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Abstract

La Cina sta vivendo un momento di grande espansione e crescita economica, lo sviluppo si può notare sia all'interno del Paese che nelle grandi imprese compiute all'estero. Sicuramente il governo ha fatto molto per riformare il sistema giuridico e scolastico della Cina, portando il livello di alfabetizzazione molto più in alto rispetto al passato. La Cina è un paese vastissimo, grande come l'Europa geografica e la maggior parte dei suoi abitanti vive nelle campagne e nelle zone interne del Paese, che sono anche le più povere. In queste aree il livello scolastico, della sanità e dei vari servizi sociali sono veramente bassi, come si vedrà più avanti in questo lavoro, con zone che sono sotto la soglia della povertà. La critica, se così si può definire, di questa tesi sta nel fatto che il governo non fa abbastanza per rimediare a questa situazione, non finanzia abbastanza le zone rurali in difficoltà, ma preferisce ovviamente contribuire donando fondi statali alle zone più industriali, commerciali e urbane del Paese, dove il profitto e il rientro economico sono sicuri e veloci. Proprio per questo motivo entrano in gioco tutti quegli attori privati, quali fondazioni e organizzazioni non-governative, sia nazionali che internazionali, che supportano le aree più povere facendo le veci del terzo settore cinese. Sono proprio questi attori e il loro lavoro che verranno analizzati in parte nella tesi, la parte più importante e fondamentale, dove i vari progetti saranno esposti brevemente, ma in modo chiaro e semplice; lo scopo è di mostrare l'importanza di questo impegno sul campo attraverso testimonianze, statistiche, numeri e fatti reali.

Questa tesi cerca di evidenziare il divario del livello di educazione tra la Cina rurale e urbana, e le varie politiche e i vari progetti messi in atto dal governo, fondazioni e ONG per cercare di colmare questo divario. Con un'introduzione più storica si cerca di capire l'importanza dell'educazione e delle varie fondazioni private che l'hanno da sempre sostenuta, il ruolo che ha il governo come istituzione pubblica e anche il potere dell'educazione come strumento di controllo e potere.

Come provocazione si è voluta fare anche una breve introduzione sulla Nuova Via della Seta, mostrando dati e statistiche che indicano lo spropositato investimento

di denaro del governo in questo progetto, mentre in alcune parti del paese vi è un alto livello di povertà, analfabetizzazione che tende a diminuire ma molto lentamente.

Bisogna dire che il governo ha attuato negli ultimi anni delle politiche di riforma che hanno aiutato a standardizzare il livello educativo in tutto il Paese, lasciando purtroppo dei buchi logistici ed economici in alcuni aspetti delle riforme, come poi si vedrà. Alcune di queste politiche includono ispezioni educazionali dirette dall'Ufficio di Ispezione Educative, migliori condizioni per gli insegnanti, ammissioni più flessibili nelle scuole, formulazioni di nuove leggi e regole per quanto riguarda l'apparato scolastico, finanziamenti in ambito educativo da parte del governo e di privati soprattutto in zone rurali.

I dati di questa tesi sono stati estrapolati da articoli di giornale, riviste on-line, libri di testo e siti del governo cinese. Questo lavoro cerca di evidenziare come sia le riforme educative del governo, sia associazioni private stiano cercando di migliorare la situazione del sistema educativo in Cina, in quanto la disparità è chiara ed evidente. Si vuole anche però dimostrare come le statistiche indichino un miglioramento lento ma costante nelle scuole delle province interne e rurali, grazie soprattutto al lavoro costante di fondazioni e ONG, come il REAP (Rural Education Action Program), che sono attive sul territorio con fondi speciali per le zone più povere e progetti d'avanguardia per quanto riguarda salute, educazione e servizi sociali. Queste organizzazioni non-governative sono sia nazionali che internazionali, come la Tang Foundation, Ford Foundation, la China Youth Development Foundation (CYDF) e molte altre.

Un capitolo sul sistema educativo cinese cerca di chiarire le strutture principali dell'organizzazione scolastica, la sua complessità e le sue uniche caratteristiche. La scuola in Cina si fonde con determinate strutture sociali che automaticamente tendono ad emarginare alcune classi sociali. Il problema principale è che per accedere alle università statali tutta la Cina adotta un unico esame annuale, ma se la preparazione a questo esame è carente solo chi ha avuto un'istruzione valida potrà superarlo. Da qui deriva il problema del deficit di insegnamento nelle zone

rurali, dove i professori non vogliono andare ad insegnare per la paga non adeguata, le infrastrutture sono fatiscenti, non vi è materiale di supporto didattico adatto e fattori di povertà tendono ad allontanare i ragazzi dalle scuole per iniziare lavori in fabbrica o nei campi. Questo sistema induce ad ammettere alle università solo gli studenti provenienti dalle zone ricche, urbane e costiere del Paese, che quindi hanno avuto una buona preparazione di base per affrontare le prove d'esame, e a portare i ragazzi delle zone interne verso lavori manuali e più pesanti.

Il sistema di cittadinanza regionale, il quale autorizza determinati diritti ad un cittadino sono nella provincia in cui è nato, mette in svantaggio tutti quei bambini e ragazzi che migrano insieme ai genitori dalle campagne alle grandi città, vedendosi negati il diritto gratuito allo studio e anche un gratuito accesso al sistema sanitario nazionale. Questo fattore induce sempre più di frequente svantaggi per chi viene dalle campagne, non assicurando un'educazione adeguata e un lavoro dignitoso.

Una piccola parte del secondo capitolo è dedicato alla storia particolare e unica delle ONG in Cina, le cosiddette GONGO. Come sono nate e quando, le difficoltà che hanno affrontato e che affrontano ancora oggi, e gli sviluppi che ci sono stati nel corso del tempo. Ho voluto portare alcuni esempi di GONGO e organizzazioni no-profit cinesi, e in particolare il famoso episodio della "Umbrella Revolution" di Hong Kong, dove studenti, lavoratori e associazioni di ogni tipo si sono unite, e hanno anche formato nuove organizzazioni in alcuni casi, per protestare contro il governo di Pechino.

La parte finale si focalizza sui vari attori che rendono possibile un miglioramento in questo settore tramite progetti finanziati in collaborazione col governo o solamente da privati. In modo particolare la Fondazione REAP ha e sta contribuendo in modo specifico all'aiuto nell'ambito della salute, dell'educazione e dei servizi sociali nelle zone più povere della Cina, con concreti progetti di finanziamenti, aiuti materiali, di infrastrutture e di personale locale e internazionale. La fondazione REAP oltretutto si occupa di malnutrizione e sanità nelle zone più difficili della Cina, infatti dove manca un sistema sanitario di base e una buona alimentazione le capacità cognitive e di apprendimento di uno studente

saranno inferiori rispetto ad un suo coetaneo di città. Oltretutto, di fronte a problemi di questo calibro, come la mancanza di cibo e la salute precaria, i genitori e la comunità in generale tenderanno a prediligere altre priorità per i ragazzi, scegliendo l'educazione come seconda opportunità, e spingendoli verso il mondo del lavoro.

Index

Introduction	9
First Chapter.....	11
1.1 How a government exploits its own NGOs, culture, arts, knowledge, research, private institutions and foundations for support its global strategies	11
1.1.1 History.....	12
1.1.2 The importance of networks	19
1.1.3 A Chinese example.....	21
1.2 Around the world: Asia, Africa and Latin America.....	22
1.2.1 Asia.....	23
1.2.2 AFRICA.....	26
1.2.3 LATIN AMERICA.....	29
1.3 Culture	30
1.3.1 Around the world.....	31
1.3.2 Italy	32
1.3.3 United Kingdom	32
1.3.4 Russia	34
1.3.5 United States.....	35
1.3.6 China	36
Second Chapter	40
2.1 Focus on China.....	40
2.1.2 The Belt and Road Initiative.....	41
2.2 Not only economic purposes.....	43
2.2.1 History of non-Governmental Organizations in China	43
2.2.2 Two case practice to better understand the work of Chinese NGOs.....	47
2.2.3 Human Rights and NGOs: The case of “Tiananmen Mothers”	47
2.2.4 Environmental issues and NGOs: The case of the “Three gorges dam”	50

2.2.5 The Umbrella Revolution	54
2.3 The scholar system and the administrative division in China.....	57
2.3.1 China’s education structure.....	59
2.3.2 The Hukou system.....	63
2.3.3 Reducing the role of standardized testing and reforming the gaokao.....	65
2.3.4 The System of educational inspection.....	67
2.3.5 The salaries and the admissions in schools	69
2.3.6 Basic education and Curriculum	70
2.3.7 Educational Policies and reform	72
2.3.8 The Ministry of Education.....	73
2.3.9 Educational laws and regulations	74
2.3.10 The financing and management of education.....	75
2.3.11 Education funding and investments in rural areas schools.....	77
2.3.12 Financial aid and students enrollment	78
2.3.13 Government policies about compulsory education	79
2.3.14 Policies for rural areas and migrant children.....	81
2.3.15 RURAL VS URBAN	82
THIRD CHAPTER.....	89
3.1 What do in practice the Chinese and foreign NGOs to improve the situation in the rural areas in the field of education?	89
3.1.1 Comparing Chinese and foreign NGOs	90
3.2 Education	91
3.3 Nutrition.....	93
3.4 REAP in Technology and Human Capital	96
3.5 The teacher training in migrant schools.....	97
3.6 Flipped classroom project	98
3.7 The China Youth Development Foundation	98
3.8 Similarities and differences between the REAP and the CYDF	99
3.9 The Cyrus Tang Foundation	101
3.10 Pass the Torch Rural Education Assistance Program	101

3.11 Differences and similarities between the Cyrus Tang Foundation and the REAP	102
3.12 The Cyrus Tang Foundation Schools	102
3.13 GIVE2ASIA Organization	103
3.14 Macao Tong Chai Association	105
3.15 The 6HE’s Teacher Reading and Growth Project	106
3.16 China Children and Teenager’s Foundation	108
3.17 The Spring bud Project	108
3.18 Children’s Happy Home Project	109
3.19 The Ford Foundation	109
Conclusion	111
Bibliography	113
Sitography	114

Introduction

The aim of this thesis is to understand and analyze the role of the Chinese Government, of the Chinese NGOs and foreign NGOs and of private foundations to support education at a national level, specifically analyzing the gap of the education system between the rural and urban areas of China.

I will analyze the historical background of the role of the Foundations, specially the Ford, Carnegie and Rockefeller, as tools of the American empire leadership during all the XX century. These were the first tools to promote and divulgate education and culture around the world.

Comparing the American and Chinese approach using cultural association for expand their ideas, their culture, their literature, their philosophy and methods in other countries. For example the American Business Schools and the Confucius Institutes.

The second chapter will focus on the Chinese educational system, the structure of it and the reforms that the government implemented. This section expounds the educational gap between rural and urban China and the various policies formulated and implemented by the Chinese government and Education Ministry in order to bridge this educational gap. A study on the Chinese Education System shows its relevance to the government as a means of ensuring social and economic growth and balance between rural and urban provinces of China. This study brings to light various policies and reforms the Chinese government has formulated and implemented in their quest to ensure general compulsory education in all its provinces.

The policies include, educational inspection which is carried out by the Bureau of Education Inspections, better conditions of work of teachers, flexible admission into schools barring all educational difficulties, formulation of educational laws and regulations, education financing and management and investment in rural education.

This designated study showed how Chinese educational reforms have helped China in their social as well as economic growth and how the policies initiated have helped in the improvement and betterment of Chinese education in the rural areas. The State Council in 2014 brought out new reforms to blend with the national agenda according to the needs of the local people. The chapter also provide a brief introduction about the history of the Chinese NGOs, the GONGOs. With some examples I wish to provide a clear image and a background of these organizations, especially the facts about the Umbrella Revolution of 2014.

I will focus on the “Belt and Road Initiative” to analyze how China expands in Asia, Africa and Eurasia with investments of billion of Yuan, leaving the countryside in a situation of poverty.

The third chapter will analyze the gap of the urban areas and the less developed zones of the rural countryside through the work and the projects of the various foundations, NGOs and private associations that works on the field to help the less developed areas of China and its inhabitants. Trough this analysis I will explain how this dissertation wants to highlight that currently statistics from the national data undoubtedly shows decreased illiteracy rate, high pre-school development and compulsory and quality education improvement across the provinces in China. This also happens thanks to the field work of national and international non-governmental organization, that improves special projects and extra funds for the education sector in the countryside, especially the REAP (Rural Education Action Program), the Ford Foundation and the China Youth Development Foundation.

First Chapter

1.1 How a government exploits its own NGOs, culture, arts, knowledge, research, private institutions and foundations for support its global strategies

1.1.1 History

American expansion has been characterized not by the acquisition of new territories but by their penetration... a variety of organizations, governmental and non-governmental, have attempted to pursue the objectives important to them within the territories of other societies.

Samuel P. Huntington, "Transnational Organizations in World Politics" (1973).

You ask us whether it runs counter to our past traditions to implement the policy of opening to the outside world. Our approach is to define new policies according to new circumstances, while retaining our best traditions.

Deng Xiaoping, "(Excerpt from a talk with a press delegation from the Federal Republic of Germany", October 10 1978.

These two declarations are circa of the same period, but it is clear that there is an huge temporal distance between this two cultures. During the '70 the today's well none superpower where very different in all their aspect.

The United States of America was a global, political, economic and social leader. After the Second World War, trough the Marshall Plan, the creation of the NATO and OECD, and the foundation in San Francisco of the ONU, became the undisputed leader of the world. Even after all the conflicts that occurs around the world, operated directly or not by the U.S., it remains the unquestioned political leader that promote freedom, peace and liberalism around the world. On the contrary China was just reemerged after 30 years of Maoism and isolation, and only with Deng Xiaoping start a real modernization. The history of Chinese globalization starts in this decade.

For these reasons is quite logic to understand why America was the leader in many fields, but also in philanthropy. As Inderjeet Parmar wrote in 1983 "Philanthropic

foundations, I argue, have been a key means of building the “American century”, or an American imperium, a hegemony constructed in significant part via cultural and intellectual penetration”¹.

He explains how the “Big 3”, that are the Ford, Carnegie and Rockefeller Foundations play an extremely and important role in America’s rise to global hegemony how the Big 3 are “intensely political and ideological and are steeped in market, corporate, and state institution, that they are part of the power elite of the United States. Working today in a much more crowded field, they continue to innovate, inspire emulation and collaborate with never philanthropies. Historically, the Big 3 Foundations represented a strategic element of the East Coast foreign policy Establishment, and the core of the latter’s mindsets, institutions, and activities, manifested by active leadership in organizations like the Council of Foreign Relations and the Foreign Policy Association”².

Principally they work to strength and mobilize the American Academy in order to promote its program of American hegemony through the specialized study of foreign areas and foreign policy, improving the studies of international relations in the universities.

“The Foundations built the domestic intellectual and political bases that would assist America’s rise to global leadership”³. With this phrase Inderjeet Parmar emphasizes the power of the Big 3 and continues declared that “... the foundations were directly engaged in extending and consolidating the U.S. hegemony around the globe, especially during the Cold War, influencing intellectual, political and ideological developments that transformed Chile, for example, from a welfare democracy into a neoliberal pioneer state under General Augusto Pinochet, following the bloody military coup of 1973”⁴.

The U.S. influence during the ‘60 in Chile was strong, in order to control and administrate the coal mines, always helped by the puppet-government of the

¹ Inderjeet Parmar, 2012, Foundations of the American century, p.2

² Foundations of the American century, p 2

³ Foundations of the American century, p 2

⁴ Foundations of the American century, p 2

moment, America used its political and economic power over the country. But when Salvador Allende was elected in Chile the things change a lot. He was the first Marxist-president elected democratically in the world. He nationalized the coal mines and for this reasons, and also political ones, after three years of presidency, was killed after the military coup sustained by the United States of America, that put into power the General Augusto Pinochet.

This is a worldwide period of trouble and crisis during the end of the '70s, in fact as Robert E. Wood declared: "The volume of world trade, after growing rapidly in most of the 1970s, barely increased (1.5 percent) in 1980, stagnated in 1981, and fell 3.6 percent in 1982"⁵. These facts produce a global crisis, but the Third World countries remain the most victims of this system, crushed by the Euromarket borrowing, the Banks loan system and variable interest rate.

What happens on an international level for economy and politics? That at a certain point the "Private Banks Euroloans"⁶ had lower interest rate loans than the World Bank loans. They became more commercially advantageous, more than the concessional loans. The concessional loans were institutes by the U.S. Government, the I.M.F. and the World Bank under the Bretton Woods system, that established this "aid regime" to finance directly and develop the Third World countries through soft-loans and grants. This system was initially bilateral or multilateral. After that the private loans banks became more advantageous and without political conditions (when a country A grant a loan to B, in the "aid regime", a part of this grant is supposed and must be reinvested in that country that grant the loan, the A country), private banks, private foundations and institutions start to grant loans to the Third World countries. They grant loans to the OPEC countries, but also to the newly industrialized countries (NICs), the middle-income countries (MICs) and low-income countries (LICs). This created a big crisis, especially for Third World countries, because all this government, Mexico, Chile, Venezuela, Argentina, South Korea, Indonesia, Nigeria, Brazil, fall into debt for reaching money to buy new technologies and exploit their resources.

⁵ From Marshall Plan to debt crisis, p.266

⁶ They are called Euroloans, but are selling in dollars

The most iconic example was Mexico: “On August 30, 1982, Mexico stunned the world with its announcement that it was unable to meet the payments on the principal of almost 20 million of dollars of its public sector debt, owned to about fourteen hundred foreign banks [...] arrears continued to accumulate in 1983 , with forty-two countries owning 27 billion dollars at the end of 1983”⁷.

“Variable interest rates and reliance on exports to pay for debts service drastically increased the vulnerability of Third World countries to changes in the world economy. This in turn increased their vulnerability to decisions by the governments of the major capitalist countries that largely determine the health of the world economy. Decisions by these governments, particularly the United States, create drastically altered international conditions giving rise to the debt crisis”⁸.

For this reason many Latin American countries, but also South Korea and Indonesia, to pay back for old loans must secure new ones. This trap take to an eruption of the debt-servicing crisis “...in the wake of worsening terms for debt, declining volume and terms of trade, and negative bank transfers meant that the easing of aid regime constraints on development policy was over. No longer could strategically located countries escape from the constraints and discipline of the aid regime”⁹.

Also for these reasons Inderjeet Parmar asserts that the Big 3 aid programs for economic and political development failed in the aim of alleviate poverty, raise mass living standards, or better educate people, on the contrary they generated sustainable elite networks that supported American policies, foreign and economic, that goes from the 1950’s liberalism to the twenty-first century neo liberalism.

Parmar differentiate three stages of the born and rise of the American foundations: the first “...at the domestic level lasted from the 1920s to the 1950s, during which time the foundations helped construct the hegemony of liberal internationalism, marginalized isolationism, and built up the institutional capacities of the federal

⁷ From Marshall Plan to debt crisis, p.232

⁸ From Marshall Plan to debt crisis, p.262

⁹ From Marshall Plan to debt crisis, p.269

government, especially in foreign affairs". The second "...lasted from the 1930s to the 1970s, during which time foundations helped socialize and integrate American and foreign elites and developed formal and informal international organizations". The third "...began in the late 1980s, when foundations helped reconceptualize American hegemony, promoted democracy and "global civil society", and fostered "democratic challenges" to neoliberal globalization. Of course the "...international orders constructed or aimed at were, and are, congenial to American interest"¹⁰.

He wants to warn us about the new role of non-state actors in international relations and the power of knowledge networks. The foundations and even foreign Think Tanks declares themselves as nonpartisan, but how Samuel Huntington suggest in the 1970s, after noting the importance of philanthropic foundations as transnational actors, "...the private actor in world affair was not displacing the state, but it had transformed the institutional environment of interstate politics to such a degree that the mutual interaction of private and public spheres required investigation [...], led by governmental and nongovernmental actors in service of their selfish interests"¹¹.

All the scholars of this topic argued that foundations helped to create the American civil society, and Prewitt also declares that "...the foundations represent a "third sector" in society that is beyond the state and the marketplace. As such they operate not for the purpose of profit or politics but to make a broad contribution to enhancing the essential features of pluralistic society"¹². Similar Anheier and Leat wrote "...foundations nonstate, nonmarket character makes them independent forces of social change and innovation..." and "...are one of the main sources of support for global civil society organizations [...] that are, in turn, building a more open global order and trying to "humanize globalization"¹³.

Parmar asserts that the non-interventional role of the foundations in state and market is not real. For him the Big 3 proclaimed themselves "nonstate", but they

¹⁰ Foundations of the American century, p.3

¹¹ Foundations of the American century, p 4

¹² Foundations of the American century, p 4

¹³ Foundations of the American century, p 5

have governmental connections within them, they are “nonpolitical”, but they have relations with main political parties, they are “nonbusiness”, but the foundations trustee’s serve as corporate directors and earn income from them, they are “scientific/nonideological” but they promote the American ideology of liberal internationalism. This approach allows the foundations to survive for decades in every turbulent historical moment, and even during the Cold War, thanks to their tenacity and adaptability, they allied themselves to any nonhostile agency “that furthered their goals and prepare for a more permissive climate”¹⁴.

“The Ford, Rockefeller and Carnegie philanthropies mediate among the concerns of the state, big business, party politics and foreign politics, [...] constitute and create forums for constructing elite expertise, consensus and forward planning. Nevertheless, foundations networks did not always succeed and, importantly, were most successful during conditions of crisis, such as the Japanese attack on Pearl Harbor in 1941, the outbreak of the Korean War, and after 1989. However the foundations are adept at network building and well prepared to interpret and promote crises as opportunities to policy maker and public alike”¹⁵.

The foundations rises in the Unites States of America when the federal executive institutions and “national” consciousness were weak, but the idea of the individual state was strong. Foundations invests millions of dollars in parastate institutions for financing urbanization, improving schools and promoting health and safety in workplaces. Their aim was to “nationalize” American society. And this is the same job that they are doing today, but on a global level. “Where the global system is institutionally relatively weak and nation-states jealously guard their sovereignty, the foundations are assisting in global institutions building and in constructing a

¹⁴ Foundations of the American century, p.5

¹⁵ Foundations of the American century, p.5

“global civil society” that sustains and develop such institutions, and this is also part of developing the infrastructure for continued American hegemony”¹⁶.

In the rest of the world we can see a similar rise of foundations and organizations, maybe with a different from approach, but still notorious. “In Europe, the Charity Organizations Society, founded in 1883 in London, was at that time the largest formal organizations of the British Empire, and similar networks of private human service providers and charities began to form in Germany, France, Italy, Australia, and Japan as well”¹⁷. Today the Catholic and Protestant social service organizations, with Caritas and Diakonie employs millions of people in Germany and in the rest of Europe.

But of course the nonprofit sector is not a limited phenomenon of the United States of America and Europe. We have examples in Africa, Latin America, Middle East, India, and Central and South East Asia, and we can find here a lot of nonprofit activities. “The Tata Institute and PRIA in India, the rural development NGOs in Thailand and Indonesia, the countless rotating credit associations in West Africa, the associations among slums dwellers in Mumbai, the network of Catholic welfare associations in Brazil and Argentina, corporate foundations in Turkey, large education nonprofit like the G. Vargas foundations in Brazil, the BRAC conglomerate in Bangladesh, among the largest organizations in the country, and the numerous *Al Wakf* foundations in Egypt and other Arab countries. China too has a nascent nonprofit sector destined to grow in numbers and to expand into new fields as the government seek devolve and privatize service provisions in social service, health care, and education”¹⁸.

¹⁶ Foundations of the American century, p.6

¹⁷ Helmut K. Anheier, Nonprofit Organizations: Theory, Management and Policy. p.8

¹⁸ Helmut K. Anheier, Nonprofit Organizations: Theory, Management and Policy. p.8

1.1.2 The importance of networks

In the United States, the elite of the big foundations transformed the American academy through a program of elite networks of academy, think tanks, publicity organizations, merging mass media and public officials. In the most important universities, such as Harvard, Yale and Princeton the foundations, for the first time, create specifically International Relations programs. But overseas the foundations were more active and influential, these networks were especially sustained in “the areas of political and economic development, in promoting capitalist “modernization”¹⁹. The foundations used academics in political science, economics and sociology, creating “centers of excellence” through elite academic institutions overseas and new networks of scholars.

“Such networks were established in strategically important countries and regions- such as Indonesia, Chile and Nigeria- specifically to ensure a regional and continental multiplier effect: cadres of academics imbued with knowledge and training aimed at orienting them toward a pro-American/Western approach to “modernization” and “development” as opposed to nationalist or procommunist strategies”²⁰.

Sometimes this approach didn't work, and even create some anti-American behavior, but sometimes in these hostile countries the foundations saw a perfect environment in which pro-American programs could work and can achieve a better result. But the Third World university networks was, according to a researcher linked with the Council of Foundations, Landrum Bolling, one of the principal purpose of the Big 3. He declared that the foundations aims to create “strong universities in a few of the strategically located and potentially important developing countries... [with the hope] that these investments could help bring

¹⁹ Foundations of the American century, p.7

²⁰ Foundations of the American century, p.7

about [...] a critical mass of scholars [as] instruments for broad national development”.²¹

For sure the foundation’s reach their goal to create an elite of universities and scholars, but in most cases the programs of this big institutions failed to improve and change the live and wealth of common people.

Anyway the Ford Foundations was one of the most convinced promoter of this philosophy. In Latin America developed the “network cadres of social scientist” that includes the Latin American Social Science Council and the Brazilian Society of Agricultural Economics. But this system of network was also used to sponsor all the activities and similar organizations around the world that work together for the same purpose, for example the overseas Development Institute (in Oxford and Cambridge), the Royal Institute of International Affairs, the German Institute for Developing Countries and the Organization for Economic Cooperation and Development.

The Ford Foundations, in creating all these “centers of excellence”, decided by its own point of view which type of research and studies were “appropriate and useful”. “Ford grants for research, travel, conferences, and journals integrated and assimilated regional and international networks...conducting the type of research the Ford Foundation thinks is appropriate and useful”²². Also the Rockefeller Foundation believed in a society with a competent leadership, based on an excellent managerial class and a technocratic control of the government, and its pursue was in investing in elite institutions and networks.

The ultimate goal the Ford and Rockefeller Foundations, and of other foundations of the same print is “...to widen the range of choice open to the general population, improve the quality of life and serve the most important needs of the people”²³. Of course sometimes, as we already said, it is impossible for the most of the common people to reach this elitist educational program. For this reason the main purpose is to remain linked to these universities, through network, and continuing to help

²¹ Foundations of the American century, p.7

²² Foundations of the American century, p.11

²³ Foundations of the American century, p.13

and create "... reservoir of scholars, faculty members and developed-oriented educators in developing countries", and create "... strategies to meet the problem of the brain drain"²⁴. The Foundations networks usually must self-perpetuate after a sufficient period of foundation patronage, this system-maintenance characterized their work and their ability to maintain the status quo and, in some cases, to act as reformers.

*"Foundations build networks for their own sake because they produce results by virtue of merely being constructed and, second, because networks achieve ends other than those publicly stated. Foundations networks foster and create frames of thought that cohere the network; they generously finance spaces for the production and legitimization of particular types of knowledge; networks build careers and reputations; they found key scholars, policy makers, universities, journals, professionals societies, and associations, connecting scholars from the "core" metropolitan centers with those in the "periphery"; networks provide sources of employment for intellectuals within a system of "safe" ideas, strengthening some ideas, combating others, and, merely through generating and disseminating ideas and empirical research preventing, or at least making a lot less likely, "other thoughts"; networks identify and develop pro-U.S. elite cadres that, in the Cold War, backed capitalist modernization strategies and that, today, back and benefit from neoliberal globalization strategies."*²⁵.

1.1.3 A Chinese example

As we have seen the foundations of American schools and universities abroad, the nowadays Chinese counterpart is promoting through the "Confucius Institute" a similar philosophy around the world. This Institute was created for the diffusion around the world of the Chinese language and culture. It was founded in 2004 and now is present all around the world, principally in the universities, 81 institutes

²⁴ Foundations of the American century, p.13

²⁵ Foundations of the American century, p.15

are present in the U.S., and in Italy we have now 10 institutes. But for many people and also for Chinese dissidents, Confucius Institutes are "... a tool of China's 'national propaganda'. They label teaching Mandarin as 'ideological infiltration.' So they have from time to time made irresponsible remarks in western media"²⁶. In an interview a Chinese professor declared: "If my students asked me about Tibet or about other sensitive topics, I should have the right to talk about them, to express my opinion – but [I wasn't] allowed to say that freely. During the training in Beijing, they do tell us: Don't talk about this. If the student insists, you just try to change the topic, or say something the Chinese Communist Party would prefer"²⁷. Of course the American approach is different and I'm not putting on the same level the foundations of Ford and Rockefeller in Great Britain of the Business Schools, but times has changed and America is not China and China is not America. I can see a lot of similarities in this kind of approach, in this kind of networks and goals.

The Institute give the possibility to get a scholarship and to live in China, travel, discover the country, the historical heritage and the culture. It promotes the Chinese language all around the world, and now it is more request than any other time in the past. If there is a second end or pursue in this, it can be an already seen tactic, infiltrating through to the world within the creation and the sponsor of a country own universities, philosophy and studies...

1.2 Around the world: Asia, Africa and Latin America

The main topic and theory is that, after the Second World War, the Ford Foundation, the Rockefeller Foundation and Carnegie Foundations guided by anticommunist leader and businessman exploited their resources to promote the American hegemony around the world. The Foundations were not as the same level of the state, but their goals were similar: influence foreign societies, economies, culture and politics, to push them into the American sphere of influence. As neo-Gramscians claim "...U.S. foundations represent a hegemonic

²⁶ Liu Xiaoming, Chinadigitaltimes.net

²⁷ Chinadigital.net

force in America society and a force for promoting U.S. hegemony globally, especially during the Cold War”²⁸.

1.2.1 Asia

*“Taking the region and the period as a whole, the East Asian expansion since the 1960s stands out as a global shift of economic power with few precedents in world history.”*²⁹

For the United States of America, Asia, Southeast Asia and Indochina were strategically important, for political reasons but also economic one. Rich of natural resources (rubber, tin, rice, tungsten) these regions became important for the American view of a free market world. And Indonesia became during the 1950s and 1960s an American satellite.

Ford, supported by the government of course, start to finance a huge program of Asian studies in U.S. universities. The Ford foundation established networks through the Modern Indonesia Project (MIP) at the Cornell University and the economists at the University of Indonesia and at UC-Berkley, and also programs at MIT and Harvard, for create scholars specialized in Indonesia political and economic development. Ford invested in the MIP \$224,000, and the main pursue of the program was the surveillance, supported by the CIA and State Department, of the power structures, political movements and decision makers in Indonesia. The name of the project was “Techniques of Soviet Indoctrination and Control in Indonesia”, there was a general fear of what could happen in Indonesia without the American influence.

For these reason Ford create also the Associations of Asian Studies (AAS) creating national experts of Asian economic and political matters, that could provide networks with the overseas “cousins” and “...would enable the Asian specialists to

²⁸ Foundations of the American century, p.126

²⁹ East Asia, Giovanni Arrighi, Takeshi Hamashita and Mark Selden, 2006

be used for the major purposes of the national interest [...] in short, networks as power technology”³⁰.

Ford, with the Rockefeller Foundations, creates Southeast Asian programs in the American universities. Cornell, Harvard, Yale, Johns Hopkins became the center of these Asian studies, in which Ford invested millions to “increase American understanding of the unfamiliar areas of the world ... and to increase number of Americans with special competence in these areas”³¹.

“In 1957, Ford funded a China studies center at Harvard with grant of \$300,000, in addition granting \$125,000 for training teachers in East Asia studies. At the same time, Ford awarded \$579,000 to Cornell, of which \$300,000 was allocated for Southeast Asia studies, \$75,000 for China studies, and \$204,000 for field-training facilities in the Chinese language”³².

In Indonesia Ford put \$1.8 million for the development of the English-language teaching facilities. Between the 1951 and 1956 established “... ten English-language centers for training 1,500 secondary-school teachers. Indonesia later adopted English as its second language”³³.

Between 1951 and 1962, Ford invested a total of \$10.1 million in Indonesian technical educational facilities and technical assistance programs, but the operations of the foundations were also criticized by David Ransom, whom claimed that this Indonesian programs were in reality a political maneuver to impose a new American empire over the old Dutch one, with an U.S.-oriented Indonesian elite. Proving it with a declaration of John Howard (Ford’s head of international training and research programs): “Ford felt it was training the guys who would be leading the country when Sukahrno* go out”³⁴.

³⁰ Foundations of the American century, p.130

³¹ Foundations of the American century, p.129

³² *Foundations of the American century, p.130*

³³ Foundations of the American century, p.129

³⁴ Foundations of the American century, p.137

* (communist –oriented Indonesian President that reach the independence by the Dutch and in 1967 was dismissed by a military coup of Suharto, a dictator leaning by U.S. and GB, that killed almost 1 million of suspected communists during his dictatorship till 1998)

We know that Ford had strong connections with Washington D.C., there were “numerous scholars serving the American state, such the historian William L. Langer (CIA), or very close to state officials, such as Clyde Kluckohn (Harvard’s Russian Research Center), to advise Ford on how to develop its strategy and research programs and on the precise characters of its liaison with state officials, to maximize benefits for both parties. This was scholarship in the service of the American state, privately financed but located entirely within the mindset of officialdom”³⁵.

After the Second World War and during the Cold War, East Asia became the main cheap creditor of the United States of America. U.S. was dependent on Asian low-cost labor and commodities for its wealth and power. This situation also create a vassalage of many ASEAN countries (Japan, South Korea, Hong Kong, Taiwan, Singapore, even China and Vietnam) that benefited a trade and aid regime extremely favorable. “The overall result was that between 1980 and 1990 the income per capita of East Asia (including China and Southeast Asia but excluding Japan) relative to that of the First World increased by almost 40 per cent, while that of sub-Saharan Africa and Latin America decreased by about 30 per cent”³⁶.

³⁵ Foundations of the American century, p.129

³⁶ The world economy and the Cold War, 1970-1990, pag. 40, Giovanni Arrighi 2010

1.2.2 AFRICA

“Knowledge is not neutral, it is thoroughly immersed in the struggle to define the world in particular ways that serve specific interest and not others”³⁷.

Africa covers a fifth of the world’s surface, and is rich of natural resources like diamonds, columbium (used in the aerospace industry), cobalt, chromium, beryllium, tin, manganese, copper, antimony, and Congo and South Africa have deposit of uranium that was necessary for the atomic race of the Cold War, oil of Libya and Algeria, but also coffee, cocoa, cotton and vegetable oils. For these reasons it was vital for Europe and the United States. Africa must not fall under the Soviet bloc, but remain a former colony for Europe and then under the influence of U.S. The African studies in American’s universities take shape and during the 1960s born this idea of considering Africa not just as a source of converts to the truths of Christianity, but a laboratory for study and observe the shape of development and modernization.

There was an evident gap between Africa and the rest of the world, the failure of the colonialist power creates violent trouble in Algeria against the French, in Kenya and Congo, and the apartheid in South Africa was ignored by the First World for a long time. Despite this, English was the predominant second language through the continent followed by French, and thanks to this factor the Carnegie Corporation, with the Ford and Rockefeller Foundations acted as the major protagonist in the “British” areas of Africa in the development of education. Of course this education was again elitist and pursue to create a cadre of scholars and experts linked to the American sphere of influence. This program put into close contact the Big 3, U.S. aid agency, the State Department, major American investors and the British Colonial Office.

Carnegie focused its program of education more in the white colony of South Africa and the rest of the “British” continent, while Rockefeller focused on public health, tropical diseases and scientific research. But these research, according to Fisher

³⁷ Inderjeet Parmar, 2102

and Brown were a consequence of discomfort for the health of colonialist, soldiers and missionaries. The Ford collaboration with the U.S. state agency create institution-building programs and economic plan, at the University of Ife, and behavioral science at the University of Ibadan (Nigeria).

“Africa’s development needs only became urgent once Ghana became independent in 1957 and Vice President Richard Nixon had declared the significance of Africa to America”³⁸. With the purpose of create a strong sense of nationalism in the newly independent states, Ford creates African studies institutes in Ghana and Nigeria. “The foundations also contributed millions of dollars to build African studies either as a separate “discipline” or to the study and research of African issues within existing disciplines in the U.S. academy”³⁹.

According to Parmar, despite the numerous African institution building, travel scholarship, research fellowship, the creation of prolific networks of scholars, investors, philanthropists and policy makers, the construction of elitist and pro-American Western networks were the main goal of the Foundations. The aid programs for alleviate poverty and “underdevelopment” failed when the programs start to finance “British” African elites of scholars.

“In 1954, Alan Pifer stated that Carnegie’s interest in Africa was primarily motivated by a desire to strengthen “the western democratic part of the world” despite the fact that most Africans still lived under colonial rule”⁴⁰. The aim of Carnegie and the State Department is similar, even if they declare that their work is independent one on the other; but the purpose of take Africa under a Western control, away from an enemy bloc and assure its natural resources, its strategic needs, its social evolution, its economy and its political leaders to the United States of America seems to be the final goal for everybody.

Another paradox was that there were no black expertise and scholars about African studies, in the U.S. and also in the African countries. Anyway during the 1950s and 1960s the Ford Foundation give \$164 million to the African

³⁸ Foundations of the American century, p.153, Inderjeet Parmar, 2012

³⁹ Foundations of the American century, p.153, Inderjeet Parmar, 2012

⁴⁰ Foundations of the American century, p.153, Inderjeet Parmar, 2012

development programs, such as social science, and other \$18 million on research and training programs. Ford invested \$25 million in Nigeria and especially in the University of Ibadan, like the Rockefeller Foundation, that spent \$9 million in Ibadan between 1963 and 1972. And Carnegie, in the field of education spent \$10 million in African universities.

“The Ford Foundation was the largest single benefactor of African studies programs of the United States. Of its over \$34 million investment in African studies, \$16.4 million went to Columbia University alone; \$8.5 million went to Chicago, \$6.3 million to Yale, and \$3 million to Johns Hopkins...”⁴¹; but also to Boston, Indiana, Wisconsin, Harvard, UCLA, Stanford and Michigan Universities.

The African Studies Association (ASA) was founded in 1957, it grows very rapidly, thanks to the huge donation of the foundations, \$630,000 that increases during the years, with supplement a supplement of \$250,000 in 1961. It had 1,700 members, and the fields of academic studies are many, from archeology, archives/library, fine arts, humanities to government and academic research, languages and linguistic, literature, oral data, research liaison, undergraduate and high school education. After was renamed by the Ford Foundations “a sizable general support grant combined with the skills of astute academic politicians and sound economic management”.

The ASA was also financed by the U.S. Army, that was interested in the dynamics of African societies, especially with the uprising of Cong, Algeria and Kenya, and instituted a center for research of social psychology, sociology, ethnology and humanistic science on Africa. The Army aim was also to “facilitate ready entrance of scientific personnel into the university and civil life of the countries and cultures of major concern”. Ford also sponsored the African Heritage Studies Associations (ASHA), offering fellowship to black Americans to conduct field research in Africa and Middle East.

Anyway was in Nigeria the most important capital flow by the Big 3 to an African country. In the late 1950s Nigeria starts its independence from Britain, and the

⁴¹ Foundations of the American century, p.155, Inderjeet Parmar, 2012

Foundations decided to invest in Ibadan University, as focal place for intellectuals for the perpetration of independence ideals. Thanks to Carnegie, that invest \$225,000 in education, to Ford that grants \$4.75 million in Ibadan and to Rockefeller with a total grant of \$9 million, new Nigeria's Universities grow up all over the country.

1.2.3 LATIN AMERICA

Latin America became a "laboratory" for the Foundations and for its neoliberal experiments. During the Cold War, Ford, Carnegie and Rockefeller invested millions of dollars in academic programs, universities and education. The sponsors began within the Catholic University of Chile, the UN Economic Commission for Latin America (ECLA). Involved in the support of the universities were also the International Cooperation Administration (ICA), the Department of Economics of the University of Chicago. Of course Chile was the predominant beneficiary of this aim, but the Monroe Doctrine historically promoted a strong connection through the U.S. and all the Latin American countries.

Consequently the development of the Latin American Studies is a natural process. Also here the final goal, according to Parmar, was to maintain an hegemonic control of the United States of America all over the continent, through elites cadres and networks of economist, politicians, sociologists, scientists and scholars, all formed in the pro-American academies, that one day will manage the country of Latin America (this idea is also supported by the creation of Project Camelot in 1964, by the American Army in the U.S. universities).

The Big 3 invested from 1960 to 1965 in the Latin America Studies Association (LASA), in the Getulio Vargas Foundation and the faculty of economics at the universities of Sao Paolo, in Brazil, but also in Buenos Aires, Cordoba and Tucuman in Argentina, in the University of Chile and in the private Catholic University. The investment was also addressed to the most important and renowned universities of the U.S., that starts to promote the Latin American Studies in their courses, especially in the University of Chicago. Right here rises the "Chicago Boys", a group

of scholars pro-U.S. oriented, that became the small leadership governing South American countries, especially Chile.

Rockefeller allocates \$250,000 in the University of Chile, but also established with Ford the Graduate School in Economics (ESCOLATINA), “to serve the needs of Latin America as a whole [...] that was producing graduates of high quality across Latin America and for regional organizations”⁴².

CEPLAN (Center for National Planning Studies), was a Ford-funded center for planning research, a Catholic-oriented school of economists against Allende and Pinochet. Created in 1968, renamed CIEPLAN in 1976, was associated to another Ford project, the MIT-ODEPLAN (Oficina de Planificación Nacional) with a cash fund of \$440,000. Ford creates also the Academy of Christian Humanism, affiliated with the Catholic Church, FLASCO in Santiago, and VECTOR (Centre for Economic and Social Studies).

All these Institutes creates network through scholars of Chile, all Latin America and the United States, produced hundreds of books, articles, projects, laboratories and academic works, but also political oriented economist, sociologists, psychologists and politicians.

1.3 Culture

Not only the Big 3 and the U.S. creates networks and exploited culture, arts, knowledge, researches and academies for global strategies...Nonprofit organizations, different of course from philanthropic foundations, are present in many countries, not only in welfare and health care but in a lot of cultural institutions. For example the Guggenheim in Bilbao (Spain), the Tate Modern Museum in London, the Maeght Foundation in France, the Burda Museum in Baden-Baden (Germany), the Academy of St. Martin’s in the field in London, the Scala Opera in Milan⁴³. Education is an important field covered by state and private institutions. The “Ligue de Enseignement” (Education League), a French association,

⁴² Foundations of the American century, p.201, Inderjeet Parmar, 2012

⁴³ Helmut K. Anheier, Nonprofit Organizations: Theory, Management, Policy, 2014, pag.7

that operates in 30,000 private schools, promoting the language and the culture of France. In Japan we have the *gakkochojin*, that are nonprofit school corporation. And the most well-known research center are of course the London School of Economics , Oxford University, McGill University of Montreal (Canada), the Hertie School of Governance in Berlin, the many Max Planck Institutes in Germany, the Louis Pasteur Institute in Paris, the Institute for Social research in Milan and the Keio University in Japan; that every year attracted thousands of students and scholars from all over the world, for researches, and academic studies.

1.3.1 Around the world

Many NGOs and international development organizations created and implemented programs of reading, studying and promotion of the culture. They work in countries where the government does not implement good policies for the proliferation of education. In developing countries reading can improve educational achievement and consequently offer a better future growth.

In Nepal the program “Room to read” build 3,766 libraries, with the aim of implementing girls education, writing and reading skills⁴⁴. The Indian program, Read India, involved approximately 4.7 million children in the 2003-2004 year, supporting culture. Save the Children promote reading and writing skills in 15 Sub-Saharan Africa and South Asia with the Literacy Boots program. USAID help young students with aid program in Africa, South East Asia, Latin America and Caribbean. In Uganda and several Latin American countries the relation between the books taken in loan from the school library is positively correlated to students achievement.

Also developed countries such as Australia, Israel and the United States improved programs of reading and writing skills in schools. According to the U.S. Department of Education between “2001 and 2008 U.S. allocated \$1.1 billion to its Reading

⁴⁴ September 2015, Independent Reading in Rural China’s Elementary Schools: A Mixed-Methods Analysis, Huan Wang, Di Mo, Hongmei Yi, Emma Seevak, Reid Manheim, Matthew Boswell, Scott Rozelle

First program and \$132 million for Early Reading programs” skills⁴⁵. The Australian Bureau of Statistics in 2012 published an announcement that declared that in 2012 Australia promote a “National Year of Reading”, with the aim of promote literature among young people. Israel, in the city of Netanyu financed personal specially-trained teachers in schools, that implemented and helped children’s reading skills.

1.3.2 Italy

Italy also promoted the education of Italian language abroad, the Italian school-network is composed by 183 Italian school, 111 Italian section by foreign schools and European one, with a total of 249 institutions. Of the 249 schools, 152 are in Europe, 96 in the American continent, 30 in the Mediterranean and the Middle-East, 14 in the Sub-Saharan Africa, 2 in Asia and Oceania. The students of these schools are for the 80% foreigners. The major projects are the bilingual and bi-cultural, in which Italy invested a lot, for those students that, away from home, or simply with Italian origins that lived abroad (for example in the Balkans) don’t want to lose their language and culture. “The school network abroad is a highly effective cultural policy instrument for the characteristics of “stable permanence” of the institution, which often acts as a point of reference in the country in which it operates, and for the effects of “permanent training” on the user, which produces long-term returns in all sectors (cultural, political and economic) and not only in the educational one”⁴⁶.

1.3.3 United Kingdom

Great Britain played an important role in the global scene of education and proliferation of the English language and culture. Starting from the ex-colonies around the world, from Africa, Asia and Oceania. The English institutes are

⁴⁵ September 2015, Independent Reading in Rural China’s Elementary Schools: A Mixed-Methods Analysis, Huan Wang, Di Mo, Hongmei Yi, Emma Seevak, Reid Manheim, Matthew Boswell, Scott Rozelle

⁴⁶ Farnesina, Ministero degli Affari Esteri e della Cooperazione Internazionale

hundreds and promote the divulgation of the language abroad, but also in Anglo-Saxons countries, like the Kaplan's Schools, in the United States, UK, New Zealand, Australia. But of course in many places and situations, like India, English was used for creating cadres and élites that could in the future become the leadership of the country, in a way that increase the internal gap between the population and support a "British point of view".

"While education in English has been advocated as a unifying and modernizing force, it is also seen as a marker of imperialism and class privilege and a terrain of struggle among elite groups. Ruptures in such class-divided educational system in turn shape specific debates over development, democracy and social change. Uneven empowerment that an education in English generates also has its fallout in an increasing polarization, fracturing and violence against caste, gender and religious lines"⁴⁷.

A look at the history of education in English in India is sufficient to show how such education always has had a political character. Today's English-speaking elite and the

social fractures created by schools in English have origin in colonial age. In his study on education in English in colonial India, Viswanatha emphasizes the importance of examining the curriculum not as a simple container of texts, but as an activity and a vehicle for the acquisition and exercise of power. Viswanatha argues that in India education policy in the colonial era has always been oriented towards promoting colonial domination. At the beginning of the nineteenth century, the British introduced the study of English literature in the Indian curriculum as strategy aimed at inculcating English morals in students, without putting the European religion in direct conflict with the Indian religions. In the mid-nineteenth century, there was a change of emphasis on the use of English as a branch of practical study, rather than moral.

The process of social differentiation through the English language continued steadily thereafter independence. First, the double educational system prevalent in

⁴⁷ David Faust and Richard Nagar, *A World of Difference*, 2014, pag.227

India is differentiated according to social class, so schools in English are accessible mainly to families with more resources. Secondly, in postcolonial India, English serves as a language of technique and entrepreneurship.

1.3.4 Russia

General education in Russia is free and accessible to all, as it is controlled and managed by the state. The schools are predominantly state schools with few recently built private ones. Pre-school which is the beginning of education is not compulsory and mostly centers on physical and cognitive growth. Primary education, basic general education and secondary education are the three divisions of the Russian general education. The physical, cognitive and social growth is the goal of the Russian general education system. Thus, building a socially versatile student and equipping the individual to make purposeful decisions about their professional education is its goal. Annually, the education period covers averagely nine months of studying and examination thereafter. With the exception of pre-school, the dominant language used for teaching is the Russian language and also native Russian languages for its citizens.

The compulsory general education has mandated a wide range of study fields as compulsory in its basic curriculum. The formulation of the curriculum is done by the local school but hugely dependent on their states demands and other options. Other schools offer specialized subjects in addition to the general courses. Students who complete the primary and basic general education are awarded a Certificate of Basic General Education after partaking in the final examination. The certificate enables the student to get admission to the next educational level. The Certificate of Secondary General Education is also awarded to students who complete their secondary education and passed the state final examination. The certificate is used to pursue higher education.

In recent times, new forms of secondary schools with more advanced curriculum and longer studies duration have sprang up. These schools are privately or publicly owned. The duration for general education is averagely eleven years. Other schools

teach in different languages other than Russian, hence foreign nationals can also get educated.⁴⁸

1.3.5 United States

The American education system differs from that of most other countries. The state and local government carries the budget burden of education with little help from the federal government. There are instituted department of education and formed laws governing all aspects of education in each state. The states also decide the period for compulsory education; mostly for an averagely period of eleven years. Thus, each state has a direct responsibility over the schools funding, curriculum and student evaluation.

Decentralization of the public education system is prevalent in most states. School boards are formed to control school districts which can be small or huge depending on their local policy. They are tasked with the formulation of educational policies, harmonizing their variable educational policies and needs as well as giving a degree of their sovereignty to their local schools. Local public schools funding is greatly dependent on the revenue generated from local property tax. The financial strength and educational values of the community is a true picture of their local schools.

Generally, there are educational differences among schools in different localities. But there are some homogenous aspects too. In the United States, students have the option to choose free public schools or tuition based private ones. Some children have special needs. Regional and local authorities plan, build unique infrastructure and educational programs to suit their needs. Other public and private schools also have courses for naturally endowed students⁴⁹.

⁴⁸ *Ministry of Education & Science website – general education / Expatica*

⁴⁹ Student Service, 2010, John H. Schuh, Susan R. Jones, Shaun R. Harper

1.3.6 China

Educational inequity is very deep in China, there is a huge gap between the rural and the urban students. The rural hinterland of China is the home of the 15 percent of the developing world's children, according to the United Nations Bureau of Statistics.

“The problem of educational inequality may have implications for China's continued economic growth and even social cohesion”⁵⁰ [...] In its 2015 annual work report, Chinese government promised to promote reading nationwide⁵¹. Unfortunately, little is known about China's reading programs, its investment into reading resources, or how it manages those resources.

Tests conducted by the Rural Education Action Program (REAP) in a part of the Chinese provinces, including Shaanxi, Hebei and Yunnan, shows that in the backward rural areas of China children with cognitive and linguistic deficits exceeds 40%⁵². This Stanford Foundation conducted a study on the early stages of development of the children in rural China and concluded that the low schooling in the rural areas is connected with a bad level of hygiene, security, services for the prevention and promotion of wealth and education and the absence of the government in these fields. Since 2013 the REAP make research over 1.300 rural children on the evaluation of cognitive development, the children's age are from 0 to 12 months followed since they arrived at 24-30 months of age in 2015. The research shows: “how the cognitive or linguistic development of these children will continue to worsen if they did not intervene promptly. Between 18 and 24 months about 41% of the subjects studied showed cognitive or linguistic deficits, while among those aged 24 to 30 months the percentage rose to 53%”⁵³.

The factors due to this deficit are many, the most important and crucial are that:

⁵⁰ Zhang et al., 2013

⁵¹ People.cn, 2015

⁵² L. Simonelli, Cina in Italia, January 2018

⁵³ L. Simonelli, Cina in Italia, January 2018

1) most parents do not spend time with their children: “parents leaves them to their grandparents and uses non-scientific food supplements, and at the same time, has also noted the lack of services and environments related to the promotion of development in the early stages of childhood. 12% of children have never drank their mother's milk and 62% of families cannot guarantee six months of weaning alone. 40% of children under 18 months are forced to separate from their mother by becoming a so-called child left behind (liushouertong)⁵⁴.

2) 98% of families do not provide their children with the safety, hygiene and space needed to grow (“among the 351 Shaanxi villages analyzed, no one has a center for the promotion of children's development; there is a serious lack of services and institutions for the development of the early stages of childhood and there is the absence of a government department offering this service”⁵⁵).

This deficit, caused by the environment and genes, will damage the future of these children at school and at work, researches shows that the majority of rural children will have problem in primary school and will became the working class in the huge supply chains of China. And this will increase the gap between urban and rural areas.

“According to official statistics published by the Ministry of Education, in 1990, 45 percent of graduates from urban junior high schools were promoted into urban academic high schools. In contrast, during the same year only 7 percent of graduates from rural junior high schools were promoted to rural academic high schools (Figure 1).

⁵⁴ L. Simonelli, Cina in Italia, January 2018

⁵⁵ L. Simonelli, Cina in Italia, January 2018

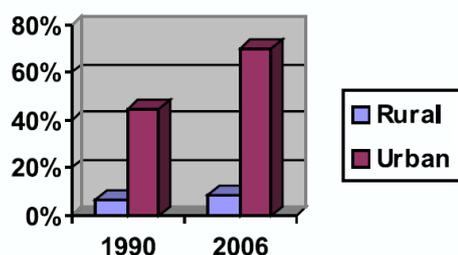


Figure 1 - Promotion Rate between Academic Junior High School, 1990-2006

Moreover, according to the statistics-based reports, the gap has been widening since then. By 2006, while 70 percent of graduates from urban junior high school were promoted into urban academic high schools, only 9 percent of graduates from rural junior high school went on to attend rural academic high schools. In other words, for the 16 years between 1990 and 2006, while the promotion rate of graduates from urban junior high schools in China increased by 25 percentage points, it increased by as little as 2 percentage points in its rural areas. According to these statistics, rural areas in China have fallen alarmingly behind urban areas in the access to academic high school education. Figure 2⁵⁶

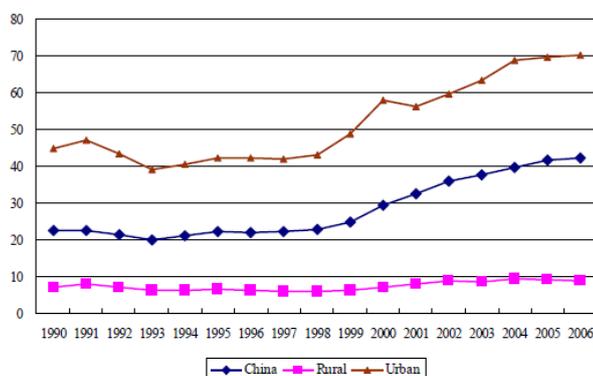


Figure 2 - Promotion Rate from Academic High School by Region, 1990-2006

For these reasons REAP creates intervention program for the family planning to make parents expert in parenting and build a center that sustain the parenting in

⁵⁶ Chengfang Liu, Linxiu Zhang, Renfu Luo, Scott Rozelle, Brian Sharbono and Yaojiang Shi *Asia Pacific Journal of Education*, 2009, Development challenges, tuition barriers and high school education in China

the rural areas. “Investments for children's nutrition and education programs should be incorporated into government public services” declared the representatives of the REAP, but the reality is different, the Government should invest in these “educational community centers” almost 60 billion of Yuan, the 0,1 % of the national GDP, but the funds still didn't converge in the rural program of education and wealth.

Today there are in China 50 million of children with an age between zero and three years, and two-thirds of them do not have the urban residence certification (户口 the “hukou”, that differentiate people by their native areas of provenience, the countryside and the city; this system was implemented to control better the huge migration of the rural population to the costal and productive areas of China), this means lower wealth in education and health for the rural children compared to their peers in the cities. This gap shows no signs of diminishing for the moment, on the contrary the economical progress of China is causing more poverty for the already poor rural countryside and more wealth for the already rich urban areas.

Second Chapter

2.1 Focus on China

2.1.2 The Belt and Road Initiative

This project is changing the shape of China and its future; it is a huge investment abroad of China's private and public money. Billion of CNY are already been invested and, in some cases, wasted, because of the wrong prediction of the Chinese government; other billion of CNY are in program to be reinvested in foreign countries. Only in few years this project will show us the loss or the earning, in the meantime enormous flow of money are leaving China.

When the Chinese President Xi Jinping visited Central Asia and Southeast Asia in September and October of 2013, he raised the initiative of building the Silk Road Economic Belt and the 21st-Century Maritime Silk Road, often referred to as Belt and Road Initiative (BRI) or One Belt One Road. President Xi Jinping has already channeled nearly \$1 trillion dollars of government money into the project. He's also encouraging state-owned enterprises and financial institutions to invest in infrastructure and construction abroad. The initiative is designed to promote an orderly and free flow of economic factors, highly efficient allocation of resources and deep integration of markets; encouraging the countries along the Belt and Road to achieve economic policy coordination and carry out broader and more in-depth regional cooperation of higher standards; and jointly creating an open, inclusive and balanced regional economic cooperation architecture that benefits all.

But there are few challenges that this project should deal with. The first one is related to the diplomatic relationships between China and its neighbors, like India. Every time the two counterparties was discussing this subject, the Indian president was skeptical. It is understandable that this Chinese rapid development it's hard to accept. Another challenge might be running through difficult situations in some areas. As already mentioned, the BRI goes across different countries, not all of them are in peace. Finally, the third challenge comes from China itself. As we have learnt, the main characters of this project are not diplomatic figures, but Chinese enterprises. Globalize Chinese enterprises requires an adjustment effort from them. If one of these enterprises, which works abroad, fails, the entire project could be damaged.

The AIIB, acronym for Asian Infrastructure Investment bank. This is a Chinese initiative whose aim is to promote the economic development of the Eurasian area, the AIIB has the specific purpose of supporting transcontinental passageways in three ways: directly supporting BRI's projects, attracting international financiers and connecting demands and offers. Between January and October of 2016, the AIIB financed railways, ports, generation stations, etc. and by doing this, they're providing The Belt and Road Initiative to take shape. So the AIIB functions as a crucial point of interconnections between external and internal BRI's reality.

Will the Belt and Road Initiative affect the global trade?

One example has been reported by Aljazeera on January 19th. A freight train arrived in Britain after an 18-day, 12,000km journey from China's Zhejiang province. The "East Wind" train line carried products worth nearly \$5m on its maiden journey to Europe, including clothes, suitcases, purses and wallets all loaded on to 34 wagons. On the return journey, it will haul British machinery, Spanish hams and cheeses and German beer.

One belt, one road

China is pushing to revive its ancient overland and maritime silk routes to Europe. The route connects many land and sea ports over three continents.



ST GRAPHICS ADAPTED FROM REUTERS

Figura 3: Belt and Road Initiative, Limes, 2017

According to this ambitious project, the BRI is going to involve two different commercial and transport corridors: by land, from Xi'An to Duisburg in Germany and Rotterdam in the Netherlands, and by sea, from Southern China to Northeast Africa. In the next decades, China is ready to invest hundreds of billion dollars, making this project the major diplomatic and infrastructural business ever achieved. As president Xi Jinping stated, this project could give rise to the biggest World Market⁵⁷.

2.2 Not only economic purposes

2.2.1 History of non-Governmental Organizations in China

In People's Republic of China, the economic reform, which started in the late 70s, has created new opportunities for Chinese people to join public activities. From individuals' point of view, this reform let them choose freely where to live, how to live and which kind of profession which they'd like to do. On the other hand, economically speaking, this reform didn't change the preeminent role of the communists' party over the market but it leant to a strengthening of market's efficiency increasing social stability.

The Chinese government once admitted that they were not able to give appropriate solutions to social and environmental problems and was forced to designate some of its functions and responsibilities to the private sector or to the society, whose aim was to satisfy some state blanks in the distribution of welfare. Meanwhile Chinese government couldn't give up on its control over the social society.

The NGO's sector, in general, has always been described as extremely heterogeneous, thanks to the wide range of organizations' different tasks, structure and motivations.

⁵⁷ Zhang Jian, Dong Yfan, Limes: Cina-Usa, La sfida, 2017

We all know which are the main characteristics of a non-Governmental Organization: being no profit, private, have a formal constitution, being self-governing, for a public purpose etc. It's difficult to apply these kinds of features to Chinese non-Governmental Organizations because in order to live and be legitimate, they have to be connected to the State for legislative reasons.

This strict connection between government and non-Governmental Organizations reached its apex during Mao Zedong's governance, in the period that goes from the early 40s to the 70s. The only kind of organizations allowed at the time were the party-controlled ones. All the other associations that wanted to operate had to pass through the control of the Chinese Communist Party (CCP).

In the 80s, the nature of these organizations began to change, losing that Maoist shape which was making them mere transmission tools of government's decisions. These new organizations tried to pursue authentic citizens' interest solving their problems. The government's attitude toward these organizations was apparently a tolerant one, it made them self-sufficient but not truly independent. During this exact period government created a no profit sector dealing with foundations and organizations promoting solidarity and research's tasks. We can refer to these organizations as GONGOs, Government Organized NGOs.

The birth of these GONGOs can be explained by two main reasons:

- 1) the non-profit organizations' participation to the development projects made it easier for the Chinese government to collect funds and technical assistance;
- 2) the GONGOs, as producer of social wealth, has been created in order to help the State attenuating the consequences of economy reform's process; but these organizations are hiring personals who became unemployed after this economic reform.

Recently the GONGO's sector is facing a huge growth but trying to establish a common degree of autonomy for the entire range of associations is proving to be quite difficult. An important aspect is the reduction of government funds received by the organizations thanks to the administrative reforms of the 90s, which forced them to find their incomes elsewhere, for example asking subsidies to international financiers, by doing this they were gaining a sort of autonomy.

There are two major purposes for this sector. The first one is related to the facility with which Chinese government receive expertise from international sources; the second one is that being at some distance from the mainstream government it is easier for "government-initiated organizations" to join different areas of work such as the one concerning the sexual education. Thanks to their solid connections with the State these organizations often has high qualified personals, a good management a proper organizational structure and facilities in collecting funds.

According to the MCA, acronym for Ministry of Civil Affairs, in 2007 there were almost 400 thousand registered nonprofits in China, although a lot of them were still organized as GONGOs and therefore operating non-independently. The same office categorizes the no profit into three different groups: 1) the first one is composed by popular non-enterprise work units. These organizations pursue activities of no profit nature, but they are managed by enterprises or social groups; 2) the second one is made by social organizations. These associations have a voluntary base and they are created by citizens who want to carry on common interests; 3) the third one is the foundations' one. This group is built on the same concept of Western foundations.

There are also, of course, non-registered non-Governmental Organizations. These types of Organizations are almost illegal, because they are not registered in the Ministry of Civil Affairs, they don't have any right and they're always at risk of closing. On the other hand, by keeping a low profile these organizations can avoid state inspections.

The collision between these non-registered non-Governmental Organizations and the State is related to their fields of action. Groups whose aim is to sensitize upon topic as human rights, work or religion are operating on the border of tolerance. NGOs focus their attention on less sensible issue like environmental protection, health care, education etc. can operate freely.

It's important to notice that without a legal status, the organization can't use its own name in some administrative procedures. For example, opening a bank account or the registration of incomes. This limits them the possibilities of self-

promoting themselves as a legitimate organizations and in collecting money from private citizens, donors in general, government or international financiers.

The evolution of Chinese society in the People's Republic of China faced a series of obstacles: government's control and lack of internal financing. This Chinese strict regulation is no longer acceptable to China's social and economic development. The public service is not working enough to satisfy citizens' needs. Chinese non-Governmental Organizations is acting as gap-filler in that specific areas where both market and state are failing as producers of public services.

Although all the difficulties Chinese NGOs are succeeding in bypassing government's restrictions and in gaining the support and recognition from the international community also on issues as the human rights, which are quite unpopular in China.

Recently, in fact, Chinese NGOs are collaborating with INGOs concerning on issue like gender, health care etc. By opening their doors to international influence, they are gaining more skills in programed planning, management and accountability. Chinese non-Governmental Organizations are silently changing the country's traditional authoritarian and the state/family-based culture, creating a new open-minded society ready to reject the ultimate moment of an hidden false democratization. It's hard to believe that Chinese government is ready to lose its control over this sector of society, even though it doesn't seem that it has the proper economic resources to get back its full authority.⁵⁸

⁵⁸ Non-profit Organizations in China and their future prospects, Business and Public Administration Studies, [<https://www.bpastudies.org/bpastudies/article/view/184/347>]
Setting up International Nonprofit Organizations in China, China Business Review, [<https://www.chinabusinessreview.com/setting-up-international-nonprofit-organizations-in-china/>]

2.2.2 Two case practice to better understand the work of Chinese NGOs

2.2.3 Human Rights and NGOs: The case of “Tiananmen Mothers”

The human rights issue is extremely delicate in China, often there are several strong contrasts between the government of the People's Republic of China and various foreign governments and human rights organizations. Other countries and their authorities, international non-Governmental Organizations, citizens, lawyers, or dissidents inside the country, state that the authorities in China regularly sanction or organize abuses of all kinds. The main topics of this phenomenal are mainly about the different kind of ‘Perception of Freedom’ that, in China from the point of view of a western eye can be seen as weak, in the fields of speech, press, internet, movement, association, religious and to conclude policy. In this background the so called “Third sector” regularly present evidence of the PRC violation of freedoms of speech, movement, and religion of its citizens and of others within its jurisdiction. Authorities in the PRC claim to define human rights differently, as well as to include economic and social and political rights, all in relation to "national culture" and the level of development of the country. They do not want to rely on the Universal Declaration of Human Rights (UDHR) of 10 December 1948, signed in Paris. In the government's view, there are "Four Cardinal Principles" to supervise citizenship and these principles, if violated, the government have to stop anyone who did it.

The Four Cardinal Principles were established by Deng Xiaoping in 1979 and are precisely the cornerstones on which the Political and Social China is based on:

- 1) the principle of upholding the socialist path;
- 2) the principle of upholding the people's democratic dictatorship;
- 3) the principle of upholding the leadership of the Communist Party of China (CPC);
- 4) the principle of upholding Mao Zedong Thought and Marxism-Leninism.

It is clear that the tone of these points is "blurred" and their application at the political level is absolutely instrumental and questionable. It is a tool to defend the legacy of the RPC from Western democratic pushes.

To achieve goals about the freedom in a complex context like the Chinese one, obviously the concept of GONGOs is not enough. For this reason, there are associations that completely avoid registration and organize themselves in informal groups: there are several clubs in the cities, while family and clan solidarity resides in the countryside. These organizations in principle were illegal, as they are not on the list of the Ministry of Civil Affairs, so they do not enjoy any guaranteed rights to registered NGOs and were continually at risk of closure. Government interference in the activities of unregistered associations depends largely on their field of action: groups working on sensitive political goals such as human rights, work or religion are continually risking a split with the government because they act along an Imaginary boundary of tolerance.

The case study of "Tiananmen Mothers" is about almost every kind of the above-mentioned violation of freedom and therefore this "Non-registered NGO" is a clandestine entity. What is the "Tiananmen Mothers" Non-registered NGO?

It is a group of Chinese activists promoting a change in the government's position over the suppression of the Tiananmen Square protests of 1989. It is presided by Ding Zilin, a retired university professor of philosophy whose teenage son Jiang Jielian, was shot and killed by government troops at age 17, on the night of June 3, 1989 during the protests. The group is working to try to get something of concrete and new about the unclear facts of Tiananmen square. Ding Zilin launched a campaign to understand what had happened to her son and those who were killed that night, but in a short time the government began to put her under surveillance.

What is important to understand now, it is what is the "modus operandi" of this particular NGO. "The Tiananmen Mothers" NGO does mostly through awareness raising, Ding's regular public campaigning, including public petitions and lawsuits against the government, saw her expelled from the party in May 1992, and she was forced into retirement in 1993. As mentioned before, the government of the

People's Republic of China currently feels the protests of the group as a "counterrevolutionary uprising", however the Ding Zilin's group timidly tries to advance their requests:

- 1) the right to mourn peacefully in public;
- 2) the right to accept humanitarian aid from organizations and individuals inside and outside China;
- 3) no more persecution of victims, including those injured in the shootings and the families of the dead;
- 4) the release of all people still in prison for their role in the 1989 protests;
- 5) a full, public investigation.

The Tiananmen Mothers, through these points, have made many public appeals challenging the government. They protested to the National People's Congress, the Chinese People's Political Consultative Conference, the judiciary and the population. Furthermore, the group also opened up contacts with UN Human Rights Council and foreign media, issuing a video demanding the government reassess Tiananmen.

Understood the complex panorama in which this Non-registered NGO operates, it is now important to draw conclusions on it.

Firstly, given the difficulty to open a human rights debate between the government of the People's Republic of China and the "third sector", the Tiananmen Mothers group had to deal with the problem by establishing a Non-registered NGO which means: very low degree of autonomy, constant danger of closure and impossibility to find funds.

Secondly, thanks to the strong censorship that they are subjected to, their work is paradoxically more effective abroad than at homeland. This means that the group has contributed to inform the world public opinion but its actual influence in China is weak.

Thirdly, it is clear that the Chinese government is opening up on issues related to the environment; as we will see later with the case study of the dams of the three

gorges. The government is willing to mediate with the third-sector and other stakeholders on such cases, but it is not willing to do so where human rights issue is involved.

To conclude, the Tiananmen Mothers' case is interesting to understand how to organize a human rights NGO.⁵⁹

2.2.4 Environmental issues and NGOs: The case of the “Three gorges dam”

China's environmental crisis is one of the most pressing challenges to emerge from the country's rapid industrialization. Its economic rise, in which GDP grew on average 10 percent each year for more than a decade, has come at the expense of its environment and public health. China is the world's largest source of carbon emissions, and the air quality of many of its major cities fails to meet international health standards.

Environmental degradation threatens to undermine the country's growth and exhausts public patience with the pace of reform. It has also bruised China's international standing and endangered domestic stability as the ruling party faces increasing scrutiny and public discontent. More recently, amid waning economic growth, leaders in Beijing appear more determined to institute changes to stem further degradation⁶⁰.

Nujiang (怒江) is part of the so-called "Three Parallel Rivers" (San jiang bing liu 三江并流), composed, in addition to, by the river courses of Jinsha (金沙) and Lancang (澜沧) declared in 2003 UNESCO World Heritage. Site by Tibet flows in the Yunnan region, where it crosses an area considered the epicenter of Chinese biodiversity, as it has a diverse floristic and faunal sphere, with numerous rare species and at risk of extinction within it. In March 2003, Huadian Group, one of the largest electrical power companies of the country, signed with the regional government of Yunnan an agreement for the development of the hydroelectric

⁵⁹ Chen Jie, (2006), The NGO Community in China, *Expanding linkages with transcontinental civil society and their democratic implications*, China Perspectives, [<https://chinaperspectives.revues.org/3083>]

⁶⁰ Eleanor Albert, Beina Xu

power in the region. The construction project was born from the agreement of 13 hydroelectric power stations along the central and lower stretch of Nujiang, with the aim of the growing energy needs of the nation thanks to the production of 20 millions of kilowatts of electricity per year.

On August 14, the same year, the National Commission for Development and Reform (Guojia Fazhan yu Gaige Weiyuanhui 国家发展与改革委员会) indexes a meeting with many governmental personalities to discuss the "Hydroelectric Project Report along the Nujiang Central and Lower Areas" despite some of the Ministry's officers of Environmental Protection present at the debate have expressed reservations and disagreements. Due to the absence of an assessment of the environmental impact of the project, the proposed plan receives the approval of CNSR for its submission to the State Council in order to obtain final approval for the start of construction work scheduled for the end of 2003.

However, the implementation of the project does not take place during the specified period, since around the construction of hydroelectric power stations along the Nujiang arise divergences, environmental and social disputes that the central authorities are forced to not ignore.

The first consists of the Ministry and a coalition of environmental NGOs that form the main nucleus of opposition to the implementation of the plan: after approval by the party of the Commission, the Ministry begins to organize, in September and October, one series of conferences to which experts and scientists are invited to mobilize the opinion publicize the negative consequences involved in plant construction hydroelectric. The presence of hydroelectric power plants along the Nujiang course will not only have adverse effects on the surrounding flora and fauna, but also on the local population, forced to transfer.

The front for the implementation of the plan is instead formed by the Commission in the government central and local authorities in the Yunnan region. The argument that comes to support for the favorable position with regard to the project lies in the conviction that the construction of the 13 dams proposed will have a beneficial effect on the production of the amount of electricity that can bring down the current energy crisis in the country.

The conflict reached a first phase of settlement in April 2004, when the former Minister Wen Jiabao decides to deny the project final permission, suspending automatically it, arguing that: "It is our duty to make careful considerations and make decisions on a scientific basis about projects like these, which have raised a high degree of concern in the companies with which the parties involved in environmental protection disagree"⁶¹.

It emerges immediately that the central government's decision is to suspend only temporarily the implementation of the project. In August 2005, the Ministry approved the environmental impact assessment of the project, but the Environmentalists NGOs continue to demand that it be subject to public scrutiny. The main factor that contributed to the success of the opposition campaign to the hydroelectric development project along the Nujiang basin can be seen in the mobilization of a vast social network, composed of several actors shared by one convergence of intent.

Specifically, there are four fundamental institutional fields for the countryside: the government sphere, the no-profit community made up of many environmental NGOs, the media industry and the scientific environment. The presence of numerous journalists as members of the most active NGOs environmentalists of the country has allowed them to have direct channels to express their opinions and reach a wider public.

During the process of mobilizing public opinion, the work of the social network engaged in the campaign can be distinguished in two periods, depending on the motivation and how the activists used it.

The first period covers the time span between August 2003 and August February 2004. During this first phase, the many links between the movement environmentalists, the Ministry and the country's most authoritative regionalists

⁶¹ 17 Earthshaking Facts About The Three Gorges Dam And China's Next Even Bigger Water Project, (<http://www.businessinsider.com/three-gorges-dam-south-to-north-water-diversion-project-china-2010-7?IR=T>)

have guaranteed a constant proliferating campaign news in national and local newspapers and programs Television and radio.

Articles in favor of the opposition movement have not only appeared on newspapers that they did they shared the principles, but also on publications run by the central government, such as the China Youth Daily and the 21st Century Herald Tribune between September and December 2003. The alliance between the various protagonists of the social network of opposition to the project is thus realized in the organization of numerous non-meetings only with the aim of educating the national community on the problematic of exploitation Nujiang waters, but also to influence public opinion.

During the second phase of activism, the social network of environmental actors moves their own attention from the mere ecological impact of hydroelectric development project in the area of Nujiang to the relevant social consequences that its implementation would imply for population of the area. In February 2004, an expedition of journalists was organized, represented environmental NGOs and researchers in the Yunnan region to investigate the actual repercussions on the rich biological and cultural heritage of the place. Only then the risks to the inhabitants of the area are also fully understood belonging to a diverse number of ethnic minorities, which would incur in the event of a mass transfer.

Concern over the social effects of the construction of the 13 dams becomes so a further important element of union not only among activists and the public, who always it supports activities and shares values, but also among the activists themselves, which begins a more concrete and targeted collaboration. In order to better publicize the campaign, in April 2004 it is organized an itinerant photo exhibition in the public places of the capital and the most important universities of the country, with the support and assistance of their respective university students involved.

During the campaign to safeguard Nujiang, the social network of activists has strategically incorporated the use of the Internet within their operating resources, by promoting effective social mobilization through the adoption of mailing list groups to strengthen ties with their supporters and the use of their own websites

as a showcase for the disseminating information and updating to shape public perception to their activities.

At the end of this big campaign of protest the Government must face the situation and was forced to change the plan and to move the project in another area of southern China. The project of the “Three gorges dams” is now finish and is located in the region of the Hubei, on the Yellow River. Instead of 13 dams in the region of Yunnan (and in the World heritage of the UNESCO) now there is only one. This is one of the greatest examples of changing in the field of environment in China. For the first time the Party stepped back and the NGO reached a good compromise. It is an important victory in this field, and an hope for the success of the humanitarian NGO’s that operate in China, that are still now censured and ignored.⁶²

2.2.5 The Umbrella Revolution

Another important event for the Chinese civil society was the protest began in Hong Kong from the 26th of September 2014. The sit-in protests began because of the decision by the Standing Committee of the National People’s Congress to reform the electoral system of Hong Kong; this reform would give power to the Chinese Communist Party to have decision on the future candidates for the leader of Hong Kong. The umbrella was the tool and later the symbol used for the passive resistance against the Hong Kong police.

It is very important to focus on the actors that play the major role in this revolution. Students and students organizations are the main subject that protests and strikes against the Committee, they aggregate themselves in new and historical federations, associations and movements starting their civil disobedience campaign.

The first one is the Hong Kong Federation Students (HKFS 香港專上學生聯會), founded in May 1958. A student organization of the four main higher school

⁶² 17 Earthshaking Facts About The Three Gorges Dam And China's Next Even Bigger Water Project, (<http://www.businessinsider.com/three-gorges-dam-south-to-north-water-diversion-project-china-2010-7?IR=T>)

institutions of Hong Kong. The purpose of the Federation is to increase the student's engagement in society and it is really well organized, with internal elections of the representatives of the Universities and a formation of a Committee. In the 80s and 90s the movement started to support democracy in Taiwan and mainland China; the group has always been a spokesman of freedom and democracy, like in 1989 during the Tiananmen Square protest, when the HKFS start a campaign of support for Beijing students in Hong Kong with demonstration and strikes. Last in 2014 the HKFS, represented by Alex Chow and Lester Shum, lead the Umbrella Movement, that asks for democracy and a clear and transparent election.

Scholarism (學民思潮), is a pro-democracy student activist group of Hong Kong that is active in education policy, political reform and youth policy. Before became notorious for the fact of September 2014, the group was known for demonstrate against the Pro-Communist "moral and national education" of Hong Kong, that wanted to introduce in the scholar curriculum moral and civic education. The protest makes the government withdraw the plan. Joshua Wong is the leader of the movement and in 2016, with Oscar Lai and Agnes Chow, the Scholarism ceased to exist and merged in a real political party: Demosisto (香港眾志). The party is also formed by members of the Hong Kong Foundations Student and their beliefs are to create a referendum to determine Hong Kong's sovereignty after 2047, which will be the end of the One Country, Two System. In 2016 Legislative Council Elections, Nathan Law, 23 years, was the youngest candidate to be elected. Now he is imprisoned with Joshua Wong, because of the disorder in the Civic Square of Hong Kong during the protests.

Occupy Central with Love and Peace (和平佔中) was a civil disobedience campaign formed the 27 March of 2013, with the aim, like the other groups, to ensure fair election for the Chief executive of Hong Kong by an universal suffrage. The campaign lead the protests of 2014, but the Occupy Central with Love and Peace disrupt in December 2014, when the sit-in ended and the founders (Chu-Yiu Ming, Benny Tai Yiu-ting and Chan Kin-man) of OCLP surrendered to the police.

Unfortunately the principal protagonists of this movement, like Joshua Wong, Alex Chow and Nathan Law were arrested after the occupation of the Civic Square at the Central Government Complex in Hong Kong, but other membership that formed the Umbrella Movement are today still active in their work. One of this is the Civil Human Rights Front, (民間人權陣線) a group of 48 NGOs that support Hong Kong politics in the field of Human Rights; the Civic Party (公民黨), a pro-democracy liberal political party for the city of Hong Kong, with 11 seats in the District Councils; the Democratic Party (民主黨), a centre-left political party of the city founded in 1994; the Hong Kong Association for Democracy and People's Livelihood (香港民主民生協進會), a Hong Kong pro-democracy social-liberal political party born in 1986; the Labour Party (工黨), a centre-left social democratic political party formed in 2011; the League of Social Democrat (社會民主連線), established in 2006, is a social democrat political party of Hong Kong, active in the pan-democracy camp of the island, that promotes and supports the increase of democracy with an universal suffrage of the Chief Executive and the Legislative Council as statute by the Basic Law of Hong Kong under the "One Country, Two Systems" framework, the "People Power" (人民力量), a radical democrat political coalition that have one seat in the Legislative Council and the "Civic Passion" (熱血公民) established in 2012, is a radical, populist and nativist political party very militant against the PRC and nationalist regarding the policy of immigration within the Hong Kong island.

Chow, Law and Wong were in 2017 granted bail pending appeal by the Court of Final Appeal, and nominated, with all the members of the Umbrella Movement for the 2018 Nobel Peace Prize, because of "their peaceful efforts to bring political reform and protect the autonomy and freedoms guaranteed Hong Kong in the Sino-British Joint Declaration"⁶³.

⁶³ *Chairs Release 2017 Annual Report--Announce New Initiatives on Hong Kong & Commemoration of Liu Xiaobo*. Congressional-Executive Commission on China. Washington, DC. 5 October 2017. Retrieved 7 October 2017

2.3 The scholar system and the administrative division in China

In the latter case is important to notice that students and the students movements were in the first line to organize, create organizations and meetings for protest and active demonstration. How is organized the scholar system in the mainland of China? Is it equally fair in urban and rural areas?

According to statistics by the National Bureau of Statistics of China in 2014, China has the largest education system in the world with almost about 260 million students. There are about 15 million teachers for 514,000 schools. There is diversity in Chinese education. Education in China is solely run by the state with little participation from private stakeholders and it is very decentralized.

According to research by the National Centre for Education Development Research in 2008, “the government has the sole responsibility of governing and delivering school education. Provincial authorities also administer higher education institutions. The Ministry of Education in the past years has moved from the direct control of education to the advanced level monitoring of the education system. For the most part, provincial authorities administer higher education institutions. It promotes education reforms through laws, planning, budget allocation, information services, policy guidance and administrative means”⁶⁴.

To be able to manage an enormous population within a wide territory, China’s constitution provides three levels of administration namely the provincial, county or regional and township level. This categorization excludes the central government. Managing and delivering primary and secondary education is the sole prerogative of the county authorities. The provincial authorities see to the well-being of higher education system.

Provincial-level divisions are directly managed by the central government. The provincial-level has four divisions namely: province, municipality, autonomous region and special administered region. Currently, there are 23 provinces, 4 municipalities, 5 autonomous regions and 2 special administered regions.

⁶⁴ OECD, 2016

Provincial-level governments are to exercise their own management policies within the purview of the law and under regulations imposed by the central government. Provincial level administrative divisions are further divided into county and township levels.

On the other hand, provinces and municipalities have their own local governments. They designate representatives to the National People's Congress (NPC), which governs the administration of economic, social and cultural affairs. A municipality can be equated to a province since it has similar economic, political and jurisdictional rights as a province. In China, the four municipalities are: Tianjin, Beijing, Chongqing, and Shanghai.

There were about 2,852 county-level divisions in China as at August 2015. The county level administrations are to ensure that efforts are taken to merge the expansion of both education and the labor force with the growth of the local economy as well as the improvement of culture, morals and living standards of all Chinese citizens.

The autonomous regions like the municipalities and provinces have its own local governments. Because the autonomous regions are homes to large number of minority groups, the central government has given them a more legislative rights and powers. There are also special administrative regions. For instance, Hong Kong and Macau are considered as such and are ruled by the principle "one China, two systems". This principle on one hand gives autonomy to these regions and on the other hand maintains their place in a unified China. That is to say, Macau operates under the jurisdiction of the Macau Basic Law and Hong Kong also functions under the jurisdiction of the Hong Kong Basic Law. Constitutionally, it is allowed by the NPC for these regions to be given autonomy to function.⁶⁵

⁶⁵ OECD, 2016, education in China

2.3.1 China's education structure

The Chinese education system has a “12+4” model, students have six years of compulsory primary school, three years of compulsory junior high school, three years of senior high school and to conclude, four years of tertiary education⁶⁶. In the first six years of primary school student learn Chinese language, mathematics, moral education, physical education, visual arts and music and the majority of primary schools also have English language in their program. Junior high school include, in addition to the subject mentioned, science (chemistry, physics, biology) and social science with history and politics. The subject area specialization begins only in senior high school level and students can choose between science and arts. Senior high school is an important step in the life of a Chinese student, because is the last step before the National Entrance Examinations.⁶⁷

Another important educational tool is the vocational education and training schools that “provide certification and skill acquisition for students who pursue a career in certain professional areas [...]. The provision of vocational education and training involves higher vocational institutions (part of the tertiary education system) and secondary polytechnic schools, advanced technical schools, technical schools, employment training centers, private training institutions and enterprise-based training centers”⁶⁸.

The technical schools and employment training centers join the National Occupational Qualification Certification System in which trainees need to obtain an “occupational qualification certificate” as well as a diploma that since 2000 is required for ninety professions. The vocational qualification system is composed by five levels: elementary, intermediate, advanced grade skilled worker, technician and senior technician.⁶⁹

⁶⁶ Mazzarol, Soutar, Smart & Choo, 2001, quoted by Yiting Jiang, 2015, A Case Study of the Influence of Student Recruitment Agencies on Chinese Students' Decision-Making When Pursuing Higher Education in English-Speaking Countries, p.8

⁶⁷ Jiang, 2015, case study, p. 8

⁶⁸ OECD, 2009, quoted by Yiting Jiang, 2015, A Case Study of the Influence of Student Recruitment Agencies on Chinese Students' Decision-Making When Pursuing Higher Education in English-Speaking Countries, p.8

⁶⁹ Jiang, 2015, case study, p. 8

The TEIs is the tertiary education institution in China and it comprise: preparatory programs for State-administered College level examinations for self-taught candidates, distance education, internet-based education, adult literary education and in-service training for vocational qualifications⁷⁰. “The rapid growth of student enrolments in regular TEIs has shown the importance of achieving higher education in China. From 2003 to 2014, the number of student enrolments in TEIs has risen from 382.2 to 699.8 per 10,000 people”⁷¹.

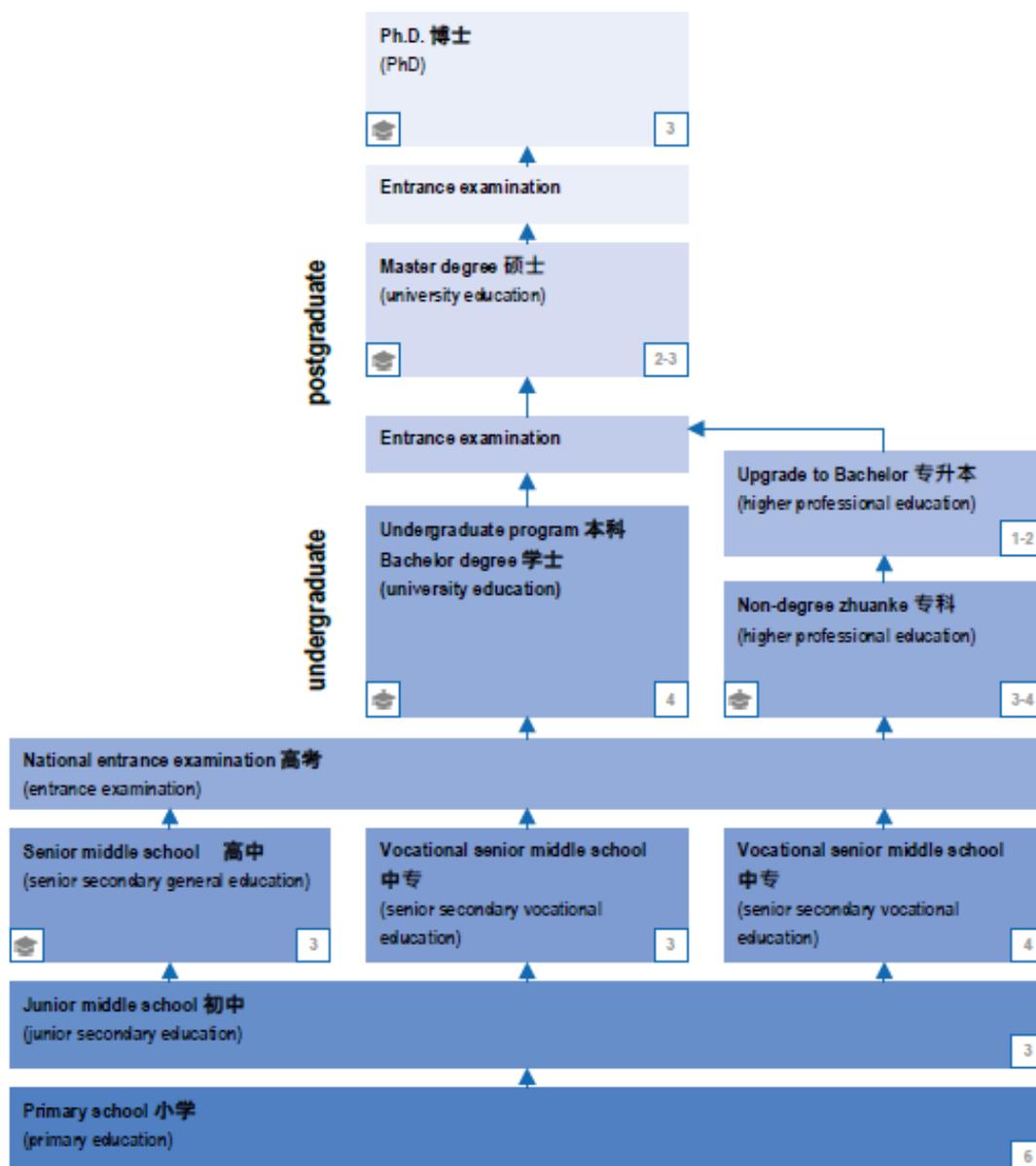


Figure 4 - Educational system in China (Education system China, EP-nuffic, January 2015).

⁷⁰ OECD, 2009, p.7

⁷¹ China Statistical Yearbook, 2014, quoted by Jiang, 2015, p.9

The *gaokao* (高考) in China is the National Entrance Examination, that allows student to enter in the higher education system. It is an important and fundamental moment in every Chinese student's life and in fact the "National Entrance Examination system has been in effect since 1952 as a way of selecting university entrants"⁷². The exam is standard in all China and its aim is to evaluate the performance and the knowledge of the students in three main subjects: Chinese, mathematics and English, with other optional subjects: history, politics, geography, biology, chemistry and physics. It is important to know that "Cut-off scores are set in different provinces in China as an unconditional requirement to select candidates" and "the difference of cut-off scores has led to geographic discrimination"⁷³.

"For instance, students residing in major cities, such as Beijing, have the privilege to be accepted by local universities with lower scores than those that reside outside of the major cities"⁷⁴.

It is important to notice that the problem of the gap between the different geographical areas of residence is a central and well known issue in China. This create inequalities and geographical discrimination, in fact those who live in rural and less developed zones, to achieve their first-tier universities must obtain an higher exam scores *vis-à-vis* their peers in the urban areas. This is due to the fact that schools in rural areas have less funding, limited resources and facilities, making more difficult for students to enter in more prestigious universities of the country.

This goes to the disadvantage of the rural students, that have only one chance in their life to enter in their favorite university, in fact the score of the National Entrance Examination is the only chance for them. There will not be another opportunity and for this reason the level of competition, stress and pressing is very high; the final score of the Exam decide the destiny of these students. It is not

⁷² Davey et al., 2007, quoted by Jiang, 2105, p.10

⁷³ Davey et al., 2007; Wang & Chan, 2005, as cited in Hannum, An & Cherng, 2011, p.11

⁷⁴ Jiang, 2015, p.10

uncommon that this situation of stress can cause psychological problems, low self-esteem and fear of failure; on top of that there is also the pressure of the parents' expectations, which is very high. For these reasons Chinese students “spend most of their time studying and participate in a variety of after-school programs, as well as private tutoring”⁷⁵. However, according to Gallagher, the reform implemented in China's education system has improved the standard of schools and students, and since the early 1990's the participation in education by students between the age of 18-22 has increased from approximately 10% to 22%.

Age	Schooling	
27	22	PhD programme
26	21	
25	20	
24	19	Master's programme
23	18	
22	17	
21	16	University (bachelor's degree) and vocational college
20	15	
19	14	
18	13	
17	12	Senior secondary school
16	11	
15	10	
14	9	Junior secondary school
13	8	
12	7	
11	6	Primary school
10	5	
9	4	
8	3	
7	2	
6	1	Pre-school and kindergarten
5		
4		
3		

Figure 5 - China's education system organisation (OECD, 2015, Economic Survey: China)

To conclude this little excursus about the Chinese educational system is required to mention the importance of the influence of Confucianism in the Chinese culture, philosophy, pedagogy, and education policy. “Confucian values of Dao (teachers leading the way), Ren (benevolence, love and humaneness towards others), and Li (students follow tradition, and not to challenge authority of elders and teachers)

⁷⁵ Liu, 2012, quoted by Jiang, 2015, p. 11

influenced the role of teachers in the Chinese culture”⁷⁶. The clear distinction of roles between teachers and students and the values of the Chinese learning style such as: discipline, strictness, commitment, perseverance and diligence are the pillars of the old and new education system in China⁷⁷.

2.3.2 The Hukou system

The hukou (户口) system in China is registered in relation to where an individual was born. This system gives rights and responsibilities to families based on where they are given birth to. It determines an individual’s accessibility to the various state sponsored policies, be it healthcare, education, social housing and others based on where an individual is born.

The modern Chinese hukou system was first formalized in 1958 as a means to control the mobility of labor. Currently, there are two main types of hukou in China. We have the Rural and Urban hukous. There was high rate of urbanization in the early 1980s which led to a significant difference between the rural and urban hukou holders. The rural hukou holders were at the disadvantaged as a result of the urbanization affecting about 260 million Chinese workers.

Research by Koen et al in 2013 showed that access to better education and state schools is a problem faced by children born by rural migrants in China. According to the research, about 30% of children born by migrant parents had the opportunity to attend state schools in Beijing and Shenzhen. The remaining 70% are either enrolled in a private school or they are forced to go to their place of hukou registration to attend schools. Migrant students are also under-represented in elite schools. There have been discriminatory policies as a result of the hukou system against migrant students within each education level in China. For instance, migrant students are only allowed to attend vocational high schools in Shanghai. This compels young migrant students willing to attend general high schools to go back to their place of hukou registration to study. Also, one policy of the hukou

⁷⁶ Smith & Hu, 2013, p.87, quoted by Jiang, 2015, p.12

⁷⁷ Smith & Hu, 2013

system is that only a local hukou students are permitted to take gaokao in their residency. Migrant students have no choice than to go back to their area of hukou registration.

In comparison, university acceptance rates for a locally hukou registered students are much higher than students who have migrated. Research has it that 97% of China's underdeveloped and poor counties sent to student to Tsinghua University in Beijing between 2009 and 2014. This means that, rural and underdeveloped counties are underrepresented in prestigious institutions in China.

This problem runs through all the well-known institutions as children in Shanghai with a local hukou were 53 times more likely to get the opportunity to enroll in Fudan University, the city's premier university. The government has made efforts in the past to reform this system. For instance, the government has piloted some new reforms to unify rural and urban hukou holders in Shandong province.

Also, before 2014, in order to make the hukou system more accessible and bridge the gap between the migrant workers and urban settlers in cities with the same province, 12 provinces and 1 autonomous region had already modified the hukou registration, but these modifications differ from one province to the other.

The State Council in 2014 brought out new reforms to blend with the national agenda according to the needs of the local administration. The new hukou registration does not differentiate a local hukou holder to an urban holder. There is a uniformity in the registration. In this sense, migrants are to apply a temporary residence permit inn their new town or city. The residence permit allows them access to social services such as education, healthcare and social housing. With the aim of converting migrant hukou holders into local hukous, there has been the removal of transfer limits in small cities. There are also little restrictions of hukou transfers in medium-sized cities. This reform aims to benefit about a million Chinese migrants.

2.3.3 Reducing the role of standardized testing and reforming the gaokao

The gaokao, popularly as the National College Entrance Examination is also being reformed: the guidelines for these reforms was officially published in 2014 by the State Council. The main goal of this examination reform aims to launch an examination system made up of standardized test, proper evaluation and various admission criteria. It also aims to promote the reform of the education system as a whole. Shanghai and Zhejiang province will be used as the pilot experimental regions of this new system, as proposed by the central government. Beijing, Jiangsu and Guangdong and many other municipalities have also made known their intentions to carry out the reform with their own developed plans. The requirements of this reform are described in the following paragraphs.

To start with, compulsory education is not entirely dependent on entrance examination. Authorities must avail compulsory education to resident children. The school selection problem has left local governments the task of initiating various measures to improve the neighborhood attendance policy. Building new schools, dividing school districts for junior secondary education and straight movement to next educational levels are examples of such policies

Also improving the academic proficiency test system and comprehensive evaluation system and emboldening local governments to use admission methods spelt out by the new system for senior secondary schools are part of the reform. The new evaluation system substantiates the elevation of the senior secondary school entrance examinations reform. Secondary vocational schools are to use the academic proficiency test for admission.

The academic proficiency test and the comprehensive attribute evaluation system for secondary schools must be standardized. There must be a newly instituted examination and enrolment system for higher vocational education. As part of the higher education admissions reform, the government wants to differentiate that of the vocational colleges from that of the universities. This will be done by dividing the exams into general exams and specialized skills exams.

The gaokao system tested students on art and science subjects. Reforming this system will lead to a more efficient evaluation system. The newly structured test system will comprise of the national unified exam and the academic proficiency test. The former will cover tests on Chinese, mathematics and foreign languages while the latter will focus on chosen disciplines by the student that are relevant for pursuing their majors during their university application.

In addition, choosing creative genius and efficiently testing mastery of high-level applied science is relevant. Therefore, instituting a graduate Programme entrance exam is necessary. Under this system, academic exams will focus on the academic discipline and creative abilities while the professional exams will focus will entirely center on professional mastery. The admission volition will be given to the institutes offering the graduate programme.

Employees and citizens like to diversify their educational portfolio. Therefore, creating access to distinctive education system for higher level education for all system is a goal of the reform.

The increase in the number of inspection officers signifies the government's commitment to strengthen the educational inspection system. The inspectorate institutions are responsible for policies, education and quality inspection.

The National Education Inspectorate institutions are responsible for the recruitment of educational inspectors from a multitude of qualified personalities. The employed inspectors are then assigned to schools while their personal profile and responsibilities are put out for public perusal. To get the best quality assessment, the inspectors are expected to minimally inspect each school once a month. The inspection must cover all areas of education, nutrition and health. The inspectors also give directions to the schools and send feedback to their inspection institutions. The government through its commitment increased the number of employees for this exercise. They are periodically changed to achieve better results.

Recently, a special inspection system was formed to handle major educational emergencies. Partnering the schools involved, the inspection institutions must assist the schools in the proper handling of the situation. The inspection

institutions must showcase complete professionalism with respect to all stakeholders involved.

Table 1 Content of qualification examination (OECD, 2016, Education in China)

Content of qualification examination	Pre-school education	Primary education	Secondary education	Vocational education
Content of written examination	Comprehensive quality	Comprehensive quality	Comprehensive quality	Comprehensive quality
	Education knowledge, ability and care for infants and young children	Education knowledge and teaching ability	Education knowledge and teaching ability	Education knowledge and teaching ability
			Subject knowledge and teaching ability	Professional knowledge and teaching ability
Content of interview	Basic teaching skills such as pedagogy, teaching and assessment, as well as basic attributes like occupational cognition, psychological fitness, manner, expression, thinking and moral quality			

Source: Ministry of Education (2013), "中小学教师资格定期注册暂行办法" [Regular Registration Interim Measures for Teachers' Qualification in Primary and Lower Secondary Education], www.moe.gov.cn/publicfiles/business/htmlfiles/moe/s7151/201309/156643.html.

2.3.4 The System of educational inspection

In 1986, the office of the National Education Inspectorate was set up as a department under the Ministry of Education as the agency that manages national educational inspection. This office was later renamed in 2016 as the Bureau of Education Inspections that was also to serve as the Office of Education Inspection Committee of State Council. In China, the educational inspection systems consist of mainly four administrative levels that covers all provinces in the country. There are several tasks that the Bureau of Education Inspections perform in China. It is responsible for monitoring and examining the implementation of state laws, regulations, principles as well as evaluating and providing suitable feedback to lower-level governments and institutions. Moreover, the bureau monitors and evaluates the quality of the various types of education institutions, and also sets standards and procedures for quality evaluation. Lastly, the Bureau of Education is responsible for setting the requisite standards and procedures for inspection and organizes inspections at every level.

Lower-level governments or schools are given comments and feedbacks by the bureau after every successful inspection exercise. The results of these inspections are reported and published and serve as a guide for the government in future educational reforms and policies.

In relation to the current reforms, special inspections are conducted of which presently, four subjects are being inspected. Three of these subjects aim to develop education in the poor and underprivileged areas of China. The first is to improve the basic infrastructural facilities of schools in the rural areas. Secondly is the equitable development of compulsory education focusing on bridging the performance gap between rural and urban areas, through effective and equitable fiscal transfers. The third subject is the nutrition improvement project that aims at improving the nutrition content of the meal enjoyed by compulsory education students in the rural areas. Lastly is the safety of school buses. This project was undertaken to ensure the safety of buses after numerous school bus accidents.

Currently, there is a major reform in China's educational inspection system. China aims to transform the role played by the government in this new reform. This reform also hopes to bring out important means that can guarantee the achievement of educational development goals. Many of such policies have been adopted that will in the long run transform the inspection system. These policies are described in the next chapter.

Teaching is a very respectable profession in China. Traditionally, teachers are given utmost respect by the indigenes and the government as a whole. The government of China in 1985 proclaimed September 10 as a holiday; annual Teachers' Day. Laws have been enacted for citizens to give maximum respect to teachers in China. For instance, in 1986 the Law on Compulsory Education allowed teachers to be respected by the entire population of China. The Teachers' act was also introduced in October 1993. This law shows the responsibilities of teachers as well as the protection of teachers' rights.

Because of the moderate salary structure of teachers, their jobs are stable in China as compared to other public-sector jobs. They are also entitled to some good

benefits which has made teaching as a profession in China a very well-known and popular one. Currently in China, the teaching staffs amount to about 15 million according to the national statistics presented by the National Bureau of Statistics of China in 2014. Of this figure, about 60% are primary and junior secondary school teachers.

2.3.5 The salaries and the admissions in schools

In China, standard salaries are given to teachers. Since 2009, teacher salary structure reform has formulated new salary determinants grounded on four facets. The old salary structure determinants did not induce better performance and proper salary differentiation. The new salary determinants are grouped into fixed basic salaries and performance salary which is variable as well as the allowances.

A fixed educational period of nine years is mandated for all schools. Due to the unequal distribution of educational investment against the rural areas, most parents do not enroll their wards in their district schools. The parents send their wards to the deemed privilege schools and others also migrate to the urban centers due to occupational mobility. Hence, this has created problems for the attendance policy formulated to achieve equal distribution of educational investment. The local government has implemented numerous policies to curb the problem and ensure compulsory education for all.

Initially, schools admitted students based on their academic certificates or achievements. The government noticing how laden students become due to this, initiated various standards to diminish this practice. Schools were authorized by government to admit students based on their residential status only. Fair admission using this layout was bound to be distorted. In order to curb this distortion, the government subjected the admission procedure to public scrutiny as well as instituting the enrollment information management system. The system uses the student's educational details to generate individualized ID for each student.

The National Education Inspectorate institutions are responsible for the recruitment of educational inspectors from a multitude of qualified personalities. The employed inspectors are then assigned to schools while their personal profile and responsibilities are put out for public perusal. To get the best quality assessment, the inspectors are expected to minimally inspect each school once a month. The inspection must cover all areas of education, nutrition and health. The inspectors also give directions to the schools and send feedback to their inspection institutions. The government through its commitment increased the number of employees for this exercise. They are periodically changed to achieve better results.

Recently, a special inspection system was formed to handle major educational emergencies. Partnering the schools involved, the inspection institutions must assist the schools in the proper handling of the situation. The inspection institutions must showcase complete professionalism with respect to all stakeholders involved.

2.3.6 Basic education and Curriculum

China's Basic Education Curriculum Reform aspires to develop the student in all aspects. Specific priority is given to the social and physical development of the student to promote social values. The country's adoption of the universal human resource development approach to achieve thorough student growth shows their commitment. The reformed curriculum pinpoints ideological and skills development as its chief facets.

China's education system has decentralized the development of its best suited curriculum for its schools. This has enabled the local authorities and school authorities to partner the central government in developing the curriculum. Nationally, the education ministry draws the footprints for the basic and secondary education curriculum including hours of teaching and evaluation of the curriculum's performance after its piloting. The relevant regional authorities break down the national curriculum and build a local curriculum that well suits their localities. It is then forwarded to the national authority for approval. The local

curriculum is then passed down to the schools. With the help of the regional authorities, the school authorities formulate their educational work plan from the local curriculum. The schools later send their evaluation reports.

In 2001, a new curriculum reform rolled out involving the entire education system. The reform split out six specific goals:

1. a Change from a narrow perspective of knowledge transmission in classroom instruction to a broader perspective on how to learn and develop positive attitudes;
2. change from a subject-centered curriculum structure to a more balanced, integrated and selective curriculum structure to meet the varied needs of schools and students;
3. change from partly outmoded, archaic and extremely abstruse curriculum content to essential knowledge and skills in relation to students' lifetime learning;
4. change from a passive-learning and rote-learning style to an active, problem-solving learning style to improve students' overall abilities to process information, acquire knowledge, solve problems and learn willingly;
5. change the function of curriculum evaluation from narrowly summative assessment (e.g. examinations for the certificate of levels of achievement and for selection) to more formative purposes such as the promotion of student growth, teacher development and instructional improvement as additional functions;
6. change from centralized curriculum control to a joint effort between the central government, local authorities and schools to make the curriculum more relevant to local situations.

The reformed system mandates a thorough evaluation system for both students and teachers. The new system became nationally operational in 2005, dumping the old system which centered on students' academic performances only. Multiple measures are used in achieving the new system goal of maximizing the student's

capabilities. Teachers are also awakened to perform better due to the new evaluation system.

Periodically, the schools present implementation difficulties to the relevant authorities for system improvement as required.

2.3.7 Educational Policies and reform

The issues concerning educational reforms and policies remains the mainstay of the Department of Policies and Regulations under the Ministry of Education who strategize and research on how China can improve upon their education at all levels, that is basic, secondary and tertiary. The Department of Teachers together with other stakeholders combine to execute national reforms and other relevant issues. They also draft proposals and assemble comments about Education Ministry's website. When everything is assembled and evaluated, the Ministry then announces and publicizes by council who later perform routine check on policies and their effectiveness.

Annually, all departments under the Ministry of Education in China set their various goals in relation to the goals of the Ministry of Education which are directly related to the current situations in the country. The goals or policies are published in the Ministry of Education Bulletin and later sent to all provincial bureaus of education. The provincial bureaus of education also develop policies based on their provinces. These policies are then sent to the lower-level government or to the appropriate institutions for them to implement them.

In 2012, the Ministry of Education in China set up the Department of Comprehensive Reform in order to promote education reform and wholly implement the National Medium and Long-Term Educational Reform and Development Programme. The responsibility of this new department was to see to the day-to-day work of the National Education System Reform Leading Group. The National Education System Reform Leading Group develops strategies and policies, aid in the implementation of reforms and further inspects the progress of the programs it has spearheaded.

Officials conduct educational research to detect causes and possible answers to already existed educational problems for each reform measure. Officials plan policies accordingly and in general terms, they carry out experiments of new policies before they put them into use. Sometimes they choose one or many provinces for the experiment. After testing the results of the experiments, the government of China may implement these policies based on the outcome of the experiment. The central and local governments have different roles: they all play in the implementation of policies; for instance, the central government is responsible for bringing forth policies that will serve as a general guideline whereas the local government on the other hand aims to develop a more practical policy with respect to the implementation of reforms.

Education is very important in China's developing economic and social growth and that is why the State Council offers important leadership in education. In China major reforms in education may necessitate some adjustment in other sectors of their society; for this reason, whenever a major reform is ready to be implemented, it is responsibility of the State Council to announce it. The State Council develops new strategies to adopt to the new reforms and later transfer them unswervingly to the local government for implementation rather than the bureau of education.

2.3.8 The Ministry of Education

In the People's Republic of China, the Ministry of Education is the agency of the State Council which is charged with educational oversight. The State Council which is chaired by the Premier who is the head of government is the executive authority in China charged with the responsibility of implementing law and regulations which has been adopted by the legislature otherwise called the National People's Congress and also discharging programmes of the Communist Party of China.

Educational administration is a decentralized one. At the provinces there are commissions or departments of education which oversee education. There are also bureaus of education at the county levels which is also responsible for education. The educational programmes and policies which have been proposed by the

Ministry are executed at local levels by either a university or a local department of education. Though there is the national policy framework, it is just a general goal from which local educational authorities, departments and bureaus fashion their specific methods and policies. Hence national policy serves as guide, but the policies of the bureaus and department must toe the line of the national policy. Local governments execute these policies in a realistic manner such that at school level or at other relevant institutions, the policies have assumed a useful direction.

In China the Ministry of Education is directly involved in the administration of 107 educational institutions; 75 universities and 32 educational organizations. These institutions provide an array of educational operations which include publishing, research, media and other services as well as the management of the whole educational system.

2.3.9 Educational laws and regulations

In China education is seen as the bedrock for national development hence the government places greater worth and emphasis on it. To this effect, the government has enacted many legal instruments in the form of laws and regulations to guide and shape education in the country. This was done with the confidence that these legal instruments are potent in navigating and supervising the sizable and complex route of education. These laws are enacted to ensure the provision of better access and quality education to all of school going age. Usually, the Ministry of Education draft these bills and presents it to the legislature for approval after which the State Council proceed to pass the bill into law. After these, the legislature then ratifies policies and execution and various levels.

In Chinese educational legal instruments, the historic Law on Compulsory Education came into effect in 1986; this was revolutionary in the Chinese educational system. By this law, Chinese children of school age had the right to compulsory education which lasted for nine years. Parents were charged with the responsibility of enrolling and ensuring their children complete a compulsory 9-year schooling. This law created a far-reaching system which stipulated rules for

teachers, teaching and learning, schools, education financing as well as the legal responsibilities of social sectors. This pioneering law of 1986 has been amended twice. The first review was in 2006 which made compulsory education also free for all students. The second amendment of 2015 sought to ensure that text books were sold for minimal profit.

2.3.10 The financing and management of education

In China education financing is important and the major source of funding for education comes from budget allotment by the government. Local authorities together with the state treasury contribute towards educational financing. This understanding stems from Article 54 of the Education Law which supports different sources for mobilizing resources.

In China there is absolute investment in education which has increased at a higher rate with a mean of 19% in the last decade. State laws and policies have been the rationale for the increase in educational investments as the Education law stipulates increased budgetary allotment for education irrespective of the level and relative to the economic development of the country. It is the responsibility of the State Council to regulate a suitable and relative raise of state allotment for education. Hence in China, it is expected that the educational expenses of a student and teachers' salaries should be continuously improved.

Also, it is enshrined in the Education Law of China that budgetary allocation towards education should be increased as the economy of the country grows. Hence in 2012, the educational budget was pegged at the state goal of 4% of GDP which was determined by the National Medium and Long-Term Educational Reform and Development Program (2010-2020).

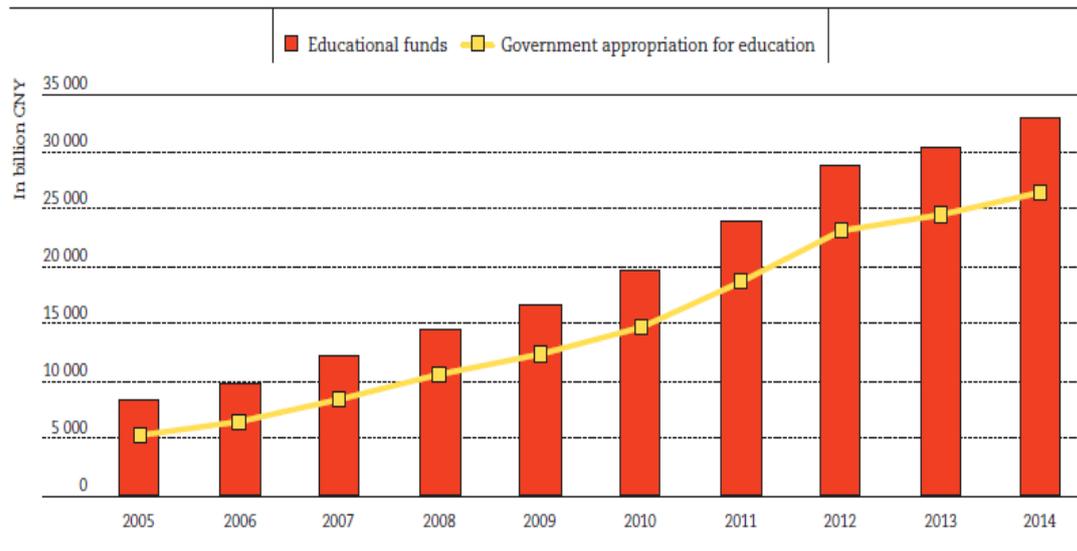
In the management of educational funds there are three main duties to wit: fundraising, appropriation and supervision. Within the Ministry of Education is a department of Finance which oversees these duties. Also, the Funds Supervision Affairs Centre within the Ministry of Education have a salient role with respect to managing funds.

Fund management is a task which is constantly watched by the state as the stability and suitable ratio of the varied sources of fund is of paramount importance to education system in China. Though in China, the major source of educational funding comes from state budgetary allotment, there has been attempts by the government to provide other sources such as fees and taxes. It has also raised funds from businesses and has distributed these funds to business-run schools. The government has also raised funds from private school proprietors as well as from institutional earnings and donations. Nonetheless, the 2014 statistics still point to governmental allotment as the major source of funding for education. The educational appropriation of China shows that the state places precedence on education.

Currently, the country has allocated greater resources to improve the delivery. With this in mind, the ministry has targeted four areas of primary concern:

- 1) remote, rural, poor and minority areas;
- 2) basic education in rural areas, vocational/ technical education and pre-school education;
- 3) subventions for students from poor families;
- 4) enhancing teacher quality.

In recent times, the government of China has officially stressed the importance of supervising educational fund. There has been calls by the government to fashion a thorough and open supervisory mechanism for educational funds which will comprise a consistent and systematic supervisory system. This supervisory mechanism would charge the education administration department with the responsibility of supervising schools and other important institutions and the former would be supervised by the public.



Source: National Bureau of Statistics of China.

Figure 6 The total of the education funds and government appropriation from 2004 to 2015 (OECD, 2016; Education in China)

It is expected that the educational administration departments at all levels intensify their supervisory roles of organizations and schools through periodic special inspections, fiscal appraisals and internal auditing after which the outcome of the inspections are effectively utilized. Education administration departments are supposed to link inspection outcomes to performance appraisals and the allotment of resources resource allocations so that the supervisory system can be of real import to the government in creating a management system that is consistent.

It is expected that administration departments present their budgets, final accounts, administrative expenses and public funds to the public for examination. Also, the universities which are associated with the Ministry of Education are expected to be fiscally transparent and accountable.

2.3.11 Education funding and investments in rural areas schools

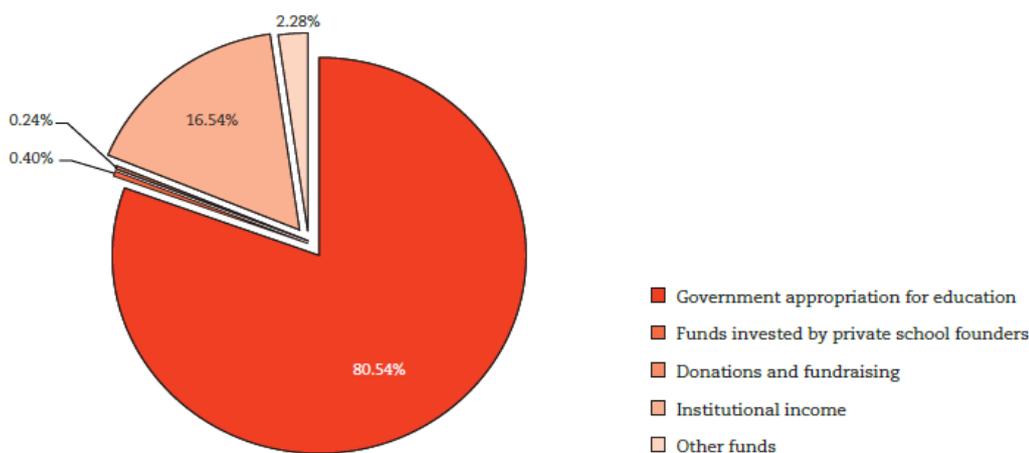
The educational system in China is has numerous sources of funding with state appropriation as the major one. State appropriation includes public expenditure and non-budgetary expenditure with the former being the major constituent. Public expenditure on education include funds from both the education sector and

other sectors. Non-budgetary funds include taxes for education imposed by local government, educational funds from enterprises and other funds that belong to government appropriations. Other sources of funding for education include donations, tuition fees and fundraising. Apart from state allocation for education, there are some private organizations and individuals who are also the main source of financing the schools run by these people or institutions.

Ending 2015, the state council enacted a law that led to the centralization of a new financial system for a compulsory rural education. This law decrees a gradual investment increase as well as joint financing between the local and the central governments proportionately on rural education. The Chinese government showed support for this law by investing hugely into it in 2010 as documented by the ministry of finance. The government also rolled out new investment programmes to improve rural educational infrastructures and also make rural areas more attractive to qualified teachers. Additional investments were put in place to improve student safety and nutrition. Some facets of government unified to implement an investment plan over a period. This plan will lead to the improvement in educational infrastructure and amenities in the rural areas. To keep funding and finances in check, the educational administration department was tasked to effectively manage the pilot districts.

2.3.12 Financial aid and students enrollment

The government's financial aiding scheme encapsulates all educational levels. In the national budget, funds are allotted to make school fees and textbooks free for the rural schools. Other students receive stipends while grants are also disbursed to students from financially insecure families. Even urban students pursuing specified programs in secondary school are financially covered under this program. Financial remuneration packages are laid out for students in higher levels of education. The government therefore has financially assisted enormous number of students



Source: National Bureau of Statistics (2014), China Statistical Yearbook, www.stats.gov.cn/tjsj/ndsj/2014/indexeh.htm.

Figure 7 Share of expenditure by source of funding (OECD, 2016, Education in China)

The education ministry built an information framework which captures all necessary and relevant information about students. The system helps to eliminate multiple student registration accounts and prevents unrealistic information been fed into the system. This is made possible through the provision of unique identity numbers to the students. The ministry and other stakeholders use the system statistics to make financial and educational decisions accurately.

A fixed educational period of nine years is mandated for all schools. Due to the unequal distribution of educational investment against the rural areas, most parents do not enroll their wards in their district schools. The parents send their wards to the deemed privilege schools and others also migrate to the urban centers due to occupational mobility. Hence, this has created problems for the attendance policy formulated to achieve equal distribution of educational investment. The local government has implemented numerous policies to curb the problem and ensure compulsory education for all.

2.3.13 Government policies about compulsory education

The government, through the education ministry enacts laws and policy implementations for pre-school education. The local government is then tasked with the harmonization of all developmental policies and management of the pre-

schools. The Chinese government premeditated to increase the student enrollment, education quality and infrastructure of pre-schools. This was achieved through the implementation of action plans, building more kindergartens and involving the private sector in pre-school establishment. Other documents were prepared to ensure good pre-school standards for all.

Statistics from the National data undoubtedly shows decreased illiteracy, high pre-school development, and compulsory and quality education improvement across the country. The proportionate increase in economic development exceeds that of education empirically but the government has firmly decided to improve the education system. Urbanization has elevated the living status of most people while causing inequality in education. But the magnitude of rural-urban education inequality has hugely diminished.

In the quest by the Chinese government to establish a uniform compulsory education, the government has made many initiatives to bridge the gap between the rural and urban regions. Notable among these initiatives are the refurbishing of old and worn out structures in the Western and Central China, renovation of boarding facilities for schools in the less developed regions of China.

Though such initiatives have gone a long way to improve on the poor conditions that were prevalent, the problem still lingers on. Until the implementation of policies like the Free Pre-Service Teacher Education Program, Special Teaching Post Plan for rural schools etc. which came with incentives and better remuneration, most people were reluctant to take up the teaching profession in these rural areas. Also, the provision of internet has helped in expanding digital teaching and further contributed effectively to the long-distance education programs which are all geared towards narrowing the gap between rural and urban educational levels.

The Chinese Ministry of Education has therefore signed a Memorandum in 2011 targeted at having a universal compulsory education by the year 2020. The Memorandum has gained favorable recognition by several Chinese provinces with Shanghai, Beijing and Tianjin all inclusive.

2.3.14 Policies for rural areas and migrant children

For some years now, the Chinese government has been keen on narrowing the gap in the standards of education between the rural and urban folks. The dilapidated nature of the schools in rural areas places them in a disadvantaged position because most young graduates are reluctant to take up vacancy in such provinces. Due to this inequity, the government has made the conditions of work of rural areas very flexible and attractive compared to those in the larger cities with better facilities. This initiative played a significant role in the reason why in 2015, about 90% of the teachers who finished their three-year teaching period in the rural areas deciding to take up vacancy there, thus, reducing the shortage of teaching staff in these areas.

The challenge faced by migrants who have come to seek for better economic prowess in China is over-arching because of the incompetence of the “hukou” system that has rendered inequities for migrants with regards to education. The “hukou” system permits only residents who were born and bred in a certain locality alone to be enrolled into their schools which amounts to a high level of discrimination. Thus, migrants are ineligible to school in that particular province. This becomes a major challenge for migrant students because they find it difficult to gain admission into schools outside their home regions and are thus made to study under unfavorable conditions which may affect them emotionally and mentally.

Notwithstanding the difficulty the government is facing in reforming such a system, efforts have been made to avert the discrimination migrant students’ face. The government has therefore introduced a temporal residence permit for both rural and urban “hukou” holders; hence, they can apply for a temporal residence permit in their destination province. This allows the holder to enjoy all the benefits bestowed on the natives of that province without any discrimination. Also, the reforms have helped eradicate all restrictions, that is, educational and economical

that were placed on both rural and urban migrants though some few challenges still persist.⁷⁸

2.3.15 RURAL VS URBAN

The focal point about this gap will be on the promotion rate between junior high school graduates and academic senior high schools. This is because; even though high school education has advanced all over china, empirical data sources do not disaggregate the enrollment rates into that of urban and rural students. As such, concrete instability exists with respect to high school education enrollment even with the nationwide advancement in education.

In 1990, available statistics indicates a high imbalance when it comes to promotion of students to academic high schools in the rural and urban centers. While about half of the urban junior high students are promoted to urban academic high school, less than one-tenth of the rural junior high students are promoted to rural academic high school. This difference has been widening ever since according to statistics. Thus looking at the statistics between 1990 and 2006, the ratio between the urban and rural students with respect to increase in promotion rate was twelve and half to one. Hence, rural areas in china can nowhere be compared to the urban areas based on access to academic high school enrollment.

In each year, an unknown number of rural students migrate to further their education in urban academic high schools. This makes the rural promotion rate to be under-declared and that of the urban centers over-stated. To get better results, we use data on total gross enrollment rates, total promotion rates and high school aged population in rural and urban china. These parameters can help us make an assumption about the promotion rates. But this assumption can be bias. Experts like Chengfang Liu and Scott Rozelle use these parameters to form an equation to find the aggregate promotion rate. Thus;

$$\text{Aggregate promotion rate} = Su * Pu + Sr + Pr$$

⁷⁸ OECD, 2016, Education in China

Where: S_u = share of population that is urban

S_r = Share of population that is rural

P_u = Promotion rates of students from urban

P_r = Promotion rates of students from rural.

This equation when substituted with known figures and assumed statistics, the rural promotion rate may range between 25% and 37%. Using other statistics from provincial websites and individuals will still give a near estimate to the one obtained using the national data. The same obstacle of having no disaggregated information by rural and urban is faced when using provincial/county statistics. Placing the rural-urban numbers obtained from the provincial/counties into the equation, a probable promotion rate ceiling will range between 20% and 30% for the rural junior high school graduates.⁷⁹

Promotion rate to high schools is increasing according to all statistics. But there is still an imbalance throughout the nation and also a low enrollment into academic high schools. China's Asian neighbors had almost a perfect high school enrollment rate during the same period in their educational growth. The rural cohort has very low enrollment rates in total with just a little above halfway the national gross enrollment rate.

Low High School Enrollment

Low high school enrollment rates in rural china have been attributed to two accounts. To start with, an entrance exam is used to test students who would be admitted into high school. This exam is well organized. Failure to score a high mark will lead to non-admission into the academic high schools especially for those in rural china. Some rural coastal areas have a low turnout of junior high school students who participate in this exam. Therefore this exam has become an obstacle leading to low enrolment in rural china.

⁷⁹ Development Challenges, Tuition Barriers, and High School Education in China, Chengfang Liu, Linxiu Zhang, Renfu Luo, Scott Rozelle, Brian Sharbono, Yaojiang Shi

High school education comes along with its cost. This creates the tendency for people to weigh the benefit that will be generated for and after attending high school. Most rural folks attach a negative estimate to this evaluation. This is maybe because most rural high school students are unable to continue to college level. Thus rural junior high graduates may pass the exam and yet not enroll in any academic high school. The reasons for this decision are numerous and even statistics on the number of such students are unavailable. Hence this is a very serious challenge in rural china that must be addressed.

The price for going to high school affects the student's enrollment decisions. Also, other factors propel the student to enroll or not to in high school. This creates demand and supply sides to high school enrollment. The quest is to find out the reason the students do not enroll in high school even when they have passed the exam. A structure is built to understand the student's cost and benefit analysis. This theoretical structure is an upgrade of the educational production function to accommodate the demand side factors of the student. The theory will be purposed on the factors that are used in the development of human capital in high school.

Educational output relies on factors that produce benefits and those that determine the cost. The output function is based on five factors; school facility quality, teacher quality, curriculum quality, level of tuition/fees and the quality of junior high graduates entering high school.

China has relied mostly on unskilled labor in the past. This leads to most high school-aged individuals being employed. To ascertain the cost of attending high school, the opportunity cost of attending high school must be added to the tuition and fees that student's pay annually to attend high school.

Four main reasons can be cited as the cause of rural Chinese students not going to high school from the framework. To start with, students believe the total high school structure and inputs are of low quality. Therefore their enrollment will have no effect on them. Secondly, the credentials of the students maybe too low to meet the entry criteria even if the high schools had higher quality structure and inputs. Thirdly, the net benefit of going to high school maybe negative in the eyes of the

rural families. Finally, financial difficulties may restrain poor students from attending high school even if they attach high benefits to high school education.

Educational investment in china has increased over the years. Arguably, one cannot use the level of educational inputs as the main cause of low enrollment rates in rural china even though they can be improved. In every aspect of educational inputs, there has been a facelift. High school facilities such as lab equipment provision, building of websites, etc. has increased. The teacher-student ratio has very much improved. Internationally, china's high school educational input is far superior to that of others. Also, there may be a little imbalance when it comes to the quality of teachers. The teachers of the urban high schools slightly have higher education than that of rural high schools. But still, the quality of teachers in the rural high schools is better than those in other countries. Finally, there is a national curriculum that is used by all academic high schools. The same number of subjects is taught in the three-year period in both the rural and urban high schools. This curriculum covers the languages, sciences, social subjects and technological subjects.

The low enrollment rates in rural China's high schools can be attributed to the students. Statistics gathered nationally reveals that, most junior high graduates do not get the average pass mark in the entrance exam. Thus the quality of the students does not match that of the high school. Others even do not participate in writing the exams because they know that they will not pass or see the junior high school as the end of their educational ladder. With the notion that the entrance exam is averagely set to test the minimal capabilities of the junior high graduates, one can conclude that the partaking students have low academic quality. Hence the quality level of the educational inputs is a minor cause to the low enrollment rates. But when the inputs are high, it can increase the demand for high school education.

The main challenge is not about the low academic quality of the students but rather the cause of that bane. Investment in urban education far outweighs that of the rural areas. Most of the rural families are poor. This makes them unable to provide basic care to their children. When this is coupled with lower training for

rural teachers, lower salaries, deplorable working conditions, etc., then clearly the students will be academically poor. They will always lag behind their urban counterparts when they always take the same exam. Hence, the poor academic quality is as a result of the poor basic and junior high education received by the rural students.

Tuition / Fees

High school tuition/fees are an inevitable obstacle that has been left hanging around the necks of the rural populace. This is one of the paramount constraints that chase away the high school dreams of most rural Chinese students. In this section, it will deliberate on high school tuition and fees in rural china. This is because, implementation of tuition level policy is not difficult and also many people argue about it. Two statistical data are used to arrive at a conclusion on tuition and fees. The first dataset is accrued from scholars who play their trade and live in the 41 countries used. They helped through the provision of their figures on Global Tuition Survey. This survey is used to record annual tuition of rural public high schools. The second dataset used (*Shaanxi High School Student Survey*) was accumulated from some high school students in different poor rural areas in china. The authors generated questions that enquired about the student's expenses and how their high school education is financed, as well as other information about their high school education.

In the countries surveyed, more than three quarters did not charge any tuition in their rural public high schools. The highest among them that charged tuition was nowhere near that of china in annual terms. We can convincingly argue on this Global Tuition Survey dataset that china's rural public high schools pay higher tuition. Thus, china's rural high schools comparatively pay much more than the other countries surveyed in terms of tuition.⁸⁰

⁸⁰ Development Challenges, Tuition Barriers, and High School Education in China, Chengfang Liu, Linxiu Zhang, Renfu Luo, Scott Rozelle, Brian Sharbono, Yaojiang Shi

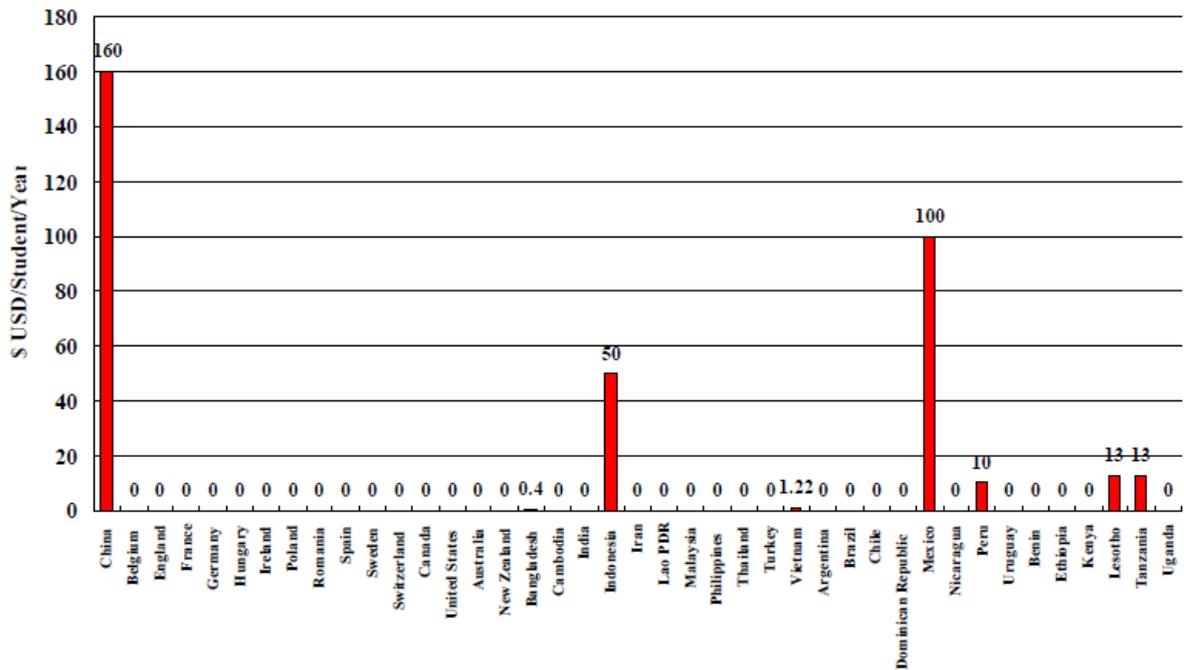


Figure 7: Annual Tuition Per Student in High Schools, Chenfang Liu and Scott Rozelle.

China has a per capita income greater than most other countries. High school tuition and per capita income will be used to buttress the tuition/fees analysis. In most countries where high school tuition is charged, less than 5% of per capita income is used to cover the total period cost of high school. However, the rural cohort in china use more than three-quarters of their per capita income on high school tuition. Poor rural folks use five folds of their per capita income to cover high school tuition for three years. Meanwhile, Mexico gives incentives to poor families who allow their children to attend high school in addition to scrapping off their tuition.

High school total cost entails direct and indirect costs. The direct cost covers tuition and other fees. Most rural students live far away from their high schools and therefore need to be accommodated at the school premises. The cost of education materials and boarding facilities in addition to the tuition eats up a minimum of 15% the per capita income. From the student survey, other direct costs really make rural high school costly.

Unskilled junior high graduate when employed can earn in excess of \$1500 annually. Therefore if the student decides to pursue a three year high school program, he/she will have to forfeit the earnings of those three years. This is known as the opportunity cost of attending high school. And this cost is higher than three times the direct costs. Adding the direct and indirect costs of going to high school will amount to twelve times the average of rural per capita income. This is therefore enough to clarify the financial difficulties high school tuition/fees place on the poor rural Chinese.

Finance High Schools

The Shaanxi High School Student Survey categorizes the mode of financing rural high school into two. The first of these questionnaire tackles how parents generate revenue and other financial sources to pay for their children's' high school. This entails a lot of sources; from personal earnings to grants and donations. The other questionnaire centers on the availability and application for financial aid and if they were given.

The answers garnered really show how financially distressed rural families become in their quest to provide high school education to their children. Most families have to use their earnings, savings and sometimes borrow to finance their children's high education. Others even cash down on their household assets and sometimes take migrant works in order to afford the cost of high school education.

Most students in rural china apply for government's financial aid. Few are granted the aid. Even the few that receive the aid are only paid a small fraction of the total cost of high school. This therefore does not have any great effect on the financial burden of the families. The government only aids the poor rural families just about 2% of their high school financial burden. Hence, the government's indulgence in helping and providing financial aid to the rural counties is very low tuition (Development Challenges, Tuition Barriers, and High School Education in China, Chengfang Liu, Linxiu Zhang, Renfu Luo, Scott Rozelle, Brian Sharbono, Yaojiang Shi).

THIRD CHAPTER

3.1 What do in practice the Chinese and foreign NGOs to improve the situation in the rural areas in the field of education?

3.1.1 Comparing Chinese and foreign NGOs

China's education system is mostly classroom centered and examination based especially in the rural areas. Government and other stake holding organizations have financially and materially aided and supported these rural schools. These resources are used to provide books, scholarships, infrastructural facilities, etc... But the impact that these materials have on the cognitive abilities and effectiveness of the schoolchildren outside the classroom is doubtful and nothing to write home about. The system is highly concentrated on the passing of the examination. Schoolchildren are also obsessed with the passing of their exams that the needed skills outside the classroom have been undermined.

Sad as it may sound, this occurrence is greatly dominant in the rural areas of China. The urban areas are well equipped with the materials needed to be able to draw modules and implement them. Urban schools have integrated these needed modules into their curriculum to help them exhibit what they are taught outside the classroom. The students are therefore able to impact their communities to make them better. In rural China, such opportunities have not been afforded to the students. Even though rural schoolchildren are able to absorb knowledge from the lessons taught like most children, they are mostly tagged as less academic and productive. This knowledge absorbed in the classroom is supposed to be utilized in the communities they are. But since traditionally the education system only equips the rural students for exams and theoretical arguments only, they become very ignorant of the skills needed to make an improvement and impact in their local areas. This problematic education system denies very industrious rural schoolchildren the ability to impact and make a difference in their environments.

Pertaining to this rural educational shortfall is why REAP needs additional modules. Flipped classroom/ learning is the interaction among schoolchildren and their peers as well as their teachers through the utilization and application of the classroom gained knowledge. This builds on the traditional system. In the flipped learning, materials are provided, groups are formed and coaches are tasked to motivate the schoolchildren in the right direction. In total, I proposed the use of flipped classroom learning in rural Chinese schools. This will help to increase

outside cognitive abilities of the students. The era of dormant and inactive learning will be eliminated to pave way for a more effective learning to make rural Chinese schoolchildren more productive in their communities.

3.2 Education

Education all over the world has been gathering more and more popularity, investments and keen attention over the past decades and present period. China cannot be excluded from these occurring events happening in the educational jurisdiction. This rise can be attributed to the numerous factors both from the demand side and the supply side as well. The unending benefits that the individual, nation and the world will accumulate are something worth talking about day in and day out.

China boasts of a very vibrant and growing economy which is highly envied and among the well rated in the world. Getting such accolades due to the economy's expansion comes with additional and relevant responsibilities. The pace of development must be accompanied with an increase in skilled human capital. This implies an education system that covers both the urban and rural populace.

The bulk of China's population is situated in the rural areas. But the few found in the urban centers have been able to overpower the rural areas in the field of education. Initially, basic school was tuition- free in the urban public schools. The parents in these urban centers are up over the low income earners but yet enjoyed a highly subsidized education. The rural schools could not say same when it came to the paying of tuition fees and other support. The rural working population is mostly farmers and peasant workers who earn way below the poverty line. Yet they do not enjoy the privileges that the schoolchildren in the cities enjoy. This alone is enough to propel the upper hand that urban schoolchildren have over their rural counterparts. Timely intervention from Non-Governmental Organizations and other stakeholders compelled the Chinese government to extend the free tuition to the rural areas. Illiteracy rate was decreased after the implementation of this policy. The quest to reverse this demographic crunch

requires the attainment of a higher level of education. Statistics from the ministry of education showed a high imbalance entry into the senior high schools between the two divisions. While more than 60% of the urban junior high graduates enter senior high schools, only about 30% of the rural junior high graduates make it to the next academic stage. Different factors have been cited and attributed to the imbalance, chief among these factors is financial difficulties. Rural parents and guardians in the rural areas earn very little and their savings still cannot the total cost of education. Scholarship programs are available to the urban school children. Thus less money is spent on tuition and other educational expenses. On the other hand, rural schoolchildren do not have such opportunities at their disposable. Books and other educational materials are even hard to buy for them. One can easily conclude that rural school children have slimmer chance to excel in academics.

REAP in entirety can be said to be a blessing to the people of the rural communities. This organization has a large focus on making education tuition-free for the rural schoolchildren at possibly all levels. They believe that the Chinese economy may stagnate if the large part of the population found in rural China is left to academically rot. A survey by REAP identified that comparatively, about 80% of junior high graduates enter into senior high school while less than 40% of the students in the rural junior high graduates. College application by rural junior high graduates depends mostly on exams results and tuition. Therefore a tuition-free education or scholarship-aided students will be willing to satisfy their educational hunger as figured by REAP analysis. This has resulted in the provision of scholarships, grants, etc. to these disadvantaged students by REAP. Thus the provision of financial aid was enough to propel an increase rate in the enrollment rate of rural students. The tremendous societal inequality in China can be lessened by this as well as help promote the economic status of the country. The hunger for education in rural China is so strong that a little push from REAP has helped them

realize their dreams. Confucius once said: “provide education for all without discrimination” and this is what REAP seeks to achieve.⁸¹

3.3 Nutrition

Nutrition plays a very vital role in the lives of all and sundry, but society still cannot fathom its way out of the paradox of undernourished and overfed. While some children are growing obese, others are struggling to keep the muscles on their skeletons. Studies have shown that good and proper nutrition leads to better academic performance and achievements. This is because good nutrition improves cognitive growth and general physical wellbeing. Nutrition therefore is highly pivotal in the education life of a child.

China seeks to improve its education system to achieve maximum results and productivity like the rest of the developed economies. The willingness of the government to build a vibrant education system got an affirmative reaction from all angles. Government organizations and other private organizations contributed resources to make the dream a reality. More and more resources were pumped into the promotion of education. Policies were made to keep the system in place, but these policies were made only to be implemented in the urban centers. School feeding programs were established by government to make education more attractive. As time elapsed, most scholars and stakeholders fustigated the discriminatory stance of the government. The government extended the feeding Program to the rural areas later on. The government’s intervention in feeding the rural schoolchildren helped in satisfying the students hunger. Studies have shown that rural schoolchildren are nutritionally unstable. This was because the government daily feeding allowance could not cover the cost of providing a balanced diet to the rural schoolchildren. Findings revealed that even at the late 2011, the government’s daily lunch subsidy was just 3yuan per each student; this amount can provide a free meal but not a nutritious one. In 1995, the education ministry collaborated with the health ministry and other stakeholders to establish

⁸¹ http://reap.fsi.stanford.edu/docs/about_reap__our_partners

the Health-Promoting Schools (HPS). In 1999, the WHO assisted the two ministries to develop a nutritional guide that was piloted. The guide included dietary intake, nutritional education guide for students, teachers and parents and improvement guide in school meals. During the evaluation stage of the pilot project, nutritional knowledge had increased among participants. The total and final outcome showed an immense positivity in nutritional knowledge, nutritional diets and health.

The REAP organization also envisages the rural children to be the backbone of China's future workforce. Their failure will be a disaster to the whole Chinese economy. From a decentralized system one will look to the local authorities of the provinces to lead the charge to help their rural children, but the authorities have little incentives to act since academically performing students will eventually migrate to the cities. The organization is more inspired to help the rural children, no matter which their future movements will be.

Anemia is caused by iron deficiency and has been figured to cause poor physical development, cognitive and behavioral development. Low level of iron does not enable oxygenated blood to move throughout your body properly. This nutritional shortfall had a prevalence rate of over 20% as at the year 2002 in rural China. Some of the damage caused by lack of iron in children can be irreversible in the future; this therefore calls for strict attention to anemia. Even though, previous studies and research have identified different factors that have led to the high academic performance in urban centers, empirical evidence points anemia as one. In rural China where this "invisible epidemic", that is anemia is prevalent, its signs are often ignored unknowingly. They see the signs to be part of their normal growth pattern. Anemia causes tiredness, loss of appetite, low immune system, etc.... Some studies have concluded that anemic students have lower IQ.

REAP embarked on a project to help reduce the anemic population in rural China. The project was to educate rural stakeholders, provide multivitamin and evaluate the impact of the implemented project on the rural communities. Their effort paid off even after initial setbacks from parents. Anemia was reduced drastically, parents and teachers gained nutritional insight and school authorities were able to

draw nutritional menus for their schools. The reduction in anemia and improvement of iron in rural school children raised their cognitive abilities and also improved their physical appearance.

Project HOPE also stepped into the rural nutrition canker to help the disadvantaged areas. For HOPE, the Chinese government's provision of lunch subsidy to each student in rural China is well acknowledged, but the problem lies in how effective the subsidy provided can be used to provide the best nutrition for the schoolchildren.

The HOPE project started with blood tests, checking the Body-Mass Index, questionnaire on foods intake and nutritional knowledge of the students and their guardians in certain rural provinces. The results concluded that the rural people were lagging in the field of nutritional knowledge and total nutrition. Project researchers were sent to schools to study the nutritional life and eating habits of the schoolchildren for a period of time. The feedback from the researchers indicated that the children were served only twice a day. Breakfast, which is important, was omitted from their daily lives at the boarding schools. This left the children famished and unable to concentrate in class due to hunger. Their lunch and supper were also saturated with pork and chicken and fruits were rarely seen to be part of their diet servings.

After the intervention of Project HOPE, the school children were provided with daily breakfast. Their food servings also had fruits and more vegetables added to their daily lives. This helped to increase their concentration in class and also boost their health status. Later, diagnosis showed a positive direction with respect to the blood tests, Body-Mass Index, nutritional knowledge, etc. of the rural school children and their guardians.⁸²

⁸² <http://en.cydf.org.cn/Thehopeproject/>

3.4 REAP in Technology and Human Capital

As we live in a modernized and computerized world, REAP takes upon itself to explore the use of technology to improve schooling and health outcomes mostly in deprived areas. REAP does this to provide school children with extra help in and out of school, also by educating parents in remote and hard-to-penetrate areas.

One major project under Technology is the One-Laptop-Per-Child Project which aims to provide laptops to migrant children to narrow the digital and educational divides in China, also Computer Assisted Learning (CAL) provides students with two important opportunities: remedial academic support and exposure to computers. By these, REAP hopes that the project will affect the educational outcomes of students in poor migrant schools in the outskirts of Beijing. The main goal of REAP in China is to assist deprived and poor migrant school children, therefore in the projects, they are selective, thus, they seek to provide the needs of poor migrant schoolchildren in deprived and rural areas and not school children who are in the cities.

The approach adopted in this project was diverse as they selected 150 3rd grade students in 13 schools to receive this intervention. The project volunteers also selected 150 students to serve as the control group. The project volunteers distributed free computers to the intervention students. Each student took part in an hour-long hands-on session with REAP to learn basic computer functions as well as how to use the preloaded "CAL" learning software.

REAP's analyses after the end of this project showed that after receiving computers for educational purposes, students' computer skills improved significantly with a standard deviation of 0.32 in difference between treatment and control groups. Most notably, students without prior exposure to computers or the Internet experienced the largest improvements, with improvements in their computer skills by 0.78 and 0.41 standard deviations, respectively.

Furthermore, participants in the One-Laptop-Per-Child program benefitted in several non-academic areas. Students who received computers were 14% more likely to use computers for learning and 12% less likely to watch television.

Perhaps most importantly, students who participated in computer-assisted learning scored higher on self-esteem assessments.

Although REAP asserts that the program had a small but statistically significant impact on math test scores, but has since then distributed and continue to distribute free laptops to poor migrant schoolchildren in China to bridge the educational gap between the poor and the rich.

3.5 The teacher training in migrant schools

According to REAP, over the past three decades, hundreds of millions of rural Chinese have migrated to cities in search of new opportunities as a result of China's massive industrialization. However, as a result of the rural registration system (hukou), most migrants domicile status have not changed and therefore their children are not able to enroll in public schools. This has contributed to the increase of many private schools to serve their needs at a very high cost.

Under the Teacher Training in Migrant School project, REAP is dedicated to making migrant schools better places of education for migrant children. As a result of this, REAP has established a project of training teachers in migrant schools to raise the educational attainment among vulnerable student populations.

One example of this project was the "Summer Fresh", which was an English training course sponsored by REAP which was offered to English teachers from many of migrant schools in Beijing Municipality. Under this project, migrant teachers are trained by English teachers from the United States, English teachers trained in China and other volunteers from institutions and universities both in China and the United States. REAP, under this project aims to develop the migrant school children by first developing their teachers.⁸³

⁸³ http://reap.fsi.stanford.edu/docs/about_reap__our_partners

3.6 Flipped classroom project

I proposed for the REAP a personal project to improve the teaching of all subjects in the rural schools.

In the traditional education system in China, schoolchildren acquire knowledge in the classroom and these children later go to their various homes to process and analyze whatever they were taught. Many schoolchildren find it difficult to process and analyze what they were taught when they get home because the basic education that rural schoolchildren receive is not suitable to their lives and does not offer them the skills they need to make a difference in their communities.

It is with this view that I proposed Flipped Classroom/Learning to add to REAP's portfolio in order to improve the educational outcomes of rural Chinese schoolchildren. Flipped Classroom/Learning is the direct opposite of the traditional method of teaching. In Flipped Classroom, the students acquire knowledge before the class and use the classroom time to practice and apply concepts and ideas through interaction with peers and teachers. REAP provides students with materials to help them gain a basic knowledge of what will be discussed in the next class; the classroom time can enhance students' engagement as they are divided into small groups for general discussions and also deepen learning and develop higher-level cognitive skills. All these are done in REAP-built schools. REAP provides volunteers as teachers who on the other hand act coaches or facilitators who empower students to take control of their own learning.

3.7 The China Youth Development Foundation

The China Youth Development Foundation (CYDF) is based in Beijing, China and it's a public foundation registered under the Ministry of Civil Affairs. This foundation was established in March 1989 by the All China Youth Federation. The China Youth Development Foundation is funded and supported by the general public and all walks of life. The aim of this foundation is dedicated to youth development and this is awarded by the state.

In October 1989, the China Youth Development Foundation (CYDF) launched the Hope Project. This project is one of the most extensive, influential and widely participated philanthropic programs in China. This project has accumulatively raised 9.757 billion Chinese RMB yuan. Out of this money, about 3.167 billion was raised solely by China Youth Development Foundation.

With the Hope Project, about 4.9 million financially-challenged rural students including primary, secondary and college students have benefitted. Not only the Hope Project help financially handicapped students, but they also helped built 18,335 primary schools and about 20,604 Hope mini-libraries. Besides these, the Hope project by the China Youth Development Foundation has provided 5,959 happy sports playgrounds, 924 happy music classrooms, 320 happy art classrooms, 926 computer laboratory, 526 sets of happy cinema projection equipment and 2850 hope kitchens. This project has also helped to train nearly 80,000 rural primary school teachers and built 5 Hope communities, 22 Hope Hospitals and 507 Hope Clinics. The China Youth Development Foundation is committed to helping young Chinese school children in the rural areas to build capacity and also to improve the environment for their own growth. They do this by providing aid services, giving a voice to the interests of young people and by carrying out social advocacy.⁸⁴

3.8 Similarities and differences between the REAP and the CYDF

The RURAL EDUCATION AND ACTION PROGRAM (REAP) is an impact evaluation non-governmental organization that helps to inform sound education, health and nutrition policy in China. Its main aim is to help students from vulnerable communities in China to enhance their human capital to overcome obstacles and barriers to education so that they can do away with poverty and at the long run contribute to the building of the Chinese developing economy. REAP is more of a pilot project organization, thus, before they implement a project, they first make a pilot project to access its impact on the educational lives of the rural Chinese

⁸⁴ <http://en.cydf.org.cn/OurMission/>

school children. They make recommendation to the government for most projects to be included in the educational curricula of China.

The China Youth Development Foundation is a national non-profit and non-governmental organization that works to develop the Chinese youths through education, science and technology, culture, physical education and health, and environmental protection. They have launched different projects such as “Hope, Mother River Protection Project, Action Red Ribbon, Prospect Plan, Chinese Ancient Poem Recital Program, Western China Talent Project” and many more.

One major significant difference between the Rural Education and Action Program and the China Youth Development Foundation is the way and manner of carrying out their mandates. The Rural Education and Action Program (REAP) first make a pilot program to assess the impacts of the project on the school children before implementation, but there is virtually no such thing under the China Youth Development Foundation.

Rural Education and Action Program is more concentrated on the education of rural Chinese school children, but the CYDF dwells on many aspects of the rural Chinese school children.

Notwithstanding these differences, they both aim to improve the life of rural and deprived Chinese school children, but the China Youth Development Foundation carry out more mandates than the Rural Education and Action Program. For instance, China Youth Development Foundation has projects such as Mother River Protection Project which aims to improve the ecological environment in China, Action Red Ribbon to attempt to increase the level of awareness of HIV/AIDS among Chinese youth to support education of children in AIDS affected areas, the Happy Rural Family Hotel Program to help young people of the rural areas in Western China in tourism service and set up and run family hotels with rural features to alleviate poverty.⁸⁵

⁸⁵ <http://en.cydf.org.cn/OurMission/>

3.9 The Cyrus Tang Foundation

The Cyrus Tang Foundation directs its activities in China and its mission is to improve the quality of life of people in poor, disadvantaged and deprived communities through effective investments in education and public health and also by fostering community spirit. Since its establishment, it has launched many different projects in many Chinese provinces. Among these projects are: Caring Heart Scholarship, Pass the Torch Rural Educational Assistance Program, CTF Schools, Big Brother Big Sister, Tang Award for Chinese Materia Medica Development and among others.⁸⁶

3.10 Pass the Torch Rural Education Assistance Program

Pass the Torch Rural Educational Assistance Program was set up to address educational and unemployment challenges in deprived and impoverished rural areas. This was a pilot project and was launched in 2004 in four towns: Lailong, Shucha, Guangji, and Mazhao. The program includes Financial Assistance, Skills Training, Information Training and Information Dissemination.

With regards to financial assistance, disadvantaged primary and middle school children receives financial assistance to cover education-related expenses in order to allow them to complete their schooling. Under this project, the foundation continues to provide funds to help in the construction or renovation of school buildings and facilities and provide for education-related equipment and materials.

In relation to skills training, vocational training is provided to young adults to help them acquire employable skills. The project does not leave-out the young adults who intend to engage in farming as it covers agronomics to help more young adults to remain in the rural areas to farm.

Under the information dissemination, the Cyrus Tang Foundation works with many university professors and students to go to deprived, poor, underdeveloped

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http://www.tangfoundation.org/index.php?option=com_content&view=article&id=19&Itemid=37&site=CTF&sub=1

and disadvantaged communities to convey information on matters relating to health, law and finances. Through this foundation, teachers in the urban schools meet their rural counterparts to exchange information and keep themselves informed. This help raises awareness among teachers as well as the entire community.

One main mission of this foundation is to provide scholarship for undergraduates. Presently, this scholarship program is available 21 key universities. Regarding this program, it is awarded based on the students' financial needs, scholastic achievements and civic involvement. Since its establishment in 1997, more than 6,200 undergraduates have benefitted from this program. Beneficiaries of the Cyrus Tang Scholarship must be involved in a community work.⁸⁷

3.11 Differences and similarities between the Cyrus Tang Foundation and the REAP

With regards to similarities, both non-governmental organizations seek to bridge the educational gap between rural and urban Chinese school children. They achieve this aim by providing scholarship to the schoolchildren, establishing schools and seeing to the health needs. In achieving their goals, both organization use pilot projects.

One major difference is that, the Cyrus Tang Foundation extends its territory to members of the rural communities who are poor and in disadvantaged, but the Rural Education and Action Program focuses on the needs of the needy rural school children.

3.12 The Cyrus Tang Foundation Schools

The Cyrus Tang Foundation, being aware of the greater level of poverty and the greater need of education in 1996, embarked on a nation-wide project of being the financier in building and renovating primary schools in poor and disadvantaged

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http://www.tangfoundation.org/index.php?option=com_content&view=article&id=19&Itemid=37&site=CTF&sub=1

rural areas. As of 2003, 251 Cyrus Tang Foundation schools were built in 12 provinces in China including: Jiangsu, Anhui, Yunnan, Zhejiang and many others.

The Cyrus Tang Foundation under the CTF and the Pass the Torch Rural Education Assistance Program, works hand-in-hand with the Chinese government in constructing and or renovating schools in impoverished towns.

Through the CTF schools, many poor rural children have had the opportunity to study in better schools with better structures and a serene atmosphere.

3.13 GIVE2ASIA Organization

Give2Asia is an international non-profit organization that connects with corporations, foundations, and individuals with charitable projects and social enterprises across Asia. This organization's work focuses on key issues such as healthcare, education, the environment, disaster preparedness and relief as well as poverty alleviation. To ensure transparency, accountability, and effective implementation of policies, Give2Asia has a team of local staff, in-country advisors, and partners in every country where they work.

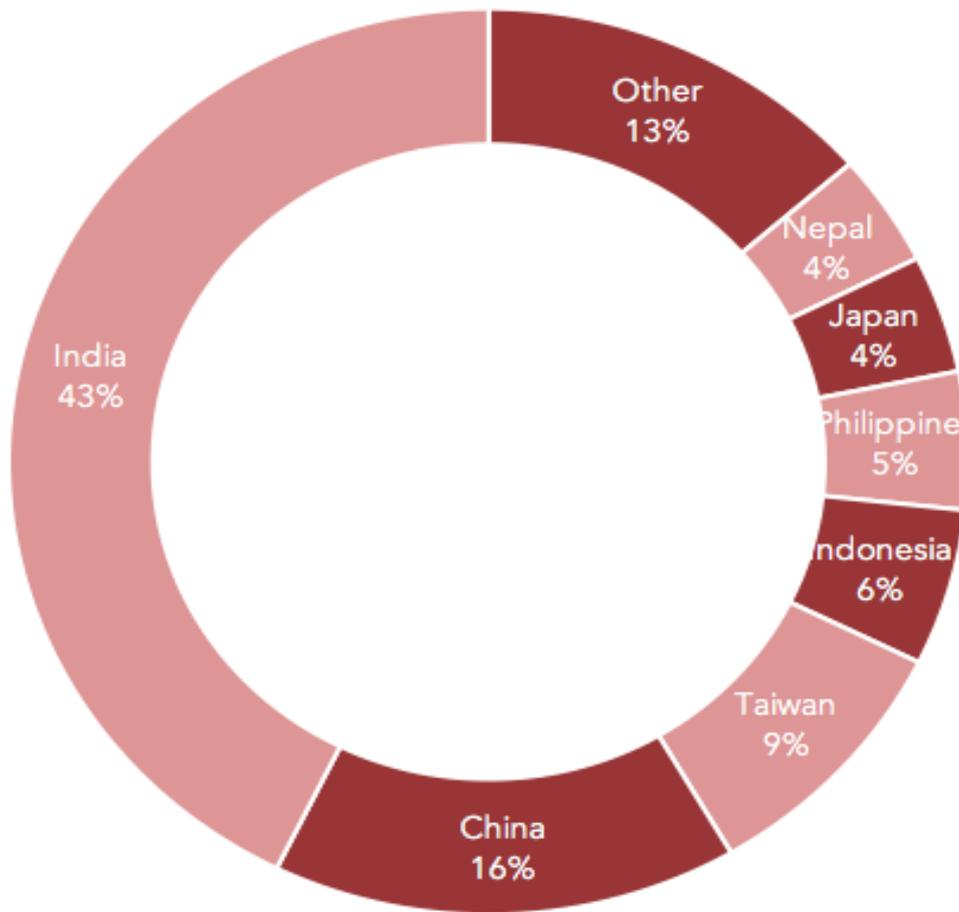


Figure 8: Percentage of total giving by Geography, www.give2asia.org

“China is the second largest country to be assisted by Give2Asia”

Give2Asia in 2016 worked with various universities, K-12 schools and other educational institutions to help fund about \$5.35 million in educational programs. In partnering with the universities, the grants given by Give2Asia to the Chinese universities were awarded as scholarships to high-performing students with financial needs. In this same project, Give2Asia supported tuition fees, living expenses and cost of students who intend to participate in international conferences.

Give2Asia’s support to universities also included academic research in the fields of medicine, pharmacy, business development and entrepreneurship, psychology and endowments for faculty development programs. Give2Asia’s project in support of

K-12 schools built new school buildings, dormitories, sports facilities, libraries and classrooms.

In the field of university education, they also partnered with National Tsing Hua University (NTHU) to support its academic programs and research centers at the university. These included the scholarship funding for the Department of Chemistry, Department of Mathematics, Department of Physics and Department of Engineering.

In this same university, Give2Asia established a scholarship program where students with low-income level can apply. One last project they collaborated with the National Tsing Hua University was supporting the Innovative Incubator Center, a center that nurtures and trains young leaders of the digital era by offering resources for innovations with commercial potential.⁸⁸

3.14 Macao Tong Chai Association

The Macao Tong Chai Charity Association is a private foundation that was founded and registered by Madam Susan Chou, who was the former chairperson of Legislative Assembly of Macao Special Administrative Region, together with her friend Peter Lam, also a well-known personage in Macao. This foundation was founded in 2006 and its main aim is to foster young talents and enrich elders' later years in Macao, China. Since its establishment, it has embarked on a lot of projects to better the life of Chinese children and the old-age. Its main focus is on education, improving the life quality for the elderly, philanthropy in China and youth talent cultivation.

The Macao Tong Chai Charity Association's hallmark is to subsidize public welfare projects of education that will help vulnerable and disadvantaged children to have the right to go to school and also attend better schools. This, they believe that such projects can bring out the hidden potentials of these school children also promote their ability of adapting to future study, life and work.

⁸⁸ <http://www.give2asia.org/aboutus/>

The Macao Tong Chai Charity Association through research came to realize that in most rural areas in China, kindergarten school children are made to learn the things that primary school children ought to learn. Also, they saw that most parents lack the knowledge of early childhood development and therefore despise the law of children's development. The focus of the pre-school education project was on school from the ages of three to six years old. The main motive of this project was to aid children to acquire better pre-school education and also help them obtain the development of their brains and languages and also prepare them for the primary school.

The pre-school education project trained teachers in the aspects of how to teach and relate with the kindergarten school children. The project also developed courses for grassroots kindergartens and also building a village-level.⁸⁹

3.15 The 6HE's Teacher Reading and Growth Project

In 2017, the Macao Tong Chai Charity Association collaborated with the 6He in this project which targeted to improve the reading skills and growth of teachers in three counties in China namely: Daozhen, Shou and Xinmi. The 6He Teacher Reading and Growth Project aims to explore a training system and pathway to growth that will be suitable for teachers in the rural area. This project focused on promoting reading instructions as well as the improvement of the rural teachers' professional ability, thus enhancing and increasing the quality level of teaching.

The Macao Tong Chai Charity Association provided funding for this project. The project used various methods including offline and online training and network support in helping teachers in the rural areas to improve on their reading awareness and on their reading quality too. The 6He Teacher Reading and Growth Project also sought to improve the teachers' skills required in reading guidance and reading instructions. With the aid of this project, through visits by various project school principals and the cooperation with the local education bureaus, the 6He Teacher Reading and Growth Project helped in winning the ultimate support

⁸⁹ school <http://tongchai.org.cn/en/about-us/history>

of local educational administrators who set aside enough class time that is needed for reading courses and activities, provided external support for teachers' growth as well as helping the reading environment and atmosphere in project schools and regions to be improved.

At the end of the project, 500 teachers and 25 school principals directly benefited in three project counties in China. About 38,000 students benefited indirectly from this project.⁹⁰



Figura 9: Areas of work of the Association, tongchai.org.com

- Beijing, Macao SAR
- South Areas: Yunnan, Guizhou, Sichuan, Guangxi, Guangdong
- Northwest Areas: Shaanxi, Gansu, Qinghai, Ningxia
- Central China: Anhui, Jiangxi, Hunan, Hubei, Henan, Hebei, Liaoning

⁹⁰ school <http://tongchai.org.cn/en/about-us/history>

3.16 China Children and Teenager's Foundation

The China Children and Teenagers' Foundation was established on 28th July, 1981 as the first national public-raising foundation. This foundation operated under the governance of the All-China Women's Federation (ACWF). The main aim of this foundation is to care for, foster and educate children and teenagers' education and welfare conditions. They have established four main projects to see to the welfare needs of the kids. These projects are: HELLO Kids, Spring Bud Projects, Safety and Health Growth Project and Children's Happy Home.⁹¹

3.17 The Spring bud Project

The China Children and Teenagers' Fund in 1989 under the leadership of All China Women's Federation launched the Spring Bud Project. The Spring Bud Project is a social welfare program that aims at mobilizing social forces to help drop-out girls return to school and also to improve teaching conditions in poverty-stricken areas. The project involves in a series of welfare actions, including Student Aid Action, Talent Cultivation Action, Employment Action, Special Action in Caring for Left-behind Children and Bud Protection Action. Beneficiaries from the project and the derived actions expanded from girls of nine-year compulsory education to girls of high schools and colleges. It has also expanded from the rural poor children to left-behind and migrant children, from practical technical training of the grown-up girls to professional training of school teachers, and from educational aid to care for physical and psychological safety for school girls.

Over all. The Spring Bud Project has helped about 2.81 million poverty-stricken girls to go back to school, helped built 1402 Spring Bud schools, compiled more than one million safety manuals for school girls and provided technical training for more than 529,00 girls.⁹²

⁹¹ <http://en.cctf.org.cn/>

⁹² <http://en.cctf.org.cn/>

3.18 Children's Happy Home Project

The China Children and Teenagers' Fund and All China Women's Federation jointly launched the Children's Happy Home Project to help about 61 million children who are left-behind by their parents as a result of migrating from the rural areas to the urban centers in search of greener pastures. Under this project, "Happy Homes" are built in the rural areas to provide child care services, family education guidance, psychological counseling and other services for the left-behind children.

The Children's Happy Home provides the platform for parent-child video chat, classes, reading and video games which serve to improve family communications and help children to feel loved and to be integrated well in the society.⁹³

3.19 The Ford Foundation

The Ford Foundation is an international non-governmental organization with its headquarters in New York, United States of America. The Ford Foundation opened its office in China in January 1988 and has since operated in China till date. The main goal of this organization is to help realize a world where the maximum number of people benefit from the economic and social development of the countries they reside.

In China, the foundation focuses on three main issues including: poverty alleviation in the context of urbanization, strengthening and internationalizing the philanthropic sector and "China and the world".

The Ford Foundation, China has engaged in many activities since its establishment in 1988. For instance, in the later half of 2005, the foundation co-sponsored the "Research on Train Designing Model of Further Education and Enlightenment for Rural Worker" along with Institute of Economics of Education, Peking University and Department of Educational Administration, East China Normal University. The main aim of this research was to explore the different education supply models for

⁹³ <http://en.cydf.org.cn/Hopeprimaryschool/>

migrant workers so as to help in the reduction of educational gap between city residents and migrant workers and also to improve the rural workers' ability, skills and knowledge, which can help them in adapting to the work and life in the cities.

In conclusion, both the Chinese government and other public and private non-profit organizations have clearly seen the educational gap between the urban and rural areas and are pulling strings together from all walks of life to minimize this gap. Different non-governmental organizations use different approaches to tackle this problem. This, they do by building schools in rural areas, assisting the poor and disadvantaged parents of school children in the rural areas, providing scholarship opportunities, healthcare facilities, training teachers and also distributing free materials that aid in learning.

Conclusion

The Chinese education system since its inception has shown a great and huge gap between rural and urban dwellers in China whereby the education system favors the urban dwellers to the disadvantage of the rural folks. The educational gap can be seen in unfavorable admissions of rural citizens into prestigious urban schools, the hukou card registration system, enrollment procedure, the ratio of the quality and number of teachers in urban schools to rural schools, education financing and management as well as student enrollment.

Notwithstanding these huge educational gaps between the urban and rural school children, the Chinese government, both public and private national organizations and many non-governmental organizations, have taken upon themselves to minimize and at the long-run eradicate this problem. For instance, the Chinese government through the education ministry enacts laws and policy implementation for pre-school education. The Chinese government premeditated to increase the student enrollment, quality of education and infrastructure facilities in the rural areas. The government achieved this through action plans, building more kindergartens and involving the private sector in pre-school establishment. Regarding the hukou system which discriminates the rural migrants do not permit their children to be enrolled in schools in the cities, the government has taken steps to introduce a temporal residence permit for both the rural and urban hukou holders which will enable the temporal hukou holders to apply for temporal residence permit in their destination province. This has helped the holders to enjoy almost all the benefits bestowed on the natives of that province without any discrimination and eradicating all restrictions, including educational and economic that were placed on both rural and urban migrants as well as their offspring; though the problem has not been completely eradicated.

Chinese national organizations (both private and public) have also contributed immensely and is still contributing their quota to minimize the educational gap between the urban and rural dwellers. For instance, the China Youth Development Foundation, China Children and Teenagers' Foundation, the Cyrus Tang

Foundation among others have developed and strategized policies that will motivate the rural children to effect change in their societies as well as bridging the educational gap.

One sector that has effected tremendous change in the Chinese economy, education and the lives of both rural and urban Chinese citizens is the work of various international non-governmental organizations. Non-governmental organizations such as REAP and the Ford Foundation have had impacts in China since their establishments. Notwithstanding these positive impacts, they are being regulated and restricted by the government in some of their activities and therefore are not able to realize their full potentials in the country thereby letting the rural schoolchildren and folks in China lurk behind in education, finances as well as employment opportunities.

As a recommendation, I would suggest that the Chinese government enact laws to regulate the activities of these non-governmental organizations, but these laws must be favorable to them and also not restrict them much. Should this be done and all stakeholders brought on board, the educational gap can be brought to a minimum bear in China. The government enacting flexible laws to regulate the activities of the present non-governmental organizations will also influence others who are willing to help but cannot as a result of the present laws to come on board to help solve the issue of educational gap between rural and urban schoolchildren.

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