

Item 4: Positive Examples, Good Practices and Approaches, and Space or More

Distinguished Chairman,

I am Liu Yang from the China Ethnic Minorities' Association for External Exchanges. The United Nations Sustainable Development Goals advocate for “eradicating all forms of poverty worldwide” and “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all”. In China, we adhere to the concept of “prioritizing education in poverty alleviation” with a special emphasis on the educational development of ethnic minorities. Now, I will share with you some practices for supporting the education of ethnic minorities in China.

In order to ensure that all citizens have equal opportunities for education, the *Compulsory Education Law of the People's Republic of China* stipulates that all school-age children and adolescents of the People's Republic of China shall, in accordance with law, enjoy the equal right to receive compulsory education, regardless of sex, ethnicity, race, family financial conditions, religious belief, and more. To improve the relatively underdeveloped education in ethnic areas, China has organized large numbers of excellent teachers from economically developed eastern provinces to provide pairing assistance for these ethnic areas. In 2018, the *Implementation Plan for Poverty Alleviation Through Education in Severely Impoverished*

Areas was released, placing special emphasis on the education in severely impoverished areas where ethnic minorities are concentrated. For example, the quality of the teaching workforce in Xizang has improved remarkably through initiatives such as the Rural Teacher Support Program, national and regional training programs. Xizang has provided 15-year free education from preschool to high school and various subsidies for registered college students. With the support of the *East-West Cooperation Action Plan for Vocational Education*, many vocational schools in developed areas enroll students from registered impoverished families to enhance talent training quality. There are also various preferential policies such as free medical education for students from agricultural and pastoral areas, special admissions for students from agricultural and pastoral areas by key universities, targeted education programs in various cities, and special admissions programs in inland universities. These efforts have significantly increased the proportion of children from farmer and herder families receiving higher education.

Drawing from China's experience, we therefore suggest implementing relevant systems tailored to national conditions and promoting access to quality education for minority groups.