



National Consultation for Transforming Education Summit: Report on the Outcome of the China Consultation

The Ministry of Education of the People's Republic of China (MOE) actively responds to the call for national consultations preparing for Transforming Education Summit (TES). As the national convenor, H.E. Mr. Tian Xuejun, Vice Minister of Education and Chairperson of the Chinese National Commission for UNESCO, chaired the national consultation meeting May 27, 2022. In accordance with the *Transforming Education Summit 2022 Guidelines for National Consultations* provided by the TES secretariat, the consultation meeting invited multiple education stakeholders for participation. The representatives of UNESCO Beijing Office and UNICEF China attended the meeting and delivered speeches. Deputies to the National People's Congress (NPC), members of the National Committee of the Chinese People's Political Consultative Conference (CPPCC), representatives of the All China Women's Federation (ACWF), well-known experts and scholars in the fields of education, economy, science and technology, and international cooperation, representatives of the National Development and Reform Commission (NDRC), the Ministry of Finance (MOF) and other relevant government departments, representatives of local education administrative departments in the eastern, central and western regions, representatives of schools of all types and at all levels, representatives of teachers and students, as well as representatives of social organizations, enterprises and the media, attended the meeting and took the floor respectively. Also, consultation letters have been sent to the Chinese Society of Education (CSE), Chinese Society for Technical and Vocational Education (CSTVE), China Association of Higher Education (CAHE), Chinese Society of Educational Development Strategy (CSEDS) and China Education Association for International Exchange (CEAIE) for their opinions and advices. Focusing on the five Thematic Action Tracks of the Summit, representatives reviewed China's

efforts and remarkable achievements in promoting post-COVID recovery in education sector, advancing education transformation, ensuring education investment, and revitalizing the implementation of the SDG education goals, and put forward their opinions and suggestions on the future development of global education. The representatives' opinions and suggestions are mainly summarized as follows:

All representatives shared the view that, the Communist Party of China (CPC) and the Chinese government attached great importance to education, earnestly fulfilled the commitment to implementing the 2030 Agenda for Sustainable Development, and considered education to be essential for the country and the Party. Giving top priority to the development of education, the CPC Central Committee established the Leading Group on Education to conduct overall leadership in education development and coordinate the resolution of education issues. Since 2015, China has formulated and implemented *China's Education Modernization 2035* and the 13th and 14th Five-Year Plan for the National Education Development which organically integrate the implementation of the Education 2030 Agenda with the promotion of China's education modernization and poverty alleviation. Efforts have been made to comprehensively deepened education reform and overcome numerous difficulties including the impact of the COVID-19, and significant progress has been made in implementing the Education 2030 Agenda with expected objectives achieved. The gross enrolment ratio in the three-year pre-primary education reached 88.1 percent, a dynamic zero dropout rate has been achieved for free nine-year compulsory education, and a basically balanced development of compulsory education has been realized in all counties. The gross enrolment ratio (GER) in upper secondary education reached 91.4 percent. By 2021, the gross enrolment ratio in higher education has reached 57.8 percent, passing the internationally recognized threshold of popularization of higher education. The general public expenditure on education remained above 4 percent of GDP for 10 consecutive years, the conditions for running schools of all kinds at all levels and the quality of teachers have been improved significantly. A relatively sound system of financial aid for students from families with financial difficulties has been established to ensure that students from families with financial difficulties will not lose education opportunities due to poverty. Gender equality has been basically achieved at all levels and the nine-year compulsory education has been universalized for students with disabilities. Information and communication technology (ICT) has been fully utilized to boost the rapid development of continuing education, and currently efforts are being made to construct a learning society in which everyone can learn wherever and whenever they want. As a developing country with a large population, China's achievements in

education reform and development have made a significant contribution to the global implementation of the Education 2030 Agenda. At the same time, China has found a path and model suited to its national condition to implement the global education development goals, and is willing to exchange and share with other countries through education.

The representatives believed that, undergoing major changes unseen in a century, the world has entered a period of turbulence and transformation, and peace and development are confronted with complex and severe challenges. At the same time, a new round of scientific and technological revolution and industrial transformation have profoundly changed the ways of production, life and education of humankind. Human development is at a critical crossroads, and education must take the initiative to change and act. It is imperative to re-imagine the future of education, define the direction for progress, and accelerate the implementation of Education 2030 Agenda.

I. Ensure a Full Recovery of Education from the Impact of COVID-19

The representatives held that, the COVID-19 pandemic posed major challenges to the development of education. For more than two years, the pandemic has led to the closure of many schools around the world, and has had a huge impact on students' learning and growth. The pandemic has changed the educational ecology, school forms and learning conditions, tested the education governance capabilities of different countries, and motivated the transformation of global education supply system, supply mode and even its concept. As the first country to report COVID-19 cases, China has responded actively to the impact of COVID-19, advanced epidemic control and education reform and development in a coordinated way, ensured to the best extent the teaching and learning quality, and made sustained progress towards the implementation of SDG4. Based on Chinese practices, the representatives believe:

1. We should put life first and give top priority to the life, safety and health of teachers and students. We shall constantly improve school facilities, equipment and measures to respond to the pandemic and other challenges, conduct effective epidemic control with targeted and science-based measures, so as to create a relatively safe environment in schools, minimize the epidemic risk, and spare no effort to maintain teaching order in schools. If a school has to be temporarily closed due to the pandemic, online

teaching must be organized in a timely manner to ensure that every student, including those who need to be quarantined, can continue to study without interruption. Teachers shall be organized to follow up on students' learning, to have a timely knowledge of students' whereabouts and their mental and physical health condition, and to provide necessary psychological counseling in time. When conditions permit, students shall be encouraged to return to school and resume their classes in time. For students who have not returned, their situation shall be closely followed and the persuasion to return shall be started as soon as possible to prevent dropping out of school due to pandemic. After students return to school and resume their classes, the situation of each students' study at home shall be learned thoroughly, in order to master the specific learning situation of each student accurately and formulate teaching plan in a scientific manner. Timely adjust the dates for entrance examinations for upper secondary schools and higher schools, and take necessary measures to ensure all candidates participate in the examinations as scheduled.

2. We should make full use of new technologies to provide students with more equitable and quality education resources. During the pandemic, China launched the largest online education in the history. We have launched the projects to lay broadband cables, set up base stations and provide mobile phones or tablets in remote rural areas, and ensure that all schools are basically equipped with internet infrastructure to satisfy students' needs for online learning. Pre-service training of online teaching for teachers are conducted. Efforts are made to guide local governments to set up technical service teams, 25 emergency measures including teachers online teaching, home-school cooperation, psychological counseling, etc. are issued, and the development of the Resources Kit for Improving Teacher's Online Teaching Competence is completed to support teachers timely adapt to the transition from off-line to online teaching. A hybrid teaching mode that combines classroom and distance learning is adopted to upgrades and integrate online courses into the teaching plan. The objective that the closure of schools does not interrupt teaching and learning has been achieved. Faced with the resurgence of pandemic, we have ensured to the largest extent the continuity of schooling. Over the past two years, China has continued to increase the unified supply of free online educational resources at the national level, and the MOE has set up the public service platform Smart Education of China. The platform brings together high-quality course resources such as MOOCs in basic education, vocational education and higher education, and helps schools to easily switch between online and offline teaching modes, and ensures that the quality of online teaching is substantially equivalent to that of classroom

teaching. Students can quickly adapt to multiple learning methods and their autonomous learning ability significantly improved.

3. We should provide students with all-round support in physical and psychological health. The epidemic prevention capacity of schools should be enhanced, technical guidance for epidemic prevention and control, guidelines for students' study and life, code of conduct for school staff etc. should be issued, and drinking water, environmental sanitation, personal hygiene facilities, and other safety measures should be ensured to meet the epidemic prevention and control requirements. The content of physical education courses and teaching methods should be adjusted to ensure that students' physical fitness, strength and sports skills do not decline. Students' social and emotional competences such as emotional adjustment, sense of self-efficacy and social skills during the pandemic should be attended. The psychological health sections in the national platforms like Smart Education of China and the psychological assistance hotline of universities directly under MOE should be utilized to provide online psychological counseling services and psychological crisis intervention, help students to relieve psychological pressure and mitigate negative emotional reactions. Guidance should be provided to local schools to launch life education and family education, and enhance students' awareness of respecting and valuing life. Home-school coordination should be advocated. China has issued and enacted the *Family Education Promotion Law*, to encourage parents to pay attention to their children's mental health and emotional state, provide strong support for students' learning, and jointly safeguard students' growth during the pandemic.

4. We should provide care and support mainly to the groups most affected by the pandemic. The Chinese government stucked to the principle that the financial aids and support will not be interrupted by the closure of schools. Public education investment is still on the rise. The allowance standard of the Nutrition Improvement Programme for Rural Students in Compulsory Education has been elevated, which benefited 37 million students. In order to cope with the pressure of the pandemic on students with financial difficulties, the interest on state student loans for university graduates with financial difficulties was temporarily waived and the repayment of the loans was allowed to be deferred. The interest-free funds were borne by the state finance, benefiting more than 4 million graduates. The Chinese government actively responds to the downturn in the job market caused by the pandemic and take the employment of college graduates as the top priority of its employment-first policy. For around 10 million college graduates each year, the Chinese government built a smart platform providing 24-hour and 365-day full-time service for student employment,

launched employment capacity building programmes for groups with employment difficulties, carried out targeted support by conducting "one person, one file" and "one person, one strategy", and supported more college graduates in a multi-dimensional manner to enjoy higher-quality and heart-warming employment service.

Next, the Chinese government will further summarize the experiences of online education during the pandemic, so as to promote the improvement of quality of hybrid teaching mode and effectively enhance teachers' information literacy and long-term capabilities. Efforts will be made to learn about students' mental, psychological and physical health, mobilize family and private actors to provide effective support to help students better ease into new ways of learning and life. Support for disadvantaged groups will be strengthened, equal learning opportunities will be guaranteed, and compensatory learning assistance will be provided to help them catch up with progress as soon as possible and overcome the negative impact of the pandemic. China will strengthen exchanges and sharing with other countries, work together to tackle the challenges of the pandemic, and contribute wisdom and strength to accelerate the post-pandemic recovery and the transformation of global education.

II. Identify Major Strategic Changes and Levers to Accelerate Progress Towards Common Educational Goals and Reimagine Education for the 21st Century

The representatives expressed the view that, the Chinese government, upholding that education should embrace modernization, the world, and the future and taking into account of China's national conditions, took the initiative to adapt to the new round of scientific and technological revolution and industrial revolution and seized the opportunities to respond to changes in a scientific manner. In accordance with the overarching goal of building China into a great modern socialist country that is prosperous, democratic, culturally advanced, harmonious and beautiful by the middle of the century, and adhering to the philosophy of innovative, coordinated, green, open, and shared development, the Chinese government issued *China's Education Modernization 2035* in 2018, which enumerates new goals for educational reform and development, including popularizing quality pre-primary education, realizing balanced quality compulsory education, popularizing upper secondary education, and establishing a modern education system of life-long learning for all. The Plan aims to

promote China's education to develop in the direction of higher quality and efficiency, as well as enhanced equity and sustainability, and lay a solid foundation for the common prosperity of all people. It also underlines the need to actively initiate educational reform and innovation, vigorously promote the modernization of education concepts, systems, institutions, contents, methods, and governance, and better satisfy the new demands on education of the people to pursue a better life. The concepts, principles, goals and measures set out in the Plan are of great significance in guiding China to constantly promote education reform and development. In the light of the efforts made in recent years to eliminate poverty through education, respond to the pandemic, and to comprehensively deepen educational reform, the representatives expressed the following important views:

1. We should utilize the levers of laws, policies and standards to ensure the prioritized and balanced development of education. A complete system of educational laws and regulations should be constructed to make it clear that the government gives priority to education in economic and social development planning, prioritize education in financial investment, and prioritize the satisfaction of the needs of education and human resources development in the allocation of public resources. The scope of authority and responsibility of the government in managing education should be clarified, and government administration, school-running, teacher's teaching, social support and participation in education governance should be law-based. **A system of educational plans and policies from central to local governments should be established.** The central government should regularly issue education development plans, special plans and guiding policies, and propose strategic tasks to provide orientation guidance and make deployment for local education development. In accordance with the requirements of national plans and policies, and in the light of the actual conditions and needs of local education development, provinces and municipalities should issue local plans and policy documents, and establish a sound system of plans and policies, ensuring that national education development goals (including SDG4) are translated into action through planning and policy. **A complete system of educational standards should be completed.** National standards, educational standards and standard documents covering all levels and types of education should be formulated and implemented, to promote the equal access to basic public educational services under the guidance of education standards and ensure the education input with the education investment standard. For example, the establishment of a *Four Unifications* system for compulsory education at urban-rural areas in counties (namely unified standards for school construction, unified

standard for teacher staffing, unified benchmarks for public funding per student, and unified standard for allocation of basic equipment) vigorously promoted the integrated and balanced development of compulsory education within counties.

2. We should take the development of curricula and teaching materials as the lever to cultivate the new generation for the future. China endeavors to construct an educational system which comprehensively fosters the all-round development of the students' moral grounding, intellectual ability, physical vigor, aesthetic sensibility, and work skills. Efforts should be made to scientifically design the discipline system, teaching system, and teaching material system, promote the organic integration of moral, intellectual, physical, aesthetic and work skill education, comprehensively elevate the overall competences of students' volitional character, thinking ability, and innovative spirit. Reinforce health education and stick to the education notion of putting health first in particular under the backdrop of routine COVID-19 control. The supporting measures to ensure sanitary conditions in schools should be reinforced, and primary and secondary schools should organize health checkup for students once a year. Student health monitoring should be conducted continuously, and the physical and mental health of students should be improved. The contents and modes of modern vocational education should be constantly updated to closely keep pace with trends in industrial upgrading and technological transformation, so as to enhance students' information technology awareness, computing thinking capability, digital innovation and development ability, and help students to establish correct values and sense of responsibility in the information society. **International understanding education should be enhanced**, to foster students' global awareness and open mindedness, helping students to understand the development process of human civilizations and the dynamics of world development, respect international cultural diversity and differences, attend to global political, economic and security challenges confronted by human societies, understand the connotation and value of a community with a shared future for humankind, and make active contributions to a better future for humanity. Efforts should be made to **educate students with the concept of harmonious coexistence between human and nature**, carry out ecological education in universities, secondary schools and primary schools, strive to raise the awareness of resources and environment among all students, guide the students to start from reducing food waste and sorting domestic waste, advocate green, low-carbon, recyclable and sustainable production and life, teach students to understand the significance of harmonious development between human and nature, and cultivate their ecological awareness from an early age. **The**

curriculum systems of universities, secondary schools and primary schools should be developed in a coordinated approach, and the basic teaching content and requirement for different age groups and disciplines should be properly designed in accordance with the requirements of students' core competences in the 21st century and the principle of gradual and orderly progress with effective transitions. The practicality and interdisciplinarity of curriculum should be strengthened, and interdisciplinary and theme-based learning curriculum with the core of cultivating comprehensive competencies should be developed. **Efforts should be made to better the development of teaching materials**, improve the compiling, revising, examining, selecting and withdrawing mechanism of teaching materials, timely absorbing new knowledge, technology, and method, carefully select the contents valuable for students' lifelong development, widely integrate the contents of the achievements of human civilization and improve the quality of teaching materials. The development of supplementary materials of textbooks should be promoted, to create a new form of teaching materials which can be heard, seen, practiced, and interacted. **Efforts should be made to promote the reform of examination evaluation**, enhance the openness of examination questions, emphasize on testing the ability of independent thinking and the capacity to analyze and solve problems through acquired knowledge, in a bid to scientifically evaluate the comprehensive competencies of students.

3. We should take the construction of the platform of Smart Education of China as the lever to push forward the digital transformation of education. Advancement of digital transformation of education is not only an inevitable choice for education to adapt to the future, but also an important opportunity to implement the Education 2030 Agenda, hence it is an necessary strategic option for us. China is implementing a strategic action to digitalize education in line with the principles of application-oriented, service-prioritized, concise and efficient, and safe operation, to promote the application of ICT in teaching, management, learning, evaluation and other aspects, aiming at the transformation and innovation of organizational form and management model of education, and progressing into educational modernization through education digitalization. One of the key measures is to **build the Smart Education of China, a digital education service platform** covering all levels and types of education where student learning, teacher training and education services, and governance are all applicable. At present, the platform has been officially put into operation, the first phase of which has launched four sub-platforms, namely the smart education platforms for primary and secondary schools, vocational education, higher education, and employment service for university students. It keeps promoting mass

application and constantly enriches functions such as student learning, teacher teaching, school governance, society empowerment, and educational innovation. **Efforts should be made to build future smart campus**, construct a more complete information-based school environment. The comprehensive utilization of the Internet, big data and artificial intelligence and other technologies would contribute to building an integrated intelligent teaching, management and service platform, realizing adjoint collection of data, automatic analysis of information, and optimal allocation of resources, as well as establishing a dual-state campus of physical and virtual combination. **Teaching and learning mode should be innovated through ICT**, and the online and offline hybrid mode of teaching should be explored. Learners in rural and remote areas can share simultaneously the high-quality education resources through the synchronous classroom and the special-delivered classroom. Intelligent learning spaces and innovate digital educational applications should be built, to real time monitor the progress and status of online learning, provide comprehensive and effective intelligent diagnosis, resource and learning counseling services, so as to support personalized learning with high efficiency. We should **empower life-long learning with the new generation of ICT**, to guide the allocation of resources and the innovation of learning methods based on the needs of learners. More accurate online continuing education services for all groups of people should be supplied, especially for migrant workers, transfer workers and the disabled. The construction of colleges for senior citizens should be aligned with the learning needs of the elderly. Through the digital education platform and system, we will break boundaries of learning resources between government, society, industries, enterprises, families and individuals, expand the sharing, coordination and application of educational resources, unplug everyone's channel for academic advancement, career promotion and social mobility.

4. We should take the integration of industry and education as well as science and education as a lever in order to increase quality and adaptability of vocational education and higher education. The education and industrial structure should be optimized in a coordinated manner to promote the connection and integration of talent cultivation with industrial development, which is in line with the needs for technological progress, change in mode of production and social and public services. **We should constantly refine the policy of integrating vocational education with industry**, introduce policy measures, support methods and major projects to promote the integration of vocational education with industry, and support the creation of cities and enterprises with the integration of vocational education and industry. Policy of promoting school-enterprise

cooperation in vocational schools should also be issued to support the deepening of cooperation between schools and enterprises through joint cultivation of talent, cooperative research, joint construction of institutions and sharing of resources. **We should vigorously develop vocational education that echoes the needs of new technologies and industrial changes**, build a number of public practical training platforms, and encourage industries and enterprises to participate in the entire process of talent cultivation. Schools and enterprises should collaborate to develop apprenticeships, set up vocational education groups, and promote the reform of the “diploma + certain vocational skill level certificates” system, so as to effectively enhance the adaptability of vocational education and enable learners of vocational education, especially young people, to acquire the necessary skills for a decent job and life. **We should establish a system of basic disciplines and specialties that closely connect the industrial chain and innovation chain**, earnestly support the construction of application-oriented undergraduate and industry-featured colleges and universities, closely focus on the industrial demand, and strengthen the practical teaching and training of application-oriented talents. The application-oriented integration of science and education should be promoted, and the development of cross-disciplinary and emerging disciplines should be vigorously developed to lead the future direction of knowledge innovation and technological transformation. We should constantly optimize the discipline and specialty construction, guide and support colleges and universities to actively adapt to the needs of economic and social development, enhance new engineering, new medical, new agricultural and new liberal arts disciplines, continue to deepen the innovation and entrepreneurship education in colleges and universities, and improve the innovation and entrepreneurship of college students.

5. We should build a highly professional teaching staff with a sound professional development system for teachers as a lever. The key to implementing the Education 2030 Agenda and promoting education reform lies in teachers. China now confronts the challenges of shortage of excellent teachers, limited professional development prospect and inadequate salary guarantee for teachers. The Chinese government takes the building of the teaching staff as a basic task in education, and has taken a series of measures to promote the building of teachers' capacity and improve the guarantee of their welfare, so as to raise the level of their quality. **We should revitalize teacher education** and establish a teacher education system where normal colleges play the main role and comprehensive universities participate. Professional accreditation of teaching majors shall be advanced, platforms for collaborative innovation in teacher education in high-quality teacher colleges shall be encouraged,

a new model of teacher education shall be explored, and the sharing of high-quality curriculum resources shall be promoted, so that the overall quality of teacher education in China can be improved. **We should organize accurate and effective teacher training for all teachers** and implement national training programmes for primary and secondary school teachers. County-level teacher development institutions, trainers and teaching and researching staff shall be reinforced. The mechanism of self-selection of training programmes and targeted support and assistance mechanism shall be established and refined. The online and offline hybrid research and training model shall be innovated. We should organize teachers' collective discussion, collaborative lesson preparation, with the aim of improving the pedagogic ability, ICT application ability and scientific literacy of primary and secondary school teachers. **We should improve the management and treatment of teachers**, better mechanisms for the flow of outstanding teachers and principals to rural and disadvantaged schools, and intensify support for teachers in rural and poverty-alleviated areas. The regulation that the average salary of compulsory education teachers is no less than that of local civil servants should be strictly enforced, and the economic and social status of teachers will to be ameliorated. **We should improve the evaluation system of teachers**, take teachers' professional ethics as the primary requirement and take meticulously fulfilling the duty of education and teaching as the basic requirement of teacher evaluation, so as to encourage and guide teachers make good delivery of every class and care for every student.

6. We should actively promote the modernization of the educational governance system and capacity. Efforts should be made to continuously improve the education system, planning and policy implementation system, education operation mechanism and monitoring system, better accountability mechanisms, so as to enhance the effectiveness of education governance. We should continuously **improve the scientific level of educational decision-making, to focus on major issues in education, to actively support scientific research in education**, to improve the procedures for formulating educational policy documents, to improve the mechanism for social participation in educational decision-making, and to **carry forward the Whole-Process people's democracy**. We should stick to the goal-oriented, problem-oriented and effect-oriented approach, so as to formulate educational plans and policies in a scientific manner and make educational decisions more scientific and effective. Efforts should be made to **improve educational monitoring systems at all levels and of all sorts, refine the educational statistics system, and better the educational information management system**. Educational investment, school-running conditions and quality of education and teaching in local areas as

well as the national education situation and educational outcomes and outputs shall be constantly monitored, so as to keep abreast of the implementation of major education plans and policies in a timely manner, and to provide references for major educational decisions. In order to **construct an efficient and effective educational supervision system**, we should build a hierarchical education supervision mechanism for local governments at all levels with strong supervision and accountability, and urge local governments to perform their educational responsibilities. We should better the policies and standards for school supervision, and establish a working mechanism in which the state makes overall plans to formulate standards and the local government organizes the implementation. Schools shall be supervised to standardize the school-running measures so that they can continuously improve the quality of education.

III. Ensure Adequate and Sustainable Public Investment in Education

Educational investment should be regarded as a fundamental and strategic investment in the well-being of the people and in the long-term development of the country. The Chinese government has consistently placed support for education as a priority in public budget, and has formulated a series of policies and regulations to increase financial input in education, which provides a basic investment guarantee and a sustained financial support for the rapid development of education at all levels.

1. Government budgetary spending on education should remain above 4 percent of GDP

China, through laws and national policy documents, has made clear the requirements for education investment of “one no less and two increases” (that is, **to ensure that the government budgetary spending on education will remain above 4 percent of GDP, that the general public budget on education expenditure only increases year by year, and that the national general public budget on education expenditure averaged by the number of students in school only increases year by year**). At the same time, the education investment has been steadily increasing year by year through strengthening the design of policies, standards and systems, achieving a historic leap forward. The degree of financial support for education and the level of education fund have been greatly enhanced, which guaranteed effectively meeting the national needs in promoting

educational modernization and implementing the Education 2030 Agenda. From 2012 to 2020, China's investment in education totaled 35.9 trillion yuan. State budgetary funds for education reached 28.9 trillion yuan with an annual growth rate of 9.7 percent, whose proportion of GDP remained above 4 percent, reaching 4.30 percent, 4.13 percent, 4.11 percent, 4.24 percent, 4.21 percent, 4.11 percent, 4.02 percent, 4.06 percent, 4.23 percent respectively. General public expenditure on education remains at about 15 percent of the total, which is the largest expenditure of public fund. Government budgetary spending on education comprises about 80 percent of the total investment in education, the rest 20 percent come from the social investment, social donations, and so on, which is a positive supplement to the investment in education.

2. The education investment guarantee system which focuses on public investment should be continuously improved

(1) We should adhere to the strategic orientation of giving priority to the development of education. In order to fully implement the strategy of giving priority to education, the Chinese government creatively put forward the principle of "Three priorities", namely giving priority to education in economic and social development planning, to ensure education in financial investment, and to meet the needs of education and human resource development in public resource allocation.

(2) We should establish an educational input system that consists largely of financial allocation and supplemented by other education fund raising channels. The Chinese government has established a national system in the form of legislation, which is based on financial allocation and supplemented by other education fundraising channels, in order to ensure a sustainable and stable source of funding for state-run schools. Since 2012, government budgetary spending on education remained about 80 percent of the total investment in education.

(3) We should clarify the financial duties and expenditure responsibilities of the governments at all levels. education should be perceived as a common financial duty of the central and local governments, with a focus on basic public services such as compulsory education and student subsidies. We should moderately strengthen central financial duty and expenditure responsibilities, enhance the mechanism of hierarchical responsibilities of local governments, implement basic national standards, and accelerate the equalized access to basic public services in the field of education.

(4) We should establish and improve a standard system for allocating

funds to students at all schooling stages. In the light of the different characteristics of education of different types, the actual needs of reform and development and fiscal capacity, China has comprehensively established a system of per student funding covering all stages of education from pre-school education to higher education. We have continuously increased the average allocation of funds to students at all levels of education, and improved the long-term mechanism for the sustained and steady growth of government budgetary spending.

(5) We should continue to adjust and optimize the structure on using education funding. China insists that a rational structure is the greatest benefit. In accordance with the principle of fund using, which is "ensuring the basics, reinforcing the weaknesses, promoting fairness and improving quality", we will further tilt educational funds towards difficult areas and weak links, and use limited funds on what is most needed.

(6) We should strengthen dynamic monitoring of educational financial input and education supervision. A system of monthly, quarterly and annual monitoring of educational expenditures should be established, and a system of statistical report at the national and provincial levels should be implemented to strengthen dynamic monitoring of financial investment in education at the national and local levels. Provincial governments should include the growth requirements of education funds and compulsory education teachers' salaries into the scope of supervision and evaluation of the performance of education responsibilities, supervision should be intensified and governments at all levels should be promoted to implement the responsibility of education investment.

3. The direction of future changes

(1) We should continue to improve the mechanism for ensuring public investment in education. We should give priority to funding education and place more emphasis on stimulating investment through better policies, systems and standards. We should comprehensively establish a system of per student funding for education at all levels and of all kinds and a policy system for providing financial assistance to students from families with financial difficulties, and promote the establishment of a mechanism for dynamic adjustment of educational fees that is commensurate with funding per student and the level of financial assistance.

(2) We should optimize the structure in which education funds are spent. We should optimize the direction of the use of funds, and to promote the transfer of the focus of education funding use structure from scale expansion to quality improvement and structural optimization, the transfer

from infrastructure construction to education and teaching reform and professional teaching staff development, and the transfer of use of funds towards difficult areas, key domains and weak links.

(3) We should continue to improve the mechanism for social investment. While maintaining the intensity of government financial investment, we should implement and improve the preferential tax policies for education and the incentive policies for social donations, so as to attract social investment and donations, and continuously expand the sources of education funds. We will increase investment in human capital for vocational education, deepen integration between industry and vocational education and cooperation between schools and enterprises, and support and standardize the development of privately-run schools.

IV. Expectations on National Education Goals and Benchmarks

In order to accelerate to the achievement of SDG4, the Chinese government, in accordance with national medium-and long-term education planning documents such as *China's Education Modernization 2035* and *The 14th Five-Year Plan for Educational Development (2021-2025)*, established benchmarks for SDG4, and cleared objectives for the development of education at the national level.

To achieve a higher level of educational equity. China will establish and improve the mechanism of balanced allocation of basic public education resources, and gradually narrow the regional, urban-rural, inter-school education gap. We will effectively link the consolidation and expansion of achievements in poverty alleviation through education to urban-rural integration. The student financial assistance system shall be ameliorated and the level of targeted financial assistance raised, to ensure that disadvantaged groups have equal access to basic public education services, such as children of migrant workers, left-behind children and children and juveniles with disabilities.

To further expand access to education for all. China made it clear that by 2025, the gross enrolment ratio for pre-school education will surpass 90 percent, the compulsory education consolidation rate will reach 96 percent, and the gross enrolment ratio for upper secondary education will surpass 92 percent, the gross enrolment ratio in higher education will reach 60 percent. By 2035, the gross enrolment ratio in pre-primary education will

surpass 95 percent, the compulsory education consolidation rate will reach 97 percent and the gross enrolment ratio in upper secondary education will reach 97 percent, and the gross enrolment ratio in higher education will reach 65 percent. By raising the level of education coverage, we will further expand the opportunities for young people to receive more advanced levels of education and acquire survival and development skills, thus injecting vitality into future social development.

To develop higher quality education. We should establish a standard system of resource elements in line with the high-quality development of education and improve the conditions for school-running at all levels and of all sorts of schools. We will improve the mechanism for ensuring inclusive pre-school education, promote the standardization of compulsory education schools, eliminate large-sized classes in general upper secondary education, further the construction of qualified vocational schools, and enhance the guarantee for school-running conditions in higher education institutions. We should actively adapt to the needs of educational reform in the information age, strengthen the co-construction and sharing of digital resources, and consolidate the support of high-quality development of education. China will gradually improve the system of educational quality standards, establish and improve quality standards for the training of educational personnel at all levels, constantly enrich education modes in a scientific manner, strengthen and improve engineering education, increase students' digital literacy, innovation and entrepreneurship, and ecological awareness, and strengthen their ability in sustainable development.

To build a high-quality and professional teaching staff, deepen the reform of the teacher management system and mechanisms, implement professional standards for teachers in kindergartens, primary and secondary schools, and steadily increase the proportion of pre-school teachers receiving professional education. By 2025, “double-qualified” teachers (that means teachers with two certificates in teaching and in another profession) in vocational schools will account for more than half of the total teachers of professional courses. The status and remuneration of teachers shall be improved to ensure that the average salary of compulsory education teachers is no less than the average salary of local civil servants.

V. Strengthen International Cooperation

Education confronts global challenges. China is willing to follow the spirit of building a community with a shared future for humankind, advocate

educational cooperation and exchanges among all stakeholders, and provide international public goods in education within its power. We will work together with the international community to promote an early recovery of global education and march towards the Education 2030 Agenda.

To strengthen cooperation and exchanges on the digital transformation of education. First, actively promote the sharing of online educational resources. China upholds the principle of open science and advocate coordinated innovation among countries, jointly develop high-quality online educational resources, promote the sharing of online high-quality educational resources, and help most needed countries to accelerate the improvement of education quality. Second, promote the collaborative innovation of new technology teaching mode. At the teaching level, we will strengthen international cooperation and exchange, promote innovation in teaching modes, create classrooms of global perspectives, and promote more convenient and in-depth exchanges between students from different cultures and disciplines. Third, strengthen policy coordination. We should enhance the communication and mutual learning among countries on the ethics and safety rules, technology and management in the application of information intelligence technology in education, and jointly explore the approaches of digital co-governance so as to make digital technology better serve the all-round development of humanity.

To strengthen cooperation around empowering the youth. COVID-19 has had a severe impact on economic development, employment and people's lives around the world. New technologies and industrial revolutions are rebuilding job openings. The international community should cooperate to empower all people with new skills, especially the youth. China advocates extensive vocational education cooperation between international organizations and between developing countries. China will implement the China Fund-in-Trust (CFIT) project, continue to build the Luban Workshop, and support the vocational education development of African, Asian and other developing countries. This year, China will also hold the World Conference on the Development of Vocational and Technical Education, establish Globe Vocational Education Alliance and host World Conference on MOOCs and Online Education 2022 to provide new platforms for strengthening cooperation with other countries.

To strengthen cooperation on education for international understanding. We should promote mutual understanding and mutual learning among civilizations and build a community with a shared future

for humankind through educational cooperation and exchanges. We will strengthen communications and exchanges between schools, teachers and students in all countries, reduce unreasonable restrictions, support study abroad, and enhance international cooperation in talent cultivation. The younger generation of all countries would better understand each other through educational cooperation. We should promote a common understanding of the challenges facing the world, strengthen the will and ability to work together to face challenges, and foster the awareness and determination to jointly build the community with a shared future for humankind, and put the goal of achieving global peace and SDGs on a firmer foundation.

To strengthen cooperation on capacity building for implementing the Education 2030 Agenda. The key to the implementation of the agenda lies with member states. The overall enhancement of national capacities in the formulation and implementation of policies and conducting effective monitoring is critical to the achievement of goals. China will draw on the lessons learned from the implementation of Education for All (EFA). International organizations such as UNESCO should play a greater role in promoting cooperation among member states, boosting post-pandemic recovery of education by experience exchange and special technical skills training etc., and vigorously promote capacity-building to achieve the Education 2030 Agenda, so as to lay a solid foundation for implementing the outcomes of the TES, promoting educational reform and achieving the expected goals.