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AND CHINA'S CADRE EDUCATION
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THE LOCAL PARTY SCHOOLS AND CHINA'S CADRE EDUCATION AND TRAINING: EXPECTATIONS AND REALITIES

GUO Weigui & SHAN Wei*

The Party School's Central Role in Cadre Training

To meet the challenges of political and economic changes, the Chinese Communist Party (CCP) has placed a greater emphasis on the education and training of its cadres than ever.¹ For the Party, it is essential to educate cadres on the Party's ideological principles and equip them with the practical skills. In this way, the leadership and management skills of cadres can be improved while they are still guided by Marxist fundamentals, which, as the Party leaders believe, will reinforce the legitimacy of the Party.

Among a number of institutions involved in the educating and training of cadres, the party school system plays a key role. The primary task of the party school is to train party-state cadres at provincial and ministerial level. It is supposed to mould cadres with political loyalty and professional competence. The party school system is also supposed to be an important think-tank of the CCP and the government in their policy-making, as well as their research institutes in philosophy and social sciences.

A series of Party regulations dictates the role of the party school in educating and training cadres. The most recent one is *The Work Ordinance of the CCP's Party School* released in September 2008, which aims to regulate party schools in the context of political and economic change. The *Work Ordinance* is viewed by some observers as an important step to navigate cadre education and training towards a more effective, regularized and institutionalized approach.

To promote the implementation of *The Work Ordinance*, the Party held a national work conference on party school affairs in October 2008. In his keynote speech at the conference, General Secretary Hu Jintao urged party schools to be innovative in reforming and improving their teaching and research. He said that party schools should play a major role in training party officials to deal with various

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¹ Former Party Secretary Jiang Zemin came up with a famous slogan in 1994. He said that "our propaganda and ideological work must arm people with scientific theories, guide people with correct public opinions, shape people with noble spirits, and encourage people with excellent works." What Jiang said has become a guideline for the party's propaganda and ideological work in the new era.

challenges and problems. He called on the Party branches at all levels to regard the development of party schools as a primary task.²

Hu's speech underscores the Party's ambitious plan of cadre education and training. In July 2007, the Party center promulgated the *National Cadre Education and Training Plan (2006-2010)*, which was incorporated in the 11th Five-Year Plan, to train a large number of cadres and significantly improve their qualifications. The training plan aims to train 500 provincial level, 8,800 prefecture-level and 100,000 county-level officials every year.³

The central leadership of the Party assigns strategic and paramount importance to the development of cadres' capability in dealing with the capricious political and economic situations in China. However, one may wonder if the party school system meets the expectations of the top leaders. Can the party school really educate and train party-state officials to meet the political and economic challenges that China is facing today? This article argues that the party school system, particularly those at the local levels, still has a long way to go in terms of reforms. The party schools at the local levels have yet to provide adequate training and education to cadres as expected by the central leadership.

In the following we proceed in four sections. The first section provides an overview of the structure of the party school system at the centre and at the lower levels. Then we examine the operation of the party school system such as its personnel, funding sources, faculty, students, as well as curriculum. The third part discusses the problems and challenges faced by the system. Finally we draw a brief conclusion.

Structure

Figure 1 shows the nationwide network for the educating and training of cadres. At the national level, there are six major training institutions, namely, the Party School of the Central Committee of the CCP (中共中央党校), the China National School of Administration (国家行政学院), China Executive Leadership Academy at Pudong (浦东干部学院), China Executive Leadership Academy at Jinggangshan (井冈山干部学院), China Executive Leadership Academy at Yan'an (延安干部学院) and China Business Executives Academy at Dalian (中国大连高级经理学院). Together, they constitute a national-level training system.

² "Hu Jintao: chongfen fahui dangxiao zai dang he guojia shiye fazhan zhongde zhongyao zuoyong (Hu Jintao: fully realize the important role of the party schools in the development of the affairs of the Party and nation), *People's Daily*, 28 October 2009.

³ Quanguo ganbu jiaoyu peixun guihua (2006-2010), *People's Daily*, July, 1, 2007.

The Central Party School is the foremost training institution at the central level and is directly subordinate to the Party Central Committee. The National School of Administration is the highest training organization of the State Council and focuses on the training of governmental officials. The four Executive Leadership Academies are administered by the Central Organization Department.⁴ Like the Central Party School, their major duty is to train middle and high level party cadres.

The four academies have different focuses. The Academy at Pudong emphasises on training cadres to reform orientations and be open-minded. It is aptly located in Pudong, Shanghai, the frontier of China's marketization reform. The Jinggangshan and Yan'an Academies focus more on the CCP's "revolutionary tradition" and current developments of the nation. Jinggangshan is officially sanctified as the birthplace of the Red Army, the predecessor of the People's Liberation Army. Yan'an was one of the most important revolutionary bases of the CCP where it headquartered its central committee for most of the years in the 1930s and 1940s. The Dalian Business Executives Academy concentrates on business management and its targeted trainees are senior managers of state-owned enterprises.

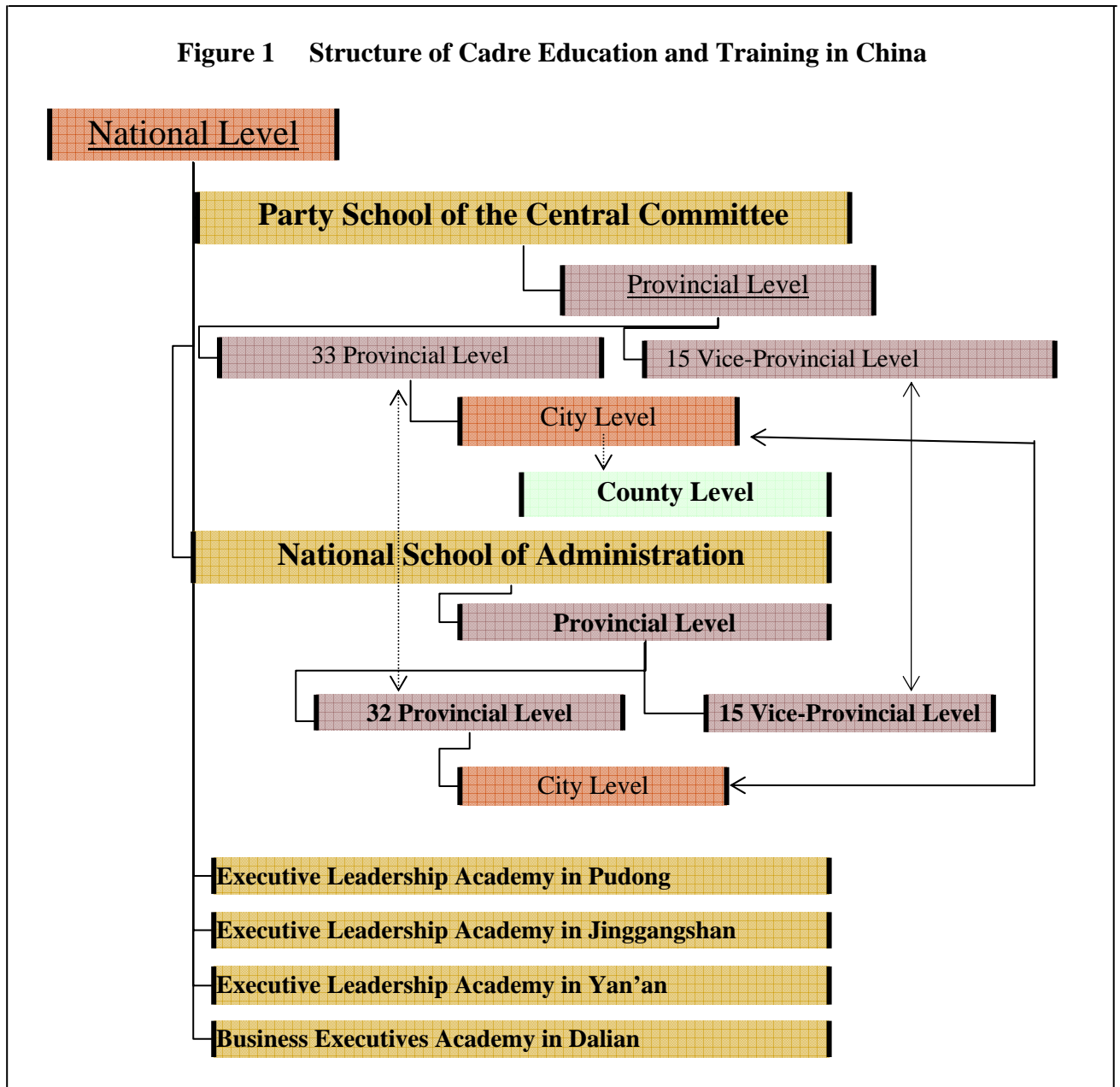
According to *The Work Ordinance*, there are three levels of party schools, i.e., the central,⁵ provincial, and city schools (Figure 1). In the past they included the county-level party schools, but due to the shortage of qualified instructors and other resources, county schools no longer constitute a formal level of the party school system. Now it is the provincial-level Party Committees who decide whether to establish county party schools or not. If not, the city schools can set up branches in the counties.

At the provincial level, there is one party school in each of the 31 provinces, autonomous regions, and municipalities. Other schools at the provincial level include the party school of Xinjiang Production and Construction Corps (新疆生产建设兵团), the school of Ministry of Railways, as well as party schools of the Work Committee for Offices Directly under the CCP Center (中央直属机关工委), the State Organs Work Committee of the CCP (中央国家机关工委), the Party Committee of Central Financial institutions (中央金融机构党委), the Party members' groups (or Party Committees) in central enterprises (中央企业党组/党委).

⁴ CELAP, CELAJ and CELAY were all set up in 2004 and operational in March 2005, while CBEAD was set up in January 2006. CELAP is located in Shanghai, an international city with an illustrious revolutionary tradition; CELAJ is located in Jinggangshan (Jiangxi province), the cradle of Chinese revolution; CELAY is located in Yan'an (Shaanxi province), the birth-place of the Chinese revolution. CBEAD is located in Dalian, a coastal city in Liaoning Province. Initially, CBEAD was formed in 1980 as a Sino-American cooperative training centre for industrial and technological management.

⁵ Zheng Yongnian and Lye Liang Fook have had an elaborate discussion on the Central Party School, see EAI Background Brief No. 181, and No. 182.

Figure 1 Structure of Cadre Education and Training in China



Furthermore, there are 15 “vice-provincial level” party schools, which are located in 15 large cities with an administrative level as vice-provincial.⁶ These city schools have more autonomy and resources than their counterparts in other cities. For example, the Central Party School regularly trains teachers from provincial party schools to enhance competency in teaching; teachers from vice-provincial city schools are included, while teachers from other city schools are excluded.

⁶ The vice-provincial level is a kind of an administrative division in China. In comparison with other big cities’ leaders who are only departmental-level cadres, the top leaders of this kind of city enjoy a vice-ministerial cadre treatment. There are 15 vice-provincial cities in China, namely, Harbin, Changchun, Shenyang, Dalian, Jinan, Qingdao, Nanjing, Hangzhou, Ningbo, Xiamen, Guangzhou, Shenzhen, Wuhan, Chengdu, and Xi’an.

While the structure of party school training is hierarchical, it is not centralized.⁷ The local party schools are under the supervision of local party committees and not the central party school. That is, it is the provincial party leaders who have the power to appoint or dismiss the leaders of provincial schools, and to decide the budget and fund resources of the schools. City party leaders enjoy similar power over the city party schools. The upper-level party schools usually have little say over personnel or financial issues of schools at the lower levels.

Yet the upper-level schools have the duty to guide their partners at the lower levels in professional issues (业务指导). According to *The Working Ordinance*, the guidance includes teaching, curriculum design, teachers' training, computer skills, and research. In addition, the Central Party School and the provincial schools are responsible for coordinating and directing the lower-levels in textbook compiling, research project reviewing, discipline construction, and academic degree evaluation. However, putting these tasks into practice is still a problem.

In the past few years, there was a tendency to integrate the party school with the school of administration, which is called *two schools, one team* (两块牌子, 一套班子). This has been taking place at the city and provincial levels. All city-level party schools and administration schools have been merged. At the provincial level, all but seven provinces have integrated the two schools.

Operation

Party Control

The Party has remained in firm control of the personnel of party schools. According to *The Work Ordinance*, in principle, the presidency of the party school should be a concurrent post for the party secretary or deputy secretary of the same level party committee. In different provinces the practice varies somehow. Eleven provincial party schools are concurrently headed by ministers of the provincial organization department in other eighteen provinces; the school heads are deputy secretaries of the provincial party committees. And in Tianjin and Shandong, the provincial party secretaries hold the chief position of their party schools. The Tianjin party boss, Zhang Gaoli, is a member of the CCP Politburo, which makes him the highest ranking provincial party school head. The practice in Liaoning is kind of unique, where the chairperson of the people's political consultative conference is the president of the provincial party school (Please see Appendix 1 for more details).

While the presidents are all part-timers, local Party Committees would nominate a preside-over-work vice-president to lead the school. Other vice-presidents of the school are usually recommended by the preside-over-work vice-president and admitted by the Party Committee. All vice-president members constitute the party school administration committee, who are in charge of the school's day to day operation. Cadres at the school level, for example, the deans of teaching-research section, are all appointed by the committee.

⁷ With the exception of Shandong Province, whose city party schools and county party schools are directly guided by the provincial party school.

Funding

Although it is an organ of the Party and not of the State, the party school system is financially funded by the government budget. According to Article 54 of *The Work Ordinance*, the expenditure of party schools is included in the annual fiscal budget of the same level of governments, and the amount should be increased correspondingly if the local revenue grows.

With this financial guarantee, party schools were able to improve their facilities and staff training in the past years. Huge progress has been made in improving infrastructural facilities. For example, in Shandong Province, the buildings of several city party schools are proudly regarded as the landmarks of their cities. In Inner Mongolia, it is reported that the provincial school spent more than ¥37 million on a 13000-square-meter building in 2003; a modern distance education network was put into service in 2004 with the support of a World Bank Loan Project. Furthermore, the school has been constructing a new campus with a gross floor area of 53000 square meters since 2006.

Faculty

The recruitment of faculty members in party schools does not differ from that in ordinary universities. In recent years most of the party schools at the provincial level or above require their faculty members to hold a doctoral degree. Usually the school announces their job openings among the graduate students in universities before screening applicants by resume and conducting on-site interviews. The job candidates need to make a teaching presentation in the recruiting academic department. The party school administration committee will make the final decision. Faculty recruitment is based on the candidate's academic qualifications, though CCP membership may be preferable.

In the past decade party schools have made great efforts to augment the qualifications of their faculty members. Some schools are even willing to provide a commission as high as ¥500,000 to attract leading scholars. Some schools also invite visiting professors and researchers or part time professors from universities or invite retired senior officials to enrich their faculty pool.⁸

Many young and middle-aged scholars have increasingly played key roles in teaching and research. Compared with their senior colleagues, the new generations have received more rigorous academic training, and are more professional, open-minded, and less ideologically rigid. A former trainee in the Central Party School, a famous liberal writer in China, observed that, among the dozens of teachers, about 25% of them refused to stick strictly to the official ideological principles in the classroom and spoke what they believed to be right. These teachers had won the trainees' respect and admiration.⁹

⁸ Shanghai Municipal Party School, for example, now has more than 40 such kind of part-time members.

⁹ Chen Xingzhi, *yishixingtai zhi jing yu ren* (The mirror of ideology and man), see <http://www.tecn.cn/data/detail.php?id=20144>

Students and Training Programs

There are usually two types of students in party schools. One is regular graduate students. Some of the provincial schools have master programs, and the Central Party School has a PhD program. The curriculum and requirements are basically the same as the master or PhD programs at other universities. Graduate programs in party schools are good at Marxist theories and the theories of Party-construction and Party-history.

What makes party schools different from ordinary universities is the second type of students in party schools, that is, the party-state cadres. The party organization department in each locality would plan cadres education and training, and select candidates for enrolment to the party school.

There are a variety of programs to meet the needs of different cadres. The most frequently provided program is the two or three months training courses for local cadres. Some *ad hoc* classes are also offered. For instance, after a National Party Congress, the provincial party schools usually schedule advanced courses for high-level officials to peruse the official reports and leadership speeches at the Congress. Sometimes party schools provide discipline-specific courses, for example, economics and management courses for cadres in relevant bureaus, media and communication courses for propaganda cadres, and training in teaching skills for lower-level party school teachers.

Curriculum

The curriculum in party schools can be roughly divided into four categories. First, the official ideologies, such as the theory of socialism with Chinese style. This is the major part of the curriculum. Second, theories and practices in social and economic development, especially those relevant to the provincial or local development. Third, theories relevant to current trends and developments, such as global economy, international market, latest science and technology, and new ideas of governance and management. Finally, party disciplines and party values are included, with an emphasis on loyalty and probity (Please see Appendix 2 for more details).

Problems and Challenges

These endeavors have produced some positive effects. The faculty in party schools has become more competent. Ten years ago it was unusual to find a teacher with PhD in party schools while it is usually a prerequisite for recruitment today. Consequently, the quality of education and training has also improved significantly. Many cadres believed the training in party schools helped them understand questions and problems in their daily work, and stimulated reflective thinking.

However, the party schools are still not competent enough to meet the increasing expectations of the CCP leadership and ordinary cadres. We believe there are several major problems faced by the party schools.

Difficulty of Disciplining Students

Nearly all students in party schools are leaders in their localities or bureaus. They are more used to being a boss issuing orders than a student in compliant with teachers' instructions. Professors in party schools have very few means to discipline the cadre trainees. On the contrary, teaching evaluations made by trainees have an important impact on the instructor's reputation, salary and promotion. To make it worse, the school administrators usually are keen to develop good relationships with cadre trainees for potential political rewards, so they prefer to be half-hearted in discipline issues.

Consequently, Xi Jinping, President of Central Party School, pointed out that many cadres go to party schools to enjoy a paid leave, a social opportunity, and making friends.¹⁰ Serious studies are usually their last concern. *People's Forum*, a journal affiliated with *People's Daily*, published an article in 2007, listing six kinds of misdeeds of party school trainees.¹¹ This article launched a widespread criticism of cadres' malpractices in party schools. In fact, *The Work Ordinance* was introduced to address this problem. But there is still a long way to go before a solution could be arrived at.

The Ossified Curriculum

Ideological indoctrination is central and omnipresent in the curriculum of party schools. As China becomes more liberalized, the tension between orthodox Marxist principles and practice is increasing.¹² In the classroom, party school professors have to present the theory of socialism with Chinese style, although both the professors and students feel it is nothing but waffle and not a persuasive theory at all. If a professor ignores the dogmas in textbooks and speaks out his mind, the trainees are usually satisfied but he may be taking a political risk. As a result, the courses provided in party schools cannot really answer the new problems accompanying social and economic changes in China today. The central leaders' expectations that party-state cadres should be well versed with Marxist principles as well as latest human intellectual products to handle the politically and economically changing situations in the nation are hard to realize.

Bureaucratization

One of the most serious problems faced by the party school system itself is bureaucratization. The party schools, from central to city, operate more like bureaucracies than educational and academic institutions.

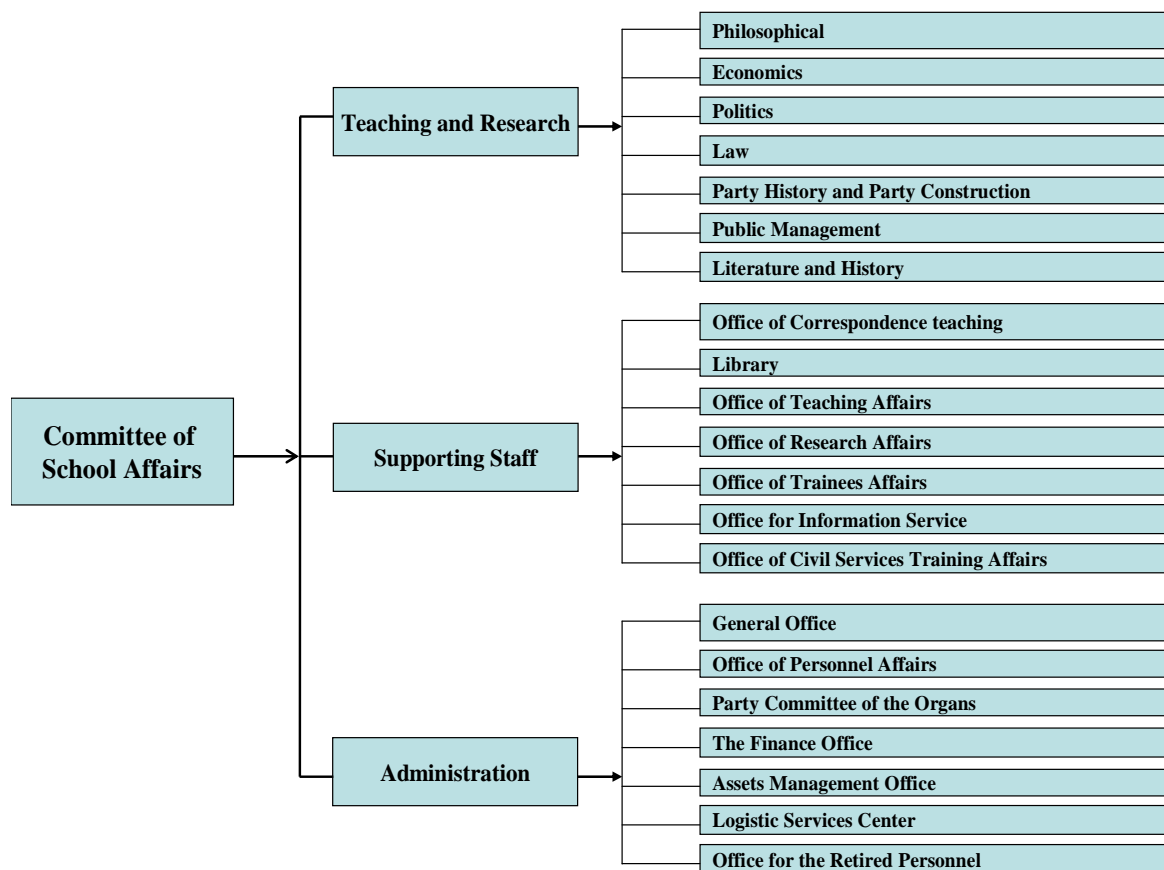
¹⁰ Xi Jinping: the Leader Cadres Should Study Seriously, Act Honestly, and Work Cleanly, in *Study Times*, May, 27. Cadres were criticized for attending the party school just for making friends and reposing (认认人, 养养神, 串串门).

¹¹ See Shen Quanyong: "Don't let the ethos weaken the Party School". In *Ren Min Forum*, 13, 2007.

¹² See Zheng Yongnian: *China's Transformation: Harmony and Conflict*. Global Publishing, 10, 2007, p97.

Figure 2 presents the management structure of the Party School of Guangxi Autonomous Region. The Committee of School Affairs is the top leading body with members appointed by the Autonomous Region Party Committee. The committee composes of a president and two vice presidents.¹³ Under the Committee, there are three divisions, teaching and research, supporting staff, and the administration, each of which has seven departments. The teaching and research departments account for only one third of the total departments. Party schools in other provinces and cities have similar internal structure as the Guangxi school. Figure 3 provides further evidence.

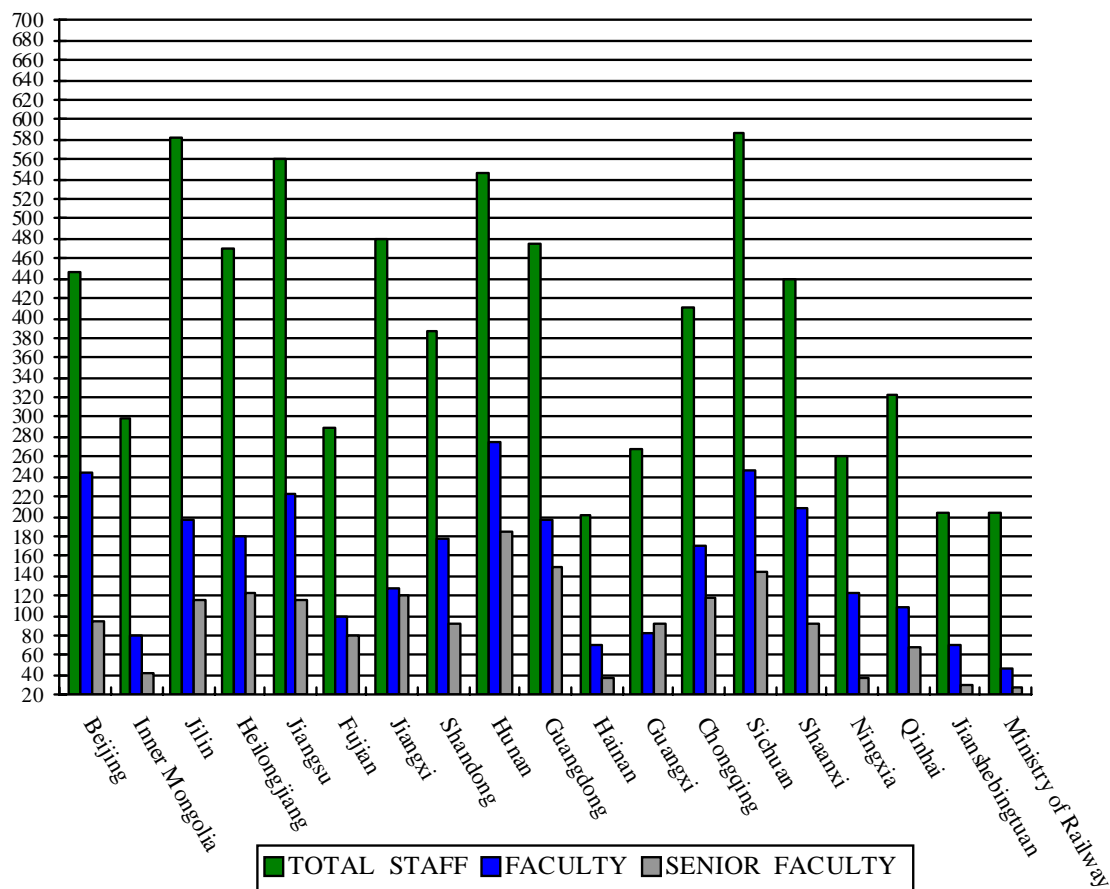
Figure 2 The Internal Structure of Guangxi Autonomous Region Party School



Source: The Official Website of Guangxi Autonomous Region Party School (<http://www.gxdx.gov.cn/>).

¹³ The number of leading members of Guangxi Party School's leadership is relatively smaller. Many provincial party schools have at least 5 leading members.

Figure 3 Staff Composition in some Provincial-Level Party Schools



Sources: The official websites of the provincial party schools

In most provinces, the teaching faculty makes up about one third of the total staff strength. For the senior faculty of professors and associate professors who are the backbone of teaching and research, the percentage is even smaller. In Beijing Party School, for example, the percentage is only about 21%. In short, the party schools may not be adequately staffed to fulfill their tasks.

Conclusion

In summary, while the party school system has contributed significantly to improving the competency level of party-state cadres, its performance in educating and training cadres has yet to meet the expectations of the central leadership and the trainees.

The Party should revise its ideology to keep up with the changing world. The leadership should realize that clay can be molded only under favorable conditions and man can be persuaded only with a convincing ideology. Although nobody knows when the Party is changing its ideological stance, many agree that the party school system should not wait until then to turn itself into a smaller but more competent training institute.

Appendix 1 President of Provincial Level Party Schools

Region	President	Official Occupation
Beijing	Wang Anshun	alternate member of the CCP Central Committee deputy secretary of the Municipal Party Committee
Tianjin	Zhang Gaoli	member of the Political Bureau of the CPC Central Committee secretary of the Municipal Party Committee
Inner Mongolia	Yue Fuhong	alternate member of the CCP Central Committee deputy secretary of the Autonomous Region Party Committee
Hebei	Che Jun	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Shanxi	Xue Yanzhong	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Xinjiang	Yang Gang	alternate member of the CCP Central Committee deputy secretary of the Autonomous Region Party Committee executive Vice Governor
Ningxia	Xu Songnan	standing member of the CCP Autonomous Region Committee minister of the Party organization department
Shaanxi	Wang Xia	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Gansu	Liu Weiping	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Qinhai	Luo Huining	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Shanghai	Sheng Hongguang	standing member of the CCP Municipal Committee minister of the Party organization department
Shandong	Jiang Yikang	member of CCP Central Committee
Jiangsu	Wang Guosheng	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Anhui	Wang Mingfang	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Jiangxi	Wang Xiankui	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Fujian	Yu Weiguo	standing member of the CCP Provincial Committee minister of the Party organization department
Zhejiang	Si Xinliang	standing member of the CCP Provincial Committee minister of the Party organization department
Chongqing	Zhang Xuan	alternate member of the CCP Central Committee deputy secretary of the Municipal Party Committee
Xizang	Zhang Yijiong	alternate member of the CCP Central Committee deputy secretary of the Autonomous Region Party Committee
Sichuan	Ke Zunping	standing member of the CCP Provincial Committee minister of the Party organization department

Appendix 1 President of Provincial Level Party Schools (Cont'd)

Region	President	Official Occupation
Guizhou	Zhang Shaonong	standing member of the CCP Provincial Committee minister of the Party organization department
Yunnan	Li Jiheng	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Heilongjiang	Long Xinnan	standing member of the CCP Provincial Committee minister of the Party organization department
Jilin	Wang Rulin	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Liaoning	Luo Lin	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee chairperson of CPPCC Provincial Committee
Henan	Chen Quanguo	alternate member of the CCP Central Committee deputy secretary of the Provincial Party Committee
Hubei	Pan Ligang	standing member of the CCP Provincial Committee minister of the Party organization department
Hunan	Huang Jianguo	alternate member of the CCP Central Committee standing member of the CCP Provincial Committee minister of the Party organization department
Guangdong	Hu Zejun	alternate member of the CCP Central Committee standing member of the CCP Provincial Committee minister of the Party organization department
Guangxi	Chen Jiwa	member of Central Commission for Discipline Inspection deputy secretary of the Autonomous Region Party Committee secretary-general of the Autonomous Region Party Committee
Hainan	Liu Qi	standing member of the CCP Provincial Committee minister of the Party organization department

Appendix 2 A Sample Curriculum (Hubei Provincial Party School, 2009)

Unit One—Theory of Socialism with Chinese Characteristics	
1.	Makesi Zhuyi Jiben Guandian Yu Fangfa (Basics of Marxism)
2.	Zhongguo Tese Shehuizhuyi Lilun Tixi Jiben Wenti (The Basic Questions of the Theory of Socialism with Chinese Characteristics)
3.	Zhongguo Tese Shehuizhuyi Weida Licheng Yu Jiben Jingyan (Historical Experience of Socialism with Chinese Characteristics)
4.	Jianchi Yong Kexue Fazhangan Tongling Jingji Shehui Fazhan (The Scientific Concept of Development: The Guideline of Economic and Social Development)
5.	Zhongguo Tese Shehuizhuyi Jingji Jianse Lilun (Economic Theory of Socialism with Chinese Characteristics)
6.	Zhongguo Tese Shehuizhuyi Zhengzhi Jianse Lilun (Political Theory of Socialism with Chinese Characteristics)
7.	Zhongguo Tese Shehuizhuyi Wenhua Jianse Lilun (Cultural Theory of Socialism with Chinese Characteristics)
8.	Zhongguo Tese Shehuizhuyi Shehui Jianse Lilun (Social Theory of Socialism with Chinese Characteristics)
Workshop: How to enforce the scientific idea of development in you own workplace	
Unit Two—Studies on the Economic and Social Development Problems in Hubei Province	
1.	Shixian Quanmian Jianshe Xiaokangshehui Fendou Mubiao de Xinyaoqiu (New Requirements of Building a Well-to-do (<i>xiaokang</i>) Society)
2.	Jinrong Weiji dui Hubei Jingji de Yingxiang ji Yingdui (The Impacts of the Financial Crisis on Hubei Economy and Our Countermeasures)
3.	Hubei ‘Yidailiangquan’ Zhanlue Buju Yanjiu (The Developmental Strategy of Hubei Province)
4.	Hubei Kaifangxing Jingji Fazhan Yanjiu (The development of the Open-up Economy in Hubei)
5.	Hubei Gongye Dasheng yu Xinxing Gongyehua Wenti Yanjiu (Hubei as a Major Industrial Province and its New Approach to Industrialization)
6.	Hubei Nongye Dasheng yu Xiandai Nongye Fazhan Yanjiu (Hubei as a Major Agricultural Province and the Development of Modern Agriculture)
7.	Hubei Kejiao Dasheng yu Zizhu Chuangxin Nengli Yanjiu (Hubei as a Major Scientific and Educational Province and its Capacity of Independent Innovation)
8.	Hubei Wenhua Dasheng Xiang Wenhua Qiangsheng Zhuanbian de Duice Yanjiu (The developmental Strategy of the Cultural Industry in Hubei)
9.	Hubei Zhishichanquan Fazhan Zhanlve (The Intellectual Property in Hubei)
Workshop: The Impacts of the Financial Crisis on Hubei Economy and Our Countermeasures	

Appendix 2 A Sample Curriculum (Hubei Provincial Party School, 2009)
(Cont'd)

Unit Three—Party Building and Party Spirit Development	
1.	Dangnei Minzhu Jianshe de Xianzhuang yu Lujing (The Current Situation of Inner-Party Democracy and Its Development Approach)
2.	Dang de Zuofeng Jianshe Cunzai de Wenti ji Duice (Problems in Party members' behaviors and Our Countermeasures)
3.	Dangdai Shijie Zhengdang ji Zhizheng Guilv (Political Parties and Their Governing in the Contemporary World)
Fieldwork: Four days in Hongan County	
Unit Four—Knowledge Updating and Ability Enhancing	
1.	Tigao Zonglanquanju de Zhanlue Siwei Nengli (Enhancing the Strategic Thinking)
2.	Tigao Lingdao Ganbu Zhixingli (Enhancing the Capability of Implementation)
3.	Xinwen Fabu Zhidu yu Lingdao Ganbu Yingdui Xinwen Meiti Nengli Tisheng (The Press Conference and Enhancing Leaders' Capability to Deal with the Media)
4.	Shenjifa yu Shenji Jiandu (Audit Law and Audit Supervision)
5.	Tufa Shijian Yingdui Yanjiu (On Handling Emergencies)
6.	Dianzi Zhengwu yu Wangluo Anquan (Electronic Government and Network Security)