Assessing the Uneven Impact of China’s Compulsory Education Policy

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Abstract

- Education imbalance is a social issue. The imbalanced development of Chinese compulsory education is mainly caused by regional differences and urban-rural differences.
- The Chinese compulsory education includes two stages, the primary education stage (6 years) and the secondary education stage (3 years).

Geographical Introduction

- There are 31 provinces in the mainland of China.
- The heartland of political, economic, and cultural in the mainland China is also the core area of education, as well as the best areas for education development.
- The closer to the central area, the better development of the education will be.

Imbalanced Situation in Different Regions

- Ratio of Education appropriations per student:
  - Beijing: 3.36
  - Shanghai: 2.51
  - Gansu: 0.1691
  - 2002

- Ratio of Qualified teacher rate:
  - Urban: 64.4%
  - Rural: 31.77%
  - 2003

- From 2002 to 2010, the average education year in each province has improved and Education Gini Index also declined in each province.
- The average years of education in the east region is exceeding eight years. Whereas some provinces in west region, such as Tibet, the average years of education per capita was just 4.756.
- Beijing, Tianjin, Shanghai, and Liaoning exceeded the nine years of compulsory education. The average years of education in other twenty-seven provinces does not reach at the legal basis of education year.
- Education Gini Index in each province decreased from 2002 to 2010, but three west provinces, Tibet, Qinghai, and Gansu are still higher than the others.

Compulsory Education Funds Safeguard Mechanism

- From 2006, provinces located in west China implemented this mechanism first, exempted the tuition and fees in compulsory education stage. In addition, depending on certain educational situation, special educational project funding was offered to each province, in order to support the improvement of teachers’ salary, qualification, and etc. From 2007, this mechanism started to extend into middle and east regions.
- In 2006, central government allocated $73.3 billion dollars to west region to develop compulsory education, which account for 7.16% of total educational funds. In 2010, central government allocated $197 billion dollars to west region to develop the compulsory education, which account for 8.3% of total educational funds.
- In my regression model, I tested the relationship between teacher training program and student’s learning performance.

Regression Model

- Test score: Student’s math score of 6 grade in primary school as the dependent variable. (Dependent variable)
- Region: 1 refers to provinces in west region, 0 refers to provinces in east or middle region. (Independent variable)
- Per student funding: Per student funding refers to the national compulsory education funds for each province’s students.
- Teacher salary: The average salary in primary school teacher in each province.
- Class size: The ratio between total teacher number and total enrollment number in compulsory school of each province.
- Family education consumption: Family education expenditure in children’s learning process, such as the expense of extracurricular class, support material and etc.
- Teacher training program: Teacher training program as one major part of education funds safeguard mechanism in 2006. This program aims to improve teacher’s teaching theory, method and etc.

Conclusion

- Teacher training program has a positive influence on students’ math score in 2010.
- Another imbalanced, education issue also need to be considered by the policy makers. In one side, east region has the higher-quality education resources, which attracts more west and middle students to migrate east region to study. Students will share the education resources with the east students. In the other side, central government put a large amount of finance allocation in west region, if more west students move to east region to study, which will result the waste of education resources in west region.

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