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CHINA'S INTERNATIONAL AID TO ADULT EDUCATION

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International aid or foreign aid has contributed significantly to world development since the end of World War II. Education is regarded as an indispensable component of international aid strategies. China was once a recipient of international aid. China has also been committed to assisting other countries consistently in decades. The unique role of China as both the donor and the recipient country attract worldwide interest in understanding China's international aid strategy and how it differs from that of Western countries. This study employs document analysis based on the existing literature, government reports, and state leaders' speeches from a historical perspective.

The analysis focuses on the development of aid principles and educational aid practice in China. China began to provide international aid in the 1950s. According to the changes in the domestic and international environment, China's aid can be divided into three stages. In line with it, the characteristics of China's educational aid practice change at three different stages. The core principles of China's international aid are equality, mutual respect, non-interference. Rooted in the Chinese traditional saying of "teaching one to fish rather than giving one fish", China shared its experience with other developing countries through human resources and technical cooperation. Arguably, China's educational aid mainly targets adult learners from developing countries across formal, non-formal, and informal settings.

Keywords: Educational aid, China, adult learners, human resources development



China's International Aid to Adult Education



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Introduction

International aid or foreign aid has contributed to world development significantly since the end of World War II. China was once a recipient of international aid. China has also been committed to assisting other countries consistently in decades. Education is regarded as an indispensable component of China's international aid strategies. Today, China provides educational aid to more than 120 developing countries with a focus on human resources training through vocational and higher education (King, 2014). The unique role of China as both the donor and the recipient country attracts worldwide interest in understanding China's international aid strategy and how it differs from that of Western countries.

Methodology

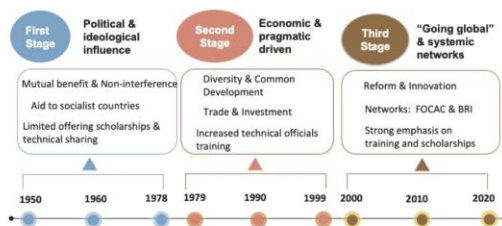
This study employs document analysis based on the existing literature, government reports, and state leaders' speeches from a historical perspective. The analysis focuses on the development of aid principles and educational aid practice in China.

No.	Documents	Year
1	Five Principles of Peaceful Coexistence	1964
2	Four Principles of Economic and Technological Cooperation	1983
3	White Papers on China's foreign aid	2011 2014
4	Forum of China and Africa Cooperation(FOCAC) Action Plans	2000- 2018
5	Education Action Plan for the Belt and Road Initiative (BRI)	2016

Results

China began to provide international aid in the 1950s. According to the changes in the domestic and international environment, China's aid can be divided into three stages.

1. The first stage is from 1950 to 1978, characterized as China's solidity of independence;
2. The second period corresponds to China's start of reform and opening-up from 1978 to 2000, with an emphasis on trade and investment;
3. The third stage runs from 2000 to the present, with more active engagement in global networks.



In line with it, the characteristics of China's educational aid practice change at three different stages.

1. China's aid was limited to provide a small number of scholarships to students from socialist countries.
2. China attached greater importance to capacity building of recipient countries, and expanded technical training targeting high-level technicians.
3. Under the advocates of FOCAC and BRI, China's educational aid demonstrated a new trend, covering both human resource capacity building and institutional cooperation.



(Ministry of Education, China, 2019)

Conclusions

The core principles of China's international aid are equality, mutual respect, non-interference. Rooted in the Chinese traditional saying of "teaching one to fish rather than giving one fish", China shared its experience with other developing countries through human resources and technical cooperation (Yuan, 2014). Arguably, China's educational aid mainly targets adult learners from developing countries across formal, non-formal, and informal settings. "It [China's aid] has helped recipient countries train a large number of qualified personnel in the fields of education, management, and science and technology, and rendered intellectual support for their social and economic development" (Information Office of the State Council, China, 2011, section V).

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