

Chinese Name: 中华女子学院

English Name: China Women's University

Address: No.1, Yuhui East Road, Chaoyang District, Beijing

Tel: 010-84659004

Fax: 010-84659300

Email: 0129008@cwu.edu.cn

Website: www.cwu.edu.cn

Introduction: China Women's University is the first state-run women's university in China, with three master's degree granting programs in law, social work and education. Our faculty members are deeply involved in the research and formulation of laws and policies related to women, children and families, forming the strengths and characteristics of women/gender studies. We provide intellectual support for women's work by commissioning projects, publishing the blue books of women's education and development, and releasing various forms of high-quality research results as well.

The NGO Report Submitted by China Women's University on China's Convention Fulfillment to the United Nations Committee on the Elimination of Discrimination against Women

China Women's University has been concerned about the consideration of China's ninth periodic report by United Nations Committee on the Elimination of Discrimination against Women (CEDAW). China Women's University has always attached great importance to gender equality education, paid attention to the development of girls' and women's education, and regularly issued blue books on women's education. In accordance with the provisions related to education in the *Convention on the Elimination of All Forms of Discrimination against Women* and the [General Recommendation No. 36 on the Right of Girls and Women to Education](#) of CEDAW, China Women's University writes this report.

Firstly, we note that the Chinese government has made outstanding efforts and achievements in the education of girls and women.

1. The Chinese government has ensured the realization of women's right to education. The first is to provides institutional support. *The Outline of National Medium and Long-term Program for Education Reform and Development(2010-2020)*, promulgated in 2010, calls for efforts to promote equity in education, improve the quality of education, and promote in depth the scientific development of education. *The China National Program for Women's Development(2021-2030)*, promulgated in 2021, has set 10 goals, 14 strategies and measures, and eight statistical monitoring indicators to ensure the achievement of women's education goals within a decade. In the *Decision on Winning the Tough Battle against Poverty* issued in 2015, it was specifically proposed that "efforts be made to strengthen education to eradicate poverty" and that " compulsory education for the rural poor, especially for girls, will be steadily achieved by 2020". **The second is to increase funding.** Compared to the year of 2014, the total national education expenditure increased by 61% and the national financial expenditure on education grew by 62.4% in 2020. The ratio of national financial education expenditure to GDP has also increased from 4.1% in 2014 to 4.22% in 2020.

2. Various monitoring indicators show that women's education has made significant progress. In 2021, the National Bureau of Statistics released the final statistical monitoring report of *the China National Program for Women's Development (2011-2020)*, which showed that the monitoring indicators for girls and women's education were in good condition. Women's right to equality of opportunity in education has been guaranteed in the national education system. At the higher education level, the proportion of women in general undergraduate and college enrolment has been between 51% and 53%. In 2019, the gender gap among doctoral students was 0.7, and master's students was 1.05.

3. Equity in education is a concern for girls and women's rights to education (1) The principles and concepts of gender equality have been gradually incorporated into the teaching and learning process. The piloting of gender equality education in primary and secondary schools began in 2012, and now nearly 10,000 primary and secondary schools in nearly 20 provinces (autonomous regions and municipalities) have conducted gender equality education. Zhongshan city of Guangdong Province was identified as a national pilot city for gender equality education in 2016, with the publication of a *Handbook on Gender Equality Education for Primary and Secondary Schools*, and relevant experiences were extracted into national guidelines. **(2) An equal and friendly educational environment is created.** *The Regulations on Admissions to General Institutions of Higher Education* in 2013 proposed to "eliminate discrimination in admissions", requiring colleges and universities to refrain from specifying the ratio of male to female students, and not to refuse to admit female students or to raise the admission requirements for female students on the basis of gender. In terms of creating a safe campus environment, from 2014 to 2018, the Ministry of Education issued a code of professional conduct for teachers in the new era, targeting the conduct of teachers in universities, primary and secondary schools, as well as the kindergartens, emphasizing the need to hold the bottom line; strengthening teacher ethics and moral integrity, and preventing harassment and infringement caused by unequal power between teachers and students.

4. In support of the disciplinary and professional construction of women's studies, and cultivate talent pools to promote the development of women's education. The first is to form a support network for discipline construction. A pattern in which universities,

academies of social sciences, party schools, and women's federations jointly promote the innovative development of women/gender research has developed. **The second is to develop students' international perspective on women's education as well as their understanding and application of relevant knowledge through courses.** By 2021, three universities across the country have been approved as national and provincial first-class major construction sites for women's studies, and the universities are educating their students on international conventions, including CEDAW and women's rights through courses such as Women's Human Rights, Gender and Development, and Introduction to Women's Studies. **The third is to strengthen the content related to gender equality education in education and training for officials.** China Women's University undertakes education, training, and curriculum development for workers of the All-China Women's Federation. Among the 24 courses developed from 2019 to 2022, one course concentrates on the topic of gender equality and the remaining 18 courses focus on the concept of gender equality, providing training for women workers of the Women's Federation in areas from aspects including women's development, women's rights protection, and women's work.

Secondly, we note that the Chinese government still faces challenges in the education of girls and women that fall short of the relevant provisions of the Convention.

5. Gender imbalance still exists in educational development. Despite the significant progress made in the education of girls and women, women are unequal to men in two indicators on educational attainment and illiteracy due to the accumulation of disadvantages in the field of education and the gender stereotypes. The sample data from the 2019 National Survey on Population Change indicates that women account for more than 50% of those with no schooling and those with primary education. For the illiterate population aged 15 and above, men account for 2-3% while women account for 6-8% between 2011 and 2019, both showing a slow change.

6. Measures to implement gender equality in education policy still need to be refined. A safe campus environment requires greater implementation measures. The newly amended *Law on the Protection of Women's Rights and Interests* in 2022 clearly outlines the responsibilities of schools and workplaces when it comes to preventing and stopping

sexual harassment, but specific mechanisms are still missing.

7. Greater efforts need to be made to protect the right to education of urban migrant girls and girls from ethnic minority areas. *The Report on the Education Development of Migrant Children in China* points out that although many cities have adopted methods such as points-based enrollment to address the issue of migrant children's equal access to public education resources, there are still many children who need to be separated from their parents or are unable to effectively access to public educational resources in their place of destination¹.

8. The gendered features are evident in vocational education. There is a clear gendered tendency in the setting of secondary vocational programmes, with the imagination of occupations fitting men or women continues to perpetuate the stereotype of gender division in the labor market. Strategies to address the employment of women continue to focus on addressing practical needs and training "suitable-for-women" occupations, most of which are a continuation of the gender division of labour in the family, with a gap between social prestige and wages. The situation that reinforces prejudices and stereotypes against women has affected the career choices of the younger generation of women.

Thirdly, our proposed countermeasures and suggestions for the education of girls and women are as follows.

9. To promote the realization of full range of educational rights through research. To increase research on theoretical and practical issues in education from the perspective of educational equity, providing intellectual and policy-making references for formulation and implementation of policies. Gender evaluation of education policies needs to be increased to effectively help protect women's rights to education. Further, academic research and practical measures can accelerate the realization of equality of rights in all aspects of education.

10. To strengthen quality monitoring and evaluation of the whole education process. Interventions should be made at the different levels of the education system to address customary practices that may lead to substantially unequal outcomes. Obstacles to the achievement of equality in education should purposefully be studied, analyzed and intervened in a targeted manner. **On the one hand, the basic national policy of equality between men and women must be implemented throughout the**

1 https://www.thepaper.cn/newsDetail_forward_18952986

education process, so that gender equality can be put into practice. Education on gender equality need to be stepped up to guide teachers, students and education administrators to establish the value of gender equality. In the teaching and learning activities, elements of gender equality need to be fully incorporated to explore interaction and evaluation methods that are in line with gender equality. **On the other hand, the scientific literacy of women in the digital age need to be improved.** In school education, it is important to break the traditional gender bias that women are less capable than men in mathematics and science, and encourage women to choose majors related to digital technology, as well as paying attention to the current difficulties faced by girls and women in the field of digital education, especially those from poor areas and families, to avoid the digital divide creating new educational inequalities.

11. To take measures to change gender stratification in the field of education. The concept that different gender is suitable for different disciplines has had an impact on girls, leading to a stratified phenomenon in which male students concentrate in science and engineering while female students concentrate in humanities and social sciences in higher education. This gender imaginary is repeated in vocational institutions, in which female-dominated majors are mostly an extension of the family role. The stratification of majors on campus has led to a gendered segregation of women in the job market as well. In the development of female scientific and technological talents, it is necessary to solve the problems of absence from high positions, uneven distribution of disciplines, insufficient reserve forces, and relatively low professional achievements.

12. To identify special groups and promote high-quality and inclusive development of women's education. There should be practical measures to identify disadvantaged and marginalized groups of women, especially those affected by multiple factors such as region, ethnicity, disability, poverty, generation and access to special education, and to take targeted special measures to reduce the unevenness and inadequacy in education within female groups.