

Policy of Enlarging Higher Education participation in China: Perspective of Lifelong Learning

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Overview

1. Background

Why so importance attached to lifelong learning in China?

2. Chinese higher education system

Governance, types and scale of HEIs, quality control

3. Characteristics of enlarging Chinese higher education Participation

4. Enlarging Chinese higher education in the next decade

National Outline for Medium and Long Term Educational Reform and Development (2010-2020)



Theme 1: Background

- Why do the Chinese government and people attach so much importance to lifelong learning?
 - Economic context
 - Political context
 - Demographic context
 - Cultural context



Cultural Context

- **Cultural tradition of respecting education**
- **Confucius ‘philosophy of education’**
- **Chinese families would choose to lower their living standard so as to support their children for further and better education.**



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Economic Context

- Economic growth
 - Growth of national GDP: an annual rate of nearly 10% in terms of GDP in the past two decades
- Transition of the Economic Mode
 - From extensive mode to intensive mode
 - More talents needed by the growing economy
- An emerging middle class
 - A better education becomes affordable for many families
 - The one-child policy has made parents more willing than ever to invest in education



Political Context

- In response to the call to “create a harmonious society”
- Dedicated to providing equal opportunities for citizens and encouraging their involvement in the democratic process



Demographic Context

- Demographic Characteristics (2009)
 - The world's largest population of more than 1.3 billion
 - Citizens with higher education of two years and above among the 25-64 age group

China 9.9%

OECD countries 24%

Japan ,USA and Canada >30%



Demographic Context

- **The labour market pressure for China**
 - A large proportion of rural residents
 - Dual economy
 - Transition from planned economy to market economy
 - Unemployment as a major social issue
- Sources of the unemployment issue
 - The continued increase of labour supply
 - The migration of rural labour to non-agricultural sectors
 - Structural unemployment
 - higher demand on qualifications
 - higher concentration of skills



Background: Summary

- Lifelong Learning is instrumental in stimulating the economy and developing human resources.
- Various demands and conflicts need to be reflected in lifelong learning policies. For example , **China is now a greater number of larger enrollment in distance education.**
- Therefore, the formulation of every educational policy should be a deliberate process.



Theme 2: The System of Chinese Higher Education

- **Governance of Higher Education**
- **Types of Higher Education**
- **Institutions of Higher Education**
- **Enrollments in Higher Education**
- **Quality Control System**

Governance

- Central government
 - Policy-making
 - Key universities
- Provincial government
 - Local colleges and universities



Types of Post-secondary Education in China

Vocational education: 2-3 years

Bacheloreate education: 4 years

Masteral education: 2-3 years

Doctoral education: 3 years or more



Higher Education Institutions (in 2009) Total 2689

Regular Institutions 2305

- 2-yr HEIs 1215
(Non-degree programs)
- 4-yr HEIs 1090

(Offering degree programs)

- Including 322 independent affiliated colleges

Other Institutions

- Adult HEIs 384
- Non-governmental HEIs 812

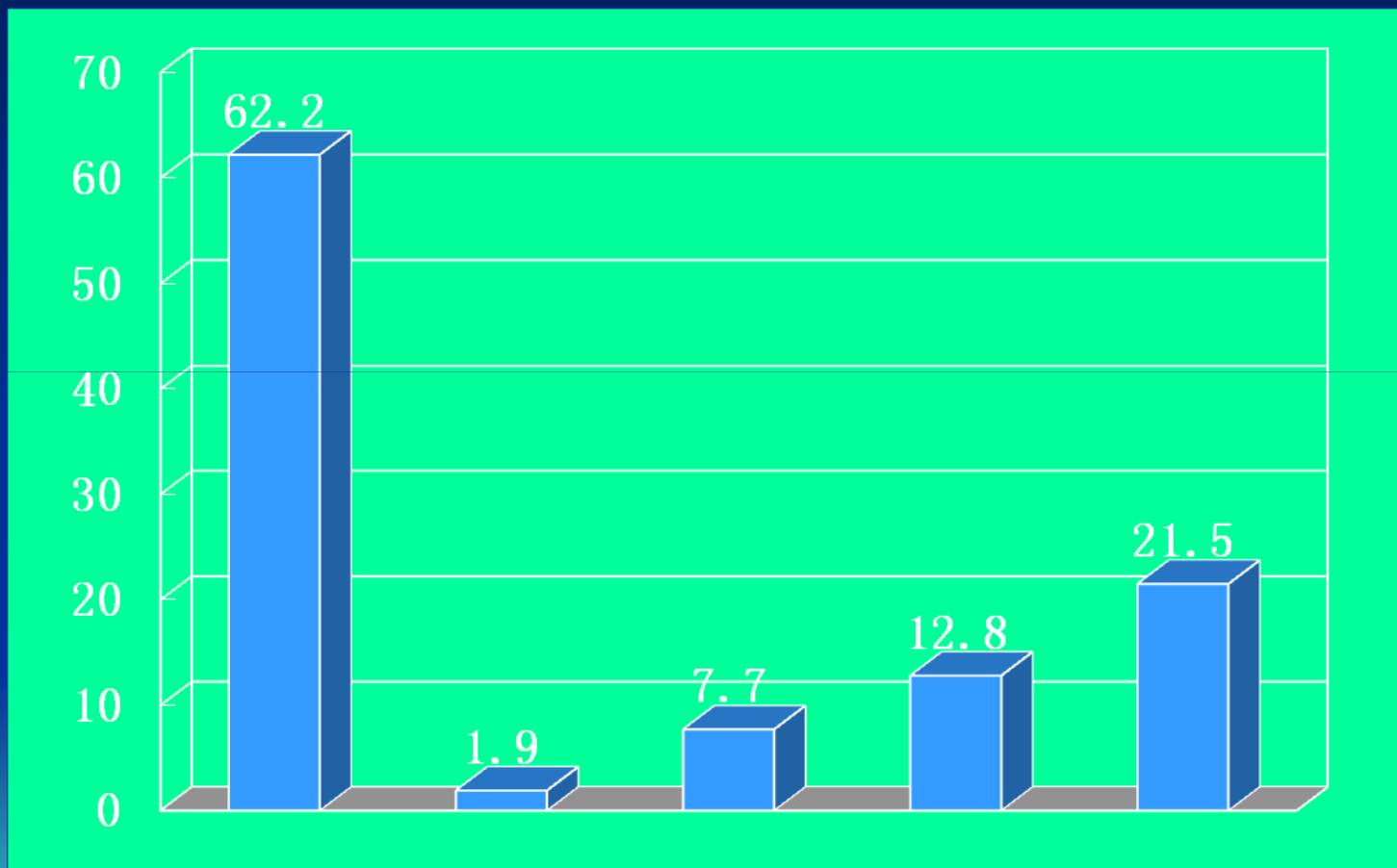


Non-governmental Education

- **Total Non-governmental Institutions**
- **106500 (in which :higher educational institutions 658).**
- **Total Students :30.65 million**
- **(In which: higher educational students**
- **4.46 million).**



Non-governmental Education



Comparison Indicators

	2000	2005	Increase	2009	2020
Gross Enrollment Rate	12.5%	21%	+8.5 %	24.2%	40%
Total Enrollments (million)	12.30	23.00	+10.70	29.79	35.50
Enrollment in Regular HEIs (million)	5.56	1.562	+10.06	21.45	
Graduate Students (million)	0.3	0.98	+0.68	1.40	2.00
Adult HE (million)	3.54	4.36	+0.82	5.42	
Average received education years above 15	8	8.5	+0.5	9.5	11.2
Average received education years for new workforce	9	10	+1	12.4	13.5

Quality Control System

- Education-examination system
- Schooling-certification system
- Academic degree system (bachelor, master and doctor)
- Education supervision and evaluation system



Issues: Overview

- Insufficient Funding
- Debate on Public Education and Market Economy
- Reform of the System of Higher Education Administration
- Quality Assurance
- Equity



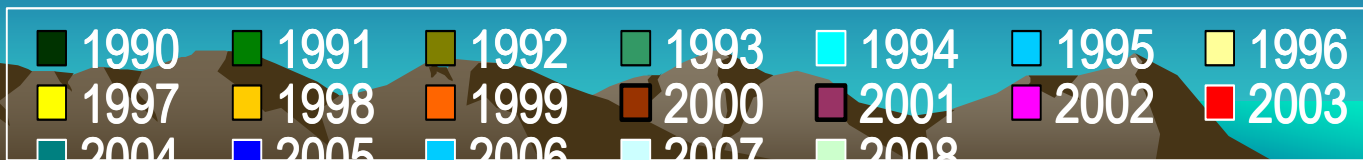
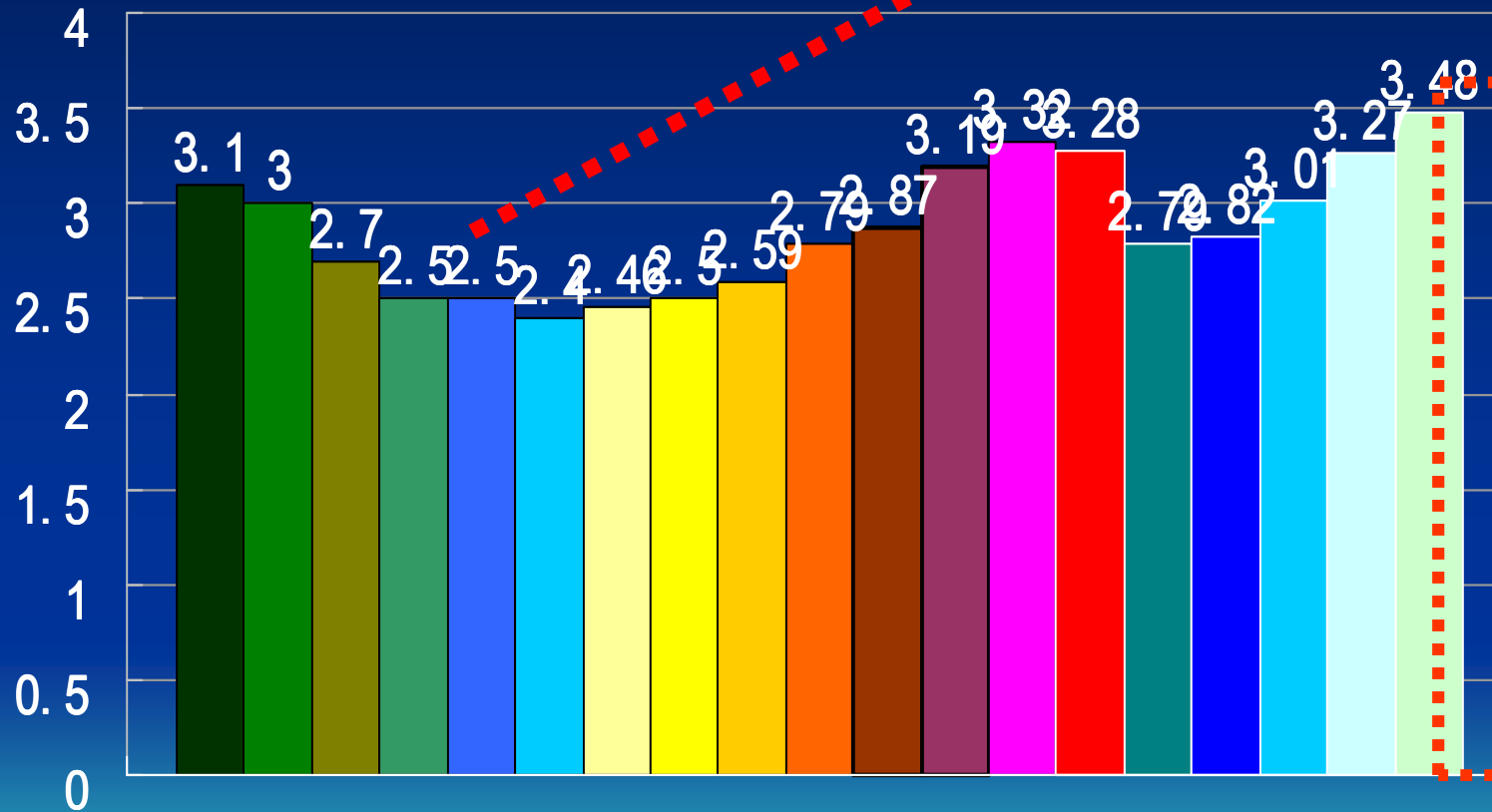
Issue 1: Insufficient Funding

- Sources of Revenue
 - Government
 - Society
- In 2008 , the percentage of input by Government and society is 4.82% .
- - Government 3.48%
 - Society 1.34%



The Responsibility of Government: The Percentage of Education Budget in National GDP during 1990-2008

4% 2012 ?



Issue 2: Public Education and Market Economy

- **The debate on education industry**
 - **Public goods: some European countries**
 - **Sub-public goods: Japan, Korea**
 - **Mixture: USA, UK, Australia, New Zealand**
 - **Private goods: none**



Issue 2: Public Education and Market Economy

- **Education property**
 - Pre-compulsory education: non-public
 - Compulsory education: public
 - Post-compulsory: mixed



Issue 2: Public Education and Market Economy

- Policy Solutions
 - Identify government functions
 - Economic adjustment , market supervision, social management, public services
 - Adjust public education policies towards:
 - Matching the authority with responsibility
 - Averting abuse of authority



Problems hindering the progress of enlarging higher education participation


- * articulation and transfer between formal, nonformal and informal learning have not been institutionalized.**
- * governance system for lifelong learning is far from perfect, including quality control, financing and so on.**
- * accreditation system of nonformal and informal have not been established.**



Theme 3: Enlarging higher
education participation from
perspective of lifelong learning



Characteristics of Chinese policy for enlarging higher education participation

- **Regular HEIs are more lifelong-learning-oriented**
 - **Radio and Television Universities is becoming increasingly open to adult**
 - **Self-taught examination system is diversified to adapted to lifelong learning**
 - **Non formal education programs are developed rapidly**
 - **Articulation and transfer between formal, nonformal and informal learning**
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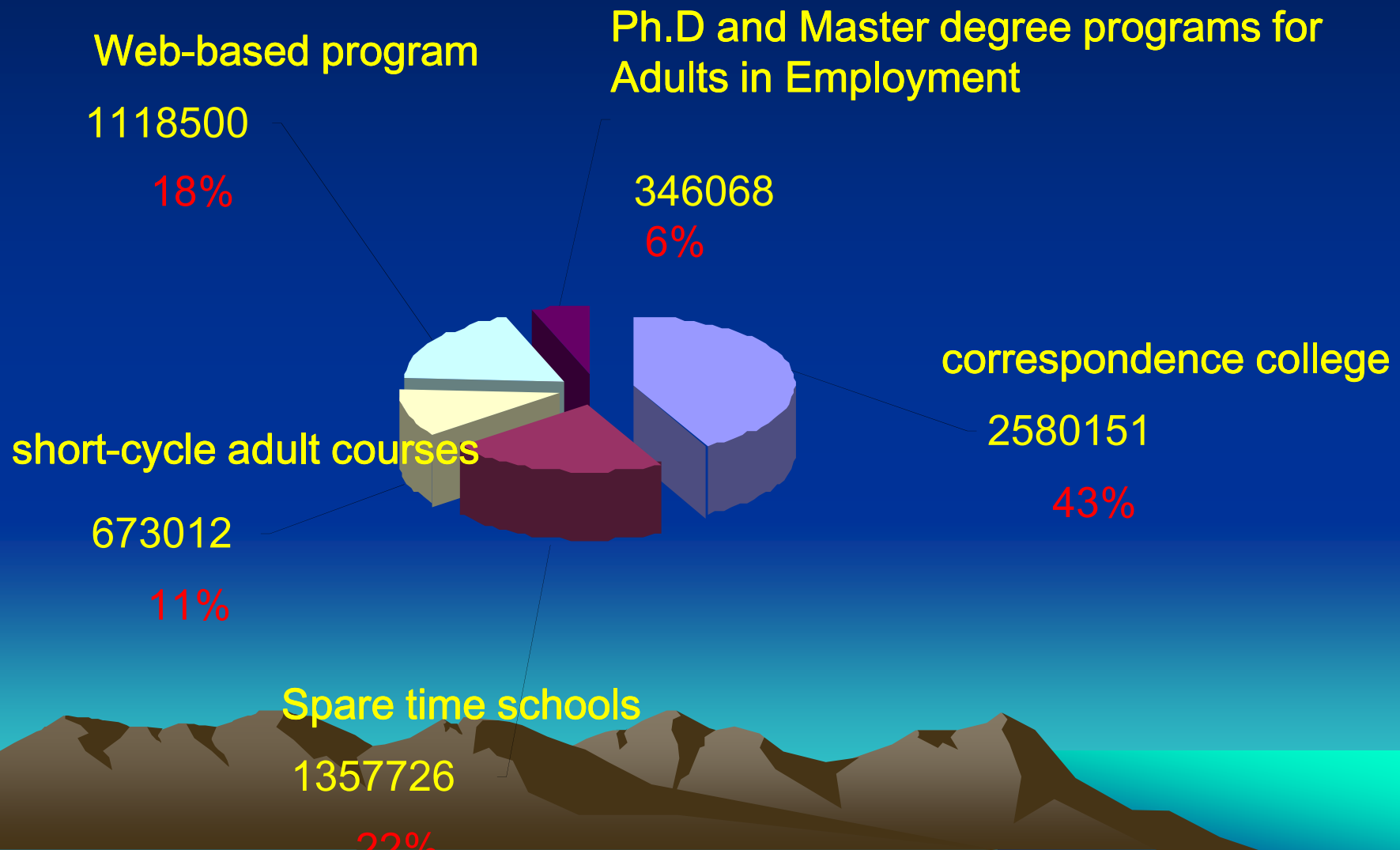
Regular HEIs are more lifelong-learning-oriented

Regular HEIs has several decades history of participating in adult education by such ways as independent correspondence college, spare time schools, short-cycle adult courses etc.

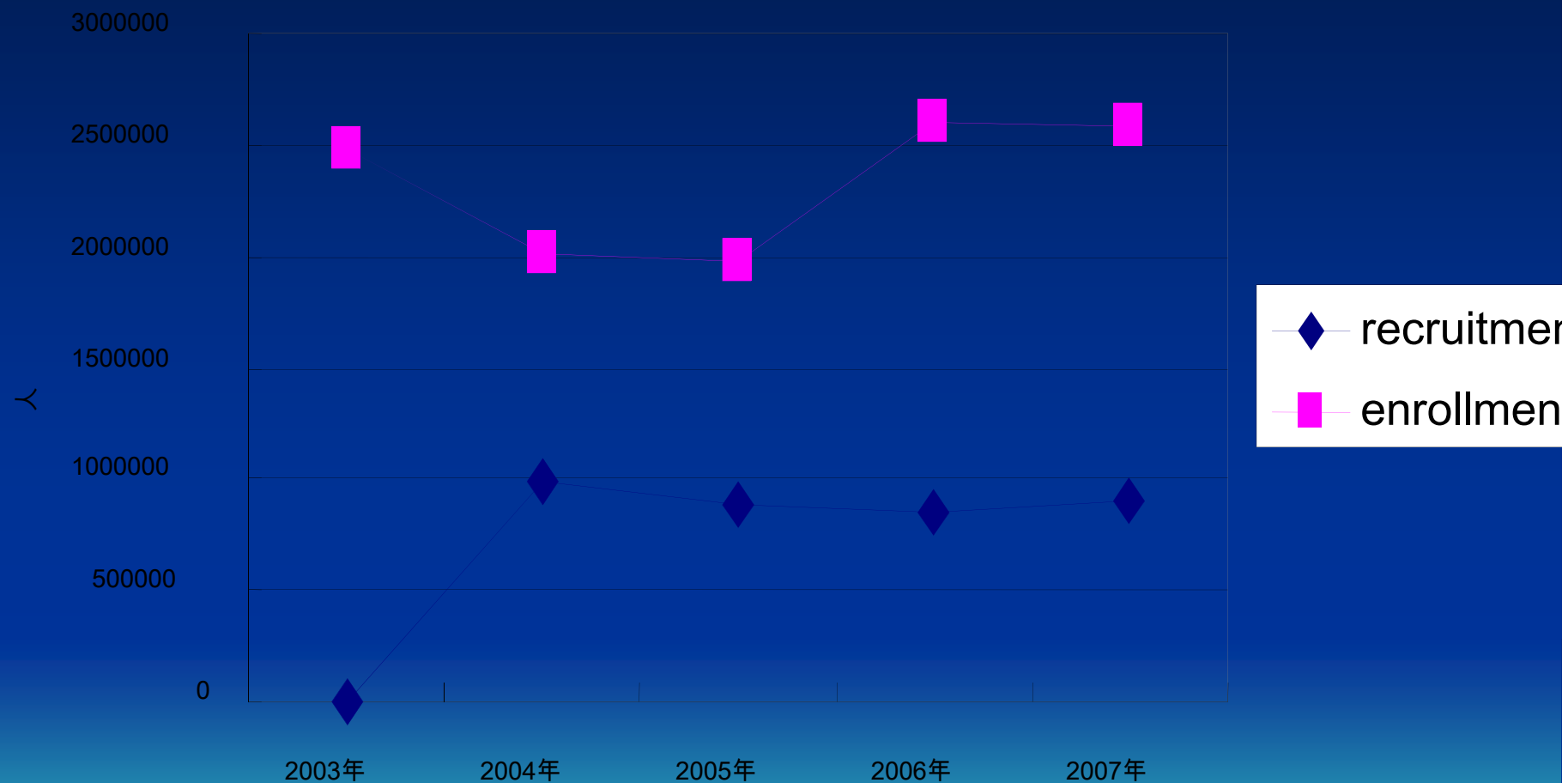
But as far as lifelong learning mentioned, all types of adult education in regular HEIs are experiencing change, in addition to new types emerging



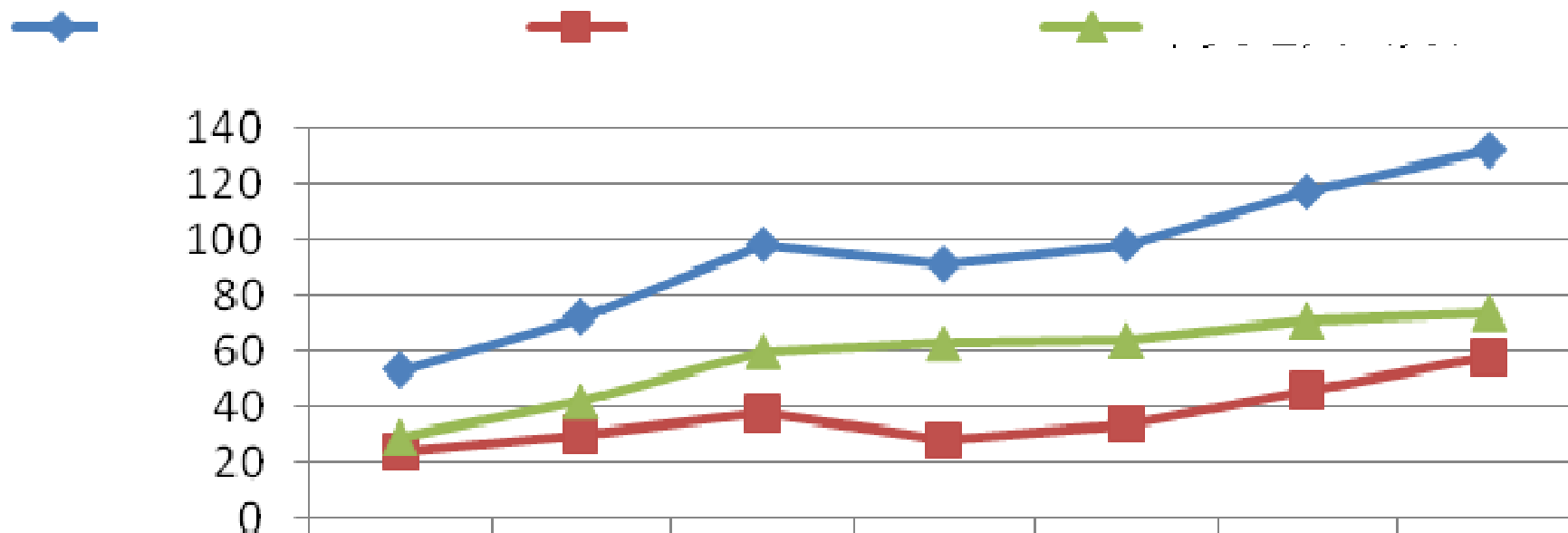
Enrollment and Percentage of lifelong learning programs provided by Regular HEIs(2007)



Number of Recruitment and enrollment of students in correspondence colleges from 2003 to 2007

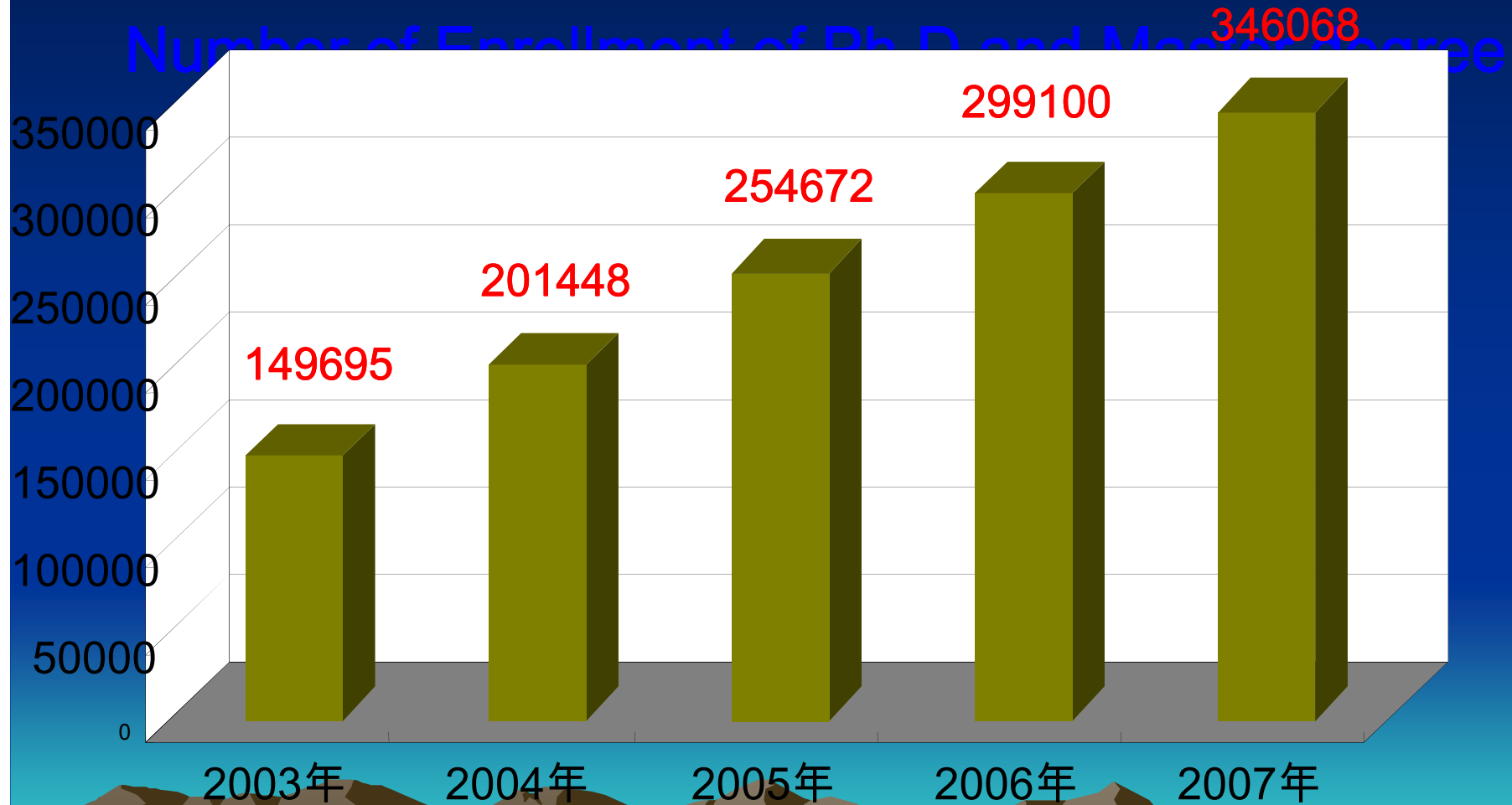


Number of enrollment of long distance(web-based) program(10 thousands)



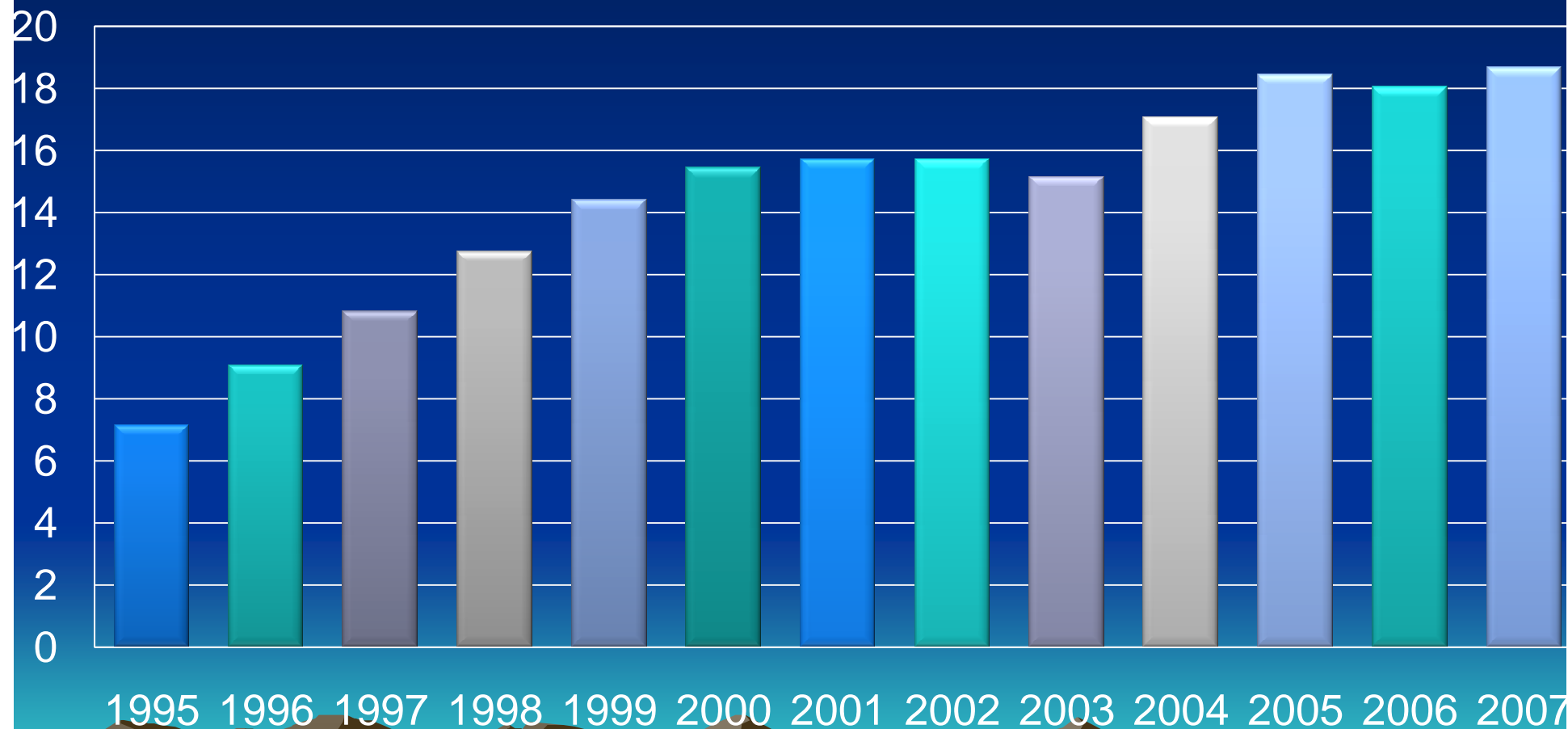
	2001年	2002年	2003年	2004年	2005年	2006年	2007年
招生总计 (万)	53	72	98	91	98	117	132
普通高校 (万)	24	30	38	28	34	46	58
中央电大 (万)	29	42	60	63	64	71	74

Number of Enrollment of Ph.D and Master degree programs for Adults in Employment from 2003-2007

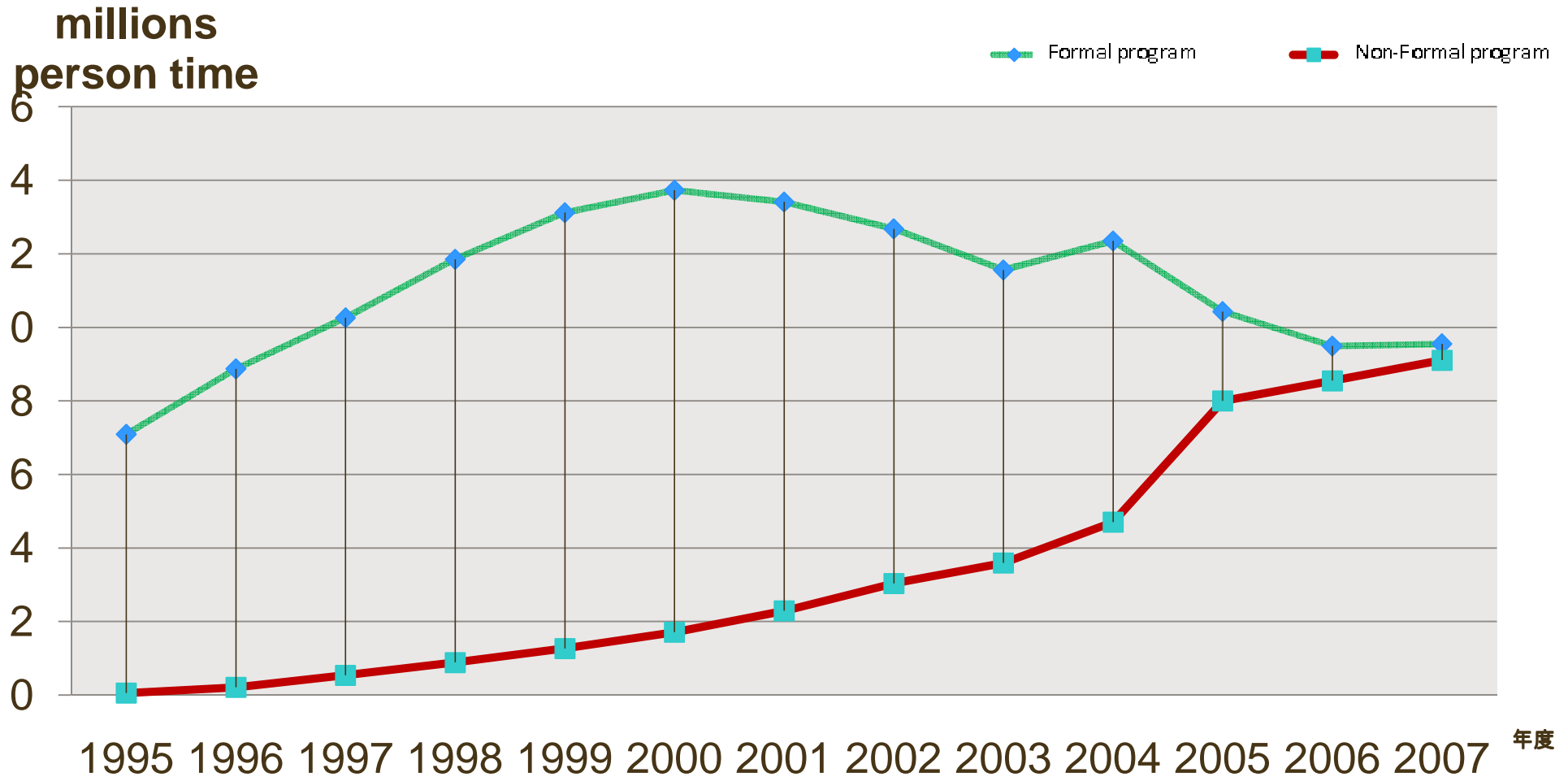


Enrollment of students in self-taught examination system from 1995-2007(millions)

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Enrollment of Formal (3-year diploma or 4-year degree) program and non-formal program in self-taught examination system from 1995-2007



Theme 4: Chinese Higher Education in the Next Decade

- **National Outline for Medium and Long Term Educational Reform and Development (2010-2020)**
- **The Outline includes a comprehensive plan for education reform and development by the Year 2020**
 - General Strategy
 - Development Missions
 - Educational System Reforms
 - Guaranteeing Measures

Outline : General Strategy

Guidelines

- Giving strategic priority to education development
- Prioritizing talent cultivation as the bottom line for education
- Reform and innovation as a driving force for education development
- Equal access to education as a basic state policy
- Quality enhancement as the central task for education reform and development

Outline : General Strategy

Strategic goals for 2020

- To realize the modernization of education
- **To form a learning-based society**
- To become one of the few countries with strong human resources



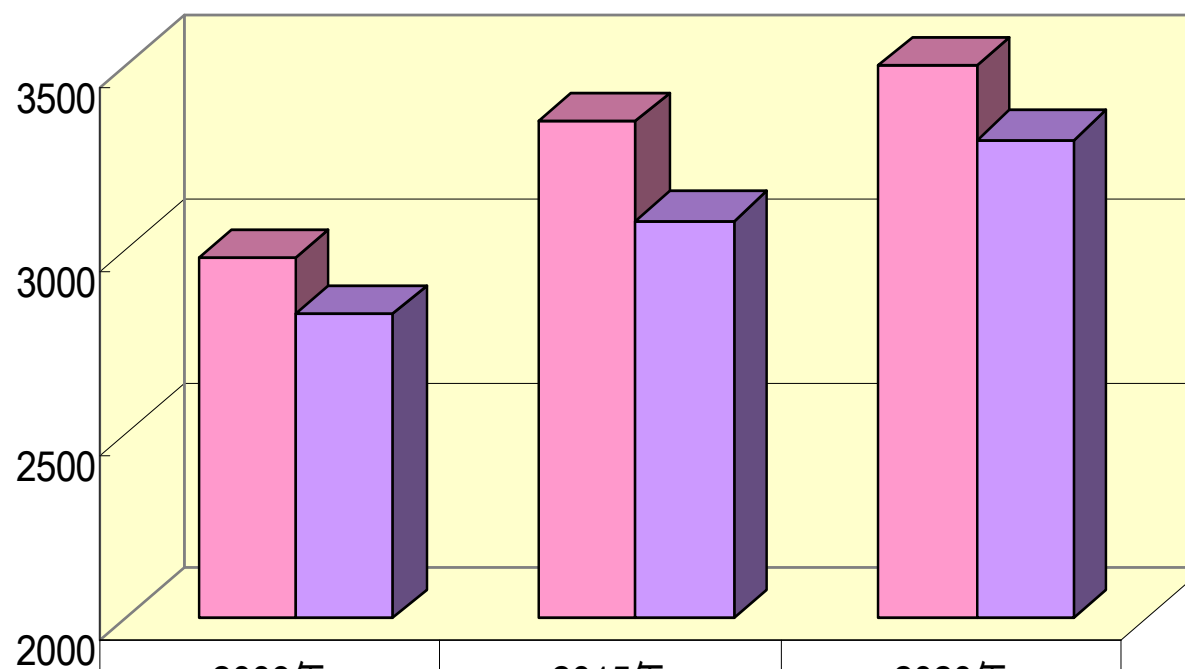
Outline: Development Missions

- The scale of education at all levels
- Basic requirement for education at all levels



The Scale of Higher Education

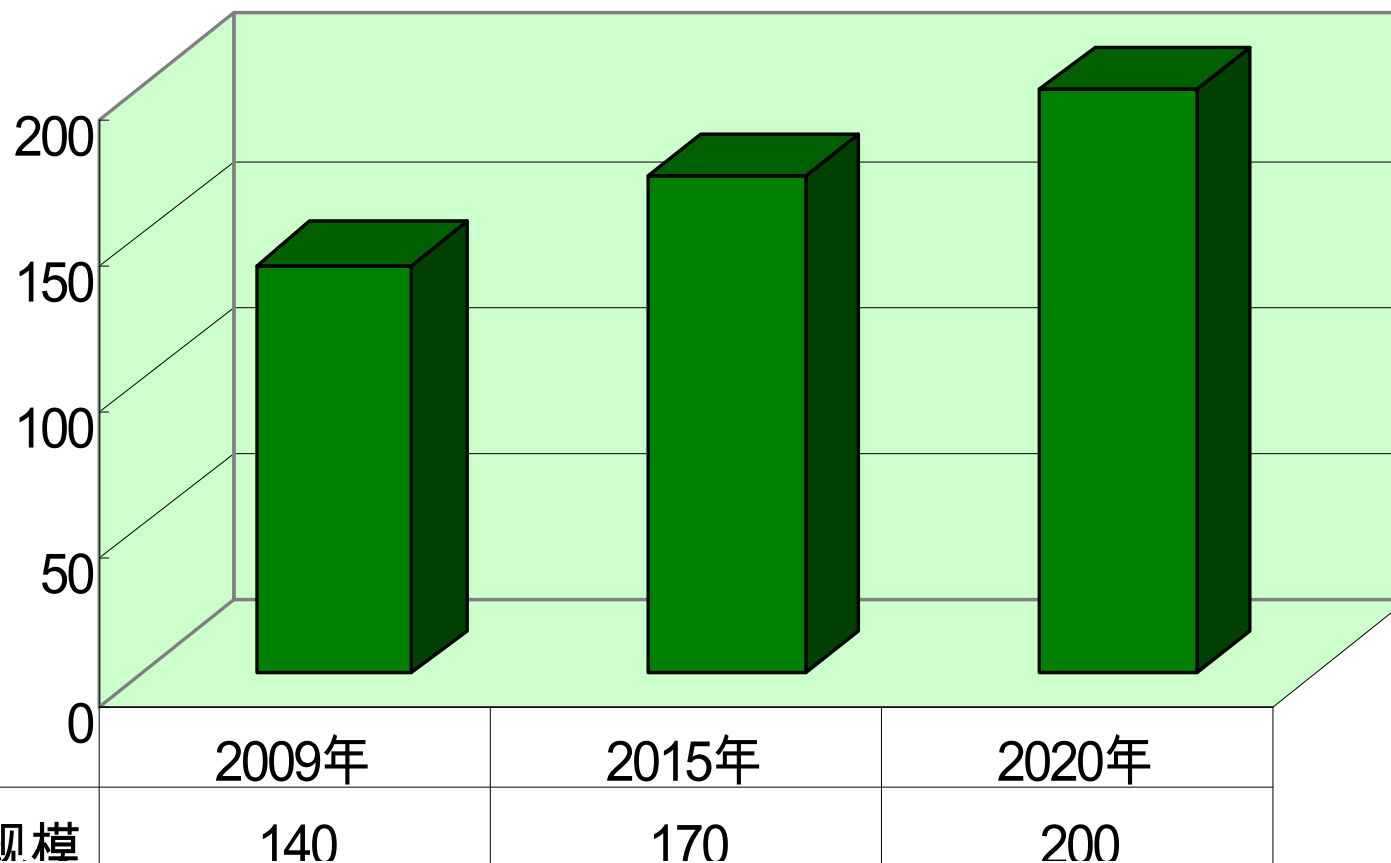
2009年-2020年高等教育的规模 (单位：万人)



高等教育在校总规模	2979	3350	3550
高等教育在校生	2826	3080	3300

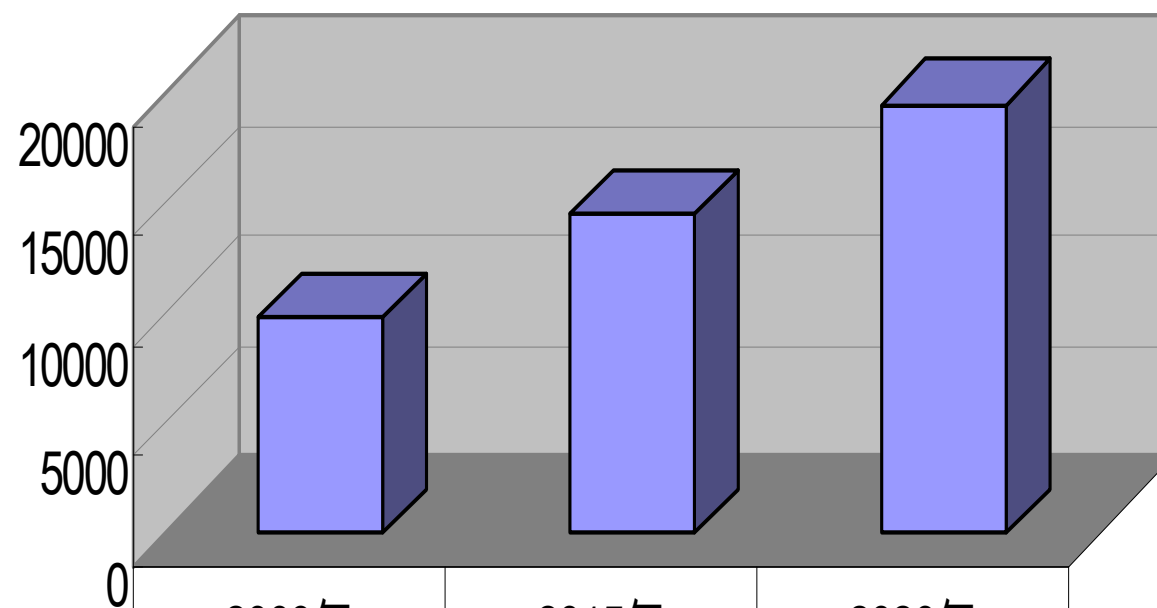
The Scale of Graduate Education

2009年-2020年研究生规模 (单位: 万人)



Number of People with Higher Education

2009年-2020年具有高等教育文化程度的人口数 (单位: 万人)



■ 具有高等教育文化程度的人口数

2009年

9830

2015年

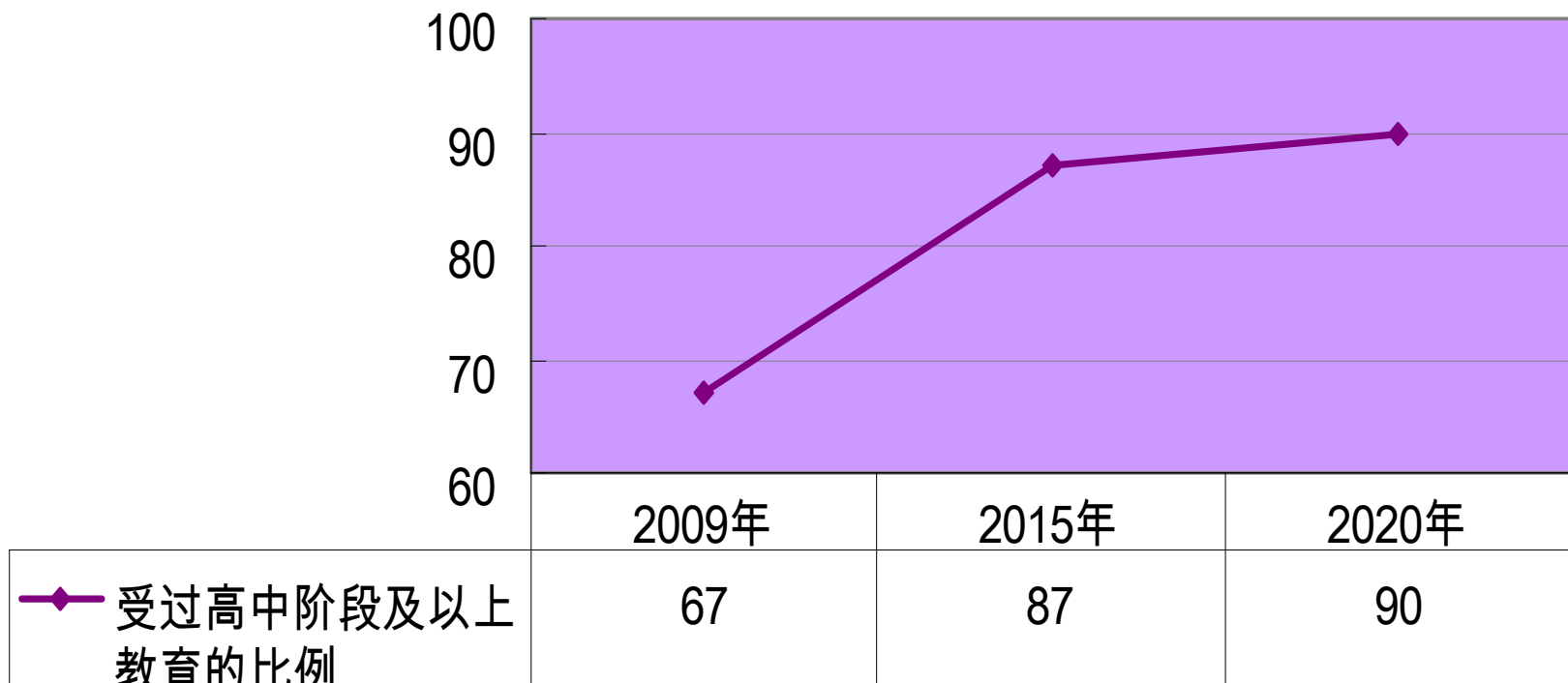
14500

2020年

19500

Percentage of New Workforce with High School Education or Above (%)

新增劳动力中受过高中阶段及以上教育的比例 (单位：%)

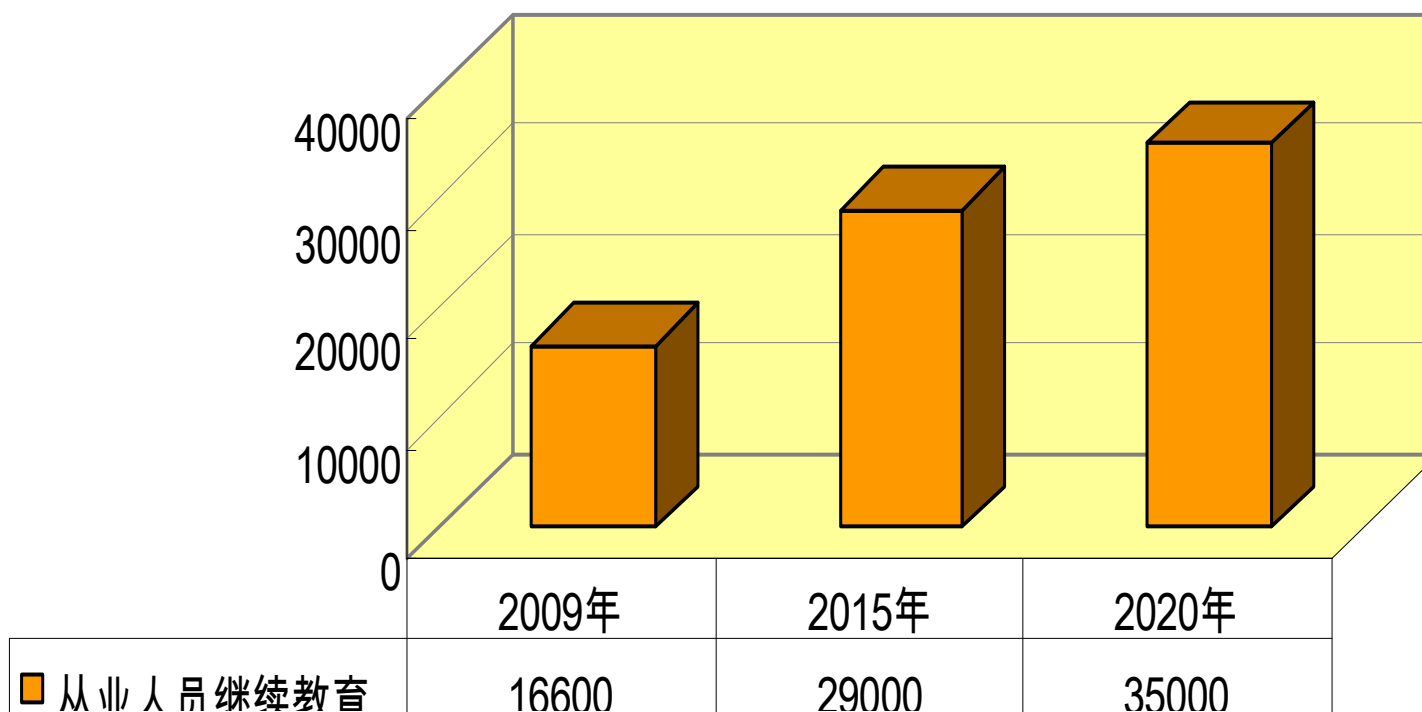


Lifelong Learning

- **To establish and perfect institution and mechanism of further education, building open and flexible lifelong learning system**
- **By 2020, China will make its basically a learning society in which every citizen is committed to learning and pursues lifelong learning.**

Scale development of further education of workforce

2009年-2020年从业人员继续教育规模 (单位：万人次)



Outline: Reform of the Education System

- Reform is pivotal to education development
- Localities and schools should be bold in exploring and experimenting institutional reforms and speeding up reforms in major areas and crucial steps
- Six areas to reform
 - The talent cultivation system
 - The exam-based admissions system
 - Launching a modern school system
 - The School-running system
 - Education administration system
 - Further opening up Chinese education

Outline: Measures to Ensure the Implementation of the Outline

- Strengthening the construction of a strong faculty
- Securing fiscal input
- Accelerating the process of education informatization
- Promoting the rule of law in education
- Initiating major projects and pilot programs
- Intensifying the organization and leadership in education



Outline: Measures to Ensure the Implementation of the Outline

- **Building open universities to perfect a flexible, open system for lifelong education.**

Major efforts will be made to develop modern distance education, open platforms for distance further education and public service with satellites, television and the Internet as carriers, and offer learners with convenient, flexible and personalized learning opportunities.

Thank You!

December , 2010

