



Education in China (1978-1990) and its Economic Impact: A Historical Study

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Abstract:

China witnessed between Years 1978_1990) A radical transformation in its educational system, If I practice Economic reforms led by Deng Xiaoping (1904_1997) A crucial role in restructuring education financing. With the launch of the reform and opening-up policy, the Chinese government realized that developing the education system required massive financial investments, which prompted it to adopt a decentralized approach to financing. So Much of the financial responsibility has shifted to local governments, relieving the burden on the central state.

As a result of that Reforms: Spending on education gradually increased, with an increasing percentage of GDP allocated to it, which contributed to the expansion of compulsory education. Especially After the issuance of the Compulsory Education Law in 1986. Despite that Despite these efforts, China faced significant challenges, most notably the disparity in funding between rural and urban areas, which led to significant gaps in the quality of education and educational services.

At the end That period Despite financial challenges, China has made significant strides in developing its educational infrastructure, helping pave the way for a broad educational renaissance in subsequent decades. That the stage laid the cornerstone of a modern education system that later became a major supporter of the country's rapid economic growth.

Keywords: financial costs, educational development, China.

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The introduction

Between 1978 and 1990, China witnessed significant transformations in the field of education. So the government embarked on a reform policy aimed at modernizing the education system in line with global changes and the economic challenges facing the country. The Chinese leadership, under the leadership of Deng Xiaoping, focused on education as the cornerstone of national economic development, and focused on improving and expanding educational opportunities at all levels, from primary education to higher education.

The government has allocated significant financial resources to develop the education system, with a focus on restructuring educational institutions and promoting scientific research through the establishment of student scholarship programs abroad. That Steps to increase investments in science, engineering and arts education, which were considered essential to supply industry and technology with advanced knowledge.

Led that Investments to fundamentally transform the level of academic education in China, so It has contributed to building a strong scientific base by training distinguished students at international universities. It has also provided that Policies are a strong boost to the level of scientific research in the country, as returnees from that Missions to raise the level of education and innovation within Chinese educational institutions. That Reforms have made education one of the key drivers of China's future development.

The research is divided into an introduction, a preface, three chapters, and conclusions. Review the preface. **Education costs in China before 1978** But **The first topic: The Chinese government's interest in developing education for stage tkinder Garten and Primary Education (1978-1990):** This section discusses the extent of the government's interest in developing early education for children. So the kindergarten stage has witnessed an increase in financial spending to expand and develop educational institutions. It touches on Primary education, and how to direct resources to improve the quality of basic education. But **the second topic: Government spending and its impact on the development of secondary education (1978-1990):** Who came to discuss Spending on secondary education in its two components: intermediate education and preparatory education, In addition to Vocational education. soto focus the government in that period developing vocational education as part of its strategy to support economic growth and qualify skilled workers. But **the third topic: Chinese government support for the development of higher education and foreign missions (1978-1990):** Through which we have Study of government spending to develop higher education and universities, in addition to Costs related to sending academic missions abroad. That the investments are part of China's vision to enhance its global competitiveness by building high-level scientific and technical personnel. As for the conclusions, I reviewed the most important findings tfor him.

Introduction

Education costs in China before 1978

China was Before 1978It is undergoing a period of profound economic and political transformation. Since the founding of the People's Republic of China in 1949 under the leadership of **President of the People's Republic of China Mao Zedong** Mao Zedong (1893-1976)ⁱ⁾, which was striving to build a strong socialist system, education policies were greatly influenced. So a policy was adopted to collectively provide education for all, but resources were scarce and funding was insufficient to achieve the desired development ⁽ⁱⁱ⁾.

In the 1950s and 1960s, the Chinese government focused on the concept of "comprehensive education," seeking to spread culture among the masses. Especially In rural areas. And in those period Compulsory and free education was implemented in primary schools. However, this period was characterized by a severe lack of resources and infrastructure. So most budgets were directed towards defence and industrial purposes under Mao's "Great Leap Forward" (1958-1962) and "Cultural Revolution" (1966-1976), which had a negative impact on education ⁽ⁱⁱⁱ⁾.

The Cultural Revolution witnessed ha President of the People's Republic of China Mao Zedong closed many schools and universities, and expelled a large number of qualified teachers and students to rural areas. The education system was also severely weakened. So emphasis was placed on political ideology at the expense of academic education. In that period Spending has been directed towards programmes such as rural "re-education" rather than promoting traditional education ^(iv).

After the death of Chairman Mao Zedong of the People's Republic of China in 1976, a transition period began under the leadership of **Premier of the State Council of China Air Cyand Feng** Hua Guofeng (1921-2008)^{v)}...who recognized the urgent need to rebuild the education system, which had been severely affected by the Cultural Revolution. It was

necessary to provide new resources and restructure education in line with the country's development needs^(vi).

It is clear to us that the Chinese government system before 1978It underwent political and economic transformations that impacted its education system. After the founding of the People's Republic of China in 1949, the government under Mao Zedong sought to provide universal education, but scarce resources prevented this from being achieved. Compulsory education was implemented in primary schools, but policies such as the "Great Leap Forward" and the "Cultural Revolution" focused on political ideology and led to the deterioration of education. After Mao's death in 1976, a transformation began under the leadership of Hua Zhi Yand Feng to reform the education system in line with the needs of the Growth

The first topic

The Chinese government's interest in developing education for stage kindergarten and Primary Education (1978-1990)

With the beginning of economic reforms in China under the leadership of Member of the Standing Committee of the Political Bureau of the Communist Party of China Deng Xiaoping Deng Xiaoping(1904_1997)^(vii)In 1978, education became a priority for the Chinese government as it pursued economic modernization and comprehensive development. Improving and expanding education, particularly at the early and primary levels, was essential to developing the human capital necessary for industrial and technological growth. Accordingly, the Chinese government assumed responsibility for injecting the necessary investments in to that the vital sector, which was reflected in the increasing financial costs in that stage^(viii).

1. Financial costs of developing education at the kindergarten stage.

Education was in kindergarten Before 1978In China, preschool education was inadequately organized, and the vast majority of rural children did not receive preschool education. Following the reforms of Deng Xiaoping, a member of the Politburo Standing Committee of the Communist Party of China, emphasis was placed on the importance of early education. So it was seen as a crucial factor in building a strong foundation for the success of the educational process in later stages. That a to create the government has begun allocating limited resources to build kindergartens and expand early education, with an emphasis on Especially in rural areas that suffered from a lack of educational services^(ix).

I witnessed that the stage of gradual increase in spending on education in the kindergarten stage, Food Construction was supported. That educational institutions and improving their programs to meet the needs of social and economic development ^(x).

Table No. (1) includes. Increased financial allocation in the kindergarten development phase (1978-1990)^(xi).

Annual growth rate (%)	Kindergarten expenditure (million yuan)	year
3.5	50	1978
6.5	100	1980
8.5	200	1985
10.0	350	1990

It is clear from the table above the Chinese government began allocating greater resources to kindergartens starting in 1978, reflecting a growing focus on providing early education as part of a strategy to build a generation capable of meeting the needs of the country's economic transformation.

2. Financial costs of developing primary education.

Coinciding with the increased interest in early education, a large portion of government resources has been allocated to developing primary education, so she was that the stage served as the foundation for the expansion of education in China as a whole. After 1978, the Compulsory Education Law was passed, making primary education a universal right, and every child at the age of seven was required to attend primary school for nine years. That the law is a fundamental step in improving the level of education in the country and ensuring its access to all children ^(xiii).

The government began focusing on improving primary school infrastructure, including building more schools in rural and remote areas and providing textbooks and equipment to improve the learning environment. Meanwhile, same Teachers were trained in modern and effective teaching methods to improve the quality of education in that the government also allocated a huge budget to finance primary education projects, especially in areas that suffered from weak infrastructure ^(xiii).

Table No. (2) includes. Spending on primary education in China (1978-1990)^(xiv).

Annual growth rate (%)	Expenditure on primary education (million yuan)	year
5.0	1000	1978
7.0	1500	1980
10.0	2500	1958
12.0	4000	1990

It becomes clear for us from the table above There has been a significant increase in spending on primary education, reflecting the Chinese government's relentless efforts to improve the quality and expand the scope of primary education. The goal was to that the increase in spending is to ensure that all children in China, regardless of where they live, can receive basic primary education.

The second topic

Government spending and its impact on the development of secondary education (1978-1990)

China witnessed After 1978Radical transformations in the fields of education and economy, as a result of to Politics at Reform and openness led by Deng Xiaoping. It was that the policies aim to comprehensively modernize various sectors, with attention to Especially for the education sector. And development in its intermediate and preparatory stages, as well as enhancing vocational education, in order to prepare new generations to face the challenges of a rapidly growing market and accommodate growing industrial progress. That This era became a cornerstone in shaping the future of the Chinese education system and a major contributor to advancing comprehensive modernization ^(xv).

1. Financial costs of developing education at the intermediate level (1978-1990).

I witnessed the intermediate education stage In China This era marked a radical shift that had a profound impact on building the foundations for future education. This stage was a crucial starting point in developing students' skills, preparing them for the transition to secondary school. With the onset of this era, the Chinese government focused its efforts on modernizing the infrastructure of middle schools and improving the quality of education, especially in rural areas, which suffered from a lack of resources and capabilities. Deng Xiaoping, who assumed leadership in the late 1970s and 1980s, was at the forefront of the reformers who led this that Educational renaissance, as he introduced a set of radical reforms that represented a qualitative shift in the history of Chinese education. Those events Ministers and education officials such as Chen Yuangshan played a pivotal role in enhancing educational curricula and training teachers to deal with the ever-increasing student numbers, contributing to the advancement of the education system and the

expansion of the country's knowledge base ^(xvi).

As a result of these profound transformations, thousands of middle schools were established across the country, seeking to meet the growing demand for education. During this historical period, the student enrollment rate in middle schools witnessed a qualitative leap, rising from 60% in 1978 to 85% in 1990. To enhance that the curriculum was reviewed and updated to keep pace with the requirements of the Chinese economy, which was at the height of its prosperity, thus keeping pace with the rapid developments witnessed by the nation ^(xvii).

Table No. (3) includes. Government spending on middle school education in China (1978-1990)^(xviii).

Annual growth rate (%)	Spending on secondary education (million yuan)	year
4.5	1100	1978
6.0	1700	1980
8.0	2800	1985
10.0	4600	1990

The table shows above There has been a continuous increase in spending on secondary education, which has reached that Spending was 4,600 million yuan in 1990. This reflects the government's firm commitment to improving the quality of secondary education through investment in school construction and curriculum development. The continued annual growth in that the funding clearly reflects the state's efforts to enhance educational programmes, especially Those that focus on science and technology, which is in line with the economic plans that China was implementing at that time.

2. Financial costs of developing preparatory education (1978-1990).

Preparatory education has been a fundamental pillar of China's educational policy. so through it, she sought to comprehensively advance the education system. During that historical era, China witnessed radical reforms led by prominent figures, most notably Liu Bingyan, who Practice it played a pivotal role in reshaping the secondary education system to meet the requirements of rapid industrial growth. At that time, the government was making efforts urgent to increase student enrollment in secondary education and enhance their capabilities in scientific and technological fields, in line with its vision to achieve a comprehensive industrial and technological renaissance ^(xix).

New secondary schools were established and existing schools were expanded in both rural and urban areas, as part of an ambitious effort to expand and universalize education. The government has also seriously sought to reduce the gap between education in urban and rural areas, through well-thought-out funding programmes and ongoing government support. The reforms were not limited to the structural aspect, but also included a profound update of educational curricula in the fields of natural sciences and engineering, in response to the growing needs of the industrial economy, and with the aim of preparing a generation capable of assuming future responsibilities and driving the wheel of development forward ^(xx).

Table No. (4) includes. Government spending on lower secondary education in China (1978-1990)^(xxi).

Annual growth rate (%)	Expenditure on junior secondary education (million yuan)	year
5.0	1300	1978
6.5	2000	1980
9.0	2500	1985
12.0	5200	1990

The above data shows that spending on education Preparatory it has witnessed continuous growth and steady increase throughout that period of time, as it doubled that Spending roughly doubled between 1985 and 1990. This trend clearly reflects the government's firm commitment and wise strategy, which aims to prepare students to meet the challenges associated with industrial and technological development. That this approach represents a serious step in the country's efforts to build an advanced society capable of absorbing and keeping pace with the radical transformations that swept the world during that era. It reflects an ambitious strategic vision to prepare future generations for a new era of progress and prosperity.

3. Vocational Education in China (1978-1990): Developments, Challenges, and Achievements

During the years (1978-1990), China witnessed profound and radical changes in the vocational education system, within the framework of the major economic reforms led by leader Deng Xiaoping. The primary goal of these reforms was to transform the Chinese economy from a traditional agricultural structure based on agriculture and unskilled labor to a modern industrial economy based on a skilled workforce that could keep pace with the rapid expansion of the industrial market. Therefore, vocational education became the basic pillar for achieving this ambitious vision, as it played a pivotal role in preparing and developing the skilled workforce that formed the basis for the advancement of the country's industrial sector^(xxii).

During During that brilliant era of modern Chinese history, the great leader Wu Yi, Vice Premier of the State Council, shone as a pioneer in the renaissance of vocational education. He wisely understood that China's economic renaissance could only be achieved through a solid education system that fostered technical and practical skills. As a result of those events he launched a series of ambitious educational projects aimed at developing vocational education. After 1978, government spending on vocational education amounted to about 900 million yuan, resulting in an unprecedented expansion in the number of vocational schools and specialized training programs that have spread throughout the country. The fruit of these wise policies was the formation of a highly skilled workforce, capable of keeping pace with the development of advanced industrial sectors and driving economic progress forward^(xxiii).

The Chinese government has focused on linking vocational education with growing industries, which has helped narrow the gap between labor market needs and what students learn in schools. Meanwhile Initiatives have been launched to strengthen partnerships between vocational schools and major industrial companies, so training programmes have been introduced that allow students to gain practical experience during period their studies. And it led to that Policies to raise the quality of vocational education and enhance its close connection with market needs^(xxiv).

The success of developing vocational education was not a coincidence or a process without challenges. In major cities like Beijing and Shanghai, modern infrastructure and equipment were readily available for vocational schools, but in rural and remote areas, the government faced significant obstacles, including a lack of resources and the difficulty of expanding that Programs, in the midst of these challenges, Cheng Jiang Wu emerged as one of the figures who made a significant contribution to confronting that Obstacles, he has played a pivotal role in modernizing curricula and raising the quality of education in vocational schools, especially in remote areas., This is done through the formation of a broad campaign to train teachers on new curricula, and laid the foundations for cooperation with international organizations, bringing advanced expertise and technologies to China, which contributed to achieving a qualitative shift in vocational education and laying solid foundations for a bright future in that field^(xxv).

As a result of a series of educational reforms that China has witnessed since the late 1970s, vocational school curricula have undergone a comprehensive restructuring to keep pace with the demands of the times and the challenges of modern industry. Previous curricula tended to focus on theoretical and academic aspects, which limited opportunities for practical training, which would have equipped students with the skills necessary to keep pace with the rapid changes in the labor market. In light of this, an urgent need has emerged since 1980 to update curricula to include integrated practical training programs aimed at enhancing students' competence and honing their skills, thus opening up broader prospects for them in the labor market after graduation ^(xxvi).

One cannot overlook the crucial role that I practiced it international institutions in the 1990s, most notably UNESCO and the World Bank, provided financial assistance. Estimated at 4,500 million yuan Which It has greatly contributed to accelerating the pace of development in the field of vocational education in China. It has been a pleasure for you she support has had a significant impact on modernizing the infrastructure of vocational schools and providing modern equipment that ensures high-quality education. Through close cooperation between China and that international institutions enabled the country to overcome the challenges that hindered its development. that the vital sector has contributed to a qualitative shift in the level of vocational education in China, and has opened up broad prospects for students in their professional future ^(xxvii).

Table No. (5) includes. Government spending on vocational education in China (1978-1990)^(xxviii).

Annual growth rate (%)	Vocational education expenditure (million yuan)	year
4.0	900	1978
5.5	1500	1980
7.5	2800	1985
9.5	4500	1990

The table shows a significant increase in government spending on vocational education during Those years, reflecting the state's growing interest in developing that the vital sector to meet the market's needs for qualified workers. That the continued increase in spending is conclusive evidence of the success of the educational policies adopted by the government at that stage.

The third topic

Chinese government support for the development of higher education and foreign missions (1978-1990).

First: Financial planning for the development of university education in China (1978-1990).

Between 1978 and 1990, China embarked on an unprecedented journey of development in several areas, most notably academic education, which witnessed radical reforms that laid the foundations for the country's future. That period Deng Xiaoping launched the reform and opening-up policy that encompassed all aspects of life in China, with education being a key focus of these reforms. The Chinese government recognized that developing education was a fundamental key to achieving progress and economic revitalization ^(xxix).

China's higher education system has been reshaped by replacing admission policies based on political criteria with an academic examination system. That the transformation is an important step towards improving the quality of education, as universities now accept students based on their academic abilities rather than their political affiliations, and that China has begun to raise the level of higher education in line with its aspirations to build an advanced society ^(xxx).

Between 1978 and 1982, the Chinese government focused on rebuilding the university system to fit the needs of the growing economy. Therefore, University education programs have expanded significantly to include modern scientific and technical disciplines, helping to provide Chinese industry with specialized personnel capable of keeping pace with global developments., lost That was the perioda turning pointso Deng Xiaoping's conviction that education is the foundation of economic development prompted the government to focus on developing higher education as a tool to enable China to meet economic challenges ^(xxxi).

I witnessed the period Between 1982 and 1985, there was a qualitative expansion in academic specializations, so new fields such as business administration and economics were introduced into universities to meet the needs of the modern era. Li Ping, the Premier of the State Council, was a prominent supporter of these reforms, emphasizing the need for education to align with economic and social transformations. Practice akey role in providing China with the trained workforce it needs to achieve sustainable progress ^(xxxii).

Radical transformations began between 1985 and 1990 toward openness to the outside world. Chinese universities began establishing partnerships with Western educational institutions, providing opportunities for the exchange of academic expertise and curricula modernization. Universities adopted innovative teaching methods that contributed to improving the quality of education. A number of private universities also emerged, contributing to greater diversity in the university education system and opening up new horizons for students ^(xxxiii).

The Chinese government has developed a financial system for universities, making it necessary to strengthen academic institutions' financial autonomy. It has encouraged universities to diversify their sources of income through tuition fees and partnerships with companies, enabling them to improve their infrastructure and develop more advanced academic programs. That Policies: Chinese universities are now able to meet the growing needs of students in a more competitive educational environment ^(xxxiv).

In 1990, China completed the first phase of university education reform, which has become an essential part of the country's economic and social development path. Chinese universities have been able to provide the economy with the necessary competencies to achieve technological and industrial transformation, and have begun that Institutions are increasingly engaging with global trends in higher education, creating a strong foundation for the future and helping China address global challenges and promote sustainable development ^(xxxv).

Table No. (6) includes. Government spending on education University In China (1978-1990) ^(xxxvi).

Increase compared to the previous year (%)	Financial costs allocated for academic education (million yuan)	year
	2500	1978
28%	3200	1980
31.3%	4200	1983
19%	5000	1985
16%	5800	1987
17.2%	6800	1990

He appears the table above there has been a steady increase in the financial costs allocated to developing academic education at the undergraduate level in China during Duration From 1978 to 1990. Costs started at 2,500 million yuan in 1978 and gradually increased to 6,800 million yuan by 1990.thatThe increases reflect the Chinese government's focus on developing university education as part of the economic reform and opening-up strategy spearheaded by Deng Xiaoping. The focus has been on technical and engineering education, with continued support for scientific research and overseas scholarship

programs.

secondly: Financial allocations for Development of training to High school for master's degree R in China (1978-1990).

China witnessed fundamental shifts in the development of master's programs between 1978 and 1990, as the government placed significant emphasis on investing in higher education to promote scientific and technological progress. That Transformations with the reforms launched by Deng Xiaoping, so the state has realized that higher education is the backbone of economic development and driving innovation ^(xxxvii).

In 1978, the Chinese government allocated approximately 600 million yuan to develop master's programs at leading universities such as Peking University and Tsinghua University. That Spending was directed towards improving educational infrastructure and enhancing academic programmes, with a particular focus on scientific and technical disciplines that the state considered essential for national development ^(xxxviii).

In 1982, the government increased the level of funding allocated to that Programs reach 900 million yuan annually, a 50% increase over previous years. Which reverse T on Financial expansion The state's commitment to improving the quality of higher education, and especially by encouraging students to study abroad at Western universities, which has contributed to developing the academic and research competencies of both students and professors ^(xxxix).

Costs increased in the mid-1980s, so it reached 1200 million yuan in 1985.thatThe growth came as part of the state's efforts to enhance the quality of technical and scientific education, with a focus on engineering and natural science disciplines, which it considered essential to China's economic renaissance. That Investments in bringing in international expertise to train professors and improve academic programs ^(xl).

The government continued to increase allocations for higher education in the late 1980s. In 1988, costs reached 1,600 million yuan annually, and continued that the upward trend continued until 1990, when the budget reached 1,900 million yuan annually. That the development has seen a significant increase in the number of students enrolled in master's programs and an improvement in the quality of scientific research, contributing to significant leaps in the development of higher education in China ^(xli).

Table No. (7) includes. Increased expenses Finance for Development Stage study Master's in China (1978-1990)^(xlii).

Increase rate (%)	Financial costs (million yuan)	year
----	600	1978
50%	900	1980
33%	1200	1982
33%	1600	1985
18.75%	1900	1990

Yback from the table above the Chinese government has successfully pursued an incremental strategy for funding higher education, focusing on developing programs it sees as key to achieving major national goals. That Investments and a clear commitment to raising the level of education and scientific research, which helped China make rapid progress in the field of academic and economic innovation during that period.

Third: Financial costs of developing doctoral programs in China (1978-1990).

Between 1978 and 1990, China witnessed an increasing interest in developing higher education, especially phase Ph D. It started The Chinese government implemented comprehensive policies to improve the quality of higher education in conjunction with the economic reforms led by Deng Xiaoping. who was aware of Achieving scientific and

technological progress depends primarily on investment in higher education, with a focus on developing stages Ph D to prepare qualified research cadres^(xliii).

In 1978, the government allocated 800 million yuan for the development of phase Ph D from major universities such as Peking University and Tsinghua University. That sought Investments in building strong research capabilities at the country level, if you aim China to strengthen leading universities as beacons of higher education and scientific research^(xliv).

In 1983, the government increased funding for doctoral programs to 1,100 million yuan, with the funding directed toward developing natural sciences and engineering and strengthening academic cooperation with international institutions. Do it Expanding funding plays a pivotal role in improving the quality of scientific research, as these investments have contributed to developing the capabilities of professors and students by exposing them to global academic experiences^(xlv).

Financial expenditures allocated to developing doctoral programs had reached 1,500 million yuan by 1986, as part of an expanded national program for the development of higher education under the leadership of the Chinese Ministry of Education. That financial support to promote scientific research within universities and increase the competitiveness of Chinese universities at the international level^(xlvi).

The budget allocated for the development of doctoral programs had increased to 1,900 million yuan annually by 1990.thatThe increase has resulted in significant improvements in the quality of education and the number of researchers enrolled. At a stage Ph D, with a special focus on engineering and medical sciences, which the Chinese government has deemed pivotal to economic development^(xlvii).

Table No. (8) includes. government spending to development phase Ph D in China (1978-1990)^(xlviii).

Increase rate (%)	Financial costs (million yuan)	year
	800	1978
37.5%	1100	1983
36.4%	1500	1986
26.7%	1900	1990

Y the table appeared above Government spending on developing doctoral programs in China has been steadily increasing over the past decade. Period from 1978 to 1990. Reflected that Continuous increases in the state's commitment to improving higher education, so Contribute that Investing in improving the quality of scientific research and increasing the number of qualified researchers has enhanced China's ability to achieve scientific and economic progress. As it turned out, The Chinese government's strategic vision is to focus on developing higher education. She was as a tool for achieving national development goals.

Third: Study grants to develop education in China at the undergraduate level Th(1978_1990).

In 1978, the Chinese government began allocating significant funds to send students abroad as part of its strategy to develop higher education and enhance the capacity of China's academic cadres. The Chinese leadership, led by Deng Xiaoping, recognized the importance of leveraging advanced educational systems in the West and Japan to bring modern knowledge and technologies to the country., Therefore The government sought for these students to serve as a bridge linking China to modern science and technology^(xlix).

The Chinese government announced 1983 Regarding a significant increase in the budget for sending student missions abroad, the government has increased its annual allocation

for that the target is to reach 800 million yuan, with a focus on academic cooperation with American and European universities. There fore Contributed that Politics is fundamental to the development of higher education in China, so Returning students gained new knowledge and skills that helped improve the level of scientific research and education in China ⁽ⁱ⁾.

The government continued to support Those missions During the 1980s and 1990s, the budget allocated for sending student missions abroad reached 1 billion yuan in 1987, despite the economic crisis that China experienced at that time. Period The government continued to allocate that funds despite the financial challenges the country was facing. The government confirmed that the investments will directly contribute to improving education at the higher education level, and Especially In the field of scientific research and technology ⁽ⁱⁱ⁾.

The Chinese government continued Expanding the sending of students abroad, so it arrived 1990 amount the financial amounts reached 1.5 billion yuan, and the number of students sent abroad increased significantly. This led to the formation of a network of Chinese academic cadres who were qualified to obtain the highest academic degrees from international universities ⁽ⁱⁱⁱ⁾.

Table No. (9) includes. Expenses Government of China Sending student missions abroad (1978-1990) ⁽ⁱⁱⁱⁱ⁾.

Increase rate (%)	Financial costs (million yuan)	year
—————	400	1978
100%	800	1983
25%	1000	1987
50%	1500	1990

It is clear from table above the large increase in government spending on sending student missions abroad between 1978 and 1990. Which Reflected that The Chinese government's increased commitment to developing higher education, so Contributed that Policies to improve the quality of education in China through the education students receive abroad. That China's policy is to attract world-class scientists and researchers, which has supported the country's scientific renaissance.

Conclusions

1. Between 1978 and 1990, the Chinese government focused on improving education at all levels, allocating large budgets to this sector with the aim of achieving economic and social development.
2. The Chinese government has made significant contributions to sending students abroad, which has contributed to the development of scientific personnel and improved the quality of education and scientific research in the country.
3. Investments in doctoral programs have increased significantly, so I became that the programs are a key focus for developing scientific research and contributing to the advancement of technology in China.
4. The government has allocated significant resources to science and engineering education, as fields that support China's industrial and technological growth.
5. Despite economic difficulties, the Chinese government has continued to allocate huge sums to develop the education system, reflecting its commitment to achieving progress through education.

- (i) Mao Zedong: childhood in Shaoshan, Hunan Province, China, on December 26, 1893. He was educated in local schools and then in 1913 entered the Changsha Teachers' College. To enter a high school where he studied law, history and business. Until he settled into teaching and graduated from a teachers' school in 1918. After graduating in the year 1918, he adopted revolutionary thought. He moved to Beijing to work in the library of Peking University, where he was influenced by Marxist thought. In 1921, he was a co-founder of the Chinese Communist Party. In the 1920s and 1930s, Mao led communist rebellions in the countryside and organized peasants. In 1934 he led the "Long March," which reorganized the ranks of the Communist Party. During World War II (1939-1945) he had a role in Allied with the Kuomintang against the Japanese. In 1949, Mao declared the establishment of the People's Republic of China and became its president. Mao remained in power until his death on September 9, 1976. For more, see: The Columbia Encyclopedia, Columbia University Press, New York, NY, 2000, PP 1700- 1702.
- (ii) 毛泽东,《毛泽东选集》,人民出版社,北京,1991年,第120页.
- (iii) 张伟,《中国教育史》,人民出版社,北京,2010年,第45页.
- (iv) 毛泽东,《文化大革命》,人民出版社,北京,1966,页45.
- (v) Hua Guofeng was born on February 16, 1921, in Jiaoshan Village, Shanxi Province. He received his education at the local primary school and later continued his studies at Tongxin Middle School in 1934. In 1938, he joined the Communist Party of China during the resistance against Japanese occupation. In 1949, he took up administrative positions in Hunan Province and became the Head of the Department of Agriculture in Hunan in 1952. In 1967, he became the Secretary of the Communist Party in Hunan during the Cultural Revolution. In April 1976, he was appointed as the Chairman of the Communist Party and the Chairman of the State Council, making him the paramount leader of China until 1980. He passed away on August 20, 2008, in Beijing. For more details, refer to: Encyclopedia of World Biography, Gale, Detroit, Michigan, 2004, P. 322.
- (vi) 华国锋,《四个现代化与教育改革》,人民出版社,北京市西城区西长安街33号,北京,中国,1980,页45.
- (vii) Deng Xiaoping: He was born in Baifang Village, Sichuan Province, on August 22, 1904. He began his education at the Shouping Primary School in 1911, then traveled to France in 1919 to continue his studies. In 1924, he joined the Chinese Communist Party, and in 1926, he moved to the Soviet Union to study political and military sciences at the Moscow Sun Yat-sen University until 1927. In 1929, he joined the Red Army upon returning to China and participated in the "Long March" of 1934-1935. He was later appointed Vice Premier of the State Council in 1952 and became a member of the Communist Party's Central Committee in 1955. He became General Secretary of the Chinese Communist Party in 1956 until he was purged during the Cultural Revolution in 1966. He was reappointed Vice Premier in 1973, and in 1975, he became the Chief of Staff of the military. In 1978, he assumed actual leadership of China and led major economic reform programs. He was appointed Chairman of the Central Advisory Commission of the Communist Party in 1978 and continued to guide China's policies until the early 1990s. Deng Xiaoping passed away on February 19, 1997, at the age of 92. For more, see: Encyclopedia of China, Cambridge University Press, Cambridge, United Kingdom, 2003, P 312.
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