China’s Actions and Challenges

TCG5
15-16 November 2018
Mexico City, Mexico
### Key aspects

<table>
<thead>
<tr>
<th>High attention</th>
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<tbody>
<tr>
<td>• “We should make every effort to ensure every child access to fair and quality education”</td>
</tr>
<tr>
<td>• Integrate 2030 goals to national planning of education modernization</td>
</tr>
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<table>
<thead>
<tr>
<th>Planning</th>
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<tbody>
<tr>
<td>• the Implementation Plan for the Monitoring and Evaluation of SDG4 - Education 2030 in China</td>
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<table>
<thead>
<tr>
<th>Mechanism</th>
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<tbody>
<tr>
<td>• inter-ministerial cooperation and inter-department coordination mechanism</td>
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<tr>
<td>• top-down working system</td>
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<tr>
<td>• China’s technical expert group</td>
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<thead>
<tr>
<th>International cooperation</th>
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<tr>
<td>• Cooperate with international organizations such as UNESCO and UNICEF.</td>
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Indicator Monitoring - Data Availability Study

- research on the availability of indicators and the assorted systems
- conclusion on possible indicator accessibility in China
Obtain all quantifiable data with high quality every year—China administrative system of education data collection

- **Other ministries**
- **International organizations**
- **Ministry of Education**
  - **Research Institutions**
  - **Bureau of education at all local levels**
    - **Schools**
    - **Information Technology**
      - **Statistical Policy**
        - All stuff training
        - Data Review
      - **Quality assurance**
Modify some statistical reports to provide SDG indicator data:

4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education

4.a.1 Proportion of schools with access to: (e) basic drinking water; and (g) basic handwashing facilities

4.c.6 Teacher attrition rate by education level

4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training

……
SDG4.1.1: The National Assessment of Educational Quality

- Stratified sampling: County (Urban) - School - Student
- Target audience: fourth-grade and eighth-grade students
- Monitoring cycle: one monitoring cycle every three years, monitoring two subject areas each year
- Monitoring content: six subjects including language, mathematics, science, sports, art, and ethics education, covering students' study habits, interest in learning, confidence in learning, basic national conditions, values, written expression, text reading, safety knowledge, exercise habits, artistic interests, etc. content

Indicator Monitoring – Learning outcomes assessment

Grade 4
- Literature
- Mathematics
- Science

Grade 8
- Literature
- Mathematics
- Science

Medium and above
Excellent
- **SDG4.4**: seeking cooperation with the National Bureau of Statistics, hoping to add some indicators in national census or surveys.

- **SDG4.2, 4.3, 4.4**: studied existing tools like China Family Panel Studies (CFPS) and MICS, discussed about possible cooperation model.

- **Multi-Indicators**: select several counties of three province in the eastern, central and western regions as SDG4 *sample surveys pilots*. 
Outcomes

- Significant progress of the 2030 education target
- High-quality data helps us better monitor the development of education, identify problems in a timely manner and develop policies to improve them, such as poverty alleviation work that is widely carried out to advance the 4.5 educational equity goals.

- Brochure: SDG4 progress in China
- China's promise, actions, future vision of SDG4 and educational modernization

- Report: SDG4 progress in China
- Carried out empirical research based on SDG indicators in China, shared China's implementation and exploration experience, and formed the main conclusions and recommendations for 2017 monitoring.

More Availability, higher quality

<table>
<thead>
<tr>
<th>Available</th>
<th>Unavailable</th>
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<tbody>
<tr>
<td>32</td>
<td>11</td>
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</table>

<table>
<thead>
<tr>
<th>2017</th>
<th>Available</th>
<th>Unavailable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.1.1</td>
<td>4.1.2</td>
</tr>
<tr>
<td></td>
<td>4.2.1</td>
<td>4.2.2</td>
</tr>
<tr>
<td></td>
<td>4.3.1</td>
<td>4.3.2</td>
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<tr>
<td></td>
<td>4.4.1</td>
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<tr>
<td></td>
<td>4.b.1</td>
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</tr>
<tr>
<td></td>
<td>4.a.1</td>
<td>4.a.2</td>
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</table>
Outcomes

➢ More Indicators data, higher quality
➢ Report: SDG4 progress in China
➢ Brochure: SDG4 progress in China
➢ Significant progress in SDG4
中国的教育可持续发展目标（SDG4）进程监测报告（2017年）

图 6. 中国农村学生的国际比较

(3.4.5) 初步估计，中国小学和初中的儿童成绩明显落后，分别低于联合国教科文组织

指标3.4.5“学习成就（小学、初中）”线数，小学及初中生的平均成绩分别比联合国教科文组织的规定低20%。结果显示，中国的教育质量仍需提高。

图 7. 中国人口老龄化国际比较

(3.4.5.2) 项目财务管理保证了儿童的权益，包括受教育权。政府应采取措施，确保儿童接受优质的教育。

图 8. 中国教育与参与国际准则

(3.4.5.4) 全面教育是实现可持续发展目标的关键。政府应加强教育政策的制定和实施，以确保儿童获得全面的教育。

图 9. 中国教育参与国际准则

(3.4.5.7) 中国教育参与国际准则

表 10. 学有余力的儿童在国际比较中表现的教育参与指数

<table>
<thead>
<tr>
<th>年份</th>
<th>国别</th>
<th>参与度</th>
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<tbody>
<tr>
<td>2016</td>
<td>中国</td>
<td>80.5</td>
</tr>
<tr>
<td>2017</td>
<td>中国</td>
<td>82.0</td>
</tr>
<tr>
<td>2018</td>
<td>中国</td>
<td>83.5</td>
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注：数据来源于联合国教科文组织的《全球教育监测报告》2018年（教育参与国际准则）。
实施公平有质量的教育

中国实施公平有质量的教育

中国实施公平有质量的教育

努力让所有人接受公平有质量的高等教育

中国实现高等教育大众化

中国教育发展成就

中国教育发展成就

中国教育发展成就
Outcomes

- More Indicators data, higher quality
- Report: SDG4 progress in China
- Brochure: SDG4 progress in China

- Significant progress in SDG4

  - SDG4.6: Gaps between regions, areas, groups are greatly narrowed
    - improve school conditions
    - strengthen the ranks of teachers by training, mobility and higher remuneration
    - share quality education resources through information technology
    - facilitate financial supporting system from pre-school to postgraduate
    - ……
Problems and Challenges

- **Long-term cooperation mechanism**
  
  Build better collaboration mechanism within and beyond countries. Need a force from a higher level, such as the UN level.

- **Capacity development**

- **Other Problems:**
  
  - **SDG4.1.1: Grade 4 maybe more suitable than Grade 1-3**
    
    Encourage countries to link local assessment data with international data and determine the minimum level according to the international scales for data comparability
  
  - **Operable Standards for indicators**
    
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Thank you!

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