



# China–Latin America Youth Responding to Global Challenges — 2026 Poverty Alleviation Challenge

## Program Handbook

**Organizing Committee of the Tsinghua University  
“China–Latin America Youth Responding to Global Challenges  
— Poverty Alleviation Challenge” Program**

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School of Economics and Management, Tsinghua University*

*Center for Global Competence Development at Tsinghua University*

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## Special Acknowledgements:

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We look forward to working with more like-minded partners in the future to jointly explore innovative pathways for sustainable development in the field of poverty alleviation.

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# I. Program Introduction

## Background

Poverty alleviation is both a common challenge faced by developing countries and a shared global concern. In the context of unprecedented global changes unseen in a century, poverty alleviation has become an urgent and pressing challenge requiring swift global response. General Secretary Xi Jinping has repeatedly addressed the importance of joint global efforts to tackle poverty alleviation challenges in speeches delivered at various international and domestic forums. As early as the 2015 High-Level Forum on Poverty Alleviation and Development, he called for “building a community with a shared future for mankind free from poverty and advancing the global poverty alleviation process and international cooperation”.

In recent years, China-Latin America relations have entered a new era of comprehensive and rapid development. President Xi Jinping and Latin American heads of state have emphasized the significance of China-Latin America poverty alleviation cooperation on multiple occasions. During his visit to China in 2023, Brazilian President Luiz Inácio Lula da Silva noted that “Brazil hopes to deepen cooperation with China to help address issues such as poverty eradication.” Following their talks, President Xi Jinping and President Luiz Inácio Lula da Silva signed several bilateral cooperation agreements in areas including trade, investment, and poverty alleviation. In 2025, Chilean President Gabriel Boric attended the Fourth Ministerial Meeting of the China-CELAC Forum and held a meeting with President Xi Jinping. The two sides reached important consensus on continuously enriching the contemporary connotations of the China-Chile Comprehensive Strategic Partnership. In 2024, Peruvian President Dina Boluarte paid a state visit to China, during which the two heads of state reached broad consensus on deepening political mutual trust and strengthening the alignment of development strategies, injecting new momentum into the China-Peru Comprehensive Strategic Partnership. The Beijing Declaration of the Fourth Ministerial Meeting of the China-CELAC Forum further called for deepening cooperation and exchanges in poverty alleviation, providing greater confidence for expanding the influence of this program across Latin America and even globally.

Youth represents the future of a nation. As students of Tsinghua University, China’s top academic institution, we should embody the courage and sense of responsibility required to actively confront and address real-world challenges. As General Secretary Xi Jinping expressed his expectations for the younger generation, “The relationship between nations lies in the closeness of their people, and this closeness must begin with the youth. We should deepen exchanges and mutual learning, building a spiritual home of harmony in diversity with an inclusive mindset”.

In this spirit, the program brings together young scholars from the top universities of China, Chile, Brazil and Peru to jointly address the global challenge of poverty. Although students come from different countries, cultures, and disciplines, they are united by a shared mission of poverty alleviation. Through participating in poverty alleviation competitions, they observe the diverse manifestations of poverty, explore the conditions for its eradication through field research informed by their academic expertise, and ultimately develop solutions across a range of disciplines. While deepening their understanding of real-world poverty issues, the program also promotes cultural exchange and mutual learning among civilizations, enhances the global competence of young students, and strives to fulfill the General Secretary’s call to action for youth: “We must join hands with global youth to promote world peace and development through youthful energy!”.

## Development History

As a world-renowned top-tier institution with global influence, Tsinghua University bears the responsibility to contribute to global poverty alleviation efforts. By leveraging its academic influence, extensive partnerships, specialized research, and innovative practices, Tsinghua seeks to promote international youth cooperation in the field of poverty alleviation. In 2024, Tsinghua University Latin American Center, Research Center for China–Latin America Management Studies, SEM, Tsinghua University; Center for Global Competence Development at Tsinghua University collaborated with Latin American university partners successfully launched and implemented the “China–Latin America Youth Responding to Global Challenges — 2024 Poverty Alleviation Challenge” program in China, Brazil, and Chile. This initiative sparked a wave of university-led poverty alleviation dialogues across China and Latin America. In November 2024, during President Xi Jinping’s state visit to Brazil for the 19th G20 Leaders’ Summit, Tsinghua University Party Secretary Qiu Yong signed a cooperation agreement with the President of the Federal University of Rio de Janeiro on the “China–Latin America Youth Responding to Global Challenges” program. This agreement was included in the outcomes of Xi Jinping’s visit and became a significant example of China–Latin America collaboration. It has also been acclaimed by mainstream media in both regions as “a youthful force in global governance.” Following the success of 2024 and 2025, the team led by Professor Chen Taotao—Lead Professor of the “Poverty Alleviation Challenge” program and Director of the Tsinghua University Latin America Center—has actively deepened the mechanism design of the “2026 Poverty Alleviation Challenge” program and achieved new breakthroughs in its scale, depth, and impact, making it an important platform for China–Latin America youth cooperation in poverty alleviation.

## Program Features

In terms of innovative paradigm, the “2025 Poverty Alleviation Challenge” program is driven by transnational multi-zone coordination and the deep integration of government, industry, academia, and research. The program connected top universities and institutions from China, Brazil, Chile, Peru and other countries, breaking geographical and disciplinary barriers. This year’s event attracted over 310 young participants and involved 102 transnational teams from 27 universities and corporate institutions, a scale that demonstrates its powerful appeal and platform effect. By integrating theoretical learning, solution competitions, and field research, and complemented by guidance from Chinese and Latin American academic experts and industry leaders, the program greatly enriches participants’ cross-cultural exchange experience and sense of achievement.

In terms of deep empowerment, the “2025 Poverty Alleviation Challenge” program establishes a sophisticated empowerment system that helps young participants achieve comprehensive development from “cognition” to “capability.” The original Tsinghua “5W1H+” Poverty Alleviation Toolkit serves as a unified methodological language. All participants are introduced into a shared analytical framework, providing young people from different countries and disciplinary backgrounds with a structured and collaboratively operable “scaffolding for thinking.” This significantly enhances both the efficiency of teamwork and the depth of analysis. At the same time, the transnational team formation mechanism strengthens cross-cultural collaboration among Chinese and Latin American youth and cultivates deep international friendships. With intellectual support from academic and industry experts from multiple countries, the program provides high-level guidance for young participants exploring poverty alleviation solutions.

In terms of practical output, the “2025 Poverty Alleviation Challenge” program has served as both a catalyst and an incubator for practical solutions. Chinese participants share China’s experiences in digital inclusive finance and industrial poverty alleviation, adapting these approaches to Latin American contexts. Latin American participants brought their unique perspectives on community governance and environmental protection, enabling mutual learning and two-way exchange of experiences. Some outstanding proposals have already been connected with relevant enterprises and institutions, gradually promoting the transformation from “paper-based proposals” to “practical action.” These efforts effectively support poverty alleviation in local communities and foster localized innovation.

In terms of broad collaboration, the “2025 Poverty Alleviation Challenge” program builds a mutually beneficial ecosystem involving government, industry, academia, and research institutions, providing a solid foundation for implementation. Well-known companies such as Chile’s CGE Group and Envision Group participate as sponsoring partners, offering project topics and mentoring support. Multiple enterprises and institutions provide field research resources, enabling participants to engage directly with real-world poverty alleviation scenarios. Diplomatic missions from Chinese and several Latin American countries also provide valuable support. This deep integration not only injects vitality into the program but also embodies the vision of building a community with a shared future for mankind and the Global Development Initiative, highlighting the importance of poverty alleviation in global sustainable development.

In terms of influence building, amid the complex and turbulent global landscape, the successful implementation of the “2025 Poverty Alleviation Challenge” program demonstrates the contemporary value of “win-win cooperation” and serves as a vivid practice of China’s efforts to promote the building of a community with a shared future for mankind. The event attracted coverage from nearly 50 mainstream media outlets worldwide, generating 61 reports, and was reprinted by nearly 500 overseas media outlets, achieving extensive influence. At the same time, it has helped cultivate a new generation of talent for global governance. The mutual trust and collaborative experiences developed among young participants have become an important public foundation and talent reserve for deepening China–Latin America and broader global cooperation. In the future, the program plans to expand into broader areas of sustainable development, demonstrating its enormous potential.

Building on the valuable experience and fruitful achievements accumulated through the 2024 and 2025 Poverty Alleviation Challenge programs and upholding the original aspiration of deepening China–Latin America cooperation and jointly promoting poverty alleviation, Professor Chen Taotao has led the team in comprehensively launching the preparations for the “2026 Poverty Alleviation Challenge” program. Currently, key tasks are being advanced in an orderly manner, including the collection and compilation of best poverty alleviation cases in China and Latin America, the planning and construction of characteristic Poverty Alleviation Challenge program bases, the design of themes for high-level academic forums, the coordination of corporate sponsorship, the establishment of a support system for cross-national student exchanges, and the iterative optimization of the competition structure. In the future, we will continue to gather the wisdom of Chinese and Latin American youth and integrate high-quality resources from multiple sectors, further expand the dimensions of cooperation and deepen the effectiveness of empowerment, continuously injecting youthful momentum into the building of a more inclusive, equitable, and sustainable global development landscape.

## II. Significance

We believe that the Poverty Alleviation Challenge program is of great significance:

For China–Latin America cooperation, the Poverty Alleviation Challenge program serves as a vital platform for cross-border exchanges of poverty alleviation achievements and experiences. By establishing a multi-stakeholder and cross-sectoral dialogue and collaboration network that connects government, industry, and academia, it empowers young students to design cross-cultural, interdisciplinary, replicable, and implementable poverty alleviation solutions. This initiative creates new opportunities to advance cultural exchange and mutual benefit between China and Latin American countries.

For universities in China and Latin America, the “Poverty Alleviation Challenge” program serves two major purposes. On the one hand, it leverages the transnational curriculum “China–Latin America Youth Responding to

Global Challenges” jointly developed by Tsinghua University, the Federal University of Rio de Janeiro, the Pontifical Catholic University of Chile, and the University of the Pacific. The program integrates competitions, forums, and field research to facilitate resource sharing and complementarity among universities in the field of poverty alleviation, demonstrating both pioneering significance and strong potential for broader implementation. On the other hand, it contributes to cultivating students’ global competence and provides innovative approaches to nurture ambassadors of friendship between China and Latin America.

For young students, the program recognizes youth as an emerging force in advancing poverty alleviation. The “Poverty Alleviation Challenge” program offers Chinese and Latin American students valuable opportunities to strengthen their global competence. Through cross-cultural exchanges, professional empowerment, and diverse competition mechanisms, it enhances students’ capacity to address poverty-related challenges. This initiative fosters collaboration among Chinese and Latin American youth, jointly injecting youthful wisdom and vitality into global development.

The “2026 Poverty Alleviation Challenge” program will further implement the directives from the China-Latin America leaders to enhance bilateral exchanges and cultural mutual learning. Building on the 2025 program, it will intensify innovation efforts by integrating academic resources from Chinese and Latin American universities, promoting project development and incubation, fostering interdisciplinary collaboration, attracting more high-quality students and mentors, and empowering the development and implementation of effective poverty alleviation outcomes.

## III. Founding Organizers, Co-organizers, Supporting Institutions and Media Partners

### 1. Founding Organizer

China: Tsinghua University

Brazil: Federal University of Rio de Janeiro

Chile: Pontifical Catholic University of Chile, University of Chile

Peru: University of the Pacific

### 2. Co-organizers

Brazil: The Chinese Embassy in Brazil; São Paulo School of Business Administration of Fundação Getúlio Vargas (FGV EAESP)

Peru: Pontifical Catholic University of Peru

### 3. Supporting Institutions

The Embassy of China in Brazil

The Consulate General of China in Rio de Janeiro

The Embassy of China in Chile

The Embassy of China in Peru

The Embassy of Brazil in China

The Embassy of Chile in China

The Embassy of Peru in China

### 4. Media Partners

China Global Television Network (CGTN)

Beijing Inmedia Ceyuan Culture Media Co., Ltd.

### 5. Institutions and Organizations that Provide Strong Support for Collaborative Dialogues, Case Studies, and Field Research:

**Field Research and Case Studies in Brazil:** Special thanks to Águas do Rio, State Grid Brazil Holding S.A., CNOOC Brazil, and Copacabana Fortress Orchestra in Rio de Janeiro, Brazil.

**Field Research and Case Studies in Chile:** Special thanks to CGE Group, Solidarity and Social Investment Fund (FOSIS), Chile, Municipal Government of Lo Espejo, Chile, and Municipal Government of Colina, Chile.

**Field Research and Case Studies in Peru:** Special thanks to MMG Las Bambas S.A.

**Field Research and Case Studies in China:** Special thanks to Envision Group, State Grid International Development Co., Ltd., China Minmetals Non-ferrous Metals Co., Ltd., and China ENFI Engineering Corporation. We also extend our gratitude to one of the Top 100 Beautiful Countryside Examples of China – Nanyu Village, Laishui County, Hebei Province, as well as relevant institutions in Rongjiang County of Guizhou Province, Nanjian County of Yunnan Province, Cili County of Hunan Province, and Gaochun District of Jiangsu Province

**Special Support for Collaborative Dialogues:** Special thanks to the International Poverty Reduction Center in China (IPRCC), the 4th China–Latin America Forum on Poverty Reduction and Development, relevant institutions in Weifang City of Shandong Province, and the United Nations Development Programme (UNDP) China Country Office.

## IV. Event Format

The “2026 Poverty Alleviation Challenge” program will continue to integrate high-quality resources and enrich its activities through regional competition formats, transnational courses, and a comprehensive “Study–Competition–Research” training mechanism. By connecting international experts with young talents through integrating theory with practice and combining scientific research with competitions, it cultivates young talent with a global perspective and practical capabilities to jointly address global poverty alleviation challenges. The event formats are as follows:

### 1. Four Participating Countries: Building a China–Latin America Platform for Poverty Alleviation Exchange and Connecting Universities in China, Brazil, Chile, and Peru.

The event is divided into two stages: the “Preliminary Round” and the “International Final”, linking the main competition venues at universities in China, Brazil, Chile, and Peru, forging an exchange bond for global poverty alleviation practices.

#### Preliminary Round

- Through the coordination of the transnational working group of Poverty Alleviation Challenge program, Chinese and Latin American youth complete registration and form transnational teams online.
- With Tsinghua University serving as the primary offline venue, participants from Latin American countries take part in the Preliminary Round through a combination of online and offline participation, competing for qualification to advance to the International Final.

#### International Final

- Members of the winning teams will receive sponsorship to travel to Chile and Brazil to participate in the International Final (see the Incentive Mechanism section for details).
- The finalist teams and participants will compete for the final overall ranking.

### 2. Shared Transnational Course: Linking Resources and Competitions Through the Course “China–Latin America Youth Responding to Global Challenges”

In 2025, Tsinghua University, together with major partner universities in Brazil, Chile and Peru, jointly launched a transnational course “China–Latin America Youth Responding to Global Challenges”, aiming to achieve the following linkage:

**Shared Course Resources:** Open the course resources to partners and competitors from China, Chile, Brazil, Peru and other countries participating in the “Poverty Alleviation Challenge” program.

**Flexible Training Arrangements:** For activities that can be conducted simultaneously, sessions are organized both online and offline. For activities that are difficult to attend in real time—such as academic forums and thematic lectures—sessions are recorded to allow flexible learning across different time zones.

### 3. Integration of “Learning—Competition—Research”: A Core Training Mechanism for Comprehensive Capacity Building

Through the integrated training mechanism of Learning, Competition, and Research, the program combines research innovation, competition challenges, and project incubation.

- **“Learning” — Innovative Transnational Interactive Courses to Strengthen Knowledge Capacity**

The Poverty Alleviation Challenge program relies on transnational interactive courses and integrates activities such as poverty alleviation lectures, thematic forums, and field research, bringing together resources from universities in different countries. These activities provide diversified learning content around poverty alleviation issues to the participating youth and strengthen their knowledge capacity.

- **“Competition” — An Integrated Competition Model to Enhance Competitiveness**

-Ice-breaking session: This includes toolkit introductions, competition format explanations, transnational team formation, and project briefings, designed to help students quickly familiarize themselves with the competition rules and resources. Participating teams can recruit teammates through existing project presentations, fostering interaction and collaboration between domestic and international students. ☒

-Field research: The program organizes visits to poverty alleviation bases and enterprises, enabling participants to deepen their understanding of global poverty alleviation cases through firsthand observation.

-Forum dialogue: Diversified forms of communication such as “expert lectures” and “expert forums” will be organized to invite scholars, entrepreneurs and policy experts from China and Latin America to discuss hot topics in the field of global poverty alleviation, so as to provide students with cutting-edge theoretical reserves.

-Mentorship: Two types of mentor teams support participants throughout the competition.

Academic mentors: Doctoral students from Tsinghua University serve as academic mentors to help competition teams master the analysis tools and methods required by the competition through theoretical explanation and practical operation guidance.

Professional mentors: Experts from government, industry, and research related to poverty alleviation and sustainable development are invited to guide participating teams on project optimization, innovation and incubation.

-Project design and presentation: Teams will develop their poverty alleviation proposals based on research findings and present them for centralized evaluation.

- **“Research” — Integrating Academic Research and Project Practice to Foster Development Capacity**

-Toolkit Development:

Building on the “Tsinghua Poverty Alleviation Toolkit” created by Professor Chen Taotao, Director of the Tsinghua University Latin American Center, during the 2024 Poverty Alleviation Challenge program, the 2026 program will continue to optimize the theoretical competition toolkit “5W1H+”, providing an analytical framework for solution innovation and experience transfer.

-Poverty Alleviation Bases and Case Studies:

Relying on high-quality domestic and international resources, the program will establish poverty alleviation research and learning bases, extract key principles of poverty alleviation based on rich case studies, and publish findings in media outlets and academic publications.

-Project Implementation:

Competition project outcomes will be evaluated, and through expert guidance and transnational collaboration, projects will be incubated to facilitate the practical implementation of outstanding solutions.

# V. Timeline of the “2026 Poverty Alleviation Challenge” Program

(All times below are Beijing Time.)

## 1. Launch Phase (Mid–April 2026)

### ● April 1 — Workshop and Roadshow

- Through workshops and personalized poster roadshows, teams and individuals present their strengths and their needs for teammates. This process promotes deeper cross-cultural exchange and facilitates the formation of transnational teams.

### ● April 11 (Saturday) — Launch Briefing Session

- All partners jointly organize an online briefing session via Zoom.
- The session introduces competition rules, schedule arrangements, and the toolkit, with a particular focus on transnational team formation rules and the online mentoring mechanism.

### ● April 11 (Saturday) – May 15 (Friday): Registration, Transnational Team Formation, and Topic Selection

- Registration opens, and the organizers release a number of proposed topics for teams to select.
- Topic solicitation and team recruitment: Individuals or teams with proposed topics submit their topics and basic introductions to the course teaching assistants.
- The online topic list will be updated every Monday to assist participants who have not yet formed teams.

**May 15 (Friday): Final confirmation of topics and teams; the team formation phase concludes.**

## 2. Preliminary Round Phase (Late April – Early June 2026)

- The course will include thematic modules focusing on poverty alleviation and development issues, and Chinese and Latin American experts will be invited to share practical experience.

### ● May 7 (Thursday): Poverty Alleviation Lecture 1

- Lecture by a Chilean and poverty alleviation experts

### ● May 14 (Thursday): Poverty Alleviation Lecture 2

- Lecture by Chinese and Brazilian poverty alleviation experts

#### Other Poverty Alleviation Lecture Series

- To meet students’ personalized learning needs, a series of expert lectures focusing on poverty alleviation and development issues is designed, which integrates resources from the course Understanding Latin America. Experts from China, Brazil, Chile, Peru, Mexico, and other Latin American countries will share cutting-edge perspectives and practical experiences. Poverty alleviation will be explored in depth as a key thematic focus.
- Lecture Schedule: Six lectures will be held on May 7, May 14, May 21, May 28, June 4, and June 11.
- Course Requirement: Students participating in the Poverty Alleviation Challenge program must attend at least two of the six lectures based on their interests and schedules.

### ● May 16 (Saturday) – May 31 (Sunday): Online Mentoring

Teaching assistants collect participants' questions and submit them to the mentor group. Mentors respond via email or online meetings. All participants are required to submit a question list and the revised proposals.

- **June 2 (Tuesday): Deadline for Final Project Submission**
- **June 6 (Saturday): Preliminary Round Competition**

Tsinghua University serves as the main offline venue. Students from Chile, Brazil, and Peru participate online. An international jury panel evaluates the projects and selects the winning teams.

- **June 21 (Sunday): Announcement of Preliminary Round Results**

### 3. International Final Phase (August 2026)

- **August 17 (Monday) – August 19 (Wednesday): Final Competition in Brazil**
- **August 20 (Thursday) – August 22 (Saturday): Final Competition in Chile**

Students from the winning teams in the Preliminary Round will travel to Chile or Brazil according to competition divisions and compete together with their Latin American teammates.

#### **The main activities include:**

- Ice-breaking: Chinese and Latin American participants introduce their members and project contents to promote teamwork and cross-cultural communication.
- Field research: The participating teams visit the local enterprises, governmental organizations and communities to conduct case studies
- Academic forum: Experts are invited to deliver keynote speeches and carry out round table dialogue to promote cross-cultural and interdisciplinary exchange of theories and experiences.
- Presentation and evaluation: The participating teams present the project results. The international judges jointly evaluate the teams and select the winning teams.

### 4. Study Visit to China and Project Presentation Phase (January 2027)

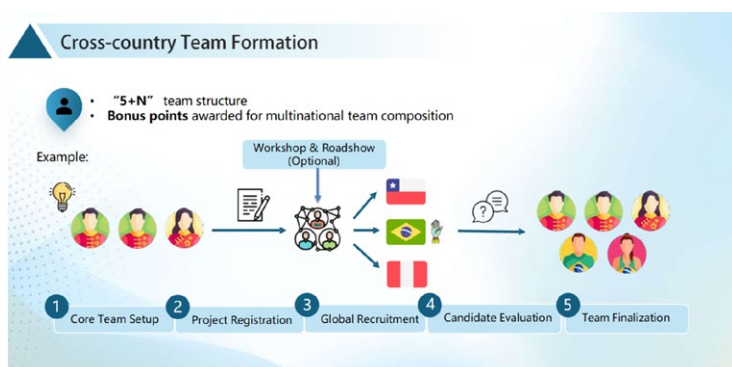
- Latin American students in the winning teams go to China for a study tour: Invite members of the winning teams to China for cultural experience and project exchanges, including visits to poverty alleviation bases and face-to-face interactions with Chinese students.
- Project presentation by the winning team: The winning team reports the project results.

# VI. Introduction to the Transnational Team Formation Process for the “2026 Poverty Alleviation Challenge” Program

## 1. Principles of Transnational Team Formation

- The 2026 competition adopts a unified “5 + N” team structure. Five members must come from eligible universities or enterprises in China and Latin America and serve as the core competition members. The “N” members are optional, not exceeding 2 persons, primarily come from relevant institutions in China or Latin America. “N” members are not eligible for competition evaluation or ranking, but they may receive a certificate of participation. It should be noted that even if a team ultimately wins the competition, the program funding will support international travel for a maximum of five core members only.
- In principle, team members cannot all come from the same country. Teams that include students from China and different Latin American countries (such as Brazil, Chile, etc.) will receive “Cross-cultural Bonus Points” during both the Preliminary Round and the International Final, and will have the opportunity to receive the “Cross-cultural Competence Award.”

## 2. Transnational Team Formation Process



### (1) Initial Team Formation and Project Roadshow

The “2026 Poverty Alleviation Challenge” program adopts an open roadshow mechanism to encourage teams to begin transnational collaboration and topic exploration as early as possible. After the core members of a team have been preliminarily formed and a clear project topic has been identified, teams may initiate online roadshows starting in early April. Teams may present personalized posters showcasing their team background, research focus, and recruitment needs, highlighting their distinctive strengths and inviting students worldwide to participate in open exchanges and team recruitment, thereby facilitating the formation of transnational teams.

The organizing committee will simultaneously provide roadshow support materials, including team/individual presentation templates, roadshow recruitment guidelines, and the competition handbook. The committee will systematically introduce the competition schedule, rules, toolbox resources, transnational team formation methods, and incentive mechanisms. Detailed operational procedures can be found in the roadshow guidelines and related documents.

For participants who have not yet determined a project topic, the organizing committee will release official topic directions after April 11 (Beijing Time) as reference topics for teams to select, and teams may continue to conduct online roadshows for recruitment. Both self-proposed topics and official topics may use the roadshow mechanism to form teams openly.

## (2) Announcement of Project Topics

The themes of the Poverty Alleviation Challenge program cover multiple fields, including:

- artificial intelligence and digitalization
- online education
- inclusive and accessible development
- technological innovation
- economics and finance
- environmental protection
- best practices in corporate social responsibility

The program places strong emphasis on practical impact and real-world implementation, encouraging poverty alleviation solutions that are implementable, scalable, and replicable. It promotes theory-based thinking, feasible interdisciplinary collaboration, and rigorous research and practical methodologies.

Competition topics fall into two categories:

### Category 1: Institutional Topics

Government, industry, and research institutions may propose topics by extracting real research questions from existing poverty alleviation projects or based on their own research interests. Participating teams are formed through a free transnational team formation model and select these topics for the competition.

### Category 2: Self-proposed Topics

Students are also encouraged to propose their own topics based on their interest in poverty alleviation, current social issues, or course content. Teams will likewise be freely formed across countries.

Both types of topics are evaluated under the same standards and compete on an equal basis.

## (3) Submission of Transnational Team Registration and Topic Intention Forms

All participating teams must complete transnational team formation between April 11 and May 15, 2026 (Beijing Time). Preliminarily formed teams must submit a Topic Intention Registration Form to the official email address of the Poverty Alleviation Challenge program Organizing Committee.

### (4) Information Exchange and Online Team Formation

• Based on the submitted forms, course teaching assistants will publish a shared document starting April 11, 2026 (Beijing Time). This document will include introductions of existing team members, profiles of the desired transnational teammates, and descriptions of project topics.

• Participants who have not yet joined a team may consult the shared document and contact teams of interest according to their topic preferences and personal expertise.

• Students may communicate directly through the Poverty Alleviation Challenge program group chat (e.g., via WeChat) or contact each other by email to join teams of interest.

• If students encounter issues such as cross-cultural communication challenges or team adjustments, they may contact the teaching assistants for assistance. The teaching assistants will also facilitate topic exchange among participating faculty and students from different countries and update the team formation progress every Monday to improve efficiency.

*Note: The schedule may be adjusted depending on actual circumstances, and participants will be notified in advance.*

## (4) Information Exchange and Online Team Formation

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Note: The schedule may be adjusted depending on actual circumstances, and participants will be notified in advance.

#### (5) Publication of the Participating Team List

- On May 15, 2026 (Beijing Time), the course teaching assistants will complete the final verification and confirmation of transnational team information, ensuring that team members come from different countries and that all team compositions meet the required criteria.
- The organizing committee will compile the official list of participating teams, which will be published on the official website of the Tsinghua University Latin American Center, and simultaneously announced through the official WeChat public account and WeChat groups.

## VII. Participation Methods and Incentive Mechanism of the “2026 Poverty Alleviation Challenge” Program

### 1. Overview of the Incentive Mechanism

The 2025 Poverty Alleviation Challenge program attracted approximately 400 students worldwide, forming 102 teams, including: 114 participants from Tsinghua University; 66 participants from Brazil; 205 participants from Chile; 31 participants from Peru

The “2026 Poverty Alleviation Challenge” program is expected to attract around 500 participants forming over 100 teams, with approximately 80 participants expected to obtain international study visit opportunities.

### 2. Design of the Incentive Mechanism

**Chinese students who obtain international study visit qualifications** through the “2026 Poverty Alleviation Challenge” program will be eligible to travel to Brazil or Chile in August 2026 to participate in the International Final and related study activities. Latin American students who receive the incentive will be eligible to travel to China in January 2027 to participate in poverty alleviation study programs. The incentives include accommodation support, international airfare support, and high-quality project incubation and implementation opportunities.

The overall incentive selection is primarily based on the ranking of teams in the Preliminary Round, with the final list determined through two channels:

**Channel 1—“Competition Winners Channel”:** This channel is directly open to members of the winning teams in the Preliminary Round. (Winning teams are determined according to Preliminary Round evaluation scores, and the number of selected participants will be decided by the organizing committee). Members of the winning teams will directly obtain international study visit qualifications.

**Channel 2 – “Innovation and Development Channel”:** If sponsorship conditions allow, after fulfilling the incentives for winning teams, additional teams that demonstrate stronger project feasibility, implementation potential, or cross-national transferability may also obtain international study incentives. This channel aims to provide further development opportunities for promising teams without affecting the incentives awarded to the winning teams.

Note: International students studying at Tsinghua University (for example, Brazilian students studying at Tsinghua) are counted as Tsinghua University students and will correspond to the Chinese incentive quota allocation.

## 2. Design of the Incentive Mechanism

### (1) Preliminary Round Phase

#### 1) Completion of Transnational Team Formation

The official team formation process for the “2026 Poverty Alleviation Challenge” program begins on April 11 (Beijing Time). All teams must complete their team formation by May 15 (inclusive). The program encourages participants from different countries and universities to form transnational teams, promoting mutual learning of poverty alleviation experiences and cross-cultural communication between Chinese and Latin American youth.

#### 2) Preliminary Round — Stage One: Written Evaluation

- All teams that successfully complete registration will enter the first round of written evaluation.
- Each team will select three mentors according to its needs and mentor availability. Each mentor provides one mentoring session and one independent evaluation, meaning each team receives three mentoring sessions and three independent evaluations.
- Evaluation results will fall into three categories: Qualified / Pending / Not Qualified. After the written evaluation, the organizing committee will organize the second round of selection through both offline and online competition venues.

#### 3) Preliminary Round — Stage Two

##### • Offline Competition Venue

Teams that include Tsinghua University students will participate offline. Students from Latin American universities may participate through recorded presentations or live online presentations, depending on time zone conditions. Judges will score the presentations on site. The number of participating teams will be dynamically adjusted based on the overall number of registrations.

##### • Online Competition Venue

The online competition venue mainly serves Latin American participants. Online competitions are also official competition sessions, where teams present and are evaluated in groups organized by country or thematic category, with judges scoring in real time. The number of participating teams will be dynamically adjusted based on the actual situation.

#### 4) Incentives in the Preliminary Round

All teams participating in the Preliminary Round will receive the “Challenge Award.”

Participants who qualify for incentives during the Preliminary Round will receive 70% reimbursement of international study visit costs, if they confirm their incentive qualification within the specified time limit. If the confirmation is not completed in time, the quota will be transferred to Channel 2 (Innovation and Development Channel).

Example: If 100 teams participate in the Preliminary Round and 80 participants ultimately obtain incentive qualifications through the two channels:

- All 100 teams will receive the Challenge Award.
- The 80 qualified participants will additionally receive 70% reimbursement of accommodation and international airfare expenses (based on receipts).

## (2) International Final Phase

### 1) Basic Information

Participants who obtain incentive qualifications in the Preliminary Round will participate in the Final Round of the “2026 Poverty Alleviation Challenge” program in Brazil or Chile in August 2026. Judges will evaluate the presentations on site, and Gold, Silver, and Bronze Award teams will be selected in each country’s final venue according to the final evaluation rankings.

Participants who enter the final through Channel 2 (Innovation and Development Channel) will not participate in the Gold, Silver, or Bronze Award selection, but will still present their projects at the final venue to receive expert feedback and improve the feasibility of implementation.

### 2) Final Round Incentives

In addition to the 70% reimbursement of international study expenses provided in the Preliminary Round, the remaining 30% will serve as the “International Final Award Bonus.” The reimbursement proportion of this remaining portion will be determined according to the International Final results, with the winning teams receiving the highest level of support.

Example: Among the 80 participants who already received 70% reimbursement, the International Final will produce Gold, Silver, and Bronze Award teams in both the Brazil and Chile venues.

- Gold and Silver Award teams will receive the remaining 30% reimbursement, meaning team members will receive 100% reimbursement for accommodation and international airfare.
- Bronze Award teams and other finalists will receive 20% reimbursement, meaning these participants will receive 90% reimbursement for international study expenses.

# VIII. Transnational Team Mentoring

## 1. Mentoring Learning Package

To help participants better understand and apply the analytical methods used in the early stages of the project investigation, we provide explanatory materials on the Tsinghua “5W1H+ Toolkit” and poverty alleviation case analyses as reference for independent study. These materials complement the mentor guidance sessions. Among them, the “5W1H+” framework, as a systematic analytical framework for poverty alleviation, is particularly important. It helps team members clarify the structure of the problem and identify key variables at the early stage of topic selection, thereby laying a solid foundation for exploring best practices in poverty alleviation.

### **Tsinghua “5W1H+ Toolkit”:**

An innovative and logical cross-cultural poverty reduction analysis tool——A brief introduction to Tsinghua’s “5W1H+ toolbox”

[https://lac.tsinghua.edu.cn/en/Youth\\_Challenge/Learning\\_Resources/Tsinghua\\_S\\_\\_Sw1H\\_\\_Poverty\\_Alleviation\\_Toolbox.htm](https://lac.tsinghua.edu.cn/en/Youth_Challenge/Learning_Resources/Tsinghua_S__Sw1H__Poverty_Alleviation_Toolbox.htm)

### Poverty Alleviation Case Analysis

Brazil Poverty Alleviation Case: State Grid Brazil Holding's Juice Factory Transforms Livelihoods

<https://lac.tsinghua.edu.cn/en/info/1233/2205.htm>

Chile's Poverty Alleviation Case: State Grid Chile CGE Illuminates Hope with Technical Education

<https://lac.tsinghua.edu.cn/en/info/1233/2206.htm>

A Case of Poverty Alleviation in China: High-end Homestays Boost Poverty Eradication in Nanyu Village, Laishui County

<https://lac.tsinghua.edu.cn/en/info/1233/2207.htm>

A Case of Poverty Alleviation in China: Rongjiang's "Village Super League" – A Systematic Poverty Alleviation Practice Driven by the Integration of Agriculture, Culture, Tourism, Sports and Commerce

<https://lac.tsinghua.edu.cn/en/info/1233/2208.htm>

## 2. Information about Expert Mentors

To ensure the successful implementation of the “2026 Poverty Alleviation Challenge” program and to provide sufficient guidance to participants, we plan to invite academic mentors as well as experts from government, industry, and research sectors to serve as mentors and judges. These mentors will help students address both theoretical and practical issues encountered during the advancement of poverty alleviation projects. To facilitate more efficient mentor matching, the Competition Handbook for the “2026 Poverty Alleviation Challenge” program provides the following overview of expert mentors. Participating teams may schedule mentoring sessions according to their needs through the mentor appointment system, thereby improving the efficiency of project mentoring.

Mentors are divided into two categories: Poverty Alleviation Toolkit Mentors and Professional Mentors, each with a different focus in their mentoring objectives.

- Poverty Alleviation Toolkit Mentors

The Poverty Alleviation Toolkit Mentor Team is composed of doctoral students from Tsinghua University.

Through explanations of theoretical tools and practical guidance, they assist participating teams in mastering the analytical tools and methods required for the competition. In particular, they provide guidance on the “5W1H+ Tsinghua Poverty Alleviation Toolkit,” developed by the research team led by Professor Chen Taotao, Director of the Tsinghua University Latin American Center. This mentoring helps inspire analytical thinking within teams and enables transnational participants to engage in dialogue using a scientific and relatively unified analytical framework, thereby strengthening the theoretical rigor and scientific foundation of their projects.

- Professional Mentors

Professional mentors consist of experts from government, industry, and research communities. Based on their professional expertise and career backgrounds, these mentors guide students in engaging with real-world practices. Their mentoring focuses particularly on the following aspects:

- evaluating the scientific validity of project topics (whether the issue reflects a genuine poverty alleviation problem);
- analyzing the stakeholder networks involved in poverty alleviation;
- identifying key bottlenecks and pain points in poverty reduction;
- assessing existing poverty alleviation strategies and exploring innovative approaches;
- examining whether poverty alleviation scenarios show similarities across countries and whether strategies can be transnationally transferable;
- improving the feasibility and implementability of proposed strategies.

We encourage mentors and students to directly confront real-world poverty alleviation challenges, explore the use of advanced ideas and tools, and improve the feasibility of solution implementation. Students are encouraged to generate innovative ideas across multiple fields, including artificial intelligence and digitalization, online education,

technological innovation, economic growth, financial empowerment, environmental protection and corporate social responsibility.

By inviting mentors from different sectors to participate in mentoring, the “2026 Poverty Alleviation Challenge” program will provide participants with a comprehensive platform for consultation and problem-solving, strengthening their ability to address real poverty-related challenges while supporting both the theoretical foundation and practical implementation of poverty alleviation projects.

### (1) The list of Poverty Alleviation Toolkit Mentors

Mentor Name — Position and Affiliated Institution

| Mentor Name | Position and Affiliated Institution      |
|-------------|--|
| Yu Rong     | SEM Postdoc Student, Tsinghua University |
| Jian Feng   | SEM PhD Student, Tsinghua University     |
| Ziyi Qiao   | SEM PhD Student, Tsinghua University     |
| Jiwei Fan   | SEM PhD Student, Tsinghua University     |
| Haozhen An  | SEM PhD Student, Tsinghua University     |
| Yihang Lin  | SEM PhD Student, Tsinghua University     |

### (2) The list of Professional Mentors

The list of Professional Mentors and related information can be accessed through the following shared document:  
<https://docs.qq.com/sheet/DSm9LVmN1WWNZVW9U>

## 3. Mentor Appointment Instructions

To ensure that participating teams can efficiently and conveniently schedule mentoring sessions and fully utilize expert resources, the “2026 Poverty Alleviation Challenge” program adopts a shared document appointment system. Teams may select suitable time slots according to the mentors’ available schedules and fill in appointment information independently. Please strictly follow the procedures below to ensure the smooth progress of mentoring sessions.

### Mentor Appointment Shared Document Link and QR Code:

2026 Poverty Alleviation Challenge Mentor Appointment Form:

<https://docs.qq.com/sheet/DSHF1ckxIQ1FPakpE>



## **(1) Appointment Methods and Procedures**

### **1) Announcement of Mentor Availability**

- After the competition begins, the event operations team will release the Mentor Appointment Form (Tencent Shared Document).
- All mentors will fill in their available appointment time slots in advance in the shared document, along with a brief introduction, areas of expertise, and acceptable mentoring formats (online / offline / hybrid).

### **2) Submission of a Question List**

All participating teams must submit a question list before receiving mentoring. The document (approximately 500 words) should briefly introduce the team's project topic, the current progress of the project and the main questions in which guidance is needed

### **3) Booking a Mentoring Session**

- Check mentor availability: Teams may browse the document to review mentors' schedules and expertise and select an appropriate time slot based on their needs.
- Fill in appointment information: In the available time slot of the selected mentor, teams should provide the following information:
  - Team name
  - Main contact person (team leader's name and contact information, as well as team recorder's name. Note: The responsibilities of the team recorder are explained in detail in the Team Recorder System section below)
  - Mentoring topic or main needs (e.g., "Project feasibility analysis," "Policy and regulatory interpretation")
  - Meeting format (teams must arrange a Tencent Meeting ID and password in advance for online sessions or specify the offline meeting location, and then fill in the information in the shared document)
  - Confirmation of appointment: The mentor or event operations team will mark "Confirmed" in the shared document. Once confirmed, the appointment becomes valid. If the mentor does not confirm within 48 hours, teams may contact the event organizers for coordination.

### **4) Conducting the Mentoring Session**

Before the scheduled mentoring session, teams should prepare the required materials in advance and attend the meeting on time according to the agreed format (online or offline).

The team recorder must document the main content of the mentoring session and collect relevant visual records.

Note: All online mentoring sessions will be conducted through the Tencent Meeting platform.

Download link: <https://meeting.tencent.com/download>

### **5) Submission of Mentoring Records**

After the mentoring session is completed, the team recorder must mark "Mentoring Completed" in the remarks section of the shared document. The recorder also should retain the mentoring summary and submit the team progress report according to the requirements described later (see the section on the Team Recorder System below).

## **(2) Appointment Guidelines**

- 1) First-come, first-served: Mentor availability is limited, so teams are advised to make appointments early to avoid schedule conflicts.
- 2) Maintain transparency: Teams must fill in appointment information accurately and should not arbitrarily modify or delete others' appointment records.
- 3) Attend on time: If a team needs to reschedule due to special circumstances, it must notify the mentor and operations team at least 24 hours in advance.

- 4) Respect mentors' time: Teams should organize their questions in advance to avoid repetitive or inefficient discussions and ensure that mentoring time is used effectively.
- 5) Update records promptly: After each mentoring session, the team recorder must update the status to "Mentoring Completed" so that the event operations team can track team progress.

### **(3) Frequently Asked Questions (FAQ)**

Q1: What should we do if a mentor's available time slots are already full?

A: It is recommended to check the availability of other mentors or contact the event operations team to arrange a wait list appointment.

Q2: Can a team book mentoring sessions with multiple mentors?

A: Yes. However, teams are encouraged to arrange appointments reasonably to ensure efficient use of mentor resources and avoid scheduling too many sessions within a short period, which may reduce mentoring quality.

Q3: What if a mentor is temporarily unable to conduct the session at the scheduled time?

A: If the mentor needs to adjust the schedule, the change will be noted in the remarks section of the shared document. The event operations team will also notify the relevant teams and coordinate a new time.

Q4: Do we need to confirm the appointment again after it has been booked?

A: No. Once the mentor marks "Confirmed" in the shared document, the appointment is considered successful. Teams only need to attend the session at the scheduled time.

This appointment system is designed to optimize the allocation of mentor resources, improve communication efficiency between teams and mentors, and ensure the effectiveness and relevance of each mentoring session.

All participants are requested to carefully follow these guidelines, arrange mentoring sessions reasonably, and work together to ensure the smooth implementation of the competition.

### **(4) Team Recorder System**

To further enhance communication efficiency between participating teams and mentors, improve the management of the mentoring process, and ensure that all mentoring information is systematically documented, the Team Recorder System is established in the 2026 Poverty Alleviation Challenge program. The specific requirements and arrangements are as follows:

#### **1) Role Definition**

The Team Recorder is nominated by each participating team. Each team must designate at least one fixed recorder, who will be responsible for systematically documenting mentor guidance throughout the entire competition cycle.

This role does not affect the recorder's normal participation in the team project. Within team collaboration, the recorder may reasonably arrange their responsibilities between documentation tasks and project work according to their schedule.

#### **2) Responsibilities**

- Recording the Mentoring Process

Record comprehensive notes for every mentoring session (both online and offline). The record should include, but is not limited to: the mentoring topic, mentor feedback, the participation and task division of each team member, key questions, and discussion highlights.

The recorded content should be organized into concise and clear mentoring notes. Multiple formats may be used, including text, tables, screenshots, and audio or video excerpts.

- Tracking To-Do Items and Improvement Tasks

Summarize the improvement suggestions proposed by mentors and the To–Do items that the team needs to complete after each mentoring session, ensuring that team members clearly understand the next steps and expectations.

It is recommended to use lists or project management tools to continuously track the progress of each task and regularly provide updates to both mentors and team members.

- **Maintaining Close Communication with the Team and Mentors**

After each mentoring session, promptly confirm the accuracy of the records with team members. When necessary, the recorder may communicate with the mentor again to verify specific details.

Maintain information transparency within the team and assist members in understanding the latest improvement requirements and promoting their implementation.

- **Supporting Process Management by the Event Operations Team**

The Team Recorder is required to submit a weekly team progress report (see “Record Template and Submission Method” below for details). If mentoring sessions occurred during the week, these should be highlighted in the report so that event operations team can better evaluate the effectiveness of the mentoring process.

- **Documentation of Competition Activities**

Team Recorders should also take photographs and record videos during team activities and mentoring sessions. These materials will support subsequent result presentations and the archival documentation of the competition.

### **3) Record Template and Submission Method**

- **Suggested Template for Mentoring Records**

Based on the application of the “5W1H+ Poverty Alleviation Toolkit”, each mentoring summary is recommended to highlight key information such as main problem/pain point, solution approach, specific implementation steps, timeline, responsible person, and expected outcomes.

Teams may make personalized adjustments according to their own needs to ensure that the records remain clear and well–structured.

- **Submission Method**

–Regular Stage:

Each week, the Team Recorder should compile the team progress report into a Word document. The report should include the mentoring records of that week (if any), proposed improvements to the case, and the corresponding task completion status. Relevant photos and video materials should also be submitted. All materials should be sent to the teaching assistant via email.

–Key Milestones:

Before the Preliminary Round and the International Final, the event operations team will review the records to assess how well teams have incorporated and implemented mentors’ suggestions.

### **4) Team Recorder Award**

To recognize the active contributions of Team Recorders in team collaboration and mentoring documentation, the “Team Empowerment Star” Award is established. This award aims to recognize recorders who demonstrate outstanding performance in the following aspects:

- **Comprehensive and detailed documentation:** Accurately and thoroughly recording the mentoring process and presenting it in a well–structured and logically organized document.

- **Team communication and execution support:** Using mentoring records to effectively help teams implement tasks or suggestions proposed by mentors, thereby improving team collaboration efficiency.

- **Innovation and flexible application:** Skillfully using multiple formats (text, charts, audio and video materials, project management tools, etc.) to enhance the quality and readability of the documentation and provide useful references for other Team Recorders.

The award will be selected and presented by the event operations team before the Final Round or during the International Final. Winners will receive an honorable certificate or trophy.

# IX. Scoring Rules

## 1. Preface

These Scoring Rules apply to the evaluation process for Stage II of the Preliminary Round and the Final Round. They are intended to provide a unified, objective, fair, and professional basis for assessing participating projects and to ensure that the judging process is conducted in a standardized and orderly manner. The Organizing Committee reserves the right of final interpretation of these Scoring Rules.

### (1) Dimension D1: Innovativeness of the Proposal

#### Focus Points

- Whether the proposal presents novel strategies or mechanisms tailored to the specific poverty alleviation context of Latin American countries;
- Whether it introduces new technologies, new models, or interdisciplinary approaches;
- Whether it contains independent original content rather than adaptations of existing projects;
- Whether it offers a new perspective for identifying the problem.

#### Rating Criteria

| Level                 | Description   |
|-----------------------|---|
| A (Excellent)         | The proposal is clearly distinct from conventional approaches in terms of problem identification, methodological application, or the use of tools. It has a complete structure and demonstrates both theoretical originality and practical insight. |
| B (Good)              | The proposal contains one or two substantive innovative elements, and its overall framework is relatively mature. Some parts demonstrate a differentiated line of thinking.   |
| C (Pass)              | The proposal shows preliminary innovation, but in a rather limited manner, or mainly consists of minor adjustments to and combinations of existing frameworks.  |
| D (Needs Improvement) | Most of the content follows conventional solution paths and does not demonstrate independent conceptualization.   |
| E (Insufficient)      | The proposal largely replicates existing cases or public models and does not provide a tailored design in light of the competition context.   |

### 2) Dimension D2: Soundness, Feasibility, and Sustainability

#### Focus Points

- Whether the problem definition and objectives are clearly stated;
- Whether localized factors such as policy, culture, language, market conditions, and resources are taken into account;
- Whether the implementation pathway is clear and key actions are executable;
- Whether potential obstacles and risks are assessed and mitigation measures are proposed;
- Whether the proposal reflects consideration of long-term sustainability or broader social value, such as green development, low-carbon transition, resource conservation, social equity, and the protection of vulnerable groups.

## Rating Criteria

| Level | Description  |
|-------|--|
| A     | The problem is clearly defined; implementation steps are specific; and resource matching is well considered. The proposal fully takes into account the specific conditions of Latin American countries and demonstrates additional value in terms of environmental friendliness, social responsibility, or long-term sustainability, showing strong feasibility and scalability. |
| B     | The implementation pathway is reasonable, and most elements are practical and workable, with only some aspects requiring further refinement (for example, rough budget estimates or insufficiently detailed cultural adaptation strategies). Sustainability factors are addressed, but relatively briefly.   |
| C     | The proposal is basically coherent, but one or two logical gaps remain, or certain key conditions are not clearly explained. Consideration of social or environmental impact is limited or rather general.   |
| D     | The proposal is overly idealized, lacks detail, and shows insufficient understanding of implementation conditions. It does not demonstrate long-term feasibility or ignores environmental and social impacts.  |
| E     | The content is disconnected from the realities of Latin American countries, does not consider key feasibility barriers, and shows no awareness or consideration of sustainability or possible social consequences.   |

### (3) Dimension D3: Depth of Research and Professional Integration

#### Focus Points

- Information foundation: whether the proposal is supported by reliable and sufficient sources, including literature reviews, public data, case materials, expert opinions, etc., and whether such sources are clearly identified and appropriately used;
- Application of the 5W1H+ analytical framework: whether the team systematically examines and constructs its analysis around what (problem definition), who (affected groups), when (temporal context), where (spatial characteristics), why (cause analysis), how (solution path), and who+ (network of actors);
- Integration of professional knowledge: whether the team draws on its own disciplinary background—such as economics, society, environment, education, or technology—to explain the issue, thereby demonstrating knowledge transfer and interdisciplinary collaboration;
- Cross-cultural adaptation and comparative awareness: whether the proposal shows an ability to understand the poverty context in Latin American countries and reflects on the applicability or transferability of the proposal, even if only at a preliminary level.

## Rating Criteria

| Level | Description   |
|-------|---|
| A     | The team builds its proposal on detailed and appropriate information, fully applies the 5W1H+ framework, and breaks down the poverty alleviation issue step by step to construct a rigorous and well-structured analytical chain. The analysis naturally integrates tools or theories from the team's own discipline, demonstrating strong interdisciplinary capacity as well as an understanding of the social context of Latin America and a preliminary reflection on cross-national adaptation. |
| B     | The analytical framework is relatively complete, covering the major elements of 5W1H+, with smooth logic and clear discussion. Information sources are generally sufficient to support the team's reasoning. Disciplinary integration is present, though somewhat limited in depth, and the team can preliminarily identify the characteristics of Latin American countries.  |

- C** The proposal shows the outline of an analytical structure, and some elements of 5W1H+ are covered, but there are omissions or the organization is loose. The use of sources provides some support, but remains insufficient; some arguments appear somewhat assertive. Professional application and consideration of cultural context are relatively weak.
- D** The analytical framework is incomplete or the logical chain is fragmented, with only scattered references to certain elements. The information base is weak and consists mainly of common-sense description or subjective judgment. Professional methods are lacking, and the understanding of the Latin American context and problem background remains vague; overall analytical depth and coherence are insufficient.
- E** The proposal lacks a basic analytical framework and structure and does not demonstrate systematic thinking. Information is used arbitrarily, and there are obvious logical errors or unsupported assertions.

**(4) Dimension D4: Presentation and Q&A Performance**

**Focus Points**

- Whether the presentation is logically structured and the language used is accurate;
- Whether the team correctly understands the judges’ questions and responds in a targeted manner;
- Whether the team communicates calmly and steadily, without undue confusion under pressure;
- Whether the team can flexibly expand on its views and demonstrate critical thinking.

**Rating Criteria**

| Level    | Description   |
|----------|---|
| <b>A</b> | The presentation is clear and well structured, and the team is able to identify key issues and provide in-depth, logical responses.                             |
| <b>B</b> | Responses are generally complete, though some answers are somewhat cautious. The delivery is natural and fluent, and the overall performance is stable.         |
| <b>C</b> | The team is able to respond to questions, but the logical chain is somewhat loose or there is obvious repetition. The language delivery appears somewhat tense. |
| <b>D</b> | Some questions are misunderstood, or the team responds mechanically. Logic and coherence are insufficient.  |
| <b>E</b> | The team is unable to provide effective responses. The language is disorganized and the presentation appears inadequately prepared.                             |

**(5) Dimension D5: Potential for Practical Conversion**

**Focus Points**

- Whether the proposal clearly identifies potential implementing or partnering entities (such as specific enterprises, government departments, universities, NGOs, community organizations, or platforms), rather than vaguely referring to “relevant institutions”;
- Whether the proposal clearly distinguishes between the parts the team can accomplish on its own and the key stages that require external resource support;
- Whether the proposal puts forward verifiable next-step actions (such as pilot projects, outreach, testing, field research, or agreement facilitation), rather than remaining at the level of general principles;
- Whether the proposal demonstrates a clear understanding of the type of practice-oriented pathway involved (for example, pilot implementation, professional service linkage, or research-to-practice transformation);
- Whether the proposal meets the basic conditions for entering the post-competition Practical Conversion Advancement Pool or the assessment system for the Practical Conversion Award.

| Level | Description  |
|-------|--|
| A     | The proposal has clearly identified specific implementing or partnering entities and verifiable next-step actions, and is mature enough to directly enter the post-competition practical conversion advancement mechanism. |
| B     | The proposal identifies a relatively clear practical direction and potential counterparties. The overall path is basically sound, but key conditions still require further detail.   |
| C     | The proposal shows preliminary practical awareness, but the target actors and implementation path remain abstract and are still at the level of conceptual design.   |
| D     | The proposal gives insufficient consideration to practical conversion and does not clearly explain who would advance it or under what conditions.  |
| E     | The proposal remains entirely at the level of ideas or framework and does not demonstrate any real-world practical orientation.  |

### (6) Dimension D6: Cross-Cultural Competence

(This dimension is not scored by judges; it is scored by the working group.)

- If a team is formed across national boundaries (i.e., its members come from universities in two or more countries), the team will automatically receive an A rating for Dimension D6. This A will be added after the scores from all judges have been combined;
- Teams that are not transnational will not receive a score for this dimension. In other words, under D6, transnational teams will have one additional A rating in the overall count compared with non-transnational teams;
- Dimension D6 is independent of the other scoring dimensions;
- The Organizing Committee will confirm this dimension uniformly before the competition, and judges are not required to assign a score or fill in anything for D6 on the scoring sheet.

## 2. Unified Requirements for Judges' Use of the Rating Scale

To ensure fairness in evaluation and avoid distortion in scoring standards, each judge shall maintain a reasonable distribution across the five rating levels—A, B, C, D, and E—when evaluating all teams assigned to them. Judges may not assign all teams only A/B ratings, nor may they assign all teams only D/E ratings. Scores must demonstrate effective differentiation among teams.

## 3. Team Ranking Rules

The final competition results will be determined by aggregating and ranking all letter grades obtained by each team across the six scoring dimensions (D1–D6).

1. The total number of A ratings will be compared first; teams with more A ratings shall rank higher.
2. If the number of A ratings is the same, the total number of B ratings will be compared; teams with more B ratings shall rank higher.
3. If the number of B ratings is also the same, the same method will be applied successively to C, D, and E ratings until a ranking is established.
4. If the distribution of all ratings is completely identical, the teams shall be regarded as tied. In such cases, the Organizing Committee will convene a re-evaluation panel, which will make a comprehensive judgment based on factors such as project completeness and on-site performance in order to determine the final ranking.

#### 4. Explanation of the Group–Based Review Mechanism for Judges

To ensure the scientific rigor and fairness of the evaluation process, participating teams and judges will be divided proportionally into several scoring groups, and a group–based review system with independent scoring will be adopted.

For example, if there are 100 participating teams in total, the competition may be divided into five scoring groups according to the schedule and operational arrangements, with approximately 20 teams in each group; at the same time, each group may be assigned 10 judges to conduct independent evaluations.

In assigning judges, the Organizing Committee will comprehensively consider the number and professional backgrounds of judges from China, Brazil, Chile, Peru, and other countries, striving to ensure a balanced national distribution and disciplinary diversity within each group so as to avoid scoring bias caused by differences in judges' national backgrounds or disciplinary structures.

##### **Written Questions from Judges**

To support judges in conducting a fuller and more in–depth evaluation of the poverty alleviation proposals designed by participating students, and to ensure that judges may obtain key supplementary information when necessary to assist their judgment, a “Written Questions from Judges” procedure has been specially established for this year’s evaluation.

After completing the video review of a team—or as part of the video review process—if a judge believes that the team should further explain the content of its proposal or provide additional information, especially regarding innovation, soundness/feasibility/sustainability, or depth of research/professional integration, the judge may submit written questions through the email address designated by the Organizing Committee: challenge2026@sina.com.

Questions submitted by judges will be forwarded by the Organizing Committee to the relevant team without delay. The team must submit a written reply through the same platform within 24 hours (calendar days) after receiving the questions. If submitted on time, the team’s reply will serve as important reference information for the judge’s final rating.

Note: Written questions from judges are not mandatory. Judges may choose not to raise written questions for any team, and the absence of such questions does not affect the normal exercise of their scoring duties. If a team fails to respond within 24 hours to a question raised by a judge, that question shall lapse, and the judge shall make a determination based on the team’s presentation, Q&A performance, submitted materials, and observations made during the video evaluation.

# Appendix: Highlights of the 2025 “Poverty Alleviation Challenge” Program

## 1. Successful Conclusion of the 2025 Poverty Alleviation Challenge Program: A New Momentum for China—Latin America Dialogue on Poverty Reduction

The “China—Latin America Youth Responding to Global Challenges — 2025 Poverty Alleviation Challenge” program was held from April to August 2025 at Tsinghua University, as well as in Chile and Brazil. Under the guidance and support of the Ministry of Foreign Affairs of China, the Embassy of China in Brazil, the Consulate General of China in Rio de Janeiro, The Embassy of China in Chile, the Embassy of China in Peru, as well as the Embassy of Brazil in China and the Embassy of Chile in China, the program was spearheaded by Professor Chen Taotao, Director of the Tsinghua University Latin America Center. Working together with leading universities in Latin America—such as the Pontifical Catholic University of Chile, the University of Chile, the Federal University of Rio de Janeiro, and the University of the Pacific (Peru)—as well as renowned scholars and poverty alleviation experts, the program brought together outstanding youth from top universities in China, Brazil, Chile, and Peru.

In November 2024, during President Xi Jinping’s state visit to Brazil for the 19th G20 Leaders’ Summit, Qiu Yong, Party Secretary of Tsinghua University, signed a cooperation agreement with the President of the Federal University of Rio de Janeiro on the program “China—Latin America Youth Responding to Global Challenges.” This agreement was included in the official outcomes of President Xi’s visit and became an important example of China—Latin America cooperation. It has also been widely praised by mainstream media in both regions as “a youthful force in global governance.”

## 2. Resource Sharing: A Transnational Curriculum on “China—Latin America Youth Responding to Global Challenges” Jointly Developed by Three Universities

To enhance the systematic organization and institutionalization of the “Poverty Alleviation Challenge” program, and to promote the sharing of educational and cultural resources among Tsinghua University, the Pontifical Catholic University of Chile, and the Federal University of Rio de Janeiro, Professor Chen Taotao, Director of The Tsinghua University Latin America Center, collaborated with partner universities in Chile and Brazil to innovatively design the transnational curriculum “China—Latin America Youth Responding to Global Challenges.” This course was formally integrated into the schedule of the 2025 Poverty Alleviation Challenge program.

At Tsinghua University, the course was established as a credit-bearing curriculum, consisting of two credits: one credit corresponding to the domestic preliminary round competition, and one credit corresponding to the international final competition.

The course clearly focuses on three major educational objectives: First, to cultivate students’ global competence, enhancing their abilities in cross-cultural communication, transnational collaboration, and problem-solving in complex poverty-related contexts from diverse perspectives. Second, to strengthen students’ analytical capacity in addressing global challenges, enabling them to develop innovative and implementable poverty alleviation solutions through the use of professional analytical tools and research methodologies. Third, to promote transnational and interdisciplinary interaction, encouraging young participants from different countries and academic backgrounds to collaboratively study real poverty-related issues and facilitate the transnational exchange and transformation of poverty reduction experiences and development models.

In terms of teaching content and organization, the course demonstrates clear characteristics of internationalization, practicality, and cross-cultural engagement.

First, the course is structured around an international competition format, implemented in two stages: a domestic preliminary round and an international final round. From the beginning of the course, enrolled students form transnational teams with students from Latin American universities in Chile, Brazil, and Peru, conducting online discussions and proposal design during the early stages. Students from Tsinghua University compete in the preliminary round on campus, and winning teams are selected to travel to Brazil and Chile to participate in the offline final round, thus creating a complete cycle from classroom learning to transnational practical experience.

Second, the course emphasizes the integration of knowledge instruction and toolkit-based empowerment. A series of thematic lectures on China–Latin America poverty alleviation practices are systematically organized, covering experiences from China, Brazil, Chile, and Peru. The course also introduces the analytical method of the “5W1H+ toolkit,” helping students systematically identify and define poverty-related problems, analyze their causes, and propose practical solutions. During the final stage, a cross-cultural communication version of the analytical toolkit is further applied to enhance collaborative research capabilities among Chinese and Latin American students.

Third, the course adopts diverse teaching methods, including lectures, team discussions, case studies, and student presentations. Team presentations serve as the core component of the course. Students are encouraged to engage in in-depth discussions within teams and foster cross-team exchanges across disciplines. Through peer learning within the same field and interdisciplinary dialogue, students continuously refine their poverty alleviation proposals and expand both the depth and breadth of their research.

Fourth, the course establishes a transnational mentorship and expert support system between China and Latin America. The program invites professors from multiple departments of Tsinghua University, scholars from partner universities in Latin America, and experts from the business community to jointly mentor students. They provide multi-dimensional guidance from the perspectives of academic theory, local practice, and feasibility assessment, ensuring that those proposed poverty alleviation solutions maintain both academic rigor and practical applicability.

Overall, the course not only provides solid academic support and talent development for the “Poverty Alleviation Challenge” program, but also institutionalizes a long-term mechanism for cultivating global competence, leadership, and innovation among young participants. It has become an important platform for youth from China and Latin America to jointly address global challenges related to poverty reduction and sustainable development.

### 3. Comprehensive Review of the “2025 Poverty Alleviation Challenge” Program

#### (1) Opening Ceremony and Program Briefing

On April 11, 2025 (Beijing Time), the briefing session and ice-breaking class for the “China–Latin America Youth Responding to Global Challenges — 2025 Poverty Alleviation Challenge” program were successfully held at Tsinghua University. Conducted in a hybrid format combining online and offline participation, the event attracted more than 350 young participants from China and Latin America. Guest representatives from universities and enterprises across China and Latin America attended the event and delivered speeches, expressing their continued support and strong expectations for the program.



Figure: Online–Offline Group Photo from the Opening Ceremony of the “2025 Poverty Alleviation Challenge” program

During the briefing session, representatives from partner universities and enterprises delivered speeches in sequence, including: Chen Taotao, Director of The Tsinghua University Latin America Center; Zhang Runzhou, Deputy Director of the Center for Global Competence Development at Tsinghua University; Ana Célia Castro, Deputy Director of the Institute of Advanced Studies at the Federal University of Rio de Janeiro, Senior Researcher at the Brazilian Center for International Relations, and President of the Brazilian Forum for Advanced Studies; Francisco Gallego, Professor in the Department of Economics at the Pontifical Catholic University of Chile and Director of the Institute for Sustainable Development; José Carlos Feliciano Nishikawa, Deputy Director of the Center for China and Asia-Pacific Studies at the University of the Pacific in Peru and Professor in the Department of Marketing, International Business, and Engineering; Zhao Jing, CEO of MMG Limited and President of MMG Las Bambas Peru and Fang Wei, Deputy CEO of CGE Chile.

All speakers expressed their shared expectation that young people from China and Latin America would deepen exchanges and cooperation and jointly contribute to poverty alleviation and sustainable development.

First Row (from left to right): Chen Taotao, Zhang Runzhou, Francisco Gallego

Second Row (from left to right): Ana Célia Castro, José Carlos Feliciano Nishikawa

Third Row (from left to right): Zhao Jing, Fang Wei



Figure: Opening Remarks Session

During the program introduction session, the organizing team provided a comprehensive explanation of the competition structure, team formation mechanism, and evaluation and incentive system. The “5W1H+ toolkit” was also introduced in detail. A four-step approach—“Discover – Understand – Analyze – Respond”—was proposed to help participants systematically structure their project design, ensure that their solutions are grounded in local realities while maintaining international comparability, and enhance both the practical feasibility and analytical rigor of their proposals.



Figure: Competition Introduction Session of the “2025 Poverty Alleviation Challenge” program

The briefing session also featured a special segment showcasing outstanding projects from previous editions of the program. Two award-winning participants from Chile shared their experiences and project outcomes from the “2024 Poverty Alleviation Challenge” program, as well as their experiences participating in research activities in China through the program. They emphasized that the competition not only facilitated the practical implementation of their projects but also deepened their understanding of the complementary differences between China and Latin America, producing long-term benefits for the development of global competence.

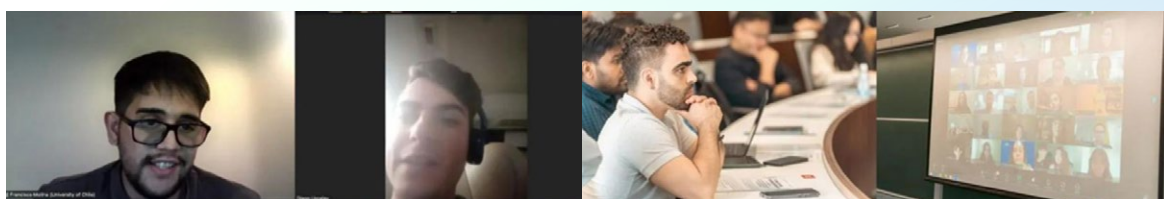


Figure: Sharing Session of Award-winning Projects from the “2024 Poverty Alleviation Challenge” program

The “2025 Poverty Alleviation Challenge” program began with an ice-breaking session, during which young students from Latin America and China shared their perspectives on poverty-related issues from their respective academic backgrounds. They also raised questions regarding the formation of transnational teams and the selection of poverty-related project topics. These questions were answered in detail by Professor Chen Taotao, together with doctoral students Feng Jian and Song Qing, helping participants gain a clearer understanding of the competition requirements and potential research directions.

## (2) Successful Completion of the Preliminary Round

On June 7, 2025 (Beijing Time), the Preliminary Round of the “China–Latin America Youth Responding to Global Challenges — 2025 Poverty Alleviation Challenge” program was held offline at Tsinghua University. The program was jointly organized by Tsinghua University, the Federal University of Rio de Janeiro, the Pontifical Catholic University of Chile, the University of the Pacific (Peru), and MMG Las Bambas Mining Company (Peru). At Tsinghua University, the program was conducted under the guidance of the Office of International Affairs of Tsinghua University. It was jointly organized by The Tsinghua University Latin America Center and Center for Global Competence Development at Tsinghua University, and co-organized by the China–Latin America Management Studies Center at Tsinghua School of Economics and Management, as well as various faculties and institutions within the University.

During the offline project presentation session, 22 teams from Tsinghua University delivered presentations addressing key issues such as educational equity, agricultural revitalization, artificial intelligence-enabled development and the promotion of green architecture. These proposals integrated professional knowledge with social field research and demonstrated strong innovation, feasibility, and social responsibility. Meanwhile, approximately 70 teams from Brazil, Chile, and Peru participated online by submitting presentation videos and supporting materials. Drawing on diverse regional and cultural backgrounds, these teams proposed poverty alleviation solutions rooted in local perspectives and practical potential, fully demonstrating the program’s international scope, inclusiveness, and cross-regional collaborative advantages.

During the opening remarks of the preliminary round, speeches were delivered by:

Ana Célia Castro, Deputy Director of the Institute of Advanced Studies at the Federal University of Rio de Janeiro, Senior Researcher at the Brazilian Center for International Relations, and President of the Brazilian Forum for Advanced Studies; Maribel Florez, Director of the Global Learning Office of the Vice Presidency for International Affairs at the Pontifical Catholic University of Chile; Cynthia Sanborn, Director of the China and Asia-Pacific Studies Center at the University of the Pacific (Peru); and Zhao Jing, CEO of MMG Limited and President of MMG Las Bambas Peru

All speakers expressed their strong support for young people from China and Latin America to deepen exchanges and cooperation and to promote poverty alleviation and sustainable development through practical engagement.



Figure: Group Photo from the Preliminary Round of the “2025 Poverty Alleviation Challenge” program



Figure: Guest Remarks Session  
(from left to right): Ana Célia Castro, Maribel Florez, Cynthia Sanborn, Zhao Jing.

### (3) Brazil Final Round

#### 1) Day One of the Final: Opening Ceremony and Ice-Breaking Session

On the morning of August 13, 2025 (Brazil time), the Brazil final round of the “China–Latin America Youth Responding to Global Challenges — 2025 Poverty Alleviation Challenge” program opened at the Federal University of Rio de Janeiro. Distinguished guests included Professor Chen Taotao, Ana Célia Castro, Senior Researcher at the Brazilian Center for International Relations, Professor José Orlando Gomes, Associate Dean for International Affairs of the School of Engineering at the Federal University of Rio de Janeiro, as well as Oscar Gaggero, Head of Corporate Affairs, and Juan Cari, Head of Communications, from MMG Las Bambas in Peru, and Juan Cari, Head of Communications. More than 50 faculty members, students, and representatives from Tsinghua University, the Federal University of Rio de Janeiro, and MMG Las Bambas participated in the event.

The guests’ remarks emphasized the significance of the Poverty Alleviation Challenge program in promoting intercultural exchange and youth development. Professor Ana Célia Castro noted that the competition provides an important platform for young people from China and Latin America to explore innovative poverty alleviation solutions, reflecting the achievements of China–Brazil cooperation. Professor Chen Taotao introduced the expanded scale of this year’s competition and the addition of new partners. She particularly highlighted the participation of Peruvian universities and MMG Las Bambas, which broadened the geographical coverage and partnership network of the program. She stressed that the event aims to strengthen intercultural dialogue and experience sharing while encouraging youth to contribute to global poverty alleviation through mutual learning.

During the ice-breaking session, participants from different countries introduced themselves and engaged in communication that effectively reduced cultural barriers and laid the foundation for subsequent collaboration. In the team presentation segment, each group proposed innovative solutions in fields such as law, digital technology, public health, environment, education, and energy. These presentations demonstrated interdisciplinary and cross-cultural perspectives, as well as strong organizational capacity and practical potential. The competition also introduced a “member rotation” mechanism, which facilitated deeper interaction among participants from diverse backgrounds and strengthened intercultural understanding and collaborative networks.



Figure: Group Foto

#### 2) Day One of the Final: Field Visit to the Copacabana Fort Orchestra

On the afternoon of August 13, 2025 (Brazil time), Professor Chen Taotao, Professor José Orlando Gomes from the Federal University of Rio de Janeiro, and researcher Paula Carvalho led approximately 40 participants of the “2025 Poverty Alleviation Challenge” program to visit the Copacabana Fort Orchestra in Rio de Janeiro, supported by China National Offshore Oil Corporation (CNOOC).

This field visit aimed to help participants gain an in-depth understanding of practical cases of poverty alleviation and to showcase Brazil’s diverse explorations in poverty reduction. The Copacabana Fort Orchestra, founded in

2011, operates with rehearsal space provided free of charge by the military district. Its members consist of 50 young musicians aged 13 to 21 from low-income families, and the orchestra is mainly funded through social donations from China National Offshore Oil Corporation (CNOOC)'s Brazil subsidiary.

The visit included a tour of the military history museum, observation of the orchestra's inspiring live performance, and a presentation by Lin Qingyi, Manager of the Comprehensive Support Department of CNOOC Brazil, who introduced the background and development of the orchestra. Artistic Director Márcia Melchior shared her decade-long experience of searching for musical talent in impoverished communities and using music to transform the lives of young people. The young musicians also counted how the orchestra had provided them with opportunities to change their life trajectories. Through this field study, participants gained a more vivid understanding of cross-cultural poverty alleviation practices and recognized the unique role that the arts can play in poverty reduction, education, and cultural exchange.



Figure Moments from the Event

### 3) Day Two of the Final: Brazil Final Poverty Alleviation Seminar

On the morning of August 14, 2025 (Brazil time), the seminar of Brazil final of the “2025 Poverty Alleviation Challenge” program was held at the Federal University of Rio de Janeiro.

Distinguished guests included Tian Min, Consul General of the Consulate-General of China in Rio de Janeiro; Jing Yanhui, Commercial Counselor; and Liu Yue, Vice Consul. Representatives from enterprises included Lucas Donasolo, Senior Client Manager at Envision Group, and Wang Li, Head of Human Resources for Latin America at Envision Group; Oscar Gaggero and Juan Cari from MMG Las Bambas; Jennifer Han, Public Relations Manager at CNOOC Brazil; Vitor Libanio, Social Investment Manager at Vale S.A.; Edson Ricardo da Cunha, Senior Community Relations Specialist at Petróleo Brasileiro S.A. (Petrobras); and Jamie Coats, Co-founder of SOPHIA Oxford and CEO of Wise Responder, Inc. Participants also included professors Ronaldo Mota, Gabriel Goldmeier, and José Orlando Gomes from the Federal University of Rio de Janeiro, as well as Professors Chen Taotao, Liu Jian, Cai Linning, Chen Jianguo, and Shao Lei from Tsinghua University.

Keynote speeches and thematic sessions brought together diverse perspectives from academia and industry. Jamie Coats analyzed poverty alleviation progress in China and Latin America using data from the Multidimensional Poverty Index (MPI). Professor Liu Jian discussed the importance of building inclusive communities from the perspective of community governance. Vitor Libanio presented Vale's strategy to help 500,000 people escape extreme poverty. Professor Chen Jianguo explained the significance of improving disaster management capacity in preventing households from falling back into poverty due to disasters. Edson Ricardo da Cunha shared the volunteer

service and youth training program – “Voluntário Petrobras”. Feng Jian demonstrated the application of the “5W1H+” toolkit in analyzing poverty cases. Ronaldo Mota explored both the potential and risks of artificial intelligence in education and healthcare. Shao Lei introduced applications of AI technologies in accessibility and poverty alleviation, while Cai Linning analyzed how short-video platforms utilize AI to promote agricultural product sales and increase farmers’ incomes.

During the roundtable discussion and concluding session, participating students and guests exchanged views on topics such as green energy, intelligent transportation, and public services. Professor Chen Taotao thanked all partners for their support and called for translating shared visions into tangible outcomes. Professor José Orlando Gomes praised the students’ active engagement and encouraged young participants to maintain their spirit of exploration. The seminar provided participating teams with a transnational and cross-cultural multidisciplinary perspective, laying a solid foundation for refining their poverty alleviation proposals.



Figure: Group Foto

#### 4) Day Two of the Final: Mentorship Session of the Brazil Final

On the afternoon of August 14, 2025 (Brazil time), approximately 50 mentors and participants gathered at the Federal University of Rio de Janeiro for the mentorship session of the 2025 Poverty Alleviation Challenge program.

Mentors for this year’s competition came from both academia and industry, including Professor José Orlando Gomes from the Federal University of Rio de Janeiro, Vitor Libanio, Social Responsibility Analyst at Vale S.A., Antonio Claret, Research Director of Wise Responder (an initiative affiliated with University of Oxford) and policy advisor on multidimensional poverty for Brazilian national and local governments, as well as several experts from Tsinghua University: Professor Liu Jian from the School of Architecture; Professor Chen Jianguo from the School of Safety Science and Engineering; Shao Lei, Dean of the Institute for Accessibility Development; Associate Professor Cai Linning and Instructor Wang Haitao from the Department of Industrial Engineering. All mentors expressed their expectations for the students’ project presentations and discussions.

The mentoring session was conducted in a roundtable format. Each team engaged in in-depth discussions with mentors on topics such as project design, the use of the toolkit, and the feasibility of implementation. The mentors provided guidance on the logical structure of project design, feasibility analysis, and social impact assessment. They also offered strategic recommendations for implementation, helping students refine their proposals and enhance both their practical value and potential social contributions.

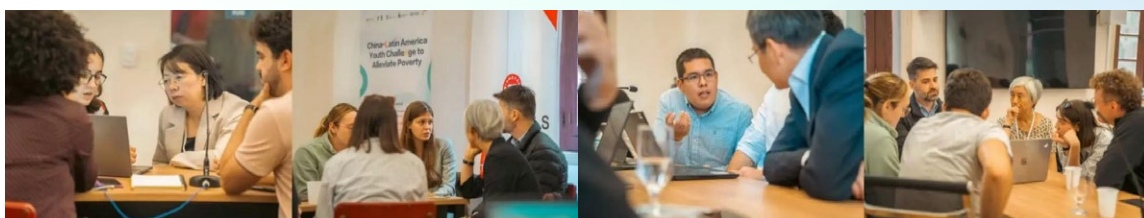


Figure: Mentoring Moment

## 5) Day Three of the Final: Brazil Final Presentations

On August 15, 2025 (Brazil time), the project evaluation session of the Brazil final round of the “2025 Poverty Alleviation Challenge” program was held at the Federal University of Rio de Janeiro.

Distinguished guests included Papa Matar, Director of the Office of International Affairs at the Federal University of Rio de Janeiro; Professor Chen Taotao; Professor Ana Célia Castro; Head of Corporate Affairs Oscar Gaggero and Head of Communications Juan Cari from MMG Las Bambas in Peru; Jennifer Han, Public Relations Manager at China National Offshore Oil Corporation; and Andreia Rabetim, Interdepartmental Coordination Director at Vale S.A..

The judging panel included experts from both academia and industry, such as Edson Ricardo da Cunha, Senior Specialist at Petróleo Brasileiro S.A., professors Andrea Daher, Daniela Uziel, Gabriel Goldmeir, and José Orlando Gomes from the Federal University of Rio de Janeiro, as well as Professor Liu Jian, Cai Linning, Chen Jianguo, and Wang Haitao from Tsinghua University. More than 60 faculty members and students from Tsinghua University, the Federal University of Rio de Janeiro, and MMG Las Bambas participated in the event.

During the event, Yang Bin, Vice Director of the University Council of Tsinghua University, delivered remarks via video, recognizing the pioneering significance of the program and expressing appreciation for the support of all partners. Xing Wenju, Minister of the Embassy of China in Brazil, and Marcos Galvão, Ambassador of Brazil to China, also delivered video messages wishing the event success and affirming the competition’s role in promoting youth exchanges between China and Latin America. Representatives from Envision Group shared their practices in green investment, while MMG Las Bambas introduced its experience in social investment. Professor Chen Taotao in her welcoming remarks reviewed the progress of the competition and emphasized the value of cross-cultural exchange and experience sharing.

Six teams competed in the final, addressing topics including renewable energy, agricultural innovation, industrial upgrading, digital empowerment, and social equity. Drawing upon their disciplinary backgrounds and cross-cultural perspectives, the participating teams proposed diverse poverty alleviation solutions.

Ultimately, the “Sol Verde (Sunshine Oasis)” team from Tsinghua University won the Gold Prize with its “agro-photovoltaic system” proposal.

Two teams received the Silver Prize: the “LLaqta Team”, composed of members from MMG Las Bambas and the Federal University of Rio de Janeiro, focusing on agricultural technology training and cooperative development in Peru; and the “TransPobreza Pioneers” team, composed of students from Tsinghua University and the Federal University of Rio de Janeiro, which proposed an intelligent solution to address Brazil’s Coffee transportation issues.

Three teams received the Bronze Prize: the “TsingLex” team from Tsinghua University and the Fundação Getúlio Vargas School of Law, which developed an artificial intelligence platform for legal service; the “Minerva Acenderre” team from the Federal University of Rio de Janeiro, which proposed a photovoltaic energy project for favela communities; and the “Integrated Workshop” team, composed of students from Tsinghua University, the University of Chile, and the Federal University of Rio de Janeiro, which designed an employment platform for persons with disabilities centered on handicraft production. The “FerroVIVA” team received the Special Distinction Award for its innovative transportation solution.

In the concluding session, Professor Ana Célia Castro emphasized the importance of translating project ideas into concrete implementation. Professor Chen Taotao noted that the program had significantly enhanced students’ global competence and expressed hope that more countries would join the program in the future. By bringing together young participants and experts from multiple countries, the competition deepened understanding of poverty alleviation through cross-cultural exchange and promoted the innovative integration of global poverty reduction experiences.



Figure: Scenes from the Brazil Final Competition

#### (4) Chile Final Round

##### 1) Day One of the Final: Ice-Breaking Session and Seminar

On the morning of August 20, 2025 (Chile time), the Chile final round of the “2025 Poverty Alleviation Challenge” program opened at the auditorium of the University of Chile.

Distinguished guests included Professor Chen Taotao; Osvaldo Guzmán, Deputy Director of the Office of International Affairs at the University of Chile; Maribel Florez, Director of the Global Learning Office at the Pontifical Catholic University of Chile; Research Fellow Nifta Lau Ibarias and Academic Coordinator Rodrigo Herrera Villalobos at the China and Asia-Pacific Studies Center of the University of the Pacific (Peru); Communications Director Juan Cari of the MMG Las Bambas Copper Mine in Peru; and translation expert Hua Zhen. More than 50 faculty members, students, and representatives from Tsinghua University, the University of Chile, the Pontifical Catholic University of Chile, and the University of the Pacific (Peru) attended the event.

In their opening remarks, the guests emphasized the important role of the Poverty Alleviation Challenge program in promoting intercultural cooperation and youth development. Osvaldo Guzmán noted that addressing global poverty requires the joint participation of youth and society. Professor Chen Taotao stated that the program aims to enhance students’ global competence and promote the sharing of poverty alleviation experiences. Maribel Florez called for stronger cooperation among young people to advance sustainable development. Juan Cari shared the company’s two decades of social investment in education and healthcare and reaffirmed its commitment to supporting the program.

During the exchange and presentation session, participating teams quickly established connections through ice-breaking activities and proposed innovative poverty alleviation solutions from multiple perspectives, including industrial development, educational improvement, and the application of digital technologies. Drawing on their disciplinary expertise and cross-cultural perspectives, the teams engaged in lively discussions, demonstrating solid practical experience as well as the creativity and collaborative spirit of young people in addressing global challenges.



Figure: Scenes from Opening Ceremony

## 2) Day One of the Final: Field Visit to the Municipality of Lo Espejo

On the afternoon of August 20, 2025 (Chile time), Professor Chen Taotao and Osvaldo Guzmán, Deputy Director of the Office of International Affairs at the University of Chile, led approximately 50 participants to conduct a field visit to the municipal government of Lo Espejo in Santiago, Chile. The municipality of Lo Espejo is one of the districts with the highest poverty rates in the Santiago Metropolitan Region. Its income poverty rate reaches 6.8 percent, while the multidimensional poverty rate stands at 28.8 percent. The district faces significant challenges in areas such as public transportation, caregiving burdens, and support for families with persons with disabilities. Mayor Javiera Reyes Jara introduced the “Buen Vivir” (Good Living) program, which includes initiatives such as establishing child rehabilitation centers and daytime care centers for older adults, promoting household composting and public space restoration, and encouraging local economic development through electronic wallets and mutual-aid community markets.

The field discussion focused on the operation and service models of social security policies. Topics included policy formulation, tax arrangements, public facility provision, and collaborative mechanisms among government agencies, enterprises, and non-governmental organizations. Participants paid particular attention to the real needs of vulnerable groups, including issues of social integration arising from migration and the pressures faced by female caregivers. Students from Peru also drew comparisons with social programs upheld in their own country, discussing differences between Chile and Peru in social policy design and accessibility.

This field visit provided young participants from China and Latin America with a valuable opportunity to closely observe poverty alleviation practices in Chile while facilitating transnational exchanges and comparative learning. During the visit, Chinese students were able to directly observe the implementation of local policies, Chilean students shared their firsthand experiences, and Peruvian students offered comparative transnational perspectives. Through this process, participants deepened their understanding of the complexity of poverty and jointly explored pathways for poverty alleviation in the future through cross-cultural dialogue.



Figure: Scenes from Field Visit

### 3) Day Two of the Final: Poverty Alleviation Seminar

On the morning of August 21, 2025 (Chile time), the seminar of the Chile final of the “2025 Poverty Alleviation Challenge” program was held at the Pontifical Catholic University of Chile.

Distinguished guests included Francisco Gallego, Provost for Institutional Management and Academic Affairs at the Pontifical Catholic University of Chile; Maribel Florez, Director of the Global Learning Office at the same university; and several faculty members. Also present were Carolina Leon, Director of the General Management Department at CGE Group; Dai Tiantian, Deputy Director; and Guo Yixin, Deputy Manager. Representatives from the Chilean subsidiary of China Mobile included Liu Shuai, Deputy General Manager; Zhu Wenjie, Director of the Office; and Pan Chi, Project Manager. Additionally, attendees included Lionel Bossi, Director of the Center for Artificial Intelligence and Society at the University of Chile, and Nicolás Navarrete, Executive Director of FOSIS (Solidarity and Social Investment Fund). Representatives from Tsinghua University included Professor Chen Taotao, Professor Chen Jianguo, Associate Professor Cai Linning, and Dean of the Institute for Accessibility Development Shao Lei, along with guests from the University of the Pacific (Peru) and the MMG Las Bambas Copper Mine. Additional guests joined online, including Tobias Daniel Rimoli Isidro, member of the Instituto Patria in Argentina.

In the opening session, Francisco Gallego noted that although Chile has achieved significant progress in poverty reduction, challenges such as informal employment and multidimensional poverty still require cross-regional cooperation. Liu Shuai, Vice General Manager of the Chilean subsidiary of China Mobile, shared practical cases of AI applications in agricultural forecasting, distance education, and empowerment for persons with disabilities, emphasizing the important role of technology and youth. Professor Chen Taotao explained that this year’s seminar included a special thematic session on artificial intelligence, providing a platform for cross-border collaboration among governments, enterprises, and universities.

Keynote speeches and roundtable discussions focused on artificial intelligence and multidimensional poverty alleviation. Professor Gabriela Arriagada analyzed the applications of AI in poverty identification and personalized education, as well as related ethical challenges. Professor Chen Jianguo introduced China’s experience in disaster risk surveys and AI-based predictive models. Associate Professor Cai Linning illustrated the value of “sinking

market” strategies through corporate case studies. Feng Jian demonstrated the application of the “5W1H+” toolkit in the “Illumina” project of CGE Group. Nicolás Navarrete shared the innovative practices of Chile’s unified government service application platform.

The roundtable discussions addressed topics such as education, corporate social responsibility, and digital platforms, emphasizing the importance of policy localization and community participation.

The second phase of presentations further deepened the theme of AI and poverty alleviation. Professor Magdalena Valdes explored pathways to poverty reduction through agricultural research and community collaboration. Shao Lei presented cases of AI-enabled empowerment for persons with disabilities. Professor Lionel Brossi advocated innovation oriented toward poverty reduction, while Professor Flavia Zacconi stressed that innovation should prioritize social impact. The subsequent roundtable discussion focused on AI ethics and localization of technology, with representatives from China Mobile presenting practical cases on base station construction and smart agriculture development in western Chile.

In the concluding session, Professor Chen Taotao called for strengthened cooperation and further exploration of AI applications in poverty alleviation, emphasizing the need to translate ideas into tangible outcomes. The seminar provided participating youth with a multidisciplinary and transnational exchange platform, deepening their understanding of the relationship between innovation and poverty alleviation and laying a solid foundation for improving subsequent project proposals.



Figure: Scenes from Seminar Session

#### 4) Day Two of the Final: Mentorship Session

On the afternoon of August 21, 2025 (Chile time), the mentorship session of the 2025 Poverty Alleviation Challenge program was held at the Pontifical Catholic University of Chile, with approximately 50 mentors and participants attending. The session was chaired by Maribel Florez, Director of the Global Learning Office under the Office of the Vice President for International Affairs at the Pontifical Catholic University of Chile, who delivered the welcoming remarks. She noted that the session provided an important face-to-face exchange platform for youth teams from China and Latin America, helping them strengthen cross-cultural communication and practical capabilities in the field of poverty alleviation.

The mentorship team consisted of experts from both academia and industry, including professionals from the Innovation Center of the Pontifical Catholic University of Chile (covering areas such as research and development projects, cultural and innovation management, and venture capital development), Tsinghua University (School of Safety Science and Engineering and the Department of Industrial Engineering), the Institute of International Studies at the University of Chile, the Healthy and Livable Environment Division of FOSIS, and the Planning and Construction Department of the CGE Group. Mentors encouraged young participants to contribute their professional expertise to poverty alleviation efforts and expressed their expectations for the upcoming project presentations and discussions.

The mentorship process was conducted in four rounds. The first round focused on the innovative aspects of project proposals, with mentors encouraging students to break through conventional thinking and explore new poverty alleviation pathways from perspectives such as problem framing and emerging technologies. The second round examined rationality and feasibility, prompting teams to consider implementation pathways in relation to local policies and cultural contexts, while identifying potential risks and enhancing sustainability. The third round evaluated the depth of field research and interdisciplinary integration, assessing the effectiveness of applying the “5W1H+” toolkit and emphasizing awareness of cross-cultural adaptation. The fourth round simulated a project defense session, where mentors provided real-time feedback to refine the teams’ presentation logic and on-site response skills.

In the concluding discussion, mentors unanimously acknowledged the progress made by the participating teams. They noted that the mentorship session significantly improved the quality and feasibility of the proposals while strengthening students’ presentation abilities and cross-cultural understanding.



Figure: Scenes from Mentorship Session

## 5) Day Three of the Final: Final Presentations

On August 22, 2025 (Chile time), the Chile final project evaluation session of The “China–Latin America Youth Responding to Global Challenges — 2025 Poverty Alleviation Challenge” program was successfully held at the Pontifical Catholic University of Chile.

Distinguished guests included Maria Montt, Vice President for International Affairs of the Pontifical Catholic University of Chile; Philippe Werner–Wildner, representative of the university’s Innovation Center; Dai Yan, Chairman of CGE Group, along with several department heads; Liu Shuai, Vice General Manager of the Chilean subsidiary of China Mobile; Alicia Salomone, Director of the Office of International Affairs at the University of Chile, and related faculty members; Juan Cari, Communications Director of the Las Bambas Copper Mine, and translation expert Hua Zhen; as well as the Research Fellow Nifta Lau Ibarias and Coordinator Rodrigo Herrera Villalobos from the China and Asia–Pacific Studies Center of the University of the Pacific (Peru). The judging panel consisted of experts and scholars from multiple universities and institutions, including the Pontifical Catholic University of Chile, Tsinghua University, the University of Chile, and FOSIS.

During the opening ceremony, Vice President Maria Montt emphasized the crucial role of international cooperation in addressing global challenges and encouraged young participants to deepen exchanges. Yang Bin, Vice Chair of the University Council of Tsinghua University, reviewed the development of the program via video message and expressed gratitude to all supporting institutions. Ambassadors of Chile and China to each other’s countries also delivered video messages wishing the event great success. Dai Yan, Chairman of CGE Group, introduced the company’s practices in rural microgrid construction and vocational education, while representatives from MMG Las Bambas shared their two decades of support for education and healthcare in local communities. Representatives from the University of Chile and the University of the Pacific (Peru) both highlighted the importance of interdisciplinary cooperation in addressing poverty.

During the competition session, six participating teams presented their projects on topics such as clean energy, agricultural and water–resource innovation, industrial and community development, and digital employment platforms. Drawing on cross–cultural and interdisciplinary backgrounds, the teams proposed a series of innovative poverty alleviation solutions. These included the use of mining waste to produce sustainable building material, the promotion of off–grid photovoltaic systems, the development of modular emergency housing, sustainable water supply solutions, community–centered makerspace networks, and digital employment platforms for migrants. The proposals demonstrated strong research capacity and a clear focus on real–world challenges.

After evaluation, the “Micro Light, Building Dreams” team composed of students from Tsinghua University and the University of Chile won the Gold Prize for its sustainable solution designed for water–scarce regions in northern Chile. The Silver Prize was awarded to the “Pacíficos Peruanos” team from the University of the Pacific (Peru), which focused on clean water supply, and the transnational team “Resilio”, which proposed a modular emergency shelter system. The Bronze Prize went to three teams: “Minova”, which created sustainable building materials from mining waste; “Equity Pioneers”, which proposed a network of community–centered makerspaces; and “Pega Paga Bien”, which proposed a digital employment platform for migrants. The “Minova” team also received the Audience Choice Award.

In the closing session, Vice President Maria Montt congratulated all participants and encouraged young people to transform knowledge and inspiration into sustained action. Alicia Salomone, Director of the Office of International Affairs at the University of Chile, noted that addressing multidimensional poverty requires creativity and interdisciplinary cooperation, and she expressed gratitude to all partner institutions for their support. Professor Chen Taotao remarked that the program had effectively enhanced students’ global competence and expressed hope that it would expand to more countries in the future.

The event successfully promoted cross–cultural exchange among youth and experts from multiple countries, deepened understanding of poverty issues, and advanced the innovative integration of global poverty alleviation experiences.



Figure: Scenes From Chile Final Round

### (5) Study Tour in China for Latin American Students

As an important component of the full-process design of the the “2025 Poverty Alleviation Challenge” program, and a key element in implementing the incentive mechanism that supports winning Latin American students to undertake study visits in China, the study tour to China for Latin American teachers and students of the “China-Lat-in America Youth Responding to Global Challenges — 2025 Poverty Alleviation Challenge” program was successfully held from January 18 to 24, 2026. The program consisted of two stages: a centralized exchange in Beijing and grassroots field research outside Beijing. Approximately 40 teachers and students from the Federal University of Rio de Janeiro, the Pontifical Catholic University of Chile, the University of Chile, the University of the Pacific (Peru), and MMG Las Bambas (Peru) participated in the eight-day immersive study tour together with faculty and students from Tsinghua University.

The study tour was jointly organized by The Tsinghua University Latin America Center, the Center for Global Competence Development at Tsinghua University, and the Rural Revitalization Center at Tsinghua University. During the study tour, participants first carried out thematic seminars, institutional visits, and cultural exchange activities in Beijing, then they respectively traveled to Nanjian in Yunnan Province, Cili in Hunan Province, and Gaochun in Jiangsu Province for grassroots field research. Through a combination of site visits, thematic discussions, and experiential activities, the participants gained an in-depth understanding of China’s practical approaches to poverty alleviation, rural revitalization, and sustainable development.



Figure: Group photo at the ice-breaking meeting for Latin American youth participating in the “2025 Poverty Alleviation Challenge” study tour in China

From January 18 to 21, 2026, teachers and students from Latin America participating in the “2025 Poverty Alleviation Challenge” program conducted centralized study and exchange activities in Beijing. The study group held an ice-breaking meeting at Tsinghua University, where participants enhanced mutual understanding through face-to-face exchanges and interactions, laying the foundation for collaboration throughout the study tour. During this period, participants also gained deeper insights into China’s historical and cultural heritage as well as the academic atmosphere of its higher education institutions through cultural experiences and campus tours.



Figure: Chinese and Latin American teachers and students visiting the Juyongguan section of the Great Wall

Focusing on the theme of poverty alleviation and sustainable development, the study group visited the Institute for Accessibility Developments at Tsinghua University for a thematic learning session. Shao Lei, Director of the institute, introduced the institute’s explorations over the past decade in areas such as accessible environment construction, welfare technology research and development, and inclusive design, highlighting the important role that accessibility concepts play in promoting social equity and narrowing development gaps.



Figure: Shao Lei introducing the Institute for Accessibility Developments at Tsinghua University

Three teams then conducted parallel corporate visits and exchanges. The Brazilian team visited Envision Group, engaging in discussions on green energy and sustainable development. The Peruvian team visited China Minmetals Nonferrous Metals Co., Ltd. and China ENFI Engineering Corporation, learning about the international operations of Chinese enterprises and development experience in resource-based industries. The Chilean team visited State Grid International Development Co., Ltd., where they exchanged views on topics including energy infrastructure and public service. Through these corporate visits, participants deepened their understanding of China’s development practices and the pathways of China–Latin America industrial cooperation from an industrial perspective.



Figure: Brazilian teachers and students visiting the exhibition hall of Envision Group



Figure: Peruvian teachers and students visiting China Minmetals Nonferrous Metals Co., Ltd.



Figure: Chilean teachers and students visiting State Grid International Development Co., Ltd.

From January 21 to 24, 2026, the study group was divided into three parallel teams—Brazil, Peru, and Chile, which respectively traveled to Nanjian in Yunnan Province, Cili in Hunan Province, and Gaochun in Jiangsu Province to conduct grassroots field research. Under the coordination of the Tsinghua University Latin America Center, the Center for Global Competence Development at Tsinghua University, and the Rural Revitalization Center at Tsinghua University, each team conducted on-site investigations in rural areas to systematically understand the diverse practices of poverty alleviation and rural revitalization across different regional contexts in China.

In Nanjian, Yunnan, the Brazilian team conducted research on integrated industrial development and the revitalization of intangible cultural heritage, focusing on local practices such as the development of tea and coffee industries, digital healthcare services, clean energy applications, and the protection and utilization of ethnic cultural resources, thereby examining a comprehensive model of industry-driven rural development. In Cili, Hunan, the Peruvian team focused on resource transformation and ecological development, exploring topics including the development of full industrial chains for specialty agricultural products, the integration of culture and tourism, the upgrading of pharmaceutical and manufacturing industries, and ecological restoration in mining areas, while discussing pathways for the coordination of ecological protection and economic development. In Gaochun, Jiangsu, the Chilean team examined the development experience of the “International Slow City”, focusing on intangible cultural heritage inheritance, rural planning, modern agriculture, and the empowerment of rural industries through the digital economy, thereby gaining a systematic understanding of a rural revitalization model oriented toward ecological conservation.

Through comparative learning across different regions and development models, Latin American youth gained a deeper understanding of the characteristics of China’s poverty alleviation practices, including context-specific approaches, industrial synergy, and the participation of multiple stakeholders, which provides valuable practical insights for understanding poverty reduction pathways in developing countries.



Figure: Chinese and Brazilian teachers and students watching the “Tiaocai” performance in Nanjian, Yunnan



Figure: Chinese and Brazilian teachers and students visiting the Tsinghua Rural Academy in Nanjian, Yunnan



Figure: Chinese and Chilean teachers and students learning feather fan craftsmanship in Gaochun, Jiangsu



Figure: Chinese and Peruvian teachers and students visiting the “Cliff Blossom Camp” in Cili, Hunan



Figure: Chinese and Chilean teachers and students visiting Old Street in Gaochun, Jiangsu

The eight-day study tour in China, through the organic integration of centralized study in Beijing and grassroots field research, provided Latin American youth with a multidimensional perspective on China’s poverty alleviation and rural development. The program not only strengthened mutual understanding between Chinese and Latin American youth on issues of poverty alleviation and sustainable development, but also further consolidated the “Poverty Alleviation Challenge” program as a long-term platform for exchange and cooperation. Through continued exchanges and accumulated practice, Chinese and Latin American youth are expected to contribute more youth-driven wisdom and action to global poverty reduction and sustainable development.

Professor Chen Taotao noted that the exchange between China–Latin America youth hold particular significance in the current international context. The “Poverty Alleviation Challenge” program provides an important platform for young people from China and Latin America to learn from one another amid differences and deepen understanding through comparison. The concept of “harmony” advocated by Chinese civilization, together with China’s long–standing experience in poverty alleviation, offers valuable inspiration for young people to explore transferable poverty alleviation pathways through on–site observation and rational reflection.



Figure: Professor Chen Taotao Delivering a Speech

**Table 2: List of Participating Projects in “2024 Poverty Alleviation Challenge” and “2025 Poverty Alleviation Challenge” programs**

| List of Participating Projects in “China–Latin America Youth Responding to Global Challenges –2024 Poverty Alleviation Challenge” |  |
|---|--|
| Tsinghua Preliminary Competition  |  |
| 序号  | Project Name   |
| 01  | Sustainable Solar Lighting and Emergency Response for Brazilian Communities  |
| 02  | Bridge Initiative: Brazilian Professional Skills Enhancement and Employment Promotion Program  |
| 03  | Geo Power: the Energy of the Future Utilizing the geothermal energy of Ecuador for poverty alleviation   |
| 04  | Educa Futuro: Bridging the Education Gap in Chile  |
| 05  | Contribution of inclusive finance to poverty reduction   |
| 06  | Industrial Park For Prosperity   |
| 07  | Free Our Seeds——Model exploration of food security between China and Brazil  |
| 08  | INSPIRE (Interactive Network Solutions for Poverty Intervention through Responsive Education)  |
| 09  | Shared Horizons: Eco–SIP Model (Eco–Tourism Single–Industry Poverty)   |
| 10  | Comparative Study on Social Security Housing Policies and Practices in Latin American Countries  |
| 11  | Mas Cerca de Los Sueno   |
| 12  | Riding the wave of the sharing economy: Smart online consultation platform for all in Chile  |
| 13  | EcoTrans--An intepretable economic forecasting system for poverty alleviation  |
| 14  | Cultivating the Sea and Breeding Fish  |
| Brazilian Finalist Project  |  |
| 序号  | Project Name   |
| 01  | Malaria in Indigenous Lands: The Impact of Poverty on the Health of Brazil's Native Peoples  |
| 02  | GeoPower: the Energy of the Future Utilizing the geothermal energy of Ecuador for poverty alleviation  |
| 03  | Digital Bridges: Fostering Youth Employment through Growdfunding and ICT   |
| 04  | Design of sophisticated numerical analysis about multidimensional poverty in Brazilian Amazon  |
| 05  | The Potential of Urban Agriculture through implementation of communal Vegetable  |
| 06  | Breaking the Cycle of Poverty: A Proposal for Sustainable Septic Tanks in Brazilian Communities  |
| 07  | Bridge Initiative: Brazilian Professional Skills Enhancement and Employment Promotion Program  |
| 08  | Vikings Educa: Steam Approach asa Tool for Scientific Awakening in Elementary School Children in Southern Bahia  |
| 09  | De–dollarization and Poverty Alleviation:The Role of Emerging Economies  |
| 10  | Sustainable Solar Lighting and Emergency Response for Brazilian Communities  |
| Chilean finalist project  |  |
| 序号  | Project Name   |
| 01  | Ensuring equal access to services and Alleviate Poverty support in Chilean high school education<br>A multidimensional public policy addressing neuro divergent youth in combating poverty |
| 02  | University scholarships for the development of coffee producing communities  |
| 03  | Educa Futuro: Bridging the Education Gap in Chile  |
| 04  | Industrial Park For Prosperity   |
| 05  | AGRARIANISM EMPOWERMENT: SUSTAINABLE HARVEST & EDUCATION   |
| 06  | Eco Vida Quintero App: Ecological poverty alleviation for sustainable growth in Quintero and Puchuncaví Sacrifice Zone   |
| 07  | RISE AI–INSPIRE PROJECT  |
| 08  | ENTRE SENIORS: Program to alleviate Loneliness in older adults   |
| 09  | Empower Chile's Fisheries and Aquaculture with Finance Inclusion   |

List of Participating Projects in “China–Latin America Youth Responding to Global Challenges  
–2025 Poverty Alleviation Challenge”

Brazilian Finalist Project

| 序号 | Project Name   |
|----|--|
| 01 | Integrated Workshop: AI-Assisted Craft Employment for People with Disability                 |
| 02 | TransPobreza: Reviving Brazil’s Coffee Transport: Adapting China’s YunNan–Kunshan Solution   |
| 03 | Sol Verde: Agrivoltaics Adoption for Poverty Alleviation in the Sertao Reigon                |
| 04 | TsingLex: Addressing the Poverty of Access to Legal Services in Brazil                       |
| 05 | Minerva Acendere: The use of Solar Energy as a Way of Improving Energy Efficiency in Favelas |
| 06 | LLaqta Team: Agrobambas– Poverty Alleviation through Education                               |

Chilean finalist project

| 序号 | Project Name   |
|----|--|
| 01 | Sueño Resplandecientes: Self-sufficient Community Water Supply–Project for Poverty Reduction in Rural Areas            |
| 02 | Minova: Sustainable Construction Materials from Mining Waste: A Community–Based Model for Local Development            |
| 03 | Equity pioneers: Promoting STEM Education in Rural Areas of Chile through Local Empowerment and Collaborative Learning |
| 04 | Pega paga bien: A Digital Platform Providing Employment Opportunities  |
| 05 | Resilio: A Dual–Use Foldbox System for Combating Disaster–Driven Impoverishment  |
| 06 | Pacificos Peruanos: Project on Access to Water: Solutions and Implementation   |

# Appendix: Media Coverage

## (I) “2024 Poverty Alleviation Challenge” Program

### 1. Tsinghua Competition Venue

China–Latin America 2024 Youth Challenge to Alleviate Poverty (Chinese version)

Link: <https://mp.weixin.qq.com/s/mhsNJa6PQWbi6biLvb9Cew>

China–Latin America 2024 Youth Challenge to Alleviate Poverty

Link: [https://mp.weixin.qq.com/s/kjDk1xG4-w\\_M6DoRiyoeWQ](https://mp.weixin.qq.com/s/kjDk1xG4-w_M6DoRiyoeWQ)

1 Day to Go | Information Session for the China–Latin America 2024 Youth Challenge

Link: <https://mp.weixin.qq.com/s/LruaJfn7hGDwqyOrzbTg8w>

Registration | China–Latin America 2024 Youth Challenge (Chinese version)

Link: <https://mp.weixin.qq.com/s/ycpkqW7KRnoo4kbSvLEFOQ>

Registration | China–Latin America 2024 Youth Challenge

Link: [https://mp.weixin.qq.com/s/8Bf1xU23Wug4atiTLpDX\\_Q](https://mp.weixin.qq.com/s/8Bf1xU23Wug4atiTLpDX_Q)

China–Latin America 2024 Youth Challenge to Alleviate Poverty Begins Soon | Addressing Global Challenges Together

Link: [https://mp.weixin.qq.com/s/cNQt-qfq9FiJG0z5XvZ\\_Zg](https://mp.weixin.qq.com/s/cNQt-qfq9FiJG0z5XvZ_Zg)

Opening Ceremony | China–Latin America 2024 Youth Challenge to Alleviate Poverty

Link: <https://mp.weixin.qq.com/s/yLkkfvWgZCyqVXVxAL6oEQ>

Preliminary Round Presentations | China–Latin America 2024 Youth Challenge to Alleviate Poverty

Link: <https://mp.weixin.qq.com/s/NnrrHqma6w3yjZ11GulgoQ>

Lecture Invitation | China Story in Poverty Alleviation (Chinese Version)

Link: <https://mp.weixin.qq.com/s/U8Nfaq0nHkFu6loMXcbKsw>

Lecture Invitation | China Story in Poverty Alleviation

Link: [https://mp.weixin.qq.com/s/4N\\_vQA0IEgzZbUbJ4IRmca](https://mp.weixin.qq.com/s/4N_vQA0IEgzZbUbJ4IRmca)

Tsinghua Final Successfully Held | China–Latin America 2024 Youth Challenge to Alleviate Poverty

Link: <https://mp.weixin.qq.com/s/2z11FAj6v7SEZPQnllz77w>

### 2. Brazil Competition Venue

Xinhua News Agency: China and Latin America Youth Pool Explore Poverty Alleviation Solutions

Link: <https://h.xinhuanet.com/vh512/share/12010958?d=134d881&channel=weixin>

Xinhua Net: Brazil Final of the China–Latin America 2024 Youth Challenge to Alleviate Poverty Concludes

Link: <http://www.news.cn/world/20240821/59ba96eb7f674d1cb29a9d6f75f0030c/c.html>

Brazil Final Day 1: Opening Ceremony and Seminar | 2024 Poverty Alleviation Challenge

Link: <https://mp.weixin.qq.com/s/abtbMFFwwwKctzPhT1jURQ>

Brazil Final Day 2: Visit to Águas do Rio | 2024 Poverty Alleviation Challenge

Link: [https://mp.weixin.qq.com/s/7PYoASFpv-\\_okU61VtmPcw](https://mp.weixin.qq.com/s/7PYoASFpv-_okU61VtmPcw)

Brazil Final Successfully Held | 2024 Poverty Alleviation Challenge

Link: [https://mp.weixin.qq.com/s/Ooae-ONHeLC7gwKMA\\_iteA](https://mp.weixin.qq.com/s/Ooae-ONHeLC7gwKMA_iteA)

### 3. Chile Competition Venue

Radio Cooperativa (Chile): Youth from China and Latin America Work Together to Reduce Poverty

Spanish article Link: <https://www.cooperativa.cl/noticias/corporativo/efecto-china/efecto-china-noticias/jovenes-de-china-y-america-latina-trabajan-para-reducir-la-pobreza/2024-05-22/140741.html?=&efectochina>

Radio Cooperativa (Chile): Final Round of the China-Latin America 2024 Youth Challenge to Alleviate Poverty Begins

Spanish article Link: <https://cooperativa.cl/noticias/corporativo/efecto-china/efecto-china-noticias/llega-la-ronda-final-del-desafio-juvenil-china-america-latina-para/2024-08-09/085544.html?=&efectochina>

Library of the National Congress of Chile: Tsinghua University Launches an Innovative Poverty Alleviation Program

Spanish article Link: <https://www.bcn.cl/observatorio/asiapacifico/noticias/universidad-tsinghua-programa-alivio-pobreza>

Library of the National Congress of Chile: Chilean and Tsinghua Teams Collaborate on Innovative Poverty Alleviation Initiatives

Spanish article Link: <https://www.bcn.cl/observatorio/asiapacifico/noticias/sesion-lucha-pobreza-tsinghua-universidad-catolica>

Technological Metropolitan University (Chile): UTEM Students Participate in the China-Latin America 2024 Youth Challenge to Alleviate Poverty

Spanish article Link: <https://danei.utem.cl/estudiantes-de-la-utem-participan-en-el-desafio-juvenil-china-latinoamerica-para-la-reduccion-de-la-pobreza/>

University of Chile: University of Chile Students Advance to the Final of the 2024 Poverty Alleviation Challenge

Spanish article Link: <https://uchile.cl/noticias/219012/estudiantes-uchile-ganan-primera-ronda-de-desafio-reduccion-de-pobreza>

Pontifical Catholic University of Chile: Students from China and Chile Explore Innovative Solutions to Combat Poverty

Spanish article Link: <https://www.uc.cl/noticias/estudiantes-de-china-y-chile-buscan-soluciones-innovadoras-para-combatir-la-pobreza/>

Xinhua News Agency: Chinese and Chilean Students Compete and Present Innovative Poverty Alleviation Solutions

Spanish article Link: <https://spanish.xinhuanet.com/20240824/8900db5287e84a59a5c2afc51da06b51/c.html>

Video Link: <https://x.com/xhespanol/status/1830995560272199940?s=46>

Opening Ceremony and Ice-breaking Session | Chile Final of the China-Latin America 2024 Youth Challenge to Alleviate Poverty

Link: <https://mp.weixin.qq.com/s/oTbtIPOBY1n7WSfOn2ALqQ>

Poverty Alleviation Seminar | Chile Final of the China-Latin America 2024 Youth Challenge

Link: <https://mp.weixin.qq.com/s/aFgsSzpW0UDmVTeXQ-b9Xw>

Mentorship Session | Chile Final of the China-Latin America 2024 Youth Challenge

Link: <https://mp.weixin.qq.com/s/YYMtCNo01Kj60HiJKRfQvg>

Enterprise Visit | Visit to State Grid Chile / CGE Corporate Social Responsibility Projects

Link: <https://mp.weixin.qq.com/s/KsmWUMKs7t10XnrINwbycw>

Chile Final Successfully Held | China-Latin America 2024 Youth Challenge

Link: <https://mp.weixin.qq.com/s/gzv6bgumaHuEs4tQMj6-NQ>

#### 4. The First China–Latin America Youth Forum on Poverty Alleviation

Xinhua News Agency: Inside the China–Latin America Youth “Poverty Alleviation Challenge” Program — Youth Power for Global Governance

Link: <https://h.xinhua.com/vh512/share/12341636?d=134db4c&channel=weixin&time=1735400537671> (Chinese version)

Link: <https://spanish.news.cn/20241228/fa68dc7e2bce4503b28bbbc17c3887cf/c.html> (Spanish version)

China Youth Daily: Youth from China and Latin America Contribute to Global Poverty Alleviation

Link: [https://s.cyol.com/articles/2025-01/03/content\\_8EXqw6sY.html?gid=nDMbAyk4](https://s.cyol.com/articles/2025-01/03/content_8EXqw6sY.html?gid=nDMbAyk4)

Empowering Global Poverty Alleviation Through Youth | The First China–Latin America Youth Forum on Poverty Alleviation Held at Tsinghua University

Link: <https://mp.weixin.qq.com/s/t0RqjhvllS9zsKjqGe9z9Q>

## (II) “2025 Poverty Alleviation Challenge” Program

### 1. Brazil Competition Venue

CGTN: Final of the China–Latin America 2025 Youth Challenge to Alleviate Poverty Kicks Off in Rio de Janeiro

Link: <https://spanish.xinhuanet.com/20250814/6f1be2785a89467b804c9142065e0206/c.html>

CGTN: Special Report: China’s Poverty Reduction Experience Can Serve as a Model for Latin America, Says Chinese Consul General in Rio

Link: <https://spanish.news.cn/20250815/2ea272de22b94ec991cec9555e9ec1c1/c.html>

People.cn: Brazil Final of the China–Latin America 2025 Youth Challenge to Alleviate Poverty Held

Link: <http://finance.people.com.cn/n1/2025/0822/c1004-40548212.html>

China Youth Daily: Tsinghua Team Wins Gold Prize at the Brazil Final of the China–Latin America 2025 Youth Challenge

Link: [https://s.cyol.com/articles/2025-08/19/content\\_bmLznwCv.html?gid=nDMbAyk4](https://s.cyol.com/articles/2025-08/19/content_bmLznwCv.html?gid=nDMbAyk4)

Xinhua Silk Road: Brazil Final of the China–Latin America 2025 Youth Challenge to Alleviate Poverty Successfully Held |

Link: <https://www.imsilkroad.com/news/p/541200.html?date=1755604641000>

Xinhua News Agency: Brazil Final of the China–Latin America 2025 Youth Challenge to Alleviate Poverty Held

Link: <https://h.xinhua.com/vh512/share/12695867?docid=12695867&newstype=1001&d=13500c3&channel=weixin>

Beijing Daily Online: Poverty Alleviation Seminar Successfully Held at the Brazil Final of the 2025 Poverty Alleviation Challenge

Link: <https://wap.bjd.com.cn/news/2025/08/20/11277702.shtml>

Zhonghong.com: Seminar of Brazil Final of the 2025 Poverty Alleviation Challenge Held at the Federal University of Rio de Janeiro

Link: <https://www.zhonghongwang.com/show-140-433264-1.html>

China Internet Information Center: Brazil Final of the China–Latin America 2025 Youth Challenge to Alleviate Poverty successfully Held

Link: [http://bjtime.china.com.cn/2025-08/20/content\\_43207873.html](http://bjtime.china.com.cn/2025-08/20/content_43207873.html)

Global Times: Brazil Final of the China–Latin America 2025 Youth Challenge to Alleviate Poverty successfully Held

Link: <https://biz.huanqiu.com/article/4Nz6IKhC3gC>

Tencent News: Poverty Alleviation Seminar Successfully Held at the Brazil Final of the 2025 Poverty Alleviation Challenge

Link: <https://news.qq.com/rain/a/20250819A045EG00>

Sina News: Poverty Alleviation Seminar Successfully Held at the Brazil Final of the 2025 Poverty Alleviation Challenge

Link: <https://news.sina.com.cn/sx/2025-08-19/detail-infmntce9184598.shtml>

Xinhua Portuguese Website: Youth from China and Latin America Address Global Challenges at the 2025 Poverty Alleviation Challenge in Brazil

Link: <https://portuguese.news.cn/20250819/03d82fb67b4a4cf9b170487b7ad07523/c.html>

Sohu: Poverty Alleviation Seminar Successfully Held at the Brazil Final of the 2025 Poverty Alleviation Challenge

Link: [https://www.sohu.com/na/926280613\\_120183890](https://www.sohu.com/na/926280613_120183890)

iResearch: Poverty Alleviation Seminar Successfully Held at the Brazil Final of the 2025 Poverty Alleviation Challenge

Link: <https://news.iresearch.cn/yx/2025/08/532007.shtml>

Global Education Online: Poverty Alleviation Seminar Successfully Held at the Brazil Final of the 2025 Poverty Alleviation Challenge

Link: <http://www.lrkygt.cn/edu/20250820235.html>

WeChat Official Account of The Tsinghua University Latin America Center: Opening Ceremony and Ice–breaking Session | 2025 Poverty Alleviation Challenge Brazil Final

Link: <https://mp.weixin.qq.com/s/8elcol9KTFy-aEYyG01tag>

WeChat Official Account of The Tsinghua University Latin America Center: Visit to the Copacabana Fort Orchestra in Rio de Janeiro | 2025 Poverty Alleviation Challenge Brazil Final

Link: <https://mp.weixin.qq.com/s/NtAy5AfmN7NyyLAX3luyhA>

WeChat Official Account of The Tsinghua University Latin America Center: Poverty Alleviation Seminar | 2025 Poverty Alleviation Challenge Brazil Final

Link: [https://mp.weixin.qq.com/s/Ylgw\\_8nB539v3HOR993yUA](https://mp.weixin.qq.com/s/Ylgw_8nB539v3HOR993yUA)

WeChat Official Account of The Tsinghua University Latin America Center: Mentorship Session | 2025 Poverty Alleviation Challenge Brazil Final

Link: [https://mp.weixin.qq.com/s/CaJCv82phrpeVA5BDI\\_XXQ](https://mp.weixin.qq.com/s/CaJCv82phrpeVA5BDI_XXQ)

WeChat Official Account of The Tsinghua University Latin America Center: Brazil Final Successfully Held | 2025 Poverty Alleviation Challenge

Link: <https://mp.weixin.qq.com/s/hNhbPzsBQ-mHGwuSQ3sTXQ>

## 2. Chile Competition Venue

Xinhua News Agency: Latin American and Chinese Students Advance Innovative Projects to Overcome Poverty

Link: <https://spanish.news.cn/20250823/3eb92feb45c1473dbe79c29535416784/c.html>

Link: <https://youtu.be/1XsBCgh0UcA?si=z9xkp82CX-r6GukN>

Beijing Daily Online: Chile Final of the China–Latin America 2025 Youth Challenge to Alleviate Poverty Successfully Held

Link: <https://news.bjd.com.cn/2025/08/29/11288883.shtml>

Phoenix News: China–Latin America 2025 Youth Challenge to Alleviate Poverty | Poverty Alleviation Seminar Successfully Held at the Chile Final

Link: <https://ishare.ifeng.com/c/s/8mD1HKZNg1X>

China Education Herald Online: China–Latin America 2025 Youth Challenge to Alleviate Poverty Chile Final Successfully Held

Link: <http://www.cermedu.com.cn/roll/202508/0R91Z242025.html>

China.com: China–Latin America 2025 Youth Challenge to Alleviate Poverty | Poverty Alleviation Seminar Successfully Held at the Chile Final

Link: [https://m.life.china.com/2025-08/29/content\\_480947.html](https://m.life.china.com/2025-08/29/content_480947.html)

Qianlong Net: China–Latin America 2025 Youth Challenge to Alleviate Poverty | Poverty Alleviation Seminar Successfully Held at the Chile Final

Link: <https://china.qianlong.com/2025/0829/8546220.shtml>

China Daily Online: China–Latin America 2025 Youth Challenge to Alleviate Poverty Chile Final Successfully Held

Link: <https://caijing.chinadaily.com.cn/a/202508/29/WS68b166dba310f07257745b17.html>

Tencent News: China–Latin America 2025 Youth Challenge to Alleviate Poverty Chile Final Successfully Held

Link: <https://news.qq.com/rain/a/20250829A06C9W00>

Sina News: China–Latin America 2025 Youth Challenge to Alleviate Poverty | Poverty Alleviation Seminar Successfully Held at the Chile Final

Link: <https://news.sina.com.cn/sx/2025-08-29/detail-infnrsth5942488.shtml>

Sohu: China–Latin America 2025 Youth Challenge to Alleviate Poverty Chile Final Successfully Held

Link: [https://m.sohu.com/a/929879747\\_120401473?\\_trans\\_=060005\\_wzhhbewmdl](https://m.sohu.com/a/929879747_120401473?_trans_=060005_wzhhbewmdl)

NetEase News: China–Latin America 2025 Youth Challenge to Alleviate Poverty | Poverty Alleviation Seminar Successfully Held at the Chile Final

Link: <https://www.163.com/dy/article/K8545GIA055691H4.html?referFrom=>

Toutiao News: China–Latin America 2025 Youth Challenge to Alleviate Poverty Chile Final Successfully Held

Link: [https://www.toutiao.com/article/7544217702651494922/?log\\_from=8ea6ba19a0378\\_1756525507411](https://www.toutiao.com/article/7544217702651494922/?log_from=8ea6ba19a0378_1756525507411)

Global Education Network: China–Latin America 2025 Youth Challenge to Alleviate Poverty Chile Final Successfully Held

Link: <http://zhgzxedu.com/xinwen/13723.html>

Global News Radio: China–Latin America 2025 Youth Challenge to Alleviate Poverty | Poverty Alleviation Seminar Successfully Held at the Chile Final

Link: <http://www.hqblfp.cn/news/guoneiwai/480.html>

Global Education Online: China–Latin America 2025 Youth Challenge to Alleviate Poverty | Poverty Alleviation Seminar Successfully Held at the Chile Final

Link: <http://www.lrkygt.cn/edu/20250829237.html>

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# Appendix: Special Rules for Returning Participants of the China-Latin America Youth Responding to Global Challenges - 2026 Poverty Alleviation Challenge

## 1. General Provisions

To encourage returning participants to continue advancing innovation in poverty alleviation practice, ensure fairness, openness, and healthy competition in the program, and maintain an equal competitive environment for both new and returning participants, these Rules are hereby formulated.

These Rules apply to all participants from previous editions of the Poverty Alleviation Challenge, regardless of whether they received awards or international exchange funding in the past.

## 2. Core Participation Rules

Returning participants entering this year's competition shall follow one of the two pathways below:

### 1) Entering with a Completely New Poverty Alleviation Theme

Participants who choose to compete with a completely new poverty alleviation theme must submit an original project that does not substantially overlap in core content with any project previously submitted by the individual or team.

A project may not be declared as a “new theme” if it is merely an iteration of a previous project, an extension of a previous research topic, or an optimization of the same application scenario.

Projects that meet the above requirements shall follow exactly the same registration procedures, evaluation standards, and advancement rules as those applicable to first-time participants. No additional threshold shall be imposed.

If such projects receive awards, they shall enjoy the same eligibility for all awards, certificates, and international exchange travel funding offered in this year's competition.

### 2) Re-entering with an Upgraded Version of a Previous Project

Participants who choose to re-enter the competition by further developing a previous project may not directly enter with a project that fails to demonstrate substantial and significant innovation and improvement.

At the time of application, they must submit the following three materials:

- the complete original proposal submitted in the previous competition;
- a 500–1000–word description of the current project submitted for this year's competition; and
- a statement of approximately 1,000 words explaining the key differences and improvements between the previous and current versions of the project.

The Organizing Committee will submit these materials to a special review panel composed of three official competition mentors. The panel will focus on whether the project has achieved substantial and significant innovation and improved poverty alleviation outcomes.

Only projects that are approved by at least two experts on the panel shall be granted eligibility for incentive-based award consideration. The review results will be communicated to the participating team in a timely manner.

Projects that pass this review may participate in the full competition process and, if awarded, shall enjoy the corresponding incentive benefits of this year's competition.

Projects that do not pass this review may still continue through the competition process and remain eligible to receive a participation certificate; however, they shall not be eligible for international exchange travel funding under this year's competition.

### 3. Review and Supervision

Throughout the entire competition process, the Organizing Committee will cross-check projects submitted by returning participants against the database of projects from previous editions of the competition.

If any violation is identified, including but not limited to substantially similar content, repeated submission, false claims regarding project upgrades, or concealment of previous participation records, the participant's eligibility to compete and/or receive awards shall be revoked, related incentive benefits shall be withdrawn, and the violation shall be recorded in the competition's integrity archive.

### 4. Other Provisions

1) These Rules apply only to returning participants within the scope defined above. Any competition-related requirements not specified herein shall be governed strictly by the Competition Handbook for the China-Latin America Youth Responding to Global Challenges – 2026 Poverty Alleviation Challenge.

2) The Organizing Committee of the China-Latin America Youth Responding to Global Challenges – Poverty Alleviation Challenge reserves the right of final interpretation of these Rules. These Rules shall enter into force on the date of publication.

## Follow Us

The Poverty Alleviation Challenge team at the Tsinghua University Latin America Center shares program updates and high-quality project resources with a global audience through its media platforms. At the same time, we warmly invite you to learn more about Tsinghua University's admission programs for students from Latin America and the Caribbean. Students from the region are highly encouraged to apply to Tsinghua University.

To learn more about the "Poverty Alleviation Challenge" program and Tsinghua University's admissions in Latin America, you can obtain relevant information through the following channels:

- **WeChat Official Account:** The Tsinghua University Latin America Center

The WeChat official account publishes posts related to the Poverty Alleviation Challenge program, including activity updates, program highlights, and introductions to outstanding projects.



- **Official Website:** The Tsinghua University Latin America Center website <https://lac.tsinghua.edu.cn>

The official website features a dedicated "Youth Challenge" section that presents detailed program introductions, historical achievements, and the latest updates, helping visitors gain a comprehensive understanding of the program.

- **Tsinghua University Latin America Admissions Information Website**  
[https://lac.tsinghua.edu.cn/en/Tsinghua\\_Admissions/Study\\_in\\_Tsinghua.htm](https://lac.tsinghua.edu.cn/en/Tsinghua_Admissions/Study_in_Tsinghua.htm)

You may also contact us directly via Email: [lac@tsinghua.edu.cn](mailto:lac@tsinghua.edu.cn)

- **WeChat Work Account:** *The Tsinghua University Latin America Center*





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