academic performance 275–7
educational expectation and social capital 275–7
educational tracking 270
effectiveness of schools in improving 135–6
private tutoring
as main reason for 338
participation 340
results 342
Action Plan (2049) 393–5, 413
AIOU (Asian International Open University) 497, 509
American Progressivism 33–5
Anti-Japanese Military and Political College (K’ang-ta) 30, 45

bachelor degree programmes
duration in Hong Kong 520
expectations of mothers holding 277
gross enrolment ratios 2
Macao SAR 497
minority students
requirements for 319
statistics 322
structure 171, 173–4
teacher education 83–4, 143–4, 147, 149, 151, 155, 157
balanced development of education 61, 63–4, 70, 110, 112–13, 133–4, 388
ban gong ban du 211
Beijing gaoshi guicheng 35
Beijing gaoshi wunian jihuashu 35
Beijing Higher Normal School Five-year Plan 35
Beijing Higher Normal School Regulations 35–6
Beijing Higher Women's Normal School 35
Beijing Women's Normal School 31
bilingual education 186, 316–17, 320, 322, 326, 329
Bodycott, P. 443–5, 450, 454–6, 459–61
Bray, M. 333–4, 341, 343, 348, 444–5, 452, 458, 460, 494–5
Cai, Y. 169–73, 175, 178, 185, 187, 250
canfei jiaoyu 293
Changsha experiment 44–5
Chen, L.H. 445, 447–8, 455–8, 460–61
Cheng, K.M. 520, 523
child-centred pedagogy 78, 81, 83
China Adolescents Science and Technology Innovation Contest (CASTIC) 408
China Scholarship Council (CSC) 2
Chinese Communist Party (CCP) branch organizations in universities 175
challenge facing 4
community education 231
educational model at Yenan 30
history 3, 43–50, 52–3, 80
Chinese students overseas
choice of destination
contributions to advancement of push–pull model 457–60
limitations of review 464
proposal from review 464
push–pull factors identified 454–6, 462, 473–4
review method 443–53
suggestions from review 460–63
of great importance to USA and UK 442–3
history 24
as prominent border-crossing population 469
statistics 2–3, 186, 442, 468
studying and returning
broadened worldview 480–82
managing academic challenges 475–7
managing social and cultural challenges 477–9
motivation to study abroad 473–5
personal growth as commonality 485
professional competence and confidence 482–4
as relational process 484
shift of values resulting from 484–5
transnationalism 470–73, 484
upsurge 469
class size
early childhood education 82
higher education 187
Macao SAR 506–7
primary education 96, 105–8
special education 299, 301
teacher preparation programmes 151
classroom teaching 424
climate change education (CCE) 424
college entrance opportunity 278–81
commercialization of education 337
Communist Party of China (CPC)
calls for deepening reforms in education 119
citizenship education 241–60
endowing autonomous rights in higher education 66
provision of compulsory education 334
rejuvenating China through science and education 392
community education 230–32, 381, 386
competence, increased 482–4
compulsory education
balanced development as strategic mission for 133–4
curriculum-setting of science, technology and mathematics 395–7
and disabled children 300–301, 306–7
effects of financial decentralization 98–9
environmental education in 419–26
equity and balanced development across regions 103–11, 113
ethnic minorities 315–16
financing 68–70, 89, 135
as free 118, 138
goal for popularizing 355–6
governance 63–4, 73
in Hong Kong SAR 519, 523, 531
increasing inequality at stage of 270
as luxury for marginalized children 309
in Macao SAR 494, 498–9, 502
migrant children 273, 378, 382, 384, 386–7
origin of 334
primary education as part of 95
promulgation of 96
proximity principle 273
statistics 264, 269
structure 62, 73
support for rural areas 98
as survival education 277
and teacher education 146
universalization of 118–19, 138
vocational education 195–6
Compulsory Education Law 64, 70, 95–6, 269–70, 296–7, 334, 420
Conference on Human Environment 418, 438
certainty, increased 482–4
Confucianism
academic pursuit to revive use and function of 257–8
Chinese education system founded on 4
Communist Party of China replacing with socialism 242, 250
resorting to, in public speeches 251
and Cultural Revolution 50
educational thoughts 98, 257–8
in effective marketing strategies 454–5
as evidence for strong family unit 337
‘he who excels at learning shall be an official’ 363
heritage 37–8, 474
high influence in higher education choices 461
in imperial China 258
influence of ideal of filial piety 459
influence on vocational education 201
inspiration for environmental education 437
on knowledge vs practice 206
learning 15–16
on mental and manual labour 194
movements challenging ideology of 17
pedagogy 38, 257
as possible cause of backwardness 250
and private tutoring 333
and quality education 335
search for media via recommended by 47
spread of institutes of 462
in teacher preparation curriculum 153–4
constructivist theory 421–3, 425
continuing education and lifelong education 233
in Macao
interview with school principal 507–8
under Portuguese rule 495–6
cooperation
international 186–7
problems in school-enterprise 212
as restructuring principle 178
corporate social responsibility (CSR) 418, 432, 435
correspondence education 222
creative education 410–12, 414
credit bank system 27, 232–4
‘cross-cutting belongingness’ 472, 484
CRPD (Convention on Rights of Persons with Disabilities) 305–11
Cultural Revolution (1966–1976) 77, 154, 221, 243, 265–8, 277, 294–6, 418, 491
culture shock 476
curriculum reform
eightth large-scale 392–3, 414
environmental education 421–2, 425, 433
in Hong Kong SAR 525–8
and internationalization 186
in Macao
beginning of (1990s) 494–5
Committee 501
and Fundamental Law 500
under SAR 498–9
Ten Year Plan 502–4
primary education
quality issues in 100–103, 111–12
success of 97–8
in secondary education 136–8
for STEM
inconsistencies in structure and standards 413
national curriculum 395–401
in schools 406–7
in Shanghai 402–6
vocational education project 207–9
Dao 438
Daoism 437–8
Dauncey, S. 295
daxue see higher education (HE); universities
dazhuan 171
decentralization
of administration 97, 170, 175–6
as change strategy 4
financial 98–9
territorial 174
degree structure 171–4
Dewey, John 33–5, 38, 77, 80
ding dan pei yang 211
dinggang practicum 161
disabled people, provision of education see special and inclusive education
distance education
beginning of web-based 222–3
development 220–22
essence 218
management and teaching modes 224
MOOCs 223–4
origin 219
pilot institutions 223
problems and challenges 225–7
quality assurance 225
success of 235
dual-school system 126–9
duikou yuanjian 320
duli sikao 257
early childhood education
environmental education 419
financing 85–88, 90–91
goals for 78–9
in Hong Kong SAR 520
in Macao 498, 501–3, 505
as national priority 78
new directions
development of law 89–90
providing equal quality education and universal access 88–9
quality monitoring of programmes 89
teacher training and working conditions improvement 90
as not part of compulsory education 76
purpose of 79–81, 90
statistics 76, 78–9, 87
structure
programmes for children aged three to six 81–4
programmes for children aged zero to three 84–5
transition to primary education 102–3
economic development
China’s great potential for 112
cultural ‘soft power’ as foundation for 251
disparity associated with 188, 341
education as key to 495
educational attainment not dramatically improved with 264
human resource demand of 120, 244, 375
importance of Macao’s gaming for 507, 510, 514
and industrial structure problems 368, 370
innovation and entrepreneurship as driving forces of 391
rapid accompanied by serious environmental degradation 417
during decades of reform 118, 336
regions with low 100, 105–7, 130, 202
strengthening role of universities 184–5
vocational education as approach to advancing 202–3
Education 2020 see Outline of National Plan for Medium and Long-Term Education Reform and Development (2010–2020)
education in China challenges in 3–4
global interest in 1–3
Education Law of 1995 65, 177, 199, 228
educational development
higher education 366–7
and labour market changes 355–9
of migrant children 379
for minority groups 316, 321–2, 327
regional disparity in primary education 104
STEM and creative education 410–12
educational expectation 269, 275–7, 284
educational system
establishment of modern 17–19
examination oriented 338, 349
higher 171–6
reform
aims of contemporary 56, 61
beginning of (post-1840) 15–16
strengthening 16–17
structure
1912 17
1922 17–18
contemporary 62–3, 73
universities as most creative part of 427
educational tracking 269–72
effectiveness 135–6
Eighth Curriculum Reform 392–3, 414
elderly, universities for 230–31
elementary education see primary education
emotional transition 477–9
entrepreneurship 395
environmental education (EE)
beginnings of 418
in compulsory education system
application of constructivist theory 421–3
basic education 419
emphasis on practice and activity 425
focus on projects 425
high schools 426
new educational challenges 423–4
poplarization of science in 419–21
problems and prospects 425–6
significance of classroom teaching 424
consequences of rapid economic development 417
future evolution 439–40
in higher education system
background to green universities 427–8
development of green universities 428–9
important basis for 426–7
suggestions for universities to move towards sustainability 430–31
sustainable development in development of green universities 429–30
non-state actors
background 431–2
business influences via corporate social responsibility 435
contributions to environmental education project 435–6
domestic non-governmental organizations 433–4
international non-governmental organizations 432–3
student environmental groups 434–5
patterns
community learning 439
experiential learning 423
knowledge-centred 420
national 435–6, 438–9
of unsustainable development 417, 419
traditional influences on contemporary and future development of 436–7, 439
Confucianism 437
Daoism 437–8
Traditional Chinese Medicine 437
equality in education
citizenship education 247–8
of compulsory educational finance 69–70
early childhood 88–9
and governance 63–4
primary education 96–7, 103–111
secondary education 126–30
see also inequality in education
ethics see teacher ethics
ethnic minorities
continuing problems and challenges
creation of dual educational system based on ethnicity 329–30
as double-edged sword 325
educational stratification among 326–7
gender disparity 327–8
insufficient attention to minority language education 329
lack of sufficient qualified bilingual teachers 326
preferential policies 328
regional disparity in infrastructure construction 326
tension between religion and formal education 327
as culturally diverse and distinctive 315
education as ‘civilizing project’ 329–30
educational policies
establishing minzu universities and institutes 317
financial support 315–16
high-level talents plan 319
multiple educational pathways 316–17
partnership and support 320
preferential admissions 318–19
teacher training 319–20
educational practice and achievements 320–25
geographic distribution 314
examination pressures 531–3
experiential learning 421–3
Fang, W. 444–5, 449, 454–5, 459–61
financing of education
contemporary 61, 67–74
early childhood 85–8
higher education and universities 175–6
interview with school principal 505–6
primary 69–70, 98–9, 109
secondary 69–71, 125–6, 130
support for ethnic minorities 315–16
first-class universities 147, 178, 181–2
Free Teacher Education Policy (FTEP) 159
Friends of Nature (FON) 432–3, 436
Fundamental Law of non-tertiary education system 499–501, 506, 514
Fundamental Laws of Non-Tertiary Education System 497

gaođengjiàoyù see higher education (HE)
gaókào 171, 304, 335, 384, 407
gender disparity
ethnic minorities 327–8
over-education 364
reduction in 99
returns to education 360–61
Global Village Beijing 433
gòng jiàn shèng 128
gòng xué jié hé 207
gòng jiàn 177
gòngtóngtǐ 255
governance of education
contemporary 61, 63–7, 73
eyearly childhood 80–81, 83, 89–90
higher education transforming models of 176–7
and universities 174–5
graduate employment
development of higher education 366–7
economic development and industrial structure problems 368
facing changing employment system 358
labour market transformations 367
teacher preparation programmes 151
underdeveloped employment service system 367
Great Leap Forward (1958) 43, 47, 49, 243, 266–7
Green Long March 434
green universities
background 427–8
development 428–9
sustainable development in 429–30
Gu, Q. 469–72, 474, 477, 479–80, 482, 485
guanxi 271, 461
guīnào xuézhī 21

half work, half study model 211, 213
Han ethnic group 314, 316, 318–20, 324–8, 330
Hayhoe, R. 24, 26–8, 30, 33, 35, 37–8, 52, 170
hebing 177–8
hezuo 177–8
High-Level Ethnic Minority Talents Plan 319
high schools
curriculum reform 406–7
environmental education 426
STEM 392–3, 395, 398, 404–8, 414
vocational education 195–6
see also regular high school (RHS); vocational technical high school (VTHS)
higher education (HE)
attainment and inequality 277–83
building first-class, world-class universities 181–2
challenges in
graduate unemployment 188
lack of diversity 188
lack of qualified teachers 187
stereotypical educational model 188
tensions between Chinese and Western ideologies 188–9
uneven distribution of resources 188
environmental education 426–31
ethnic minorities 317, 322–4, 328
expansion of
college graduate employment 366–8
effect on labour market 356–8, 363
impact on development of vocational education 369
over-education as consequence of 364–5
statistics 356
financing 71–3, 175–6
future directions 189
governance 63–7, 73
and administration 174–5
transforming models of 176–7
history 169–70
‘arrival of West’ pre-1911 24–5
change under Republic of China (1911–1927) 25–6
development (1927–1937) 26–8
drawing heavily upon Japanese, European and American models 37
influenced by Soviet model 48
number of universities and colleges 29
war of resistance (1937–1949) 28, 30
in Hong Kong SAR 520–23, 526, 532
inequality in 3–4
international cooperative education provision 186–7
internationalization 185
of teaching and research 186
in Macao 513
massification of 178–81
migrant children 384
migrant workers 381
NCEE as ultimate obstacle to 335
pyramid of institutions 172
quality assurance 182–4
returns to education 359
special and inclusive education 303–4
statistics 171–3, 176
strengthening in economic development and innovation 184–5
structure 62–3, 73, 171–4
restructuring 177–8
student mobility 185–6
and teacher education 141, 144–50, 152, 157, 163–4, 166
vocational education 184, 188, 197, 199–200
history
basic education
main initiatives from within 37
primary education 19–20
secondary education 20–23
early childhood education 76–81
education after liberation (1949–1965) 47–9, 53, 265
educational system
beginning of reform 15–16
establishment of modern 17–19
strengthening reform 16–17
Great Proletarian Cultural Revolution (1965–1969) 50–51
higher education
‘arrival of West’ pre-1911 24–5
change under Republic of China (1911–1927) 25–6
development (1927–1937) 26–8
number of universities and colleges 29
and universities 169–70
war of resistance (1937–1949) 28, 30
of Hong Kong’s education system 519–23
literature guide to Maoist China 51–3
Maoist ideology 55–6
Mass Education Movement 44
origins of modern Chinese education 37–8
Study and Rectification Campaign (1942–1944) 46–7
teacher education
and American Progressivism 33–5
four pillars of 140
in late Qing and Republican period 30–33
shift from borrowing to...
indigenous educational theory 35–7
vocational education 194
Yenan forum talks on literature and art 44–6
homework 101–2, 335, 344, 530
Hong Kong Certificate of Education Examination (HKCEE) 532–3
Hong Kong SAR changing role of schools and teachers 528–31
comparison with Singapore and Shanghai 536
critical question posed by case of 536
curriculum reform 525–8
education system and its evolution 519–23
examination pressures 531–3
as free market 535
Grant Schools 523–5, 528
new challenges and pressures for change 533–5
Occupy Movement 534–5
one country, two systems 517–18
Quality Education Fund (QEF) 528–9
school-based model 536
school system and school autonomy 523–5
societal change 533–4
uniqueness 535
Hong, Y. 271, 275–6, 327
Huang, Y. 432–5
inclusive education see special and inclusive education
independent recruitment 280–81
independent thinking 257
inequality in education avenues for further research 283–4
modes of social exclusion 264–5
in primary and secondary education 268–9, 283
academic performance 275–7
rural–urban education 272–4
urban education 269–72
private tutoring concerns about 340–43, 347–8
leading to emergence of 334–5
reform and opening-up era before 265–8, 282
during 268–77
following 277–82
social stratification and higher education attainment 277–8, 283
choice of subject and major 281–2
college entrance opportunity and independent recruitment 278–81
see also equality in education
information and communication technology (ICT) 97–8, 110–11, 497, 500, 509
innovation curriculum, in Macao 507
as driving force of economic development 391
mass 395
strengthening role of universities 184–5
in student teaching 161–2
in teacher education 158–61
in vocational education curriculum development reform 207–9
and research 210
intellectual transition 475–7
international cooperative education provision 186–7
international non-governmental organizations (INGOs) 432–3, 436
internationalization China’s significant role in 468–70
of higher education 185
and Sino-Foreign cooperation 186–7
statistics 2
of teaching and research 186
‘Internet Plus’ 223–4, 226, 235
Jane Goodall Institute 433
Japan
1945 surrender 30
Anti-Japanese Military and Political College 30, 45
Civil Service Examinations borrowed by 531
growth in incoming Chinese students 446
higher education influenced by models from 15, 24, 30, 37, 170
international education market 442
occupation of Hong Kong 519
overperforming against Chinese public’s ideal demand 457
oversupply of higher education places 522
People’s Liberation struggle against 43
private tutoring 333
Sino-Japan Friendship Environmental Protection Centre 431
Sino-Japanese War 1895 15, 24
1937 20, 28, 32, 43, 491, 493
Skills Olympics 495
teacher preparation system influenced by 142–3
texts translated from 24, 36
ji gong xue xiao 196
Ji, W.W. 368
jiao xue gong chang 211
jiji fabiao jianjie 257
jinqu jingshen 256
jueding 444
jurisdiction
joint 177–8
transfer to 178
K’ang-ta see Anti-Japanese Military and Political College
ke cheng zhi huan 211
kecheng 444
keju 258
kindergarten see early childhood education
Kuomintang (KMT) see Nationalist Party
Kuznets turning point 370–71
labour market
demand–supply model of labour 355
and education
labour mobility 362–3
returns to education 359–62
graduate employment 358, 366–8
influence of rapid educational development 355–9
match with vocational education 368–70
over-education 363–5, 370
structure effect 361–2
transformations 367
labour mobility 362–3
Law, W.-W. 170, 242–6, 250, 253, 258
learning shock 475–6, 483
Lee, J.C.K. 97, 108, 111
Li, F. 3, 56, 61–2, 67, 71
Li, M. 444–5, 452, 458, 460
Li, Q. 150, 267
liang mian 316
liberation, education after (1949–1965) 47–9, 53, 265
lifelong learning
community education 231–2
concept 227
credit bank system 232–4
development 227–8
emergence 218–19
problems and challenges 228–9, 234–5
structure 229–30
success of 235
universities for elderly 230–31
Liu, D. 461
Long March 45
Lu, D. 291
Macao
context 491–2
education under Portuguese rule characterized by diversity and autonomy 513–14
continuing, vocational, technical and recurrent 495–6
non-tertiary 492–5
tertiary 496–7
education under SAR government achievement 504–5
curriculum reform 498–9, 502–4
development 497–8
Fundamental Law of non-tertiary education system 499–501
non-tertiary phase (2011+)
501–2
progress 501, 514
Handbook of education in China

student assessment and school evaluation 502–4
student enrolment and graduate numbers 511–12
student participation and gross enrolment rates 512
teacher numbers, qualifications and teacher–student ratios 513
tertiary education 2015 review 511
tertiary education since 2000 510–11, 514–15
interview with school principal continuing education 507–8
curriculum innovation 507
funding model 505–6
impact of Fundamental Law and Ten Year Plan 506
preparing students for further studies 506–7
recurrent education 509
vocational and technical education 508
major, choice of 278, 281–2
Manns, Y. 443, 445–6, 454, 456, 460–61, 463
Maoist ideology
education after liberation (1949–1965) 47–9
egalitarianism of 3
establishment of 43
Great Proletarian Cultural Revolution (1965–1969) 50–51, 267
literature guide 51–3
Maoist challenge 4
Maoist ideological campaign 356
Mass Education Movement 44–5
Study and Rectification Campaign (1942–1944) 46–7
towards building new socialist China 242
training students to be ‘red and expert’ 244
transition from ideology to public policy 55–6
Yenan Forum talks on literature and art 44–6
market-oriented economy 78, 169, 177
Mass Education Movement 44–5
‘massification’ of higher education 2, 8–9, 176, 178–81
mathematical competition 407–8
Matthew effect 151, 362, 370
maximally maintained inequality (MMI) 278, 283
May 7th Cadre Schools 51
May Fourth Movement (1919) 17
Mazzarol, T. 445, 448, 455–61
McBeath, G.A. 432–5
McBeath, J.H. 432–5
meng yang yuan 79
merger 178
middle schools admissions policies 128–9
decreasing numbers 120, 122–3
education for migrant children 132
enrolment quotas 134
environmental education 419–22, 425
history 15–16, 21–2, 31–2
phasing out of entrance exams 113
primary vocational 195
private tutoring 339–42
public education expenditure 125–6, 130
rural 64
teacher certification 155–6
see also regular middle school (RMS)
migrant children defining 284, 377–8
early childhood education 88
educational level as crucial factor 387–8
educational policies and continuing problems 382–5
educational rights 64
inequality in rural–urban education 272–4, 283
as left-behind children 132, 283
Plan for supporting 132
primary education equitable access 113
improved access 274
large-class schools 109
statistics 378, 382
as product of social development
and social economic development of China 387
secondary education 383–4
solutions to problems 386–7
unique features 378–9
migrant workers
call for more preferential policies 215
context 375
education policies and problems 379–81
educational level as crucial factor 387–8
primary education 3
as product of social development and social economic development of China 387
solutions to problems 385–6
and their intergenerational development 376–7
as unique phenomenon 132
see also migrant children
min kao han 316, 318
min kao min 316–17, 330
Ming Dynasty 23, 491
minzu see ethnic minorities
minzu daxue/xueyuan 317
minzu universities and institutes 317, 330
minzuban 319
missionary universities 26, 28–30, 519
Model Contest 409
modern apprenticeship 210–12
MOOCs (massive open online courses) 223–4
National Central University 27
National Standards of Teacher Education and Training (NSTET) 165
National Youth Future Engineers Expo and Competition 409–10
Nationalist Government 20–21
Nationalist Party 26–8, 30, 43, 45, 258
NCEE (National College Entrance Examination) 171, 304, 335, 384, 407
neidi 329
neidi minzu ban 323
neidi Xinjiang ban 317, 319
neidi Xizang ban 317, 319
neidiban programme 320, 329–30
neighbourhood enrolment 269–70, 272, 274, 284
New Culture Movement (1915) 17
non-governmental organizations (NGOs), domestic 433–4, 436
non-tertiary education
Fundamental Law of 497, 499–501, 506, 514
under Macao SAR
phase 2 (2011+) 501–5
in Macao, under Portuguese rule 492–5
normal schools
competition with education institutions 150
correspondence education 220
criticism of 146
hierarchical system 142–3, 160
history
aim of 16
almost all public 21
and American progressivism 33, 35
classification of 32
European concept of 15
evolution led by Beijing Women’s Higher Teachers’ College 31
first independent 31
increase in 19
introduced at secondary level and above 18
numbers 21–2
placed under provincial governments 21
rethinking 36
systematic curriculum 33
innovation 161
numbers
1999–2013 148–9
activities to stem decline 151
pre-war 141
persistance of terminology 38, 147, 151
recommendations for 164–5
recruitment figures 159
special education 297
as teachers' schools 141, 393
training of technology teachers in 414
transformation of 146–8
tuition fees and mandatory teaching obligations 152
varied curricula 153
Northwest Associated University 28
nursery school see early childhood education
off-campus activities 101–2
off-campus education 107
one-child policy 88, 109, 337, 463
open door policy 78, 169, 442
opening-up policy 62, 118, 221, 268–9, 272, 278, 282, 284–5, 296, 391–2, 421, 474
Opium Wars 15, 517
over-education
causes of 364–5, 370
differences between domestic and international experience 364
estimating 370
impact of 365
incidence rate 364
uneven occurrence of 363–4
partnership and support 320
Peking University 25, 27–9, 145, 169, 179–80, 182, 282, 284, 318, 406, 428
People's Liberation (1949) 3, 37, 43, 45, 51, 53, 265
People's Liberation Army (PLA) 249
People's Republic of China (PRC)
community education 231
Compulsory Education Law 420
Education Law 228
Environmental Protection Law 419
establishment of
development of distance education after 220
educational equality after 265–8
'key school' system at 126
minority education after 315, 321
restructuring of higher education after 169, 177
goals for 100th anniversary of 243
having one of largest educational systems in world 95
in Macao 491–2
military parade at 60th anniversary 249
National Bureau of Statistics of 298, 302, 360, 376
progress through basic curriculum reform 97
special and inclusive education 294–304
State Council of 79–80, 297
Pepper, S. 30, 37, 45, 47–9, 52–3
physical activity 102, 137
Ping Min Jiao Yu 44–5
poorly performing educational institutions 64
pre-primary class see early childhood education
primary education
curriculum 95, 100–101, 403, 406
curriculum reform
quality issues of 100–103, 111–12
success of 97–8
development of 356
environmental education 419–22, 424–5
equity and balanced development across regions 103–11
for ethnic minorities 316–17, 322–3, 326
funding 69–70, 98–9, 109
governance 63–4
history 16–21
in Hong Kong SAR 519, 523
inequality in reform and opening-up era 268–77, 283
in Macao 493, 500, 505
migrant children 109, 113, 274, 378, 382
migrant workers 3, 376, 386
private tutoring 338–41, 343
quality
and access 112–13
and achievements 95–9
Index 551

resource provision 112
returns to 359
school choice 105–7, 109–10, 113
statistics 19–21, 95–6
structure 62
for students with disabilities 300
and teacher education 140–41, 143,
146, 148–9, 151, 155–6, 159–61
vocational education 195–6
private educational institutions
AI OU as leading 497
for children of migrant workers
382–3
early childhood 84, 86–7, 89
funding 73, 175
governance 67
higher education and universities
172–3, 175–7, 427
history 26, 29
Hong Kong SAR 519–20, 522–4
Macao
under Portuguese rule 493–5, 497
SAR 498–503
tertiary education 509–10, 513
numbers and enrolment statistics
62–3, 177
provision of special education 303
as recently established 427
teacher preparation 141
vocational education 198, 204
private tutoring
academic subjects 339–40
for admission to super ‘key schools’
126, 128, 136
China’s recent and rapid growth of
333
context
cultural and educational factors
337
economic changes 336–7
reasons for emergence of 334–5
‘shadow’ metaphor 333–4, 349
definition 346
factors, implications and concerns of
inequity
family background 340, 348
regional variation 340–41, 348
school type 342
size of locale 342
student achievement 342–3
urban and rural differences 341–2
government responses to
administrators and principals
responsible 347
loose enforcement of policies 347
prohibition for teachers 344–5
reduction of student burden
343–4
restriction of teacher out-of-
school time 345
teacher ethics and teacher
responsibility 345–6, 348
teacher punishments 346, 348–9
nature of 338
as phenomenon gaining
international attention 333
policy focus 347–9
scope of 339
visible through all levels of schooling
333
Programme for International Student
Assessment (PISA) 1, 391, 502,
506, 532–3, 536
Project 211 62, 171, 178, 181–2
Project 985 62, 171, 181–2
putong zhong xuetang 31
Qing Dynasty
absence of curricular regulation 153
aim to save from collapse 15–16
effect of Opium Wars 15
functions of traditional academies
23
industrial schools 194
Peking University 25
Protocol of Lisbon 491
purpose of early childhood
education 79
replacement of 16
struggles in state governance and
education 250
teacher education in late period
30–33, 37, 140–41, 143
teacher shortages and low literacy
rates 144
quality
primary education
and access 112–13
and achievements 95–9

W. J. Morgan, Qing Gu and Fengliang Li - 9781783470662
Downloaded from Elgar Online at 09/02/2019 05:45:32AM
via free access
<table>
<thead>
<tr>
<th>Index</th>
<th>553</th>
</tr>
</thead>
<tbody>
<tr>
<td>table of compulsory education and proportion 397</td>
<td>in Hong Kong SAR 520, 523</td>
</tr>
<tr>
<td>teaching arrangement for Senior Grade One 399</td>
<td>inequality in reform and opening-up era 268–77, 283</td>
</tr>
<tr>
<td>teaching arrangement for Senior Grade Two 400–401</td>
<td>lower</td>
</tr>
<tr>
<td>Eighth Curriculum Reform 392–3</td>
<td>as compulsory and free 120</td>
</tr>
<tr>
<td>evolution of education policies 391–2</td>
<td>distribution of high-performing students 129</td>
</tr>
<tr>
<td>formal and non-formal education in China Adolescents Science and Technology Innovation Contest 408</td>
<td>education expenditure 125</td>
</tr>
<tr>
<td>mathematical competition 407–8</td>
<td>goals for 119</td>
</tr>
<tr>
<td>Model Contest 409</td>
<td>Grades 7–9 119</td>
</tr>
<tr>
<td>National Youth Future Engineers Expo and Competition 409–10</td>
<td>gross enrolment rates 120</td>
</tr>
<tr>
<td>off-campus education 407</td>
<td>as middle school education 118</td>
</tr>
<tr>
<td>science and technology competitions and activities 408</td>
<td>in Macao 494, 498, 500, 505</td>
</tr>
<tr>
<td>further policy directions 412–13</td>
<td>migrant children 383–4</td>
</tr>
<tr>
<td>lack of qualified teachers 393, 413–14</td>
<td>migrant workers 376</td>
</tr>
<tr>
<td>mass innovation and entrepreneurship 395</td>
<td>normal schools as fastest-growing sector of 141</td>
</tr>
<tr>
<td>popularization of science in environmental education 419–21</td>
<td>Plan for achieving modernization in 118–20, 132–4, 136–7</td>
</tr>
<tr>
<td>three main challenges 413–14</td>
<td>private tutoring 335, 339–41</td>
</tr>
<tr>
<td>secondary education comprising middle schools and high schools 118</td>
<td>quality</td>
</tr>
<tr>
<td>environmental education 426</td>
<td>reforms towards all-round development 136–8</td>
</tr>
<tr>
<td>equity in dual-school system 126–9</td>
<td>school effectiveness 135–6</td>
</tr>
<tr>
<td>enrolment policy 128–9, 134–5</td>
<td>remarkable achievements in 118</td>
</tr>
<tr>
<td>school choice 126, 128–9, 134, 137–8</td>
<td>returns to 359</td>
</tr>
<tr>
<td>financing 69–71</td>
<td>structure 62, 73, 119–24</td>
</tr>
<tr>
<td>financial inequality 130</td>
<td>teacher education 164–5</td>
</tr>
<tr>
<td>financial system 125–6</td>
<td>transition from primary education 109–10</td>
</tr>
<tr>
<td>structure of expenditure 127</td>
<td>upper</td>
</tr>
<tr>
<td>functional purpose of 118</td>
<td>distribution of high-performing students 129</td>
</tr>
<tr>
<td>future directions 138</td>
<td>education expenditure 125</td>
</tr>
<tr>
<td>governance 63–4, 67</td>
<td>goals for 119</td>
</tr>
<tr>
<td>history 18–23</td>
<td>Grades 10–12 119–20</td>
</tr>
<tr>
<td></td>
<td>gross enrolment rates 120</td>
</tr>
<tr>
<td></td>
<td>as high school education 118</td>
</tr>
<tr>
<td></td>
<td>neither compulsory nor free 120</td>
</tr>
<tr>
<td></td>
<td>two types of 120</td>
</tr>
<tr>
<td></td>
<td>urban–rural disparity 130–35</td>
</tr>
<tr>
<td></td>
<td>vocational 120, 125–6, 196, 368–9</td>
</tr>
<tr>
<td>Seeberg, V. 52–4</td>
<td>selective migration 363</td>
</tr>
<tr>
<td>self-awareness 385, 481</td>
<td>shadow education 8, 333–4, 349</td>
</tr>
<tr>
<td>Shanghai STEM 402–6</td>
<td></td>
</tr>
</tbody>
</table>
shaoshu minzu gao cengci gugan rencai jinha 319
shifan guan 30, 141
shifan (teacher as model/normal) 15, 33, 35, 38
Shiji Jiaoyu Diaochashe 35
shiye xuetang 31
shuyuan 15–16, 23, 169
sign language 299, 305, 308, 311
‘signed Chinese’ 299, 311
Sino-Japanese War 1895 15, 24
1937 20, 32, 43, 491, 493
small class teaching (SCT) 108–9, 137, 500–501, 503
social capital 271, 275–7, 280, 361, 458
Song Dynasty 23
Song, H. 147, 163
South China Sea, see South China Sea
Southeast University 25, 33, 36
Swartland, see South Africa
Taiwan
Song, G.N. 445, 448, 455–61
Southern University of Science and Technology
Soviet Union, see Russia/Soviet Union
special and inclusive education early beginnings 291–3
early childhood 83, 88
growing academic interest in 290
high-performing students 129
People’s Republic of China higher education 303–4
home and private provision 303
learning in regular classrooms 300–301
number of special schools and teachers 298
reform-era changes 296–8
special schools and classrooms 298–300
People’s Republic of China (PRC) 294–6
into post-CRPD era barriers to education 306
context 305
curricula and personnel barriers 308
family and social barriers 309–10
geographical barriers 309
legal and institutional barriers 307–8
primary, for ethnic students 98
provision challenges in 310
new obligations of 310–11
Republican-era developments 293
Special Admission Plan for Contract Students from Poor Areas 133
statistics
number of children with disabilities unable to enter school 306
number of students 302
people with disabilities 290
student enrolment in HE institutions 304
Special Teaching Position Plan (STPP) 158, 162
Standards of Teacher Education Curriculum (STEC) 155–6
status education 277–8
STEM see science, technology and mathematics (STEM)
stratification educational, among ethnic minorities 326–7
social 264, 277–83
structure of education contemporary 62–3, 73
early childhood 81–5
higher education quality assurance systems 184
restructuring 177–8
and universities 171–4
history 17–18
lifelong learning 229–30
secondary 62, 73, 119–24
student environmental groups 434–5
student mobility exponential growth in 468
global 469
higher education 185–6
international 469
as reserved for select few 3
see also Chinese students overseas
student–teacher ratios early childhood education 82
effect of high 163
higher education 172, 178
primary education 104
secondary education 120, 122–4, 135
Study and Rectification Campaign (1942–1944) 46–7
subject choice 278, 281–2
suiban jiudu 300
survival education 277–8
suzhi jiaoyu see quality education for all-round development
Swift, J. 443, 445–6, 454, 456, 460–61, 463
Talks at the Yenan Forum on Literature and Art 44–6, 52
teacher as model/normal 15, 33, 35, 38
teacher–child ratios see student–teacher ratios
teacher education
alternative teacher hiring 162–3
for early childhood education 83–5, 90
environmental education 423–5, 432–3
for ethnic minorities 319–20, 322, 326
Free Teacher Education Policy (FTEP) 159
future directions
classifying secondary-level preparation 164–5
crosshairs of reform 166
improving quality of teacher preparation 163–4
reserving high-quality normal schools 164–5
general-purpose universities’ participation in 145
governance 63–4
hierarchical preparation system 142–3
history
and American Progressivism 33–5
four pillars of 140
in late Qing and Republican period 30–33
most balanced integration of Chinese and Western ideas 37–8
shift from borrowing to indigenous educational theory 35–7
innovation
in curriculum and recruitment 158
in preparation programmes 158–61
in student teaching 161–2
lack of qualified in HE 187
in Macao 513
National Standards of Teacher Education and Teaching 165
obligation to serve 143–4
preparation institutions
single-purpose 141
transformation of 144–51
preparation programmes
curriculum transition 153–5
free 143
innovative 158–61
planned 159–61
for primary education 108, 110, 112
for rural areas 131–2
in science, technology and mathematics 393, 408, 413
for special education 293, 297–8, 301, 308
statistics 31–2, 140, 142, 149, 162
teaching workforce 140
transformation of normal schools 145–51
of preparation institutions 144–51
of teacher assignments and cost sharing 151–2
transitions in teacher certification 155–8
teacher ethics 336–7
breach of
loose enforcement of policies 347
people held responsible 347
punishment for 346, 348
importance in Chinese culture 348
prohibition of private tutoring 344–5, 348–9
and teacher responsibility 345–6
teacher salaries 336, 349
teachers
in Hong Kong SAR 528–31
in Macao 513
technical education see vocational education
tertiary education
increase in ethnic minority students 324, 329
in Macao
under Portuguese rule 496–7
under SAR government 510–15
teshu jiaoyu see special and inclusive education
Three Guarantee Policy 316
Tian, Q. 420, 429
Tian, Y.P. 366–8
tianren heyi 9, 437–8, 440
tiaozheng 177–8
Tibet Autonomous Region (TAR) 314, 316–23, 326–9
Traditional Chinese Medicine (TCM) 437, 439
transition
change as emotional 477–9
change as intellectual 475–7
transnationalism 470–73, 484
Tsinghua University 27–9, 145, 182, 185, 222–4, 428–9
tuo er suo 80–81, 84, 86
UNESCO
China hosting international students 2, 469
Chinese student mobility 2, 468
and culture 55
Golden Key Project 300
statistics on education in China 2–4, 95, 468–9
vocational education terminology 194
United Nations Educational, Scientific and Cultural Organization see UNESCO
universities
building first-class, world-class 181–2
challenges for 187–9
competition for 277–8
for elderly 230–31
environmental education
green 426–30
suggestions for moving towards sustainability 430–31
for ethnic minorities
minzu 317
preferential admissions 318–19
preferential policies 328
financing 68, 71–3, 175–6
future directions 189
governance 65–7, 73, 174–5
history 169–70
American normal colleges absorbed within 35
enrolment statistics 30
examples of change 27–8
higher normal schools merged with 33
move towards co-education 16–17
numbers and types of 29–30
regulations for quality improvement 26–7
reshaping according to Western models 25
in school system 18–19
subject disciplines 26
teacher colleges attached to 32
three categories 26
in Hong Kong SAR 520–23, 533, 537
inequality in education 279–81
in Macao 496–7, 506–7, 509–15
participation in teacher preparation 145
in pyramid of HE institutions 172
and special education 303–4, 307–8
STEM 411
strengthening role in economic development and innovation 184–5
structure 171–4
transformation of 176–87
vocational 197
urban education
correlation with leaving of employment 363
disparity with rural education
at higher education level 188
private tutoring 341–2
returns to education 359–60
at secondary level 130–35
socio-economic gaps 202
eyearning childhood 76, 83–91
financing 69
governance 63–4
inequality
neighbourhood enrolment, school selection and school district housing 269–72
school merger and migrant children 272–4
migrant children 377–8, 383–5, 387
migrant workers 375, 377, 381, 387
people with disabilities 296, 303
primary education 96, 98, 103–5, 108–9, 269–70
secondary education 270–72
teachers 146, 151–52, 158–9, 162, 165
vocational education
credit bank to coordinate reform of 232
curriculum development and delivery
integration between theory and practice 206–7
theory and practice in parallel 204–5
theory in service of practice 206
types of curricula 204
curriculum development reform project
characteristics of new curriculum 207–8
competence profiles 209
results and difficulties of implementation 208
development
defining new targets for 203
policy measures 202–4
problems 201–2
emergence of 194
financing 68–9, 71
five ‘connections’ of 230
higher education 184, 188, 197, 199–200
in Hong Kong 520–22
joint support of government and society 203–4
and labour market 357, 368–70
lifelong education closely linked to 229–30
in Macao
under Portuguese rule 495–6
under SAR 502, 508
management
democratization of 200–201
government levels 198–9
in higher education 199–200
reform of 203
in schools 199
migrant children 274, 383–4
for migrant workers 379–81
modern apprenticeship
future directions 215
institutional barriers to skilled personnel training 210–12
problems in school-enterprise cooperation 212
as supplement to 212–15
narrow opinion of 194–5
offering associate degrees 171
primary education 195–6
secondary education 120, 125–6, 196, 368–9
special education and inclusive education 291, 293, 299–300
strengthening ability to provide service 204
structure 62, 73
and teacher education 145–6, 150–51, 155, 165
training 197–8
Vocational Education Law 194, 198, 212
vocational technical high school (VTHS) 120, 125–6
VUCA (volatile, uncertain, complex and ambiguous) 533
Wang, N. 225, 227
the Way 438
wenhua anquan 251
Western influences
acceptance for its usefulness 16, 24–5
American Progressivism 33–5
arrival of, pre-1911 24–5
Beijing Normal University 36
clash of ideologies 27–8, 188–9
and Confucian ideas 17, 47, 257
in distance education 226
distributed curriculum leadership 100
eyearly childhood education 76
economic and social problems as result of 53
environmental education 438
essence of, taken from Soviet Union 47–8
and inequality 283–4
League of Nations (1932) 28
in Macao 492–3
as push–pull factor 447–8, 452–4, 473
returned students from West 17, 26
scepticism 36
science and technology 47–8, 186, 250
teacher education 37–8
world-class universities 72, 147, 171,
181–2, 185, 446
World Wide Fund for Nature (WWF) 432–3
worldview, broadened 480–82
Wu, X. 201, 273, 336–7

xiao qi he zuo 210
Xiaoping, Deng 54, 56, 221–2, 242,
244, 250, 321, 336, 391, 468, 517
xiaoxuetang 16
Xinjiang Uyghur Autonomous Region
(XUAR) 314, 316–23, 327, 329
xuanze 444
xue qian ban 81
xuexiao 444

Yan, F. 171–4
Yang, M. 315, 317, 324, 326–7, 329–30,
445, 452, 454, 458–9, 461
yang wu yun dong 194
yitihua jiaoyu 311
yong 25
you er yuan 81, 84, 86
you zhi yuan 79
Yu, X. 225, 282
Yuan, L. 161
yuanxi 444

zaio jiao zhong xin 81
Zhang, M. 72
Zhang, Y. 102, 129, 135, 266–7, 339,
341–2
Zhao, P. 150–51, 159, 162
Zhao, Y. 111, 271, 275–6
Zhao, Z. 97, 100, 112, 207–9, 213, 215
Zhejiang University 27–8, 222–3
zhenzheng jieshou 257
zhi jiao ji tuan 211
zhi ye da xue 197
zhi ye gao zhong 196
zhi ye ji shu xue yuan 197
zhongdengxuetang see middle schools
zhongkao 335
zhongti xiyong 250
Zhou, P. 142, 144, 154, 177, 188
Zhou, X. 79, 81, 83, 265–6, 268, 283,
381
zhuanye 444
ziyou biaoda 256