

Preface

This book reflects the basic spirit of three major policy documents related to the third Plenary Session of the 18th CPC National Congress. These documents include the “Report on the 18th National Congress,” “Resolutions on Some Key Issues Concerning How to Comprehensively Deepen the Reform Initiative,” and “The Office of the State Council’s Notification on the Pilot Project of Education System Reform.” Centering on “special topics and typical cases,” this book provides an in-depth analysis of some hotly discussed issues regarding the deepening of the reform initiative in Chinese education. The goal is to construct an education system that is vibrant, flexible, and sustainable enough to adapt to the socialist market economy and the new social developments in China.

The book consists of six chapters. Chapter 1 is entitled “New Problems and Measures Regarding the Reform of the Financial System in Compulsory Education”. Based on the field research conducted in the BC city and the five provinces of O, K, B, N, and R, this chapter investigates the new challenges posed to the financial system in compulsory education by the increasing trend of urbanization. We provide a detailed analysis of such topical issues as the financial system based on the principle of “provinces planning and counties leading,” the pay of teachers, the performance and statistics of the education fund, as well as other notable problems in the current policy.

Chapter 2, “Mechanism Study of How to Integrate Ethnic and Folk Culture into Artistic Education,” is derived from a field research conducted in the Miao ethnic communities. Using the SWOT method, we analyze the data collected from the field research, exploring the advantages, disadvantages, opportunities, and threats involved in incorporating the Miao embroidery into the artistic education in primary and middle schools. We make policy recommendations regarding this incorporation from the macro, medium, and micro perspectives.

Chapter 3, “Issues and Policy Studies of the Mechanism Governing the Flow of Teachers in Primary and Middle Schools,” examines the flow of teachers in the S autonomous district in the SK pastoral area. Through field research, we summarize the distinctive features and key drivers of the flow of teachers in the pastoral areas, and offer suggestions on how to improve the mechanism governing this circulation.

Chapter 4 is entitled “Empirical Analysis and Model Construction of Rural Teacher Supplement in the Western Part of China.” Referring to the “compensatory wage differential theory” and the field research in eight counties of four provinces in the western part of China, we construct a model for rural teacher supplement and propose policy recommendations based on this model.

Chapter 5 is called “Constructing an Integrative Integrated Model that Unifies Urban and Rural Compulsory Education—A Case Study of the YZ County.” Through field research in the YZ county, this chapter investigates the system problems occurred in the reform of compulsory education, such as fiscal input, school management, allocation of teachers, talents cultivation, performance assessment, as well as the imbalanced resource allocation between rural and urban schools. With these problems in mind, we make policy recommendations on how to construct an integrated model that could incorporate rural and urban education.

Chapter 6, “A Classic Case Study of Chinese Private Education System Reform—An Evaluative Report on the Private Education Reform in ZS City,” deals with the national pilot project of private education reform. After outlining the goal, assessment standard, object of study, and research method regarding the reform of private education, we present an overall survey and detailed analysis of the implementation of the pilot project in each of the 12 countries, districts, and development zone within the jurisdiction of the ZS city. Based on this survey and analysis, we make suggestions on how to deepen private education reform in the ZS city, with a view to providing useful lessons for reforms in other areas of education.

This book distinguishes by three major features. First, it seeks to integrate the demands of the state with cutting-edge research. All the topics covered in this book concern the reform of the education system, an issue that is of topical urgency in state agenda and thereby has been given close attention. The perspective and method we adopt in the book seek to integrate the most advanced research in the field and bring to the fullest the practical and academic value of the topic. Second, the source of our data is accurate and reliable. In addition to the official annual statistics and related policy documents, we have also conducted field research and tracking surveys in the SK district in S province, the A Miao ethnic autonomous county in G province, the ZX and YZ counties in O province, the ZN city and LS county in N province, the DL city in B province, the TY county in U province, the RH city in R province, and the ZS city in X province. We conducted in-depth interviews with such related personnel as education administrators, heads of schools, teachers, parents, and students as well. The firsthand sources insure the authenticity and reliability of the data we collected. Third, our argument is logical and cogent, supported by verifiable evidence. In the process of working on this book, we have organized a series of conferences and meetings to consult education experts, administrators, as well as all levels and kinds of schools concerning the feasibility of our project, the reasonableness of our choice of research sites, the validity of the data analysis, the verifiability of our conclusions, as well as the operability of the policy recommendations we proposed.

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Chongqing, China

Ling Li
Jiafu Zheng

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Six Case Studies

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