

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

Jian Li
Eryong Xue



Opening Education to the Outside World

Rethinking International Education in
China During Post COVID-19



Springer

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

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Foreword

This book systematically examines the idea of opening education to the outside world in China during post-COVID-19. It involves investigating the historical international education development, contextually. It also brings specific lens to epitomize the internationalization of education system in China from various dimensions. It involves exploring studying abroad at public expense since the 18th National Congress of the Communist Party of China, studying abroad at our own expense in China from the perspective of departmental coordination, Sino-foreign cooperation of running schools in China, Confucius Institutes' development in China, Luban Workshop development in China, and running Chinese-foreign cooperation education in China. In addition, this book also offers specific suggestion to address various problems of international education development in China during post-COVID-19.

Chapter 1 explores studying abroad at public expense since the 18th National Congress of the Communist Party of China. Since the 18th CPC National Congress, socialism with Chinese characteristics has entered a new era. On the one hand, in the face of the grim and complex international situation abroad, the arduous tasks of reform, development and stability at home, and the COVID-19 pandemic in recent years, China's undertaking of studying abroad at public expense has faced great challenges. On the other hand, the CPC Central Committee with General Secretary Xi Jinping as the core has always attached great importance to the study abroad work and issued important statements on relevant issues many times, which laid the tone, pointed out the direction, and injected impetus into the development of the whole study abroad cause, including government-funded study abroad. This chapter attempts to sort out the evolution of China's government-funded study abroad policy since the 18th National Congress of the Communist Party of China, point out the challenges encountered in its practice, and provide corresponding countermeasures and suggestions, to provide help for the development of China's government-funded study abroad in the new era.

Chapter 2 examines studying abroad at our own expense in China from the perspective of departmental coordination. Since the reform and opening, China has always adhered to the open policy of education. With the development of economy,

studying abroad at one's own expense has become a choice for many people. With the rapid development of China's economy and the deepening of China's opening up, the number of people who choose to study abroad at their own expense increases rapidly every year. Take 2019, before the outbreak of the epidemic, as an example, the total number of people studying abroad in China was 703,500, 41,400 more than the previous year, an increase of 6.25%. The policies related to self-funded study abroad mostly revolve around guidance and service. Protection of lawful rights and interests; funding guarantee and ideological and political work are carried out from four directions. These policies usually require the cooperation of multiple departments to achieve their goals. From the perspective of departmental coordination, this chapter will analyze the self-funded overseas study policy since the new era, point out the problems encountered in the implementation of the policy, and try to give countermeasures and suggestion.

Chapter 3 concentrates on exploring the Sino-foreign cooperation of running schools in China. Sino-foreign cooperation in running schools is the inevitable trend of economic globalization and education internationalization. After decades of development, Sino-foreign cooperation in running schools has played an important role in introducing high-quality resources and promoting the development of education in China. In June 2020, the Opinions on Accelerating and Expanding the Opening up of Education in the New Era issued by the Ministry of Education and other eight departments proposed that efforts should be made to remove institutional obstacles and intensify the reform of Chinese-foreign cooperation in running schools. Through the analysis of relevant research literature and policies, it is found that Sino-foreign cooperative education pays attention to positioning and objectives, has a relatively clear judgment of existing problems, and has many normative policy tools and measures to support the development of Sino-foreign cooperative education. There are also some problems and challenges in the concrete practice. It is suggested to strengthen the value identification of Sino-foreign cooperative education policy, enhance international understanding and cultural exchange, establish a green channel and emergency mechanism for international exchange, and take multiple measures to improve the quality of talent training.

Chapter 4 examines the Confucius Institutes' development in China. Confucius Institutes are non-profit educational institutions jointly established by China and foreign countries. After analyzing the research on Confucius Institute since the 18th National Congress of the Communist Party of China, the policy documents issued by the Chinese government and the speeches made by Chinese senior leaders, it is found that the Confucius Institute is still in a dilemma of public opinion, the operation mechanism of school running is not perfect, and the guarantee of school resources is not in place. In the future, efforts should be made to balance the function positioning of language teaching and cultural communication of Confucius Institutes, strengthen market running and government cooperation in running Confucius Institutes to get rid of the dilemma of public opinion in running Confucius Institutes, and improve the operating mechanism of Confucius Institutes in terms of school-running personnel mechanism and data support, etc., and improve the operation mechanism of Confucius Institutes in terms of personnel allocation and fund raising. In terms of teaching

course resources, mechanism innovation should be made to guarantee the resource supply of Confucius Institutes.

Chapter 5 explores the establishment of Luban Workshop, which marks the internationalization of China's vocational education. In the past five years, 18 Luban Workshops have been established and completed, which has formed a huge influence at home and abroad. The rapid development of Luban Workshop is the inevitable result of the close interdependence and symbiosis between China's vocational education and industrial economic development, and it is a practical move for vocational education to serve the Belt and Road Initiative. From brand establishment to scale development, Luban Workshop still faces problems of imperfect system and standard, imperfect operation mechanism, and lack of guaranteed system. This chapter discusses measures for sustainable development such as policy and system guarantee, improvement of operation mechanism, and optimization of international standard system.

Chapter 6 explores running Chinese-foreign cooperation education in China. Since China's reform and opening up, in order to adapt to the rapid development of our country's education business, expand the opening education, accelerate the modernization of education, promote education in our country in the world influence, promote foreign exchanges and cooperation, China education specification of institutions of higher learning outside school activities, on December 31, 2002, the Ministry of Education issued "interim measures for the administration of institutions of higher learning outside of school". The measures mainly target "higher diploma, degree or non-diploma higher education" conducted overseas by Chinese institutions of higher education and pointed out that in overseas educational activities to scientific development, and actively explore and strengths, at the same time to undertake corresponding legal responsibility, "held shall give priority to with characteristic of Chinese higher education comparative advantage or discipline and taking into full consideration the needs of the country (region) and the development characteristics", and to safeguard our country's higher education quality standards and credibility. The policy also proposes clear procedures and norms for the approval of overseas education, including application forms, application time, diploma management, etc. It also makes clear that each school-running force must be approved by each local government and submitted to the Ministry of Education before they can carry out education activities.

Chapter 7 examines the education policy of studying in China. From the perspective of public policy analysis, it is of great significance and value to explore the education policy of studying in China in the new era. "Foreign student" the definition of core concept "education policy" to "study abroad education policy" in China, on the basis of existing research results on keywords and visualization analysis under the premise of combing literature review, back in the new era of coming to China to study abroad education policy evolution, reveals new era coming to China to study abroad education policy of the present predicament, put forward the policy suggestions for the development of the students career. The purpose is to further improve and perfect the education policy of studying in China in the new era, to achieve the

internationalization of China's higher education to a large extent, and to enhance the comparative advantage of China's higher education.

Chapter 8 explores the internationalization evaluation of higher education in China. Since the reform and opening, the internationalization of higher education in China has experienced long-term and rapid development. Since the national Medium- and Long-term Education Reform and Development Plan (2010–2020) was released in 2010, the evaluation of internationalization of higher education has become an important policy issue. This paper sorts out the formation path of higher education internationalization evaluation policy in China since the reform and opening, and sorts out important policies at the national level from the path of higher education internationalization policy leading to evaluation and the path of higher education evaluation policy pointing to internationalization. This paper analyzes the epoch-making role of national Medium- and Long-Term Education Reform and Development Plan (2010–2020) in promoting the convergence of higher education internationalization policy and higher education evaluation policy to form the evaluation policy of higher education internationalization. This paper briefly summarizes and prospects the development experience of higher education internationalization evaluation policy in China.

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