

**Teaching Package for Modern China  
Module in Liberal Studies in  
New Senior Secondary Curriculum**

**A Discussion on China's Rural Reforms**

中國歷史教育學會

Chinese History Education Society

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## **(1) Foreword:**

Liberal Studies will be included as one of the four core subjects under the New Senior Secondary curriculum that is to be implemented in 2009 by the Education Bureau as a part of the proposed new “3-3-4” academic structure. The inclusion of Liberal Studies as a core subject, along with Chinese, English and Mathematics, aims at raising the level of social awareness among students, and developing their critical thinking abilities. This will be an instrumental step to provide students with an all-rounded education, which encourages them to understand issues not just from a personal perspective, but also within a larger social and global context. Liberal Studies as a core subject will improve students’ general knowledge, broaden their horizons and nurture them into lifelong learners.

Through open discussions and exploration of critical issues, students will be encouraged to take an in-depth and independent approach to constructing knowledge. The subject of China’s rural reforms is an important issue within the “Modern China” unit of the New Senior Secondary Liberal Studies curriculum. China’s economic restructuring started with rural reforms, and this resulted in an improved living standard for farmers. As the focus of reforms shifted to the cities, the income gap between rural residents and the urban rich became even larger. This gave rise to the issue of “*sannong*” (agriculture, rural area and farmer). These three components of the rural problem need to be addressed by various rural reform initiatives.

This teaching plan is suitable for Secondary 5 level. During the years of Basic Education, students have already developed some understanding of developments in China’s domestic and foreign affairs, and roughly grasped the progress of China’s reform and opening-up. For students who lack such knowledge, we recommend that teachers provide them with a basic understanding of the fundamental issues before using this teaching plan. This teaching plan comprises eight lessons (40 minutes each) that are conducted through lectures, case studies, group discussion, video programs to facilitate students’ learning in a progressive manner.

## 2) Details of the Teaching Package

1. A preliminary diagrammatic sketch showing the conception of a teaching plan based on a true event

Form 1: Relevant concepts and questions for enquiry fitted with the issue

Theme/Issue: Discussions on China's rural reforms

Relevant concepts involved in the issue and their interconnectedness	Questions for enquiry that meet the requirement of the curriculum
<pre> graph TD     A[China's reform and opening up] -- Background --&gt; C[China's rural reforms]     B[the issue of "sannong"] -- Impact --&gt; C     C -- "China's entry to the World Trade Organization" --&gt; D[China's entry to the World Trade Organization]     C -- Measures --&gt; E[Helping the rural poor]     C -- Measures --&gt; F[Rural education]     C -- Measures --&gt; G[Economic structure of small peasants]     C -- Measures --&gt; H[Dual economic structure comprising cities and countryside]     E --&gt; I[Building a harmonious society]     F --&gt; I     G --&gt; I     H --&gt; I </pre>	<ol style="list-style-type: none"> <li>1. What is the current situation in Chinese agricultural sector? What are the causes that lead to the current situation?</li> <li>2. What are the issues faced by China's agricultural sector after China's entry to the World Trade Organisation? What would be the effect if China is not able to properly address to these issues?</li> <li>3. What measures have the Chinese government proposed in relation to rural reforms? What was the result of these measures?</li> <li>4. If rural reforms take effect, to what extent do you think the effect will exert a positive influence on China's economic development?</li> </ol>

2. Selecting Questions for Enquiry from *Liberal Studies Curriculum and Assessment Guide* (hereinafter referred to as “the *Guide*”)

Relevant Modules, Themes and Questions for Enquiry

Module and Theme	Questions for Enquiry in the <i>Guide</i>	Page Numbers in the <i>Guide</i>
Module 3, Theme 1	<ul style="list-style-type: none"> <li>● How have the changes in living standards and the way of life been viewed across the whole country?</li> <li>● How has the Central People’s Government dealt with the effects of reform and opening-up?</li> <li>● In what ways has China’s participation in international affairs affected the overall development of the country?</li> </ul>	<ul style="list-style-type: none"> <li>● Page 35</li> <li>● Page 35</li> <li>● Page 35</li> </ul>
Module 4	<ul style="list-style-type: none"> <li>● How do people from different parts of the world react to globalization? Why?</li> <li>● Is globalization a blessing or a curse to human beings?</li> </ul>	<ul style="list-style-type: none"> <li>● Page 41</li> <li>● Page 41</li> </ul>

The guide can be viewed / downloaded at the following URL:

[http://www.edb.gov.hk/FileManager/EN/Content\\_5999/ls\\_final\\_e\\_070508.pdf](http://www.edb.gov.hk/FileManager/EN/Content_5999/ls_final_e_070508.pdf)

### 3. Detailed planning for the teaching objectives

#### 《3.1 : Content of learning – What does this teaching package cover?》

Related Concepts	Related Knowledge	Related values (Pages Numbers in the <i>Guide</i> )	Related Generic Study Skills
the issue of “ <i>sannong</i> ”, demographic movements, globalization and localisation, reform and opening-up, social contradictions modernisation and development, conflict and harmony	<ul style="list-style-type: none"> <li>• What is “<i>sannong</i>”?</li> <li>• Small farmers’ economy</li> <li>• household registration system</li> <li>• Dual economic structure comprising rural and urban areas</li> <li>• Marginalisation of farmers</li> </ul>	Patriotism, care and concern, sustainability, interdependence, cooperation, open-mindedness, adaptability to change(pages 19, 31 and 35)	A. Ability to collect and organise data B. Ability of verbal expression C. Ability to analyse issues from multiple perspectives D. Listening ability E. Ability to respond immediately F. Writing ability

#### 4. The connection between the generic study skills specified in FORM 3.1 and the Guide

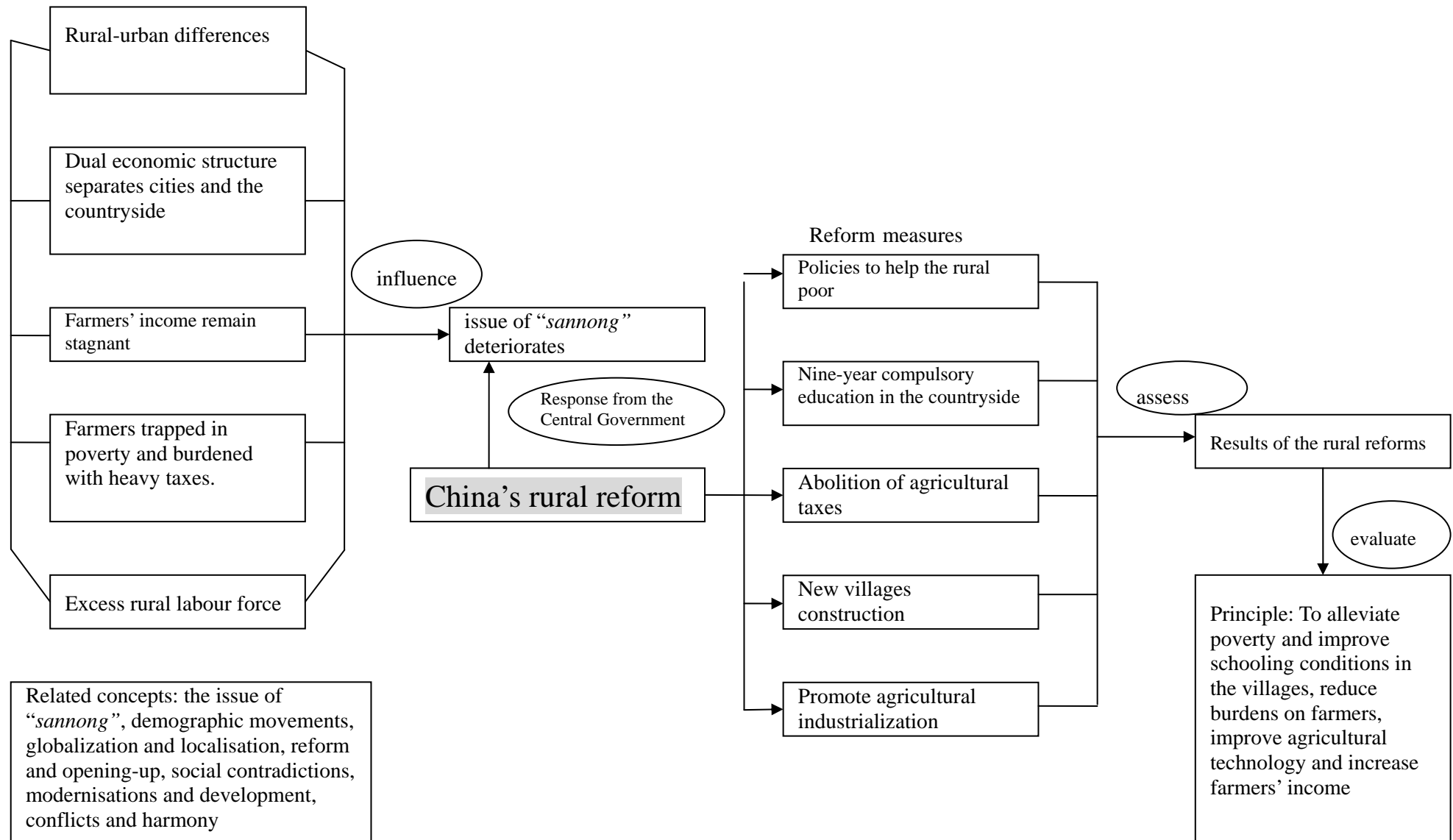
The generic study skills specified in Sections 1.5 and 5.1 of the <i>Guide</i>	The generic study skills specified in FORM 3.1 (Note: Listed in alphabetical order))
Skills in making decisions and judgments on human and social issues	A 、 B 、 C 、 E
Creativity with respect to human and social issues	
Skills in enquiring into contemporary issues	A 、 B 、 C 、 D 、 E 、 F
Skills in developing and constructing knowledge	A 、 B 、 C 、 D
Skills in discovering the cross-modular nature and the interconnectedness of issues	A 、 C
Skills in discovering the interconnectedness of the human world and the physical environment	
Skills in knowing the collective interests and opportunities of humankind	
Skills in identifying and assessing surrounding things	A 、 B 、 C 、 D 、 E 、 F
Skills in analysing the interconnectedness of things	B 、 E 、 F
Skills in reflecting on one's own identity, value system and worldview	
Skills in assessing the impact of things	A 、 B 、 C 、 D 、 E 、 F
Critical thinking skills	A 、 B 、 C 、 E 、 F
Skills in making decisions and judgments from a variety of perspectives	A 、 C 、 E 、 F
Skills in presenting arguments clearly	A 、 B 、 C 、 E 、 F
Skills in making decisions based on evidence	A 、 B 、 C 、 D 、 E
Open-mindedness and tolerance towards the views and values held by other people	B 、 C 、 D
Developing skills related to enquiry learning:	
• Self-management skills	
• Problem-solving skills	A 、 B 、 E 、 F
• Communication skills	A 、 B 、 D
• Information processing skills	A 、 C
• Skills in using information and communication technology (ICT)	A
Skills of self-directed learning:	
• Skills in setting goals	
• Skills in making and implementing plans	A 、 B

<ul style="list-style-type: none"> <li>• Skills in analysing data</li> <li>• Skills in drawing conclusions</li> <li>• Skills in evaluating opinions, the learning progress and the learning process</li> </ul>	
	A 、 B 、 C 、 E 、 F

\* Alphabetical characters in the table refer to the generic study skills listed in *Form 3.1*.



## 5. A diagrammatic sketch of the teaching plan



## 6. The arrangement of lessons

Topic: A Discussion on China's Rural Reforms

Number of lessons: 8 lessons ( 40 minutes each)

### Preparation:

Key contents and objectives of the lessons	Prepare students for the first lesson by helping them understand the current living conditions of China's farmers and town dwellers
Values, attitude, skills (Page numbers in the Guide)	<ul style="list-style-type: none"> <li>● Ability to gather information</li> </ul>

The flow of the specific teaching plan: Teaching methods/activities	Teaching materials
Before starting the lesson, the teacher asks students to collect two pictures, one depicting China's urban development, while another depicting China's rural development. Tell the students to paste the pictures onto the exercises and get them to work on Assignment 1.	<ul style="list-style-type: none"> <li>● Assignment 1</li> </ul>

### Lesson 1-2 (2 periods)

<b>Questions for enquiry</b>	<ul style="list-style-type: none"> <li>● What is China's current agricultural situation? What are the causes that lead to such a situation?</li> </ul>
<b>Relevant modules and themes specified in the Guide</b>	Module 3, Theme 1 <ul style="list-style-type: none"> <li>● How have the changes in living standards and the way of life been viewed across the whole country?</li> </ul>
<b>Key contents and objectives of the lessons</b>	<ul style="list-style-type: none"> <li>● Evaluate China's current agricultural situation:               <ul style="list-style-type: none"> <li>■ Imbalance in urban and rural development</li> <li>■ Farmers living in poverty and excess rural labour force</li> </ul> </li> <li>● Underlying causes that lead to the issue of "<i>sannong</i>"</li> </ul>
<b>Values, attitude, skills</b> (Page numbers in the Guide)	<ul style="list-style-type: none"> <li>● Patriotism</li> <li>● Care and concern</li> <li>● Analytical skills</li> </ul>

The flow of the specific teaching plan:Teaching methods/activities	Teaching materials
<ul style="list-style-type: none"> <li>● Before starting the lesson, the teacher could show to the class Assignment 1, and ask them to describe Chinese farmers' life and living conditions, as well as the disparity between rural and urban development, particularly rural-urban differences in education and income levels. The teacher can also show some pictures of Chinese farmers and villages, in order to arouse students' interest. (10 minutes)</li> <li>● The teacher uses the power point (Resource 1) to talk about imbalanced urban-rural development, impoverished farmers, surplus of rural labour, dual economic structure and rural development, as well as pinpoint the underlying cause of the <i>issue of "sannong"</i>.</li> <li>● To prepare for a class, the teacher may read <i>A Review and Assessment of China's Present Agricultural Situation</i> (Resource 2) and <i>The Relation between the Dual Economic Structure and Rural Development</i> (Resource 3).</li> <li>● Watch the RTHK program 《鏗鏘集—不再願為農(下)》 <i>Hong Kong Connection – When Farming Doesn't Pay (Sequel)</i> (Resource 4) (7 minutes), and distribute worksheets in class (Assignment 2). After that, divide the students into groups of five, engage them in discussions of questions on the worksheet, and let them express their views. The worksheets should outline two areas for group discussions. The teacher can choose to either have the whole class focused on one of the areas, or have each group focused on either section A or B, depending on the students' abilities and level of understanding. (20 minutes)</li> <li>● The teacher asks some groups to report on their results of discussion (10 minutes). Based on their reports, the teacher concludes that the urban-rural gap, stagnant farmers' income and the rural labour surplus are the causes that lead to the <i>issue of "sannong"</i>. Teacher may conclude and stress the fact that China has 800 million farmers, which account for two-thirds of the country's total population. Their problems need to be urgently addressed by the Central Government.</li> <li>● Distribute Assignment 3 and ask students to complete them after the class.</li> </ul>	<ul style="list-style-type: none"> <li>● Resource 1</li> <li>● Resource 2</li> <li>● Resource 3</li> <li>● Resource 4</li> <li>● Assignment 2</li> <li>● Assignment 3</li> </ul>

### Lesson 3-4 (2 periods)

<b>Questions for enquiry</b>	<ul style="list-style-type: none"> <li>● What impact does China's entry to WTO have on the agricultural sector? If China was unable to handle the impact, what would be the repercussions?</li> </ul>	
<b>Relevant modules and themes specified in the Guide</b>	<p>Module 3, Theme 1</p> <ul style="list-style-type: none"> <li>● In what ways has China's participation in international affairs affected the overall development of the country?</li> </ul> <p>Module 4</p> <ul style="list-style-type: none"> <li>● Is globalization a blessing or a curse human beings?</li> <li>● How should the mainland and Hong Kong meet the opportunities and challenges of globalization? Why?</li> </ul>	
<b>Key contents and objectives of the lessons</b>	<ul style="list-style-type: none"> <li>● China's entry to the World Trade Organisation (WTO) intensified competition in the agricultural market</li> <li>● The relation between China's WTO membership and the issue of "sannong"</li> </ul>	
<b>Values, attitude, skills</b> (Page numbers in the <b>Guide</b> )	<ul style="list-style-type: none"> <li>● Patriotism</li> <li>● Sustainability</li> <li>● Care and concern</li> <li>● Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>● Cooperation</li> <li>● Open-mindedness</li> <li>● Analytical ability</li> <li>● Developing multiple perspectiveness</li> </ul>

The flow of the specific teaching plan: Teaching methods/activities	Teaching Materials
<ul style="list-style-type: none"> <li>● Divide students into groups of five. Then, teacher shows students samples of agricultural products or pictures of these, and distributes worksheets (Assignment 4) for group discussions. In the course of discussions, teacher monitors the groups and observes students' performance and contents of discussion.</li> <li>● Students discuss section A of the worksheet first. (10 minutes)</li> <li>● The teacher asks some of the groups to report on their results of discussion and gives them feedback.. Based on the students' reports, the teacher guides the students to understand that large-scale and mechanised farming concepts can effectively increase farm output while lowering costs at the same time. On the contrary, the oversupply of China's rural labour force has resulted in low average output per capita. That is why the production cost of some of China's agricultural output is close to,</li> </ul>	<ul style="list-style-type: none"> <li>● The teacher may bring some beans, corn and flour to arouse students' interest. Alternatively, photographs of these products will suffice.</li> <li>● Assignment 4</li> </ul>

The flow of the specific teaching plan: Teaching methods/activities	Teaching Materials
<p>or even higher than, the international market average. This has resulted in a decline in competitiveness of China agricultural products. (10 minutes)</p> <ul style="list-style-type: none"> <li>● The teacher uses the power point (Resource 5) to explain the reasons for China's entry to the World Trade Organization. Then, the teacher shall also provide a detailed introduction on China's commitment in relation to the agricultural sector, particularly a cut in customs duty and a reduction of subsidies. (15 minutes)</li> <li>● The teacher asks the groups to discuss section B of the worksheet (Assignment 4). In course of discussions, the teacher monitors the groups and observes students' performance and contents of discussion. (15 minutes)</li> <li>● The teacher asks some of the groups to report on their results of discussion and gives them feedback. Based on the students' reports, the teacher guides the students to understand that joining the World Trade Organization (WTO) means China has to open its agricultural market and that small-scale Chinese farms will be difficult to compete with imported agricultural products during the initial stage. However, as China has been a WTO member for seven years, the Chinese government has proposed many policies to alleviate the crisis. (Teacher may quote recommendations students made in their discussions); Although some challenges are still there, there are successful cases that are worth discussions. (15 minutes)</li> <li>● The teacher uses the power point (Resource 6(1)) to give an introduction of the recent success of the agricultural sector in facing up to the challenges of WTO membership, and use this as an example of how the Chinese government has responded to the challenges faced by the farming sector. (10 minutes)</li> <li>● The teacher distributes Resource 6(2) and Resource 7 to students and tell them to read the resources after the class in order to reinforce what they have learnt,</li> <li>● Five minutes before the class ends, prepare for next lesson's</li> </ul>	<ul style="list-style-type: none"> <li>● Resource 5</li> <li>● Assignment 4</li> <li>● Resource 6 (1 &amp; 2)</li> <li>● Resource 7</li> </ul>

The flow of the specific teaching plan: Teaching methods/activities	Teaching Materials
<p>role-play activity by assigning students' roles in advance. The topic of the role play is "Dialogues between Premier Wen Jiabao and farmers". Arrangements are as follows:</p> <ol style="list-style-type: none"> <li>Each group have eight students. Six of them play the roles of young rural residents, rural kids and farmers respectively (two for each role). The rest play the roles of an old village folk and the Premier Wen Jiabao (this role should be assigned to a student who has higher abilities).</li> <li>Teacher distributes information cards (Section B of Resource 8) as a reminder of the key points of the role. The teacher may also provide tips on the sources where students can get information.</li> <li>Students gather information after the class, and complete Assignment 5.</li> </ol>	<p>● Resource 8</p> <p>● Assignment 5</p>

### Lesson 5-6 (2 periods)

<b>Questions for enquiry</b>	● Regarding rural reforms, what measures have the Chinese government proposed? What are the results of these measures?	
<b>Relevant modules and themes specified in the Guide</b>	Module 3, Theme 1 ● In what ways has China's participation in international affairs affected the overall development of the country? ● How has the Central People's Government dealt with the effects of reform and opening-up?	
<b>Key contents and objectives of the lessons</b>	● Government's measures to address the issue of " <i>sannong</i> ": 1. Policies to alleviate rural poverty 2. Addressing the dual economic structure between cities and rural areas 3. Rural education ● Improve the self-sufficient economic structure of small-scale farms.	
<b>Values, attitude, skills</b> (Page numbers in the Guide)	● Patriotism ● Sustainability ● Care and concern ● Interdependence	● Cooperation ● open- mindedness ● Presentation skills ● Analytical ability

The flow of the specific teaching plan: Teaching methods/activities	Teaching materials
<ul style="list-style-type: none"> <li>● Students are divided into their pre-assigned groups and start the role-play. During the activity, the teacher monitors the groups' discussion and pay attention to students' performance and contents of discussion. (20 minutes)</li> <li>● After the role-play activity, the teacher makes a conclusion based on students' contents of discussion and section B of Resource 8. (10 minutes)</li> <li>● The teacher makes use of the power point (Resource 9) to conclude the solutions to the <i>issue of "sannong"</i> (20 minutes). The teacher can prepare for the class by referring to Resources 10, 11 and 12.</li> <li>● Watch the RTHK program 《鏗鏘集—農民怨(下)》 <i>Hong Kong Connection – Nong Min Yuan (Sequel)</i> (Resource 13), paying particular attention to the way the program uses agricultural industrialization as an example of how farmers' incomes and competitiveness can be enhanced.</li> <li>● After watching the program, the teacher can explain that one way to increase agricultural competitiveness is to lead the Chinese agricultural sector down the road to industrialisation. At the same time, leading agricultural enterprises would have to absorb the excess rural labour supply. Following this, the teacher may distribute Resource 14 to students and request them to read this at home. (10 minutes)</li> <li>● Distribute Assignment 6, and ask students to complete it after the class.</li> <li>● Prepare for the next class, which aims to discuss China's State Council expert group meeting: (5 minutes) <ul style="list-style-type: none"> <li>■ The meeting, which is convened by Premier Wen Jiabao, discusses China's rural problems with scholars and representatives from villages and towns so as to gather their opinions and suggestions for the Central Government's consideration. The teacher can ask students to refer to the following website for basic information about the State Council: (<a href="http://www.gov.cn/test/2008-03/17/content_922434.htm">http://www.gov.cn/test/2008-03/17/content_922434.htm</a>)</li> <li>■ Divide the students into groups of eight, with two students playing the role of sociologists, two playing the role of economists and another two playing the role of agricultural experts. The rest play the role of a representative from villages and town governments, and the Premier</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Resource 8</li> <li>● Resource 9</li> <li>● Resource 10</li> <li>● Resource 11</li> <li>● Resource 12</li> <li>● Resource 13</li> <li>● Resource 14</li> <li>● Resource 16</li> <li>● Assignment 6</li> </ul>

<p>(this role should be played by a student with higher speaking and coordination abilities).</p> <p>■ The teacher distributes information cards that explain the roles (Resource 15, section B) and give the students tips on where to collect information. The teacher asks the students to express their opinions on Chinese rural problems or explain and defend the rationale for China's existing agricultural policies according to their assigned roles. The students may collection information based on the tips in Resource 15 and fill in the information in Assignment 7, which are to be used in the next lesson.</p>	
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## Lesson 7-8 (2 periods)

<b>Questions for enquiry</b>	<ul style="list-style-type: none"> <li>● If the rural reforms were to be successful, to what extent do you think this would contribute to China's economic development?</li> </ul>
<b>Relevant modules and themes specified in the Guide</b>	<p>Module 3, Theme 1</p> <ul style="list-style-type: none"> <li>● How has the Central People's Government dealt with the effects of reform and opening-up?</li> <li>● To what extent have the reform and opening-up affected the overall national strength of the country?</li> </ul>
<b>Key contents and objectives of the lessons</b>	<ul style="list-style-type: none"> <li>● Appraise the results of China's countryside reforms through the use of an example</li> <li>● The challenges and opportunities from rural reforms and the issue of "sannong"?</li> <li>● The outlook for rural reforms and building of a harmonious society</li> </ul>
<b>Values, attitude, skills</b> (Page numbers in the Guide)	<ul style="list-style-type: none"> <li>● Patriotism</li> <li>● Sustainability</li> <li>● open-mindedness</li> <li>● Adaptability to change</li> <li>● Presentation skills</li> </ul>

The flow of the specific teaching plan: Teaching methods/activities	Teaching materials
<ul style="list-style-type: none"> <li>● Students are divided into their pre-assigned groups and prepare for the State Council meeting on the topic "The Direction, Impact and Challenges of China's Rural Reforms". The teacher monitors students' activities, paying particular attention to the content of their discussion. The following are the different focus for students who play different roles: (25 minutes) <ul style="list-style-type: none"> <li>■ The student who plays the role of Premier should be the first to speak. He should express sympathy to the farmers' problems, and cite examples to show that the Chinese government is very concerned about the <i>issue of "sannong"</i>. In addition, he should affirm the substance of the government's rural reforms, and acknowledge the challenges posed by the reforms.</li> <li>■ The "economists" analyse the importance of China's rural reforms to the country's overall development. They should point out that the success of rural reforms has contributed positively to the country's economic development, but it would also exert financial strains on the government at the same time.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Assignment 8</li> <li>● Resource 15</li> <li>● Resource 16</li> <li>● Resources 17(1) and 17(2)</li> <li>● Resource 18</li> </ul>

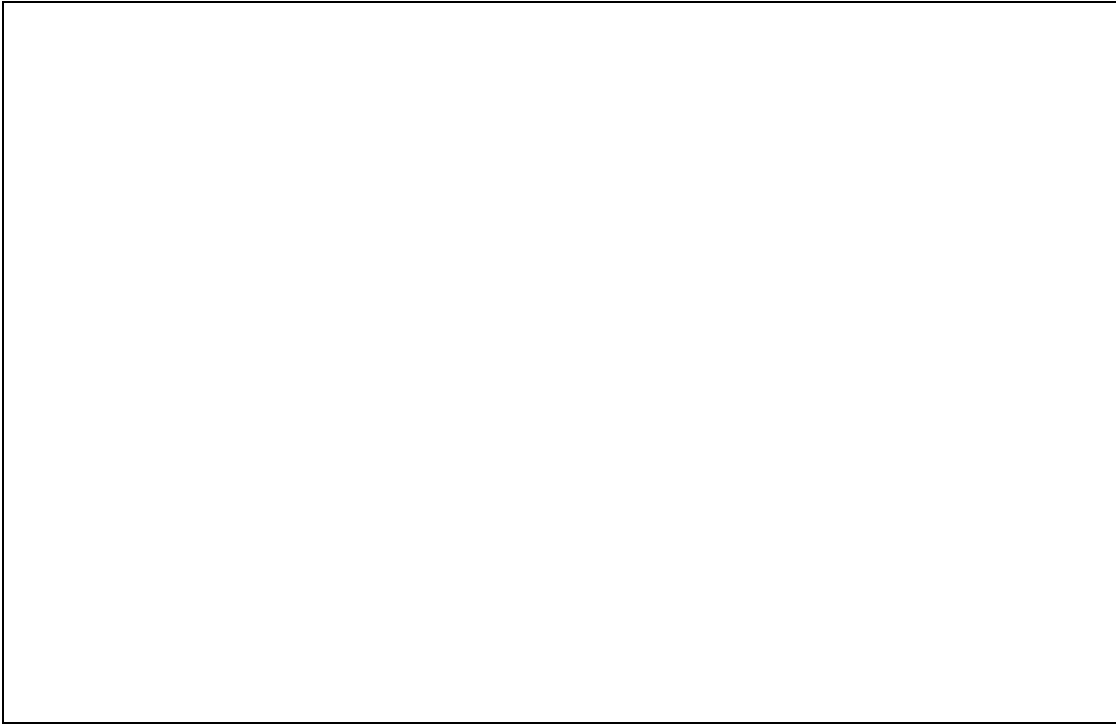
The flow of the specific teaching plan: Teaching methods/activities	Teaching materials
<ul style="list-style-type: none"> <li>■ The “sociologists” should highlight the repercussions on the society if the <i>issue of “sannong”</i> is not properly addressed. They should appeal to Premier Wen to invest more resources to help rural villages and to take actions to stop the abuse and exploitation of farmers by local officials.</li> <li>■ The “agricultural experts” discuss issues related to the future direction of China’s agricultural development, such as developing leading agricultural enterprises and making them an impetus for individual farmers.</li> <li>■ The leading agricultural enterprise analyses its role in, and challenges from, the process of agricultural industrialization, and appeal to Premier Wen to pay attention to these issues.</li> <li>■ The “representative from village and town governments” stresses the difficulties of achieving a balance between the provision of public services and the need to avoid increasing the burden on farmers.</li> </ul> <ul style="list-style-type: none"> <li>● After the State Council meeting, the teacher may invite some students who has played the role of Premier Wen to report on their own group’s discussion results. , The teacher makes a conclusion based on the students’ speeches and Section A of Resource 15. (20 minutes)</li> <li>● The students remain in their groups, and the teacher distributes Resource 16 as a case study on rural development in Anhui province. (20 minutes)</li> <li>● The teacher makes use of the power point (Resource 17(1)) to make the following conclusions: (15 minutes) <ul style="list-style-type: none"> <li>■ Failure to deal with the <i>issue of “sannong”</i> properly will have adverse effects on China’s economic development. The teacher should explicitly point out that the resolution of the <i>issue of “sannong”</i> is the key to achieve a harmonious society.</li> <li>■ The <i>issue of “sannong”</i> is not a recent phenomenon. Rural reforms are long-term measures, and it is still impossible to judge whether or not these measures are successful. The teacher may point out that the experience of Anhui province may be a model for other</li> </ul> </li> </ul>	

The flow of the specific teaching plan: Teaching methods/activities	Teaching materials
<p>provinces. However, same reforms may not be applied to other provinces because situations are different among provinces.</p> <ul style="list-style-type: none"> <li>■ The teacher may refer to Resource 17(2) when preparing for the class.</li> <li>● The teacher distributes Resource 17(2) and Resource 18 to students and tell them to read after class in order to reinforce what they have learnt.</li> <li>● Distribute Assignment 8 and ask students to complete it as homework.</li> </ul>	

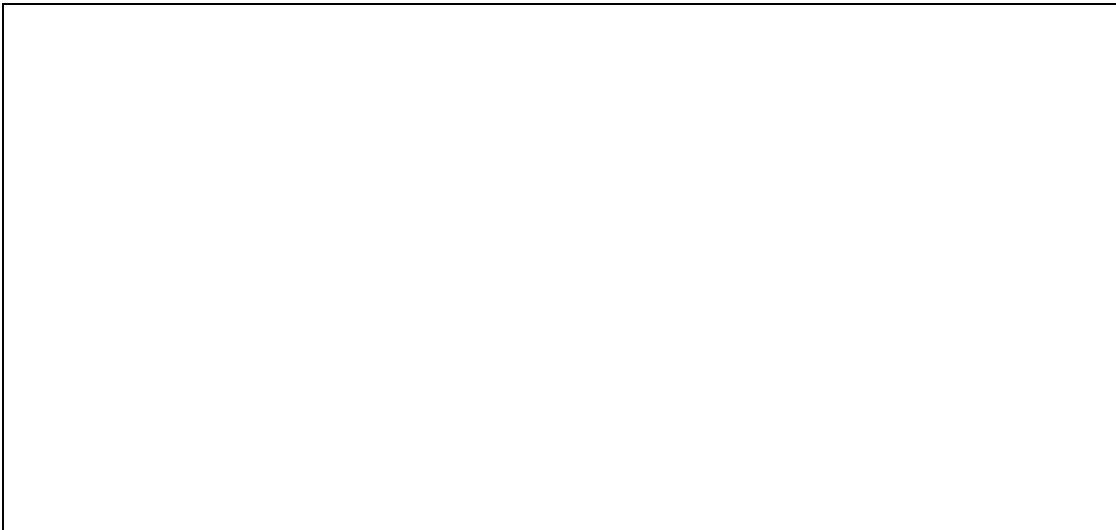
## Assignment 1 (Preparation)

1. Collect two pictures, one depicting urban development in China and another showing rural development in China, and then paste them separately into the following boxes:

Picture depicting urban development in China



Picture depicting rural development in China



2. Compare the differences between the stages of development shown in the two pictures.

(Hint: You may compare the pictures based on aspects such as infrastructure, transportation network, material life, living and working conditions.)

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Assignment 2: Group discussion (Select either section A or B according to the students' abilities and level of understanding)

**Section A:**

1. Based on what has been learnt in class and from watching the television program *Hong Kong Connection – When Farming Doesn't Pay (Sequel)*, complete the following boxes with the issues and problems faced by rural residents:

Rural residents	Issues / problems
Farmers	
Aged rural residents	
Rural youths	
Rural children	

1. Imagine you were a Chinese peasant finding that it is insufficient to live on crops alone. What would you do?
2. If you were a Chinese peasant who is living in an old rotten house, while others leading a luxurious life, how would you feel?
3. Based on what you have just learnt in class and from the television program, analyse why farmers would become targets of exploitation.

## **Section B :**

### **How to increase farmers' incomes?**

Students shall form groups of 3-5, and play the role of poor residents of a rural village who are chatting about ways to increase their income. Each group should come up with a “Five-step problem solving model”<sup>1</sup> and analyse the pros and cons of each solution together. They then proceed to a viable solution and construct an implementation plan. (Each group has to complete one worksheet only.)

#### **1. Problem: Farmers income are below expectations**

#### **2. Identify the problem**

Every farmer should give a reason for the low income. (3-5 minutes)

#### **3. Solution**

Every student of the group should think of at least one solution. (3-5 minutes)

Solution 1:

Solution 2:

Solution 3:

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<sup>1</sup> For details, please refer to “Thinking tools that support learning activities” of this teaching package.



#### 4. Evaluating feasible solutions

Evaluate the advantages and disadvantages of each proposed solution. Each group member, after **analyse and compare the pros and cons of each solution in detail**, should vote for each solution by putting a tick (✓) in either ‘Agree’ or ‘Object’ box in the table below. For each solution, count the number of ticks (✓) in the “Agree” box in order to select the most popular solution. (10 minutes)

Solutions	Advantages	Disadvantages	Agree	Object
1				
2				
3				
4				
5				

#### 4. Implementing the agreed solution

**Discuss whether the most popular solution is really feasible** and construct a broad framework of measures for implementing the solution.

## 5. Formulate the plan

Each farmer shall propose one follow-up measure so that the problem can be quickly resolved. (5 minutes)

[illegible]

### Assignment 3 (After-class exercise for individual)

Read the three sets of sources below carefully and answer the questions below.

#### Source A: A village school in China

Village school children: “People in the cities can study in beautiful schools, why can’t we have the same.....”



Source:

Picture 1: The Jianxing Mingde Hope primary school in Jinsha prefecture, Guizhou province

Photograph was taken from <http://www.jianxinghk.com/html/school.htm> on 23 June 2008.

#### Source B: A poem by Jiangxi farmers

Central and locals, ocean apart.

Central tax a catty, local loses a hundred.

People are starving to death, farmers are bleeding dry.

Source: The RTHK program 《朱總理頭痛的問題》 (The headache of Premier Zhu), broadcasted on 2 June 2002.

Source C: A conversation between two farmers

Farmer A: “ My wife is sick but I don’t have any money to take her to the doctor.....”

Farmer B: There’s no running water supply in my village, and the road facilities are in very bad condition.....”

1. What does Source A say about the situation in rural villages? Why would such a situation develop? (4 points)
2. What does Source B say about the situation in rural villages? Why would such a situation develop? (4 points)
3. What rural problems are highlighted respectively by the two farmers in Source C? Why would these problems arise? (4 points)
4. Taking into account your answers to the above three questions, to what extent do you share the view that Chinese farmers are facing a critical situation that needs to be dealt with as soon as possible by the Central Chinese Government? (8 points)

#### Assignment 4: (Class assignment) (Group work)

Read the following sources carefully, and take note of the crops (or pictures of them) shown by the teacher. Following the teacher's instructions, discuss the questions below with your group members: (Section A's questions are of foundation level while Section B's questions are of standard level)

Section A: Part 1 of the group discussions (Discuss questions 1 to 4 with reference to Source A and Source B):

Source A: Cultivation in a Chinese farming village



Sources:

Picture was taken from <http://www.jianxinghk.com/html/school.html> (25 April 2008)

Source B: A farm in a developed country



Source:

Picture was taken from [http://farm2.static.flickr.com/1336/1204957521\\_4b9d58f218.jpg](http://farm2.static.flickr.com/1336/1204957521_4b9d58f218.jpg) (Date: 29 April 2008)

1. Which countries produced the beans, corn, flour and other crops shown by the teacher during the class? Try to name at least three countries. (3 points)
2. Of the countries that you named in the answer to question 1, which are developed countries and which are developing countries? (3 points)

3. Based on the pictures in Source A and Source B, do you feel that China's agricultural development is still in a stage of a developing country? Based on what you see in the pictures and what you already know, provide evidences to support your opinion. (There must be at least two evidences that are not gained directly from the pictures.) (6 points)
4. Based on your answer to question 3, do you think the current stage of China's agricultural development is sufficient for the country to compete with developed countries? Why? List at least two reasons, and elaborate. (8 points)

Section B: Part 2 of the group discussions (Discuss Question 5 and 6 with reference to Source C)

Source C: Two of the commitments on agriculture made by China after she has entered the World Trade Organization

- China's customs duty on agricultural produce was reduced from 23.2% in 2001 to 15.35% in 2005. This is significantly below the global average of 62% and makes China's customs duty on agricultural produce become one of the world's lowest.
- Starting from 2004, the import customs duty-related quota on food and key agricultural produce (imports that fall within the quota are charged a lower customs duty, while those that exceed the quota are charged a higher duty) has been operating at its peak. It has been maintained at this level after 2005. For example, wheat import has been recorded at 9.6 million tonnes, corn at 7.2 million tonnes, sugar at 1.9 million tonnes and cotton at 894,000 tonnes.

Sources:

Oxfam Interactive Education Centre,

<http://www.cyberschool.oxfam.org.hk/articles.php?id=88&page=8> (Date: 29 April 2008)

5. Based on your discussions in Section A, your teacher's conclusions and lecturing on China's entry to the World Trade Organization, assess the degree of the influence of the two commitments that are listed in Source C on Chinese agricultural produce and farmers' income. (5 points)
6. Assume that you are a group of Chinese wheat farmers, what measures will you propose to the government in order to alleviate the impact of China's entry to the World Trade Organization? List at least two examples, and explain why these proposed measures can help you. (5 points)

Assignment 5: (After-class exercises for individual) (To complete this exercise, students may refer to the role cards in material 8)

Preparation form for group role-play activity

Section A: Suitable for students who play the roles of various village characters

Premier Wen Jiabao personally inspects the situation of farmers, and talk to them directly. If you were a village resident, what would you say to the Premier? What would you like the Premier to help the farmers? Complete the following table:

Role: \_\_\_\_\_

Problems / dissatisfaction in your village life (Please try to fill in as many as possible)	
Item 1	
Item 2	
Item 3	
Item 4	
Item 5	





Section B: Suitable for students who play the role of Premier Wen Jiabao (Standard level)

Premier Wen Jiabao personally inspects the situation of farmers, and talk to them directly. If you were Premier Wen, what would you expect the farmers to tell you? How would you respond to them? Fill in the following table.

Demands of different rural residents (describe briefly)	My response
Rural youths	
Village children	
Farmers	
Aged village folks	

Assignment 6: (After-class exercises for individual)

Read the following information and answer the questions:



Picture 1



Picture 2

Sources:

Picture 1 is from the Taiwanese website of Sina.com, an online media company.

[http://image.sina.com.tw/news/politics/sinacn/cn/2007-03-05/1173108169\\_HMk6VB\\_max300.jpg](http://image.sina.com.tw/news/politics/sinacn/cn/2007-03-05/1173108169_HMk6VB_max300.jpg)

(Date: 28 April 2008)

Picture 2 is from the Ping Dingshan Education Bureau of Henan Province

<http://www.pdsedu.gov.cn/sysmanager/editor/UploadFiles/2006120144714995.jpg> (Date: 28 April 2008)

1. To what extent can the policy that is depicted in picture 1 help to resolve the problem relating to rural education? Explain your answers. (6 points)
2. To what extent can the policy depicted in picture 2 relieve the burden on farmers? Explain your answers. (6 points)
3. Evaluate the problems that may arise when implementing these two policies. (8 points)

Assignment 7: (After-class exercise for individual) (To complete this exercise, students may refer to the role cards of material 15)

Topic for the State Council expert group meeting: “The direction, impact and challenges of China’s rural reforms”

Since 2006, the Chinese government abolished agricultural taxes and pushed forward the construction of new farming villages. What impact would China’s rural reforms have on the country? What measures did your classmates propose for China’s rural reforms during the “State Council expert group meeting”? What challenges would these proposed measures bring about? Refer to material 15 and fill in the following table in order to prepare for next class’ discussion.

Your role in the State Council expert group meeting: \_\_\_\_\_

My opinion on rural reforms	
Proposals	Challenges

## Assignment 8: (After-class exercises for individual)

### Part A: Short questions

Source A: Speech by former Premier Zhu Rongji(朱鎔基)

The Chinese government has, in recent years, placed enormous efforts on raising farmers' income....my headaches every day, and my biggest headache at the moment is how to raise farmers' incomes. Comparatively speaking, the incomes of our 800 million farmers are not being raised fast enough.

Source:,周心池〈後記：總理的頭疼，我們要做點甚麼〉，取自中國村官論壇，  
<http://www.cunguan.com/html/2007-10/9.htm> (瀏覽日期: 16 May 2008)

1. Based on Source A, what is the major problem that farmers face? Explain the severity of this problem. (6 marks)
2. In view of the above problem, how do the following factors worsen the problem? (9 points)
  - A. Corrupt village officials
  - B. Dual economic structure
  - C. China's entry to the World Trade Organization
3. Explain how the problem raised in Source A could be solved by developing leading agricultural enterprises in local villages. (5 marks)

### Part B: Long questions

1. How would the Chinese government be able to solve the issue of “*sannong*” and build a harmonious society? Give your proposal. (10 marks)
2. Evaluate the positive effects of successful rural reforms would have on China's economic development. (15 marks)

## 7.2 Suggested assessment guidelines of the assignments

### **Assignment 2**

1. Problems and issues faced by various rural residents:
  - Farmers: livelihood depends solely on cultivation, not making enough money to buy decent meals, give up farming, land allotted is on the decline, insufficient annual income to support the family, low standard of living, incomes falling behind inflation, cannot fall sick, cannot afford to see the doctor, not able to survive by relying solely on farming, malnutrition, plan to give up farming.....
  - Village children: do not know how to cultivate, have never seen paddy, do not know how to plan rice seedlings, malnutrition.....
  - Village youths: long-term unemployed, take part in fake marriages in order to get jobs overseas, earn only a few hundred dollars if they remain in the villages, the long-term unemployed drift around aimlessly, end up stealing and robbing.....
  - Aged village folk: constantly worried about natural disasters, heavy agricultural taxes, no savings, harsh life, considered lucky to be debt-free, earn extra income for the family by moving bricks and selling blood...
2. Earn extra income, work overseas, and give up farming..... (or other reasonable answers)
3. Feel that life is unfair, harbour resentment, hope to leave the village....(or other reasonable answers)
4. Corrupt village officials, problematic rural policies, imbalanced urban-rural development.....(or other reasonable answers)

### **Assignment 3**

1

Suggested marking criteria	Marks
● Able to provide a highly accurate answer that comprises at least two issues relating to rural education, such as backward educational facilities, poor school environment, dilapidated buildings (or other reasonable answers).	3-4 marks
● Able to analyse very accurately the causes of the problems by highlighting factors such as imbalanced economic development, lack of funds for rural development and shortage of educational resources, debt burdens arising from the implementation in 2000	

Suggested marking criteria	Marks
of the nine-year compulsory education plan in rural areas, and the inability of the latter to raise the overall education quality (or other reasonable answers)	
● Strong expression, analysis and organisation ability.	
● Able to provide an answer relating to only one issue on the education situation, or provides an incorrect description.	
● Able to provide only a brief analysis or an incorrect description of the causes of the problems.	1-2 marks
● Vague expression, insufficient details	
● Irrelevant answer provided	
● Answer is totally incorrect	0 mark

## 2

Suggested marking criteria	Marks
● Able to point out very accurately the problems that are depicted in the material, such as the harsh life of farmers, the exploitation and abuse of farmers, and the vast gap between cities and rural areas (at least two items).	3-4 marks
● Able to analyse very accurately the causes of these problems, such as differences in environmental conditions between the cities and rural areas, backward nature of the rural villages, and the dual economic structure between cities and rural areas (or other reasonable answers).	
● Clear explanation, strong expression ability.	
● Able to answer only one item, or provides an incorrect description.	1-2 marks
● Able to provide only a brief analysis or an incorrect description of the causes of the problems.	
● Vague expression, insufficient details.	
● Unable to provide an answer that is related to the rural problems based on the material, and unable to analyse the situation.	0 marks

### 3

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>● Able to point out very accurately the problems (depicted in the material) of rural poverty, backward farming villages, poor basic facilities (or other reasonable answers).</li> </ul>	3-4 marks
<ul style="list-style-type: none"> <li>● Able to describe in detail the causes, such as the dual economic structure, imbalanced economic development, widening urban-rural gap (or other reasonable answers).</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to answer only one question that is related to farming villages based on the material, or answer is partly wrong.</li> </ul>	1-2 marks
<ul style="list-style-type: none"> <li>● Able to provide only a brief analysis of the situation.</li> </ul>	
<ul style="list-style-type: none"> <li>● Unable to pin-point the existing problems in rural villages based on the material, and unable to provide any analysis.</li> </ul>	0 mark

### 4

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>● Able to analyse very accurately the extent to which the student agrees that China's rural villages are facing a critical situation. Stating one's stance clearly.</li> </ul>	7-8 marks
<ul style="list-style-type: none"> <li>● Able to analyse very accurately the impacts of the problem that are outlined in the previous question. The student should also effectively point out that the Central Chinese Government has to deal with the situation as soon as possible through various policy reforms. For example, how can farmers' burdens be relieved? How should the household system be reformed? (or other reasonable answers)</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to use the proper terms, as well as provide an explanation of these.</li> </ul>	
<ul style="list-style-type: none"> <li>● Demonstrate strong analytical ability and rigorous organisation of arguments.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to analyse, with a fair degree of precision and based on the above three answers, the extent to which the student agrees that China's rural villages are facing a critical situation.</li> </ul>	5-6 marks
<ul style="list-style-type: none"> <li>● Able to analyse, with a fair degree of precision, the impacts of the problem that are outlined in the previous question. The student should also point out that the Central Chinese Government has to deal with the situation through policy reforms.</li> </ul>	
<ul style="list-style-type: none"> <li>● Clear analysis and complete organisation of arguments.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to analyse, albeit briefly and based on the three questions above, the extent to which the student agrees that China's rural villages are facing a critical situation.</li> </ul>	3-4 marks



Suggested marking criteria	Marks
● Able to analyse to some extent the impacts of the problem, and briefly name the measures that the Central Chinese Government needs to take so as to deal with the situation.	1-2 marks
● Brief and mediocre analysis	
● The student is only able to provide a very brief analysis, based on part of the questions, of the extent to which he/she agrees that China's rural villages are facing a critical situation.	
● Unable to provide an analysis as to why the Central Chinese government needs to deal with the problem as soon as possible.	
● Insufficient analysis, disorganised answer, vague description.	
● Completely unable to explain one's own opinion.	0 mark
● Irrelevant answer provided.	

## **Assignment 4**

**1**

Suggested marking criteria	Marks
● Able to name three relevant countries: China, United States, Canada, France, Japan, Australia, and so on	3 marks
● Able to name only one or two countries.	1-2 marks
● Unable to name any countries.	0 mark

**2**

Suggested marking criteria	Marks
● Able to list accurately the developed and developing countries.	3 marks
● Developing countries: Asian countries (excluding Japan) are all developing countries, African countries, Latin America.	
● Developed countries: United States, European countries (mainly those in Western Europe), Australia, Canada and so on.	
● Unable to list accurately the developed or developing countries.	1-2 marks
● Answer is partially wrong.	
● Completely unable to answer the question.	0 mark

### 3

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>● Able to state very accurately, based on Material A, that China's agricultural development remains on par with that of developing countries. Evidence: Cows tilling the field, absence of advanced technology in cultivation.</li> </ul>	5-6 marks
<ul style="list-style-type: none"> <li>● Other evidences: China's agricultural industry is made up of small peasants. Farmers' incomes remain low, farming villages are backward and farmers lack education (or other reasonable answers, but students have to list at least two evidences).</li> </ul>	
<ul style="list-style-type: none"> <li>● Evidences are provided with detailed explanation.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to provide a very strong argument, based on the evidence, that China's agricultural sector is still at a developing stage.</li> </ul>	3-4 marks
<ul style="list-style-type: none"> <li>● Very clear description, displays strong organisational skills.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to provide a reasonably clear analysis of the reasons for China's present agricultural situation based on the material or through other means,.</li> </ul>	
<ul style="list-style-type: none"> <li>● Reasonably clear expression.</li> </ul>	1-2 marks
<ul style="list-style-type: none"> <li>● Explanation is not sufficiently in-depth.</li> </ul>	
<ul style="list-style-type: none"> <li>● Unable to use effectively or correctly the material to assess the fact that China's agricultural sector remains at a developing stage.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to provide only one evidence that is not cited from the picture.</li> </ul>	
<ul style="list-style-type: none"> <li>● Opinion(s) are vaguely expressed and analysis is weak.</li> </ul>	
<ul style="list-style-type: none"> <li>● Completely unable to answer the question.</li> </ul>	0 mark

### 4

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>● Able to state very accurately at least two reasons as to whether China is able to compete with developed countries in terms of its agricultural development.</li> </ul>	7-8 marks
<ul style="list-style-type: none"> <li>● Reasons why China is able to complete with developed countries: Having spent the last 30 years to reform its agricultural sector, China has recorded a success in a number of areas, as seen in the continual enhancement of its farm productivity, growing average farm incomes, the emphasis placed on agricultural development by the government. These are reasons why China is able to compete with developed countries (or other reasonable analysis).</li> </ul>	

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>Reasons why China is unable to compete with developed countries: At present, China's agricultural sector is made up of small, self-sufficient peasants. China's entry to the World Trade Organisation has brought about competition from global agricultural giants, and China's agricultural sector is facing a critical situation (or other reasonable analysis).</li> </ul>	
<ul style="list-style-type: none"> <li>Able to express a clear and firm stance on the issue, as well as provide a comprehensive explanation and rigorous organisation of the arguments.</li> </ul>	
<ul style="list-style-type: none"> <li>Able to list accurately at least two reasons why China's agricultural sector is/is not able to compete with those of developed countries.</li> </ul>	5-6 marks
<ul style="list-style-type: none"> <li>The opinion is sufficiently clear and supported with an adequate explanation.</li> </ul>	
<ul style="list-style-type: none"> <li>Able to list at least two reasons as to whether China's agricultural sector is/is not able to compete with developed countries.</li> </ul>	3-4 marks
<ul style="list-style-type: none"> <li>The explanation is somewhat brief.</li> </ul>	
<ul style="list-style-type: none"> <li>Able to provide only one reason as to whether China is/is not able to compete with developed countries.</li> </ul>	1-2 marks
<ul style="list-style-type: none"> <li>Only able to provide a very simple explanation of the situation.</li> </ul>	
<ul style="list-style-type: none"> <li>Vague expression of opinions, disorganised structure.</li> </ul>	
<ul style="list-style-type: none"> <li>Irrelevant answer provided.</li> </ul>	0 mark

## 5

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>Able to explain very accurately the implications of the reduction of customs duty and increase in agricultural quotas. These include a reduction in agricultural prices, decline in competitiveness, impact on farmers' incomes, increased challenges faced by the government in protecting the agricultural sector as well as in macroeconomic management, competition from foreign goods and the flow of excess rural labour supply into the cities (or other reasonable answers).</li> </ul>	5 marks
<ul style="list-style-type: none"> <li>Able to provide a very clear and comprehensive explanation of the relevant measures.</li> </ul>	

Suggested marking criteria	Marks
● Able to provide a very clear and firm stand on the issue.	
● Able to provide a broadly accurate explanation of the effects of the reduction of customs duty and expanded agricultural quotas on local agricultural produce and farmers' incomes.	3-4 marks
● Explanation is fairly clear.	
● Opinions are unambiguously expressed.	
● Able to provide only a vague explanation of the extent of the impact on local agricultural produce and farmers' income that is brought by the reduction in customs duty and expanded agricultural quotas.	1-2 marks
● Insufficient explanation.	
● Opinion(s) are vaguely expressed.	
● Irrelevant answer.	0 mark

## 6

Suggested marking criteria	Marks
● Able to propose very accurately at least two measures to the government with the aim of alleviating the effects of China's entry to the World Trade Organisation. These include a reduction in farm taxes, abolition of farm taxes, provision of aid for agricultural technology, provision of a cost-of-living subsidy (or other reasonable answers).	5 marks
● Able to provide a very clear explanation as to how the measures proposed above would help.	
● Very clear expression of the arguments.	
● Able to propose two measures to the government with the aim of alleviating the effects of China's entry to the World Trade Organisation.	3-4 marks
● Able to broadly elaborate on the proposed measures.	
● Explanation is sufficiently clear.	
● Able to propose only one measure.	1-2 marks
● Shallow explanation of the above measure.	
● Vague description.	
● Unable to answer the question.	0 mark

## Assignment 6

### 1

Suggested marking criteria	Marks
<ul style="list-style-type: none"><li>● Able to explain very accurately how a complete exemption of school fees would help to resolve the problem with rural education.</li></ul>	5-6 marks
<ul style="list-style-type: none"><li>● If agree: Eliminating school fees would, to a certain extent, relieve the financial strains on families, thus enabling more children to go to school (or other reasonable answers).</li></ul>	
<ul style="list-style-type: none"><li>● If disagree: The exemption of school fees is just a small gesture, and may not be effective in helping village children. Instead, the government should come up with more generous financial support or provide more subsidies (or other reasonable answers).</li></ul>	
<ul style="list-style-type: none"><li>● Able to explain broadly the extent to which the exemption of school fees would help solve the rural education problems.</li></ul>	3-4 marks
<ul style="list-style-type: none"><li>● Unable to explain clearly how the policy that is depicted in Picture 1 would help solve the rural education problems; or</li><li>● Showing an incorrect understanding of the policy relating to Picture 1.</li></ul>	1-2 marks
<ul style="list-style-type: none"><li>● Unable to answer the question.</li></ul>	0 mark

### 2

Suggested marking criteria	Marks
<ul style="list-style-type: none"><li>● Able to explain very accurately how abolition of farm taxes could relieve the burden of farmers.</li></ul>	5-6 marks
<ul style="list-style-type: none"><li>● If agree: Reducing farm taxes could relieve the financial strains on farmers, allowing them to invest more in agricultural technology or enhance their living standards (or other reasonable answers).</li></ul>	
<ul style="list-style-type: none"><li>● If disagree: Abolishing farm taxes would only slightly soothe the burdens of farmers. But their living standards still remain low and there are many other areas that need improvement (or other reasonable answers).</li></ul>	
<ul style="list-style-type: none"><li>● Clear explanation.</li></ul>	
<ul style="list-style-type: none"><li>● Able to broadly explain how the abolition of farm taxes would relieve the burden of farmers.</li></ul>	3-4 marks
<ul style="list-style-type: none"><li>● Explanation is sufficiently clear.</li></ul>	

Suggested marking criteria	Marks
● Able to provide a simple explanation of how the abolition of farm taxes would relieve the burden of farmers.	1-2 marks
● Unclear explanation.	
● Unable to answer the question.	0 mark

### 3

Suggested marking criteria	Marks
● Able to point out very accurately the financial burdens on the Chinese government that could be posed by the exemption of school fees and abolition of farm taxes so as to evaluate whether the two proposed measures are feasible.	7-8 marks
● Able to provide a very accurate and objective analysis of the feasibility of the two proposed measures and the challenges that these pose.	
● Able to provide a sound evaluation of the effectiveness of the proposed measures.	
● Rigorous presentation of arguments, and displays a strong ability to analyse and express ideas clearly.	
● Able to point out accurately the possibility that the proposed measures could pose financial liabilities to the government, and state whether the measures are feasible.	5-6 marks
● Able to provide an objective analysis of the feasibility of the two proposed measures and the challenges that they pose.	
● Able to evaluate the effectiveness of the proposed measures.	
● Expression is fairly clear.	
● Able to analyse the challenges of only one measure, or analysis is incorrect.	3-4 marks
● Explanation is shallow and lacks clarity	
● Unable to provide an analysis based on current facts and information	1-2 marks
● View(s) are vaguely expressed and arguments are disorganised.	
● Unable to answer the question.	0 mark

## **Assignment 8**

### **Part A(1)**

Suggested marking criteria	Marks
<ul style="list-style-type: none"><li>● Able to provide a very accurate answer, which points out the main problem of farmers is caused by their consistently low incomes.</li><li>● The severity of this problem could affect the stability of society.</li><li>● A threat to social harmony arises from the fact that farmers have little education and a large portion of the excess rural labour force is flowing into cities to look for employment (or other reasonable answers).</li><li>● Able to provide a very accurate and objective argument to support the above analysis.</li><li>● Able to use relevant terms and phrases accurately and name appropriate policies.</li><li>● Arguments are structured rigorously and strong analytical abilities are displayed.</li></ul>	5-6 marks
<ul style="list-style-type: none"><li>● Able to point out that the main problem of farmers is low incomes, and able to analyse the severity of the problem.</li><li>● Able to make use of relevant facts and information to support the above analysis.</li><li>● Able to use relevant phrases and terms correctly and name the appropriate policies.</li><li>● Fairly clear structure of the analysis/arguments.</li></ul>	3-4 marks
<ul style="list-style-type: none"><li>● Able to point out the problem of low incomes, but unable to analyse the severity of the problem.</li><li>● Unable to provide any evidence/analysis to support the opinion.</li><li>● Vague analysis.</li></ul>	1-2 marks
<ul style="list-style-type: none"><li>● Unable to answer the question.</li></ul>	0 mark

## Part A(2)

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>● Able to provide a highly accurate analysis as to how the following three situations exacerbate the problems faced by farmers.</li> </ul>	8-9 marks
<ul style="list-style-type: none"> <li>● Corrupt village officials: Abuse of power, embezzlement of public funds, corruption, increasing taxes and violation of policies are factors that undermine the interest of farmers and exacerbate their burdens (or other reasonable answers).</li> </ul>	
<ul style="list-style-type: none"> <li>● Dual economic structure: The cause of imbalanced development between cities and the countryside, with the country focusing its resources on urban development.</li> </ul>	
<ul style="list-style-type: none"> <li>● China's entry to the World Trade Organisation (WTO): After China's became a WTO member, the agricultural sector has borne the brunt of reductions in customs duties, resulting in large quantities of imports of inexpensive agricultural produce into China. The low agricultural produce prices means farmers' incomes remain low (or other reasonable answers).</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to provide a very accurate analysis of the above-mentioned problems with detailed explanations by using the proper terms and appropriate policies.</li> </ul>	
<ul style="list-style-type: none"> <li>● Rigorous presentation of arguments, displays strong analytical abilities.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to explain accurately how the three problems add to farmers' burdens. The student should demonstrate an ability to use the proper terms and name appropriate policies, and combine these with the required explanations.</li> </ul>	5-7 marks
<ul style="list-style-type: none"> <li>● Clear presentation of arguments, along with strong analytical abilities.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to explain broadly how the three problems add to farmers' burdens.</li> </ul>	3-4 marks
<ul style="list-style-type: none"> <li>● Unable to make use of the proper terms and appropriate policies in the analysis.</li> </ul>	
<ul style="list-style-type: none"> <li>● Shallow explanation.</li> </ul>	
<ul style="list-style-type: none"> <li>● Structure is more or less complete, but analytical ability is average.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to analyse only part of the problems.</li> </ul>	1-2 marks
<ul style="list-style-type: none"> <li>● Unable to make use of the proper terms and policies in the analysis.</li> </ul>	
<ul style="list-style-type: none"> <li>● Explanation is overly simplistic with obvious errors.</li> </ul>	
<ul style="list-style-type: none"> <li>● Structure is disorganised and shows weak analytical skills.</li> </ul>	
<ul style="list-style-type: none"> <li>● Unable to answer the question.</li> </ul>	0 mark



### Part A(3)

Suggested marking criteria	Marks
<ul style="list-style-type: none"><li>● Able to explain very accurately with sufficient evidences how leading agricultural enterprises are able to improve farmers' income and raise their living standards.</li></ul>	5 marks
<ul style="list-style-type: none"><li>● Leading agricultural enterprises help to raise farmers' incomes and living standards by stimulating surrounding businesses, providing training in technology, raising the technical skills of farmers and improving infrastructures in villages.</li></ul>	
<ul style="list-style-type: none"><li>● In-depth and very clear explanation provided.</li></ul>	
<ul style="list-style-type: none"><li>● Able to explain and analyse how leading agricultural enterprises are able to raise farmers' incomes and living standards.</li></ul>	3-4 marks
<ul style="list-style-type: none"><li>● Able to support the arguments with facts and evidences.</li></ul>	
<ul style="list-style-type: none"><li>● Clear presentation of arguments.</li></ul>	
<ul style="list-style-type: none"><li>● Able to provide only a vague explanation as to how leading agricultural enterprises can improve farmers' incomes.</li></ul>	1-2 marks
<ul style="list-style-type: none"><li>● Explanation is not sufficiently in-depth, and structure is disorganised.</li></ul>	
<ul style="list-style-type: none"><li>● Answers showing lack of knowledge of the subject.</li></ul>	
<ul style="list-style-type: none"><li>● Unable to answer the question.</li></ul>	0 mark

### Part B(1)

Suggested marking criteria	Marks
<ul style="list-style-type: none"><li>● Able to propose very clearly a feasible plan to solve the issue of <i>sannong</i> and build a harmonious society.</li></ul>	9-10 marks
<ul style="list-style-type: none"><li>● Plan: Reform village taxes and fees, abolish farm taxes, construct new farm villages (the core plan lies in developing the agricultural sector and constructing villages, getting the government to focus more on agriculture and villages, improving infrastructures, reinforcing the nine-year compulsory education policy, exempting village children from school fees, and so on) in order to raise farmers' living standards, narrow the urban-rural gap and build a harmonious society.</li></ul>	
<ul style="list-style-type: none"><li>● Able to provide a very comprehensive and objective analysis of the above-mentioned issues.</li></ul>	
<ul style="list-style-type: none"><li>● Demonstrates a thorough understanding of the subject and related concepts, and an ability to make full and ready use of the knowledge.</li></ul>	
<ul style="list-style-type: none"><li>● Thorough explanation, rigorously presented arguments and very clear expression.</li></ul>	

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>● Able to provide a broad outline of the plan to solve the issue of <i>sannong</i> and build a harmonious society.</li> </ul>	6-8 marks
<ul style="list-style-type: none"> <li>● Able to provide an explanation of the above-mentioned issue with sufficient and appropriate evidences and examples.</li> </ul>	
<ul style="list-style-type: none"> <li>● Demonstrates a good understanding of the relevant issues and concepts and an ability to make use of these.</li> </ul>	
<ul style="list-style-type: none"> <li>● Clear explanation, fairly rigorously presented arguments and fairly clear expression.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to provide a brief outline of the plan, but with only simple explanations.</li> </ul>	3-5 marks
<ul style="list-style-type: none"> <li>● Only able to make use of limited evidences to support the above-mentioned answer.</li> </ul>	
<ul style="list-style-type: none"> <li>● Demonstrates a basic understanding of the relevant issues and concepts, and makes basic use of them.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to provide only an fair explanation, loosely presented arguments and vague expression.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to provide only a very simple outline of the plan.</li> </ul>	1-2 marks
<ul style="list-style-type: none"> <li>● Able to provide only a very simple explanation.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to explain the above-mentioned issue by making use of only a single example or a piece of supporting information.</li> </ul>	
<ul style="list-style-type: none"> <li>● Demonstrates a partial understanding of the relevant issues and concepts, and able to make simple use of them.</li> </ul>	
<ul style="list-style-type: none"> <li>● Explanation lacks depth, structure is disorganised and expression is vague.</li> </ul>	
<ul style="list-style-type: none"> <li>● Unable to answer the question.</li> </ul>	0 mark

### **Part B(2)**

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>● Able to evaluate very thoroughly the positive impact that rural reforms have on China's economy.</li> </ul>	13-15 points
<ul style="list-style-type: none"> <li>● Following 30 years of reforms, Chinese villages have embraced the market economy in place of the planned economy, replaced the people's commune system with the household system and established a new framework for the new village economy. These fundamental reforms have liberalised and developed agricultural productivity, enabled the agricultural sector to overcome constant shortages and achieve consistently good harvests, thus presenting a solution to the problem of food shortages for the majority of the people.</li> </ul>	
<ul style="list-style-type: none"> <li>● With rural enterprises acting as the impetus for agricultural industrialisation, transformation of the employment structure and development of small towns, they have created a path for the industrialisation and urbanisation of rural villages.</li> </ul>	

Suggested marking criteria	Marks
<ul style="list-style-type: none"> <li>● The rural economy would enter into a new phase of development and construction of villages and towns....(or other reasonable answers).</li> <li>● Able to analyse very accurately the positive effects of reforms based on existing facts and examples.</li> <li>● Able to make good use of relevant knowledge and concepts.</li> <li>● Explanation is very thorough, presentation is very rigorous and expression is very clear.</li> </ul>	
<ul style="list-style-type: none"> <li>● Able to appraise accurately the positive effects of rural reforms on China's economic development.</li> <li>● Able to make precise use of relevant information and examples to analyse the above issues.</li> <li>● Able to make accurate use of relevant knowledge and concepts.</li> <li>● Thorough explanation, rigorously presented arguments and very clear expression.</li> </ul>	10-12 points
<ul style="list-style-type: none"> <li>● Able to provide a broad analysis of the positive effects of rural reforms on China's economic development.</li> <li>● Broadly able to give evidences and examples to analyse the above issues.</li> <li>● Broadly able to make use of relevant knowledge and concepts.</li> <li>● Fairly in-depth explanation, fairly rigorously presented arguments and fairly clear expression.</li> </ul>	7-9 points
<ul style="list-style-type: none"> <li>● Only able to briefly evaluate the positive effects of rural reforms on China's economic development.</li> <li>● Only able to make rough use of evidences and examples to analyse the above issues.</li> <li>● Only able to make fair use of relevant knowledge and concepts.</li> <li>● Explanation is average in depth, and structure and clarity of expression are fair.</li> </ul>	4-6 points
<ul style="list-style-type: none"> <li>● Able to provide only a very brief summary of the positive effects of rural reforms on China's economic development.</li> <li>● Only able to make rough use of facts and examples to analyse the above issues.</li> <li>● Only able to make rough use of relevant knowledge and concepts.</li> <li>● Shallow explanation, disorganised structure and vague expression.</li> </ul>	1-3 points
<ul style="list-style-type: none"> <li>● Unable to answer the question.</li> </ul>	0 points

### 7.3 Assessment objectives of the assignments:

Areas in which the capabilities of the students are assessed (Please refer to the <i>Guide</i> , pp.123-124)	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5	Assignment 6	Assignment 7	Assignment 8
(i) Demonstrate a sound understanding of the key ideas, concepts and terminologies of the subject				✓	✓	✓	✓	✓
(ii) Make conceptual observations from information resulting from enquiry into issues	✓	✓	✓	✓		✓	✓	✓
(iii) Apply relevant knowledge and concepts to contemporary issues	✓		✓	✓	✓	✓	✓	✓
(iv) Identify and analyse the interconnectedness and interdependence amongst personal, local, national, global and environmental contexts			✓	✓	✓		✓	✓
(v) Recognise the influence of personal and social values in analysing contemporary issues of human concern			✓	✓	✓			✓
(vi) Draw critically upon their own experience and their encounters within the community, and with the environment and technology				✓			✓	✓
(vii) Discern views, attitudes and values stated or implied in any given factual information	✓		✓	✓		✓	✓	
(viii) Analyse issues (including their moral and social implications), solve problems, make sound judgments and conclusions and provide suggestions, using multiple perspectives, creativity and appropriate thinking skills		✓	✓		✓	✓	✓	✓
(ix) Interpret information from different perspectives	✓				✓		✓	✓
(x) Consider and comment on different viewpoints in their handling of different issues		✓			✓		✓	
(xi) Self-manage and reflect upon the implementation of successive stages of the enquiry learning process in terms of time, resources and attainment of the objectives of the enquiry		✓						
(xii) Communicate clearly and accurately in a concise, logical, systematic and relevant way	✓	✓	✓	✓		✓		✓
(xiii) Gather, handle and analyse data and draw conclusions in ways that facilitate the attainment of the objectives of the enquiry		✓			✓	✓		
(xiv) Demonstrate an understanding and appreciation of different cultures and universal values								
(xv) Demonstrate empathy in the handling of different issues		✓		✓	✓		✓	

## 8. Thinking tools that support learning activities

### **“Five-step” Problem Solving Model**

Solving problems is part of our daily life and learning process. As problem-solving involves complex thinking process, there is a need for us to clearly define the problem before an effective solution can be derived.

#### Steps for solving and pondering problems:

1. The first crucial step is to identify the problem;
2. then locate and define the problem, and try to list the causes;
3. Come up with a list of solutions;
4. Assess the pros and cons of each solution, and decide on the most feasible one;
5. Formulate and implement the follow-up measures so as to solve the problem.

The objective of this thinking process is to let the students know there are always solutions to problems, and that different problems require different solutions. It also trains students to first identify the root of the problem before solving it, to assess the pros and cons and to make wise decisions. It also nurtures their ability to think systematically and independently.

Assignment 2 of this teaching plan is designed according to this thinking method.

**9. The relationship between assignments and thinking tools,  
and the objectives of the area of study**

**Form 5: The relationship between the objectives of the assignments and thinking tools, and the area of study**

[illegible]

## 10. After-class extended activities

### 1. Film appreciation – *Not One Less* (一個都不能少) (106 minutes)

Objective: To let students understand the problems of rural poverty and education.

Synopsis:

The leading actress Wei Minzhi plays a 14-year-old secondary school graduate who is invited to be a substitute teacher in a primary school. The school's principal tells her, "Those who finish secondary school education can teach primary school." Given that Wei has no teaching experience, the principal requests only one thing: "There must not be even one less student in the class by the time the full-time teacher returns to school."

Suggested exercises: Students shall write a short essay of 300-400 words about their feelings in relation to the following:

1. Rural poverty portrayed in the movie.
2. Children of school age being deprived of the right to receive education due to poverty (should illustrate with an example from the movie).
3. Compare the situation with education environment in Hong Kong, and talk about one's own feelings after watching the movie.

Suggested time for watching the movie: After school.

Points to note: Teachers must not make copies of the movie for students to watch at home, as this involves copyright infringement issues. Nevertheless, playing the movie at school for educational purposes does not involve copyright infringement issues.

## 2. Visit the Produce Green Foundation (綠田園基金)

Objective: To let students learn about organic farms in Hong Kong, and compare these with what they have learnt about the farms in China during lessons.

Village, Fanling. It is the Hong Kong's first educational organic farm.

Details:

- Dates: Monday to Sunday (except for the first three days of Chinese New Year)
- Open hours: 10am to 5pm
- Appointment: Appointment is not required for groups that are fewer than 11 people. Fees shall be paid upon entry. For groups that are more than 10 people, please make appointments by phone or filling out the registration form that can be obtained from the website and then send it along with a cheque to the farm.
- Fees: \$10 per person
- On every Sunday from 2.30pm to 3.30pm, there will be instructors on site to explain organic farming principles and introduce the crops. Visitors are free to walk around at any other time.
- Enquiries hotline: 26741190
- Fax: 26748077
- Website: <http://www.producegreen.org.hk>
- The Produce Green Foundation was established in 1988, and is located at 18 Hok Tau

### Steps to arrange a visit:

#### Step 1: Making an appointment

First of all, select your activity and confirm the number of participants. Book the date, provide your contact information and complete the necessary booking procedures.

The farm is open for appointments throughout the year until it is fully booked. Please make appointment at least four to six weeks in advance. For bookings on public holidays or school holidays, or for groups of over 200 people, it is recommended to book at least two months in advance.

#### Step 2: Written confirmation

Within two weeks after making the appointment, you should complete the registration form and mail or fax it together with a deposit proof to Produce Green Foundation. The Foundation will send a reply within 10 days after receiving the registration.



Separate forms have to be completed for different activities. The forms can be photocopied if required. Once the registration is confirmed, the right to visit the farm cannot be transferred.

## Material 1

An inspection of China's current agricultural situation

Underlying causes of  
*"sannong"*

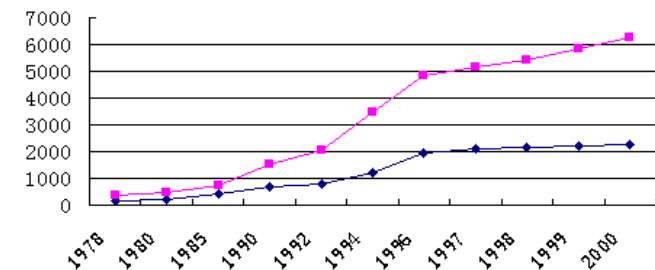
## The rural population

- China has a population of 1.3 billion, including a rural population of 800 million. China's rural population accounts for two thirds of the national population, and one third of the world's rural population.

What is *"sannong"*?

- *"Sannong"* refers to the problems with agriculture, the countryside and farmers.
- Farmers' problems: These are the core of *"sannong"*, with the key issue being that of low income of farmers.
- Problem with villages: Lack of infrastructures
- Agricultural problem: Agricultural produce lacks competitiveness, farms are not profitable.

Underlying causes of *"sannong"*(1):  
The urban-rural gap



- Average disposable income of city residents  
— Average income of farm residents
- Source: <http://big5.china.com.cn/ch-jjxc/3.htm> Date of surfing: 17 April 2008
- The disparity between incomes of city and rural residents has widened drastically during the reforms and open-door policy over the past 20 years.

### Underlying causes of "sannong"(1): The urban-rural gap

Year	Average income of city residents (yuan)	Average income of rural residents (yuan)	Relative Ratios
1985	690	397	1.74:1
1990	1500	700	2.14:1
1995	4300	1600	2.69:1
2001	6860	2366	2.9:1
2005	10493	3255	3.22:1
2006	11759	3587	3.28:1

Source: <http://big5.china.com.cn/ch-jjxc/3.htm> Date of surfing : 17 April 2008

- The income disparity between city and rural residents have widened 85% over the past 20 years, which caused the polarisation of the rich and poor to worsen.

### Underlying causes of "sannong"(2): Impoverished farmers

- Heavy tax burdens on farmers (the Chinese government abolished agricultural taxes in 2006)
- During the 14 years between 1986 and 2000, agricultural taxes grew 16.8 times.
- Rural residents have to pay miscellaneous expenses on more than 50 items, such as contributions to the common reserve fund and public welfare fund, management fees and so on.

### Underlying causes of "sannong"(3): Excess rural labour force

- Lack of employment opportunities in villages.
- Urban and metropolis development caused rural residents to lose their land.
- Excess rural labour supply amounted to 150 million people.

### Underlying causes of "sannong": The dual economic and social structure

- China has a dual social structure (this concept was proposed in the 1980s);
- The first tier is the city social structure; the second is the rural social structure;
- The dual social structure takes the dual household registration system as its core, leading to a disparity between city and rural development;
- The dual employment system, dual welfare system, dual education system, dual public welfare system and other aspects of the social system further reinforced the dual social structure.
- Urban development projects are funded by the country; rural development (education, medical services and infrastructural facilities) are funded by farmers; this adds to farmers' burdens.

Material 2: A review and assessment of China's current agricultural situation (Reading material for teachers)

A: Chronology of major events in China's agricultural reforms

Year	Agricultural reform policies of the Chinese Central Government
January 1982	Stated clearly that the peasant household contract responsibility system or production team system were part of the Socialist production system.
January 1983	Theoretically affirmed the family joint production contract management system.
January 1984	Emphasised the continued stability and improvement of the joint production contract management system, and stipulated that the term of land contract should generally be above 15 years.
January 1985	Abolished the system of uniform purchase and distribution of agricultural and subsidiary products, which have been executed for 30 years. A new policy for national contract purchase was adopted for grains, cotton and a limited number of important agricultural produce.
January 1986	Affirmed the direction of rural reforms and emphasised the need to continue in that direction.
January 2004	Focused on the slow growth of farmers' average income, and stressed the need to raise farmers' income.
January 2005	Proposed the policy of "Give more, take less and be more flexible"; stabilise, improve and strengthen supporting policies.
February 2006	Proposed the preparation for the strategic plan for rural reconstruction.
January 2007	Emphasised that developing modern agriculture is the most important task in new Socialist agricultural construction.
January 2008	Called upon different regions in China to strengthen their agricultural infrastructures, promote steady progress of the agricultural sector and continue increasing farmers' harvests.

Source:

張樺〈農村改革，應該記住的那些人和事〉，《今日中國》，2008年4月號，頁38-39。

Zhang Hua's article on the topic of "Rural reforms and the people and incidents that should be remembered", *China Today*, April 2008 issue, pages 38-39.

## B: Summary of the issue of “*sannong*”

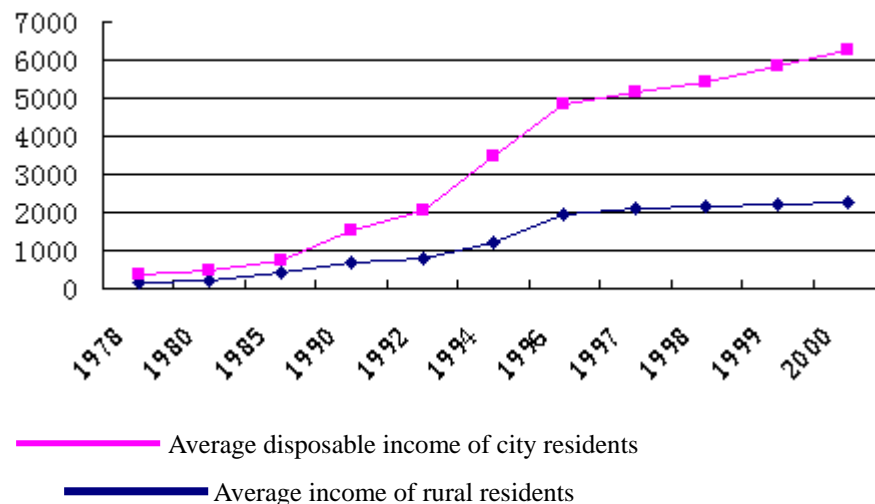
The issue of “*sannong*” refers to agriculture, agricultural villages and farmers. In early 2000, the party committee secretary of Hubei province Li Changping wrote a letter to then-Premier Zhu Rongji, which was talking about “Struggling farmers, poor villages and an agricultural sector in danger.”

1. Farmers’ problem: This is the core of the issue of “*sannong*”, and is reflected in persistently low farmers’ income and the wide disparity in wealth between city and rural residents.
2. Problem with villages: The rural economy is under-developed and backward, and infrastructures are inadequate.
3. Agricultural problem: Agricultural produce is not competitive, the degree of industrialisation is low and farms are not profitable.

800 million people out of the 1.3 billion populations in China are living in rural villages. China’s rural population accounts for two thirds of the country’s total population, and one third of the global rural population. Despite the big rural population, the value of agricultural production only contributes 13% of China’s total domestic production, and 4.9% of exports. It is estimated that there are 30 million starving people in the countryside, whilst another 60 million are only making enough money to buy basic foods and shelters. There remains large numbers of people in the countryside who are struggling to make ends meet. This is why problems to do with agriculture and farmers’ incomes are China’s core problems. The employment status of the 800 million farmers is a crucial factor for ensuring social stability in China.

B: Causes of the issue of “*sannong*”: urban-rural disparity, rural poverty and excess rural labour supply

1978-2000: Changes in incomes of city and rural residents



The above graph depicts changes in the incomes of city and rural residents. It is clear that the 20 years following reforms and the opening-up have witnessed a drastic widening of the income gap between city and rural residents. In 2001, the average disposable income of city residents was 6,860 renminbi, or 2.9 times that of the average farmers' income of 2,366 renminbi. In 2004, the average disposable income of farmers was 2,936 renminbi, equivalent to one quarter of the income of city residents. The income gap among farmers, city and the countryside continued to grow wider. In 2005, the average disposable of city residents reached 10,493 renminbi, or 3.22 times that of farmers' income, which was only 3,255 renminbi. In 2006, the average disposable income of China's city residents was 11,759 renminbi, or 3.28 times of average farmers' income of 3,587 renminbi. It is thus clear the income disparity between city and rural residents is serious. In 1985, the average wage of city residents was 690 renminbi, only 1.74 times of farmers' average income which was 397 renminbi. Over 20 years, the income disparity increased by 85% and this resulted in worsening problems relating to extremes in wealth and poverty. Based on the World Bank's international poverty yardstick of US\$1 a day, China still has at least 350 million farmers who are living under the poverty line. While the Chinese economy is growing rapidly, farmers' incomes have fallen drastically behind. The following chart illustrates the growth rate of farmers' income<sup>2</sup>:

<sup>1</sup> source:<http://big5.china.com.cn/ch-jjxc/3.htm> date of surfing : 2008.4.17

Year	Growth rate of farmers' income (%)
1997	4.6
1998	4.4
1999	3.8
2000	2.1
2001	4.2
2002	4

Another reason that accounts for farmers' poverty is heavy tax burdens. The Chinese government has abolished farm taxes in 2006. However, according to the China Statistical Yearbook, farm taxes increased by 16.8 times from 1986 to 2000. Apart from farm taxes, there were other miscellaneous payments that made every farm household has to fork out a few hundred dollars a year. It is estimated that these miscellaneous payments amounted to more than 50 items, including payments into the common reserve fund and public welfare fund, management fees, contributions to the village school, birth control, militia training and construction of village roads. These miscellaneous expenses account for a high proportion of fees paid by farmers. In 2000, these miscellaneous expenses amounted to about 130 billion renminbi, approximately three times the farm tax revenues, which was only 46.5 billion renminbi.

Medical expenses are a big burden of farmers. Farmers earn about 200-300 renminbi on average every month, and every hospital visit costs at least 20 renminbi. If they become seriously ill, the medical expenses can be huge. Education expenses represent another burden. The school fees of elementary and middle school students in villages cost 300 renminbi, while high school students cost 1,200 renminbi and university fees cost 5,000 renminbi. These expenses represent a predicament for farmers who only earn 3,000 renminbi a year.

China has approximately 800 million farmers, and the average cultivated area per person is 0.1 hectare, equivalent to only 44% of the corresponding global average. China's urbanisation and development process has resulted in a loss of land for 70 million farmers throughout the country. The reduction in farmland and increase in rural labour force has resulted in a decline in agricultural productivity. The excess rural labour force has amounted to 150 million people, while approximately 100 million farmers are only semi-employed. Unless farmers' employment problems are

resolved, the problem of low income of farmers and the issue of “*sannong*” will continue to linger.

Source:

王良能（2003）《中國大陸「三農」問題概述》，台北：唐山出版社。

The book by Wang Liangneng (2003) on the topic of “An outline of China’s ‘three-farm’ problem”, Taipei: Tangshan Publishing House.



Material 3: The relationship between the dual economic structure and rural development (Reference material for teachers)

A: The “dual economic structure”

“Dual economic structure” refers to a situation that arises during the preliminary stages of industrialisation whereby the impacts of modernisation are limited to certain areas or sectors, while other regions or sectors still remain in an old status. This results in a co-existence of modern industries (such as the technically advanced mining and modern commercial sectors) and traditional industries (such as the self-sufficient agricultural sector), which leads to the “dual economic structure”.

The “dual economic structure” is an inevitable result of a developing country’s industrialisation process, and is caused by both domestic factors (Since the start of China’s reforms and opening-up, the government has focused development efforts on coastal cities, such as establishing special economic zones in Shenzhen, Zhuhai, Xiamen, and extending these in later stages to the Bohai Sea area, Changjiang, Zhujiang and the Xiamen-Zhangzhou-Quanzhou Delta areas) and external factors.

The developing country’s own historical background (such as the Great Leap Forward of 1958 and the decade-long Cultural Revolution that dealt a crushing blow to the Chinese economy. Before reforms set in, only 400 million people had access to basic foods and shelters. In 1978, Deng Xiaoping came into power and attempted a complete reform of the country’s economic system), geographical and environmental conditions (such as neighbouring ports or canals facilitate a development of shipping industry and enable a close connection with the rest of the world), social and cultural factors (infrastructural facilities, transportation network, educational level and population density), and global influences (impacts of globalisation and the opening of Chinese coastal cities in order to attract foreign investments have made China the factory of the world) would all contribute to the formation and development of the dual economic structure. The growth of modern industry and transformation of traditional agriculture (rural reforms are pushing China’s agricultural sector towards modernisation) have resulted in fundamental changes in the country’s economic system. The “dual economic structure” would ultimately be transformed into a distinctive representation of the modern economy: a single economic structure.

Chinese society comprises a dual structure that is made up of cities and the countryside. Traditional agriculture has lagged behind the country’s rapid growth.

Household registration rules prevent farmers from entering the cities freely and restrict the flow of people between cities and throughout the country. The household registration system has resulted in a long-term divide between cities and the countryside, which reinforced the “dual economic structure” and created inequality between urban and rural areas.

## **B: Dual social structure**

The idea of a dual social structure was first put forward in the 1980s. One part of the dual structure is made up of the city social structure, which in turn comprises urban non-agricultural residents. The other part is made up of the rural social structure and rural residents. The core of the dual social structure is the dual household system, which includes the dual employment system, dual public welfare system, dual education system, dual community service system and other components of the overall social system.

According to the *Household Registration Statute of the People's Republic of China* that was passed in January 1958: “Citizens moving from villages to the city must possess either a proof of employment from the Labour Department, a proof of school enrolment or a proof from the city household registration authorities permitting the move. They have to contact their current household registration authorities to complete relevant procedures for transferring out.” This rule affirms the existence of the dual household system and clearly states that farmers cannot move from villages to the city without the permission of city's public security authorities. This clearly suggests that most farmers can only continue to live and work for generations in villages. The household registration system has kept farmers in farmlands, resulting in a segregation of urban and rural areas.

Apart from the dual household system, the dual social structure is also made up of the dual employment system, dual public welfare system, dual education system and dual community service system. The dual employment system refers to the fact that all formal employment opportunities, including opportunities within the Party and government organisations, are reserved for urban non-agricultural residents. Farmers who go to cities to look for jobs have to resort to positions that city residents are unwilling to take up or temporary jobs that pay much less than official wages. The dual public welfare system refers to the fact that benefits relating to housing, medical care, retirement, unemployment and so on can only be enjoyed by city non-agricultural residents. Farmers who are working in cities do not have such

privileges.

The dual social structure caused a clear separation between cities and the countryside. Villages have to be self-reliant, which means farmers have to be responsible for expenses related to basic education, birth control, militia training, and construction of road and salaries of village cadres. In 1998, the national fiscal budget included disbursements for educational expenditure of 152.8 billion renminbi, of which elementary and middle schools accounted for 93 billion renminbi. Of this, rural elementary and middle schools account for only 46.5 billion renminbi. Given that rural students significantly outnumber those in cities, expenses such as teacher salaries and spending on teaching tools have to be borne by farmers.

It is the same situation for the community service system. The villages' schools, medical services, cultural establishments, roads, water supplies, electricity supplies and other public amenities are managed by the village people themselves. As the basic government administrative system is very limited in the countryside and inadequate to cover several dozen square kilometres of land and populations over 10,000 people, this has resulted in the hire of many temporary administrative personnel. The funds that were originally intended for rural reconstruction have been diverted to "feed people". When funds are insufficient, farmers have to meet unreasonable demands for funds and donations from village governments and other additional expenses.

Source:

俞德鵬〈農民負擔問題的社會和法律分析〉，二十一世紀，取自  
<http://www.cuhk.edu.hk/ics/21c/supplem/essay/0011033.htm>（瀏覽日期：2008年4月19日）

Yu De Peng's article on "Social and legal analysis of the problem of farmers' burdens", *Twenty-First Century*, from the website  
<http://www.cuhk.edu.hk/ics/21c/supplem/essay/0011033.htm> (Date of surfing: 19 April 2008)

Material 4 (2) : 《鐸鐸集---不願再爲農 下》(Hong Kong Connection – When Farming Doesn't Pay (II)) (Synopsis)

See file 1\_final.wmv or 01\_final.rm

The program takes a Fujian village as a case study to help viewers understand why farmers do not want to farm. (The program has been edited by the Chinese History Education Society. Film length is approximately seven minutes.)

- Chinese illegal immigrants are mainly from Fujian because farmers there are poor and cannot make enough money to support themselves.
- Rural poverty and income disparity are getting worse every day. One can see a good future only by sneaking out of the country to find work.
- Take farmer Chuilian and his family as an example. He wanted to give up farming 10 years ago, and rented out most of his land to other people for fish breeding. He only kept a small portion of the land for growing peanuts and vegetables.
- In the 1980s, the Chinese government implemented the land contracting system, which raised farmers' income for a while. But the subsequent industrial development and massive building of infrastructures caused the allocation of land to farmers to shrink. Farmers starved and their living standard fell drastically.
- The urban-rural gap gets increasingly wider, and high consumer prices mean farmers cannot depend on farming to maintain their livelihood.
- In 2003, the average disposable income of city residents in Fujian province was close to 10,000 renminbi, but the average income of farmers was way behind inflation at only 3,700 renminbi.
- Farmers have to supplement their household income by humping bricks and selling blood.
- The persistent unemployment of young people causes social problems.

- There are currently 230,000 millionaires in China with assets worth over a million US dollars. This puts China behind Japan only within Asia in terms of number of millionaires. At the same time, there are 30 million people in China who are living below the poverty line. This shows the huge urban-rural gap.

# Material 5

## The impact of China's entry to the World Trade Organization on the domestic agricultural sector

## China's reasons for joining the World Trade Organization(WTO)

- ▣ The Chinese economy needs to be tied more closely to world economic developments;
- ▣ Global economic integration is inevitable;
- ▣ Impetus for domestic economic development, expansion of international market;
- ▣ To take advantage of reduced customs duty among signatory states;
- ▣ Enables China to join the international economic system.

## An introduction to China's WTO entry

- ▣ Starting from 1986, China has applied for joining the General Agreement on Tariffs and Trade (predecessor of the World Trade Organisation)
- ▣ Officially became a WTO member on 11 December 2001.
- ▣ The development symbolises China's economic reforms and its engagement with the international economic and trade systems.
- ▣ China has a population of 1.3billion, of which 800 million are farmers. Not only does WTO entry affect Chinese farmers, its impact on social stability is also an issue that cannot be overlooked.

## Major commitments and influence of China's entry to WTO

### Commitments

- ▣ Tariff cuts
- ▣ Reduce subsidies

### Influence

- ▣ Mainly concentrated on imports and exports, farmers' incomes and agricultural prices

## Tariff cuts

- China committed to reduce import tariffs on agricultural produce within a five-year transition phase, with reductions to take place year by year.
- The direct influence of the tariff cuts has been to raise the price competitiveness of imported agricultural produce.

## Tariff cuts commitment on some agricultural products

Product	2002	2004
Beef	45%	12%
Pork	20%	12%
Mandarin oranges	40%	12%
Apples	30%	12%

Source: Chinese Rural Economy 2002 Issue5

## Comparison of the prices between domestic agricultural produce and international agriculture produce in 2001

Product	Domestic prices(yuan/ton)	International prices (yuan/ton)	% of domestic price over international price
Wheat	1140	1040	9.6
Rice	1860	1116.5	66.6
Corn	1200	686.4	74.8
Soybean	2100	1446.2	45.2
Soya oil	4550	2783.7	63.5
Peanut oil	7400	5623.6	31.6

Source: Chinese Rural Economy,2002,Issue11

## The impact of reduced customs duty on Chinese agricultural produce

- Through lower prices, international agricultural products are able to gain a foothold in the Chinese market.
- Foreign agricultural produce could flood the Chinese market.
- Consumers might tend to cheaper foreign agricultural produce and buy less domestic agricultural products.
- Adversely affect Chinese farmers' incomes.

## Reduced subsidies

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- WTO divides subsidies into three groups:
- 1. Green box  
Green box subsidies must not distort trade. These include investments or support in science and technology, water conservation, environmental protection, etc.
- 2. Blue box  
These are direct subsidies permitted by the WTO, but are restricted to certain agricultural produce subject to output quota, or the subsidies the government pays to fallow producers.

## Reduced subsidies

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### ■ 3. Amber box

All subsidies considered by the WTO to distort trade fall into the amber box. These include direct price subsidies, export or other protection measures. These subsidies are subject to limits and reductions.

Upon China's entry to the WTO, the latter agreed that China can gradually reduce its "Amber box" subsidy rate to 8.5% eventually.

Source: <http://www.cyberschool.oxfam.org.hk/glossary.php?cod=83>

## Using cotton farmers as an example

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- Export subsidies for cotton growers were completely abolished following China's WTO entry in 2001.
- Domestic cotton prices fall to historical lows in line with global cotton prices; the flood of inexpensive foreign cotton imports in China caused prices of domestic cotton to plummet even further.
- Domestic cotton price falls from 17,220 yuan to 8,640 yuan per metric ton.

## Using cotton farmers as as example

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- The adverse impact of the drastic fall in cotton prices on farmers' livelihood causes a reduction in farmland allocated to growing cotton.
- As cotton farming is a labour intensive task, the loss of job opportunities for cotton farmers has exacerbated the surplus of rural labour force.



## Competition posed by foreign agricultural produce and challenges for China's agricultural sector

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- ❑ China's agricultural sector has traditionally comprised individual household producers, saddled with backward technology, excess labour supply and high productivity costs. China's entry to WTO has added to farmers' burdens.
- ❑ WTO entry has added pressure on China to open its agricultural market. The massive increase in the number of inexpensive imports has exerted downward price pressures on China's domestic agricultural produce.

## Competition posed by foreign agricultural produce and challenges for China's agricultural sector

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- ❑ When farmers are no longer able to maintain their livelihood due to these external pressures, they would become unemployed or seek job opportunities in cities. But their low education level means they often become victims of exploitation and discrimination.
- ❑ The rural economy is also affected by farmers who leave the countryside or give up farming.

## Conclusion

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- ❑ The initial period following China's entry to WTO saw intense competition in the agricultural market. Farmers' incomes and productivity were severely affected.
- ❑ As farmers account for two thirds of China's total population, their problems would directly affect the country's social stability. Hence, finding a solution to the "three-farm problems" is an urgent task.

## Material 6 (1)

An example of how China's  
agricultural sector successfully  
overcame  
the challenges of WTO entry

## Panyu(番禺)

- ❑ Since 2001, residents of Miaobei village, Dagang Town in Panyu have rented out their land to Dong Sheng Farm (one of the leading agricultural enterprises in the area) for growing vegetables.
- ❑ Farmers are allowed to work at the farm as employees.
- ❑ They work 8 hours a day, and are entitled to 3 rest days every month.
- ❑ They earn a monthly salary of over 700 yuan, and are able to collect rent on their land at the same time.

## Operational model

- ❑ Leading enterprises to lead individual producers. Panyu's Dong Sheng Farm is one such example.
- ❑ Through different methods of stock ownership and cooperation, individual producers and leading enterprises can be joined into a single entity.
- ❑ This enables agricultural production on a large scale.

## Positive influences on villages, farmers and the agricultural sector

- ❑ Raise productivity
- ❑ Efficient utilisation of resources
- ❑ Raises the degree of specialisation for agricultural products
- ❑ Safeguard and raise farmers' incomes
- ❑ Bring employment opportunities to villages
- ❑ Facilitate the development of villages' water supply and transportation systems as well as infrastructures.

## Key factors for success

- ❑ Develop agriculture as an industry
- ❑ Led by leading enterprises
- ❑ The government supports leading enterprises
- ❑ The government formulates preferential policies for leading enterprises

## **Material 7**

### **Premier Zhu's worry: Chinese farmer's struggles since WTO entry (Reading material for students)**

During a press interview following China's entry to the World Trade Organisation (WTO), Premier Zhu Rongji (朱鎔基) said, "Everyone in China is happy. I'm the only unhappy one." This was due to the fact that he was worried farmers' situations would worsen after WTO entry.

Wen Tiejun, Director of the Rural Economy Research Centre of China's Ministry of Agriculture pointed out: A few years before WTO entry, Chinese farmers' situations had already taken a turn for the worse with income growth declining from 9.6% in 1996 to 2.1% in 2001, and 67% of farmers earning less than the national average income. Since WTO entry, the government can no longer raise farmers' income by hiking up purchase prices. The large reduction in customs duties and massive imports of agricultural produce caused prices to fall drastically, triggering a crisis for domestic agricultural producers. At the same time, the rural labour force was in huge surplus and domestic agriculture, which is a strategic national industry, fell into the hands of foreign enterprises.

Hong Kong academic Luk Tak Chuen noted that Chinese farmers and workers paid a high price for China's WTO entry. Taking corn as an example, he said that due to competition from imports and the Chinese government's commitment to cut farm subsidies, China would move from exporting corn valued at 426 million US dollars a year to importing 71 million US dollars worth of corn a year. Chinese farmers stand to lose a corn market worth 497 million US dollars.

He added that the value of small farmers should not be judged purely by their economic efficiency, because small farmers have various livestock and fuel problems, which arise from farm operations. More farmers are forced to leave home, or become unemployed, causing families to break up and communities to disintegrate. The price for social and cultural change is immense.

Such a situation is not unexpected. China has always had a shortage of land given its large population. Since the implementation in the late 1970s of the household land contracting system, land allocation has been based on population numbers. The small individual allotments means farmers can barely produce enough

to feed themselves. It is impossible for China to undertake “mass scale” agricultural production. While industrialisation or the total mechanisation of agriculture could enhance the competitiveness of agricultural produce, hundreds of millions of farm workers would lose their jobs. This would severely aggravate the unemployment situation, and no one, including government officials, wants to see this happen.

Hence, Premier Zhu’s worry is understandable: on the one hand, China’s WTO entry benefits the country’s industry and trade (although the pros and cons are yet to be seen). On the other hand, China’s villages, agricultural sector and farmers come under immense pressure. It is certainly a trying situation...

Source:

譚駿賢〈朱總理的煩惱：入世後中國農民舉步維艱〉，取自全球化監察網

[http://www.globalmon.org.hk/journals/13\\_agri.html](http://www.globalmon.org.hk/journals/13_agri.html) (瀏覽日期：2008 年 7 月 10 日)

Tam Chun Yin’s article on the topic “Premier’s Zhu’s worry: struggles of Chinese farmers after WTO entry”, available at the website of *Globalization Monitor*.

[http://www.globalmon.org.hk/journals/13\\_agri.html](http://www.globalmon.org.hk/journals/13_agri.html) (Date of surfing 10 July 2008)

Material 8: “Premier Wen Jiabao in close conversation with farmers” material card for role play (To be used in combination with exercise 5)

A: Edition for teacher’s reference

Role	Reference for speech	Wen Jiabao’s response
The young generation in villages	<ul style="list-style-type: none"> <li>● Young people do not want to stay in villages because it is difficult to get jobs there. They try to find jobs in cities, and become “peasant workers”</li> <li>● Because of their low education level, peasant workers are exploited and discriminated. They are generally paid less than their city peers, and are often owed wages. Other problems facing them are long working hours, lack of social security as well as industrial accidents.</li> </ul>	<ul style="list-style-type: none"> <li>● The State Council has started to pay serious attention to the rights and interests of peasant workers. We have formulated a series of policies to protect peasant workers’ rights and interests, and implemented a “peasant workers” protection plan, which includes establishing a system to ensure that peasant workers are paid on time.</li> <li>● Ensure that peasant workers’ children have an equal chance to receive compulsory education.</li> </ul>
Village children	<ul style="list-style-type: none"> <li>● Do not want to be a farmer. Want to find a job in the city when I grow up.</li> <li>● Do not have a chance to receive a good education, school facilities are very backward.</li> <li>● The poor are extremely discriminated.</li> <li>● Children in cities can go to schools, while I am deprived of such a right just because I am living in the village.</li> </ul>	<ul style="list-style-type: none"> <li>● The government has implemented the nine-year compulsory education plan in villages. You must believe the country cares about your future. I strongly advise the new generation in villages to grasp the opportunities for education, because this is the way to shed poverty.</li> </ul>
Farmers	<ul style="list-style-type: none"> <li>● Rural residents do not want to engage in farming because it does not pay.</li> <li>● Heavy liabilities: Prices of</li> </ul>	<ul style="list-style-type: none"> <li>● New rural reconstruction will expand rural infrastructure, including roads, communications and water supply systems.</li> </ul>

	<p>resources such as fertilisers and seeds are soaring, but agricultural products' prices are falling; On top of these are the various rural expenses.</p> <ul style="list-style-type: none"> <li>● Since I am unable to make money, I cannot afford to send my children to schools.</li> <li>● Local cadres exploit and abuse farmers.</li> <li>● Extremes in wealth and poverty are evidence. Some drive expensive cars and live in luxurious villas. I live in a dilapidated house.</li> <li>● Rural infrastructures are in severe shortage.</li> </ul>	<ul style="list-style-type: none"> <li>● With effect from 2006, agricultural taxes will be abolished. This will hopefully reduce farmers' burdens.</li> <li>● The nine-year compulsory education plan for rural areas is being affirmed and enlarged. Village students will be exempted from miscellaneous expenses, so do not worry about your children will be deprived of educational opportunities.</li> </ul>
Village old folk	<ul style="list-style-type: none"> <li>● The medical system does not offer any safeguards. Farmers are unable to afford the medical expenses.</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen public health and basic medical services in the countryside. New rural cooperative medical systems are being established.</li> </ul>

B: Edition for student's reference (Only need to distribute the materials that are relevant to the role)

Role	Reference for speech	Premier Wen's response
The young generation in villages	<ul style="list-style-type: none"> <li>● Do not want to stay in the village, because....</li> <li>● Working in the city means having to put up with discrimination in many forms, such as .....</li> <li>● I am discriminated because....</li> <li>● Others.....</li> </ul>	<ul style="list-style-type: none"> <li>● Serious attention is paid to peasant workers' rights and interests, such as.....</li> <li>● In terms of education, the government will....</li> <li>● Others....</li> </ul>
Village children	<ul style="list-style-type: none"> <li>● Do not want to be a farmer when I grow up, because....</li> </ul>	<ul style="list-style-type: none"> <li>● The government has launched a series of measures that aim at</li> </ul>

	<ul style="list-style-type: none"> <li>● The village's education situation is far from satisfactory, such as.....</li> <li>● Unhappy about the inequalities between children in cities and those in the countryside, such as.....</li> <li>● Others....</li> </ul>	<ul style="list-style-type: none"> <li>● helping children in villages to shed poverty, such as.....</li> <li>● Others....</li> </ul>
Farmers	<ul style="list-style-type: none"> <li>● Do not want to engage in farming because...</li> <li>● Severe burdens, such as...</li> <li>● The relationship between officials and the people is dissatisfactory, such as...</li> <li>● Unequal wealth distribution, such as ...</li> <li>● Insufficient infrastructures, such as...</li> <li>● Others....</li> </ul>	<ul style="list-style-type: none"> <li>● The Central government is paying serious attention to the pleas of the people, such as....</li> <li>● In terms of tax revenues....</li> <li>● In terms of infrastructures...</li> <li>● In terms of compulsory education in villages...</li> <li>● Others.....</li> </ul>
Village old folk	<ul style="list-style-type: none"> <li>● In terms of medical services...</li> <li>● In terms of family life...</li> <li>● Others...</li> </ul>	<ul style="list-style-type: none"> <li>● In terms of rural medical services....</li> <li>● In terms of care for the elderly in villages...</li> <li>● Others....</li> </ul>

Note: Besides referring to teacher's guidelines and adding relevant information based on these guidelines, students must complete the "others" section in the table as well.

Students may refer to the following websites and articles for more information:

- 中國農村研究網 <http://www.ccrs.org.cn/>(留意「三農要聞」大標題內的文章)  
The Chinese Rural Studies website <http://www.ccrs.org.cn/> (pay special attention to the articles in the section marked r "Important 'three-farm' news")
- 李昌平〈一個鄉黨書記的心裡話---給朱總理的信〉取自搜狐網  
<http://news.sohu.com/45/42/news204704245.shtml>(瀏覽日期：2008 年 6 月 23 日)  
The article by Li Changping on "Sincere words of a township party secretary – a letter for Premier Zhu", from the news website [www.sohu.com](http://www.sohu.com)

<http://news.sohu.com/45/42/news204704245.shtml> (Date of surfing: 23 June 2008)

- 不知名作者〈費改稅：中國農村的第三次革命〉取自香港貿易發展局網頁  
[http://www.hktdc.com/report/top/top\\_010611.htm](http://www.hktdc.com/report/top/top_010611.htm)(瀏覽日期：2008 年 6 月 23 日)

The article by an anonymous author on “Transforming fees and taxes: the third revolution in China’s countryside” from the Hong Kong Trade Development Council’s website [http://www.hktdc.com/report/top/top\\_010611.htm](http://www.hktdc.com/report/top/top_010611.htm) (Date of surfing: 23 June 2008)

- 杜智富〈國際經驗對中國農村改革的啓示〉取自大紀元  
<http://news.epochtimes.com/b5/5/3/29/n869902.htm>(瀏覽日期：2008 年 6 月 25 日)

The article by Du Zhifu on “What China can learn from global experience in terms of rural reforms” from the website of *Epoch Times*.

<http://news.epochtimes.com/b5/5/3/29/n869902.htm> (Date of surfing: 25 June 2008)

- 不知名作者〈農民工子女教育：問題與建議〉取自中國網  
[http://big5.china.com.cn/info/zhuant/08jylps/2008-05/06/content\\_15085726.htm](http://big5.china.com.cn/info/zhuant/08jylps/2008-05/06/content_15085726.htm)  
(瀏覽日期：2008 年 6 月 25 日)

The article by an anonymous author on “Education of peasant workers’ children: questions and suggestions” from the China news website [www.china.com.cn](http://big5.china.com.cn/info/zhuant/08jylps/2008-05/06/content_15085726.htm).

[http://big5.china.com.cn/info/zhuant/08jylps/2008-05/06/content\\_15085726.htm](http://big5.china.com.cn/info/zhuant/08jylps/2008-05/06/content_15085726.htm)  
(Date of surfing: 25 June 2008)



## Material 9

### The Chinese government's response to the "sannong"

## To effectively reduce farmers' burdens

- In March 2004, Premier Wen Jiabao promised to abolish agricultural taxes within five years.
- Announcements of the abolition of agricultural taxes were made starting from 29 December 2005.

## To improve the appearance of villages

- Carry out rural reconstruction: Develop agriculture and construct villages.
- The government allocates more resources and investments to the countryside.

## Rural reconstruction

- Increase investments on rural infrastructures, such as road construction, communications systems, power supply networks and so on.
- Strengthen public health and basic medical service systems in the countryside, and establish new rural cooperative medical service systems.

## Rural reconstruction

- Reinforce and implement the nine-year compulsory education system.
- In 2006, the government exempted students of Western rural areas from miscellaneous fees that should be paid during the compulsory education period.
- This was expanded to the Central and Eastern areas in 2007. Provide free books for students from poor families, and subsidies for their lodging and living expenses.



source : [http://news.xinhuanet.com/politics/2006-02/16/content\\_4181440.htm](http://news.xinhuanet.com/politics/2006-02/16/content_4181440.htm)(date of surfing : 2008.7.20)

## New Chinese villages

2010: New rural cooperative medical systems to cover basic medical needs of all rural residents

### 2010年 新型农村合作医疗制度将基本覆盖全国农村居民



## Agricultural development

- Promote industrial production management
- This means producers moving towards a centralised mode of operation in order to enhance their competitiveness. This is done through cooperation between individual agricultural producers and agricultural enterprises, and enterprises subsidising prices of individual producers.

## Agricultural development

- Strengthen water conservancy systems on farmlands.
- Enhance the mechanisation of agricultural production.
- Establish agricultural support systems, and safeguards for agricultural prices.

## Reform of the dual economic system and alleviating the problem of excess rural labour force

- Carry out urbanisation of small cities.
- Implement a plan to protect peasant workers' rights: Solve the problem of worker exploitation and abuse in cities, improve the situation of unequal pay, protect peasant workers' interests, improve working conditions, establish safeguards to guarantee payment of wages.
- Establish rural enterprises.

## Alleviate the problem of rural poverty

- Promote policies to alleviate poverty.
- Allocate more resources and funds to help the rural poor.
- In each of the years between 1994 and 1999, the Central government's poverty alleviation funds have increased respectively by 1.24 billion yuan, 1.3 billion yuan, 1.3 billion yuan, 2.8 billion yuan, 3.315 billion yuan and 3.315 billion yuan. In total, the funds have increased by 13.27 billion yuan.
- Out of the 592 poor counties, only 38 are located in the Eastern areas, while the majority is located in the mid-Western areas. Putting these funds to use in the mid-Western areas will effectively narrow the income disparity between cities and the countryside.

## 2001-2010 poverty relief efforts in the countryside

- In 2001, the Chinese Communist Party promulgated and implemented a "Summary" that aimed at poverty relief in the countryside during 2001-2010, and started China's poverty relief and development efforts for the 21st Century.
- The "Summary" listed the mid-Western minority areas and borders areas as the starting points for poverty relief efforts.
- During 2002 to 2005, the allocation of funds by the Chinese government to rural poverty relief reached 13 billion yuan.

## 2001-2010 poverty relief efforts in the countryside

- The State Council has decided to focus its efforts during 2001-2010 and further increase its finances aimed at poverty relief, ensure basic foods and shelters for the poverty stricken, improve basic living conditions in poor areas and strengthen infrastructures in poor villages.
- Objectives: Before 2010, to bring potable water to poor rural residents, as well as electricity and communications systems to all people. Ensure that the nine-year compulsory education system is implemented in poor areas, and further raise the enrolment rate among children who have reached school age.

**A: Results of China's poverty relief efforts after the 1978 reforms and opening-up**

In 1978, China's rural poor numbered as many as 250 million, with the poverty rate reaching 30.7%. Since the 1978 reforms and opening-up, the population of rural poor has continued to decline, falling to 85 million in 1990, and around 32 million in 2000. By 2005, the population of rural poor had fallen to 23.7 million (the 2005 official benchmark for poverty was an average annual income of 683 renminbi), with the poverty rate declining to 2.5%. Those living below the international poverty line (defined as 1 US dollar a day) fell from 374.8 million to 135 million. The implementation of China's policies to alleviate rural poverty can be divided into the following three stages:

First stage: Organisational reforms as the impetus for poverty relief (1978-1985)

In 1978, the Chinese government estimated the size of the impoverished population at 250 million, making up 30.7% of the total rural population. There were various reasons for this mass poverty, but it was mainly attributed to the fact that the agricultural management system could not cope with the demands of productive forces, and this caused farmers' morale to decline.

Since 1978, reforms have had an encouraging effect on farmers. Replacement of the people's commune management system with the household contract management system raised the productivity of farmers and farmland.

At the same time, controls on agricultural prices were gradually lifted, and rural enterprises and other reforms were vigorously developed, thus paving the way for a solution to the problem of rural poverty.

These reforms have facilitated the rapid development of the national economy. Through the increase in agricultural prices, transformation of the agricultural industry into high value-added sector and the employment of surplus rural labour in non-agricultural industries, related benefits were delivered to the poor, enabling farmers to cast off poverty and easing rural poverty on a large scale.

From 1978 to 1985, average rural grain production increased 14%, average cotton production rose 73.9%, average fuel oil production grew 176.4%, average meat production climbed 87.8%; farmers' average income increased by a factor of 2.6. The

number of impoverished people without basic food and shelter declined from 250 million to 125 million, or 14.8% of the total rural population - the number of poor people declined by 17.86 million every year.

#### Second stage: Development of poverty relief measures on a large scale (1986-1993)

Led by reforms and the opening-up, China's rural areas and coastal cities underwent rapid economic growth. However, the development of some areas stagnated, thus throwing light on the question of unbalanced economic growth.

In 1986, the Chinese government formed a special group and office to lead the development of poverty relief programmes. Various provinces also set up corresponding organisations in order to strengthen poverty relief efforts.

In addition, the Chinese government implemented poverty relief measures on a large scale throughout the country by arranging special funding and various preferential policies to support the development of poor areas.

In prefectures that benefited from key government support policies, farmers' average income jumped from 206 renminbi in 1986 to 483.7 renminbi in 1993; the poor population in rural villages declined from 125 million to 80 million in total, with the number falling by 6.4 million, or 6.2%, every year. The proportion of poor people to the total rural population fell from 14.8% to 8.7%.

#### Third stage: The 87 National Poverty Relief Programme (1994-2000)

In March 1994, the Chinese Communist Party Central Party Committee and the State Council held a meeting on national poverty relief development work, and announced the "87 National Poverty Relief Program" that was devoted to solving the problems of adverse natural conditions and inadequate infrastructure faced by poor people in the mid-Western areas.

This was China's first action plan for poverty relief and development with explicit goals, targets and measures. The plan was to solve, within seven years and by 2000, the basic food and shelter problems of 80 million poor people in rural villages throughout China.

The Central Chinese government also increased its funding for poverty relief. From

1993 to 2000, the government spent 112.7 billion renminbi on poverty relief, 2.7 times over the amount it spent during 1986 to 1993.

### **B: What is the rural poverty relief project closely related to?**

The rural poverty relief project is undoubtedly related to rural compulsory education. Since 1995, the Central Chinese government started to put in place the national rural compulsory education project.

During 1995 to 2000, the project made use of the Central government's national funding for compulsory education and funding of local governments to provide nine-year compulsory education in 592 state-level poor counties and some counties that were suffering from economic hardship and lack of basic educational development.

This project cost 10 billion renminbi, 3.9 billion renminbi of which was made up of funds allocated by the Central government. In 2007, secondary and primary school students in Central and Eastern rural areas were not only exempt from miscellaneous fees and textbook fees; they were also given subsidies to help cover boarding expenses.

### **C: The Central Government's attitude towards the allocation of funds for poverty relief work**

From 1994 to 1999, the Central Government's poverty relief funds posted respective yearly increases of 1.24 billion renminbi, 1.3 billion renminbi, 1.3 billion renminbi, 2.8 billion renminbi, 3.315 billion renminbi and 3.315 billion renminbi. In total, the funds increased by 13.27 billion renminbi during those six years.

The Central Government's poverty relief funds had an important role to play in helping to alleviate poverty. Most of the 592 poor counties were located in mid-Western areas, with only 38 poor counties situated in Eastern areas. Hence, so long as these funds are used to help people in the mid-Western areas, the overall regional disparity can be effectively reduced.

Without the Central Government's poverty relief funds, the regional income disparity between rural areas and cities would be even wider. From 2002 to 2005, the Chinese government's funds allotted to rural areas reached 13 billion Renminbi, which made up 0.4% of the overall state budget.

In 2001, the Chinese Communist Party announced the implementation of the "China poverty relief development summary (2001-2010)", and launched China's poverty relief work for the 21<sup>st</sup> century.

The “Summary” listed mid-Western and borders areas as the focal point of China’s poverty relief work, with counties treated as basic units and poor villages seen as the foundation.

The State Council decided to strengthen its efforts during 2001-2010, increase its poverty relief funds and speed up the process of increasing the wealth of poor villages.

The aim of poverty relief is to solve, the basic food and shelter problems of the poor minority as soon as possible, to further improve the quality of life in poor areas, to strengthen infrastructural facilities in poor villages, and gradually change the backward conditions of poor areas with the aim of making them better off.

Another aim is to provide a basic solution to the problem of lack of potable water, electricity and communications systems in poor areas before 2010 as well as ensure the implementation of the nine-year compulsory education system in poor areas and a higher enrolment rate among school-age children.

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Material 11: Information relating to agricultural subsidies, rural medical systems and tax and fee reforms (Reference material for teachers)

### **A: Agricultural subsidies**

In 2004, various forms of agricultural support that were funded by the Central Chinese government amounted to over 150 billion renminbi, representing an increase of 30 billion over the 2003's level. Funding by the Ministry of Agriculture was concentrated in systems construction in seven key areas – planting and cultivation, scientific innovation and application, animal and botany protection, product quality and safety, market information, resources and ecological protection as well as service management.

It is not possible for the Central Chinese government to provide too many agricultural subsidies as if those in developed countries. Japan has a farming population of over 5 million. The Japanese government provides an annual subsidy of over 20,000 US dollars to every farmer. In European Union countries, every small farm receives a subsidy of 18,000 US dollars. China has a farming population of 800 million. The country's finances are unable to afford the kind of farm subsidies that are given out in developed countries. The Chinese government can only try to transfer the excess rural labour force to non-agricultural industries.

### **B: Establish rural cooperative medical systems**

In 2002, the “Decision of the Chinese Communist Party Central Committee and the State Council to further strengthen rural sanitation work” started to deploy new cooperative medical systems in villages. In 2003, the Ministry of Health, Ministry of Finance and Ministry of Agriculture started to arrange for trial areas for this purpose.

In 2005, the government further strengthened its efforts in establishing rural cooperative medical systems.

Up till September 2006, a total of 671 prefectures (cities, districts) had developed trial areas for establishing new rural cooperative medical systems that covered 240 million farmers, equivalent to 26.3% of the country's total farming population. Starting from 2006, the Central Committee and local finance authorities have increased significantly subsidies amount for new cooperative medical services, with the majority of trial areas requiring farmers to fork out 10 renminbi, while local and the Central governments would contribute 20 renminbi respectively. The Central Committee required coverage of the new cooperative medical systems to reach 80% of the farming population by 2007, and the whole of China by 2008.



### **C: From tax and fee reforms to cancellation of agricultural taxes**

Since 2000, Anhui has carried out tax and fee reforms on an experimental basis throughout the whole province.

In 2001 and 2002, the Central government budgeted 24.51 billion renminbi for use on transfer payments arising from tax and fee reforms.

In 2003, this increased to 30.5 billion renminbi, and further increased to 39.6 billion renminbi in 2004.

Further efforts to reduce agricultural taxes were made in 2005, with 28 provinces having stopped collecting agricultural taxes. At the end of 2005, the Standing Committee of the National People's Congress discussed the abolition of the existing agricultural tax law. In 2006, agricultural taxes became a thing of the past.

In order to make up for the financial gap that resulted from salary adjustment policies implemented in various areas, the government provided special transfer payment subsidies for wage increases in mid-Western areas.

In 2002, the Central and Western prefectures and cities received 35.613 billion renminbi and 33.557 billion renminbi respectively, or 69.15 billion renminbi in total, in terms of wage increase transfer payments. In a way, the wage increase transfer payment subsidies can reduce the problem of collecting fees from farmers by local governments and using the funds as cadre wages. This can help to reduce farmers' burdens and increase their incomes.

#### **Source:**

Translated from: "Review and outlook on China's rural reforms over the past 30 years" (《中國農村改革30年回顧與展望》), *China news website*. Retrieved 30 April 2008, from [http://big5.china.com.cn/aboutchina/data/zgncgk30n/2008-04/14/content\\_14949559.htm](http://big5.china.com.cn/aboutchina/data/zgncgk30n/2008-04/14/content_14949559.htm)

## **Material 12: Rural reforms following China's reforms and opening-up (Reference material for teachers)**

The years between 1978 and 1982 marked the beginning of rural reforms. The focus then was the establishment of family joint production contract management system, which was a move that stimulated farmers' enthusiasm for production. During this period, total grain output increased from 400 billion catties to 800 billion catties. The period from 1982 to 1985 marked the second stage of rural reforms during which the government abolished the people's commune system and established a new system of dual governance by the township and district government.

From 1985 to 1988, the focus of reforms shifted to encouraging farmers to be market oriented, developing a commodity-based economy and establishing an independent market status for peasant households; gradually reducing the uniform purchase and distribution system, pushing forward reforms of the agricultural product circulation system; adjusting the countryside industrial structure, developing rural enterprises, constructing small cities and so on.

The years between 1984 and 1988 marked the emerging of rural enterprises. The rapid development of labour intensive industries from 1989 to 1991 resulted in their absorption of a great number of labours. However, the pace of rural reforms slowed down significantly from 1988 to 2002. Accelerated industrialisation and urbanisation took up massive areas of farmland; the massive flow out of labours from the countryside provided a cheap labour force for industrialisation, thus enabling the development of labour intensive industries in cities and making China the "factory of the world". However, it also led to the problems that were related to peasant workers. In addition, the lack of investments by the government in rural education, technology and various social enterprises led to growing disparity between cities and villages.

2003 marked the start of pilot work on rural tax and fee reforms. The Party Central Committee and State Council started to pay serious attention to the "*sannong*", and issued five No. 1 documents successively. The 2004 "No.1 Document" pointed out the need to quickly reverse the trend of growing income disparity between cities and the countryside, and to improve farmers' income. The Fourth Plenary Session of the 16<sup>th</sup> Central Committee of the Communist Party of China explicitly proposed plans for "industries to nurture agriculture, and cities to support the countryside". China thus entered a new phase whereby the dual economic structure would be transformed into a uniform economic structure.

The 2005 No. 1 document proposed that the direction for development of cities and the countryside be affirmed, and also proposed an increase in integrated agricultural production and promotion of the full-scale development of the rural economy. It stressed the need to stabilise, perfect and strengthen agricultural development policies so as to raise farmer's enthusiasm. Other objectives were to strengthen irrigation and water conservation systems, speed up scientific innovation, raise agricultural technology, reinforce rural infrastructural facilities and improve the environment for agricultural development.

The 2006 No.1 document proposed that the construction of new Socialist rural villages is equivalent to the construction of modern agriculture; promote a continuous increase in farmers' income, strengthen infrastructures, and abolish agricultural taxes. In 2006, the Central Chinese government spent 339.7 billion renminbi on the "*sannong*", an increase of 42.2 billion renminbi compared to the previous year's level. Total grain output for the year reached 497.46 million tons, thus realising annual increases over three years. The abolition of agricultural taxes and special taxes reduced farmers' burdens.

The 2007 No.1 document proposed the concept of modern agriculture. This meant "To equip agriculture with modern equipment, to transform agriculture by using modern science and technology, to promote agriculture by using modern industry systems, to advance agriculture by using modern management systems, to lead agriculture with modern ideas, to develop agriculture by training new peasants." Particularly in 2007, students who were undergoing rural compulsory education were exempted from miscellaneous fees. Provision of textbooks for poor students and boarding subsidies benefited 150 million students and 7.8 million families. The Document also proposed the establishment of a nation-wide social security system to ensure basic living standards in villages.

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**Material 13 (2): 《鐸鐸集---農民怨(下)》(Hong Kong Connection – Nongmin Yuan (sequel))**

See file 02\_final.wmv

This program was edited by the Chinese History Education Society, and lasts 11 minutes. The program uses the situation in Hunan province(湖南) as a case study to help viewers understand the living conditions of local farmers and the local government's response.

- It is difficult for Hunan to shed poverty. The goal: to leave agriculture behind and develop industry.
- Hunan province has the conditions for developing agricultural processing industry, which would raise farmers' incomes. However, the province continues to be threatened by natural disasters.
- Figures from the State Statistical Bureau show a continued decline in Chinese farmers' incomes in recent years, while rural enterprises are suffering from poor management. Hunan province has 1.3 million people who are trapped in impoverished conditions.
- The government treats this as a serious matter: through tax and fee reforms, farmers' burdens would be reduced. Although the Central Chinese government has spent 20-30 billion yuan on providing subsidies for farmers, the income gap is still huge.
- Current prices of wheat, corn, soybeans, rice, cotton and other key agricultural products in China are higher than that of international markets. Foreign agricultural producers are hoping to flood the Chinese market after China's entry to the World Trade Organisation. China has 900 million farmers to support, but how can China's small and frail peasant economy withstand the challenges from large modernised foreign agricultural producers?
- The Hubei Peace Agricultural Commune was founded in 2000. It is the first organisation in many years that explicitly carries the communal banner since the People's Commune was cancelled.
- Such a commune is different from the people's communes that existed during the

Mao Zedong period. Participation is not mandatory, and the decision to join is decided by farmers with land contract rights. It is hoped that this would facilitate the development of farmers on the periphery as well as throughout the country.

- Chinese agricultural producers have to implement industrial production management systems in order to raise the competitiveness of their products. The key to successful industrialisation in the countryside is to establish mutually beneficial relationships among local farmers (relying on contracts instead of rents).
- Small peasants that operate like disbanded soldiers are unable to enter the market and compete with others.
- There are too few leading rural enterprises that are able to support the peasant economy.
- Problems involving the livelihood of 900 million farmers and the survival of 1.3 billion people on a nation-wide scale are now China's major dilemma that in turn would affect the country's economic development and social stability.

Material 14: Material relating to agricultural industrial production (For students to read after class)

### **A: Agricultural industrialization**

Industrialisation of China's agricultural production is made possible by integrating the voluntary formation of economic interests and multi-dimensional participation. Agricultural industrialisation and production management take the market as a guide, the peasant household management system as a foundation, leading agricultural enterprises as the driver, and economic efficiency as the core. Through integrated management of cultivation, sales and farming business, various stages in the agricultural production process are consolidated into a complete industrial system, thus transforming the model of small-scale production by scattered peasant households into a model of big production by organisations.

### **B: Characteristics of agricultural industrialisation**

1. Product commercialisation: Industrial products are not made to satisfy members' individual self-sufficiency. Rather, they are commodities that are made for the purpose of being sold in the market. Therefore, all economic activities of an enterprise are centred on the commodity.
2. Product specialisation: Enhance the degree of specialisation as far as possible, from the production of raw materials to the product processing stage.
3. Professional management: Strengthen the relationship among enterprises, enabling them to benefit from each other's advantages, establish a unified system of income distribution based on calculation and risk sharing, implement professional management for operational and cost benefits.
4. Management modernisation: Establish contacts with agricultural research organisations or universities, use modern agricultural science and technology, implement specialised production, regionalise and so on.

C: Two similar areas between agricultural industrialisation and production management

1. Combine production and sales, link the technical measures for agricultural production and production of agricultural resources with agricultural processing, food preservation, transportation, storage and sales, thus forming a complete economic entity.

2. Put resources, talents, technology and capital together. Unify resource distribution, industrial development and operations into a competitive market entity.

**D: An example of agricultural industrialisation**

Anhui province Xiaogang Village 安徽省小崗村	Industrial movement	Characteristics accompanying section B above
	In 2004, Xiaogang Village in Fengyang County established a development and cooperative society, whose shareholding was jointly held by Xiaogang Village and the Shanghai Dalong Poultry Cultivation Company Limited. The objective was to develop individual households into a development and cooperative society. The society rents land from farmers for a price of 500 renminbi per Chinese acre, with a provisional term of five years; Five years later, farmers may draw a bonus based on their share of the pooled land, and are able to renew the land rental; The pooled land is used for planting corns, organic vegetables and strawberries. Land that originally yielded approximately 1,000 renminbi in profits per acre from the cultivation of black soybeans and peanuts is now able to yield 3-4 times the amount of profits after being replanted with grapes.	<ul style="list-style-type: none"> <li>● Product commercialisation</li> <li>● Professional management</li> </ul>
Wuhan City 武漢市	The development of leading agricultural processing enterprises has gained mutual recognition as a key objective between Wuhan and its peripheral areas. Big enterprises like Mengniu and Laifu Ideal Foodstuffs have been drawn to Wuhan. Up to 2006, Wuhan had three leading enterprises with sales over 1 billion renminbi. The China Mengniu Dairy Company Limited alone has created close to 4,000	<ul style="list-style-type: none"> <li>● Specialisation of jobs</li> <li>● Modernised management</li> </ul>

	job openings in Wuhan and in the surrounding areas. It is estimated that Mengniu's production this year would reach 360 million renminbi, thus bringing an additional 100 million renminbi income to farmers.	
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Material 15: Information card for role play: State Council meeting (To be used in conjunction with exercise 7)

A: Version for teachers' reference

Roles	Reference for speech
Premier Wen Jiabao 温家宝	<ul style="list-style-type: none"> <li>● The Central Chinese government is already paying serious attention to farmers' problems. Because farmers have contributed significantly to China's reforms and modernised construction, their problems affect the overall development of the Chinese economy and society.</li> <li>● The government has strengthened its support to agricultural and rural economic development, while the entire society is pushing forward the construction of new socialist villages.</li> <li>● The Central Chinese government has increased investments on rural construction. In 2006 alone, it spent 36.2 billion yuan on rural construction, of which 19.4 billion yuan was spent on direct improvement on rural output. In addition, it spent another 12 billion yuan on subsidies for farmers.</li> <li>● We cannot underestimate the endurance, complexity and difficulty of rural reforms.</li> <li>● The country continues to stabilise agricultural prices so as to protect farmers' incomes.</li> <li>● The Central Chinese government will make concerted efforts to reduce farmers' burdens, including abolishing agricultural taxes within five years and providing children in villages with nine years of compulsory education.</li> <li>● Strengthen rural infrastructures, improve irrigation systems.</li> <li>● The Central Chinese government will strengthen its plan for urban and rural development, safeguard peasant workers' rights and interests, promote the shift of excess rural labour force to other industries, deal with the poverty of farmers through rural poverty relief work, construct an affluent and harmonious society.</li> </ul>
Economics scholar	<ul style="list-style-type: none"> <li>● From a long-term perspective, the Central Chinese government should strongly develop rural enterprises, and shift the rural excess labour force to cities.</li> <li>● Cities should develop labour intensive industries and service</li> </ul>

	<p>industries, because their large employment capacity means more rural surplus labour supply can be absorbed.</p> <ul style="list-style-type: none"> <li>● Strengthen agricultural industrialisation and increase the competitiveness of agricultural products.</li> <li>● Develop small cities, strengthen support to the construction of small cities, improve public utilities and planning, guide the concentration of rural enterprises in small cities and attract farmers to live and work in small cities.</li> <li>● Improvements in the dual economic structure and the successful of rural reforms are of great significance to China's economic development. Firstly, the shift of the rural surplus labour force to cities brings a big pool of low-cost workers to labour intensive industries, thus creating wealth in cities. This also increases incomes in villages, and enables industries to lead agriculture, cities to lead rural areas and relatively affluent areas to propel development in backward areas. This has positive impact on China's economic development, industrialisation and modernisation.</li> <li>● The abolition of agricultural taxes and provision of nine-year compulsory education exert pressure on the country's overall tax revenues and finances.</li> </ul>
Social scholar	<ul style="list-style-type: none"> <li>● The Central Chinese government should pay attention to the problem of abuse and exploitation of farmers by local cadres.</li> <li>● Strengthen and popularise compulsory education in rural areas: The education level in poor areas is generally low, school enrolment rates are low, and drop-out rates are high.</li> <li>● Need to raise the quality of work and technical skills of farmers, provide farmers with professional training and education so as to increase farmer's ability to find other employment and improve their adaptability level for working in cities.</li> <li>● Protect farmers' land by pointing out that land is a form of productive resource and social security for farmers. Organisations or local cadres cannot occupy farmers' land by using the excuse of urban development.</li> <li>● Deepen reforms of the household registration system. Cities must suitably relax the conditions for peasant workers to settle down.</li> </ul>

	<ul style="list-style-type: none"> <li>● The rural poverty problem has worsened: In 2006, China's poor rural population was close to 60 million, representing 6% of the total rural population. The corresponding figure in Western areas was even as high as 13.7%. This represents an unavoidable challenge facing the Central Chinese government in its promotion of rural poverty relief policies.</li> <li>● Rural poverty relief is a monumental task, and the Central Chinese government needs to reinforce its efforts. For example, the disparity in development between the nation as a whole and Ningxia, Gansu and other poor areas have widened considerably. From 2000 to 2006, the ratio between the average income of farmers in Gansu province and disposable income of city residents rose from 1:3.44 to 1:8. The corresponding ratios for farmers in Ningxia against city residents were 1:2.85 and 1:3.33 respectively.</li> <li>● Inability to resolve the "three-farm problem" means a harmonious society cannot be achieved.</li> </ul>
Agricultural expert	<ul style="list-style-type: none"> <li>● More farmers are giving up farming, which caused an increase in the amount of barren land. This affects the rural economy.</li> <li>● The government should put more investments on rural communications, technology and infrastructures, as well as promote mechanisation, commercialisation and industrialisation in villages.</li> <li>● The government should provide loans to villages so as to develop rural enterprises. This would also help to absorb the rural surplus labour force and provide a good foundation for villages to develop secondary industries.</li> <li>● Bring out the region's strengths, target key areas and have leading industries construct their commodity base. These would enhance their benefits and help to attract industrial and commercial capital to the agricultural sector.</li> </ul>
Representative of a leading agricultural enterprise	<ul style="list-style-type: none"> <li>● The scale of leading enterprises is small, lacks competitiveness, and this limits the development of the agricultural industry.</li> <li>● The government should strongly support the development of leading agricultural enterprises as an impetus for agriculture industrialisation. Firstly, leading enterprises are in a significant position to lead agricultural development. Take Jiangxi province as an example. In 2006, 273 provincial-level leading</li> </ul>

	<p>enterprises led 3.9 million farming households, representing 48% of farming households in the whole province. At the same time, the leading enterprises employed 123,000 people within the surplus rural labour force. Secondly, the leading rural enterprises can effectively raise the quality and standards of agricultural produce: The majority of provincial-level leading enterprises have quality testing units and quality control systems, with over 90% of them passed ISO9000, SO14000, HACCP, QS authentication tests. Thirdly, leading enterprises are able to further develop the market: Through their investments on the construction of factories within and outside the province, they are able to broaden their production base, and boost their strength.</p> <ul style="list-style-type: none"> <li>● The government should implement preferential policies relating to tax revenues, finance, exports, transportation, and the use of water and electricity as soon as possible.</li> <li>● Improve supporting facilities for agricultural production, such as flood prevention, irrigation, and transportation and communications systems.</li> </ul>
Government official in villages and towns	<ul style="list-style-type: none"> <li>● Rural tax and fee reforms could strain rural finances, and ultimately affect the ability to govern villages properly.</li> <li>● Local governments do not ask for funds from farmers unreasonably. When it comes to finances, decision-making power is in the hands of the Central Chinese government, while local governments play only a passive role. Without financial independence and authority and confronted with the pressures of huge expenses, local governments have no choice but to ask farmers for funds.</li> <li>● In areas with more developed enterprises, township governments are able to receive income from rural enterprises or the land. But in rural areas that are largely reliant on agriculture, incomes of villages and towns can only be achieved through direct levies on farmers.</li> <li>● Local governments are actually caught in a dilemma: For the sake of production and provision of public utilities in villages, they cannot avoid adding to farmers' burdens; otherwise, they would not be able to satisfy the public needs of village residents. On the one hand, if local governments are unable to</li> </ul>

	<p>provide the basic public needs of rural residents, there will be questions about the value of their existence. On the other hand, if they compromise farmers' interests for the sake of catering to public needs in villages, this will adversely affect the local governments' image and credibility.</p> <ul style="list-style-type: none"> <li>● In terms of the provision of public goods in villages, the main focus will be on the reconstruction of elementary and middle schools and building of roads and other infrastructures. The Central Committee as well as governments at various local levels should rightfully undertake these construction works. In the past, governments of villages and towns undertook almost all of these investments. The basic problem lies in the inequitable allocation of financial and decision-making power among the Central Committee, provinces, cities, prefectures and towns. Local finances are too tight and local responsibilities are too heavy. According to a study by the State Council Development Research Centre, villages and towns are responsible for approximately 78% of investments in national compulsory education, while the corresponding figures for prefectures and provinces are 9% and 11% respectively. The Central Committee contributes only about 2% of the investments. In addition, governments in villages and towns bear many other responsibilities that should be the undertaking of the Central government, such as military training, birth control and so on.</li> </ul>
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B: Version for students' reference (only need to provide students with materials that are related to their roles)

Role	Reference for speech
Premier Wen Jiabao	<ul style="list-style-type: none"> <li>● The Central government is already paying serious attention to farmers' problems, because....</li> <li>● The Central government has already increased investments on rural construction, such as....</li> <li>● The country will use various measures to safeguard farmers' incomes and support grain prices, such as....</li> <li>● The Central government will make concerted efforts to reduce farmers' burdens, such as....</li> </ul>

	<ul style="list-style-type: none"> <li>● Strengthen rural infrastructures, such as....</li> <li>● The Central government will make concerted efforts to narrow the disparity between cities and the countryside, such as by....</li> <li>● Others....</li> </ul>
Economics scholar	<ul style="list-style-type: none"> <li>● In terms of developing rural enterprises....</li> <li>● In terms of absorbing the rural surplus labour force....</li> <li>● In terms of raising the competitiveness of agricultural produce....</li> <li>● In terms of improving the dual economic structure between cities and villages....</li> <li>● Others</li> </ul>
Social scholar	<ul style="list-style-type: none"> <li>● In terms of improving relations between rural residents and cadres....</li> <li>● In terms of rural education.....</li> <li>● In terms of raising the technical competency and competitiveness of peasant workers....</li> <li>● In terms of protecting farmers' rights and interests....</li> <li>● In terms of reforming the household registration system....</li> <li>● Others....</li> </ul>
Agricultural expert	<ul style="list-style-type: none"> <li>● In terms of raising the degree of agricultural mechanisation...</li> <li>● In terms of strengthening the rural economy....</li> <li>● In terms of improving agricultural technology....</li> <li>● In terms of presenting the strengths of local agriculture....</li> <li>● Others.....</li> </ul>
Representative of leading rural enterprise	<ul style="list-style-type: none"> <li>● In terms of government support to the development of leading agricultural enterprises....</li> <li>● In terms of the coordination of government policies....</li> <li>● In terms of supporting facilities to agricultural production....</li> <li>● Others.....</li> </ul>
Local official	<ul style="list-style-type: none"> <li>● There is no choice but to collect fees from farmers. The funds do not go into my own pocket. Rather, they are collected for the following reasons: <ul style="list-style-type: none"> <li>■ Control over finances rests in the hands of the Central government, so....</li> <li>■ In areas where rural enterprises are not developed, revenues are not forthcoming because....</li> <li>■ The local government is caught in a dilemma: it needs to</li> </ul> </li> </ul>

	<p>choose between being able to provide public services and not having to add to farmers' burdens because....</p> <ul style="list-style-type: none"> <li>■ The local government has to provide many kinds of public services and infrastructures, such as....</li> <li>● Others.....</li> </ul>
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Note: Students who have additional relevant information apart from those obtained according to the direction made by teachers must complete the “Others” section.

Students can refer to the following websites or articles for more information:

- 在搜尋引擎內利用以下關鍵字在搜集相關資料：  
溫鐵軍、農業產業化、農業龍頭企業、農業示範區、中國新農村建設、中國農村改革的挑戰和困難  
Use the following key words when searching for relevant information using search engines:  
Wen Tiejun, agriculture industrialisation, leading agricultural enterprises, model agricultural district, construction of new Chinese villages, challenges and difficulties of China's rural reforms
- 周八駿〈中國融入世界的特點〉取自香港文匯報 2008 年 6 月 4 日  
[http://www.wenweipo.com/news\\_print.phtml?news\\_id=WW0804290005](http://www.wenweipo.com/news_print.phtml?news_id=WW0804290005)( 瀏 覽 日期：2008 年 6 月 25 日) Zhou Ba Jun's article on “Characteristics of China's global integration”. from Hong Kong's *Wen Wei Po*, 4 June 2008.  
[http://www.wenweipo.com/news\\_print.phtml?news\\_id=WW0804290005](http://www.wenweipo.com/news_print.phtml?news_id=WW0804290005)(Date of surfing: 25 June 2008)
- 黃季焜〈中國農業與 WTO〉取自大紀元  
<http://news.epochtimes.com/b5/1/7/28/n113957.htm>(瀏覽日期：2008 年 6 月 25 日)  
Huang Jikun's article on “China agriculture and the WTO” from the website of *Epoch Times*.  
<http://news.epochtimes.com/b5/1/7/28/n113957.htm>(Date of surfing: 25 June 2008)
- 不知名作者〈中國農村扶貧開發綱要〉(2001-2010)取自新浪網  
<http://news.sina.com.cn/c/2004-08-25/17564137039.shtml>(瀏覽日期：2008 年 6 月 25 日)  
The article by an anonymous author on “A summary of China's rural poverty relief development” (2001-2010) from the China news website [www.sina.com.cn](http://news.sina.com.cn).  
<http://news.sina.com.cn/c/2004-08-25/17564137039.shtml>(Date of surfing: 25

June 2008)

- 不知名作者〈中國的農村扶貧開發〉取自中華人民共和國國務院新聞辦公室網頁 <http://www.china.com.cn/ch-book/fupinkafa/f1.htm>(瀏覽日期：2008 年 6 月 25 日)

The article by an anonymous author on “China rural poverty relief development” from the website of the State Council Information Office of the People’s Republic of China. <http://www.china.com.cn/ch-book/fupinkafa/f1.htm>(Date of surfing: 25 June 2008)

- 不知名作者〈國務院關於解決農民工問題若干意見〉取自中華人民共和國中央人民政府網  
[http://www.gov.cn/jrzg/2006-03/27/content\\_237644.htm](http://www.gov.cn/jrzg/2006-03/27/content_237644.htm)(瀏覽日期：2008 年 6 月 25 日)

The article by an anonymous author on “Opinions of the State Council on solutions to problems relating to peasant workers” from the website of The Central People’s Government of the People’s Republic of China.  
[http://www.gov.cn/jrzg/2006-03/27/content\\_237644.htm](http://www.gov.cn/jrzg/2006-03/27/content_237644.htm) (Date of surfing: 25 June 2008)



### Material 16: An example of rural reconstruction (Discussion case)

Read the following example<sup>1</sup> of agricultural development in Anhui province(安徽), and discuss the attached questions:

Since 2005, Anhui province has proposed the “depend on technology, increase yield per unit area” concept for its campaign to heighten wheat production and increase yield of paddy rice. Assistant manager Liu Weimin of the Bo Zhou Agricultural Centre cultivated a new type of high yield, high quality wheat with antibodies called “Wheat Wanmai 38”.

Anhui province’s leading agricultural enterprises continue to grow steadily. The number of these enterprises rose from 175 to 313, and the number of businesses with core revenues of over one hundred million yuan reached 120. The number of specialised cooperative economic organisations has increased to over 4,580, and this has provided impetus for 2.2 million peasant households.

In Anhui province’s Anqing city, a wealthy and powerful crop farmer Chen Qunhe lengthened the tenor of land contract from three years to eight years, and was preparing to further increase investments on irrigation and water conservation facilities. Not only has Mr Chen expanded his crop planting area from over 300 Chinese acres to 6,000 acres, he has also constructed a rice mill and breeding farm, thus forming a one-stop production facility that comprised cultivation, breeding and processing.

Anhui province focuses on the production of melons and vegetables, tea leaves, silkworm cocoons, fruits and so on, and is developing environmentally friendly and organic agricultural produce in order to enhance product value, and is also speeding up the development of the “three good agricultural practices” (Safe agricultural produce, environmentally friendly food and organic food).

Source:

Xia Shen Wei’s article “Anhui: Advancing the development of modern agriculture, pushing forward the construction of new socialist villages” from the website of Anhuinews

<http://ah.big5.anhuinews.com/system/2008/04/17/001994979.shtml> ) ( Date of surfing: 30 April 2008) 夏勝爲  
〈安徽：大力發展現代農業 積極推進社會主義新農村建設〉

Questions for discussion:

Based on the above article, try to discover which of the Anhui province's agricultural reform policies are able to help raise farmers' income and improve their quality of life, and provide an explanation. (Hint: Production technology, production models, variety of agricultural produce.....)

Reference viewpoints for teachers to provide directions for students' discussions:

- Improvements in agricultural science and technology has raised the quality and quantity of agricultural produce, and directly raised farmers' income.
- By directing individual producers, leading agricultural enterprises have enlarged the scale of production and provided safeguards for farmers' incomes and employment opportunities in the countryside.
- Agricultural mechanisation has reduced production costs, and raised productivity.
- Develop the region's strength and high value added agricultural produce
- Other reasonable opinions

## Material 17 (1)

Whether the positive and negative effects of the “*sannong*” on China can be properly dealt with

### The country's political power and acceptance (positive)

- Rural reforms can directly reduce farmers' burdens, raise the level of trust and support of farmers in the country and improve social stability;
- Able to rebuild the legal foundation and political authority for the country to govern the rural community.

### The country's political power and acceptance (negative)

- Local governments continue to raise taxes on farmers. Not able to reduce farmers' burdens;
- This causes conflicts between farmers and local cadres;
- Undermine social stability in villages;
- Endanger the validity of the political power base in villages and the nation's political authority.

### Social harmony (positive)

- Rural reforms can raise farmers' incomes, improve the appearance of villages and raise agricultural competitiveness.
- Able to reduce the urban-rural disparity between, and achieve harmony between cities and villages.
- China is able to successfully build a harmonious society.



### Social harmony (negative)

- Chinese society is marked by inequitable distribution of income, causing a wide disparity between the rich and poor;
- Large numbers of farmers enter cities to look for jobs;
- This brings rural problems to the cities, causing problems there to worsen.
- Peasant workers are unable to find jobs in cities, and they may commit crimes out of desperation, causing crime rates in cities to worsen.

### Development of agriculture and industry (positive)

- Propel the development of the agricultural industry, bring employment opportunities to rural residents;
- Stabilise the job market in villages;
- Increase farmers' incomes
- Increase the value and competitiveness of China's agricultural produce;
- The pool of low-cost labour enables China's labour intensive industries to maintain their competitiveness, and China to maintain its advantage as the industrial workshop of the world.

### Development of agriculture and industry (negative)

- Unable to solve the rural unemployment problem. Rural residents leave to find jobs in cities;
- Exert strains on housing, transportation and population in the cities, and hinder development of the cities;
- Unable to protect the rights and interests of peasant workers. The latter become subjects of abuse and exploitation;
- Social problems worsen, and because a major cause for concern.

### Village situation (positive)

- Improve rural infrastructures;
- Strengthening of the nine-year compulsory education system;
- Improve quality of life of rural residents;
- Raise the education level of villagers;
- Contribute to rural economic development.
- Farmers able to cast off poverty.

### Village situation (negative)

- Unable to solve the problem of rural poverty;
- Local cadres deprive farmers of land
- Cause social problems to worsen;
- Strain relations between the government and farmers;
- Create social frictions.

### Conclusion

- The ability to effectively deal with the “*sannong*” is crucial to China’s ability to build a harmonious society and maintain social stability;
- Rural reforms constitute a complex, arduous and long-running task. It is a continuous and long-term work;
- Unable to judge at the moment whether rural reforms are successful.
- The successful experience of Anhui province serves as a useful case study for other provinces, but it cannot be copied verbatim.

## Material 17 (2): The success and failure of rural reforms and their positive and negative effects on China's development

Reference material for teachers and students. Use together with the bulletin file of material 17 (1)

Rural reforms can directly reduce farmers' burdens. By abolishing unreasonable fees, reforms can reduce farmers' burdens to an acceptable level. As farmers receive support from the country, their trust in the country is enhanced through reforms. This improves social stability and the ability of the government to rebuild the legal foundation of rural communities and political authority. In the past, governments of villages and towns added many items that were outside the official tax and fee policy to farmers' burdens, and this resulted in conflicts between local cadres and rural residents. As the problems got worse, the rural community's social stability was undermined and this even endangered the validity of local governments and the country's political authority.

Rural reforms play a crucial role in the construction of a harmonious society. The present Chinese society is marked by disparate distribution of income, thus causing conflicts between rich and poor, East and West, and agriculture and industry. Rural reforms are able to raise farmers' income, improve conditions in villages and raise the competitiveness of the agricultural sector. This narrows the gap between cities and the countryside, creates harmony between cities and villages and throughout Chinese society. If rural problems are not effectively resolved, there shall be large numbers of farmers entering the cities, bringing their problems with them and causing cities' conditions to deteriorate. If peasant workers are not able to find jobs in cities, this will cause crime rates in cities to go up.

Rural reforms have fuelled the development of agricultural industries, provided employment opportunities for rural residents, helped to absorb surplus rural labour and increase farmers' incomes. This has led farmers who had left for work to return to their native villages to engage in farming. It has stabilised the job market in villages and raised the value and competitiveness of Chinese agricultural produce. With rural residents staying and working in the villages, pressures in the cities arising from housing, transportation and the urban population have been reduced. Through the suitable placement of rural residents in cities, a large pool of low-cost labour can be suitably used to develop secondary industries, thus maintaining the competitiveness of China's labour intensive industries. However, if peasant workers' rights and interests are not protected, they will become a cause for concern to society. Due to the low

education level of peasant workers, the latter are only able to engage in labour intensive work at low levels, or even worse, become subjects of exploitation and abuse. Difficulties in safeguarding their basic rights and interests will cause social problems to deteriorate and hinder economic and social development.

Rural reforms mean the government will increase investments in rural infrastructures, such as transportation and information networks and so on. This will improve the lives of rural residents, and contribute to rural economic development. Promotion of the nine-year compulsory education system in rural areas would raise the education levels of rural residents, aid rural development and enable farmers to cast off poverty. Poverty has a major influence on social harmony. If the problems of rural poverty and exploitation of farmers by local cadres are not resolved, the social problems will deteriorate. Relations between the impoverished population and farmers, and society and the government will be further strained, leading perhaps to violent conflicts and social turmoil.

Sources:

- 俞德鵬〈農民負擔問題的社和法律分析〉，取自二十一世紀網絡版  
<http://www.cuhk.edu.hk/ics/21c/supplem/essay/0011033.htm>。(瀏覽日期：2008年4月29日)  
Yu De peng's article on "A social and legal analysis of farmers' burdens" from the website of the *Twenty-First Century*.  
<http://www.cuhk.edu.hk/ics/21c/supplem/essay/0011033.htm>。(Date of surfing: 29 April 2008)
- 劉奇(2005)《三農問策—走出制度困局》，合肥：安徽人民出版社，頁188-202  
Liu Qi's article (2005) on "The three-farm problem and policies – getting out of the system's confines and predicaments", Hefei: Anhui Publishing, pages 188-202.

Material 18: Explanations of words and expressions related to China's rural reforms  
(For students to read after class)

Words and expressions	Explanation
Household contract responsibility system	The system whereby farmland and production resources were leased through long-term contracts to farmers who were responsible for production and management. This was an important measure that released rural productive forces during the initial period of reforms and the opening-up.
Wealthy household	The term refers to people who made their fortune in the early years. This was a fashionable word in the late 1970s and early 80s.
Rural enterprise	The 1984 No. 1 Document of the Central government renamed "Commune and Brigade Enterprises" as "Rural Enterprises". Different names existed before this: In 1959, they were called "Commune Enterprises", and in 1972, they were called "Brigade Enterprises".
Peasant worker	This refers to workers from rural areas who work in the cities. The term was coined by Zhang Yulin, Professor of Sociology of the Chinese Academy of Social Sciences.
Construction of new socialist villages	In October 2005, the fifth plenary session of the 16 <sup>th</sup> Central Committee of the Communist Party of China pointed out the historic significance of the construction of new socialist villages, and requested construction to proceed according to requirements based on "production development, prosperity, local customs and civilisation, tidy villages, and democratic management".
Three-farm problem	This refers to the problems of agriculture, villages and farmers. The term was coined in 1996 by Wen Tiejun, a professor of economic management, and was officially incorporated in documents of the Communist Party of China in 2003. From then on, the problem has become the most pressing issue for the government to solve.
Abolition of agricultural taxes	On 29 December 2005, the 19 <sup>th</sup> conference of the 10 <sup>th</sup> National People's Congress Standing Committee passed a draft decision to abolish agricultural taxes. This was the next groundbreaking policy after the household contract responsibility system.

New peasant	Refers to farmers who are literate, and understand technology and management. This was defined in the 2006 “No. 1 Document”.
Overall plan for urban and rural development	The plan mainly highlights the role of industry in supporting and nurturing agriculture, and cities in fuelling rural development. An important government measure in resolving the three-farm problem and transforming the dual economic structure into a modern economy is to establish a long-term mechanism by which cities can fuel rural development as well as promote the coordinated development of cities and the countryside.
Village self-administration	This refers to the four aspects of the democratic system at the grassroots level in villages, including democratic elections, democratic decision-making, democratic management and democratic supervision. This developed in the 1980s, and was widely promoted in the 90s. It has become an effective way to expand democracy and raise the standards of governance of rural villages.

Sources:

- 張樺〈農村改革，應該記住的那些人和事〉，《今日中國》，2008年4月號，頁38-39。

Zhang Hua’s article on “Rural reforms: people and events that should be remembered”, *China Today*, April 2008 issue, pages 38-39.



## 12. Reference materials related to the teaching plan

### A: Books, articles

1. 王良能(1992)《唐山論叢 52 中國大陸「三農」問題概述》，臺北：唐山出版社  
This book is written by Wang Liang Neng, which analyses China's "three-farm" problem in the context of tax and fee reforms following the country's entry to the World Trade Organisation, rural education reforms, existing problems with rural enterprises, reforms of government of villages and towns, reforms of household systems and the mobilization potential of China's rural residents.
2. 吳理財(2002)〈農村稅費改革對鄉鎮財政的影響及其後果〉，取自《二十一世紀》，2002 年第 5 期。  
This essay is written by Wu Li-Cai, which discusses, through a field investigation, the impact and consequence of China's tax and fee reforms on the finances of villages and towns. It also provides some suggestions for China's rural reforms.
3. 明報出版社編輯部主編(2001)《機遇與挑戰—中國「入世」全透視》，香港：明報出版社。  
Edited by Ming Pao Publications in Hong Kong, this book describes China's struggles in gaining entry to the World Trade Organisation (WTO) in detail, and provides a comprehensive perspective of the reforms that were triggered by WTO membership. The authors of the articles are renowned Sinologists and academics whose opinions and analyses provide useful insight into the direction of China's economic development.
4. 周發源主編(2007)《農村改革解讀》，長沙：湖南師範大學出版社。  
Edited by Zhou Fa-yuan, this book comprises 10 chapters: an introduction to rural land system reforms, rural taxation reforms, food distribution system reforms, rural financial reforms, financial management system reforms in counties and towns, rural enterprise reforms and improving village self-administration, rural cultural system reforms, rural compulsory education system reforms, rural technology reforms and rural social security system reforms.
5. 陳振東〈關於三農問題的思考〉，《人民日報》  
This essay is written by Chen Chen-tung, which emphasises the fact that a significant portion of the rural population is impoverished and starving. Therefore, whether or

not the “three-farm” problem can be solved is an issue of major significance not only to the country’s economic development and her people, but also to China’s overall prosperity and even global stability.

6. 溫鐵軍(2005)《三農問題與世紀反思》，北京：三聯書店。  
This book is written by Wen Tiejun, which comprises eight topics and over 40 articles, and explores in depth issues that are related to farmers, villages and the agricultural economy.
7. 劉奇(2005)《三農問策—走出制度困局》，合肥：安徽人民出版社。  
The book is written by Liu Qi, which comprises 17 analytical works that discuss the root cause of China’s “three-farm” problem and the corresponding government measures.
8. 張樺〈突破：始於 1978〉，《今日中國》總第 57 卷，2008 年 4 月。  
This article is written by Zhang Hua, which reviews personal stories and events related to rural reforms over the past 30 years based on several case studies in villages,.

#### B: Internet materials

9. 不知名作者〈中國的農村扶貧開發〉，取自中華人民共和國國務院新聞辦公室  
<http://www.china.com.cn/ch-book/fupinkafa/fl.htm>。(瀏覽日期：2008 年 4 月 29 日)  
Because of the start of reforms and the open-door policy in the 1970s, China implemented measures to alleviate the food and shelter problems of the poor as an essential step of its poverty relief program. This essay provides an introduction to China’s poverty relief efforts and related situations.
10. 不知名作者〈中國農村扶貧開發綱要〉，取自新浪網  
<http://news.sina.com.cn/c/2004-08-25/17564137039.shtml>。(瀏覽日期：2008 年 4 月 28 日)  
The article provides an introduction of the main points of China’s poverty relief program, which includes policy goals, basic objectives, targets and focus, content and mean, etc.
11. 不知名作者〈中國農村改革 30 年回顧與展望〉，取自中國網  
<http://www.china.com/aboutchina/data/zgncggkf3on/2008-04/14/content-14949559->

3.htm。(瀏覽日期：2008 年 4 月 30 日)

Owing to a long period of isolation policy, China lacks experience in maintaining social stability and implementing social reforms. Reforms and the open-door policy have corrected previous mistakes to a large extent and gained a development in the countryside. However, the mission to reform the society has not yet been completed.

12. 不知名作者〈加快農業上化面臨的困難與對策〉，取自雲南農業信息網  
<http://www.ynagri.gov.cn/zwgk/readinfo.asp?B1=7223>。(瀏覽日期：2008 年 4 月 29 日)

The article analyses the current situation in agricultural commercialisation and its problems. It warns of serious consequences if adequate attention is not paid to the issue.=

13. 不知名作者〈安徽：大力發展現代農業 積極推進社會主義新農村建設〉，取自安徽新聞  
<http://ah.big5.anhuinews.com/system/2008/04/17/001994979.shtml>。(瀏覽日期：2008 年 4 月 30 日)

The article expresses that the agriculture modernisation would help push forward the economic development of Anhui province.

14. 不知名作者〈扶貧：脫貧與發展並舉〉，取自人民網  
<http://nc.people.com.cn/BIG5/61154/6144796.html>。(瀏覽日期：2008 年 4 月 28 日)

The article analyses the current challenges faced by China in respect of poverty relief. It also analyses the institutional arrangements and policies designed by the government that aimed at alleviating poverty.

15. 不知名作者〈武漢百億項目鑄中部「工業航母」〉，取自文匯報  
<http://paper.wenweipo.com/2007/03/08/zt0703080024.htm>。(瀏覽日期：2008 年 4 月 30 日)

The article provides an introduction to the advanced manufacturing industry in Wuhan, its new technology and the development of chemical industry. The article explains how industry and agriculture can be developed alongside each other, which help to stimulate local economic development.

16. 不知名作者(2005)〈美國農業政策對我國農業發展的啓示〉，取自中國碩博網  
[http://lw.china-b.com/nxlw/lwzx\\_615751.html](http://lw.china-b.com/nxlw/lwzx_615751.html)。(瀏覽日期：2008 年 4 月 29 日)

This article analyses the development of US agricultural policy, in which the author

thinks it is a useful guide and implication for the development of China's agricultural policy system.

17. 不知名作者〈從 10 個中央“1 號文件”看農村改革 30 年的政策演進〉，取自中國網

[http://big5.china.com.cn/news/txt/2008-04/14/content\\_14948866.htm](http://big5.china.com.cn/news/txt/2008-04/14/content_14948866.htm)。(瀏覽日期：2008 年 4 月 30 日)

The article provides a review of China's rural reforms over the past 30 years from the perspective of five “Number 1” documents' policy frameworks in the 1980s (1982-1986) and 2000s (2004-2008) as well as 10 summarised “Number 1” documents of the Central Government.

18. 不知名作者〈國務院關於解決農民工問題若干意見〉，取自中華人民共和國中央人民政府網

[http://www.gov.cn/jizg/2006-03/29/content\\_239438.htm](http://www.gov.cn/jizg/2006-03/29/content_239438.htm)。(瀏覽日期：2008 年 4 月 28 日)

Peasants represent a new labour force that arises from China's reforms and urbanisation. Plenty of farmers who are employed by cities or rural enterprises are an important contribution to the country's modernisation. This article gives comments on issues that are related to urban-rural development, protection of farmers' rights, improvement of farmers' employment conditions, effective redistribution of the excess rural labour supply and the construction of an affluent society.

19. 不知名作者〈關於加快我省農業產業化發展的調研報告與政策建議〉，取自江西省人民政府網

<http://www.jiangxi.gov.cn/gb/jxzwgw/xgwt/userobject1ai103188html>。(瀏覽日期：2008 年 4 月 28 日)

This report is prepared according to the result of a field investigation in four provinces – Shandong, Henan, Jiangsu and Anhui – with an objective to understand the agricultural industrialisation process in the provinces, and to share experiences among provinces so as to enable the provincial party committees to draw up policy measures as impetus for the agricultural industrialisation process. 〈

20. 毛育剛〈農業產業化之內涵〉，取自行政院農業委員會

<http://www.coa.gov.tw/view.php?catid=2490>。(瀏覽日期：2008 年 4 月 29 日)

The article discusses the content, characteristics and models of agricultural industrialisation in detail. 毛育剛〈農業產業化之內涵〉

21. 俞德鵬〈農民負擔問題的社和法律分析〉，取自二十一世紀網絡版  
<http://www.cuhk.edu.hk/ics/21c/supplem/essay/0011033.htm>。(瀏覽日期：2008 年 4 月 29 日)  
The author of this article deems that farmers' burdens are not really caused by the problems that are related to rural villages or agriculture. However, they are caused by a manifestation and an inevitable result of the dual economic structure, the non-identical status and unequal rights between city and rural residents.
22. 許台澄〈中國的扶貧政策：發展理論的觀點〉，取自台灣公益組織教育基金會  
<http://www.ftope.org.tw/web/303.pdf>。(瀏覽日期：2008 年 4 月 30 日)  
The report discusses the social strength of the Chinese government and that of international non-governmental organisations and its impact on China's poverty relief efforts.
23. 張忠法〈1949 到 2007：中國農村改革與發展 58 年〉，取自荆楚網  
<http://www.cnhubei.com/xwzt/hbgg30y/wdcj/200803/t251338.shtml>。(瀏覽日期：2008 年 4 月 30 日)  
This article highlights that China entered the intermediate stage of industrialisation at the beginning of this century, which built a foundation for a newly emerging economy. Under the State Council's proposal of "industry nurtures agriculture and city supports village", China is gradually eliminating the urban-rural gap in favour of a dual economic growth model, and accelerating the transformation of the dual structure into a single modernised society.

#### C: Audio-visual materials

24. 《鏗鏘集----「不願再為農」(下)》，播映日期：2004 年 8 月 15 日播映。  
This program discusses China's "three-farm" problem. Despite China's high economic growth in recent years, villages' income gap is growing wider at the same time. Struggling farmers can only rely on themselves to solve the poverty problem.
25. 《鏗鏘集----「農民怨」(下)》，播映日期：2001 年 6 月 11 日。  
This program highlights the critical "three-farm" problem faced by the Central Chinese government. Taking Yunan Province's Mojiang county, Hunan and Hubei as examples, the program helps us understand the awkward position of farmers as well as poverty relief measures that have been taken by local governments.