

Handbook for Promoting equity in Education

1. Definition of educational equity

The concept of educational equity has a long history, and the pursuit of educational equity is an ancient concept of human society. Historically, Plato, the great thinker of ancient Greece, was the first to put forward the idea of educational equity, and Aristotle was the first to propose to guarantee the educational rights of free citizens through law. Two thousand years ago, Confucius, a great educator in ancient China, also put forward the idea of simple education democracy without class. At the end of the 18th century, the idea of educational equity had been translated into legislative measures in some Western countries, legally affirming that everyone has equal access to education. China's imperial examination system, established since the Sui Dynasty, also reflects the concept of educational equity. In 1949, after the founding of the People's Republic of China, the "Common Program" defined the national, scientific, and popular education policy of new democracy, reflecting the basic value of the People's Republic of China in attaching importance to social and educational fairness.

Therefore, one can say that educational equity is a historical category that has different meanings in different countries and in different historical periods. It is not only a reflection of social reality, but also a transcendence of social reality, the unity of social reality and educational ideals, and has important historical and social significance.

According to UNESCO, in 2023, 262 million children, adolescents and young people between the ages of 6 and 17 will still be out of school, accounting for 18% of the total population in this age group. On current trends, this number will fall slightly to 225 million, or 14% of the total population in this age group, by 2030, far from the Sustainable Development Agenda's goal of "free, equitable and quality primary and secondary education for all children". In China, where compulsory education is universal, hundreds of thousands of people are unable to receive a reasonable and timely education due to various problems.

Although the movement for equity in education is emerging around the world, there are still many challenges to overcome to achieve equity in education. China has made international commitments to protect the rights and interests of groups with insufficient educational resources, and has adopted a number of laws and policies to protect the rights and interests of these groups to receive normal education, but there is still room for improvement. Therefore, in order to improve the education status of groups with insufficient educational resources, it is necessary to comprehensively promote the popularization of related topics, increase relevant education funds, establish a reasonable education system, and maintain a good educational environment.

2. Who are we?

The International Genetically Engineered Machine competition (iGEM) is also known as the International Genetically Engineered Machine competition. The International Genetic Engineering Machine Competition is not only an international top science and technology competition for college students in the field of synthetic biology, but also an interdisciplinary competition involving cross-cooperation in mathematics, computer, statistics and other fields. This year, the iGEM team of Lanzhou University, LZU - CHINA, as the only team from Gansu Province, strives to target the treatment of colorectal cancer without harming normal cells through synthetic biology. On the basis of the completion of the experiment, in order to make the project more inclusive, we decided to go out of the laboratory and conduct a questionnaire survey for the general public and interviews with remote and backward mountain groups in terms of education for groups with insufficient educational resources. After consulting relevant materials, analyzing questionnaires and collating interview materials, this proposal was formed and advocated for the general public, educators, and relevant departments.

3. Questionnaire survey analysis

Since August 15, after 10 days of questionnaire survey, we have collected and sorted out 157 questionnaires, of which the survey subjects are all under the age of 30, with students as the main group.

1. Participants' understanding and attitudes towards educational equity

Question 1: What do you think is the overall situation of educational equity in your society?

Based on the above data, it can be seen that among the groups involved, the number of people who believe that the state of educational equity is average is the largest, accounting for 34.33% of the total number. The second is the group that thinks it is fairer, accounting for 25.37% of the total. Together, they account for 59.3% of the total population, indicating that the majority believe that the educational environment has equity problems to varying degrees.

In addition, there are some people who believe that education is very unfair and less equitable, which shows that the problem of educational equity still exists in some places. Equity in education is not fully realized, and access to educational resources is not entirely equal for all.

Although only 2.99 per cent of the population considered it to be very fair, it should also be noted that this is an improving trend. This also reflects that with the development of society and the adjustment of policies, the issue of educational equity is improving.

Overall, the overall picture of educational equity is not ideal, and more improvements and adjustments in policies and measures are needed to achieve a more equitable educational environment.

Question 2: What do you think are the factors that lead to the current inequality in education?

Through the analysis of multiple-choice data analysis, we can draw the following conclusions:

Insufficient investment and unreasonable distribution of education funds are an important factor leading to education inequality, accounting for 67.16% of the total effective person-times. The imbalance in the allocation of school and teacher resources is also an important factor leading to educational inequality, accounting for 79.1% of the total effective person-times.

Educational inequality between the advantaged and disadvantaged groups is also a factor that cannot be ignored, accounting for 79.1% of the total number of effective students.

In addition, regional and family economic differences are also important factors affecting education equity, accounting for 89.55% of the total effective number of students. The lack of personalized education leads to a single path for children's growth, which is also one of the reasons for educational inequality, accounting for 73.13% of the total effective person-times.

In summary, the factors leading to the current education inequality include insufficient investment and unreasonable distribution of education funds, unbalanced allocation of school and teacher resources, educational inequity between advantageous and disadvantaged groups, regional and family economic differences, and lack of personalized education. These factors are all related to the allocation and use of educational resources and need to be further improved and adjusted to achieve educational equity.

2. Participants' understanding of women's educational equity

Question 3: What is your gender? [Multiple Choice]

Conclusion: Among the 157 valid responses to the questionnaire, 67 (42.7%) were males.

Question 4: How do you think women's education is fair in your society? [Multiple Choice]

In the data table provided, the results of the survey on the equity of women's education show that:

Of the four options, "fair" had the highest percentage, reaching 26.87%. This suggests that there is a problem with the degree of equity in women's education in the societies surveyed. The proportions of "relatively fair" and "very fair" are 44.78% and 16.42% respectively, although these two proportions are relatively high, but compared with the proportion of "average", it can still be seen that there is some room for improvement in the degree of women's educational equity. In addition, it can be seen from the "number of people who have effectively filled in this question" that the number of people who participated in the survey is relatively large, which helps to improve the representativeness and credibility of the data.

To sum up, from the data analysis, there are certain problems in the degree of women's education equity in the surveyed society, and more attention and efforts are needed to improve the fairness of women's education.

Question 5: What do you think are the main causes of inequality in women's education? [Multiple Choice]

According to the results of the questionnaire, the main reasons for the inequality of women's education are as follows:

Cultural perceptions and gender biases: In some social and cultural contexts, women are seen as the primary bearers of family roles rather than seekers of equal educational opportunities. This may stem from the constraints of traditional attitudes, which lead to restrictions and discrimination against women in education.

Family expectations and social pressures: Family and societal expectations and pressures on women are also important factors influencing women's education. Family expectations often

influence women's choices about their own development, while societal pressures may force women to forgo the opportunity to pursue higher education in some cases.

Lack of financial support and resources: Economic factors are also an important factor affecting women's education. Some families may not be able to support their daughters in higher education due to financial hardship, which can lead to unequal opportunities for women in education.

In terms of policy support, although there is a 16% proportion of options, it only accounts for a small proportion of the total number of effective times, which can be regarded as a secondary factor. In the other option, "Other", there is a 3% proportion, and the specific reasons need to be further analyzed.

Overall, cultural perceptions, gender biases, family expectations, and social pressures are the main factors that contribute to women's educational inequality. To address this issue, reforms and efforts are needed at multiple levels, including changing social attitudes, providing economic support and resources, reducing family and social pressures, and strengthening policy support.

Question 6: What is the impact of women's education inequality on social development? [Multiple Choice]

From the multiple-choice data table, we can draw the following conclusions: women's educational inequity has many negative effects on social development. Here's a breakdown of the impact:

Weakened the cultivation and innovation of female talents: this option has the highest proportion at 68.66%. This suggests that the inequity of women's education may hinder women's access to proper education and training, which in turn will affect their career development and weaken the talent pool of society as a whole.

Increased poverty and inequality: 55.22% of this option indicates that unequal education of women may lead to a disadvantaged position in the job market, which in turn increases poverty and inequality.

Limiting the progress and prosperity of society as a whole: The proportion of this option is 59.7%, indicating that the inequity of women's education may limit the progress and prosperity of society as a whole. If women are not able to participate fully in socio-economic activities, the labour market, innovation capacity and economic development of a society may be affected.

Aggravate the inequality between men and women in society: the proportion of this option is 74.63%, indicating that the inequity of women's education may exacerbate the inequality between men and women in society. This is not only reflected in career development, but can also further affect family, decision-making and social status.

As for the "difficult to assess impact" option, the proportion is 35.82%, which may mean that we are not yet able to accurately assess the possible impact of women's educational inequality on social development, which requires further research and data collection.

Question 7: What do you think we can do to promote equity in women's education? [Multiple Choice]

Here are some steps we might take to advance equity in women's education:

Provide equal access to educational resources and opportunities: This is an important foundation to ensure that women have equal access to quality educational resources, such as equal access to educational opportunities, equal quality of education, equal evaluation of education, etc.

Breaking down gender stereotypes and discrimination against women: Gender stereotypes and discrimination against women in the education system and social environment are important factors that hinder women's educational equity. We need to break down these perceptions through education and advocacy and take steps to eliminate discrimination against women.

Supporting women's participation in science and STEM fields: In science and technology and STEM (science, technology, engineering, mathematics) fields, women's participation is relatively low. We need to provide more support and opportunities to encourage women to participate in these areas and give them the same treatment and opportunities as men.

Establish mechanisms to combat gender-based violence and bullying in schools, and provide more supportive policies: In order to create a safe and supportive educational environment, we need to establish mechanisms to combat gender-based violence and bullying in schools, as well as provide more supportive policies, including psychological support, safety and security, and resource allocation.

In summary, in order to promote women's educational equity, we need to take a series of measures, including providing equal educational resources and opportunities, breaking gender stereotypes and discrimination against women, supporting women's participation in science and technology and STEM fields, and establishing mechanisms to combat gender-based violence and school bullying. At the same time, we also need to pay attention to and deal with other factors that may affect women's educational equity.

3. Participants' suggestions for educational equity in remote areas

Question 9: Is the area where you live remote, economically underdeveloped? [Multiple Choice]

According to the data table, among the 67 men who answered the question, 40 (59.7%) chose "yes" to belong to remote areas and economically underdeveloped areas. 27 people chose "no", accounting for 40.3%.

Question 10: What do you think are the main causes of education inequality in remote areas? [Multiple Choice]

Data analysis found that the main reasons for education inequality in remote areas are lack of resources, lack of policies, and backward economic development. In order to improve the equity of education in remote areas, it is necessary to increase investment, improve policies, and promote economic development to improve the quality of education in remote areas.

Question 11: What impact do you think the issue of educational equity has on the development of remote areas? [Multiple Choice]

In this issue, some of the key implications of the issue of educational equity for the development of these regions are demonstrated.

Restricting talent training and innovation (82.09%): This means that the issue of educational equity may hinder talent training in remote areas, making it difficult for residents in these areas to obtain high-quality educational resources, which in turn affects their career development, innovation ability and future competitiveness.

Increased poverty and inequality (80.6%): The existence of equity issues in education can lead to increased poverty and inequality in remote areas. Due to the lack of educational resources, local residents may not be able to access sufficient employment opportunities and income, further exacerbating their poverty levels.

Weakened overall regional competitiveness (86.57%): Educational equity issues may have

affected the overall competitiveness of remote areas. Due to the lack of educational resources, local residents may not be able to acquire sufficient knowledge and skills, which puts them at a disadvantage in the job market, which in turn affects the competitiveness of the entire region.

As for the option of "difficult to assess impact" (23.88%), this may mean that our current understanding and evaluation of educational equity issues still has certain limitations, and further research and exploration are needed.

Finally, the "Other" option (1.49%) offers additional possibilities that require further research and understanding.

In summary, the issue of education equity has had a multifaceted impact on the development of remote areas, including but not limited to limiting talent training and innovation, exacerbating poverty and inequality, and weakening the overall competitiveness of regions. These impacts are critical to the long-term development of remote areas and require effective measures to address them.

Question 12: What measures do you think the government should take to improve education equity in remote areas? [Multiple Choice]

Policy Resource Allocation: Of the options given, a majority of voters believe that the government should improve education equity in remote areas by improving policies and providing more educational resources. This shows that policy orientation and resource allocation are the key factors affecting education equity.

Economic Development and Education: Some voters also proposed developing the local economy, which may mean that economic conditions are also an important factor in educational equity. Economic development can provide more educational resources in remote areas, and may also improve the educational awareness of local residents.

Scholarships and bursaries: Offering scholarships and bursaries is also an effective way to improve equity in education in remote areas, which can help students from financially disadvantaged families have access to high-quality education.

Teacher training: Training more teachers is also an important means of improving the quality of education and, in turn, equity.

Based on the above analysis, the government can consider the following measures to improve education equity in remote areas: improve policies, optimize the allocation of educational resources, and ensure that resources can reach remote areas. Develop the local economy, improve the economic strength of remote areas, and provide more resources for education. Scholarships and bursaries are available to help students from financially disadvantaged families have the opportunity to receive a high-quality education. Intensify the training of teachers in remote areas and improve the quality of education.

Question 13: How do you think all sectors of society should be involved in promoting education equity in remote areas? [Multiple Choice]

Providing professional and community support (86.57%) and uniting all parties to solve problems (77.61%) are the main ways for all sectors of society to participate in promoting education equity in remote areas. Promoting social attention and support (83.58%) and establishing educational foundations or institutions (73.13%) are also important ways.

Therefore, we feel that governments and social organizations can strengthen cooperation with remote areas to provide professional and community support to help solve education problems. Bringing together all parties to solve the problem of education in remote areas. At the same time, all sectors of society should strengthen their attention and support for education in remote areas,

and contribute to the education in remote areas through publicity, donations, volunteers, etc. In addition, it is also possible to consider the establishment of a special education foundation or institution in remote areas to provide long-term and stable financial support for education in remote areas. And for the innovative ways proposed in other options, such as online education, distance learning, etc., in-depth research and practice should also be carried out to further promote educational equity in remote areas.

4. Perceptions of equity in the education of ethnic minorities

Question 15: Are you an ethnic minority? [Multiple Choice]

Conclusion: It can be seen from the data table that 67 people have effectively filled in this question. Of the 67 people, 12 (17.91 per cent) are ethnic minorities, while 55 (82.09 per cent) are not ethnic minorities.

Question 16: Are you from an area where ethnic minorities live? [Multiple Choice]

Conclusion: According to the data table, 40.3% of the 67 men who answered the questions were from areas inhabited by ethnic minorities, while 59.7% were from areas inhabited by non-ethnic minorities.

Question 17: In your area's education system, how do you think ethnic minorities are educated equity? [Multiple Choice]

The level of educational equity for ethnic minorities is relatively average in the educational systems of the regions provided.

Among the options, the level of equity in education received by ethnic minorities ranged between "fair" and "relatively equitable". Specifically, the largest proportion of people chose "fairer" (38.81%), indicating that some members of ethnic minorities believe that their treatment in the education system is fair. The number of people who chose "very fair" was the smallest, only 16.42%, indicating that there are relatively few minority members in this group. At the same time, there are also some people who believe that education is unfair, giving a "very unfair" choice, accounting for 5.97%. Overall, the overall picture is "fair", which indicates that more attention and effort is needed to improve the educational equity of ethnic minorities.

Question 18: What do you think are the main reasons for the inequality in the education of ethnic minorities? [Multiple Choice]

Through the analysis of questionnaire data, it is found that the main reasons for the inequity of ethnic minority education may be:

Uneven distribution of resources: In the distribution of educational resources, there may be some areas or schools that do not invest enough in ethnic minority areas, resulting in unfair distribution of educational resources, which in turn affects the education level of ethnic minorities.

Shortage of teachers: In some ethnic minority areas, there may be a shortage of teacher resources, which may affect the quality of teaching and student learning.

Different ways of thinking due to cultural differences: Since the cultural background and mindset of ethnic minorities may be different from the dominant culture, this may affect their adaptability and learning effectiveness in the educational process.

In summary, these three options (uneven distribution of resources, insufficient teachers, and different ways of thinking due to cultural differences) account for a large proportion of the data

and may be the main cause of inequity in minority education. while

Question 19: What do you think is the impact of educational equity on the development of ethnic minority areas? [Multiple Choice]

Among the options, the proportion of education equity aggravating poverty and inequality, restricting the cultivation and innovation of ethnic minority talents, and weakening the overall competitiveness of ethnic minorities is more than 50%, indicating that these three factors are the main aspects of the impact of education equity on the development of ethnic minority areas. At the same time, 32.84% of the respondents believe that it is difficult to assess the impact of education equity on the development of ethnic minority areas, which may mean that the extent and scope of the impact of this problem are difficult to accurately measure.

In general, the issue of educational equity has had a negative impact on the development of ethnic minority areas, such as increased poverty and inequality, limited talent and innovation, and declining overall competitiveness, and there are also problems that the degree and scope of the impact are difficult to accurately measure.

Question 20: What measures do you think the government should take to improve the equity of ethnic minority education? [Multiple Choice]

Policy support and access to education: To improve equity in education for ethnic minorities, the government should first consider improving policies to provide more educational opportunities. The data shows that 82.09% of respondents believe that this is the most effective measure. Policies are an important means to guide and regulate educational behavior, provide more educational opportunities for ethnic minorities, and ensure that they have equal opportunities to receive high-quality education.

Multicultural Education Programs: Providing a diverse cultural education curriculum is also one of the important initiatives. By providing culturally appropriate educational curricula for ethnic minorities, their needs can be better met and their learning outcomes can be improved, thereby further promoting educational equity.

Scholarships and bursaries: Scholarships and grants are available to help minority students who are financially disadvantaged to continue their education. Although the proportion of this measure is relatively low, it is an important means of addressing the issue of equity in education.

Teacher ratio: Increasing the proportion of ethnic minority teachers is also a measure that could be considered. Teachers play an important role in the educational process, and their professional knowledge and cultural background can better meet the needs of ethnic minority students and improve their learning outcomes.

In summary, the policy measures that the government should take include improving policies to provide more educational opportunities and diversified cultural education courses, while also considering increasing the proportion of ethnic minority teachers and providing scholarships and grants. These measures can effectively improve the educational equity of ethnic minorities.

Question 21: How do you think all sectors of society should participate in promoting equity in the education of ethnic minorities? [Multiple Choice]

In the issue of the participation of all sectors of society in promoting equity in the education of ethnic minorities, there are the following key points:

Provide professional and community support: This option received a support rate of 71.64%, indicating that all sectors of society should provide more professional and community support, including educational resources, technical support, psychological counseling, etc., to help ethnic minority students better integrate into the educational environment and improve learning

outcomes.

Establish intercultural exchange activities: Establishing intercultural exchange activities is also an important initiative that can help ethnic minority students better understand other cultures, enhance their cultural confidence and multicultural awareness, and thus better integrate into society. 73.13% of respondents supported this option.

Promote social attention and support: Advocate all sectors of society to pay attention to and support the issue of equity in the education of ethnic minorities, and provide more support and assistance to ethnic minority students through publicity, donations, volunteer services and other means, so as to improve their learning conditions and quality of life. 65.67% of respondents supported this option.

In summary, in order to promote equity in the education of ethnic minorities, all sectors of society should actively provide professional and community support, establish cross-cultural communication activities, and advocate social attention and support. At the same time, consideration could also be given to increasing the participation of ethnic minority representatives in educational decision-making to reflect their voices and needs.

Question 22: What do you think are the responsibilities of schools in promoting equity in the education of ethnic minorities? [Multiple Choice]

In promoting equity in the education of ethnic minorities, schools should assume the following responsibilities:

Provide equal access to education: Schools should ensure that all students, including those from ethnic minorities, have equal access to education. This means that schools should provide the same educational resources, curriculum, and assessment standards, and there should be no discrimination of any kind.

Individualized instruction by focusing on individual student differences: Each student's learning abilities and interests are unique. Schools should pay attention to the individual differences of students and provide personalized instruction to meet the needs of different students.

Building a good environment for intercultural communication: Schools should create an environment that is inclusive and respectful of multiculturalism in order to promote understanding and friendship between different ethnic groups. This can be achieved through the organization of cultural exchange events, the establishment of multicultural courses, etc.

Establish a teacher-student and home-school cooperation mechanism: Schools should establish a good teacher-student and home-school cooperation mechanism in order to better understand the learning and living conditions of students, and at the same time, they can also get the support and participation of parents and society to jointly promote educational equity.

Overall, the proportion of the above four options accounted for 73.66% of the total number of valid times, which is the main responsibility for promoting the equity of ethnic minority education. Among the remaining answers, there were also some different answers, focusing on family and policy, which should also be an aspect that needs to be taken seriously.

5. Participants' understanding of policy making

According to the answers to the questionnaire, UNESCO, the Ministry of Education of China and other institutions have formulated many preferential policies for this group and put forward many targeted suggestions, for the views of such policies, one-third of the participants believe that the disadvantaged groups with backward educational resources need policy help and support, one-third of the

participants believe that there can be better methods and measures, and one-third of the participants do not care about the policy.

Looking at the current situation in China on such issues, public opinion is now very important in terms of educational equity, and the relevant policies formulated by the government are also based on maintaining educational equity. Educational equity has long been a fundamental law in China, and although there are still a small number of groups that do not enjoy this policy well, the education level of most groups has been able to meet social standards.

However, China has always strived to be at the forefront of the world on this issue, and we have had the simple ideal of "education without class" since ancient times, but this ideal was only realized after the founding of New China. The significant improvement in China's educational equity level over the past 70 years is the greatest educational achievement of the People's Republic of China and the greatest contribution to the world, providing a "model" for global sustainable development and reducing educational inequality. By 2018, the consolidation rate of nine-year compulsory education will reach 94.2%, the gross enrollment rate of pre-school education will reach 81.7%, and the gross enrollment rate of senior high school education will reach 88.8%, and higher education will soon enter the stage of popularization, and the average number of years of education per capita will increase from 1.6 years in 1949 to 10.6 years in 2018, completing the process of nearly 200 years in developed countries. It has written a historical chapter in promoting educational equity, created a Chinese model for promoting educational equity, and provided valuable experience and important impetus for the process of educational equity in the world

In addition to continuously optimizing the domestic education system and strengthening the education level of the population, over the past decade, China has always resolutely implemented the decisions and arrangements of the CPC Central Committee and the State Council, paid more attention to the systematic, holistic and coordinated nature of openness, convened a national conference on education and foreign affairs, and issued the "Opinions of the Ministry of Education and Other Eight Departments on Accelerating and Expanding the Opening up of Education in the New Era", so as to promote China's education to the world stage with a more open, confident and proactive attitude.

During this period, China has carried out educational cooperation and exchanges with 181 countries having diplomatic relations with China, cooperated with 159 countries and regions to set up Confucius Institutes (Confucius Classrooms), and signed agreements on mutual recognition of academic qualifications and degrees with 58 countries and regions. We have further implemented the Belt and Road Initiative on Education, strengthened connectivity with the countries in the field of education, built 23 Luban workshops, and launched pilot projects for the construction of overseas Chinese schools

The ultimate goal of this education framework is to work in the same direction as the construction of a community with a shared future for mankind and promote global education equity.

4. Interviews, surveys and messages to educational areas

After interviewing 2 women and 3 men from educationally disadvantaged areas, we gained a deeper understanding of their real needs.

1. Disclosure of private information

All of them said that they would actively fill in the relevant information if their privacy could be kept confidential and respected.

2. Whether special education resources are needed for treatment

Some believe that "it is necessary to invest more human and economic resources in educationally backward areas to a certain extent." "

On the other hand, there are those who believe that "it is sufficient to maintain educational equity throughout the country and to ensure that everyone's right to education is not compromised without special treatment." "

3. For the promotion of educational equity

Respondents said that in addition to improving existing policies and accelerating the construction of educational equity, we should also pay attention to special populations. Promote the combination of special school construction and integrated education, improve the quality of special education teaching, so that every child with special needs can receive basic and appropriate education. Improve the lifelong learning system and create a ubiquitous learning environment for everyone who wants to learn. Adhere to the public welfare of education, standardize the conduct of private education, implement the policy of classified management of for-profit and non-profit, and promote the sustainable development of private education

4. Knowledge of relevant aspects of other countries

"Educational equity is a global issue, and European and United States have long been aware of this and have been promoting the continuous improvement of educational equity systems. Although our country started late, it has made great achievements in a short period of time, but we should still be aware that in the wide range of Africa, Latin America, the Middle East and other regions, achieving educational equity is still a difficult problem to overcome. "

6. For the aspects of policy recognition that we have listed to promote equity in education

1) More detailed and transparent use of invested funds, so that every aspect of the use of education funds is more transparent.

All agree more

2) Promote self-care in educationally backward areas, and make use of their existing conditions to carry out more diversified education models with local characteristics.

"Educational backwardness is often accompanied by economic backwardness,

and more detailed and detailed plans are needed to do self-reliance."

3) Promote the growth of awareness of education for all and develop the habit of lifelong learning.

"It's a big word. Lifelong learning may be simple to say, but without the support of a sound education system, it is difficult for everyone to accomplish this act on their own abilities. "

4) Encourage more people to devote themselves to public welfare education.

All agree more

5) Ensure timely follow-up and continuous education supervision for people who do not enjoy the full right to education

All agree more

6) Develop and implement policies for disadvantaged populations to ensure access to legally complete and equitable education.

"It's very broad and it's big. Actually, I think that's a bit far away. And the state will not deny you the opportunity to get an education just because you are a disadvantaged group. "

7) Ensure policies that prohibit discrimination.

"I think it's OK to ensure a policy that prohibits discrimination, but I haven't seen such people around me so far."

Message

Centennial plan, education-oriented. Education is the fundamental way for mankind to inherit civilization and knowledge, cultivate the younger generation, and create a better life.

China will continue to respond to the initiative of the United Nations. Although China has 260 million students and 15 million teachers, the task of developing education is daunting. However, we will always firmly implement the strategy of rejuvenating the country through science and education, always put education in a strategic position of priority development, continuously expand investment, strive to develop education for all and lifelong education, build a learning society, strive to let every child enjoy the opportunity to receive education, strive to let the 1.3 billion people enjoy a better and fairer education, and gain the ability to develop themselves, contribute to society, and benefit the people. China will strengthen educational exchanges with other countries in the world, expand the opening up of education to the outside world, actively support the development of education in developing countries, and work together with the people of other countries to promote mankind towards a better tomorrow