

NATIONAL HIGHER EDUCATION EQUITY POLICY

# China



## Policy Frameworks

**Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?**

Yes. Such laws and policy documents include but are not limited to:

### Law of Education of the People's Republic of China

- ➔ Article 38 provides that the state and the society provide students from economically disadvantaged households, provided that they are eligible for enrolment.
- ➔ Article 39 provides that the state, the society, schools and other educational institutes shall cater to the special needs of physically handicapped students, and provide them with necessary assistance and facilities.

### Law of Higher Education of the People's Republic of China

- ➔ Article 9 provides that citizens are entitled to the right of receiving higher education. The state shall take measures to assist ethnic minority and economically disadvantaged students in receiving higher education. Higher education institutes are obliged to accept physically handicapped students who meet the requirements for enrolment, and must not reject solely on the basis of their physical status.
- ➔ Article 54 provides that students from economically disadvantaged households may apply for financial support or reduction or exemption of tuition fees.
- ➔ Article 55 provides that the state sets up state scholarship and students aid, and encourage higher education institutes and other organizations or individuals to set up various scholarships and students aid, to award or assist outstanding and other eligible students.

### Regulations on Students Aids and funds management

The document provides for detailed rules, standards and eligibility requirements for the application of students and aids and funds.

For more information, please visit the following links:

[http://www.moe.gov.cn/s78/A02/zfs\\_left/s5911/moe\\_619/201512/t20151228\\_226193.html](http://www.moe.gov.cn/s78/A02/zfs_left/s5911/moe_619/201512/t20151228_226193.html)

[http://www.moe.gov.cn/s78/A02/zfs\\_left/s5911/moe\\_619/201512/t20151228\\_226196.html](http://www.moe.gov.cn/s78/A02/zfs_left/s5911/moe_619/201512/t20151228_226196.html)

[http://www.moe.gov.cn/jyb\\_xgk/moe\\_1777/moe\\_1779/201906/t20190604\\_384357.html](http://www.moe.gov.cn/jyb_xgk/moe_1777/moe_1779/201906/t20190604_384357.html)

**What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?**

1. Establishing the principle that the state and the society provides financial support for students from economically disadvantaged households, encouraging other organizations and individuals to provide such supports, and ensure that students do not miss the opportunity for higher education solely because of their economic status.
2. Establishing the principle that all citizens, regardless of their physical status are entitled to higher education, provided that they meet other requirements for enrolment.
3. Stipulating detailed regulations for management of student aids and funds.

**Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?**

Yes. In 2010 the Ministry of education issued policies on supporting the development of higher education institutes in western regions to enhance inter-region higher education equity.

[http://www.moe.gov.cn/srcsite/A08/moe\\_744/201002/t20100222\\_87832.html](http://www.moe.gov.cn/srcsite/A08/moe_744/201002/t20100222_87832.html)

**Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)**

- Low-income or lower socio-economic background students
- People from rural backgrounds
- Other groups under-represented in HE
- Students with disability
- Students with care experience, orphans, youth without parental care

**Does the country have concrete targets for the participation of specific equity groups in higher education?**

No information was available.

**Which agency has responsibility for policies related to equity in student participation/success in higher education?**

- Ministry of Education
- Ministry of Finance
- Ministry of Human Resource and Social Security

**Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)**

- ↘ Higher Education Institutions' Associations
- ↘ Civil society organisations
- ↘ Private sector organisations

## Achieving Policy Targets

**Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

The Ministry of Education continuously promotes inter-regional cooperation among eastern and western regions, stressing on the capacity building of higher education institutes in western regions, so that students in western regions could also receive quality higher education.

**Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

National scholarship, national student aid, national student loans, and other kind of student loans,

scholarships and financial aids, as provided in the following document:

[http://www.moe.gov.cn/jyb\\_xgk/moe\\_1777/moe\\_1779/201906/t20190604\\_384357.html](http://www.moe.gov.cn/jyb_xgk/moe_1777/moe_1779/201906/t20190604_384357.html)

### **Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?**

- Ministry of Education
- Ministry of Finance
- Ministry of Human Resource and Social security.
- Local departments of education, finance and human resource and social security

### **What instruments, methods and data are in place to carry out the monitoring and evaluation?**

The ministry of education, the ministry of finance, and the ministry of human resource and social security are in charge of budget making, scheme planning and implementation monitoring. The ministry of education and the ministry of human resource and social security are responsible for data and information collection. Higher education institutes undertake the execution of the aiding schemes and scholarships.

### **What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?**

Higher education institutes are generally obliged to carry out the national policies concerning monetary policies. In terms of other kind of policies, higher education institutes are also highly inclined to follow the policy recommendations.

### **How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)**

1. Policy setting
2. Financial assistance (grants, loan financing, scholarships)
3. Technical assistance and capacity building
3. Facilitating peer learning, exchange of experience among countries

## **COVID-19 and Equitable Access and Success in Higher Education**

### **How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?**

No obvious adverse impact has been observed.

## **Sources**

The This country brief was prepared as part of the *“ASEM National Equity Policies in Higher Education”* report, a collaboration between the [Asia-Europe Foundation \(AEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8<sup>th</sup> AEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

All information in this country brief was provided by the Ministry of Education of China, as of 22 July 2021.