



N I E S

**June** | **2022**

Issue 6  
General No. 20



### Education News

#### More Chinese receive higher education



Graduates attend the 2019 commencement ceremony of Tsinghua University in Beijing on July 7, 2019. [Photo/Xinhua]

A total of 240 million Chinese people have received higher education as a result of the country's historic strides in tertiary education development over the past decade, a senior education official said on Tuesday.

Wu Yan, director of the Ministry of Education's department of higher education, said 44.3 million students are attending colleges and universities in China, making it home to the largest higher education system in the world.

The tertiary education gross enrollment rate reached 57.8 percent last year, up 27.8 percentage points from 2012, he said at a news conference highlighting the achievements of China's higher education since the 18th Communist Party of China National Congress in 2012.

On average, people who have recently joined the labor force have received over 13.8 years of education, Wu said.

China has a number of world-class universities, and the nation's higher education development in general is also among the best internationally, he said.

The nation has the largest and best higher education for engineering in the world,



# NEWSLETTER

Issue 6, 2022, General No. 20

## Education News

nurturing millions of engineers and supporting the country's drive toward becoming the largest manufacturing powerhouse in the world, Wu said.

To better serve national and industry development, 17,000 undergraduate majors have been opened since 2012, while 10,000 have been removed or suspended from enrolling new students, he said.

The country will continue to improve the quality of its higher education institutions, ensure that such education serves major national development strategies and promote the development of universities and colleges with Chinese characteristics, he added.

Wu Zhaohui, president of Zhejiang University, said that in the past 10 years, the university has established cooperation with 37 world-renowned universities, and it now has cooperation with almost 200 universities worldwide.

The university has 61 academicians at the Chinese Academy of Engineering and Chinese Academy of Sciences, up from 27 a decade ago, he said, adding that all faculty members with national-level professional titles are required to teach undergraduate courses.

It has also established strategic cooperation agreements with more than 330 State-owned enterprises and leading private enterprises, he said.

Liu Jianlin, director of the Shaanxi Provincial Education Department, said the number of higher education institutions in the province grew from 98 to 111 in the past decade and the number of students increased from 1.37 million to 1.98 million during the period.

Total investment in higher education in the province jumped by 74.2 percent over the decade to 62.7 billion yuan (\$9.3 billion), with the average investment on an individual college student reaching 16,800 yuan per year, he said.

Xie Weihe, senior education professor at Tsinghua University, said the overall strength and quality of China's higher education have reached their best level in history.

China's higher education is based on Chinese characteristics and the country holds firm the autonomy of nurturing high-level innovative talent through its higher education system, he said.

**Reference from: By ZOU SHUO | China Daily | Updated: 2022-05-18 09:11,  
<https://global.chinadaily.com.cn/a/202205/18/WS628447b5a310fd2b29e5d58d.html>**

### Education News

#### Evaluation system to level up skilled workers

The central government has said it will fully implement a new assessment and evaluation system for skilled workers, with the aim of producing more skilled talent in a scientific and effective way and securing the group a fairer working environment by improving its sense of honor and achievement.

The Ministry of Human Resources and Social Security recently released a guideline, clarifying that the employers of skilled workers and officially authorized social training organizations can provide assessment and evaluation to those who have the abilities and desire promotion.

The guideline has set up a new professional title system with eight technical titles, under which skilled workers can rise up from being a basic apprentice to the highest level of chief skilled worker.

The nation will standardize technical professions by improving the evaluation system and skills assessment, according to the guideline, and workers' ethics and the spirit of craftsmanship will be included in their comprehensive evaluation.

In the 1950s, the nation planned an assessment system for skilled workers with eight professional grades. The system was later simplified to five levels in the 1990s, said Fan Wei, a researcher from the Chinese Academy of Personnel Science.



*Students from a vocational school display their skills roasting tea leaves by hand at a fair in Haikou, Hainan province, on Friday. SU BIKUN/FOR CHINA DAILY*

According to Fan, the evaluation system for skilled workers has changed over the past few decades.

"In 2017, the nation released State-level content for officially recognized professions, which reduced technical professions from 399 to 81. The release raised the threshold for some professions while breeding some illegal behaviors like selling fake certifications."

Fan said that to regulate the evaluation system for skilled workers, the human resources ministry launched a guideline focusing on system reform in August 2019.

Progressive steps have been in place since 2020 to build up a scientific and ability-driven system to evaluate skilled workers and facilitate their job promotions.

### Education News

Skilled workers, however, are still in short supply due to social prejudices and an unsound evaluation system. Figures from the ministry show that, by the end of 2020, there were over 200 million skilled workers in China.

Liu Kang, director of the capability promotion department of the human resources ministry, said in a recent interview with People's Daily that it's necessary to create a friendly environment to attract more people to become skilled workers.

Liu said that the new assessment system aims to optimize the working environment of the group by creating a smooth promotion channel and increasing their salaries in accordance with the evaluation results.



Chen Lixiang, vice-chairman for the Chinese Society for Technical and Vocational Education, said it takes time to establish a uniform evaluation system for skilled workers, which is not only based on current technical development, but also the educational background and personnel system of the workers.

The emergence of digital technologies has meant there are higher requirements in terms of skills.

He said the newly released eight-level evaluation system will allow the skills of workers to adapt to the nation's needs, and in turn lead to more knowledge and innovation.

Chen added that if a worker serves a post for a long time without any promotions, he or she may lose passion for the job. The new evaluation system will give skilled workers more opportunities for job promotion and increases in their salaries.

**Reference from : CHENG SI | CHINA DAILY | Updated: 2022-05-17 09:20,  
<https://global.chinadaily.com.cn/a/202205/17/WS6282f863a310fd2b29e5d14e.html>**

### Education Event

## Transforming Education Summit

*New York, 19 September 2022 (date TBC)*

*Reference from: <https://www.un.org/en/transforming-education-summit>*

Recognizing that education is a human right and a foundation for peace, tolerance, other human rights and sustainable development, the UN Secretary-General announced in his report to the UN General Assembly on 'Our Common Agenda' his intention to convene a Transforming Education Summit (TES) in September 2022. The Summit is aimed at mobilizing action, ambition, solidarity and solutions with a view to transforming education between now and 2030.



The main expected outcomes of the Summit are:

- 1) National and international commitments to transform education;
- 2) greater public engagement around and support for transforming education; and
- 3) a Secretary General's Summary and Call to Action (summit outcome document), which will capture the knowledge/commitments generated by the Summit and its preparatory process, informing Summit follow-up including through the SDG4-Education 2030 High Level Steering Committee and the proposed intergovernmental Summit of the Future in 2023.

The Summit is being prepared through a focused, intensive, and inclusive preparatory process that is built from the ground up, responds to member state priorities and ensures the meaningful engagement of young people and the full set of education stakeholders. It is being advanced across three intersecting and reinforcing workstreams.

- National consultations for developing a shared vision, commitment and alignment of action across constituencies to transform education between now and 2030.

### Education Event

- Thematic Action Tracks to place a spotlight on the following areas that require greater attention and action and that can accelerate progress on education as part of the 2030 Agenda and transform education.



1. Inclusive, equitable, safe and healthy schools
2. Teachers, teaching and the teaching profession
3. Learning and skills for life, work and sustainable development
4. Digital learning and transformation
5. Financing of education

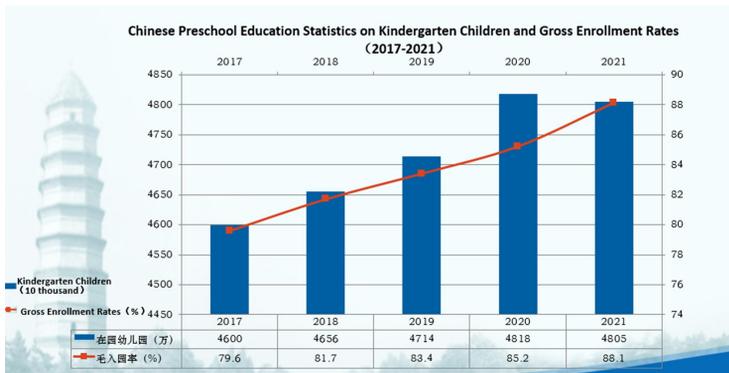
- Public engagement and mobilization to democratize dialogue around education and to grow a global movement for education transformation building on a range of existing efforts. The Summit will be an integral part and critical milestone in the roadmap of the renewed Global Education Cooperation Mechanism (GCM) to accelerate progress towards SDG 4. Follow-up actions to the Summit will be taken forward by the SDG 4 High-Level Steering Committee (HLSC), in line with its mandated role to lead the coordination and monitoring of SDG 4 at the global level. In this context, a Pre-Summit will be organized in Paris on 29-30 June 2022, preceded by a (“Day of engagement”) during which technical meetings on Thematic Action Tracks and other matters will be organized.

### Education Research

## China's Experience on "Reversing Primary Education Tendency" of Preschool Education

*Author: Yang Qing, Associate Professor, Curriculum Teaching Research Center, NIES*

From the past ten years, great changes have occurred in preschool education in China. More and more people realize that investing in preschool education means investing in the future. Therefore the Chinese government also paid great effort to it. What we can observe is that the penetration rate of 3 years preschool education keeps increasing. It can be seen from the chart below that in the past five years, kindergarten children and gross enrollment rate have also increased.



The situation comes to public and private kindergarten combined organizing pattern. Correspondingly, the investment in preschool education is increasing, and the quantity and quality of teachers are also improving. Similar to Russia, China also has vast territory and abundant resources that its regional development is unbalanced. For this reason, the Chinese government also pays great attention to the current situation of preschool education in rural areas. We have established a three-level network of preschool education in rural areas.

### Education Research



We still have some problems in preschool education. Primary education tendency is one of them. There are many training institutions for preschool children's knowledge learning in the society. Therefore parents invest a lot of labor, material and financial resources to send their children to learn primary school knowledge. It brought us unbalanced educational ecology and increased inequity in education. And what children get is the temporary one-sided development. The first reason lies in the excessive competition of society. The second reason is that the educational anxiety in primary and secondary schools was extended early in preschool. To this end, the Chinese government also adopted a series of measures. In 2011 and 2018, the government issued the policy of "Reversing Primary Tendency" of preschool education. However, it effected poorly. In 2021, the Chinese government issued a "Double Reduction" policy. It aimed at the compulsory education stage, easing the burden of excessive homework and off-campus tutoring for students undergoing compulsory education.

But surprisingly, it worked impressively for the primary tendency of preschool situation. The first aspect is to reduce the homework burden of students, and to improve the quality of education in primary and secondary schools. If the homework of first graders is not so difficult, preschool children's learning in advance is no longer necessary. Second, the government further regulated the training institutions. When the advertising of these training institutions is decreasing, and the parents' company with their children is increasing. Then parents will become less anxious and more calm. Third, this policy also has corresponding supporting measures. For example, family education and community education services. In order to solve the problem of preschool education, we must first respect the nature of children's physical and mental development and promote children's comprehensive development. Then we should have a comprehensive analysis and source governance. Third, we need to emphasize government leadership and policy advancement. Fourth, we should pay attention to systematic mechanism and process monitoring. Finally, we must be aware of the participation of multi-subjects.



*Group photo of the 5th Conference of Southeast Asia-China Education Research Network*

- *Brunei, Ministry of Education*
- *Cambodia, Ministry of Education, Youth and Sport*
- *China, National Institute of Education Sciences*
- *East Timor, National University of Timor-Leste*
- *Indonesia, Ministry of Education*
- *Laos, Research Institute for Educational Sciences*
- *Laos, Ministry of Education and Sports*
- *Malaysia, Ministry of Education*
- *Myanmar, Ministry of Education*
- *Philippines, Philippine Normal University*
- *SEAMEO, Southeast Asian Ministers of Education Organization Secretariat*
- *Singapore, Nanyang Technological University*
- *Thailand, Ministry of Education*
- *Viet Nam, USSH Hanoi*

