2015, making strive to achieve once training per migrant, and mastering some practical skills for employment. During the period of "the Twelfth Five-year Planning", there will be more than 6 million labors be trained each year, 800RMB per person for training subsidy.</p> <p><Improving Employment Plan(2011-2015)>(2012) issued by State Council of China. It is stated, raising the level of human resources development, receiving effective training opportunities by the labors. By 2015, the total number of skilled workers will be 0.125 billion, high skilled talent will be 34 million; professional and technical talents will be 68 million. The requirements are: 1. Strengthening capacity-building of professional and technical talents, including "knowledge update project" and improving continuing education system. 2. Improving vocational training system targeting all the urban and rural labors, including lifelong vocational training system, training management, resources integration, partnership, set up practical training base, vocational training for disability and training subsidy. 3. Develop skilled talent urgently needed by industrial development. Include training and development system, urgent need talent, qualification certification system, multi-approach for qualification evaluation.</p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>Eliminate young adult illiterates.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2010	<On Strengthening Vocational Training to Promote Employment> National Poverty-reduction Plan in Rural China(2011-2020) 《Modern agriculture development plan(2011-2015年)》 National medium- and long term planning of talent development (2010 -2020)
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2010	
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input checked="" type="checkbox"/>	2010	
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		It is stated in <National Poverty-reduction Plan in Rural China>, that by 2015, eliminate young adults illiterates. It is stated in <China's National Medium and Long-term Planning for Development of Education talents (2010-2020)>(2010), that "eliminate young adult illiteracy"
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2010	
Education strategy	<input checked="" type="checkbox"/>	2010	
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<i>If Yes, please elaborate how they have been involved.</i>				
2009 by internet, administrative sectors, workshops and letters, <Literacy document >collected views				
For <China's National Medium and Long-term Planning for Development of Education talents (2010-2020)>(2010), it also collect views by internet, administrative sectors, workshops and letters				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.	
No	

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
National Development and Reform Commission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of Finance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of human resources and Social Security	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of Agriculture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Governmental:				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
China Women's Federation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
China Association for Science and Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National Population and Family Planning Commission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
<p style="text-align: right;">Adult education</p> <p><i>If Yes, please provide name and contact details:</i> Vocational education and adult education department, Ministry of Education</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p style="text-align: right;">Adult literacy</p> <p><i>If Yes, please provide name and contact details:</i> Basic Education departmen of A, Ministry of Education</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> Coodinative Committee of 12 ministries		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i> On December 2011, National Conference on Continuing Education was held.21 minstries including education, human resources and social security,National Committee for Development and Reform etc, and some higher education institutions, making decisions and drafting documents together.		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i> Working conference for literacy have been hold each year.		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
No

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input checked="" type="checkbox"/>	<i>Budget allocation</i> <input type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

Renminbi

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	1223109millions	1467007millions	Ministry of Finance
<i>Sub-national governments</i> ⁵			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>		575millions	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>		50millions	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵		15.1millions	<input type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<i>If Yes, please provide a brief description:</i> <China's National Medium and Long-term Planning for Development of Education talents (2010-2020)>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
No

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	illiterates	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Illiterates and labors in urban and rural	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Labor in rural and urban and community members	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	residents of rural and urban	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	bilingual literacy for ethnic groups	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Workers for foreign Economic and Trade	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	All learners	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Community members	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Illiterates	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Illiterates and labors in urban and rural	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Labor in rural and urban and community members	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	residents of rural and urban	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	bilingual literacy for ethnic groups	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Workers for foreign Economic and Trade	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Internal members	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Community members	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Illiterates	<input checked="" type="checkbox"/>

<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Illiterates and labors in urban and rural	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Labor in rural and urban and community members	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	residents of rural and urban	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	bilingual literacy for ethnic groups	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Workers for foreign Economic and Trade	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	All learners	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Community members	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
On adult literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		
Adult education: Statistics for on-the-job learners		
Adult literacy: National Literacy Research Center was appointed to make these surveys.		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Chinese	<input checked="" type="checkbox"/>
Dai language	<input checked="" type="checkbox"/>
Jingpo language	<input checked="" type="checkbox"/>
Tibet language	<input checked="" type="checkbox"/>
Uygur language	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
Lack of post-literacy learning materials in ethnic language.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i>		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?		
	<i>Mark all that</i>	<i>Are local communities involved?</i>

	<i>apply</i>	<i>Yes</i>	<i>No</i>
<i>National level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please provide references or attach documents on local community participation:
 Gouvernement of provincial, municipality and county and local literacy experts participate in literacy material development.

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

Challenges: The target group of literacy, most of them are not young people. The problem is this group is scattered . Some of them often move from here to there; others may be of ethnic group in the remote, poverty areas. It is very difficult for organizing literacy activities.

Innovative practice: Literacy advocacy in Liancheng county of Fujian Province, include slogans more than 500, billboards 50, leaflets more than 20 thousand, and also some bulletin.

In Jiulong District of Chongqing, they organize a “functional literacy experiment”. Activities include computer learning, new fashion performances.

In Longsheng County of Guangxi Ethnic Autonomous Areas , as a multi-ethnic county, they organize literacy programmes for ethnic women. More than 3000 women are literate.

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
《Educational Statistics Yearbook of China (2009、 2010) 》 , People's Education Press	
《China Statistical Yearbook (2009、 2010) 》 , China Statistics Bureau Press	
《China Educational Finance Statistical Yearbook (2009、 2010) 》 People's Education Press	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				
《Educational Statistics Yearbook of China (2009、 2010) 》 ,People's Education Press				
《China Statistical Yearbook (2009、 2010) 》 ,China Statistics Bureau Press				
《China Educational Finance Statistical Yearbook (2009、 2010) 》 People's Education Press				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	Mark all that apply	
	Yes	No

Adult education Adult literacy	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<i>If yes: Who participates more?</i> Women Men	Adult education	Adult literacy
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes? Adult education Adult literacy	Yes <input type="checkbox"/> <input type="checkbox"/>	No <input type="checkbox"/> <input type="checkbox"/>
<i>If measures have been undertaken please provide a brief description and references:</i>		

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.
No

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>		
Learning materials	<input checked="" type="checkbox"/>		
Facilitators' training	<input checked="" type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>		
Assessment of learning outcomes	<input checked="" type="checkbox"/>		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>		
Learning materials	<input checked="" type="checkbox"/>	2007 ,<Guideline on Further Strengthening Literacy programs> 2011 ,<Guideline of Curriculum and Teaching and Learning Materials for Adult Literacy>	1. Contents on production and living skills, practical knowledge, income-generating skills, family finance, health family planning, family education etc should be added. 2. Diversified teaching and learning literacy and post-literacy materials relevant to urban and rural, women and men, aged and young, ethnics should be developed, and also some bilingual literacy materials. 3. Development of simplified and imaginable distance education resources.
Facilitators' training	<input checked="" type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>		
Assessment of learning outcomes	<input checked="" type="checkbox"/>		Development of literacy assessment methods, include pictures, video and audio materials and printing materials to learning outcome assessment. Certification of literacy will be issued by county government to learners who pass the evaluation. And strengthening certification management and post-literacy

			education. Literacy should be link with new countryside construction. Meet the needs of neo-literacy, organize vocational and technical training and entertainment activities for them.
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6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
University	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
Adult literacy				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	1-2weeks	<input checked="" type="checkbox"/>	1-2weeks
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)		
Adult literacy		As the disparity among the provinces, it is difficult to give a general and average number. But generally, the salary of literacy teachers is not lower than the local civil servant's.

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)		
	Monitoring	Evaluation
Adult education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>Please provide a brief description and references:</i></p> <p>Literacy: check and acceptance by the central and the provincial government on basic universal compulsory education and basic young adult literacy</p> <p>Adult education: Implemented by the government on adult training program, migrant training of provinces will be checked and supervised each year.</p>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	<i>Mark all that apply</i>
Lifelong learning	<input checked="" type="checkbox"/>
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p> <p>During the development of <China's National Medium and Long-term Planning for Development of Education talents (2010-2020)>, under the leadership of Ministry of Education, education authorities, institutes of education research and higher education institutions have organized research activities. The reports on adult continuing education, rural adult continuing education, continuing education in enterprises, community education and higher continuing education are included.</p> <p>Under the leadership of the State Council of China, there are several studies on migrant workers. <Final Report on Development of the Migrant> was finished. And also other reports, include <Issues on development of new generation of migrants>, <Studies on vocational and technical training for new generation of migrants>, <Studies on vocational education for new generation of migrants>. They become the basis for policy making.</p> <p>On adult literacy, reports <Analysis on effectiveness of investment on literacy>, <The impact of literacy on economic and social development>, <Issues on migrant illiterates> have been completed.</p>	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
No

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input checked="" type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input checked="" type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input checked="" type="checkbox"/>
Elaboration of a funding plan	<input checked="" type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input checked="" type="checkbox"/>
Other (<i>please specify below</i>)	<input checked="" type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

Adult Education:

Since 2005, National Lifelong Learning Week were held each year. 2011, there were 302 municipality, county and district participating in this activity.

Recently, a new mechanism was set up among the Ministry of Education and other ministries in rural adult education improvement. They will share responsibility in rural adult education. 2011, Ministry of Education, National Development and Reform Committee, Ministry of Science and Technology, Ministry of Finance, Ministry of Human Resources and Social Security, Ministry of Water Resources, Ministry of Agriculture, National Forestry Administration, National Food Authority etc jointly issued <On the Great Efforts to Develop Rural-oriented Vocational Education>. The above nine ministries also held a working conference on Rural-oriented Vocational Education.

Under the leadership of Ministry of Education, a distance continuing education resources platform and resources construction alliance among the higher education institutions was set up. It open the education resources of higher education institutions to the society and facilitate lifelong learning for all.

Adult Literacy: Using ICT and Rural Distance Education System in literacy and skill training are innovatives in China. There are distance education units for rural cadres and rural distance education project units in primary and secondary schools. Literacy activities are organized here. Literacy TV programmes have been developed. Learners could also learn from these programmes.

"Women Literacy Project", "Post-literacy Capacity Development Project" and "Ethnic Groups with Less Population Literacy Project" have been implemented.

<Guideline of Curriculum and Teaching and Learning Materials for Adult Literacy> issued by Ministry of Education 2011. It emphasize: learners' needs for literacy curriculum, literacy material including printing material, pamphlets, loose-leaf, pictures, specimen and video and audio learning materials. It could improve literacy quality and diversify literacy methods.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

No

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and references:</i> Based on Physiology and psychology of women illiterates and their learning need, focusing on women literacy in rural, poverty, remote, ethnic minority areas(not include 22 ethnic group with less population). Eliminate illiteracy among 15-24 years young women who have the learning ability, gradually eliminate 24-50 years women illiterates in stages, and encourage aged women participating in literacy education. In some provinces, learning materials for women have been developed. And encourage children to teach their parents if they are illiterates.</p>		
... other excluded/ under-represented/underprivileged groups?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If yes, please provide a brief description and reference:</i></p>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<p><i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i></p> <p>According to the data of the Sixth National Census of China 2010, the ratio of illiterates of 15 years above decreased to 4.08%, compared to 2000 it decreased by 2.64 percentage point. The effectiveness of women literacy is remarkable. Literacy ratio for women decline more than for men. Compared to 1990, the ratio of women illiteracy decreased from 32.0% to 13.4% in 2000. The achievement of literacy in China is of significant, raising the quality of the population. From 1984 to 2007, among the literacy award issued by UNESCO, 16 awarded by China.</p>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>Since 2007, specific investment for literacy of the central government increased from 8million to 50million each year. Specific investment from provincial government have been also increased gradually. Several document have been issued. Such as,<Guideline of Curriculum and Teaching and Learning Materials for Adult Literacy>、 <Guideline on Further Strengthening Literacy programs>.</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide below a brief explanation:</i></p> <p>With the full realization and further consolidation of the tasks of basically universal nine-year compulsory education and basically eliminating young adult illiterates, now the net enrollment ratio for primary education is above 99.5%. It minimize the new illiteracy, and effectively blocked the source of the new illiteracy. According to the age distribution and actual needs of the illiterates, in recent future, the focus of literacy is 15-50years young adult illiteracy, particularly young adult migrant illiteracy and left behind young adult women illiteracy in rural areas.</p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<p>Specialized and dedicated literacy managers and teachers and facilitators are not enough. Lack of literacy schools, in most cases, literacy education is organized by primary and secondary schools and their teachers.</p>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<p>There are still more than 54 million 15 years above adult illiterates in China. Most of them live in poverty, remote and ethnic areas. It is under-developed in economy and education in these areas. It is scattered, poor transport facilities and poor information. It will be very difficult and costly for literacy education in these areas.</p> <p>For a fast developed economic country---China, illiterates population increased in the east receiving areas. There are less literacy classes in the urban, illiterates migrants become a new focus. It is difficult for literacy management and organization under the circumstance of large scale of rural labors migration.</p>

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

Further increase specific investment for literacy.
Carry out studies on policy and measures for migrants literacy.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

1. Consolidate and improve the nine-year compulsory education level, rational allocation of public education resources, and resolutely put an end to the new illiteracy.
2. According to the age distribution and actual needs of the illiterates, in recent future, the focus of literacy is 15-50 years old young adult illiteracy, particularly young adult migrant illiteracy and left behind young adult women illiteracy in rural areas.
3. Further increasing investment in literacy, focus promoting literacy in poverty areas, women literacy and literacy for ethnic groups with less population.
4. Continue to advance reform in literacy curriculum and instruction, combine basic reading, writing and numeracy with basic life skills for adults, vocational skills, health education, legal and right protection education.
5. Diversified and localized, flexible literacy activities. Depending on local practice and learners living and production needs, combine literacy class with family visiting literacy and family literacy.