

Features, Achievements and Challenges Coexist in the Massification of Chinese Higher Education

Yugui Guo, Ph.D. & Prof.

Zhejiang University

E-mail: gillguo@msn.com

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Historical Background

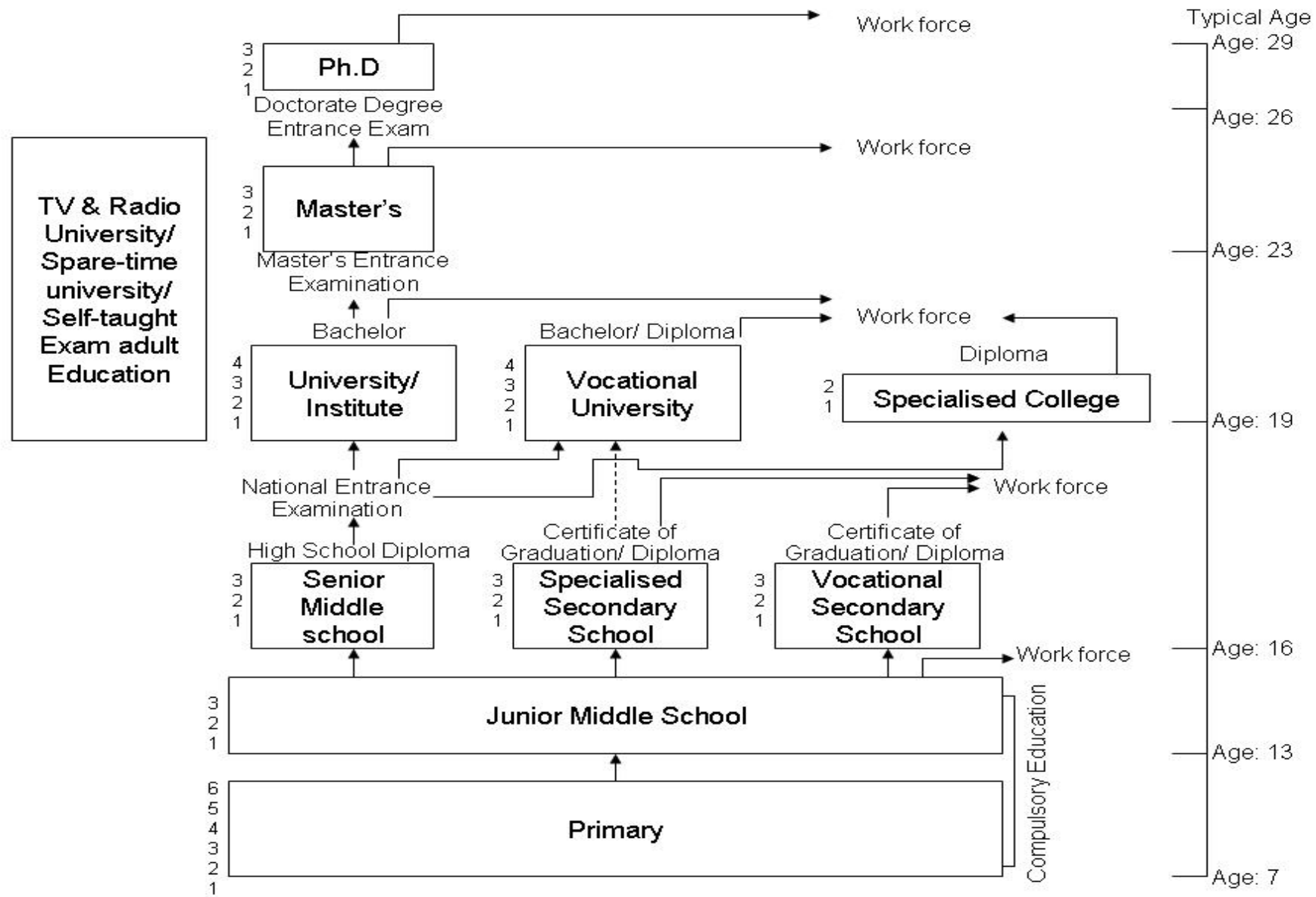
- **China has experienced two fundamental socio-economic transformations in the past 70 years:**
- **In the 1950s, China's semi-feudal and semi-colonial system transformed into socialism;**
- **In the late 1970s, China began to transform its planned economy into a market economy.**
- **Consequently the Chinese education system, affected by numerous political changes, has experienced a convoluted development process.**

Historical Background

- **The 70 years between 1949 and 2019 fall naturally into 3 sub-periods because of a single major event, the Cultural Revolution of 1966-1976 during which the Chinese H-E system was radically reoriented to move away from Western (and ex-Soviet) models and norms .**
- **The pre-Cultural Revolution years were marked by the reorganization of the Chinese education system and the search for the way of establishing an education system under Soviet influence;**
- **While the post-Cultural Revolution years have witnessed the development and reforms of Chinese education which “has dramatically moved back toward a Western conception” .**

Brief Overview of the Educational System

- **The educational system in China in general and the H-E system in particular present themselves as follows:**
- **Education in China is differentiated in 3 stages which reflect the typical stages in other countries around the world.**
- **The stage of K-12 education is followed by the stage of H-E.**
- **Afterwards, the stage of adult education is implemented (radio/TV university/self-taught exam /correspondence colleges/on-line colleges).**



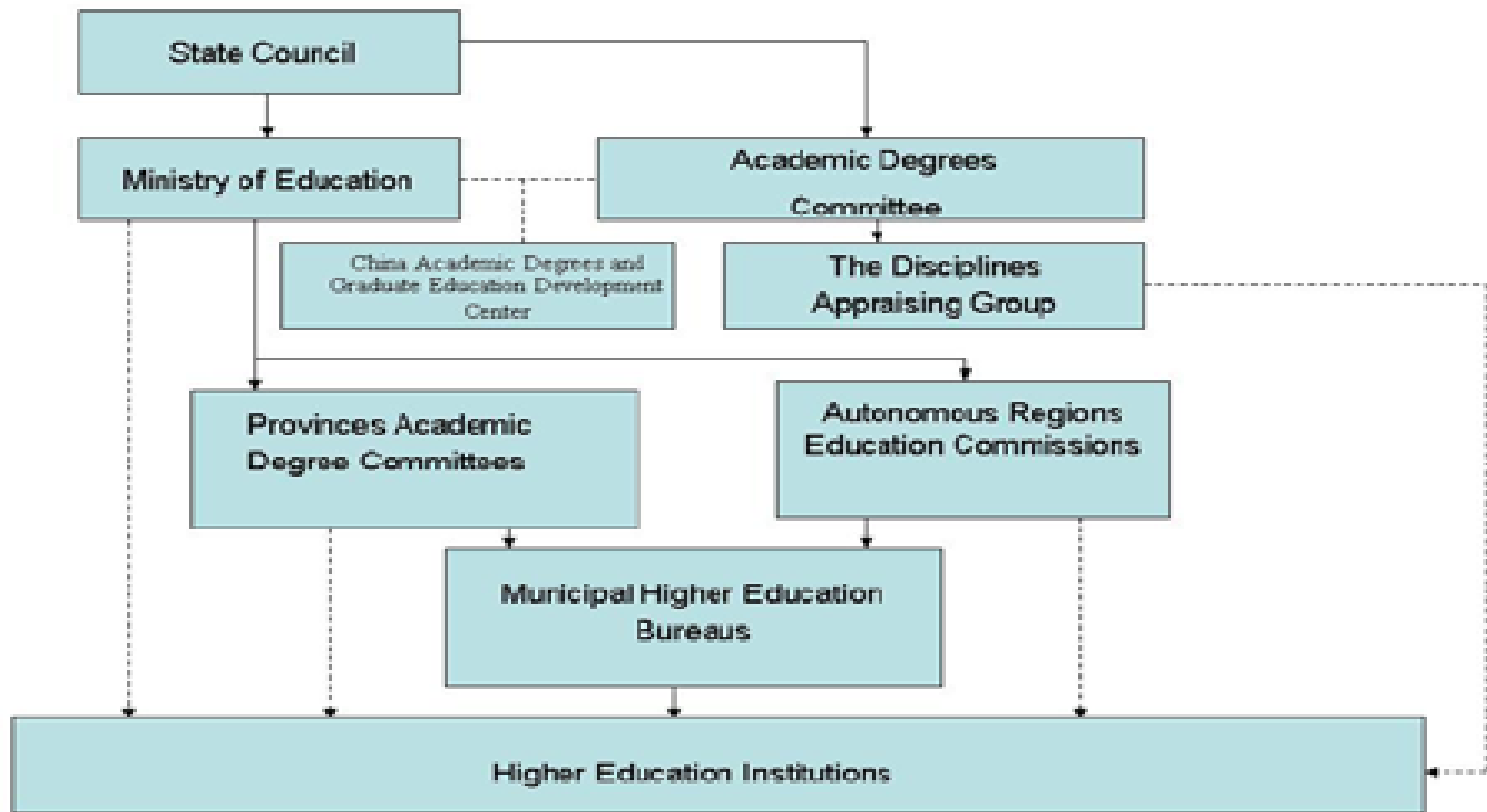
Brief Overview of H-E. System

- ❑ The Chinese H-E. system carries aspects both of the US and the UK systems with a stronger affiliation to the US system.
- ❑ 2- and 3-year colleges which are also referred to as short-cycle colleges, typically awarding associate degrees, exist next to typical 4 year colleges and Univ. which offer academic as well as vocational courses leading to bachelor degrees or higher.
- ❑ Master's degrees and Ph.D.s are offered by universities and research institutions which are accredited by the State Council.

Administration of H-E. System

- **The Univ. in China are administered through a unified control by the Central Government & management at two levels: Central Government & provincial governments.**
- **The State Council & the Ministry of Education (MOE) are responsible for taking policy decisions, development plans, reforms & providing guidance to HEIs.**
- **The MOE also directly controls 76 regular Univ. Provincial governments' main responsibility is to manage admission, specialities, fund-raising and employment of graduates of Univ. in accordance with national policies & laws.**
- **The president of a Univ. is appointed by the government and their responsibility is to organize teaching, research and social services, coordinating and developing external relationships.**

Administration of higher education



Types of HEIs

- **3652 HEIs of various types in China up to 2017:**
- **They are divided into 3 clusters:**
 - 2622 public regular HEIs,**
 - 282 adult institutions,**
 - 747 private HEIs,**
 - 1 private adult institution.**

Hierarchy of HEIs

- **The idea of defining top Univ. among the HEIs is based on some past traditions.**
- **During 1995-2015, two state programs “described as 'pivotal' in modernizing & enhancing the quality of higher education were introduced:**
 - **“Project 211” and “Project 985” .**

Project 211

- **This Project started from 1995, is a project launched by the Chinese central government, with a focus to building 100 or more key universities and key disciplines by the beginning of the 21st century.**
- **There were 112 universities being listed as “211 Project supported universities”.**

Project 985

- **On May, 1998, then Chinese President Jiang Zemin declared to the society:**
- **“In order to realize modernization, China should have a number of world class universities”.**
- **After that, MOE decided to build up world class universities based on some key universities. There were 39 universities being listed as “985 Project supported universities”.**

Double First-rate Construction

- **In 2015, The State Council Released 《Overall Plan for Promoting the Construction of World First-rate Universities and First-rate Disciplines》 in order to enhance the comprehensive strength and international competitiveness of China's higher education.**
- **It is another national strategy in the field of China's higher education after “211 Project” and “985 Project”.**

Overall Objective

- **By 2020, a number of universities and a number of disciplines will be among the world's first-class, and a number of disciplines will be in the forefront of the world's first-class disciplines.**
- **By 2030, more universities and disciplines will enter the ranks of the world's first-class, and the overall strength of higher education will be significantly enhanced.**

Overall Objective

- **By the middle of the 21st century, the number and strength of first-class universities and first-class disciplines will have entered the forefront of the world and will basically become a powerful country in H-E.**
- **42 universities are selected on the list of “Construction of World First-rate Univ.”.**
- **140 universities are selected on the list of the world first-class discipline construction.**

Two Measures Taken to Ensure the Strategic Policies

- **To Train High-Level Talents on the Self Strength.**
- **To Attract Overseas Chinese and Foreign Students and Professionals through International Brain Circulation.**

Figure 1: Chinese and American Higher Education Enrolment from 1998 to 2017

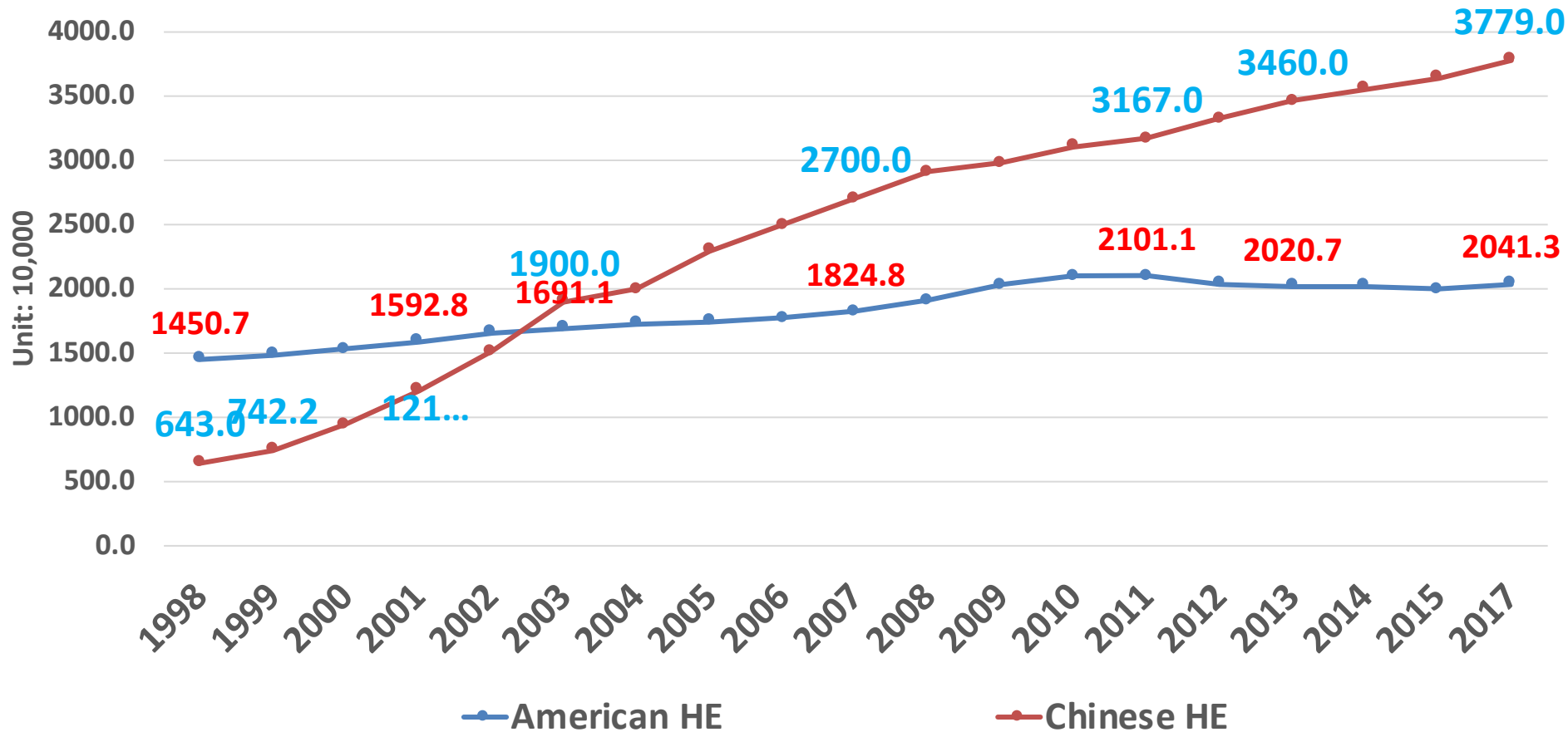
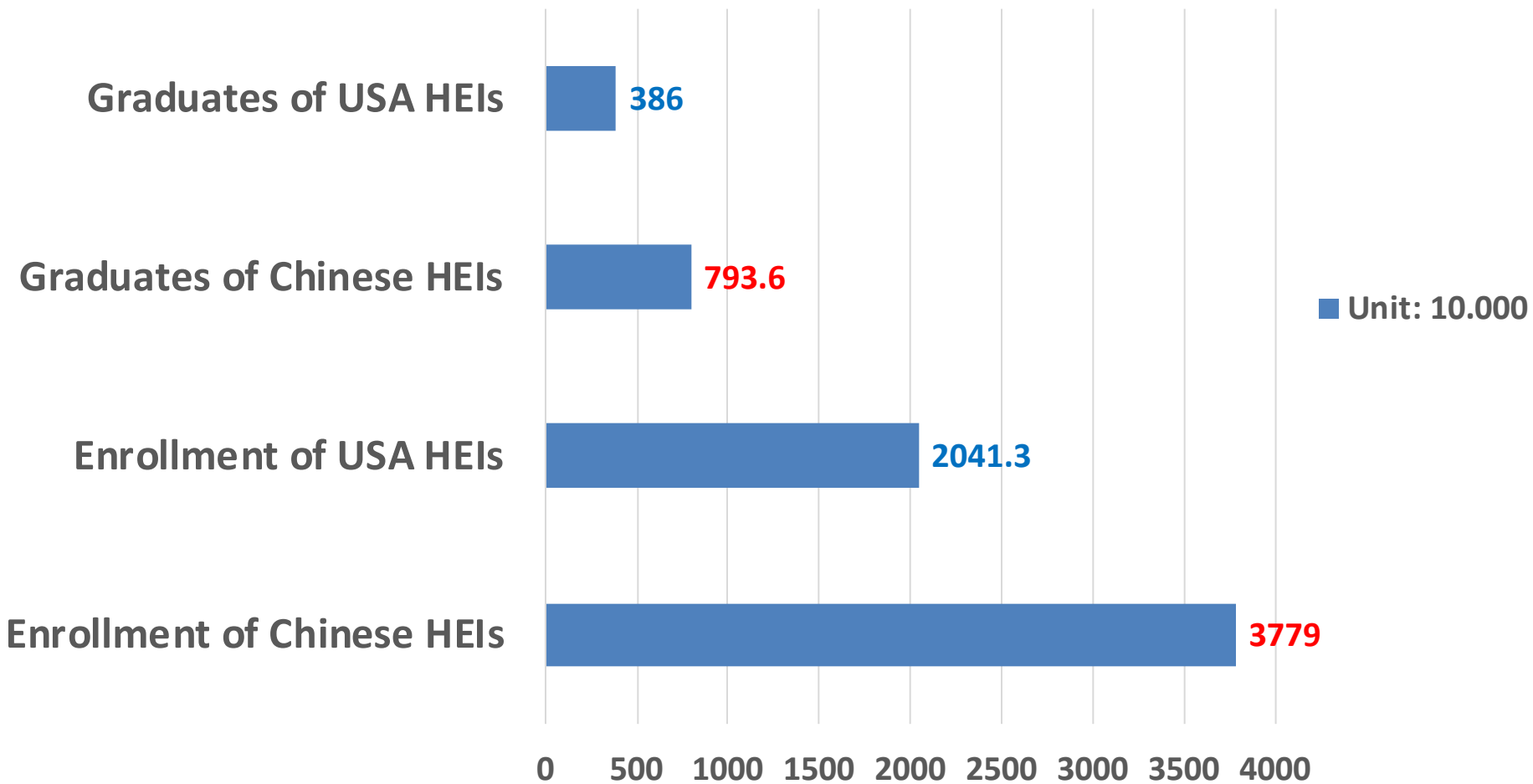


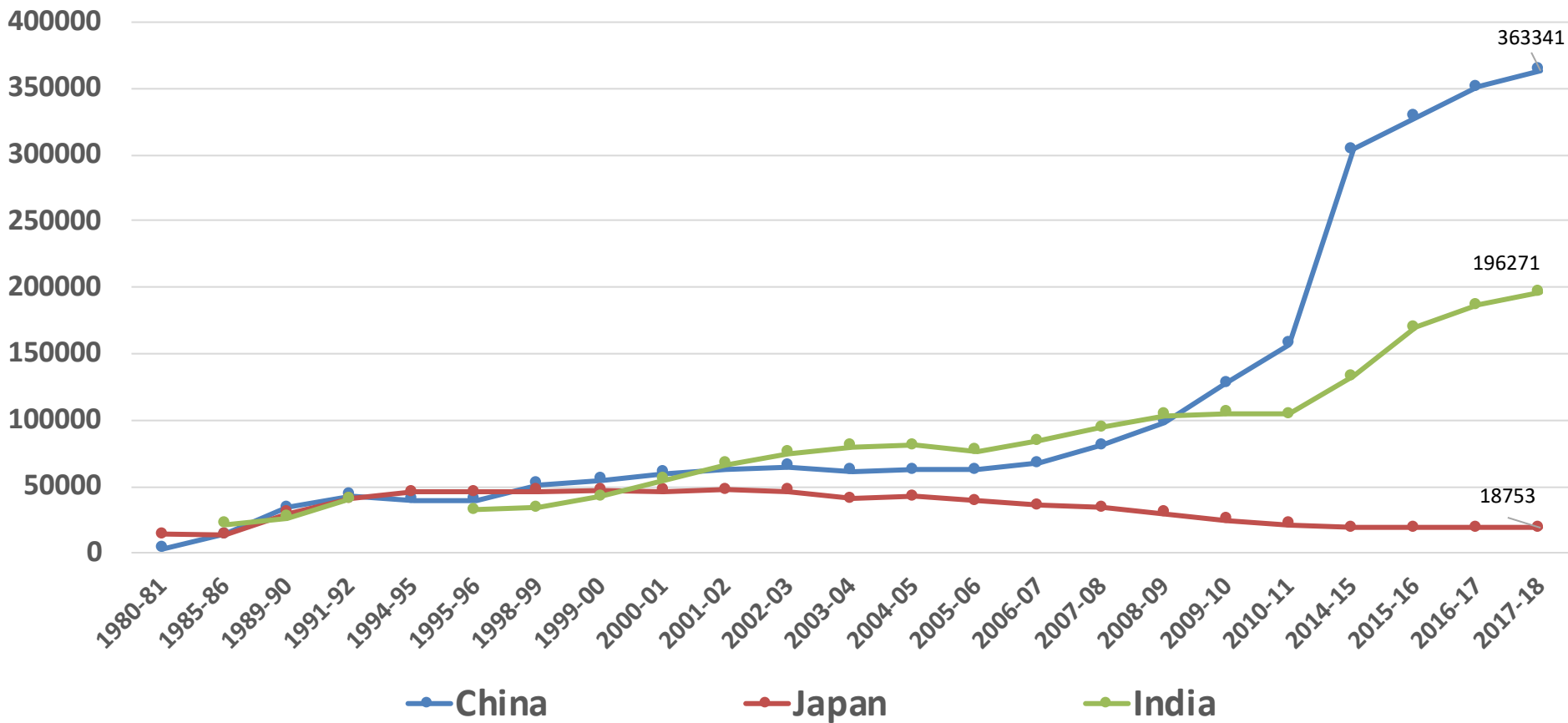
Figure 2: Comparison of Chinese and American Higher Education Scale (2016-2017 and 2017)



To Attract Overseas Chinese & Foreign Students & Professionals through International Brain Circulation

- China is now the leading home country of international students in a number of countries:**
- In the past four decades from 1978 to 2017, over 5 million Chinese students went to over 100 countries and regions for study, with the largest number traveling to the United States. Over 3.3 million returned home.**
- China is now the leading sender of international students to a number of nations, including the USA, UK, Japan, Korea, Australia, Thailand, Malaysia, and Germany. America is the leading host country of Chinese international students.**

Figure 3: Chinese Students Enrolled in American Universities in Comparison with Students from Japan and India (1980-81 to 2017-18)



**Figure 4: Comparison of International Students
Enrolled in China and in America
(in 2003, 2004, 2008, 2012 and 2017)**

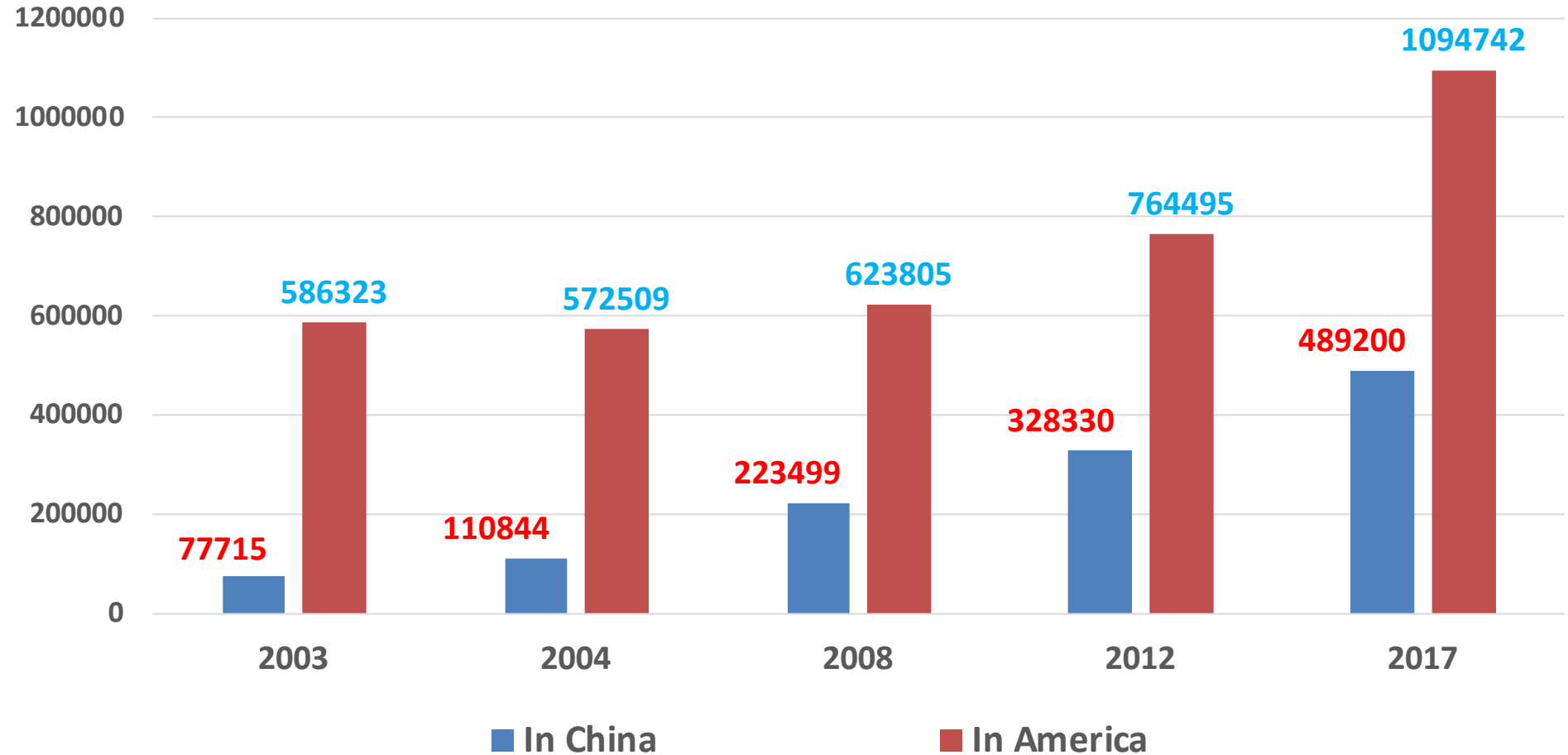
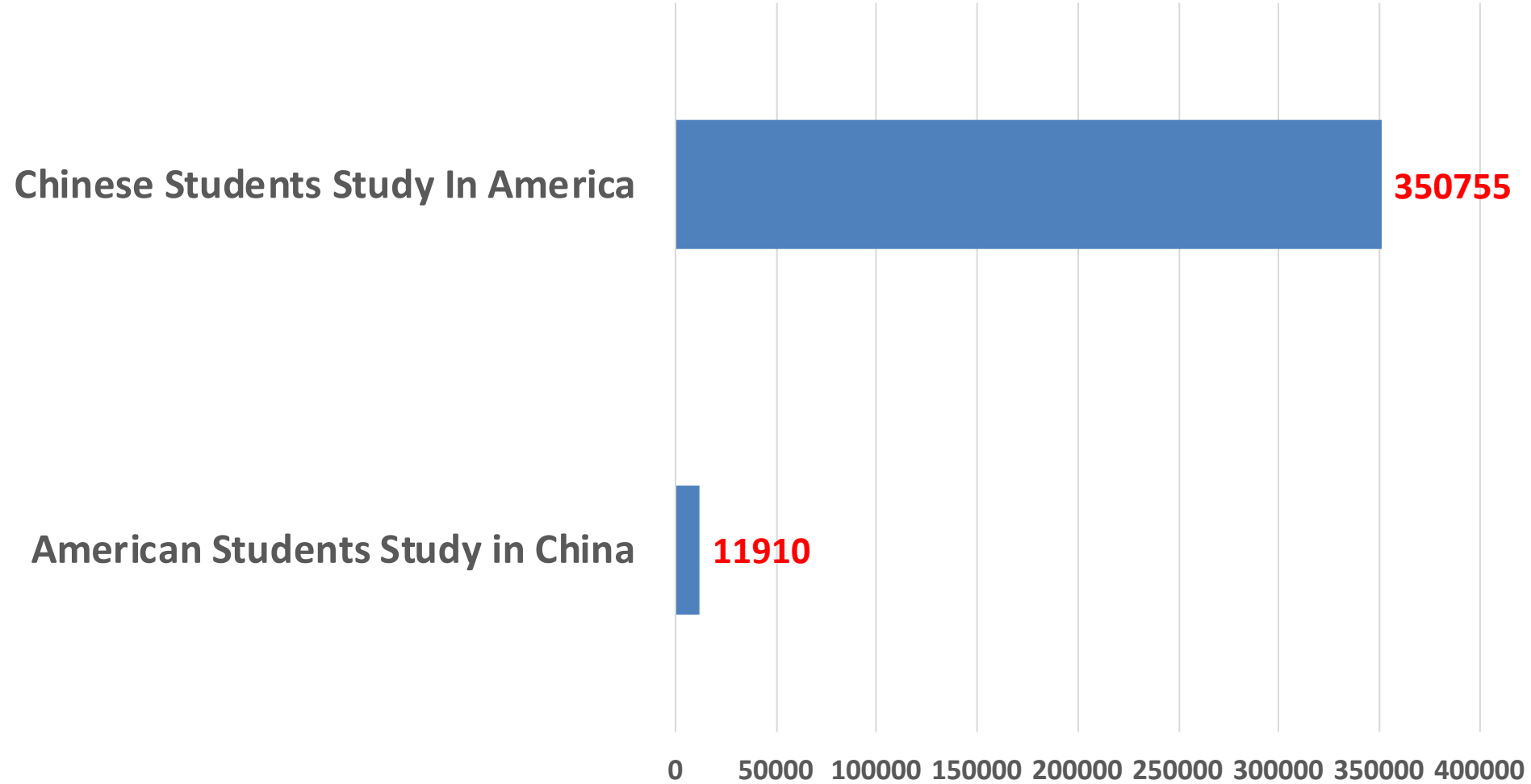


Figure 5: Chinese Students Study in America and American Students Study in China in 2016-17



Deficit

- **When we talk about Sino-US trade, the United States has a large deficit.**

- **But when we talk about studying abroad, China also has a large deficit.**

Challenges and Issues

- ❑ **As Prof. Trow mentioned in 1973, “In every advanced society the problems of H-E are problems associated with growth.”**
- ❑ **In the transition period from an elite system to mass H-E, the unprecedented growth that the Chinese H-E system experienced has occurred simultaneously with the transformation of the economic system from a planned to a market economy.**
- ❑ **Thus, China faces even more challenges and issues accompanying with the growth.**

1: Equality

- **Substantial disparities between educational development in the eastern areas and in the western areas, between urban areas and rural places.**
- **The children of some poor families and those of the migrant workers from the rural areas still have difficulties in school attendance.**
- **The university tuition fees have risen high in recent years, some low income families cannot afford to send their children for higher education.**

2: Unemployment

- **One of the most urgent problems for China lies with the unemployment of Univ. graduates. With an output of close to 8 million graduates in 2017 plus 10 million unemployed graduated in previous.**
- **The H-E system is mass-producing highly qualified professionals, managers, leaders, doctors, top level technicians and alike.**
- **However, the Chinese labor market seems not to be adequately prepared for this wave of skilled Professionals, nor the H-E trains the skilled workers the economy needs either.**
- **Various measures taken to cope with this issue.**

3: Quality

- **Massification is always directly related to the problem of quality.**
- **In the process of the expansion of H-E, some Univ. and colleges did not have sufficient facilities and faculties to accommodate such large numbers of new students. The teaching quality at these HEIs needs improvement.**
- **The ratio somewhat deteriorated over the period between 1994 and 2017 years with a serious peak in 2003 for the university sector. 9.00 students per teacher in 1994 compared to 21.07 in 2003 translate into a rise of more than 200% (See Table 1).**

**Table 1: Student-Teacher Ratio in Regular
Higher Education Institutions in %**

Year	Total	University	Non-university Tertiary
1994	9.25	9.00	10.10
1995	9.83	9.71	10.16
1996	10.36	10.32	10.20
1997	10.87	10.80	10.85
1998	11.62	11.63	11.09
1999	13.37	13.67	12.23
2000	16.30	16.04	17.65
2001	18.22	18.47	17.15
2002	19.00	20.60	14.20
2003	17.00	21.07	14.75
2004	16.22	17.44	13.15
2015	17.73	17.69	17.77

4: Insufficient Funding

- Insufficient funding exerts constraints for the development of education. Only by the end of 2012 had the budgetary educational funding constituted 4% of the GDP, still lagging behind the average level reached by developing countries.**
- About 25% of the budgetary educational funding is allocated to Chinese H-E. With this proportion China operates the largest higher education system in the world.**

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Thank You!

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