

NATIONAL REPORT

ADULT EDUCATION AND LEARNING IN CHINA: DEVELOPMENT AND PRESENT SITUATION

**Chinese National Commission for Unesco
&
Chinese Adult Education Association**

July 30, 2008

PREFACE

The Sixth Unesco World Conference on Adult Education will be held in Brazil in May 2009. As an inter-governmental meeting, the Conference will focus on “the dialogue and assessment of policies on adult education and learning” for realizing education for all, the Millennium development goal, a learning-based society and other important national policy frameworks related to education and development. In particular, the role of adult education and learning in such policy frameworks as “Literacy Initiative for Empowerment”, “UNLD” and “DESD” will be duly emphasized for vitalizing international development tendency. In light of the requirement of the conference, each member country will submit a national report on the development, present situation and challenges of adult education and learning since 1997, which will serve as the basic documents of the conference and provide important data for the global report on adult education and learning.

China has the largest, most-populated and most-diversified adult education system in the world. No matter literacy education, adult higher education, cultural learning or technical training, they have all been enjoying the emphasis from the Chinese government, social organizations and public citizens. With joint efforts of governments and social sectors, China has achieved remarkable results in the popularizing compulsory education, reducing the illiterate population, decreasing the illiteracy rate, and satisfying young and aged people’s needs for life and technical education.

China has attached great attention to the preparations for the Sixth World Conference on Adult Education. The Chinese National Commission for Unesco has organized the experts and scholars from the Chinese Adult Education Association, China National Institute for Educational Research and other institutions to collect the materials and data about the development of various adult education in the period of 1997-2007 and completed the National Report on the Development and Present Situation of Adult Education and Learning in China (hereinafter referred to as “National Report”). The National Report gives a comprehensive and objective description of the development, present situation and tendency of adult education and learning in China. We are honored to have the chance at the conference to share the experience and exchange viewpoints with all participants.

In the process of data collection and writing, the task force of the National Report enjoyed valuable guidance and amendment suggestions from such departments of the Ministry of Education as the Department of Basic Education, the Department of Vocational and Adult Education, the Department of Educational Development Planning, the Department of Finance and the Department of Policies and Regulations as well as the State Center for Educational Development Research. The task force of the National Report would express heartfelt gratitude for the advice and assistance provided by the above-mentioned units.

Chinese Adult Education Association

July 10, 2008

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Chapter 1

Development of Social Economy and Education

1.1 Development of Economic Society

As a developing country with the longest history in the world, China has a very big population accounting for one fifth of the world total. According to the statistics of the 1% sampling national census released by China National Bureau of Statistics in 2005, there were 1.3 billion people in China, excluding the population of Hong Kong Special Administration Region, Macau Special Administrative Region and Taiwan Province. Of the national total population in China, 51.53% were male and 48.47% were female, with the gender ratio as 106.3:100. As to distribution, 42.99% of the population lived in urban areas while 57.01% in rural areas. In terms of age group, 20.27% of the population were citizens aging between 0-14, 68.70% between 15—59, and 11.03% above 60.¹

China is a unified ethnically plural country. Based on surveys and identification, the Chinese government has ascertained that there are 56 nationalities in China. Compared with the Han nationality, the rest 55 nationalities are much smaller in population size, so they are habitually called “ethnic minorities”. Accounting for 8.41% of the national total population, the 55 ethnic minorities have more than 80 spoken languages and about 30 written languages. Under the Constitution of the People’s Republic of China, the Regional National Autonomy Law, the State Law of Commonly Used Spoken and Written Languages and other laws, the spoken and written languages of different ethnic groups shall co-exist equally and all ethnic groups shall enjoy the freedom to use and develop the spoken and written languages of their own. The State encourages mutual learning and use of different languages among all nationalities.

Ever since the adoption of the opening-up policy in 1978, China has been enjoying a rapid, stable and sustained economic development. Especially in recent years, China has obtained such remarkable achievements as the average growth rate of GDP at about 10%, obvious improvement of economic benefit, continuous sharp increase of financial revenue and basic stability of price. In 2006, China’s GDP reached RMB209 trillion *yuan*, with national income per capita exceeding USD2,000. Along with the fast economic increase, the citizen income also went up by a large margin, the family property expanded and people’s living standard improved obviously. Meanwhile, China has initially established the citizen minimum living security system which guaranteed the basic living standard of poverty-stricken population, resulted in the sustained decrease of the number of poverty-stricken population. Specifically, the total number of absolute poverty-stricken rural citizens came down from 250 million in 1978 to 21.48 million, with the poverty incidence at only 2.3%.

While enjoying the rapid economic development, China also made achievements in political construction, cultural progress and social improvement. Namely, new development has been made in the construction of democracy and legal system, the stable reform of political structure, the gradual optimization of social management, the further strengthening of social insurance system and the enrichment of citizens’ cultural life. All the above reform and development of economic society has provided an ideal basis for the

development of educational cause in China.

1.2 Situation of Educational Development

The rapid development of the economic development has promoted the educational cause to enter a new stage of fast development. Accordingly, the enrollment rates of various kinds of schools at all levels have been going up quickly, making citizens have much more access to education. While the percentage of the illiterate citizens and the citizens who have only received primary education has decreased step by step, the percentage of citizens having received at least secondary education has been increasing in a sustainable manner. In 2000, China materialized the aim of “basically popularizing nine-year compulsory education and basically eliminating illiteracy among young and middle-aged people”. In 2007, the total number of counties having basically popularized nine-year compulsory education and basically eliminated illiteracy among young and middle-aged people reached 3022, accounting for 98.5% of the national total of counties, and the coverage of the target population reached 99%. The net enrollment rate of school-aged children for primary education reached 99.5%, the gross enrollment rate of junior secondary schools got to 98.0%, the gross enrollment of senior secondary schools went up to 66.0%, and the gross enrollment rate of universities and colleges increased to 23%.² At present, the average education level of all citizens has grown to 8.5 years, and the educational level of the newly added laborers has been promoted to above 10 years.

In China, the current regular schooling system consists of 3-year kindergarten (for 3-5 years old children); 9-year compulsory education (6-year primary education and 3-year junior secondary education in most provinces, or 5-year primary education and 4-year junior secondary education in a limited number of provinces); 3-year senior secondary education (regular senior secondary education or secondary vocational and technical education; higher education (4-year college education or 2-or-3-year specialized higher education and higher vocational education); and graduate education for master’s and doctoral degrees. The system of adult education in China includes primary education for adults (including literacy classes), secondary education for adults and higher education for adults as well as various kinds of distance education, correspondence education and spare-time education for formal schooling record and short-term training classes.

In those minority populated areas, there have established the ethnic primary schools, secondary schools and colleges where students are taught in their native languages to satisfy their special language and cultural needs. Special classes are also offered to those ethnic minority students in the areas where citizens of Han nationality and minority nationalities live together.

Since 1980s, China has adopted a series of educational laws and regulations such as the Chinese Education Law, the Chinese Compulsory Education Law, the Chinese Teachers Law, the Chinese Vocational Education Law, the Chinese Higher Education Law, the Chinese Civilian-run Education Promotion Law, Regulations on Literacy Education and

Regulations on Education for Disabled People.

The educational systems in China include the system of school education (pre-school education, primary education, secondary education and higher education), the system of nine-year compulsory education, the system of vocational education and adult education, the system of educational examination, the system of academic certificates, the system of degree diplomas and the system of educational inspection and evaluation. All the Chinese educational laws, regulations and systems provide an important basis for guaranteeing the healthy development of educational cause, the citizens' right to get access to education and the realization of education for all.

Over the past few years, the Chinese government has been continuously increasing the fiscal expenditure for education. By including the expenditure on rural compulsory education into the fiscal support mechanism, the Chinese government has implemented the new policy of waiving all 150 million rural pupils' and students' tuition and fees and costs for textbooks during the compulsory education period. In addition, living allowances are also offered to 7.8 million boarding students from poor families in rural areas. The Chinese government has allocated special funds for supporting the renovation of those dangerous classrooms of about 22,000 rural schools and for building more than 7,000 new boarding schools. So far, the distance education system has covered 360,000 rural primary and secondary schools, enabling all rural students to receive quality education. Moreover, the governments at all levels have made great efforts to develop vocational education. As a result, the national total number of students enrolled in secondary vocational schools and higher vocational schools in 2007 reached 20 million and 8.61 million respectively. As to regular higher education, the total number of undergraduate students and graduate students in China in 2007 reached 11.44 million.

At present and for a considerable period to come, the Chinese government will further increase the financial input in education and establish a mechanism for guaranteeing the prior development of educational cause. At the same time, continuing efforts will be made to further optimize educational structure, promote the balanced development of compulsory education, accelerate the popularization of senior secondary education, expand vocational education, improve the quality of higher education and coordinate the harmonious development of various kinds of education. By taking educational equity as the basic educational policy in China, all citizens will be provided chance to receive education. Along with the improvement of teachers' professional capacity, such aspects as teaching contents, teaching methods, examination system, enrollment system and evaluation system will be further reformed. All social sectors will be encouraged to run education. All the above efforts are aimed at further improving the modern national education system, developing the system of lifelong education and building a modernized socialist education system with Chinese characteristics.

Chapter 2

Basic Policy, System and Development of Adult Education

As an important component of modern education system in China, adult education is a kind of basic education for continuously developing adults' talent and other potentials, improving adults' moral and scientific competence and helping them adapt themselves to the economic, cultural and social changes. Meanwhile, adult education is also an broad channel for satisfying people's diversified needs in life and helping them realize individual development and personality perfection.

In the present stage, the main tasks of adult education are: (1) to provide post training to those employed for enabling them to meet the post requirements in morality, knowledge, professional skill and practical capacity; (2) to provide basic education to those employed laborers who have not yet completed primary and secondary education; (3) to provide relevant professional and cultural education to those employed people who have completed secondary education or higher education but cannot meet the requirements for their posts; (4) to provide continuing education to those college graduates for helping them adapt to the rapid social development and scientific progress; and (5) to offer cultural and life education to satisfy all citizens' diversified and increasing needs in their cultural and daily lives.

Adult education is focused on the post training and continuing education for the employed.

2.1 Access to Education: Basic Right of Citizens

2.1.1 The access to education is the basic right of citizens. Only by receiving necessary education can a citizen lay a solid foundation for self-development and participate in the social life in an active manner. It is provided in the *Constitution of the People's Republic of China* that the citizen shall have the right and obligation to receive education. Since China is a developing country in the primary stage of socialism, the regular school education under the current economic and social conditions can neither satisfy all citizens' needs for receiving basic education and even higher education, nor meet their new demand of continuing education due to the social, economic and scientific progress and the improvement of living standard. Therefore, it is imperative to rely on the rapid development of education, especially adult education, for providing citizens with more opportunities for education, training more talents and guaranteeing all citizens to enjoy the entitled equal right to receive education.

Article 46 Citizens of the People's Republic of China shall have the right and obligation to receive education.

Article 19 The State develops educational facilities in order to eliminate illiteracy and provide political,

scientific, technical and professional education as well as general education for workers, peasants, state functionaries and other working people. It encourages people to become educated through independent study.

Constitution of the People's Republic of China (December 4, 1982)

Article 9 Citizens of the People's Republic of China shall have the right and obligation to receive education. All citizens, regardless of ethnic group, race, sex, occupation, property status or religious belief, shall enjoy equal opportunities for education according to law.

Article 19 The State applies a system of vocational education and a system of adult education. People's governments at various levels, the administrative departments concerned and enterprises and institutions shall adopt measures to develop educational programs and guarantee that citizens receive education in vocational schools or different types of vocational training.

The State encourages the development of varied forms of adult education so that citizens may receive appropriate education in politics, economics, culture, science and technology and professional or life-long education.

Education Law of the People's Republic of China □ March 18, 1995 □

2.1.2 Energetic development of adult education is an important policy for the educational development of China. It was on June 23, 1987 that the State Council of China approved and transferred *the State Education Commission's Decision on the Reform and Development of Adult Education* (hereinafter referred to as "the Decision"), in which the important position of adult education in the socio-economic development was clarified and the important principle of "developing adult education energetically" was set. It was pointed out in the Decision that adult education is the necessary condition for the development of modern society and economy and the progress of science and technology. Along with the gradual and in-depth development of socialist material civilization, spiritual civilization and the reforms of economic, political, technological and educational systems, socio-economic development of modern social, economic and scientific development, it has become a significant policy for building China into a modernized socialist country with high-level democracy and civilization to expand adult education, improve hundreds of millions' laborers moral, cultural and technical competence and lay a more reliable foundation of talents for the sustainable social and economic development. In the Decision, it is also clarified the main tasks of adult education, key points of adult education in the present stage and relevant policies on the strengthening of macro-level management, the mobilization of the enthusiasm of local authorities and enterprises for offering adult education. In this sense, the issuance of the Decision is of great role for promoting the development of adult education in China.

After that, the Chinese government adhered to the principle of "developing adult education energetically". The position and role of adult education were ascertained in the issued government documents on the development of education. For example, the Central

Committee of CPC and the State Council of China jointly issued on February 13, 1993 the Program of Educational Reform and Development in China, stressing that “adult education is a new-type educational system for the transition of traditional school education to lifelong education”. In *the State Council’s Arrangement for the Implementation of the Educational Reform and Development Program in China (Guo Fa [1994] No.39)*, it is stressed that “energetic efforts should be made to develop adult education focused on literacy education, post training and continuing education”. On December 24, 1998, the Ministry of Education of China issued *the Action Program for Vitalizing Education for the 21st Century*, emphasizing the active development of vocational education and adult education for cultivating a large number of competent laborers and primary and secondary talents and expanding the extent of education for serving rural areas and agriculture.

“Building the system of lifelong education”.

“To build a learning-based society where all citizens are encouraged to pursue lifelong learning and have all-round development”.

Report of the 16th National Congress of
the Chinese Communist Party □ November 8, 2002 □

“The system of lifelong education should be built. While accelerating the development of regular education, energetic efforts should be made to develop adult education and community education and promote the socialization of educational training”.

Program Outline for Development of Talent Contingent during 2002—2005 □ May 7, 2002 □

“Energetic efforts should be made to develop diversified adult education and continuing education”.

Action Program for Vitalizing Education (February 10, 2004)

In addition, the important document issued by other sectors of the Chinese government have also elaborated the principle of developing adult education energetically for enabling all citizens to get aware of the significance of education and training and promoting the development of adult education in diversified forms, through different channels and at all levels.

2.1.3 The construction of a learning-based society should be promoted actively. Educational development should be adapted to the socio-economic development. In October 2005, the Chinese government worked out *the Outline of the Tenth Five-Year Plan of National Economic and Social Development* and put forward the strategic goal of “comprehensively building a well-off society”. Namely, the GDP in 2020 should quadruple that of 2000 on the basis of optimizing the economic structure and improving the benefit for the remarkable reinforcement of the comprehensive national capacity and international

competitiveness. Industrialization would be basically realized along with the establishment of the system of socialist market economy and a more vigorous and open economic structure. It was also planned to set up a sound system of national education, a system of technological and cultural innovations and a system of all citizens' health and medical care. During the period, senior secondary education would be basically popularized and illiteracy would be basically eliminated so that all citizens have good access to education and all-round individual development, thus building a learning-based and lifelong learning society.

At the 17th National Congress of CPC in October 2007, the national goal of comprehensively building a well-off society put forward at the 16th National Congress of CPC was reaffirmed along with even higher requirement for national development. For realizing this goal, it was stressed that the national education system should be further optimized with the basic establishment of lifelong education system so that all citizens have access to education in a learning-based and lifelong learning society. Obviously, this goal reflected the inevitable requirement of the social and economic development in China and the fundamental interests of all citizens. As an important component of educational cause, adult education should take up the great mission endowed by the State for the social and economic development and the socialist modernization program.

2.2 The State Implements Vocational Education System and Adult Education System

It is provided in the Education Law of the People's Republic of China that the State encourages the development of varied forms of adult education. Adult education system refers to the authoritative and compulsory standard for varied activities of adult education at all levels according to relevant laws and regulations. Adult education system is the summation of the goals, principles, mechanisms, setups and management established and operated in light of the codes of adult education. Generally, adult education consists of diploma-oriented education system and non-degree education system.

2.2.1 Academic certificates at different levels via adult education. China implements the system of adult education and adults may obtain academic certificates by means of adult education. Adult education includes primary adult education, secondary adult education and higher adult education.

Primary adult education. Although China has achieved great progress in education and the enrollment rate of school-aged children for primary education has gone up greatly, there are still some school-aged children have lost the chance to receive or finish primary education as a result of the unbalanced social, economic, cultural and educational conditions throughout the vast territory of China. For this reason, it is of great necessity to develop adult primary education. As a kind of education for popularizing cultural knowledge to citizens, primary adult education includes literacy education.

Along with the popularization of compulsory education and the growth of the enrollment rate of school-aged children for primary education, primary adult education has kept a decreasing tendency year by year in terms of school number and enrollment (*please refer to Table 1*). In primary adult education, literacy education accounts for a great proportion, and altogether 25,138,600 illiterates had become literate during the period of 1997-2007. Those young and middle-aged illiterates had not only learned knowledge, but also mastered skills of production and life and enhanced their living standard.

Table 1 Basic Statistics of Literacy Classes for Adults (1987-2006)

□ In 10,000 □

Year	Schools	Graduates	Enrollment	Teaching staff
1997	14.08	403.54	353.00	15.10
1998	13.42	320.89	311.09	13.79
1999	12.87	299.27	283.19	13.64
2000	10.75	258.04	252.99	10.87
2001	8.59	220.51	201.49	8.98
2002	7.03	174.45	177.39	8.07
2003	5.59	203.14	195.22	8.63
2004	4.72	204.58	242.54	10.84
2005	4.36	169.05	192.44	8.94
2006	4.04	164.61	167.46	8.24
2007	3.30	95.78	103.76	7.23

Sources:

1. *Statistical Yearbook of Education al Cause in China (1997-2006)*, People's Education Press;
2. Department of Educational Development Planning under the Ministry of Education: *Concise Statistical Analysis of Educational Development in China in 2007*, 2008

Secondary adult education. In China, secondary adult education is a kind of regular education for adults at the same level of regular secondary education. As a type of remedial education, secondary adult education offers the second chance of education to those young people who have never received secondary education or have dropped out for certain reasons. Currently, secondary adult education is offered in the following two types of schools:

(1) Secondary schools for adults: In terms of level, this kind of regular adult schools can be divided into junior secondary adult schools and senior secondary adult schools. In terms of object, they can be classified as secondary workers schools and secondary farmers schools (*Please refer to Table 2*).

Table 2 Statistics of Regular Senior Secondary Adult Schools (1987-2006)

□ In 10,000 □

Year	Schools	Graduates	Enrollment
1997	2430	25.39	40.51
1998	2700	27.82	39.63
1999	2891	29.75	43.15
2000	1967	22.9	32.59
2001	1723	22	31.02
2002	1463	23.81	33.52
2003	1317	16.48	21.85
2004	955	13.86	19.37
2005	974	12.41	21.81
2006	839	12.41	17.47
2007	742	16.47	18.08

Source:

Statistical Bulletin of Educational Development in China (1997-2006), China Education Daily

(2) Secondary specialized schools for adults: Thin type of secondary vocational adult schools include specialized secondary workers schools, specialized secondary workers schools, specialized secondary broadcast and TV schools and specialized secondary correspondence schools (*Please refer to Table 3*). At present, secondary vocational education is the most popular among junior secondary school graduates.

Table 3 Statistics of Specialized Secondary Adult Schools (1997-2007)

□ In 10,000 □

Year	Schools	Graduates	Enrollment
1997	5113	91□22	266□38
1998	5068	122□14	341□87
1999	5165	118□81	302□12
2000	4634	111□40	240□28
2001	4113	90□63	189□16
2002	3473	68□86	153.34
2003	2823	40□03	105□45
2004	2742	39□55	103□35
2005	2582	39□39	112□55
2006	2350	39□94	107□59
2007	2120	38.09	112.98

Source:

Statistical Bulletin of Educational Development in China (1997-2007), China Education Daily

Higher adult education. Higher adult education In China is aimed at cultivating senior talents and enrolls those in-service cadres, workers, farmers and other laborers who have completed senior secondary education or other education at the same level as well as approved regular senior secondary school graduates and other young people in the society.

At present, pre-service higher education is popular among senior secondary school graduates. Higher adult education is offered at the two-year specialized level and four-year level.

In recent years, as regular institutions of higher learning have expanded the size of enrollment which has allowed more senior secondary school graduates to have chance to enter colleges and universities. As a result, the number of institutions of higher adult education and the number of students have been somewhat decreasing. However, it can be seen that the institutions of higher adult education enrolled 1,911,100 students in 2007, which accounted for 21% of the national total enrollment of all types of institutions of higher learning, and altogether 1,764,400 students graduated from institutions of higher adult education, amounting to 25% of the national total of graduates of all types of colleges and universities. All the above indicates that higher adult education is still in great need (See Fig. 1, Fig. 2 and Table 4).

Fig. 1 Enrollment Proportions of Varied Types of Higher Education in 2007

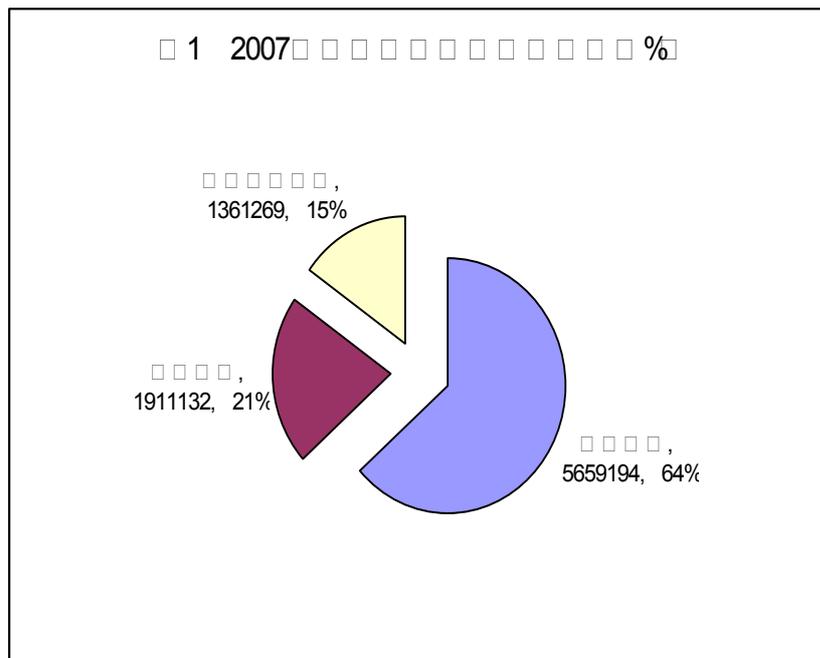


Fig. 2 Graduate Proportions of Varied Types of Higher Education in 2007

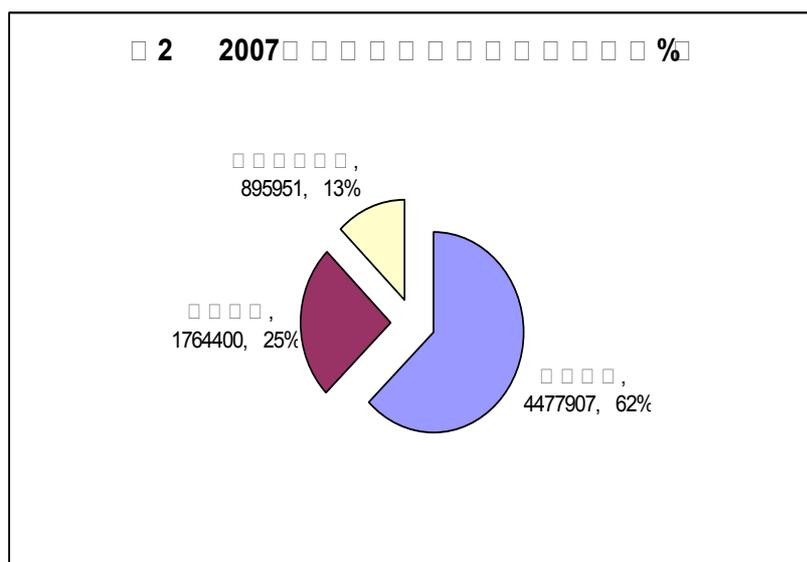


Table 4 Statistics of Graduates from Varied Types of Higher Adult Education

Year	Number of Institutions	Newly enrolled students (in 10,000)	Total enrollment (in 10,000)	Number of graduates (in 10,000)	Number of Full-time teachers (in 10,000)
1997	1107	100.36	272.45	89.2	10.02
1998	962	100.14	282.22	82.57	9.66
1999	871	115.77	305.49	88.82	9.76
2000	772	156.15	353.64	88.04	9.34
2001	686	195.93	455.98	93.06	8.80
2002	607	222.33	559.16	117.50	8.89
2003	558	—	559.16	159.34	8.51
2004	505	221.16	419.8	189.62	8.61
2005	481	193.03	436.07	166.79	8.43
2006	444	184.44	524.88	81.52	8.14
2007	413	191.11	524.16	176.44	8.99

Sources:

1. *Statistical Yearbook of Education and Cause in China (1997-2006)*, People's Education Press;
2. Department of Educational Development Planning under the Ministry of Education: *Concise Statistical Analysis of Educational Development in China in 2007*, Feb. 2008

Self-taught examination system. Self-taught examination system is a new form of education integrating self-learning, social assistance to education and national examination system. Regardless of ethnic nationality, race, age, gender, vocation, educational level, health and residence, all those voluntary participants may choose to pursue specialties through self-learning and obtain corresponding diplomas after passing the national examination. Although the self-taught learners have to pursue a non-formal or informal learning process, the self-taught examination system is aimed by self-learners at

obtaining academic certificates, so the system is included in the whole system of education for formal schooling records. (Please see Table 5) .

Table 5 Statistics of People Taking the Self-taught Higher Education Examination (1997-2007)

□ In 10,000 □

Year	Number of Examinees	Number of Issued Diplomas
1997	945.10	27.03
1998	1091.09	31.87
1999	1305.16	42.20
2000	1369.13	48.89
2001	1330.43	64.10
2002	1285.05	129.42
2003	1155.91	70.45
2004	1234.53	76.81
2005	1058.04	80.55
2006	949.24	68.28
2007	956.27	54.23

Source:

Statistical Bulletin of Educational Development in China (1997-2007), China Education Daily

2.2.2 Non-diploma-oriented adult education system. The non-diploma-oriented adult education is aimed at helping adults obtain knowledge, master skills and improve interest in life instead of obtaining academic certificates. The non-diploma-oriented adult education includes continuing education system, job training system and vocational certificate system.

Continuing education system. Continuing education is to help those professionals and managerial personnel with the educational experience of college graduation or at least intermediate-level professional titles expand their knowledge and improve their skills. This kind of education has the purpose of keeping people's advanced knowledge structure and bettering their comprehensive technical capacity and their scientific management capacity so as to adapt themselves to better meet the requirements for their posts and titles and the development of knowledge-based economy. With varied contents, continuing education stresses the pertinence, practicability, scientific nature and advancement of the knowledge taught in light of the knowledge structure and practical needs of professionals at different posts and levels. It is an important mission of colleges and universities to offer continuing education. At the same time, enterprises, research institutes and academic social groups are also important sectors to offer continuing education.

Post Training System. As a specially-oriented training, post training activities are offered to the employed according to their post responsibilities and standards for improving their

professional ethics, professional knowledge level, working capacity and productive skills. Post training includes activities for acquiring qualifications for certain posts and activities for helping trainees to become adapted to the posts. In other words, the former is to help the employed obtain the required qualifications for taking up a job, keep a job, changing job and having promoted, while the latter is a kind of short-term emergency training for helping those professionals with qualifications to be prepared for new requirements. In this sense, the post training is one of the key tasks of adult education in China.

Vocational Qualifications Certificate System. In China, vocational certificate system is not only an important aspect of the labor and employment system, but also a national examination system in a special form. In this system, the government-authorized evaluation and identification institutions offer the just and regular assessment of laborers' technical skills or vocational qualifications according to the national standards and grant corresponding certificates of vocational qualifications. Such certificate of vocational qualifications certificate serves as a proof to show that a laborer has acquired the required knowledge and skills for certain job and is used by the job-seeker to show his or her qualifications for certain job, position or business and by the employer to employ laborers. The establishment of the vocational qualifications certificate system is aimed at improving the capacity of employed laborers and guaranteeing the stability of employment, reducing unemployment and realizing ordered flow of laborers. In the perspective of system, the vocational qualifications certificate system, falling within the scope of national certificate system, is identified by the government and implemented by the government-authorized organs in the forms of State laws, statutes or administrative regulations through the government's authority. The system consists of the sub-examination system, the registration (recordal) system and the certification system.

2.3 Management System of Adult Education

2.3.1 Strengthening of macro-level management is the major duty of government management sectors. In 1988, the State Education Commission was renamed as the Ministry of Education. For this, the General Office of the State Council issued the *Circular about the Printing and Distribution of the Provision on the Function Disposition, Internal Organization and Personnel Posts of the Ministry of Education*. According to the Circular, the Department of Vocational Education and Adult Education was set up to be responsible for the management of secondary adult vocational education for academic certificate and adult technical education, the compilation of specialty list and instructive documents for teaching for secondary vocational education and the formulation of standard for teaching assessment. In this connection, the functions involving adult literacy education and higher adult education were transferred to the Department of Basic Education and the Department of Higher Education. In 2008, the General Office of the State Council issued the *Circular about the Printing and Distribution of the Provision on the the Function Disposition, Internal Organization and Personnel Posts of the Ministry of Education*, clarifying that the Department of Vocational Education and Adult Education under the Ministry of Education would be responsible for the macro-level guidance for adult

education and the elimination of illiteracy among young and middle-aged people. Meanwhile, corresponding management organs were also set up at the provincial, regional and municipal levels for managing adult education in the corresponding regions.

The national administrative department for adult education is entrusted with the major functions of working out guiding principles, policies, laws and regulations for adult education, coordinating the adult education run by different sectors, formulating the standards for varied academic certificates, strengthening the macro-level guidance for adult education and exercising inspection and evaluation of adult education. Those local educational authorities are required to work out plans and objectives for the development of adult education in light of local conditions and strengthen the management of school running, quality control and social evaluation of adult education.

2.3.2 Graded running and management is the major feature of the management system of adult education. Along with the gradual establishment of the system of socialist market economy in China, the macro-level management of adult education has been strengthened. At the same time, more responsibilities and rights for developing adult education will be given to local and grass-root units for implementing the management system of “graded running and management” of adult education.

The institutions of adult education have been given more and more autonomy in such aspects as enrollment size, cultivation objectives, curriculum development, teaching syllabus, course arrangement, teaching organization, evaluation and certificate issuance. Under such circumstances, these institutions should be responsible for the value of teaching quality and certificates and the fame of their own, and should receive the evaluation of the talent market and the examination of the society.

While the school-running entities of adult education are socialized and the school-running behaviors commercialized, the social services demanded by institutions of adult education are being increasingly specialized, individualized and diversified. Therefore, those social intermediary organizations serving adult education have played an important role in the management of adult education.

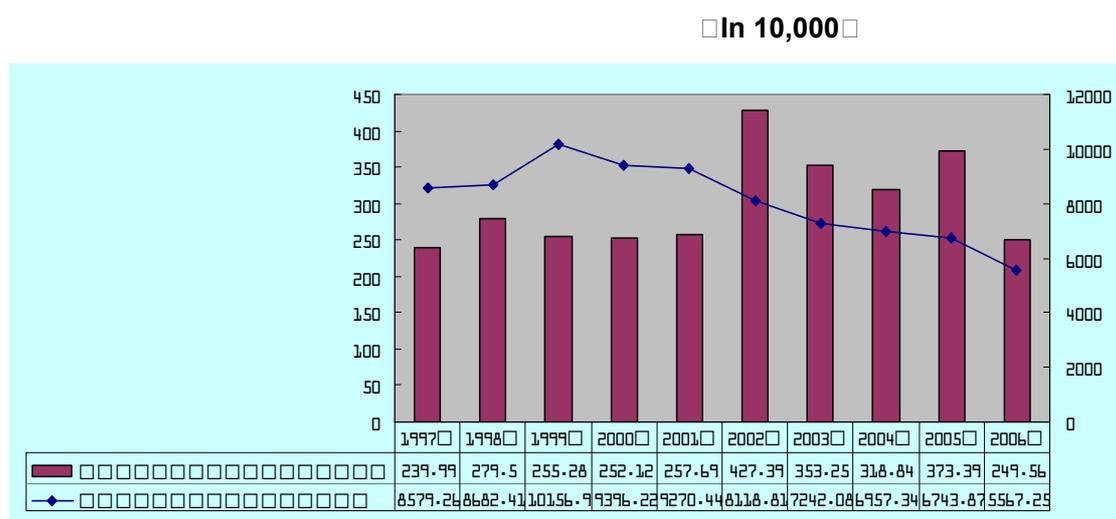
2.4 Development Size of Adult Education

2.4.1 Varied adult education for academic certificates at different levels enjoyed a comparatively big size. By 2007, there were 53,900 institutions of adult education offering education for different academic certificates, including 413 adult colleges and universities, 742 senior secondary adult schools, 2,120 specialized secondary adult schools, 1,628 junior secondary adult schools, and 49,002 primary adult schools (33,024 literacy classes). Of the 352,300 faculty members devoted to adult education, were 136,264 in adult colleges and universities, 7,110 in senior secondary adult schools, 106,201 in specialized secondary adult schools, 7,555 in junior secondary adult schools and 95,203 in primary adult schools (72,310 in literacy classes). As to full-time teachers for

adult education, 80,173 were in adult colleges and universities, 4,761 in senior secondary adult schools, 67,566 in specialized secondary adult schools, 4,223 in junior secondary adult schools and 39,597 in primary adult schools (including 27,940 in literacy classes).³

2.4.2 Various types of advanced learning and training activities were organized for adults. While adult education was offered in adult schools, various types of advanced learning and training activities were also organized for adults. During the period of 1997-2006, institutions of higher learning offered various types of non-certificate-oriented training activities (including certificate education, post training and refresh training) and averagely about 3 million person/times received training each year. Meanwhile, the average number of graduates from various adult technical schools each year reached 80.71 million person/times (please refer to Table 6). The vigorous development of advanced learning and training activities for adults have played an active role for developing economy, promoting employment, eliminating poverty and serving advanced culture.

Table 6 Statistics about Gradutes of Various Adult Training Classes (1997-2006)



Source:

Statistical Bulletin of Educational Development in China (1997-2007), China Education Daily

In 2007, the total number of registered trainees for various types of advanced learning and training activities in China was 56.992 million person/times, including 1.444 million person/times for non-academic training activities offered by universities and colleges and 55.548 million person/times for training activities offered by junior secondary schools. Above 90% of the secondary training activities were offered by the secondary vocational schools. In the same year, the total number of people who had completed various advanced learning and training courses in China reached 71.975 million person/times, including 3.867 million person/times from adult universities and colleges and 68.108 million person/times from secondary adult schools. Altogether 4.676 million person/times had registered for qualifications-oriented training courses (including 348,000 person/times for qualification certificates of higher education and 4.328 million person/times for qualification

certificates of secondary education), and 6.628 million person/times had completed said courses (including 1.103 million person/times for qualification certificates of higher education and 5.525 million person/times for qualification certificates of secondary education). In 2007, altogether 6.141 million person/times had registered for post-certificate-oriented training courses (including 310,000 person/times for higher post-certificate-oriented training courses and 5.831 million person/times for secondary post-certificate-oriented training courses), and 8.045 million person/times had completed said courses (including 831,000 person/times for higher post-certificate-oriented training courses and 7.214 million person/times for secondary post-certificate-oriented training courses). It can be seen that there is a great demand in China for various non-academic advanced learning and training courses.⁴

2.5 Fund for Adult Education

As a kind of Intelligence Exploitation, the development of adult education is in need of certain amount of fund and investment. In this sense, it is a feature of the development of adult education in China to collect funds through diversified channels.

2.5.1 The fund for adult education is included in the fiscal expenditure for national socio-economic development. In 1987, the State Council approved and reissued the *Decision on the Reform and Development of Adult Education by the State Education Commission*, in which it was provided that the account of adult education should be included into the revenue and expenditure of the state budget. In the allocation of local finance, the fund for adult education should be included in the budget and should increase along with the growth of economic development and financial revenue. Along with the rapid economic development and steady growth of gross national product in China over the past few years, the educational fund has also been increasing very fast. For example, the educational fund allocated for adult schools had increased from RMB8.176 billion *yuan* in 1997 to RMB17.431 billion *yuan* in 2006. During the period of 1997-2003, the yearly growth rate had been kept above 10%, except the growth rate of 5.7% in 1998 (*Please refer to Table 7*).

Table 7 Analysis of Relevancy between Funds for Adult Schools and National Total of Funds for Education (1997-2006)

□ In 100 million □

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
National funds for Education	2531.73	2949.06	3349.04	3849.08	4637.66	5480.03	6208.27	7242.6	8418.84	9815.31
GDP	78973	84402.3	89677.1	99214.6	109655.2	120332.7	135822.8	159878.3	183867.9	210871
Proportion of Educational fund in GDP (%)	3.21	3.49	3.73	3.88	4.23	4.55	4.57	4.53	4.58	4.65
Growth rate of national total of educational fund (%)	11.9	16.5	13.6	14.9	20.5	18.2	13.3	16.7	16.2	16.6
Total funds for adult schools	81.76	86.38	97.18	111.13	123.27	138.77	164.56	177.37	158.78	174.31
Growth rate of total funds for adult education over previous year (%)	12.1	5.7	12.5	14.4	10.9	12.6	18.6	7.8	-10.5	9.8
Proportion of total funds for adult education in national total of educational funds (%)	3.2	2.9	2.9	2.9	2.7	2.5	2.7	2.4	1.9	1.8

Sources:

1. **China National Bureau of Statistics: *China Statistical Yearbook (2006)***, Beijing, China Statistics Press, page 57;
2. **Department of Educational Development Planning under the Ministry of Education: *Statistical Yearbook of Educational Cause in China (1996-2006)***, Beijing, People's Education Press;
3. ***Statistical Yearbook of Educational Cause in China (2001-2006)***, Beijing, People's Education Press.

2.5.2 1.5% of the salary total of enterprise workers is required to be spent on workers education and training. In the *Decision on Strengthening of Workers Education* jointly issued by the Central Committee of CPC and the State Council in February 1981, it was provided that 1.5% of the total salary of enterprise workers should be spent as enterprise costs to cover the constant expenditure of workers education. In 1987, the State Council approved and reissued the *Decision on the Reform and Development of Adult Education*, providing that, in addition to the required allocation of funds for workers education, the insufficient part can be covered as enterprise cost if it is used for technical training for new projects or new product development or covered from the retained enterprise profit or after-tax profit if it is used for ordinary workers training. In 2005, it was provided in the *State Council Decision on Energetic Development of Vocational Education* that those ordinary enterprises should allocate 1.5% of the total amount of workers' salary as educational fund, and this percentage can be raised to 2.5% in those enterprises with strict technical requirement, heavy training tasks and good economic benefit. As a matter of fact, most enterprises and institutions have spent more than 1.5% of total amount of workers' salary on workers education and training and continuing education for technical personnel so as to survive the hot competition.

2.5.3 Adults have invested in self education. Along with the improvement of their living standard, people's demand for education shows a tendency of diversification. They

participate in learning and training activities for the purpose of having better development in the labor market or meeting their individual interest and hobbies. Self-sponsored participation in continuing education and training has become a fashion and tendency in China.

2.5.4 Funds are collected from society through diversified channels. The insufficiency of funds has long been the bottleneck in the development of adult education. Obviously, it is not feasible to rely only on governments' financial efforts to satisfy the needs of hundred millions of adults for education and training, and the support from all walks of life is also needed. Therefore, diversified channels are adopted by the school-running institutions to collect funds for sponsoring literacy education, training for peasant workers and education for senior citizens.

2.6 Research on Adult Education

The research on adult education in China is focused on the following aspects: (1) Studies on those key theoretical and practical issues arising from the practice of adult education for providing reference basis to educational administrative authorities in the formulation of relevant laws, regulations and policies and guiding the reform and development of adult education; (2) Studies on the statistics and objective laws of adult education such as mental status and means of literacy education for rural women, capacity development of adult education institutions and disciplinary construction of adult education. The Chinese government has long been emphasizing the importance of research on adult education.

2.6.1 Three types of institutions for adult education research. Of this type are those specialized institutions for adult education research established by the State educational administrative authority, such as the Research Center of Adult Education under China National Institute for Educational Research, and those institutes for adult education research set up by the academies (institutes) of education science at the provincial, municipal and autonomous regional levels. So far, there are nearly a hundred institutions for adult education research throughout the country. The second type includes those institutions for adult education research set up in adult universities and colleges. Most of the researchers in these institutions are part-time professionals. Those societies and associations related to adult education belong to the third type. As the biggest institution of the type, Chinese Adult Education Association has 13 secondary committees and research institutes on literacy education, enterprise education, rural adult education, specialized secondary adult education, research on adult education and periodicals on adult education, with more than 250 group members. Moreover, there are also other national academic groups of adult education, including Chinese Society of Workers Education and Vocational Training, Chinese Association of Continuing Engineering Education, Chinese Association of Senior Citizens Education and Chinese Society of Agricultural Science.

2.6.2 Contingent of Full-time and Part-time Researchers on Adult Education. Along with the development of adult education in China, there have established a series of research institutions and organizations of adult education and formed a contingent

integrating full-time and part-time researchers of adult education. Those full-time researchers mostly serve at the research institutions established by government department, while most of those part-time researchers are administrative officials, school teachers and other people interested in the development of adult education. The integrated team of researchers has promoted the research of adult education and achieved rich research results.

Chapter 3

Adult Literacy Education

Literacy education is an important means to satisfy adults' basic need for learning, guarantee all citizens' basic right for learning, fill knowledge gaps, promote education equity and eliminate poverty. As China is one of the countries suffering the biggest number of illiterates, the elimination of illiteracy has long been a basic national policy adhered by the Chinese government. With the joint and long-term efforts of the Chinese government and the whole society, China has made outstanding achievements in literacy education.

3.1 Obvious Decrease of Total Number of Illiterates and Illiteracy Rate

From 1997 to 2000, about 4 million illiterates became literate each year on average. According to the statistics of the fifth national census in 2000, the number of illiterates at 15 and above accounted for 6.72% of the total population; the national illiteracy rate was 9.08%; and there were 22 million young and middle-aged illiterates amounting for 4.8% of the national total population. By 2000, China had fulfilled the strategic aim of "basically eliminating illiteracy among young and middle-aged people". Since 2000, the Chinese government has further increased the efforts to implement literacy education and continue to eliminate literacy. During the period of 2001-2007, 12.3212 million illiterates became literate, making the illiteracy rate of young and middle-aged down to below 4%. (See Table 8).

Table 8 Statistics of New Literates and Trainees of Literacy Education in China (2001-2007) □In 10,000□

Year	New literates	Trainees	Faculty of literacy education	Teachers of literacy education
1997	403.57	353.00	15.10	4.18
1998	320.89	311.09	13.79	4.49
1999	299.27	283.19	13.64	3.74
2000	258.04	252.99	10.87	2.84
2001	220.51	201.49	8.89	2.32
2002	174.45	177.39	8.07	2.28
2003	203.14	195.22	8.63	2.87
2004	204.58	242.54	10.84	2.89
2005	169.05	192.44	8.94	3.17
2006	164.61	167.46	8.24	2.89
2007	95.78	103.76	7.23	2.79

Sources:

1. *Statistical Yearbook of Education al Cause in China (1997-2006)*, People's Education Press;
2. Department of Educational Development Planning under the Ministry of Education: *Concise*

important legal documents as *the Constitution of the People's Republic of China and the Education Law of the People's Republic of China*, it is clearly provided that the elimination of illiteracy is the responsibility and duty of each citizen, which guarantees the seriousness and authority of literacy education. In *the Working Regulations for Literacy Education*, which was first issued in 1982 and revised in 1993, the guiding principles, policies and objectives of literacy education were provided for guiding the development of literacy education in China. At the same time, governments at all levels have also included literacy education into the plan of local economic and social development and treated the expected indicators of literacy education as the responsibility goal of the government.

In 1994, the Chinese government established the national system of literacy education, in which all sectors concerned make joint efforts to exert coordinated management and mobilize the participation of all social forces. For example, the national inter-ministerial coordination group of literacy education was set up by eleven ministries and commissions including the Ministry of Education, the Ministry of Culture, the Ministry of Agriculture, the Ministry of Forestry, the Ministry of Broadcast and Television, the State Ethnic Affairs Commission, the Propaganda Department of the Central Committee of CPC, the Central Committee of the Communist Youth League, the National Women's Federation and the National Association of Science and Technology. This group had the mission of providing macro-level guidance, check and coordination of literacy education and mobilizing the whole society to support and participate in literacy education. Meanwhile, such mass media as broadcast, newspapers, magazines as well as blackboard newspapers and large slogans were adopted for publicizing the importance, arduousness and urgency of literacy education and mobilizing all social sectors to support and participate in literacy education.

3.3 Doing a Good Job to Enroll School-aged Children and Consolidate the Result of New Literate People

The practice of literacy education over the past years successfully helped people realize the significance of popularizing primary education and developing adult education in rural areas for the elimination of illiteracy. The source of new illiterates cannot be blocked without the success of basic education in rural areas and the achievements of literacy education will be lost without the development of rural adult education and post-literacy education.

In 1986, the Chinese Compulsory Education Law was promulgated, placing the nine-year compulsory education on the strategic position for the development of educational cause. Since 1995, the Chinese government has implemented a series of such key projects as "State Project of Compulsory Education in Poor Areas" and "State Plan for Popularizing Basic Education and Eliminating Illiteracy in Western Regions", established the fund guarantee mechanism for rural compulsory education, waived rural children's tuition and textbook fees for receiving compulsory education and increased the financial aid to those rural pupils and students from poverty-stricken families. Due to the popularization of compulsory education in rural areas, the enrollment rate of school-aged children, the

arousing their enthusiasm for learning. Such three teaching forms as integrated class teaching, group teaching and individual teaching are often adopted in literacy education in China. Along with the development of modern information technology, distance education is also becoming more and more popular in different regions, while other multimedia as recording and video are also used to disseminate teaching contents to farmers. Facts show that the above-introduced practice has greatly improved the quality and effect of literacy education in China.

The Ministry of Education first issued the *Teaching Syllabus for Literacy Education* in 1992 and then issued the *Opinion for Guiding Curriculum and Teaching Reforms of Literacy Education (Try Out)* in 2002, in which specific provisions on the guiding ideology, objective, principle and standard of curriculum and teaching reform of literacy education, the development and management of curriculum resources and the evaluation of courses of literacy education. In the practice of literacy education throughout China, relevant officials, teachers and researchers made joint efforts to study the characteristics of Chinese characters and the objective laws governing adults' learning of Chinese characters and sum up many teaching methods for learning Chinese characters by using Pinyin, by grouped components and radicals or by pictures, and use them in flexible manners for improving the effect of literacy education. By means of reforming the curriculum and teaching contents, a mechanism of literacy education for satisfying adult illiterates' learning needs has been set up, thus realizing the transition from learning knowledge to improving capacity.

The teaching materials for literacy education were compiled in a unified manner by the educational authority at the provincial level, with supplementary materials compiled at the county and township levels to reflect the local features and customs. In this way, the issue of integrating the unity of literacy education standard and the diversity of practical learning needs has been successfully tackled. In the past years, over a hundred types of teaching materials for literacy education and over a thousand types of teaching and reading materials for post-literacy education have been compiled by local educational authorities in China. With the assistance from Unesco, the Chinese educationists have compiled and published the Reading Series for Literacy Education and Post-literacy Education, which consists of 150,000 copies of 11 sets.

3.5 Close Combination of Literacy Education and Skills of Production and Life

It is one of the characteristics of literacy education in the new historical stage to combine extensive literacy education with farmers' productive life for improving farmers' capacity of production and life. In the process of literacy education, local educational authorities have offered training of rural applied techniques, training for the transfer of rural surplus laborers and education of rural cultural knowledge. In addition to Chinese character learning, reading, writing and calculating, these training courses also include such contents concerning national guiding principles, democratic legal system, sense of citizenship,

health and hygiene. To meet rural illiterate women's features and demand, such contents concerning maternal and child health, family education and home economics have also been added. The close integration of literacy education and learners' production and life has not only enabled those illiterates to learn knowledge, but also improved their capacity for starting business, being employed and becoming rich as well as their morality and living quality.

3.6 Training of More Qualified Teachers

Qualified teachers and managerial personnel are of important guarantee for the success of literacy education. For a long period of time, the Chinese government has been adhering to the principles of "let people teach themselves" and "let those qualified as teachers and encouraging those well-educated people to serve as teachers of literacy education, thus gradually establishing a teacher contingent of literacy education, with full-time teachers as backbones and part-time teachers as the main part. Those full-time teachers are usually teachers from rural primary and secondary schools, while those part-time teachers are volunteers with the competence for literacy education.

Those senior primary pupils and secondary students are also the important force for offering literacy education. Since 1990s, the Ministry of Education has put forward clear requirements for the allocation, use and training of teaching staff for literacy education. At the end of 2007, the Ministry of Education and other 11 ministries and commissions jointly issued the Guiding Opinion for Further Strengthening Literacy Education, requiring relevant authorities to further reinforce the contingent of grass-root administrative and teaching staff for literacy education by cultivating more qualified teachers and attracting more people from all walks of life to participate in literacy education, thus establishing a strong team of managerial personnel and teachers with expertise and skills for literacy education.

3.7 Collection of Funds for Literacy Education Through Diversified Channels

In Article 12 of the Regulations for Elimination of Illiteracy, amended by the State Council in August 1993, it is provided (1) the fund for literacy education should be raised by the township people's governments, sub-district administrative offices, villagers committees or relevant institutions themselves; (2) the fund for literacy education in an enterprise or state-financed institution should be allocated from the fund for workers education; and (3) a part of the levied education fee affixture should be used for literacy education in rural areas. In addition, local governments at different levels should also provide necessary subsidies and encourage all social forces and individual volunteers to donate for financing literacy education. This provision has preliminarily guaranteed the expenditure of literacy education.

Since 1990s, the central finance has been allocating RMB 8 million *yuan* as special fund

each year for rewarding those advanced central and western districts in literacy education and promoting the development of literacy education in the central and western regions and ethnic minority regions. Starting from 2007, this yearly special fund has been increased to RMB 50 million *yuan* for mainly supporting the literacy education efforts in those ethnic minority areas in central and western regions to eliminate illiteracy among young and middle-aged people and women and financing some eastern regions where outstanding achievements have been made in fulfilling the heavy task of literacy education. In other provinces, autonomous regions and municipalities, the special funds for literacy education have also been allocated from the budget in light of the number of the existing literates for guaranteeing the smooth development of literacy education.

3.8 Formation of an Ideal Social Environment for Literacy Education

Literacy education is a kind of mass learning activity. Governments at all levels should bring into full play the role of non-governmental organizations for mobilizing all social forces to participate in literacy education and creating an ideal social environment for the development of literacy education. China National Women's Federation has since 1989 organized such competition activities entitled "Literacy Education for Women" and "Competition in Learning Knowledge and Technique", which enabled a large number of illiterate women to become literate. For the purpose of integrating literacy education among women with the mastering of agricultural techniques, the efforts to get rid of poverty, the popularization of knowledge about laws and the safeguarding of women's rights and interests. Such competition activities have brought about satisfactory effects. According to relevant statistics, by the end of 2004, the above-mentioned competition activities had achieved the following results: more than 20 million illiterate women had become literate; nearly 100 million women had mastered one or two applied techniques for production; 2.4 million women had got rid of poverty; 15 million women had attended the courses offered by Correspondence Agricultural University and Agricultural Broadcast School; over 600,000 women had got the academic title of "agricultural technician"; and a large number of women had made outstanding contributions to the development of local economy.

The Central Committee of the Communist Youth League has organized those young volunteers to have the action of serving literacy education with their knowledge about science and technology. Specifically, each summer vacation, about a million secondary students and college students went to the grass-root rural areas to offer literacy education and training of applied techniques to help local farmers improve their educational capacity and get rid of poverty. The authorities of science and technology extensively popularized the applied techniques in rural areas to enable the illiterates to master techniques while learning knowledge. The cultural sectors reinforced the cultural facilities in rural areas and communities by setting up reading rooms and libraries with interesting books, newspapers and other reading materials in each township and rural town and organized rural learners to participate in different forms of lively cultural activities. In a word, the ideal social environment has benefited the in-depth development of literacy education.

Competition Activities Organized by Women's Federations

Taking into consideration that female illiterates amount for 70% of the total number of illiterates in China, women's federations at all levels has since 1989 organized such competition activities entitled "Literacy Education for Women" and "Competition in Learning Knowledge and Technique", for the purpose of integrating literacy education among women with the mastering of agricultural techniques, the efforts to get rid of poverty, the popularization of knowledge about laws and the safeguarding of women's rights and interests. Such competition activities have brought about satisfactory effects. According to relevant statistics, by the end of 2004, the above-mentioned competition activities had achieved the following results: more than 20 million illiterate women had become literate; nearly 100 million women had mastered one or two applied techniques for production; 2.4 million women had got rid of poverty; 15 million women had attended the courses offered by Correspondence Agricultural University and Agricultural Broadcast School; and over 600,000 women had got the academic title of "agricultural technician".

Volunteers Action Program Participated by College and Secondary Students for Promoting Literacy Education with Scientific Knowledge and Techniques

In order to promote the development of voluntary service and help young people and students have healthy growth, the Propaganda Department of the Central Committee of CPC, the Central Committee of the Chinese Communist Youth League and the Ministry of Education jointly implemented the Volunteers Action Program Participated by College and Secondary Students for Promoting Literacy Education with Their Scientific Knowledge and Techniques. Each summer vocation since 1996, nearly a million of young volunteers from colleges and secondary schools have been mobilized to teach knowledge about culture, applied techniques and hygiene to farmers in various lively ways to promote the development of literacy education in the grass-root and poverty-stricken areas.

3.9 Establishment of the Supervision and Evaluation System of Literacy Education

The Chinese government has established the supervision and evaluation system of literacy education. In 1993, former State Education Commission printed and issued the Method for Evaluating and Examination of County-level Units for Elimination of Illiteracy among Young and Middle-aged People (for Trial), in which the examination standard was unified and the examination procedure was regularized. So far, there has established the graded system for the examination and evaluation of literacy education in rural areas. Meanwhile, the educational supervision organs with the corresponding functions and duties were also set up and improved to integrate the supervision of political affairs and education and promote both relevant authorities and schools to perform their corresponding duties for the development of literacy education. In order to strengthen the supervision and check of literacy education, the Ministry of Education issued in February

2007 the Opinion about Further Strengthening and Improving the Overall Supervision and Check of Two Basic Objectives at the Provincial Level. In this Opinion, it was clearly stated that literacy education should be treated as the key point of the supervision and check of “two basic objectives” (basic popularization of the nine-year compulsory education and basic elimination of illiteracy among young and middle-aged people), i.e. special check should be conducted for getting aware of the situation of young and middle-aged illiterates in those unchecked areas and the emergence of new illiterates in those checked areas. In addition, the Chinese government has also established a reward system for regular commendation of those advanced units and individuals in literacy education.

3.10 Strengthening of International Cooperation and Guiding the Change of Literacy Education in China

Since 1990s, the Chinese government has had extensive and fruitful cooperation with such international organizations as Unesco, Unicef, Asian Cultural Center and International Association for Adult Education. While hosting international meetings on adult education, jointly training literacy education staff, compiling teaching materials for literacy education and post-literacy continuing education and participating in international awarding activities for literacy education, China has also conducted international study projects as “Empowerment of Rural Community Learning Centers” and “Meeting Villagers’ Learning Need and Promoting Rural Development”. Through such international cooperation projects, China has learned new concepts, new methods and new experience of literacy education from other countries, broadened her visual field and promoted the reform and progress of literacy education and post-literacy continuing education. Meanwhile, China has also shown to the outside world her remarkable achievements in literacy education and post-literacy continuing education.

Chapter 4

Training of Youth and Adults

After the world entered the 21st century, the development of science and technology has been going forward rapidly, the proportion of technical content in the new industries has been increasing continuously, and laborers are required to have higher vocational skills. Therefore, the Chinese government has considered the technical training of young people and adults as the key point of adult education in the new historical stage. In light of different groups’ needs, diversified training activities have been organized to help young people and adults adapt themselves quickly to the social and economic development and dissolved into the main stream of the society.

4.1 Improvement of Laborers’ Capacity for Employment and Variety of Technical Training Activities

4.1.1 Relevant policies on the promotion of laborers’ participation in training.

Since 1997, China has adopted a series of new policies, laws and regulations for guaranteeing young people and adults' right for vocational education and training. Accordingly, a large number of young people and adults have received vocational education and training in China.

After entering the new century, the Chinese government convened three national conferences on vocational education and promulgated *the Circular about the Plan for Training of Peasant Workers in China during 2003-2010 (in 2003)*, *the Circular about Strengthening of Employment and Re-employment (November 4, 2005)* and other documents. In these government documents, the guiding principle of "establishing the system of vocational and technical training for all laborers" was put forward for utilizing the resources of the whole society for education and training and providing urban and rural laborers with variety of training activities for improving their capacity for employment and re-employment.

Implementing Plan for Offering Vocational Training to Youth and Adults

In its *Plan for the Transfer of Rural Laborers (2004)*, the Ministry of Education put forward: educational authorities must adhere to the principle of keeping service as the main function, having employment as the orientation and adopting reform and innovation as motive power, make full use of the resources of vocational education and adult education, promote the training for the transition of rural laborers and improve those transferred rural surplus laborers' capacity for employment and entrepreneurship. It is planned that the total number of transferred rural laborers for training each year must exceed 35 million person/times, including 11 million person/times for technical training.

In the *Decision on the Energetic Development of Vocational Education (October 2005)*, it was put forward that hundred million highly competent laborers and dozens of million specialized persons with high skills would be cultivated for the purpose of serving the socialist modernization drive.

The State implements the project of cultivating skilled personnel, the project of training transferred rural laborers, the project of training rural technicians and the project of adult continuing education and training for reemployment.

It was required in the *Plan for the Employment of Rural Laborers with Skills (2005)* that during the five years of 2006-2010, non-agricultural technical training would be offered to 40 million rural laborers, with 8 million on average.

In the *Plan for the Reemployment and Venture Capacity Improvement of Urban Laborers (2005)*, it was stated that within five years from 2006 to 2010 vocational and skill training would be offered to 20 million laid-off or unemployed workers (4 million each year), with the qualification rate exceeding 90% and the reemployment rate reaching 60%. At the same time, corresponding mechanisms would also be established in 300 cities throughout the country for realizing the close connection between training for reemployment and assessment of skills and improving the effect of connection among skill-required posts.

4.1.2 Institutions of vocational training in China

According to the statistical data released by the Ministry of Education in May 2008, the national total of in-service workers participating in various kinds of diploma-oriented education and non-academic training in 2007 reached 86.50 million person/times, with the all staff training rate as 45.38%, an increase of 1.68 per cents over that in 2006. As a result,

the proportion of senior or above workers accounted for 9.43% of the total number of workers and 19% of the total number of technical personnel.⁵

In terms of training objective, trainee, course, form, market need, employer's practical demand and vocational standard, institutions of vocational training in China can be categorized into vocational schools, rural cultural and technical schools, technical schools, employment training centers, enterprise-based training organs, civilian-run training schools and vocational training ventures.

Vocational schools and rural cultural and technical schools are the major institutions offering educational training to farmers. In 2007, 154,000 vocational schools and rural cultural and technical schools offered training courses for the transfer of rural laborers, and the total number of trainees reached 38.1569 million person/times, including 17.4396 million person/times for guide training, 13.7102 million person/times for skill training, and 6.9917 million person/times for career transfer training (peasant workers).⁶

Technical schools is one of the bases for cultivating skilled personnel. By 2005, there were altogether 2,855 technical schools in China, including 248 senior technical schools and 152 technical colleges, with the total enrollment of 2.75 million students. In addition, relevant training activities were also offered to 2.7013 million citizens, including 459,500 person/times of laid-off workers, 202,500 person/times of pre-service trainees, 1.2762 million person/times of in-service workers, 481,600 person/times of rural laborers, and 281,500 person/times of other people.

Employment-oriented training centers is an important base for training laid-off workers, where young job-seekers and laid-off workers are offered specialized training courses of applied techniques for helping them technically prepared for employment and career transfer.

Civilian-run training organs refer to those training institutions sponsored by enterprise organizations, social groups or individual citizens with non-governmental educational funds. Facing the whole society, this kind of training institutions mainly provide vocational and technical training courses for helping trainees obtain professional qualifications, technical certificates and required skills for employment. By 2006, there were in China 3,212 employment training centers and 21,462 civilian-run training institutions. In this connection, altogether 19.05 million person/times had received training, including 6.45 million person/times of job-seekers and laid-off workers and 630,000 trainees for entrepreneurship.

Enterprise-based training centers are institutions sponsored by the trade associations or enterprises for training their workers and other people. As an important base for training, this type of training centers have enjoyed rapid expansion over the past few years. By 2006, there existed 220,000 enterprise-based training centers, with the training capacity of 10.95 million person/times each year.

Table 11 Number of Vocational Training Institutions and Trainees in 2006

Type	Training institutions 1,000 □	□ in	Number of trainees 10,000 person/times □	□ in
Technical schools	2.86		270	

Employment training centers	3.21	130
Civilian-run training centers	21	1905
Enterprise-based training centers	220	1095
Total	49.07	3400

Sources:

Institute for Labor Science Research: National Report on Employment (2006-2007), China Labor and Social Security Press, page 218.

In 2006, 49,070 training institutions offered to training courses to 34 million person/times. For improving the quality of vocational training, the authorities of some cities have relied on social communities or made joint efforts with training organs to establish the coordinated training bases where such services as training, assessment and recommendation for employment are offered (See Table 11).

4.1.3 Pre-service training for young people

According to the report of the information Monitoring Center of China Labor Market Net, 20.3% of the job-seekers in the labor market in 2006 were unemployed young people. In order to help those unemployed young people in the labor market participate in competition, the Chinese government has implemented the labor preparation system characterized for its “training before employment”.

Implementing Method of Labor Preparation Training

In April 2000, the Ministry of Labor and Social Security issued the Implementing Method of Labor Preparation Training, in which clear policies were given on such links of labor preparation training as objects, identification, specialties, enrollment, term, contents, forms, certificates, funds and employment.

Specifically, the labor preparation system targets at providing training to those urban junior and senior secondary school graduates who fail to continue education but have the ability to work and the intention for employment, and to those rural junior and secondary school graduates who fail to continue their education but are prepared for taking non-agricultural work or going to work in urban areas.

The main content of labor preparation system is to organize new laborers and other job-seekers to receive vocational training and education for one to three years before employment. After obtaining corresponding professional qualifications or mastering the required skills for employment, the trainees will find suitable jobs in the labor market under the guidance of the State policies.

In principle, the costs for labor preparation training are jointly assumed by trainees and employers, with necessary support from the government.

In recent years, energetic promotion and publicity have made the labor preparation system have considerable influence in the society and a large number of junior and secondary graduates have participated in the training of the labor preparation system. In 2002, altogether 1.1 million junior and secondary graduates received the labor preparation training offered by the training institutions designated by the authorities of labor and social

security. In 2003, this number increased to 1.26 million.

4.1.4 Post Training for Enterprise Workers

For adapting themselves to the environment of hot competition, many enterprises have established their own training system corresponding to modern enterprise system and implemented the operation mechanism which integrates training, examination, employment and treatment. In this mechanism, vocational training is given by enterprises to the in-service workers and to-be-employed workers in a planned manner. In light of the production and research activities, the check-up system of specialized vocational capacity and the identification system of technicians and senior technicians are implemented in the enterprise. By adopting the appointment system of technicians and senior technicians, the technicians are encouraged to display their role in solving difficult technical problems, completing projects of quality products and training new workers. In addition, the rational system for employing and paying competent technicians and engineers is also set up, and the amount of income for individuals is decided according to their achievements and contributions. The integrated operational mechanism has guaranteed enterprise workers' enthusiasm for on-the-post training. Over the past few years, along with government's increasing investment in labor training, the competence of enterprise workers has been obviously enhanced. According to the sampling survey results conducted by the Ministry of Labor and Social Security in 40 cities in September 2006, skilled laborers accounted for 35.1% of the total number of urban job holders, technicians and senior technicians made up 4.3% of the skilled laborers (3.3% of technicians and 1% of senior technicians), and senior workers amounted to 18% of the total. It is predicted that by 2010 the total number of skilled laborers in China will reach 110 million, accounting for 40% of the total number of job holders in urban areas.⁷

Implementation Scale of Vocational Skill Identification

In 1999, the Ministry of Labor and Social Security organized more than 40 trade sectors under the State Council to formulate and issue the Dictionary of Occupational Titles of the People's Republic of China, identifying over 4,000 occupations (work posts). At present, the compilation of the standards for 1838 occupations is under going and more than 3,200 technical rank standards of workers have been formally promulgated. To have an objective measurement and evaluation of the laborer's technical theory and operational ability required for certain occupations, the State has established a large number of institutes (stations) for occupational skill identification throughout the country. By the end of 2006, there had established 32 provincial centers for occupational guidance, 45 trade centers for occupational guidance and 7,957 institutions (stations) for occupational skill identification, thus preliminarily forming a national network for occupational skill identification in China. By 2006, nearly 70 million person/times had obtained occupational certificates.

Trade-based and Enterprise-based Vocational Training in China (2006)

Item	Quantity	Scale
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Vocational Classification Vocational skill standard	4000 occupations, in which 1800 occupational standards under compilation	—	
	3200 vocational skill standards	—	
Vocational skill identification	7957 institutions (stations) for occupational skill identification	Trainees for identification (In 10,000/year)	300
Vocational skill contest Award for skilled personnel	Post contest	Trainees (In 10,000/year)	500
	Chinese Skills Award	Identified trainees (In 10,000/year)	10
	National technical experts	Awarded trainees (In 10,000/year)	100

Sources:

Institute for Labor Science Research: National Report on Employment (2006-2007), China Labor and Social Security Press, page 218.

4.1.5 Reemployment and Entrepreneurship Training for Laid-off Workers

The economic transition and the readjustment of industrial structure has resulted in the large-scale structural transition of labor. During the period of 1998-2000, altogether 20.32 million workers were laid off. In order to improve laid-off workers' capacity for reemployment, Entrepreneurship and job change, the Chinese government worked out and implemented the two-term plan for helping 10 million laid-off workers get reemployed within three years. With the joint efforts of all social sectors and under the government's guidance and support, individuals, enterprises and communities worked together to provide laid-off workers with variety of training activities for reemployment.

“10 Million within 3 Years” Plan for Reemployment Training

Term 1 (1998-2000): Vocational guidance and reemployment training should be offered to 10 million laid-off workers, with 6 million people to receive training for improving vocational skills and entrepreneurship capacity. The qualification rate of training should reach 90% and the reemployment rate after training should be up to 50%.

Term 2 (2001-2003): More than 10 million unemployed people, including 4 million laid-off workers and 6 million unemployed people, should be provided with training for reemployment. The qualification rate must reach 90% and the reemployment rate after training should exceed 50%.

During the period of 1998-2003, more than 28 million laid-off people participated in training and over 17.30 million people were reemployed after being trained.

On the basis of the summary of the “10 Million within 3 Years” Plan for Reemployment Training, the Chinese government put forward again another training plan for “Improving the Capacity for Reemployment” during 2004-2005. According to this plan, skill training would be offered to 8 million laid-off workers for guaranteeing the qualification rate to reach 90% and the reemployment rate up to 60%. Of the 8 million trainees, 600,000 person/times would be trained for entrepreneurship, with the qualification rate up to 80% and the success rate of entrepreneurship reaching 50%.⁸

4.2 Applied Training Activities for Improving Farmers' Cultural Competence

China is a big country with a considerable proportion of agricultural population. Of the total 1.3 billion population, 737 million involved in agriculture, accounting for 56% of the total population. With the improvement of farmers' living standard, production education, life education and ecology education have become the important contents of farmers education.

4.2.1 Rural Adult Education

Since 1980s, rural adult education has been consistently emphasized by the Chinese government. As a result, the school-running system consisting of primary schools for farmers, secondary schools for farmers, rural adult cultural and technical schools and farmers colleges has been set up in China.

As the learning base serving farmers directly, those rural adult cultural and technical schools in China have offered educational and training activities adapted to local conditions and have played an important role for improving rural laborers' cultural and technical competence, bettering the rural living environment, enhancing farmers' living standard and promoting rural economic and social progress. In 2001, the coverage rates of farmers technical schools at the county level, township (rural town) level and village level were 93%, 94% and 64% respectively.⁹

In 2006, 40,397 primary schools for farmers had accomplished the task of literacy education for 1,646,100 farmers and primary education for 1,087,200 farmers. There were 150,900 rural adult cultural and technical schools, including 1,426 ones sponsored by county governments, 22,100 ones by township governments and 12,400 ones by village committees. Altogether 232,600 teaching staff served in these schools, including 103,100 full-time teachers. The total number of farmers who had received variety of skill training reached 45.20 million person/times (see Table 12).

Table 12 Adult Education in Rural Areas in China in 2006

Name	Schools	Graduates □in 10,000□	Enrollment □in 10,000□	Full-time teachers □in 10,000□
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Farmers colleges		3	0.18	0.21	0.02
Rural adult cultural and technical schools	total	150955	4250.5798	3842.36	23.26
	county-run schools	1426	134.29	125.20	1.18
	township-run schools	22064	1978.95	1691.78	7.31
	Village-run schools	124002	2314.51	1928.57	14.00
Secondary schools for farmers		1480	73.29	44.46	0.74
Primary schools for farmers	total	54417	273.33	263.18	10.70
	Primary classes	14020	108.72	95.73	2.46
	Literacy classes	40397	164.61	167.46	8.24

Source:

Statistical Yearbook of Educational Cause in China (2006), People's Education Press, p122, p152 , p 170

4.2.2 Applied Technical Training for Farmers

In late 1990s, the economic growth pattern in China has been shifted and the market competition is becoming fiercer and fiercer. Along with the adjustment of national macro-level policies, farmers are also expecting to increase the output of agricultural production and the family income by means of receiving training of agricultural techniques. Under such circumstances, the Chinese government has adjusted the service orientation and encouraged the popularization of various applied technical training in rural areas, including green certificate training, young peasant technical training, village cadre training and entrepreneurship training. Meanwhile, the traditional unitary mode of school running has been broken and replaced by the mode of integrated regular education, vocational education and adult education. In addition to traditional academic courses, the content of vocational education has also been added. It is also of special feature to link specialized teaching materials and local teaching materials, integrate short-term classes and short-term classes and combine class teaching and field teaching. After a few years' development, a considerable number of backbone technicians and leaders have been cultivated for rural areas, which has effectively improved rural laborers' competence in science and technology and promoted the social and economic development in rural areas.

Various Training Modes in Rural Adult Schools in Shanxi Province

When the rural adult schools in Shanxi Province organized training activities, varieties of school-running modes were adopted in light of farmers' practical needs and the educational source

available for guaranteeing the good effect of the applied technical training for farmers.

“School + Base + Farmer” Mode: When a new variety of agricultural plant is planned to be taught among farmers, it is usually first planted in the experimental field of the school for demonstration and is then distributed among rural families after success. For example, the rural adult school in Yunzhong Town, Huairan County successfully introduced new varieties of maize, millet and wheat and planted them in its 300 *mu* of experimental fields. Such steps as field demonstration, training and popularization were properly integrated together. The successful introduction of these new varieties of plants have not only changed the local planting structure and increased the annual net income per farmer to RMB3,600 *yuan*, but also trained a large number of local farmers.

“School + Association + Rural Family” Mode: In Hengshui Town, Jiangxian County, the rural cultural and technical schools kept a close cooperation with the Association of Cherry Planting for guiding local farmers to plant cherry trees extensively. In the course, farmers were taught to learn scientific field management and helped to sell their cherry fruits, which greatly benefited rural families by increasing their family income.

“School + company + Rural Family” Mode: In Gucheng Town, Shanyin County, the adult cultural and technical schools had allied with local cow hospital run by Gucheng Dairy Group Corporation and invited experts of animal husbandry from the Chinese Academy of Agricultural Sciences to provide training to the rural households of cow raising. Such practical-need-targeted training helped local farmers raise 13,300 cows (nearly one cow for each farmer) and increase the annual net income per farmer to RMB4,360 *yuan*.

In 2007, the total number of trainees for rural applied technical training in China had reached 46.70 million person/times, consisting of 45.53 million person/times trained by rural adult cultural and technical schools sponsored by educational administration and rural collectives and 1,166,000 person/times by the training institutions run by other social sectors. Moreover, a considerable proportion of the 8,076,000 trainees in those secondary vocational schools in 2007 were rural adults.¹⁰

4.2.3 Training for the Transfer of Rural Labor

Along with the acceleration of industrialization and urbanization in China, about 18 million surplus rural labor are transferred to urban areas for employment. Since most of the rural laborers suffer comparatively low competence in education and skills, they are often in a disadvantageous status in the labor market. To change this situation, the Chinese government has made active efforts to offer the transfer-oriented training to rural surplus laborers for helping them master certain skills and improving their competitive capacity for employment.

In 2004, the Chinese government started the “Sunshine Project” to offer transfer-oriented training to rural surplus laborers. Over the past three years, RMB1.23 billion *yuan* has been invested in the project by the Chinese government. By the end of October 2006, about 8.3 million rural laborers had been trained and 7.2 million trained rural laborers had transferred for employment, with the transferred employment rate as 85.7%. In 2005, the monthly

income of each employed rural laborer trained by the “Sunshine Project” was RMB800 *yuan*, which was about RMB400 *yuan* more than that of planting farmer in rural areas and about RMB200 *yuan* more than that of the untrained rural laborer. In general, the implementation of the “Sunshine Project” has not only created a direct profit of 5.76 billion *yuan*, but also promoted the extensive popularization of training for farmers, the successful transfer of surplus rural labor and significant increase of farmers’ income.¹¹

The educational sectors have also utilized the educational resources of vocational schools and adult schools to carry out the transfer of rural labor. In 2004, the Ministry of Education printed and distributed the Training Plan for the Transfer of Rural Labor, in which the guiding ideology, general objectives, specific requirements, methods and channels for the transfer training of rural labor were provided. In 2005, vocational schools and rural cultural and technical schools had trained 32.7 million rural laborers, including 15.68 million person/times of guidance training, 10.85 million person/times of skill training and 4.84 million person/times of training for transferred peasant workers.¹²

4.3 Training for Meeting the Needs of Special Groups

4.3.1 Improvement of Women’s Sense of Equal Participation in Employment Competition

The Chinese government always attaches due importance to the equal opportunity for women to receive education and training. To solve the problem of a large number of laid-off women with low capacity, the Chinese government issued the Circular about Further Strengthening the Reemployment of Laid-off Women in 2003, advocating all districts and sectors to further expand skill training for women and promote employment of women. In the same year, 2.21 million laid-off women received various training activities for re-employment, accounting for 46% of the total number of trainees. For encouraging all women’s enthusiasm for training, governments at different levels organized women to participate in competition activities of vocational skills and attract more women to become talent on their posts. In the selection of winners of “Chinese Skills Prize” and “National technical Experts”, it was required that women winners must account for a prescribed percentage of the total. As to training for rural women, the requirements put forward in the Circular about Further Strengthening the Reemployment of Laid-off Women were followed to set up pilot spots for the applied skills training for rural women and develop a series of teaching materials suitable to rural women for helping more women master such labor skills as planting, breeding and processing and get rid of poverty for being well-off.

Over the past three years, 13.5% of the women in China participated in training courses or refreshing courses and those urban women trainees below 40 accounted for 26.1% of all trainees. As to urban women trainees, those mainly involved in vocational skills training made up 72.2% of all trainees, and those rural women trainees with the obtainment of applied techniques as the main purpose amounted to 61.5% of all trainees.¹³

Training for Women by Women's Federation in Xiqing District

In its routine work, Women's Federation of Xiqing District has been relying on vocational training for helping women improve their capacity for becoming well-off, get more family income and enhance their comprehensive competence. On the basis of the "351" training project, 3,800 women participated in the training activities for red, blue and green certificates. During the "Training Month for Rural Women", 25 training classes of applied techniques were offered and more than 3,000 women learned to master the skills of planting, breeding, computer science, knitting handcraft and domestic service. In organizing the activities of the "Week of Science and Technology", more than 150 technicians and engineers went to rural areas to form pairs with women experts for the benefit of more than 1,000 women.

With the training courses of domestic service and knitting handcraft as the breakthrough, the Women's Federation of Xiqing District also provided women with the platform for re-employment. For example, the women's federation in Xiyangmen Street set up knitting station and employed 150 women and the women's federations in Zhongbei Town, Yangliuqing Town, Dasi Town and Liqizhuang Street made joint efforts with the local labor service companies to provide employment opportunities of 1,600 person/times. While offering skills training and jobs, the women's federations in this district had also organized women to help each other get rid of poverty. Foundations for helping women and children were established in 9 streets and rural towns, and those local institutions and enterprises were organized to form pairs with those families with financial difficulties, thus having realized the socialization and institutionalization of financial aids to women and children.

4.3.2 Enhancement of Disabled People's Capacity for Equal Involvement in Society

The disabled people are a special group of the Chinese laborers. By 2006, there were 82.96 million disabled people in China, accounting for 6.34% of the total population. Of the disabled, 42.77 million ones (51.55%) were male and 40.19 million ones (48.45%) were female. In terms of geographical distribution, 20.71 million disabled people (24.96%) lived in urban areas, while 62.25 million disabled people (75.04%) lived in rural areas.¹⁴

The Chinese government has been emphasizing the disabled people's equal right for education. In the Protection Law for the Disabled, it is pointed out: the disabled people enjoy all rights endowed by Chinese laws, including the right for education. In order to improve those disabled people's competitive capacity for equal involvement in society, the training institutions have set the cultivation objectives, contents and methods of vocational education for the disabled in light of their employment features, adopted the flexible and convenient modes suitable to the disabled and installed various special training facilities, teaching materials and teaching aids for assisting the disabled people to complete the training courses smoothly.

By 2005, there had established 1,044 institutions of vocational education and training for disabled people at the provincial, prefectural and county levels. In addition, 2,206 regular institutions also offered vocational training to the disabled people and 158 vocational education institutions had the qualifications for offering secondary academic education.

Altogether 2.592 million disabled people had received vocational education and training.

More than 90,000 Blind Massagers

“In the past, I often asked myself how could my child survive after my death?” the blind mother Xiao Can sobbed. This was the severe problem confronted with all families of disabled people. At that time, a considerable number of disabled people lacked in living capacity and were often considered as the burden of the family and society. Mr. Xiao Can went to receive training at Beijing Municipal Massage Training Center for the Blind and obtained the qualification certificate of secondary health-care massager. Now, he is working at a hospital of blind massagers, with a month salary of RMB2,500 *yuan*.

“I don’t have to worry about him any more because he can live on himself now”, said Xiao Can’s mother. Actually, Xiao Can mother’s words reflected the present life of those disabled children. So far, there are more than 90,000 blind massagers like Xiao Can in China, including about 60,000 health-care massagers and about 30,000 medical massagers. Based on vocational education and training, the trained blind massagers enjoy a very high employment rate over 95%, and the skill of massage has become one of the important channels for the blind to be employed.

Source:

There are 2.59 million disabled people receiving special vocational education in China, *China Vocational Education and Adult Education Network*, January 10, 2007.

4.3.3 Enrichment of Aged People’s Spiritual and Cultural Life

In 2007, there were 106.36 million aged people above 65, amounting to 8.1% of the total population. With the due emphasis paid by the Chinese government, the cultural and education cause for the aged has been developing healthily to enrich aged people’s spiritual life and satisfy their cultural needs. By 2005, there were 670,000 cultural activity facilities for aged people in urban and rural areas. Governments at all levels have also arranged special activity areas inside the existing and newly constructed welfare cultural facilities. With the financial support from the State, such public welfare facilities as libraries, cultural centers, art galleries, museums and science museums as well as parks, gardens and scenic spots are now also open to aged people free of charge or at favorable charge rate.

The Chinese government has been paying great attention to the guarantee of aged people’s right for education by increasing investment and promoting senior education. By the end 2005, there were 26,000 universities (schools) for the aged in China, with an enrollment of 2.3 million aged students, and a multi-leveled, multi-formed and multi-disciplined system of senior education had been established.¹⁵ By means of senior education, the aged people have attained their objectives of learning knowledge, enriching life, edifying sentiment, improving health and serving the society.

Chapter 5

Community Education

Community is the basic unit of the society. The embellishment of a learning-based society with all citizens as the object and with life-span as the process of learning must be based on “community education” and oriented for the popularization of learning in the whole society.

5.1 Development of Community Education Experiment

5.1.1 The State promotes the community education experiment.

In January 1999, the State Council approved and transferred the Action Plan for Vitalizing Education for the 21st Century and clearly required to fulfilled the task of carrying out the pilot work of community education, gradually establishing and improving lifelong education system and enhancing all citizens’ competence. In April 2000, the pilot effort of community education was formally started. The purpose of community education is to satisfy all community members’ basic needs for learning and lifelong learning, improve their living standards and promote the sustainable development of the community. In November 2002, the Chinese government put forward the aim of building a well-off and learning-based society in which all citizens pursue lifelong learning and have all-round personal development. To realize the above aim, the Ministry of Education printed and distributed in December 2004 the *Opinion about Further Promotion of Community Education* and clarified the guiding ideology, working objectives and relevant policies and measures concerning community education. Later on, provincial authorities also worked out their plans for developing community education, promulgated policies and documents on community education and conducted the evaluation of the provincial pilot areas of community education. As a new bright spot of the in-depth development of adult education, community education developed throughout the country. The first 28 pilot areas of community education were ascertained by the Ministry of Education at the *National Conference on the Exchange of Experience in Pilot Community Education* in November 2001. During the period of 2001-2007, the Ministry of Education had finalized 4 batches of 114 state-level pilot areas of community education, covering all provinces, autonomous regions and municipalities except Tibet, which accounted for about 14% of the urban areas of the country. By enriching the existing educational resources in different regions and expanding their functions, nearly 300 provincial pilot areas of community education had been set up as the pioneering back-bone force of community education development in China (See Table 13).

Table 13 State-level Pilot Areas of Community Education in China

Batch	Time	Coverage	Number
First batch	Nov. 2001	14 provinces and 4 municipalities	28
Second batch	Dec. 2003	22 provinces and regions and 3 municipalities	33

Third batch	Jul. 2006	6 provinces and regions and 3 municipalities	20
Fourth batch	Oct. 2007	17 provinces and regions and 3 municipalities	33
Total	All provinces, autonomous regions and municipalities, except Tibet		114

5.1.2 Formulation of the State Standard of Community Education

In December 2006, the State Standardization Committee approved and issued *Community Service Guide Part 3: Culture, Education and Sport Service*, which was implemented as of June 1, 2007. The formulation of the state standard of community education has provided standardized technical support to community development, helped local governments and social organs popularize community education, and benefited the regularization and institutionalization of community education.

In the *Community Service Guide Part 3: Culture, Education and Sport Service*, it is clearly indicated that the community education should safeguard learners' basic right for learning, satisfy the need of lifelong learning and provide the chance of learning, training and education to all those people who are willing to be educated and trained regardless of the limitation of age and academic schooling record. The community education should be rich in content, extensive in coverage, diversified in curriculum and flexible in teaching/learning mode with the adoption of modern technological means. It is necessary to establish and improve the organization and information network of community education and the team integrating full-time, part-time and voluntary teaching staff by means of making full use of modern information technology. The cultural and educational facilities in the community should be fully utilized for the satisfactory sharing of the educational resources, and the educational forces of the community, schools and families should be integrated for having the joint force for education. At the same time, indicators should be adopted for the evaluation of the development of culture, education and sports in the community, while relevant state standards can also be used for reference to assess the progress of community education. Facts show that the adoption of these measures has energetically promoted the development of community education in China.

5.1.3 Enhancement of Participation Rate and Satisfactory Rate of Community Education and Learning

Community education should be offered to all citizens in the community and the success of community education is decided by the extent of community members' awareness, identity, involvement and satisfaction. Therefore, at least 50% of the community members should receive the service of community education each year, at least 60% of the receivers should be satisfied with the service of community education, and at least 60% of the facilities and equipment for community education service should be in good use and condition. Over the past few years, the diversified, lively and rich community education has satisfied the needs of both individual development and community progress. According to the statistics from survey of 60 pilot areas of community education in China, altogether 22.62 million person/times had been trained in 2007 and the 48.98% of the community members in the pilot areas of community education had been trained. Specifically, the coverage rate of

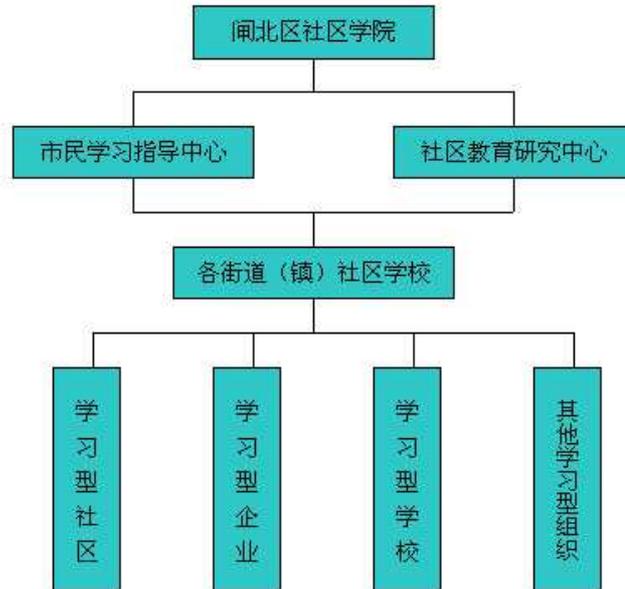
after-school training for young people was 93.58%, the coverage rate of training for the aged was 84.66% and 4.79 million peasant workers were also trained, accounting for 43.27% of the total number of peasant workers in the pilot areas. In addition, 1.69 million learning groups had been set up, including 389,000 learning-based families. It was obvious that the community members' involvement rate and satisfaction rate for community education were greatly improved after they became initiative and active in participation in community learning.

5.2 Integration of Community Education Resources

5.2.1 Integration of Community Education Resources for Establishing a Network of Community Education.

It is the prerequisite for the development of community education to make full use, integrate and share the various educational resources in the community. On the one hand, the educational resources of community schools such as sport fields, libraries, reading rooms and computer rooms should be open to the public in the community; on the other, those educational resources in the non-educational institutions such as public libraries, museums, exhibition halls, museums of science and technology, cultural centers, sport centers, cultural squares as well as the facilities and equipment of educational institutions and research institute in the community should also be open to the public in the community for displaying their social and welfare effect. In light of the principle of "letting learners have school to go and offering education through effective channels", the community authorities in Zhabei District of Shanghai Municipality have integrated the community resources and established a network of community education with community college as the head, community schools in the streets as backbones, learning organizations as the basis and adult schools, vocational schools and primary and secondary schools as supplement (See Fig. 3).

Fig. 3 Network of Community Education in Zhabei District, Shanghai Municipality



5.2.2 Reinforcement of the Contingent of Integrated Full-time and Part-time Teaching Staff for Community Education.

Since community education service is a kind of social system project with extensive coverage and complicated objects, all sectors in the community should be mobilized to make joint efforts. Therefore, such teams of community education as “lecturers delegations”, “publicity delegations”, “counseling groups” and “voluntary service groups” are set up by integrating full-time and part-time teaching staff. Generally, the contingent of community education staff consists of three groups: full-time teachers for community education, part-time teachers for community education and volunteers for community education. By adopting “employment system”, “probation system”, “elimination system” and “studying system” to set up the team of teaching staff for community education, regularize their behaviors, enhance their working efficiency and improve the managerial and professional capacity of the whole contingent.

**Contingent of Full-time and Part-time Teaching Staff for Community Education
in Zhabei District of Shanghai Municipality**

Education team	Staff team		Volunteers team	Research team	
	Community advisors	Part-time staff		Experts	Part-time researchers
Persons	45	1303	4876	15	5

The contingent of teaching staff for community education in Zhabei District consists of four teams: full-time teachers (advisors of community education), part-time staff, volunteers and graduate students.

Advisors of community education (full-time) are the back-bone staff of community education. In 2001, the Bureau of Education of Zhabei District selected 45 teachers as full-time advisors from primary and secondary schools and kindergartens. Now, they are fully in charge of the community education counseling service to 9 streets and rural towns of the whole district. On the basis of summing up the experience in the selection, professional qualifications, duties, management, professional training and treatment for full-time advisors of community education, the District authority has successfully set up a contingent of full-time teachers for community education. Moreover, they have also adopted the flow mechanism (consisting of probation system and elimination system) for continuously rationalize the structure of the contingent. The part-time team consists of 1,303 teachers from community schools and administrative staff from the section of culture and education under the street administration, residents' committees, bureau of education, cultural and educational centers, etc. The team of volunteers includes 4,876 veteran cadres, teachers, technicians, engineers and skillful craftsmen. In addition, 14 experts and 5 part-time researchers formed the team of researchers. The above-introduced "four teams" are entrusted with the tasks of management, education, teaching, training, project research and teaching materials development, thus playing important roles in the development of community education.

5.2.3 Utilization of Information Technology for Constructing a Platform of Community Education

Since community education service is a kind of social system project with extensive coverage and complicated objects, all sectors in the community should be mobilized to make joint efforts. Therefore, such teams of community education as "lecturers and professional capacity of the whole contingent.

Along with the extensive application of information technology and the internet technology, distance teaching is playing a more and more important role in community education. It has become a new feature of community education to make full use of information technology in modern education and build a socialized public learning platform for sharing various excellent educational resources and improving popular, just and cost-effective education

service. Such modern IT-based learning forms as network classroom, electronic library, network school as well as various convenient learning resources have not only provided learners with convenience to obtain educational resources, but also brought interest different from traditional class teaching to remove obstacles from learning.

Courses at Senior Citizens University on the Air in Gulou District, Nanjing, Jiangsu Province

Senior citizens university on the air is a new-type community education. Jiangsu Provincial Broadcast and Television University has specially offered multimedia-based distance education courses to meet the needs of senior citizens for learning knowledge about leisure, entertainment, self-cultivation and health care. The offered five specialties as health care, calligraphy, Chinese painting, computer and English include the following courses: health care, foot bottom massage, applied Chinese traditional medicine, basics of Chinese calligraphy, calligraphic skills, flower painting, birds painting, landscape painting, computer knowledge for aged people, everyday spoken English, protection of aged people's rights and interests, and appreciation of Chinese music. Those experienced experts and professors in the fields of education, culture and medical treatment are invited to give lectures. At present, the Gulou District Senior Citizens University on the Air enjoys a enrolment of more than 8,000 aged people. By establishing tutor stations in every community, the University has realized the ambition of offering senior education to each family.

Chapter 6

Distance Adult Education

Since 1990s, the Chinese government has been energetically developing distance education and establishing the system of lifelong education. Under the policy guidance for constructing a learning-based society, remarkable progress has been made in the development of distance education in China. To be specific, great achievements have been obtained in the diversified open education integrating different multimedia of broadcast, television and network and the combination of diploma-oriented academic education and no-diploma-oriented academic education. The coverage of distance education has been gradually expanded from urban areas to the broad rural areas for providing all citizens with equal opportunity to receive education, and has effectively promoted the development of adult education, lifelong education and lifelong learning.

6.1 Energetic Promotion to Distance Adult Education

Ever since 1990s, the energetic development of distance education has been treated as an important means for promoting modern education in China, with the objectives at accelerating the construction of modern distance education network based on the Chinese educational research network and the satellite video system and developing high-quality network courses and teaching software for realizing the sharing of educational resources transcending space and time; speeding up the construction of such public service system

as digital libraries and further improving the information environment of various education at different levels; helping all kinds of schools make full use of modern information technology and educational resources, improve teaching methods and management mode and enhance educational management level; and accomplishing the construction of building the lifelong education system and a learning-based society and creating conditions for citizens to receive lifelong education.

It is necessary to implement “the project of modern distance education” for constructing the open network for education and the system of lifelong education.

Modern distance education is a new type of education, emerged with the development of modern information technology and is the major means for constructing the lifelong learning system in the age of knowledge-based economy.

Ministry of Education: *Action Plan for Vitalizing Education toward the 21st Century, December 24, 1998.*

It is imperative to include the project of information-based education into the national key construction program for promoting the educational modernization. The key link is to support and speed up the construction of modern education network based on the Chinese educational research network and the satellite video system.

Effort must be made to popularize the knowledge of computer science and network, to help all kinds of schools at different levels enhance the educational management level by making full use of modern information technology and educational resources and improving teaching methods and management mode.

Ministry of Education: *Tenth Five-Year Plan of Educational Development in China, June 6, 2002.*

6.2 Service of Broadcast and Television Universities for Adult Education and Training

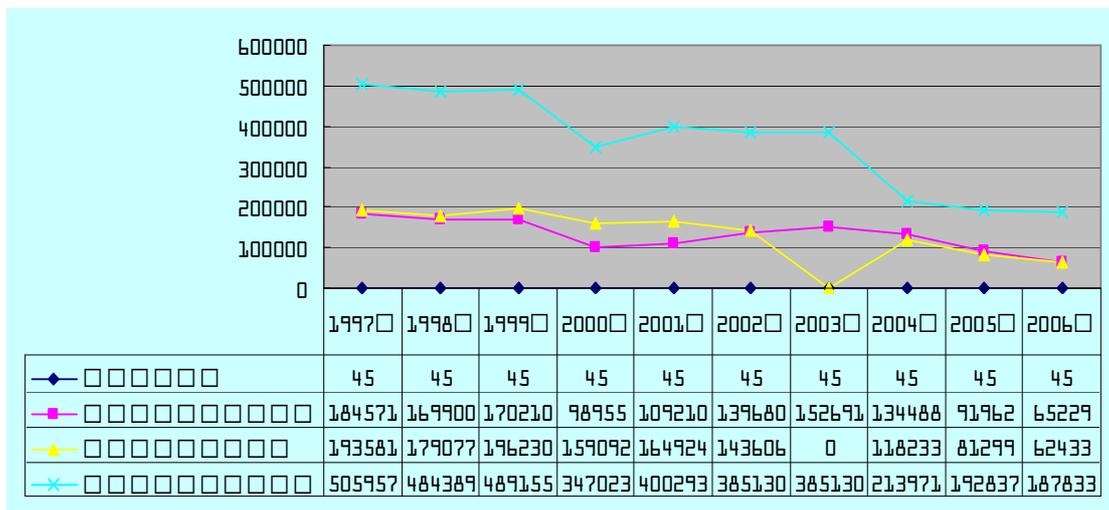
Since 1990s, broadcast and television universities have been developing for the orientation of combining diploma-oriented academic education and various kinds of skills training courses to urban learners and then to rural learners for satisfying the increasing needs of social and economic development for different talent people. After more than ten years' development, there are in China one Central Television University, 44 provincial television universities, 945 municipal television sub-universities (work stations), 1,842 county work stations of television university and 46,724 classes (teaching points), which have formed a comprehensively planned, hierarchically managed and well coordinated system of modern distance education. By 2007, altogether 5.59 million people had graduated with academic diplomas from the broadcast and television universities. Meanwhile, 18.57 million people had completed their non-academic on-the-post training, certificate-oriented education and continuing education during the during the period of

1990-2007.

6.2.1 Implementation of Distance Open Education

In 1999, with the approval of the Ministry of Education, the Central Broadcast and Television University took the lead and made joint efforts with regular universities and other ministries and commissions to implement the pilot project of distance open education for the purpose of promoting the construction of the lifelong education system and a learning-based society. By adopting the teaching form of broadcast and television as well as network-based mass media, the project offered courses in the forms of print materials, multimedia courseware and internet courses for realizing network-based learning in real sense. The major cultivation mode of this project was focused on the two-year specialized open education and four-year undergraduate open education. While adopting the credit system, the principles of “easier entrance and stricter exam marking schemes” and “separation of duties in teaching and exams” was taken. During 1999-2007, the broadcast and television open education system had 4.58 million freshmen, 2.38 million graduates and 2 million campus students. In China, there has formed the distance open education with Chinese characteristics and sustainable development capacity, which is featured by its whole operation system, flexible running mechanism, modern teaching methods (see Table 14) and integrated utilization of educational resources.

Table 14 Statistics about Broadcast and Television Universities and Enrolled Students in China (1997-2006)



Sources:

Department of Educational Development Planning under the Ministry of Education:
Statistical Yearbooks of Educational Cause in China (1997-2006), Beijing, People's Education Press.

6.2.2 Various Types of Non-diploma Education

Over the past ten years, the broadcast and television universities at all levels in China have been oriented by the concept of lifelong education and the principles of “integrating

learning and using, teaching for meeting practical needs and emphasizing practical effect” in offering continuing education to those in-service technicians and managerial staff and on-the-post training to those employed staff. The broadcast and television universities have also emphasized the socialized training projects for enhancing all citizens’ moral and science competence and the teaching contents for serving education for aged people and disable people and cultivating talents for military and civil purposes. In addition, they have also successfully cooperated with other sectors in implementing education for two types of certificates (diploma and vocational qualifications certificate) for integrating the diploma-oriented education with the training for vocational qualifications certificates. From 2001 to June 2005, the broadcast and television universities in China had offered various types of non-diploma education and training to 4.858 million person/times, with one million person/times each year on average, and provided examination service to 3 million person/times in the fields of finance, securities and insurance.

6.3 Development of Rural Distance Education and Training

Ever since 1990s, distance education in China has been enjoying rapid development, which is characterized by the transition from the preliminary simulation-technology-based broadcast and television to the satellite-based digital technology and the development from the traditional broadcast and television means to the integration of multimedia and network technology. Meanwhile, rural communities and families have been strengthened the sharing of their information technology equipment and resources for serving the whole rural society. In general, rural distance education is implemented mainly through the following means: China “Range Burning” Broadcast and Television School (hereinafter referred to as “Range Burning School”) attached to the Central Broadcast and Television University, Central Agricultural Broadcast and Television School (hereinafter referred to as Central Agricultural School) affiliated to the Ministry of Agriculture, and other forms of distance education in light of the local conditions and learning needs.

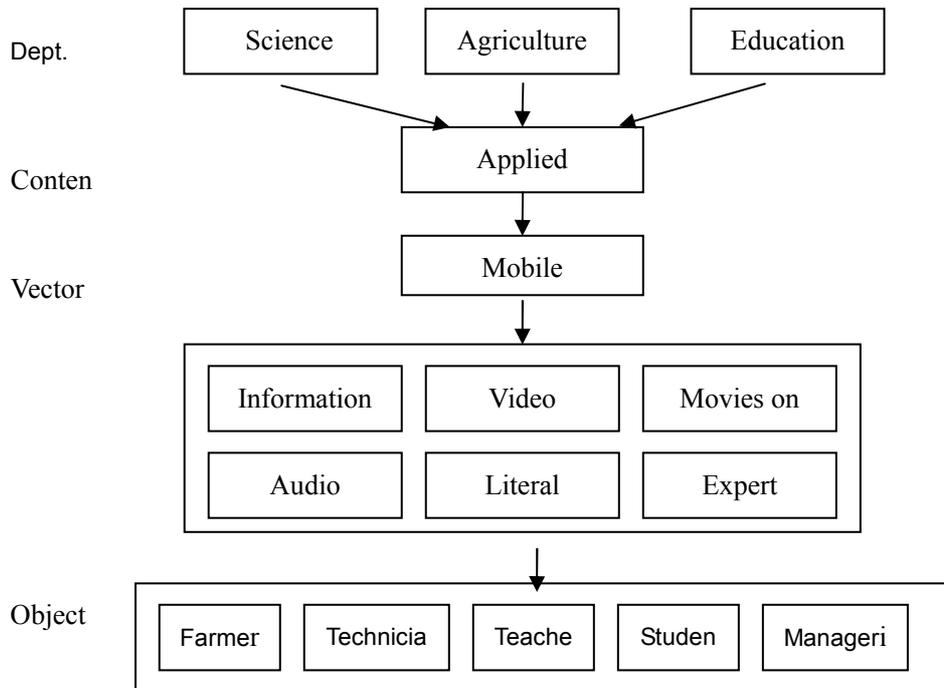
6.3.1 China Range Burning Broadcast and Television School

China Range Burning Broadcast and Television School (hereinafter referred to as “Range Burning School”) is an open school under the Central Broadcast and Television University. By utilizing such multimedia means as satellite television, IP digital broadcast, computer-based network, video materials, VCD, CAI courseware as well as other audio visual materials, the Range Burning School provides those rural employed people with training courses of applied techniques in rural life and production. By 2007, the Range Burning School had worked out more than 2,000 courseware of applied techniques. The total number of people who had learned said courses each year was 10 million person/times, and those farmers who had received training offered by the Range Burning School each year had exceeded 5 million person/times, thus forming the Range Burning education network based on television program as major teaching media.

**Range Burning Mobile Classroom:
Effective Vector of Distance Education to Rural Areas**

Liaoning Range Burning Broadcast and Television School took into consideration the farmers' strong desire for learning and becoming well-off and achieved remarkable results in the provision of Range Burning mobile classrooms to farmers.

1. General Plan:



2. Type and Reform of Mobile Classrooms:

The medium bus was used as a mobile classroom, in which a rotatable 29-inch TV set was hung for learners to watch inside and outside the bus simultaneously. The original three-row seats were reformed as a worktable, on which three video-recorders were placed, with one for displaying and the rest two for duplication. In addition, there were also a 16-mm film projectors, 2 sound boxes, a video camera, a camera, power equipment, 100 pieces of VHS video tapes and a variety of teaching materials. The mobile classroom has 10 seats for students to watch TV program and have group discussion.

3. Role and Effect:

Since the implementation of the Range Burning mobile classroom in May 1997, the team of mobile classroom has traveled a whole journey of 15,000 kilometers and visited 8 cities, 18 counties and 45 villages for publicizing knowledge of science and technology and offering training to farmers. Altogether 26,000 person/times of rural technicians and farmers had watched the 300-hour training courses on the spot. In addition, the establishment of more than 60 demonstration bases and the introduction of 48 new varieties of plants have resulted in an output increase of agricultural product by 30 million kilograms with a value of RMB30 million *yuan*. The practice of mobile classroom has energetically promoted the training at those local Range Burning schools and has been well received by local authorities and farmers.

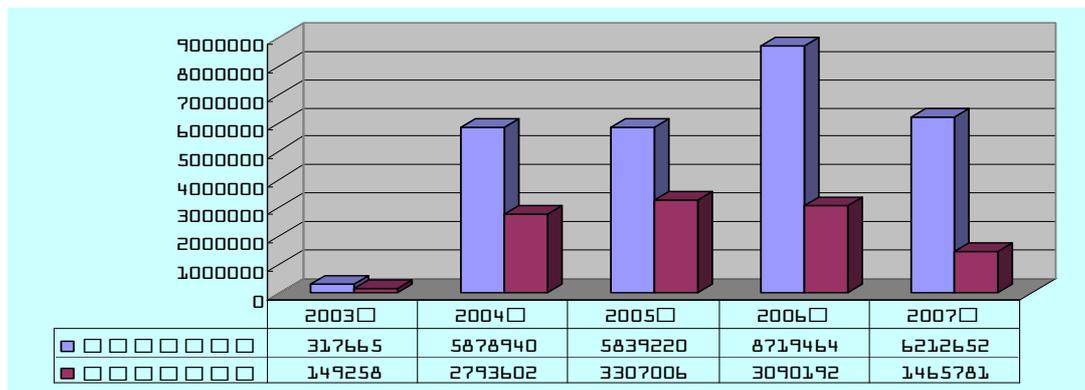
**Range Burning Broadcast and Television School in Tangshan, Hebei Province
Flexible and Variety of Teaching Forms for the Training of Applied Techniques**

The county-level and township-level Range Burning schools in Tangshan have taken into account the local conditions and offered suitable training course to the farmers. The training courses include *Prevention and Treatment of Tomato Leaf Mould in Greenhouse; Vegetables in Greenhouse; Techniques of Dry-raising and Sparse-planting Rice; Management of Spring Wheat; Ton-grain Field, Pig Raising, Fruit Farming; Pruning; Plastic Film Mulching of Vegetables; Scientific Farming; Scientific Fertilization of Wheat; Management Training for Leaders of Township Enterprises; Course of Accounting, etc.* These courses were offered in the following forms: integration of television program and teacher's lecture, integration of closed circuit television program and itinerancy video reproduction, integration of wired broadcast and distribution of written materials, on-the-spot training, counseling of science and techniques, mini-newspapers of science and techniques and black board newspaper. All these flexible ways of teaching have not only broadened the training coverage, but also enjoyed the extensive welcome of the trainees.

6.3.2 Central Agricultural Broadcast and Television School

As a specialized institution for distance education and training, the Central Agricultural Broadcast and Television School (hereinafter referred to as Central Agricultural School) was established in December 1980 jointly by the Ministry of Agriculture, the Ministry of Education and other 22 ministries and commissions under the State Council. Subordinate to the Ministry of Agriculture, the Central Agricultural School has 3,300 sub-schools with 23,000 teaching classes and more than 100,000 faculty and part-time teachers. Based on China Rural Distance Education Network, the Central Agricultural School offers specialized secondary-diploma-oriented education and various non-diploma-oriented education (See Table 15). By the end of 2007, the national system of agricultural broadcast and television schools had cultivated 226,000 secondary talents for rural areas and offered more than 100 specialties such as *Modern Planting Techniques; Modern Culture Techniques; Sanitation and Epidemic Prevention of Animals; Comprehensive Rural Management; and Development and Utilization of Rural Energy Resources.* More than 170 million person/times of farmers had received training of applied techniques, 15 million farmers had obtained certificates, 3.73 million received specialized secondary education, 790,000 people received vocational skills assessment, and 620,000 people received post-secondary continuing education and cooperative higher education. So far, agricultural broadcast and television schools have become an important position of rural vocational education, scientific training for farmers and rural applied talents.

Table 15 Statistics about Training for Rural Labor Transfer at Agricultural Broadcast and Television Schools in China (2003-2007)



6.3.3 ICT-based Training of Applied Techniques

Along with the rapid development of Information and communication technology (ICT) since 1990s, governments at all levels in China have followed the principle of “being feasible, applicable and effective” in the offering of various literacy education, post-literacy education, training of applied techniques, training for rural labor transfer, training of rural workers, training of grass-root rural administrators, continuing education of rural technicians and life education for farmers by means of broadcast, television, disk, video, computer and Internet. To offer training courses, the teachers went to the fields to play video record and demonstrate the operation skills. At the same time, the disks on techniques were also distributed free of charge to farmers to let them watch whenever they want.

Effective Practice of Training for Farmers in the Electronic Environment

Tianyuan Secondary Cultural and Technical School for Adults in Cixi City, Zhejiang Province has developed a new training mode of farmers in the electronic environment and the training mode was well received by farmers.

The school used cable television network to train farmers and cooperated with the township cable television station for producing and broadcasting 11 programs. The school also established “learning network for farmers” (www.cxnm.net.cn) for offering network-based training and made full use of computer network for collecting and distributing information. It was also the school’s practice to cooperate with the sector of telecommunications to open short-message platform for providing farmers with phonetic consulting, releasing weather forecast and information about agriculture, science and technology, educational programs and pest control knowledge. In light of the principle of “similar planting structure in those similar places”, 13 learning groups were formed among farmers, and 87 backbone farmers were cultivated, making the coverage of farmers training account for 70% of the industrial farmers in the township. Based on the regular relationship with Ningbo Academy of Agricultural Science, Ningbo Commission of Agriculture and Economy and related enterprises, the school adopted the mode of “research +base (rural families) + training” and made use of computers, television and telephones for giving various kinds of training to local citizens. They helped local farmers adjust the structure of planting, improve the variety of plants and enhance the planting skills for the purpose of increasing the output of agricultural production and the income of local households.

Chapter 7

Challenges and Prospect of Adult Education

Since 1997, adult education in China has obtained remarkable achievements in both size and effect and has played a great role in the aspects of improving all citizens’ competence and satisfying adults’ diversified needs for learning. However, we must be clearly aware that adult education in China is still facing severe challenges. Such challenges come from the knowledge-based economy’s demand for lifelong learning for improving laborers’ capacity and adapting to the rapid development of science and technology, from Chinese citizens’ individual demand for excellent and high-level education, from all citizens’ needs for their all-round development, and from the requirement for building the system of lifelong

learning and a learning-based society. Therefore, more energetic efforts must be made to bring into full play the role of adult education in China.

It is our sincere hope that this World Conference on Adult Education could help China and all participating member countries develop adult education in a more effective manner.

7.1 Challenges Confronted with Adult Education

7.1.1 Compared with Other Kinds of Education, the Position of Adult Education Needs to Be Further Enhanced.

In China, the legislation of adult education has not yet been included in the agenda and there lacks a clear framework of policies and a complete plan for the development of adult education. In addition, the funds for adult education are still not enough, the position and role of adult education has not yet been fully emphasized by the society, and there still lacks a national organization to coordinate different social sectors' efforts to develop adult education.

7.1.2 The Development of Adult Education Is Unbalanced in Different Regions.

In terms of fund and activity, the development of adult education in China is considerably unbalanced among those economically developed regions, sub-developed regions and under-developed regions. In terms of structure of adult education, school-based adult education and diploma-oriented adult education have been developing satisfactorily, but more energetic efforts have to be made to develop non-regular and non-formal education. An analysis of the fields of adult education indicates that those adult education projects for economic development constitute the majority, while those adult education projects for social development, social capital accumulation and public welfare need to be further reinforced.

7.1.3 There Exists the Need for the Establishment of the Organs and Measures to Acknowledge, Identify and Make Effective the Learners' Capacity in Different Learning Set-ups, Including the Experience Obtained in Non-regular and Non-formal Learning Set-ups.

As stated above, China has established the systems for issuing certificates and identifying formal schooling records, but the two systems are completely independent of each other without the space for mutual conversion and connection. The lack of identification of the experience of non-formal learning has made it difficult to improve the social position and social acceptance of adult education.

7.1.4 The specialized training of various adult educators must be further reinforced.

At present, the specialty of adult education for master's degree and doctoral degree is

offered in many universities, colleges and research institutes, but the number of graduate students for this specialty is not enough. What is more, there lacks the special channel for the training of adult educators. As a matter of fact, there have only established such two posts as adult education administrator and adult education teacher, without the post of adult education promoter or advisor. Furthermore, the post of adult education teacher as provided in the Chinese Teachers Law has not yet been materialized and the special training of adult education administrators needs to be offered. As to the research of adult education, only those projects on “teaching” are emphasized, but little attention has been paid to the studies on the difference between adult learners and traditional students and the studies on the contents, methods, time, place, form and process of adult learning in modern age.

We are fully aware of the important position and role of adult education and learning in the solving of the social problems and in the construction of the lifelong education system and a learning-based society. This World Conference on Adult Education will further benefit the development of adult literacy education, adult education and adult learning, satisfy adults’ diversified needs for learning and promote the Chinese adult education to better serve China’s drive for building a more flexible, open and learning-based society.

7.2 Expectations to This World Conference on Adult Education

7.2.1 We strongly appeal all member countries to further emphasize adult education by strengthening the legislation, policies, plans and macro management of adult education for guiding the development of adult education and guaranteeing adults’ right for learning.

7.2.2 We advocate that all member countries increase the investment in adult education by requiring both the central government and local authorities to set the minimum standard of allocation for adult education in the educational budget for the improvement of the environmental conditions and quality of adult education.

7.2.3 We appeal all member countries to integrate adult education and non-formal education by stressing the establishment of the effective and mutually-connected network between formal learning and non-formal learning and requiring all relevant sectors to serve adults’ learning activities, give them more chance for learning and satisfy their needs in learning.

7.2.4 We advocate to have more international cooperation and exchange in the field of adult education, including regional exchange, cooperative studies and mutual visits.

7.2.5 We propose to give impetus to the research on the inspection and assessment of adult learning projects, better the policy environment and improve the effectiveness and pertinence of adult education.

7.2.4 We suggest that those member countries’ successful experience and projects of adult education and learning be selected for worldwide dissemination.

In the years to come, adult education in China is aimed at playing an important role in the construction of the lifelong learning system and the learning-based society. Specifically, the distance among different types of adult education should be narrowed and adult education should become the learning practice of each adult. To achieve this goal, the government, social sectors, schools and individual citizens should make joint efforts, and the international cooperation in the field of adult education is also expected. It is certain that China will make joint efforts with all other countries to realize the goal of establishing a learning-based society in which all people have the chance to learn.

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Attachments: Tables of Basic Data

I. Economy and Population

Table 1.1 Statistics about GDP, Financial Revenue and Financial Expenditure (1997-2005)

Year	GNP □in 100 million yuan□	GDP □in 100 million yuan□	GDP per capita □yuan/person□	Financial Revenue □in 100 million yuan□	Financial Expenditure □in 100 million yuan□
1997	73142.7	74462.6	6053	8651.14	9233.56
1998	78017.8	79395.7	6392	9875.95	10798.18
1999	80422.8	81910.9	6534	11444.08	13187.67
2000	88189.6	89403.6	7078	13395.23	15886.50
2001	94346.4	95933.3	7543	16386.04	18902.58
2002	103553.6	104790.6	8184	18903.64	22053.15
2003	116603.2	117251.9	9101	21715.25	24649.95
2004	136584.28	136875.9	10561	26396.47	28486.89
2005	183956.1	183084.8	14040	31649.29	33930.28

Sources:

1. *China Statistical Yearbook (1997-2005)*, China Statistics Press, Beijing
2. Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Cause (1997-2005)*, Beijing, People's Education Press

Table 1.2 Statistics about Population Structure (1997-2005)

(in 10,000)

Year	Total population	Male population	Percentage In total population	Female population	Percentage in total population	Urban population	Percentage in total population	Rural population	Percentage in the total population
1997	123626	63131	51.07	60495	48.93	36989	29.92	86637	70.08
1998	124810	63629	50.98	61181	49.02	37942	30.40	86868	69.60
1999	125909	64189	50.98	61720	49.02	38892	30.89	87017	69.11
2000	126583	65355	51.63	61228	48.37	45844	36.22	80739	63.78
2001	127627	65672	51.46	61955	48.54	48064	37.66	79563	62.34
2002	128453	66115	51.47	62338	48.53	50212	39.09	78241	60.91
2003	129227	66556	51.50	62671	48.50	52376	40.53	76851	59.47
2004	129988	66976	51.52	63012	48.48	54283	41.76	75705	58.24
2005	130756	67375	51.53	63381	48.47	56212	42.99	74544	57.01

Sources:

1. *China Statistical Yearbook (1997-2005)*, China Statistics Press, Beijing
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Table 1.3 Statistics of the 4th and 5th National Census

indicators	1990	2000
Total population □in 10,000□	113368	129533
Including: male	58495	65355
Female	54873	61228
Gender ratio□with female as 100□	106.60	106.74

	Average family size □ person/family □		3.96	3.46
	Population of age group □ % □			
	0 □ 14		27.69	22.89
	15 □ 64		66.74	70.15
	65 and above		5.57	6.96
	Population by nationality			
	Han nationality	□ in		
	10,000 □		104248	115940
	Percentage in total population □ % □		91.96	91.59
	Minority nationality	□ in		
10,000 □	10,000 □		9120	10643
	Percentage in total population □ % □		8.04	8.41
	Population by educational level □ in 10,000 □			
	Two-year college graduation and above		1422	4571
	Senior secondary or specialized secondary school graduation		8039	14109
	Junior secondary school graduation		23344	42989
	Primary school graduation		37057	45191
	Number of illiterates and illiteracy rate above 15			
	Number of illiterates	□ in		
10,000 □	10,000 □		18003	8699
	Percentage in the population at and above 15 □ % □		15.88	9.08
	Urban and rural population	(in		
10,000 □	10,000 □			
	Urban population		29971	45594
	Rural population		83397	80739
	Average life expectancy		68.55	71.40
	Male		66.84	69.63
	Female		70.47	73.33

Sources:

1. State Bureau of Statistics: *Bulletin of Key Statistics of 4th National Census (1990)*;
2. State Bureau of Statistics: *Bulletin of Key Statistics of 5th National Census (2000)*;
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II. General Situation of Educational Development

Table 2.1 Indicators of Educational Development (in 10,000 or %)

Year	Number of schools	Number of students	Number of faculty	Education population	Proportion of education population
1997	157	31076	1577	32653	26.7
1998	155	31809	1580	33389	27.0
1999	159	32672	1596	34268	27.5
2000	149	32093	1592	33685	26.8
2001	135	32135	1574	33709	26.6
2002	117	31873	1579	33452	26.2
2003	96	31989	1610	33599	26.2
2004	68	32558	1597	34155	26.4

2005	65	31621	1624	38528	25.6
2006	63	31860	1652	33512	25.6

Source:

Website of the Ministry of Education: <http://www.moe.gov.cn/edoas/website18/info33481.htm>

Table 2.2 Gross Enrollment Rates of Education at Difference Levels

year	Primary by local required age	Junior secondary aging 12-14	Senior secondary aging 1-17		Higher education (18-22)
			Pre-service	All time	
1997	104.9	87.1	33.8	40.6	9.1
1998	104.3	87.3	34.4	40.7	9.8
1999	104.3	88.6	35.8	41.0	10.5
2000	104.6	88.6	38.2	42.8	12.5
2001	104.5	88.7	38.6	42.8	13.3
2002	107.5	90.0	38.4	42.8	15.0
2003	107.2	92.7	42.1	43.8	17.0
2004	106.6	94.1	46.5	48.1	19.0
2005	106.4	95.0	50.9	52.7	21.0
2006	106.3	97	57.7	59.8	22.0

Source:

Website of the Ministry of Education: <http://www.moe.gov.cn/edoas/website18/info33481.htm>

Table 2.3 Average Enrolled Students in Every 100,000 Population

Year	Universities and colleges	Senior secondary schools	Junior secondary schools	Primary schools	Kindergartens
1997	482	1905	4289	11435	2058
1998	519	1978	4408	11287	1944
1999	594	2032	4656	10855	1864
2000	723	2000	4969	10335	1782
2001	931	2021	5161	9937	1602
2002	1146	2283	5240	9525	1595
2003	1298	2523	5209	9100	1560
2004	1420	2824	5058	8725	1617
2005	1612	3070	4781	8358	1676
2006	1816	3321	4557	8192	1731

Source:

Website of the Ministry of Education: <http://www.moe.gov.cn/edoas/website18/info33493.htm>

Table 2.4 Net Enrollment Rate of Primary Schools in China (1997-2006) (%)

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Net enrollment rate of primary schools	98.9	98.9	99.1	99.1	99.1	98.6	98.7	98.9	99.15	99.27

Source:

Department of Educational Development Planning under the Ministry of Education: *China*

III. Situation of Adult Primary Education

Table 3.1 Statistics about Adult Literacy Education (1997-2006)

(in 10,000)

Year	New literates	New female literates	Trainees	Faculty of literacy education	Teachers of literacy education
1997	403.57	246.6	353.00	15.10	4.18
1998	320.89	197.4	311.09	13.79	4.49
1999	299.27	182.8	283.19	13.64	3.74
2000	258.04	152.6	252.99	10.87	2.84
2001	220.51	129.6	201.49	8.89	2.32
2002	174.45	103	177.39	8.07	2.28
2003	203.14	105.8	195.22	8.63	2.87
2004	204.58	108.7	242.54	10.84	2.89
2005	169.05	94.8	192.44	8.94	3.17
2006	164.61	91.0	167.46	8.24	2.89
2007	95.78	58.96	103.76	7.23	2.79

Source:

Ministry of Education: *Statistical Bulletin of Educational Cause in China (1997-2006)*,
China Education Daily

Table 3.2 Method for Examination and Evaluation of County-level Units for Elimination of Illiteracy among Young and Middle-aged Citizens (for Trial)

Method for Examination and Evaluation of County-level Units for Elimination of Illiteracy among Young and Middle-aged Citizens (for Trial)	
Chapter One Scope and Units	
Article 1	The check and acceptance of county-level units for fulfillment of the objective of elimination of illiteracy among young and middle-aged citizens shall be organized and implemented by the people's governments of provinces, autonomous regions and municipalities in accordance with the state documents and this method. The State Education Commission shall take the responsibility for guiding, supervising and checking the progress of this work..
Article 2	Objects of check and evaluation: counties, cities without districts, districts in a city and other county-level administrative units determined by the provincial people's government for elimination of illiteracy among young and middle-aged citizens.
Chapter Two Indicators for Check and Evaluation	
Article 3	Standards for checking and evaluating units for elimination of illiteracy among young and middle-aged citizens:

1. The literate citizens above 15 (born after October 1, 1949) must be over 95% of the total population in the unit in rural areas and 98% in institutions, enterprises and urban areas;
2. Primary education has been popularized;
3. For the past three years, the consolidation rate of new literate citizens has been kept over 95%;
4. All the administrative villages, urban residents' committees and enterprises and institutions at the same level (except those units with special difficulties) under jurisdiction have reached the above standards;
5. All townships (rural towns) and administrative villages under jurisdiction have established cultural and technical schools or teaching stations for farmers (except those sparsely populated places).

Article 4 Indicators for school facilities:

1. Administrative organs of adult education have been set up at both county and township levels and full-time staff members have been equipped in accordance with the national and provincial requirements;
2. All the township and village cultural and technical schools or teaching stations have been equipped with full-time officials, teachers and basic teaching facilities and offer education and training to farmers in a planned way;
3. Relevant provisions made by the State Council, the State Education Commission and government of province, autonomous region and municipality on the fund for literacy education and farmers education have been carefully implemented.

Chapter Three Procedure for Check and Evaluation

Article 5 Once the self-check proves that a county, county-level city or district has satisfied the above-mentioned standards for elimination of illiteracy among young and middle-aged citizens, an application is filed with the prefectural commission or city government, and then to the government of province, autonomous region or municipality after examination-based approval;

Article 6 The people's government of province, autonomous region or municipality organizes relevant departments to set up a special team for conducting check and acceptance according to relevant documents and methods each year. Once any county, county-level city or district has been checked by the special team as fulfillment of the above-mentioned indicators, it shall be identified as being qualified in the elimination of illiteracy among young and middle-aged citizen. The check and acceptance report should be submitted to the State Education Commission by the end of July each year.

Article 7 The State Education Commission shall make random samplings to check the situations of those counties, county-level cities and districts which have been checked and accepted as being qualified in the elimination of illiteracy among young and middle-aged citizens by the government of province, autonomous region or municipality.

Chapter Four Method for Commending the Advanced

Article 8 Once any county, county-level city or district is checked and approved as being qualified in the elimination of illiteracy among young and middle-aged citizens, the people's government of province, autonomous region or municipality shall grant the title of "Qualified County (City or District) in the Elimination of Illiteracy among Young and Middle-aged Citizens" and reward both a medal and bonus.

Article 9 On the basis of the check and acceptance reports submitted by the people's governments of provinces, autonomous regions and municipalities, the State Education Commission shall conduct random-sampling-based rechecks of those counties, county-level cities and

districts qualified in the elimination of illiteracy among young and middle-aged citizens before announcing a list of the qualified counties and rewarding them.

Article 10 All those counties, county-level cities and districts approved as being qualified and rewarded must adopt measures and offer post-literacy education to those new literate citizens for consolidating the achievements of literacy education. Where any unit is found in the random-sampling-based recheck to have not fulfilled the standards, the granted title of "Qualified County (City or District) in the Elimination of Illiteracy among Young and Middle-aged Citizens" must be revoked by the granting government (except for the cases of *force majeure*).

Table 3.3 Statistics about Adult Primary Schools (1997-2006)

(in 10,000)

Year	Schools	Enrolled pupils	Graduates	Total enrollment	Number of faculty
1997	19.37	600.54	672.51	616.06	21.10
1998	18.50	496.62	548.54	538.55	19.44
1999	18.01	519.70	558.15	536.83	18.97
2000	15.68	452.52	499.45	480.88	16.24
2001	13.55	422.31	448.37	422.70	14.10
2002	10.64	432.96	489.33	467.83	11.68
2003	8.27	----	393.32	381.49	12.41
2004	6.95	----	359.62	384.19	14.03
2005	6.15	----	297.64	307.76	11.61
2006	5.49	----	275.54	265..16	10.75

Source:

Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Cause (1997-2005)*, Beijing, People's Education Press

IV. Situation of Adult Secondary Education

Table 4.1 Statistics about Adult Junior Secondary Education (1997-2006)

(in 10,000)

Year	Schools	Enrolled pupils	Graduates	Total enrollment	Number of faculty
1997	3315	44.42	39.32	44.33	0.97
1998	3119	31.38	32.83	38.16	0.90
1999	2386	18.62	21.87	22.04	0.79
2000	2001	14.67	15.82	18.77	0.79
2001	2183	20.35	17.97	19.74	0.76
2002	1802	17.77	15.60	25.01	0.80
2003	1920	----	61.39	52.82	0.82
2004	1980	----	67.76	48.78	0.88
2005	2064	----	77.59	51.27	0.89
2006	1546	----	80.31	50.44	0.82

Source:

Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Cause (1997-2005)*, Beijing, People's Education Press

Table 4.2 Statistics about Adult Senior Secondary Education (1997-2006)

(in 10,000)

Year	Number of Schools	Number of graduates	Total enrollment
1997	2430	25.39	40.51
€	2700	27.82	39.63
1999	2891	29.75	43.15
2000	1939	22.84	32.4
2001	1723	22	31.02
2002	1463	23.81	33.52
2003	1317	16.48	21.85
2004	955	13.86	19.37
2005	974	12.41	21.81
2006	839	12.41	17.47

Source:

Ministry of Education: *Statistical Bulletin of Educational Cause in China (1997-2006)*,
China Education Daily

Table 4.3 Statistics about Specialized Adult Secondary Education (1997-2006)

(in 10,000)

Year	Number of schools	Number of graduates	Total enrollment	Number of faculty
1997	5113	91.22	266.38	23.55
1998	5068	122.14	341.87	23.16
1999	5165	118.81	302.12	23.23
2000	4634	111.40	240.28	20.84
2001	4113	90.63	189.16	18.21
2002	3473	68.86	153.29	14.52
2003	2823	40.03	105.45	12.61
2004	2742	39.55	103.35	12.53
2005	2582	39.39	112.55	12.13
2006	2350	39.94	107.59	11.12

Sources:

1. Ministry of Education: *Statistical Bulletin of Educational Cause in China (1997-2006)*, China Education Daily
2. Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Cause (1997-2005)*, Beijing, People's Education Press

Table 4.4 Statistics about Specialized Adult Secondary Education (1997-2006)

(in 10,000)

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2002	3473	68.86	153.29	14.52
2003	2823	40.03	105.45	12.61

2004	2742	39.55	103.35	12.53
2005	2582	39.39	112.55	12.13
2006	2350	39.94	107.59	11.12

Sources:

1. Ministry of Education: *Statistical Bulletin of Educational Cause in China (1997-2006)*, China Education Daily
2. Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Cause (1997-2005)*, Beijing, People's Education Press

Table 4.5 Coverage of Rural Adult Cultural and Technical Schools (%)

Year	Number of counties	Number of county-run adult schools	Coverage rate at county level	Number of townships in China	Township-run adult schools	Coverage rate at township level
2001	2074	2539	121%	43735	44002	101%

Sources:

1. *China Statistical Yearbook (2001)*, China Statistics Press
2. *China Statistical Yearbook of Educational Cause (2001)*, People's Education Press

V. Situation of Adult Higher Education

Table 5.1 Statistics about Adult Higher Education (1997-2006)

(in 10,000)

Year	Number of schools	Enrolled students	Total enrollment	Number of graduates
1997	1107	100.36	272.5	89.20
1998	962	100.14	282.22	82.57
1999	871	115.77	305.49	88.82
2000	772	156.15	353.64	88.04
2001	686	195.93	455.98	93.06
2002	607	222.32	559.16	117.50
2003	558	---	559.16	117.50
2004	505	221.16	419.80	189.62
2005	481	193.03	436.07	166.79
2006	444	184.44	524.88	81.52

Sources:

1. Ministry of Education: *Statistical Bulletin of Educational Cause in China (1997-2006)*, China Education Daily
2. Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Cause (1997-2006)*, Beijing, People's Education Press

Table 5.2 Statistics about National Examination of Higher Education for Self-learners (1997-2006)

(in 10,000)

Year	Number of examinees	Number of examinees granted the certificate
	945.10	27.03
	1091.09	31.87
	1305.16	42.20
	369.13	48.89
2001	1330.43	64.10
2002	1285.05	129.42

2003	1155.91	70.45
2004	1234.53	76.81
2005	1058.04	254.26
2006	949.24	68.28

Sources:

1. Ministry of Education: *Statistical Bulletin of Educational Cause in China (1997-2006)*, China Education Daily
2. Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Cause (1997-2006)*, Beijing, People's Education Press

VI. Situation of Various Adult Training

Table 6.1 Statistics about Graduates of Various Adult Training Classes (1997-2006) (in 10,000)

Year	Number of graduates of non-diploma-oriented higher education	Number of graduates from adult vocational training schools
1997	239.99	8579.26
1998	279.50	8682.41
1999	255.28	10156.88
2000	252.12	9396.22
2001	257.69	9270.44
2002	427.39	8118.81
2003	353.25	7242.08
2004	318.84	6957.34
2005	373.39	6743.87
2006	249.56	5567.25

Source:

Ministry of Education: *Statistical Bulletin of Educational Cause in China (1997-2006)*, China Education Daily

Table 6.2 Statistics about Workers Technical Training Schools (1997-2006) (in 10,000)

Year	Number of schools	Number of graduates	Number of registered students	Number of faculty
1997	10858	557.88	386.22	8.12
1998	9926	480.54	310.09	9.41
1999	11326	609.23	386.40	9.0
2000	10630	588.89	364.06	8.89
2001	11500	538.13	340.68	7.16
2002	10435	437.00	288.87	5.46
2003	4944	316.41	281.24	4.49
2004	4301	248.03	185.23	3.47
2005	4230	193.37	172.34	5.06
2006	3177	225.19	192.11	4.26

Source:

Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Cause (1997-2006)*, Beijing, People's Education Press

Table 6.3 Statistics about Rural Adult Cultural and Technical Training Schools (1997-2006) (in 10,000)

Year	Number of	Number of	Number of registered	Number of
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	schools	graduates	students	faculty
1997	443691	8021.39	5340.66	38.17
1998	454924	8201.87	462.77	41.61
1999	522889	9547.65	6750.23	44.71
2000	474926	8807.33	6022.58	40.51
2001	496384	8732.31	6417.11	41.35
2002	379069	7681.81	5752.57	34.27
2003	214529	5765.48	4549.43	27.76
2004	191704	5127.20	4684.23	27.05
2005	166601	4793.18	3729.34	25.07
2006	150955	4520.58	3842.36	23.26

Source:

Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Cause (1997-2006)*, Beijing, People's Education Press

VII. Investment of Educational Funds

Table 7.1 Relevancy Analysis of Financial Investment in Education and GDP (1997-2006)

Year	National educational funds (in 100 million <i>yuan</i>)	GDP (in 100 million <i>yuan</i>)	Percentage of educational funds in GDP (%)	Growth rate of educational funds over previous year (%)
1997	2531.73	78973.0	3.21	11.9
1998	2949.06	84402.3	3.49	16.5
1999	3349.04	89677.1	3.73	13.6
2000	3849.08	99214.6	3.88	14.9
2001	4637.66	109655.2	4.23	20.5
2002	5480.03	120332.7	4.55	18.2
2003	6208.27	135822.8	4.57	13.3
2004	7242.60	159878.3	4.53	16.7
2005	8418.84	183867.9	4.58	16.2
2006	9815.31	210871.0	4.65	16.6

Source:

1. State Bureau of Statistics: *China Statistical Yearbook (2007)*, Beijing, China Statistics Press, p.57
2. Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Funds (1998-2007)*, Beijing, China Statistics Press

Table 7.2 Relevancy Analysis of Financial Fund for Adult Schools and National Educational Expenditure (1997-2006)

Year	National educational funds (in 100 million <i>yuan</i>)	Total funds for adult schools (in 100 million <i>yuan</i>)	Percentage of educational funds for adult schools in the total national funds (%)	Growth rate of educational funds for adult schools over previous year (%)
1997	2531.73	81.76	3.2	12.1
1998	2949.06	86.38	2.9	5.7
1999	3349.04	97.18	2.9	12.5
2000	3849.08	111.13	2.9	14.4
2001	4637.66	123.27	2.7	10.9
2002	5480.03	138.77	2.5	12.6
2003	6208.27	164.56	2.7	18.6

2004	7242.60	177.37	2.4	7.8
2005	8418.84	158.78	1.9	-10.5
2006	9815.31	174.31	1.8	9.8

Source:

- 2. State Bureau of Statistics: *China Statistical Yearbook (2007)*, Beijing, China Statistics Press, p.57**
- 2. Department of Educational Development Planning under the Ministry of Education: *China Statistical Yearbook of Educational Funds (1998-2007)*, Beijing, China Statistics Press**