

Exploring Education Policy in a Globalized World:  
Concepts, Contexts, and Practices

Jian Li



# “Four Branches” of Internationalization of Higher Education in China

A Policy Retrospective Analysis



Springer

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A Policy Retrospective Analysis

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# Preface

This book examines the emerging power of “Four Branches” of internationalization of higher education in China from a policy retrospective analysis. In particular, branch one includes that China’s policy on studying abroad (“going out”) after the reform and opening up; branch two concentrates on China’s policy on studying in China (“bring in”) after the reform and opening up; branch three explores the policy of Sino-foreign cooperation in running schools; branch four examines the policy of foreign exchange and cooperation. All these four emerging branches are interdependent, and all contribute to shaping the landscape of internationalization of higher education system in contemporary China. In addition, the conclusion and remarks are also offered in this book.

This book also originally examines how to explore and shape the internationalization of higher education in China since 1949. The proposed framework of the internationalization of higher education includes Chinese students studying abroad, foreign students studying in China, international cooperation and exchange, and Chinese-foreign cooperation in running schools. All those four dimensions concentrate on constructing the internationalization of higher education in China’s Higher Education. They are interdependent to shape the comprehensive model of internationalization of higher education in China’s higher education system.

The internationalization of world higher education is a process of constant evolution and transmutation. After entering 21st century, especially in recent years, internationalization of universities in China is no longer a proposition, but a survival mode of university development.

Internationalization of higher education has become an important goal to be achieved in the development of Chinese universities. The exchanges between Chinese universities and foreign universities and academic institutions are increasing, and the platforms for intergovernmental cooperation and exchange are expanding. Thus, this book investigates the background, content, policies, challenges, and strategies of internationalization of higher education, relatively.

The idea of “Four Branches” of internationalization of higher education in China is epitomized to analyze and summarize the great achievement and rewards, which are

deeply rooted in the historical development of China's higher education internationalization since 1949. Thus, the concept of "Four Branches" of internationalization of higher education in China is identified as two meanings: one is as the core meaning to explore the ultimate mission of internationalization of higher education in contemporary China; another is considered as value-laden to reflect the value leadership of the fundamental common interests of international education worldwide. Along with this, for China, the core value of "*Four Branches' of Internationalization of Higher Education in China*" is based on equal rights and social justice, respect for cultural diversity, international solidarity and shared responsibility.

Chapter 1 involves exploring the background of internationalization of higher education in China. Internationalization of higher education is an inevitable process of higher education in the era of globalization. It is also an important strategy to improve the quality of higher education. It is one of the basic trends of higher education development in the contemporary world. China's higher education with Chinese characteristics in the process of internationalization of education is to establish the higher education system of tortuous development history. The higher education internationalization development policy develops with the times and in this chapter, it is mainly from the political, economic, cultural and social aspects to analyze the development of China's higher education internationalization.

Chapter 2 explores the conditions, challenges and strategies of studying abroad from various perspectives. With the progress of China's economy and social technology, China's higher education presents an open, diversified and international, more and more people are not satisfied with the guidance of traditional domestic education, high school students, college students as the mainstream of most people have chosen to study abroad this way to improve themselves. Leading foreign teaching quality, open teaching environment, diversity and ethnic culture are all factors for students to choose to study abroad. The number of Chinese students studying abroad is increasing and the scale is expanding. With the gradual expansion of the scale of studying abroad in China, higher education in China shows a vigorous vitality, but at the same time accompanied by the emergence of problems. Facing the problem of overseas students in China, where will Chinese higher education go? How to develop? Facing the current situation of studying abroad in China and the problems faced by studying abroad in China, this chapter made careful analysis and research and took corresponding measures, hoping to promote the development of higher education in China.

Chapter 3 examines the international education development in China. With the increasing international status of China, the rapid development of economic society and the improvement of educational advantages, for China's education to the world to provide a good opportunity for development, but also for foreign students in China to provide a political, economic and cultural foundation. In the era of internationalization of higher education, the scale of foreign students studying in China has been expanding year by year, and the proportion of foreign students has become an important basis to measure the degree of internationalization of a university. As we all know, China has become the world's third largest host country for overseas students. The number of Chinese students has reached 440,000 since 2016. The countries along

the One Belt and One Road are important sources of overseas students in China and the regions with the fastest development of overseas students in China. In the face of important studying education development opportunity in China, should be adapted to the national development trend, further defined the student's education work of strategic position, at the same time thinking about coming to China to study abroad education, enhance the level of our country's higher education internationalization is not only an important opportunity, promote "area" initiative important booster and build a community of human destiny. This chapter systematically analyzes the current situation and future trend of studying in China from three aspects: background conditions, development characteristics and policy environment. At the same time, this chapter put forward relevant policy suggestions aiming at the problems that still exist in the development of studying in China, such as low quality and low attractiveness, etc.

Chapter 4 concentrates on exploring Chinese-foreign cooperation in running schools from the scopes of backgrounds, problems, and suggestions. In accordance with the regulations on Chinese-foreign Cooperation in Running schools, foreign educational institutions and Chinese educational institutions jointly organize educational and teaching activities within the territory of China with Chinese citizens as the main enrollment target in accordance with the law, which is called Chinese-foreign cooperation in running schools. For the convenience of understanding, we can from (1) the main body is Chinese and foreign educational institutions; (2) Cooperation; (3) The object is the Chinese citizens within the territory of three aspects to understand, grasp. In addition, according to the provisions of the regulations, Chinese-foreign cooperatively-run schools shall also be operated in the form of education and teaching plans formulated jointly by Chinese educational institutions and foreign educational institutions of corresponding levels and categories, the issuance of Chinese educational qualifications or certificates of foreign educational qualifications or certificates of foreign academic qualifications or certificates of academic degrees, and the implementation of some educational and teaching activities outside the territory of China. However, Chinese educational institutions have not substantially introduced foreign educational resources, and the educational and teaching activities carried out with foreign educational institutions only in the form of mutual recognition of credits are not classified as Chinese-foreign cooperation in running schools. A Chinese-foreign cooperatively run school refers to a Chinese-foreign educational institution that initiates, proposes and is specifically responsible for the establishment of a Chinese-foreign cooperatively run school or project by means of investment or other means. Operators set up the stage, in the school is responsible for raising funds, provides conditions for offering education, establish the school organization and the articles of association, and a series of responsibilities and after school set up by the school board of trustees, the board of directors or other forms of decision-making body directly, influence the school matters, and responsible for the stability of the sources of funds for schools.

Chapter 5 examines the foreign exchanges and cooperation in China from the perspectives of situations, issues and strategies. With the development of economic globalization, the internationalization of higher education will also become the



inevitable trend of the world education reform and development, society and even the world will also put forward new requirements for higher education. All the way in the new period of reform and opening up as well as in the “area” initiative, since the implementation of the higher education are endowed with new connotation and mission, this is an opportunity for higher education, but all the colleges and universities in the theoretical research and practice of understanding is different, the internationalization of higher education in higher education opening to the outside world also has many problems and loopholes. Foreign exchange and cooperation, as one of the important embodiment of the internationalization of higher education, in order to improve the level of higher education in China, China’s top priority should be to the enhancement of concept of internationalized education in common colleges and universities at the same time, speed up the internationalization of western universities, learning the foreign advanced experience, and develop their good experience, fully funds for higher education at the same time; In order to achieve the goal of internationalization of higher education, to expand the influence of China’s higher education in the international community, and to promote the sustainable development of China’s higher education, we should cultivate educational talents comprehensively to achieve the national strategic goal. This chapter aims to discuss the foreign exchange and cooperation of China’s higher education, mainly involving the current situation, problems and countermeasures of foreign exchange and cooperation.

Beijing, China

Jian Li

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# Chapter 1

## The Multiple Background of Internationalization of Higher Education in China



This chapter involves exploring the background of internationalization of higher education in China. Internationalization of higher education is an inevitable process of higher education in the era of globalization. It is also an important strategy to improve the quality of higher education. It is one of the basic trends of higher education development in the contemporary world. China's higher education with Chinese characteristics in the process of internationalization of education is to establish the higher education system of tortuous development history. The higher education internationalization development policy develops with the times and in this chapter, it is mainly from the political, economic, cultural, and social aspects to analyze the development of China's higher education internationalization.

### 1.1 Political Background of the Internationalization of Higher Education in China

Higher education is professional education and vocational education based on the completion of secondary education. It is the main social activity to train senior professionals and professional personnel. It is a specialized education formed on the basis of general education. In the traditional sense, higher education includes junior college, undergraduate, and graduate school. At the same time, higher education can be divided into full-time higher education and part-time higher education, as well as face-to-face higher education and non-face-to-face higher education. According to different learning forms, higher education can also be divided into higher education with school form and non-school form of higher education.

There are many kinds of higher education in China, such as junior college education, undergraduate education, college education, and graduate school education.

China's higher education, mainly full-time higher education. As a new interdisciplinary subject, its research object will vary with different periods. With the development of science and technology, the research object of education is transferred from ordinary primary and secondary education to students receiving higher education. Higher education has a complex teaching system and diversified teaching forms, so the traditional pedagogy has been unable to meet the development requirements of higher education. At present, China's higher education is developing rapidly with remarkable achievements, but there are also many drawbacks. Therefore, the theoretical research on higher education is also constantly advancing and developing (Lei, 2002; Mo & Liu, 2020; Zhou, 2020).

### *1.1.1 The Development Characteristics of China's Higher Education*

The object of higher education in China is relatively extensive, but mostly young students. In the middle of the twentieth century, the development of education in China was mainly about the transmission between teachers and students, which was too single and narrow in scope, and it was difficult to break through the boundary and regional restrictions, thus hindering the widespread and further exchange of new knowledge. After the emergence of internationalization of higher education in China, the transfer of knowledge can break through the limits between national boundaries and different regions, and China's higher education has gone international. The characteristics of internationalization of higher education are mainly reflected in the following aspects:

**Pursue financial gain.** Under the influence of economic globalization, educational services in various countries are changing, and the purpose of their services can also be transformed into an educational industry. Higher education in various countries is also constantly evolving and has become an important commodity in the service and a place in the trade system. At the same time, the dominant power of higher education internationalization is also changing, from the previous cultural and political influence, gradually into a market economy.

**Diversified services.** The number of international organizations that influence higher education is growing globally. In order to promote the rapid development of higher education transnational service industry, these organizations play an increasingly important role. For example, World Trade Organization, UNESCO, and Organisation for Economic Cooperation and Development are also actively participating in and promoting the development of transnational higher education.

**Diversified forms of flow.** So far, the internationalization of higher education in various countries mainly includes two aspects. The first is the exchange and cooperation between teaching personnel and academic research, and the second is the mutual flow between various levels of colleges and universities and various educational