



A Case Study Report on Practical Issues and Recommendations for the Project Hope of China Youth Development Foundation

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Abstract: This report used SWOT analysis to discuss the strengths, weaknesses, opportunities and threat of Project Hope supported by China Teenager Development Foundation. Project Hope aims to include all children into national education and provide children in poor areas with equal educational rights and opportunities. First, Project Hope was first founded in China has become the largest education charity group. The large scale and huge number of benefited students of Project Hope gives it high social influence and reputation. What is more, multiple channels of fund-raising build solid partnerships between Project Hope and powerful enterprises and groups of China. To further its development in a global stage, Project Hope also grasped opportunities to learn from and exchange with similar foreign charity groups, which not only advertise its global influence, but also raise more funds for Hope Primary Schools. The head office of the CYDF in Beijing is a national public foundation that is registered with the Chinese Ministry of Civil Affairs. The foundation was established in 1989. The mission of the CYDF is “helping young people build capacity and to improving the environment for their growth by providing aid services, giving a voice to the interests of young people and by carrying out social advocacy”. Fair education is an extension of a fair society in the educational field, it not only reflects the values and basic objectives of educational modernization, but it is also an important basis for social equity. Fair education is one of the objectives that nations try to realize. In this article, SWOT is an analytic method for determining a company’s competitive strengths, weaknesses, opportunities, and threats in the market so that the company’s strategy and external environment can be organically combined with its internal resources.

Keywords: Project Hope, CYDF, Management

1. Introduction

1-1. An explanation of inclusive education and inclusive education in China

Inclusion means that schools provide all children with equal opportunities to receive an education. As Rouse (2008) noted, developing “schools for all” holds the key to the goal of human, economic and social development. From this definition, inclusive education values the right of educational equality^[17]. Li (2016) noted that inclusive education represents a concept of educational democracy^[12]. Since it was initially put forward, inclusive education has aimed at strengthening students’ participation and reducing the exclusion of students, focusing on the educating all children and making them feel as one member to actively join in learning and life in their own community. Inclusion and

participation reflect the foundation of human dignity, and inclusion is a specific way of respecting human rights, this angle is reflected in the field of education as a strategic approach for promoting and seeking real educational equity (Huang,2004)^[9]. Fair education is an extension of a fair society in the educational field, it not only reflects the values and basic objectives of educational modernization, but it is also an important basis for social equity. Fair education is one of the objectives that nations try to realize. There are different reasons for which children who come from different nations cannot receive schooling, such as disability, child labor, social conflict, war, gender, and poverty (Chen and Wang, 2016)^[2]. Due to a variety of specific situations, educational equality has become one of the topics of concern in the educational field and all of society. However, for children who live in poverty, the problem of educational

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justice still is one of the main problems that China faces. Because people who live in poverty are a vulnerable group in society, how to put the ideology of inclusive education into the education system and how to achieve educational equity for poor children in China are considerable problems. In China, in order to promote equality in education, an increasing number of schools have started to use the concept of inclusive education as a guiding ideology in order to ensure that each student will receive an education. This action has positive effects on vulnerable children. Poor children who live in remote mountainous areas account for a large proportion of the population of vulnerable children. Therefore, for children who cannot receive education due to their economic conditions, the concept of inclusive education is particularly important. Some non-profit organizations are actively trying to improve the educational dilemma that poor children face. The China Youth Development Foundation (CYDF) is one great influential charity organization.

1-2. Background Information about the Hope Project of the China Youth Development Foundation

The head office of the CYDF in Beijing is a national public foundation that is registered with the Chinese Ministry of Civil Affairs. The foundation was established in 1989. The mission of the CYDF is “helping young people build capacity and to improving the environment for their growth by providing aid services, giving a voice to the interests of young people and by carrying out social advocacy” (CYDF, 2016 a)^[8]. In past two decades, the CYDF has set up 38 local Youth Development Foundation branches.

In 1989, the CYDF launched and implemented Project Hope. It is one of the most influential folk programs for public benefits in China. For 25 years, Project Hope has received a total of 107.25 billion RMB in donations, and the total expenditures amounted to 99.19 billion RMB. Project Hope helped over 4.9 million poverty-stricken students who lived rural areas (including primary, secondary, and college students) and built 18,624 Hope primary schools in rural areas and remote mountainous areas (CYDF, 2016 b)^[7]. Due to the fact that the CYDF understood that educational power can help poor people overcome poverty and change the lives of individuals and even families (Peng & Kan, 2010), Project Hope tried to narrow the gap between rural China and urban China. In terms of facilities, Project Hope also built 21,841 mini libraries and 1,103 computer labs. In addition, Project Hope has provided 7,106 sports playgrounds, 1,083 music classrooms, and 610 sets of cinema projection equipment^[14]. Concerning teacher training, Project Hope has also trained 80,000 rural primary school teachers and set up 5 Hope Communities (CYDF, 2015)^[6]. Each construction project of

Project Hope embodies its three key concepts, children, education, and poverty (Yin, 2003).

1-3. Explanation of SWOT Analysis

SWOT is an analytical method for determining a company's competitive strengths, weaknesses, opportunities, and threats in the market so that the company's strategy and external environment can be organically combined with its internal resources (Wang and Wang, 2016)^[23]. This method focuses on internal conditions and the external environment of a company and lists them by investigating their internal strengths and weaknesses and external opportunities and threats. Then through the analysis of various factors, it is used to draw appropriate conclusions that usually have certain impacts on decision-making. The practice of inclusive education is also suitable for this analytic method. Because inclusive education through different schools, teams, and organizations to be implemented, due to different organizations have different characteristics, meanwhile, educational situation, in the process of inclusive practice, each educational organization should objectively analyze the what they are able to do, which points internal strengths and weaknesses; and then, what they are likely to do, which means external opportunities and threats (Zhang, 1998)^[27]. Therefore, SWOT analysis can help educators analyze the current situation of inclusive practice and recognize the possibilities for the future development of inclusive practice. After comprehensively considering internal and external factors, educators may formulate appropriate strategies, plans, and countermeasures for inclusive practice. This report will mainly focus on evaluating the weaknesses and threats from Project Hope which is supported by CYDF through using SWOT analysis method, and putting forward some suggestions for overcoming current weaknesses and threats, when the project helps poor children get basic education in donating way. In this report, first of all, strengths and opportunities of Project Hope will briefly be analyzed. Then, the part 3 to 6 will focus on evaluating the internal weaknesses and external threats, meanwhile, in order to better develop inclusive practice of Project Hope, following issue analyzing, this report provides several suggestions with which to enhance the working effectiveness of Project Hope. Finally, the whole report is summarized.

2. The advantages of Project Hope

2-1 The internal strength

Project Hope accepts various forms of donations. There are two major ways of donations: one is fund donation while the other is supply donation. The contributions from domestic and foreign companies account for more than 80% of total amount, with money funded by foreign businesses indicate an increasing trend (Wang et al., 2009)^[22]. For instance,

CYDF has developed diverse partnerships with transnational enterprises such as Coca Cola and Motorola, making concerted efforts to push forward the implementation of Project Hope in China (CYDF, 2014)^[5]. Donated materials are mainly teaching equipment, sports and entertainment facilities that are suitable for the study and life of teachers and students in poor regions.

2-2 External opportunities

CYDF also introduced the Project Hope's promising prospect and current situation to the global community. For instance, Project Hope referred to the practices and experience of United Nations Development Program (UNDP) and Asian Foundation and received their support and assistance on poverty alleviation and education popularization (Wang and Li, 2012)^[21]. On the other hand, CYDF plays an active role in inviting overseas non-profit organizations to come to China and introducing current situations of Hope Project in China so that they can explore the possibility of future cooperation. In this process, Project Hope has held several programs that require international cooperation, such as China's Four Seasons Art Exhibition in Tokyo in 2010. The exhibition promoted the concept of Project Hope and Chinese education charity. Kyoto Japan, one of Japanese largest presses, reported this event that attracted huge attention from Japanese people. Thanks to these international promotions, Project Hope has received more overseas donations (Chokai, 2010)^[3]. Therefore, Project Hope should explore more external opportunities and forge bonds with overseas education charities.

3. The funding issue of Project Hope

3-1 Issue analyzing

The construction of Project Hope lacks funding, which may compromise the quality of teaching facilities. The Chinese government implemented Nine-Year Compulsory Education Law in 1986, which regulated that all children must accept 9-year compulsory basic education—six-year elementary education and three-year middle school education (Yang, 2012)^[24]. The compulsory education requires no tuition and students should only pay a proper amount of incidental fees according to the different grades, including fees for textbooks, uniforms, extracurricular activities. However, Hope Primary Schools funded by Project Hope, and they do not charge any fees because they are established to have all poor children educated. Due to the fact that Project Hope uses all means to provide children with education, including building Hope Primary Schools, recruiting and training teachers, and offering free textbooks, uniforms and necessary stationary, it requires a large amount of capital and material investment. As this report mentioned before, so far, Project Hope has established 18624 Hope Schools and other educational facilities including libraries,

music rooms and multi-media rooms. What is more, since Project Hope is a non-profit organization with a charity purpose, all funds come from social donations, which gives huge pressure to its operations. In recent years, the figure of social donations increases slowly, raising operational problems of some of the Hope Schools, such as shaking school buildings that increase security risks, damaged chairs and desks in classrooms, and old teaching facilities. Additionally, the limited budget weakens the ability of Project Hope to resist risk; many schools have to merge or cancel due to the lack of students while the construction of new schools requires more capital investments (Peng and Kan, 2010)^[14]. Thus, the insufficient construction fund of Hope Project has become an outstanding problem that might pose great threat to everyday teaching activities.

3-2 Recommendations

Hope Project should enhance its fund-raising abilities to solve the insufficiency of construction fund. First, it has to maintain good relationships with enterprises and groups that have sustainable funding capabilities and remained partnerships for years. Many large enterprises have become the major source of fund of Hope Project, such as Maotai Group's Education Fund in Guizhou Province of China, and Motorola Primary School in Yunnan Province. In the meantime, donations from large enterprises arouse more social influence and public attention, therefore, the social power of Project Hope could be increased. Long-term and stable partnership would mean a lot to the development of Project Hope. Taking Dalian's Hope Project as an example, since its construction, it has maintained good partnerships with Canon, Toshiba and Panasonic. The total fund and material donations from these three large enterprises have reached 12.81 million RMB (Song, 2005)^[18].

Secondly, it is important to enhance the brand effect of Project Hope, as China's largest education charity project, has helped millions of poor students receive education (Wang et al., 2009)^[22]. That is to say, Project hope has the changed many poor children's destinies and has wide social influence and recognition. However, recent decrease in promotion leads to the decrease in the brand effect of Project Hope. CYDF can reverse this condition via enhancing its marketing strategies and use various press and media, such as newspaper, magazine, radio, television and Internet, especially Weibo (Chinese version of Twitter) and Ren Ren Net (Chinese version of Facebook). This kind of social media accelerate the spread of information. What is more, there are few staffs in Project hope, they are distracted by the busy fund-raising and daily management activities. Those factors lead to pay less attention to media promotion. Thus, a specific department in charge of promotion and advertising should be set up. The content of promotion should be appealing and inspiring, as touching program designs and

activities might attract more sight from the public. For example, in the early stage of Project Hope, the advertising photo of the big-eyed girl Su Mingjuan touched many people who saw hope for education from her eyes. Whenever people look at the photo, they recall the importance and necessity of Project Hope. Later, this girl, as one of the beneficiaries of Project Hope, finished higher education and obtained a great job, completely freeing from poverty. Now, she became the spokeswoman for Hope Project and used her own experience to call on more people to participate into the cause of Project Hope and of helping more poor children receive education (Li, 2013)^[11]. Project Hope manages to promote the brand image and effect via constant care for Su Mingjuan, it makes more people and enterprises recognize that their efforts and small donations will give education to more children and narrow the educational gap between rural and urban areas. What is more, it helps realize educational equality and change many more children's destiny (Peng and Kan, 2010)^[14]. Moreover, celebrity effect can enlarge the social influence of Project Hope. In 1990, Chinese Chairman Mr. Deng Xiaoping donated to Project Hope in his own name, which greatly enhanced the social recognition of Hope Project (Song, 2005)^[18]. Project Hope from different regions can also actively cooperate with media chargers, provide media people with the position of council member or consultant within the Project, and invite popular and welcomed celebrities and public figures to speak for the programs. On one hand, these measures improve the understanding and trust between media, celebrities and Project Hope. On the other hand, they bring huge motivation and role-model effect to the general public and enterprises via a wider range of celebrity effect and the participation of mainstream social media.

In order to provide sufficient construction fund for Project Hope, besides reinforcing collaboration with other enterprises and promotion, Project Hope can reduce internal managerial and operational costs to reduce construction fund, it means that more fund and resources can be devoted to the construction of schools. For example, it can rely on lower level Projects to make sure and double check the conditions of benefited children, the distribution of fund, and the management of Hope Primary Schools to reduce operational cost. Besides, Project Hope should cooperate with township governments and village committees to reduce personnel expenditure and the running cost of programs. According to the regulations of CYDF (2015), Hope Project can take 10% of the total fund as the internal operating fees, but enterprises as the donor side do not agree with this commission, sometime they withdraw their donations, causing the difficulty of further construction of primary schools^[6]. Project Hope can formulate a flexible percentage, negotiating the percentage with donors or reducing the percentage by its own actual situation.

4. The issue of internal management

4-1 issue analyzing

Project Hope lacks a uniform management and leadership system, which is manifested in two aspects. On one hand, the recruitment and training of teachers are troublesome. Schools should aim to instill students with necessary knowledge and skills and cultivate students' moral standards, in which teachers play an indispensable role in school education (Peng and Lei, 2013)^[16]. However, most teachers who recruited by Hope Schools are country teachers, compared with teachers who come from urban schools, they harbor lower teaching abilities, skills and outdated teaching methods. A lack of corresponding training courses leads to the inferior quality of rural education and the failure of education tasks. Moreover, a part of teachers in Hope Schools are volunteers, it means that they would leave the schools when their service time is due. Few of them would choose to stay in Hope school, therefore, the teaching resource is unstable and it is difficult to maintain a stable teaching environment. On the other hand, teachers do not lay much emphasis on the communication and contact with students' parents, which make teachers know little about their students. School is not only a place where the principal and teachers work and where students study, it should also become a place where teachers, students and parents can communicate with each other (Kugelmass, 2004)^[10]. In Hope Schools, teachers pay more attention to the delivery of knowledge rather than express care for individual students, neglecting the importance of bonding with parents and students. Most parents who were born humble choose to work in the cities so as to provide a better life for their children. According to National Bureau of Statistics of the People's Republic of China (2015), 47.1% of farmers work in cities and leave their children in the care of grandparents. Thus, it can be a challenge for teachers to conduct direct communication with parents^[13].

4-2 Recommendations

Project Hope should recruit more professional teaching staffs to increase the overall faculty quality. The major purpose of Project Hope is the construction and operation of Hope Primary Schools, the educational philosophy, working attitude and teaching ability are key to the quality of general education (Sun and Bai, 2015)^[19]. Thus, Project Hope should lay more emphasis on the training of teachers' abilities and qualities that can parallel those of urban teachers, therefore, the gap between the quality of primary schools and of urban schools can be narrowed. As Ainscow (1999) pointed out, any educational group should encourage teachers to be more confident and proficient in their positions, the shortcomings in the teaching quality might be

made up^[1]. Teacher is the key to the accomplishment of schools' education tasks, and teachers' educational background, age and teaching experience might all affect the faculty quality of Hope Primary Schools (Sun and Bai, 2015)^[19]. In order to enhance the teaching quality, there are many ways for Project Hope to train teachers. For example, short-term and regular training programs can be established to increase teachers' professional skills while correspondence courses and advanced studies can be used to elevate the overall teaching quality. Moreover, Project Hope can consider collaborating with local colleges or universities with its education charity strength and social influence to formulate plans or contracts for obligatory training for teachers from Hope Primary Schools. In the later stages of Project Hope, digital technology or online technology can be employed to conduct long-distance or online training for teachers, which not only reduce the input of human resource and physical material, but also provide more convenient training opportunities for teachers in different Hope Primary Schools.

Additionally, national education should consider how to make contacts with Project Hope to resolve the high turnover rate of Hope Primary School teachers. One approach is to offer teachers better payment. Low payment and poor working environment restrain and obstacle teachers' working enthusiasm, a proper raise in salary will not only retain experienced teachers but also attract more university graduates to teach in the remote areas (Yang, 2012)^[24]. At the same time, it is beneficial to recruiting outstanding teachers from different subjects and offers a more balanced development between different courses. To break the gap between Hope Primary Schools and non-Hope Primary Schools, the boundary between urban schools and rural schools, cross-schools teacher exchange and substitution can be taken into account (Yang, 2012)^[24]. For instance, PE, art and music teachers can exchange to different schools regularly, experiencing different academic atmosphere and getting into touch with different students. This will add more flexibility and creativity to teaching methods. Attracting outstanding teachers to Hope Primary Schools is the first step in the realization of the sharing of teaching resources in the same region, which increase the teaching quality of Hope Primary Schools, narrow the differences between rural and urban schools and stimulate a more balanced development between all Hope Primary Schools in China.

5. The issues of administrative review system

5-1 Issue analyzing

There is a trivial and unnecessary procedure of the internal administrative review system that extends the review process of new construction projects. According to "The Construction Procedure of Hope Schools" of CYDF (2009),

agencies of CYDF all over China should submit evaluation reports first, which include engineering construction budget, school location, the number of surrounding poor children, and the scale of schools^[4]. Then, this evaluation will be reported to local education bureau for staffs to conduct background investigation. When the decision of building a Hope School is made, "Hope School Construction Protocol Report" and "Hope School Construction Project Report" will be delivered to local government for assessment and approval and to National Land Resource Administration for final examination. At last, CYDF Headquarters will allocate the construction fund. Before the construction work, Hope Project should turn in "Hope School Mid-term Report", "Completion Report" and "Related Financial Auditing Report". Based on construction cases in Guangdong Province, it takes at least three years for a Hope School Project to be done and start operating (Peng and Kan, 2010), which means that poor children have to wait for a long time before receiving school education^[14]. Meanwhile, a serious of unnecessary reporting and assessing procedure decreases the construction efficiency of Hope Schools and makes it limited for students to receive formal education.

5-2 Recommendations

In order to accelerate the construction of Hope Primary Schools and allow more poor students to receive education, Project Hope should initially adjust its internal management and auditing patterns. Staffs in the Head Office of Project Hope can reinforce partnerships and cooperation with local staffs, and any updated information or trend regarding the construction of Hope Primary Schools should be reported to the Foundation in time and enhance the progress of follow-up work, guaranteeing sustainable technological and capital support to Hope Schools. For example, Board of Directors and Board of Supervisors should exercise their full power. Project Hope should keep track of the development and evaluation of regional projects and offer necessary help and support in time, rather than blindly waiting for the examination outcomes and instructions from the Head Office after the branches have reported basic information. If the Head Office keep track of the development of different constructions and assess and examine their progress from time to time, the internal examination efficiency will be greatly improved. That is to say, the daily decision making, execution and final approval can be carried out at the same time to increase the working efficiency of Hope Primary Schools. Furthermore, based on the approval from the State, Project Hope should make its education charity strength consistent with the State's education philosophy, which would accelerate the process of approval. According to the definition of "inclusion" in school education, it means that schools should include all children and do not exclude any individual, a concept opposite to "exclusion" (Peng and Lei, 2013)^[16]. Thus, the fundamental purpose of Hope Project

is to build primary schools in poor areas and include all students, whether they can afford the tuition or not, an idea that corresponds to what the nine-year compulsory education has proposed and insisted (Tian and Wang, 2004)^[20]. Based on this ideology, international organizations can simplify or accelerate approval procedures according to specific conditions and increase supervision and instruction in the construction process. This supervisory pattern that is independent from rigid approval process can lowered time cost. In the meantime, the internal supervisory mechanism that integrates decision making, execution and supervision ensures the construction of Hope Primary Schools in orderliness and efficiency way.

6. The external threat: trust crisis

6-1 Issue analyzing

The public now holds less trust for Chinese charity cause since “Guo Meimei Red Cross Event” in 2011 exposed on Weibo (the Chinese version of micro-blog). In June 2011, a young pretty girl named Guo Meimei started to post her luxurious lifestyle on Weibo, showing off her luxury handbags, fancy sports cars and villas, while her Weibo real-name authentication indicates that she is the general manager of China Red Cross Society(CRCS)(Zhao and Wen , 2014)^[28]. This phenomenon has raised heated public controversy, as in public mind, CRCS is a non-profit charity organization that has nothing to do with luxury. After police investigation, the result shows that the girl is no general manager of CRCS and all her fancy handbags and cars are from her boyfriend, a former board member of CRCS. Guo Meimei roamed around all kinds of business and charity events under the title of general manager of CRCS, is accused of illegal fund-raising in name of charity. Thanks to police interference, her plans failed, but public still held a suspicious attitude toward the nature and operations of CRCS. Further investigations demonstrated that there were indeed some violations regarding the financial revenues and expenditure. Through the investigation of National Audit Office and internal investigations of Red Cross confirmed, there were manipulations and loopholes in the operations of CRCS, but there was no evidence pointing to embezzlement or corruption of charity fund (Yang, 2014). After “Guo Meimei” incident, the public hold doubts about charity events, and similar doubts are extended to Project Hope that aims to raise educational charity fund. Some people hope that National Audit Administrations can clarify the management and use of raise fund including those in Project Hope. Two years after the “Guo Meimei” incident, between May and July of 2013, People.net (2013) and China Mainland Marketing Research Co conducted a nationwide survey on public attitude toward the charity cause^[15]. The survey suggests that people are not enthusiastically involved in charity events, there are two main influential factors of their

involvement in charity events, one is their lack of trust in charity organizations, and the other one is individual financial capabilities. Respondents consider China’s public charity organizations are not trustworthy; 37.1% of them believe that the public reputation of charity organizations is unsatisfactory; 47% of interviewers answer “neutral” and only 15.9% of interviewers give a positive feedback; regard to means of donations, 65% respondents are inclined to offer direct donations to beneficiary’s account or donate face-to-face; 19.1% of respondents choose to donate to related companies and charity groups for uniform arrangements; 15.9% of them do not trust any means of donation. This report implies that trust crisis remains a soft spot in Chinese charity.

6-2 The transparency of information disclosure

Project Hope should be careful with the transparency and disclosure of information, especially the disclosure of financial details, including where the fund and material donation come from, how they are used, and the final outcomes of school construction and benefited students (Li, 2013)^[11]. The answers to those basic questions should be disclosed to the general public to increase public faith in Project Hope. After the Guo Meimei event, survey on People net (2013) indicated that 46.2% respondents believe that the trust crisis of CRCS results from insufficient transparent information disclosure, such the result alerted Project Hope of the importance of building a positive public image and earning public trust ,by doing so contributes steady fund source and quota can be guaranteed^[15]. Currently, CYDF has set up a website for Project Hope and offered a public supervisory platform. Although it realizes a certain level of information disclosure, the website only provide a brief disclosure of abstract figures including annual financial reports, total construction fees, annual revenues and expenditures, which is not enough to feed public faith. The disclosure of financial information should be concrete, complete and timely. First, Project Hope should make most of media and Internet and divide each program of Project Hope based on the region and scale in order to facilitate the publication of financial details. Moreover, Internet and social media platforms can update information about the latest progress of construction work and new projects, creating an online mutual-benefiting platform where the public and media can supervise Project Hope and its operations. Donors would like to learn the latest situation of Project Hope and choose to help fund a Hope Primary School directly from the donation area. The strengthened online information disclosure and sharing on this platform not only enables the public and media to supervise the work of Project Hope more transparently and publicly, but also promotes the information disclosure of donors and attract more fundraisers.

Second, the government should also play the role of supervisor. Chinese education charity cause is also short of policy support, which restrains the standardized development of the charity cause to some extent (Li, 2013)^[1]. If the government can formulate corresponding supervisory and instructive policies that guide and regulate both donors and beneficiaries, it would improve the trust from society and public for Project Hope. What is more, the government can draw up and perfect preferential policies in terms of the taxation on charity donations, encouraging and guiding financially capable groups, enterprises and celebrities to actively provide fund for Project Hope. It will not only offer poor children formal education, but also promote inclusion education and taxation alleviation, a win-win situation that brings more enterprises and individual donors to the cause of charity. Through the cooperation among the government, enterprises, media and public, the charity cause will gain more public faith and recognition. As Li (2013) suggest, a diversified supervisory mechanism can promote sustainable development of education charity organizations^[1]. Each donor can verify and supervise the flow of the money donated, making sure that it is used in due causes to render students better quality education.

7. Summary

This report used SWOT analysis to discuss the strengths, weaknesses, opportunities and threat of Project Hope supported by China Teenager Development Foundation. Project Hope aims to include all children into national education and provide children in poor areas with equal educational rights and opportunities. First, Project Hope was first founded in China has become the largest education charity group. The large scale and huge number of benefited students of Project Hope gives it high social influence and reputation. What is more, multiple channels of fund-raising build solid partnerships between Project Hope and powerful enterprises and groups of China. To further its development in a global stage, Project Hope also grasped opportunities to learn from and exchange with similar foreign charity groups, which not only advertise its global influence, but also raise more funds for Hope Primary Schools. Since Project Hope is a non-profit charity organization where all operational costs come from social Donations, it inevitably leads to several weaknesses within the organizational operations. This paper not only analyzes the existing problems, but also provides according suggestions for improvements. First, Hope Project lacks fund that might compromise the education quality and environment of Hope Primary Schools. In order to Increase the fund-raising capability for offering sufficient construction fees for Project Hope, there are internal and external aspects. External aspect refers to the promotion effects that Project Hope should cooperate with mainstream

media and public figures to expand social influence. For the internal aspect, Hope Project should carefully maintain a long-term partnership with enterprises and groups while reducing operational costs. Second, there is a lack of uniform management system that widens the gap between Hope Primary Schools and urban schools. The turnover rate of rural teacher is also high. To resolve these internal problems, Hope Project can offer teachers necessary training by united various educational resources, such as bonding with colleges and universities for training or using digital technologies to conduct long-distance or online training. Moreover, teachers' payment and welfare should be improved to retain teaching talents and attract university graduates. The third internal weakness is the slow construction process caused by complicated and ineffective approval process. Hope Project should adjust the structure and working pattern between the Head Office and regional projects, synchronizing the preliminary schedule, field research and internal examination to increase the approval efficiency. Other than that, Project Hope can make most of its strength in educational charity, finding the common ground between its goals and the inclusion and equality of education proposed by the government. In the meantime, the approval process of different projects should be accelerated. Last but not the least, Project Hope should pay attention to public trust crisis, which may directly jeopardize the 20-year public reputation of Project Hope. Establishing a public supervisory platform is the first step to enhance public faith. With the rapid development of science and technology, Internet and social media play a more indispensable role in supervision and people can exert the power of supervision in such a free and open environment. At the same time, the government should make most of its supervisory power and put forward related laws or regulations to guide the standardized development of educational charity groups. When necessary, the government should offer preferential policies to alleviate the taxation of donating enterprises or individuals, motivating them to keep supporting the cause of Hope Project. Thanks to these corporate and individual efforts, a stronger force and ally is forged to provide education for more children in poor areas and realize inclusion in education. More importantly, Project Hope gives these children a second chance to change their destiny with knowledge and education.

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