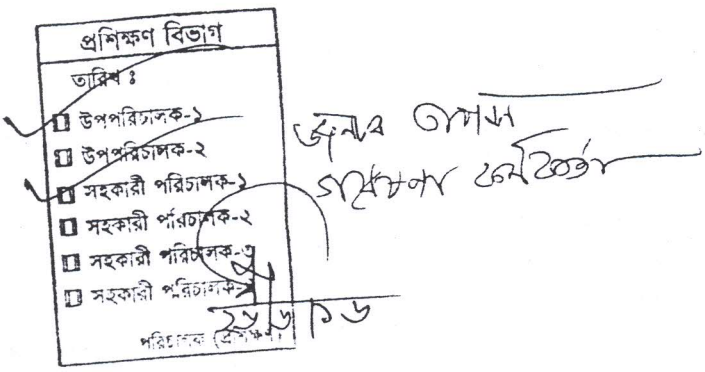


Program Completion Report

on

"School Management, Better Administration and Involvement of Society in China"

Duration: 15 May to 21 May 2016

Program Organized by:

Third Primary Education Development Program (PEDP-III)
Ministry of Primary & Mass Education (MOPME), Bangladesh

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Speech of Head of the Delegations

In the second meeting of the Parliamentary Standing Committee on Ministry of Primary and Mass Education of the 10th Bangladesh Parliament had been taken a recommendation to arrange a program for parliamentary delegation to observe the primary and mass education system in some developed/developing countries. With this connection, Ministry of Primary and Mass Education organized two groups of delegations to visit China and Srilanka for study tour respectively.

I, head of delegation of China tour, including four honorable Member of Parliament (MPs) and four officials, from concern ministry, Directorate and Standing Committee, visited China from 16 May to 21 May 2016, to study the knowledge, attitude, skills, efficiency on School Management, Better Administration & Involvement of Society to primary education system in China.

The delegations extensively visited 02 public primary schools and 01 private primary school in and near Beijing. The school authority gives us clear idea about their education system through participatory presentations, interactions with the students and teachers, class rooms, infrastructure facilities and the environment. We attended in a key note presentation 'How quality of education be quarantined by Chinese school system?' The program also included some important and historical places to visit in Beijing and sightseeing notably the Great Wall of China.

Overall the program was noteworthy. Many lessons have learned from this visit. There are some recommendations, gaped-in-mind, that can be incorporated in future study tour. I convey my heartfelt thanks to the Ministry of Primary and Mass Education for organizing the tour and grateful to concern authorities/persons those were involved in this study tour.



Md. Motahar Hossain MP
Chairman
Standing Committee on Ministry of Primary & Mass Education
Bangladesh Parliament

Composition of the Delegation

A total of 09 officials including 05 honorable Member of Parliaments visited Beijing in China to develop their k.a.s.e. (knowledge, attitude, skills, efficiency) on School Management, Better Administration & Involvement of Society related to primary education in China. The composition of the delegation is as follows:

Sl. No.	Name	Designation & Office
01	Mr. Md Motahar Hossain	Honorable MP & Chairman of Standing Committee on Ministry of Primary and Mass Education
	Ms. Moslema Khatun	Spouse of Mr. Md. Motahar Hossain, MP
02	Mr. Shamsul Hoque Chowdhury	Honorable MP & Member of Standing Committee on Ministry of Primary and Mass Education
03	Mr. Ali Azam	Honorable MP & Member of Standing Committee on Ministry of Primary and Mass Education
04	Mr. Mohammed Elias	Honorable MP & Member of Standing Committee on Ministry of Primary and Mass Education
05	Ms. Ummey Razia Kajol	Honorable MP & Member of Standing Committee on Ministry of Primary and Mass Education
06	Mr. Mohammad Alamgir	Director General, Directorate of Primary Education
07	Mr. Mohammad Ariful Haque	Assistance Chief, Ministry of Primary and Mass Education
08	Mr. Md Zinnat Ali Biswas	Education Officer, Directorate of Primary Education
09	Mr. Mohammad Abu Noyeem	PS to Chairman of Standing Committee, Ministry of Primary and Mass Education

Objective of the Progam

The fundamental Objectives of the visit are:

- To strengthen the primary education system in Bangladesh.
- To share ideas with the leader's policy makers and teachers in China about the primary education system, process of decentralization, enrollment of students, education quality and community participation in managing schools.
- Suggest for adopting suitable and best practices in China which may contribute and improve primary education in Bangladesh.

Program itinerary

The program was organized from 15 May to 21 May 2016. The Bangladesh delegates flew by China Eastern flight 2036 from Dhaka and arrived at Beijing Capital International Airport on 15 May at 2335 hours via Kunming. They departed Beijing on 21 May at 08:05 hours by MU 2035.

The main focus on program itinerary was to visit the pubic (state owned) and private primary school in urban and rural areas. The delegations extensively visited 02 public primary schools and 01 private primary school in and near Beijing. The visited schools are:

Public School	Changping Huilangguan No 2 Primary School
	Bozhong Xiwang Kuaile Chenzhang Primary School
Private School	Beijing Huijia Private School

The school authority gives us clear idea about their education system through participatory presentations, interactions with the students and teachers, class rooms, infrastructure facilities and the environment. We attended in a key note presentation 'How quality of education be quarantined by Chinese school system?' The program also included some important and historical places to visit in Beijing and sightseeing notably the Great Wall of China.

Dates of Visits

Day 1: 16 May 2016

The delegates checked in Best Western OL Stadium Hotel in Beijing on 1:00 am and staying there since the completion of the program. Mr. Dafu Lai, an academician acted as coordinator whilst the delegates was in China. He was assisted by Ms Rui Ma and Ms Chengxi Wang.

The formal program started with welcome dinner followed by a presentation on 'How quality of education be quarantined by Chinese school system?' The Speaker was Mr. Zhiyong Chen (Executive officer, IIE). The delegates were actively participate in this session with many questions and discussions. In the presentation the main highlights and discussions were on:

- The present scenario of the primary education systems in China.
- Historical development of primary education.
- Enrollment rates and drop-out and processes of primary education.
- Learning processes between students and teachers.
- Managing the education systems: government & society involvement.
- Public and Private school systems.
- Pre-school education systems etc.

In the evening the delegates were invited to the Embassy of the Peoples Republic of Bangladesh in Beijing. The Ambassador H. E. Mr. M. Fazlul Karim and the other officials of the Embassy warmly welcomed the delegations. The delegates discussed the situations of Bangladeshi living in China, export-import positions and other bi-lateral issues. The Embassy offered a delicious dinner to the delegates.

Day 2: 17 May 2016

The delegates visited following two state-owned (public) primary school:

Changping Huilangguan No 2 Primary School
Bozhong Xiwang Kuaile Chenzhang Primary School

Both the school is located in the capital city of Beijing. The school authority mainly the Principal, Vice-principal and some senior teacher with the student mentors warmly

welcomed the delegations. They arranged a discussion meeting in the school conference room which is highly digitally and instrumentally decorated. The Principal explained about the management, financing, recruitment of teachers, school lunch system and then a question and answer session at the end.

After a detailed discussion, the delegates visited some class rooms, while the class was conducted, talked with the teachers and also with the students. It also visited science laboratory, play ground, music room, also the school premises.

In the evening the delegates observed an opera show at MeiLanfang Beijing Opera House.

Day 3: 18 May 2016

This was the day of sight-seeing. The delegates visited 'The Emperor Tombs of Ming Dynasty & Dingling Museum' in the morning session and 'The Great Wall of China' in the afternoon.

The Emperor Tombs of Ming Dynasty & Dingling Museum

'The Emperor Tombs of Ming Dynasty' represents the addition of three Imperial Tombs of the Qing Dynasty in Liaoning to the Ming tombs built between 1368 and 1915 AD in Beijing Municipality. The Three Imperial Tombs of the Qing Dynasty in Liaoning Province include the Yongling Tomb, the Fuling Tomb, and the Zhaoling Tomb, all built in the 17th century. Constructed for the founding emperors of the Qing Dynasty and their ancestors, the tombs follow the precepts of traditional Chinese geomancy and fengshui theory. They feature rich decoration of stone statues and carvings and tiles with dragon motifs, illustrating the development of the funerary architecture of the Qing Dynasty. The three tomb complexes, and their numerous edifices, combine traditions inherited from previous dynasties and new features of Manchu civilization.

The Imperial Tombs of the Ming and Qing Dynasties are masterpieces of human creative genius by reason of their organic integration into nature, and a unique testimony to the cultural and architectural traditions of the last two feudal dynasties (Ming and Qing) in

the history of China between the 14th and 20th centuries. They are fine works combining the architectural arts of the Han and Manchu civilizations. Their siting, planning and design reflect both the philosophical idea of "harmony between man and nature" according to *Fengshui* principles and the rules of social hierarchy, and illustrate the conception of the world and power prevalent in the later period of the ancient society of China.

The Great Wall

In c. 220 B.C., under Qin Shi Huang, sections of earlier fortifications were joined together to form a united defence system against invasions from the north. Construction continued up to the Ming dynasty (1368–1644), when the Great Wall became the world's largest military structure with a total length of more than 20,000 kilometers. Its historic and strategic importance is matched only by its architectural significance.

The Great Wall reflects collision and exchanges between agricultural civilizations and nomadic civilizations in ancient China. It provides significant physical evidence of the far-sighted political strategic thinking and mighty military and national defence forces of central empires in ancient China, and is an outstanding example of the superb military architecture, technology and art of ancient China. It embodies unparalleled significance as the national symbol for safeguarding the security of the country and its people.

Day 4: 19 May 2016

Visit to a Private School

The delegates visited following private primary school:

Beijing Huijia Private School

The school is located in the country-side of Beijing. The school authority and some senior teachers warmly welcomed the delegations. They arranged a discussion meeting in the school conference room. The Principal explained about the management, financing, recruitment of teachers, school lunch system and then a question and answer session at the end. After a detailed discussion, the delegates visited some class rooms, while the class was conducted, talked with the teachers and also with the students. It also visited science laboratory, play ground, music room, also the school premises.

General Discussions

Primary Education in China

Education in China is a state-run system of public education run by the Ministry of Education. All citizens must attend school for at least nine years, known as the nine-year compulsory education, which the government funds. It includes six or five years of primary education, starting at age six or seven, and three years of junior secondary education (middle school) for ages 12 to 15.

Implementation of 9-year compulsory education

Under the Law on Nine-Year Compulsory Education, primary schools were to be tuition-free and reasonably located for the convenience of children attending them; students would attend primary schools in their neighborhoods or villages. Parents paid a small fee per term for books and other expenses such as transportation, food, and heating. Previously, fees were not considered a deterrent to attendance. Under the education reform, students from poor families received stipends, and state enterprises, institutions, and other sectors of society were encouraged to establish their own schools. A major concern was that scarce resources be conserved without causing enrollment to fall and without weakening of the better schools. In particular, local governments were told not to pursue middle-school education blindly while primary school education was still developing, or to wrest money, teaching staff, and materials from primary schools.

Age limit, schooling hour, semesters or courses

Children usually entered primary school at seven years of age for six days a week, which after regulatory changes in 1995 and 1997 were changed to five and a half and five days, respectively. The two-semester school year consisted of 9.5 months, and began on September 1 and March 1, with a summer vacation in July and August and a winter vacation in January and February. Urban primary schools typically divided the school week into twenty-four to twenty-seven classes of forty-five minutes each, but in the rural areas, the norm was half-day schooling, more flexible schedules, and itinerant teachers. Most primary schools had a five-year course, except in such cities as Beijing and Shanghai, and later other major cities, which had reintroduced six-year primary schools and accepted children at six and one-half years rather than seven.

Visit to the Olympic Stadium in Beijing

In the afternoon the delegates visited the Olympic Stadium of Beijing. It is affectionately known as Bird's Nest. it is situated in Olympic Green Village. Chaoyang District. It was designed as the main stadium of 2008 Beijing Olympic Games. Since October. 2008. after the Olympics ended. it has been opened as a tourist attraction. Now. it's the center of international or domestic sports competition and recreation activities. In 2022. the opening and closing ceremonies of another important sport event will be held here.

The design of this large stadium was accomplished together by Swiss architects Jacques Herzog and Pierre de Meuron and Chinese architect Li Xinggang and the others. The designers didn't do any redundant disposals to the look of the stadium. They just exposed the steel structures entirely and let them become the most natural appearance. The form of the stadium looks like a big nest which embraces and nurses human beings.

Day 5: 20 May 2016

Visit to Tiananmen Square

A Day long visit was arranged to Tian' Anmen Sq., National Center for Performing Arts. Temple of Heaven. Tiananmen Square is a large city square in the centre of Beijing. China. named after the Tiananmen ("Gate of Heavenly Peace") located to its north, separating it from the Forbidden City. The square contains the Monument to the People's Heroes. the Great Hall of the People. the National Museum of China. and the Mausoleum of Mao Zedong. Mao Zedong proclaimed the founding of the People's Republic of China in the square on October 1. 1949: the anniversary of this event is still observed there. Tiananmen Square is within the top ten largest city squares in the world. It has great cultural significance as it was the site of several important events in Chinese history.

Outside China. the square is best known in recent memory as the focal point of the Tiananmen Square protests of 1989. a pro-democracy movement which ended on 4 June 1989 with the declaration of martial law in Beijing by the government and the shooting of several hundred. or possibly thousands. of civilians by soldiers.

General Curriculum

The primary-school curriculum consisted of Chinese, mathematics, physical education, music, drawing, and elementary instruction in nature, history, and geography, combined with practical work experiences around the school compound. A general knowledge of politics and moral training, which stressed love of the motherland, love of the party, and love of the people was another part of the curriculum. A foreign language, often English, is introduced in about the third grade. Chinese and mathematics accounted for about 60 percent of the scheduled class time; natural science and social science accounted for about 8 percent.

The Ministry of Education required that all primary schools offer courses on morality and ethics. Beginning in the fourth grade, students usually had to perform productive labor two weeks per semester to relate class work with production experience in workshops or on farms and relate it to academic study. Most schools had after-hour activities at least one day per week to involve students in recreation and community service.

The general trend toward vocational and technical skills, attempts were made to accommodate and correct the gap between urban and rural education. Urban and key schools almost invariably operated on a six-day full-time schedule to prepare students for further education and high-level jobs. Rural schools generally operated on a flexible schedule geared to the needs of the agricultural seasons and sought to prepare students for adult life and manual labor in lower-skilled jobs.

Pre- School education

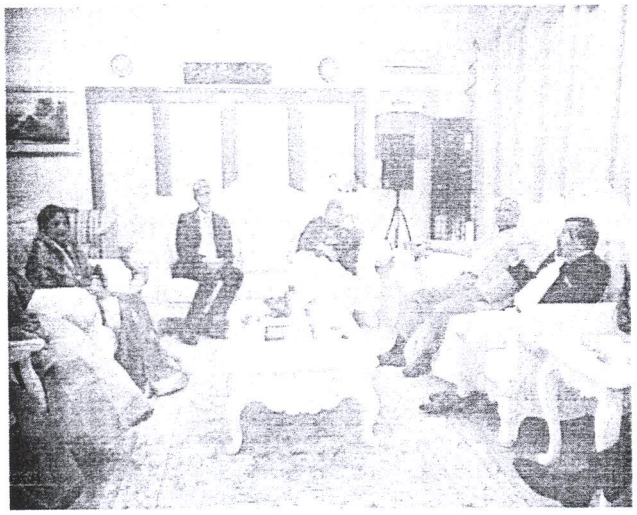
Preschool education, which began at age three, was another target of education reform in 1985. Preschool facilities were to be established in buildings made available by public enterprises, production teams, municipal authorities, local groups, and families. The government announced that it depended on individual organizations to sponsor their own preschool education and that preschool education was to become a part of the welfare services of various government organizations, institutes, and state- and collectively operated enterprises. Costs for preschool education varied according to services rendered. Officials also called for more preschool teachers with more appropriate training.

Recommendations

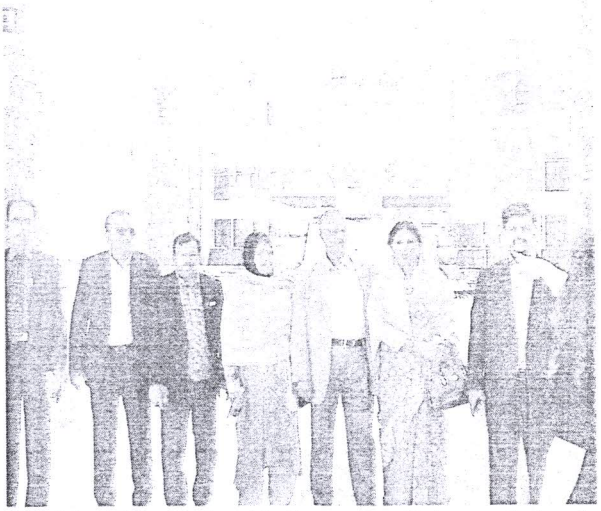
The delegation considers that study tour to China was educative and beneficial for ours. The tour indicates some major issues that can be focus and incorporated in the future program for effective study tour. These are as follows:

1. The study tour should be included at least 10 primary schools particularly in rural areas.
2. To know the clear idea about the primary education systems and management, there should be more presentations/lectures by experts or professional.
3. There should be a pre & post-orientation session for effective participation on program schedule, country's overview, Do's and Don'ts etc.
4. There should be more support to the delegates from Bangladesh mission/embassy.
5. It should be in the program schedule to meet with the concern ministry and the parliamentary standing committee for exchange views and knowledge.
6. The sight events should continue and extended to visit The Great Wall, Tianmen Square, Forbidden City, Circus show, Acrobatic show etc.
7. The appointee farm/coordinator for the program and the guides should be more effective on communication, prior-experiences on specific programs, applied knowledge on sight events etc.

Tour Album (China Visit)



House of Ambassador of Bangladesh Beijing



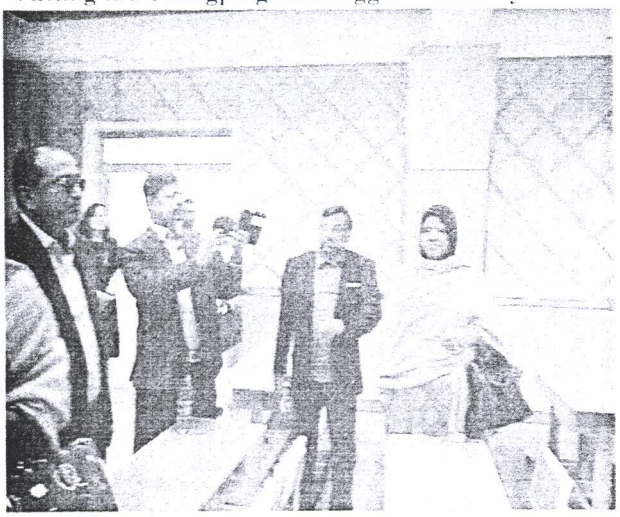
Visiting Changping Huilangguan Primary School



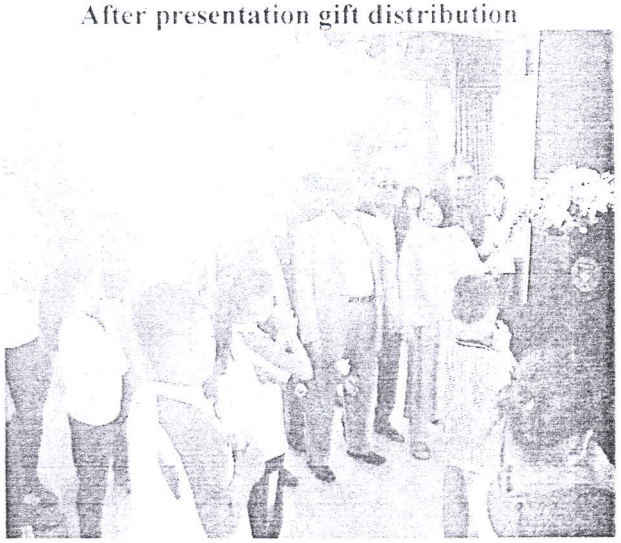
Visiting the Changping Huilangguan Primary School



After presentation gift distribution



Visiting the class room

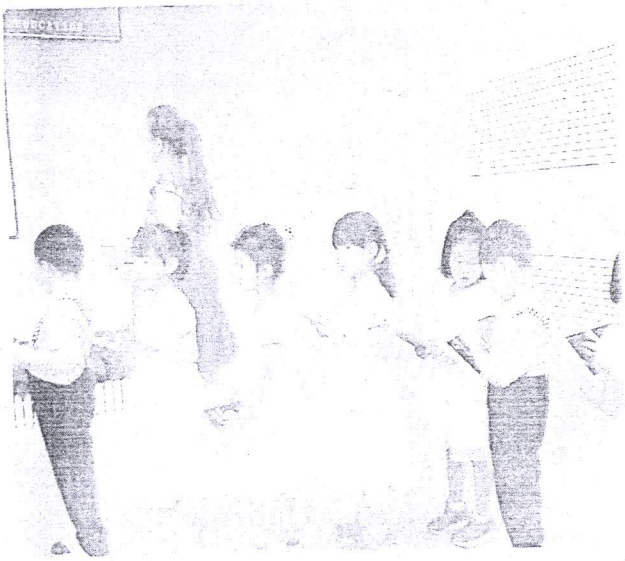


Visiting the class room

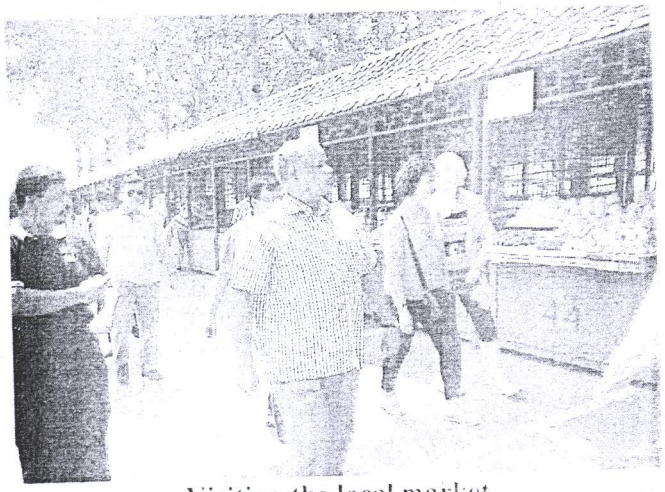
Tour Album (China Visit)



Visiting Bozhong Xiwang Kuaile Primary School



Students waiting with souvenir for delegates



Visiting the local market



Visiting the Great Wall of China

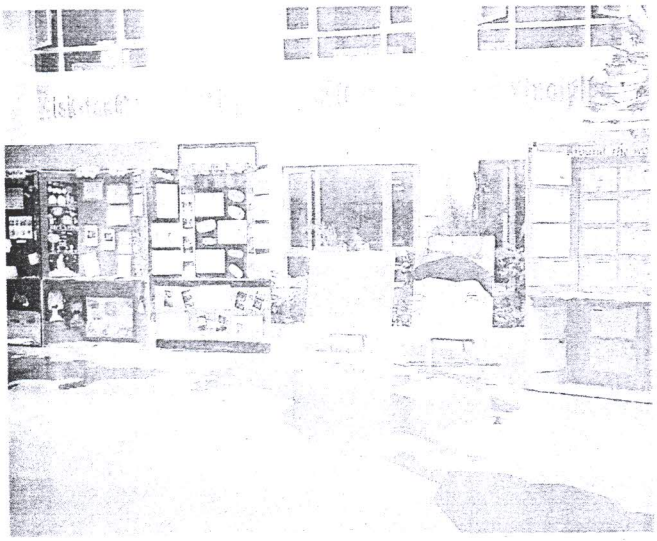


Presentation session in Beijing Huijia Private School



Souvenir distribution in conference room

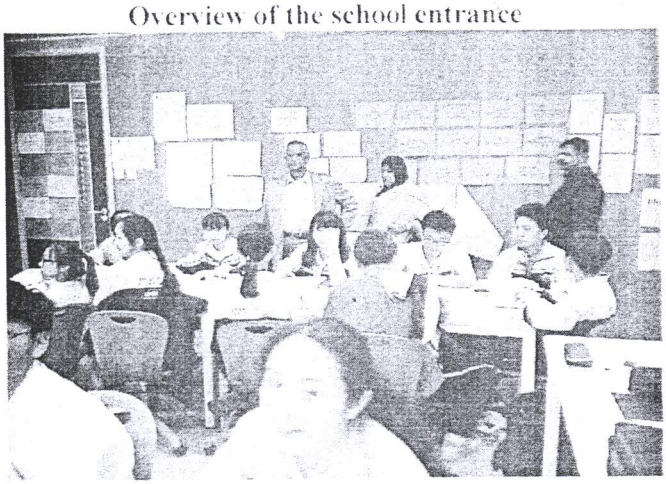
Tour Album (China Visit)



Overview of the school entrance



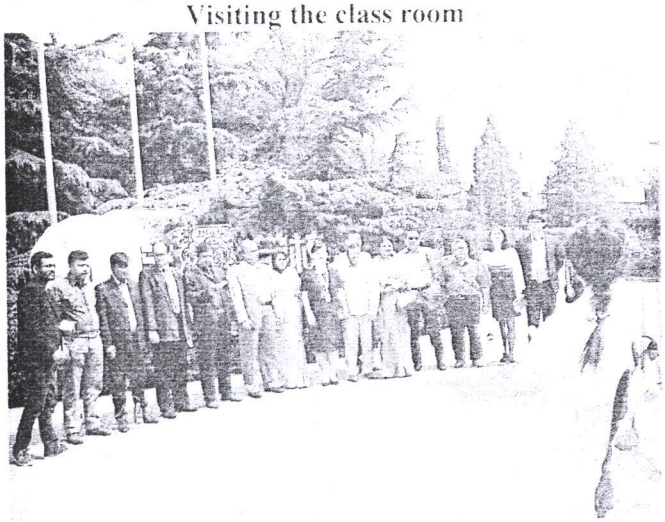
Delegates visiting the school premises



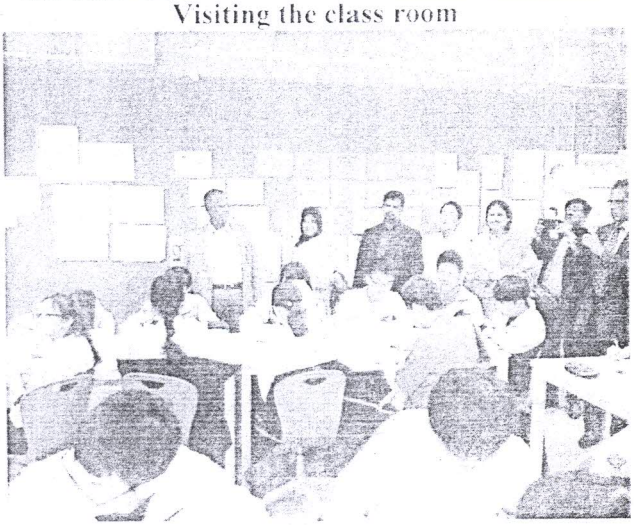
Visiting the class room



Visiting the class room

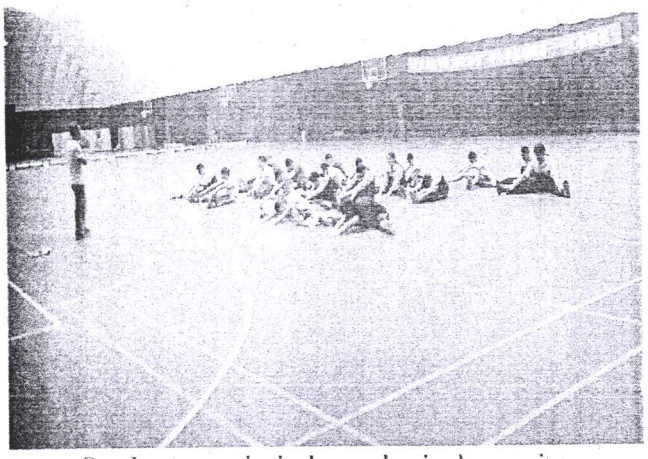


Photosession in front of Beijing Huijia school

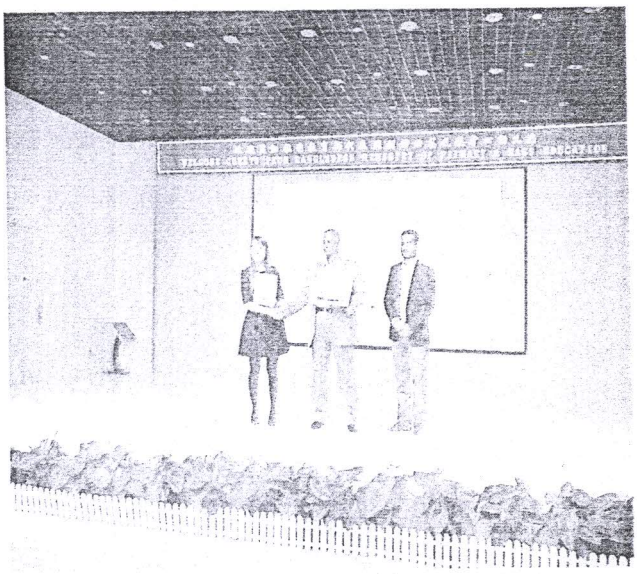


Visiting the class room

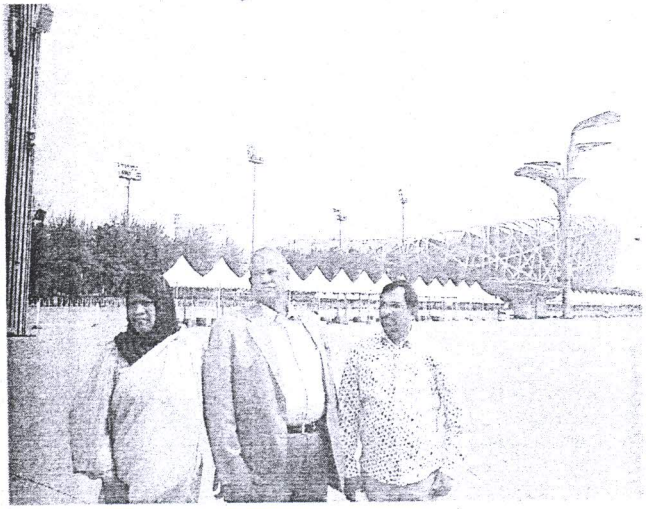
Tour Album (China Visit)



Students are in indoor physical exercise



After presentation gift distribution



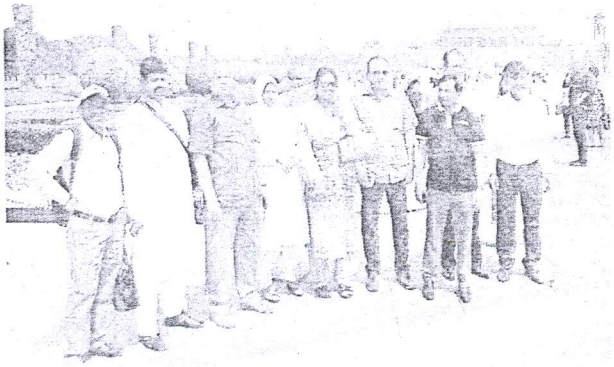
Visiting the Olympic Stadium



Traveling around the Olympic Village



Visiting the Tiananmen Square & Museum



Visiting the Tiananmen Square premises