

China S Higher Education Reform And Internationalisation

Despite radical and fundamental reform of the Chinese higher education system, very little is known about this outside China. The past decade has seen radical reform of all levels of China's education system as it attempts to meet changing economic and social needs and aspirations: this has included transformation of university curricula, pedagogy and evaluation measures, rapidly increasing joint research and degree programmes between Chinese universities and universities abroad, and very large numbers of Chinese students studying at universities outside China. This book describes the historical, cultural, intellectual and contemporary background and contexts of the reform and internationalisation of higher education in China. It discusses these changes, outlines the challenges posed by the changes for university administrators, faculty, researchers, students and those working with Chinese academics and students in China and abroad, and assesses the impact, and evaluates the success, of the changes. Most importantly, it considers how this mobility of people and ideas across educational systems and cultures can contribute to new ways of working and understanding between Western and Chinese academic cultures. The book is a companion to Education Reform in China, which focuses on reform at the early childhood, primary and secondary levels.

This book provides a fresh and unique overview of the modernization and internationalization of Chinese higher education, focusing on Chinese higher education from 1949 to 2018. It presents the Ontological Positivism Model (Conceptualization-Explicit-Formal-Share), concentrating on concepts of Chinese higher education. The book is intended for scholars and researchers in the field of comparative higher education, administrators and stakeholders in education management and graduate students majoring in higher education.

Since the death of Chairman Mao in 1976, China has embarked upon the Four Modernizations reform programme that has transformed the social, economic and political landscape of the world's most populous nation. Higher education has been ascribed a key supporting role and has itself undergone major reforms. This book looks beyond the articulated goals and accomplishments of the modernization of higher education in China. It delves into the grass roots reality and identifies the true achievements, the unintended outcomes and the major obstacles that still have to be overcome. Incorporating twenty chapters from the new generation of scholars from inside and outside China, Higher Education in Post-Mao China presents in-depth analyses of the impact of educational reforms on tertiary educators, the curriculum, the economic structure, women, and students' values and aspirations. In conveying the Chinese experience of higher education reform over the past two decades, this book makes a major contribution to contemporary sinology and comparative education.

This empirical work illuminates how China uses the higher education mechanism in South Asia to advance its national interests and investigates the outcomes for China, including both challenges and opportunities. Using a soft power theoretical framework, this book employs the case study of Nepal, a South Asian country of profound geostrategic value for the two competing powers of China and India. Illustrating how higher education is the mechanism for achieving soft power goals, it draws on data analysis based on archival sources and interviews with China and South Asia experts, including academics and politico-bureaucratic elites, as well as interviews with Nepalese students and alumni. Importantly though, this book advances an innovative conceptual model of geointellect to trace the evolving dimensions of China's global dominance in higher education, research, and innovation paradigm, especially in the context of the Belt and Road Initiative and ultimately reveals how foreign policy and higher education policy reinforce each other in the context of China. China's Soft Power and Higher Education in South Asia provides an empirically rich resource for students and scholars of education, international relations, Asian studies, and China's soft power.

Mergers and Alliances in Higher Education

Shaping Education Reform in China

Rationales, Strategies, and Implications

Conceptualizing and Contextualizing Higher Education with Chinese Characteristics

Select Perspectives

Quality Assurance and Institutional Transformation

Educational History, Models, and Initiatives

Utilizing a case study method and a Multiperspectival Approach, this volume presents a pioneering, in-depth study about China's teacher education policy since the 1990s. It critically investigates the rational, dynamic and complex implementation process taking place at the micro institutional level for the transformations of teacher education institutions. The book first introduces the sociopolitical and cultural background of China's teacher education system and its challenges under initiatives for nurturing highly qualified teachers. It then explores new teachers' identities in an era of enhanced professionalism, uncovers the ways they reflect China's teacher education reform, and distills the rationales behind these policy actions. This is followed by an analytic presentation of the findings of the case study of a provincial normal university, with a particular focus on such core pieces of the implementation jigsaw as policy flow, the dynamism of implementation, and the complex process. Lastly, the book unravels key recommendations and implications for policy implementation studies from the China policy case, and constructs a Chinese Zhong-Yong Model of policy implementation, and sheds new light on policy studies of teacher education reform in particular and public policy in general, which may be transferable to other sociopolitical contexts seeking to nurture world-class teachers and achieve educational excellence in a global age.

Contributing to the discussion over China's higher education development, this book takes a theoretical approach to address the topic of university academics' innovation by introducing an academic innovation competency model, exploring the contexts, concepts and practices. The innovation competency model comprises three interdependent dimensions, including the academic internal drive vitality, the academic synthesizing refined ability and the academic suspected and introspective development of university teachers, these three dimensions will help advance the reform of college personnel systems and ultimately improve the quality of China's higher education. The book will be valuable to researchers, students and stakeholders hoping to learn about education reform in China, or to those who study higher education management and comparative education.

China has the largest education system in the world. The total enrollment of students in regular and adult schools at all levels exceeds 320 million, accounting for more than a quarter of the nation's population. Western educators, foreign companies, and individual entrepreneurs have invested in Chinese education but, perhaps because of the complexity of the Chinese education system and the rapid development of educational reforms, have had little success. This work examines

explores how the Chinese government sees the development of its educational practices within the nation's broader social, economic, political, and cultural contexts; how it identifies new issues that emerge in the process of what might be called educational globalization; how it translates these issues into specific educational policies, activities, and goals; how the education system fits China's social and political realities and objectives; how the new policies affect foreign student

government promotes international educational cooperation and exchange; the opportunities for Western institutions to introduce programs in China; and current trends and their effect on the internationalization of education.

A major transformation of Chinese higher education (HE) has taken place over the past decade – China has reshaped its higher education sector from elite to mass education with the number of graduates having quadrupled to three million a year over six years. China is exceptional among lower income countries in using tertiary education as a development strategy on such a scale, aiming to improve the quality of its graduates, and make HE available to as many of its citizens as possible. This book examines the development and sustainability of higher education in China: Can its universities move from quantity to quality? How will so many graduates find jobs in line with their expectations? Can Britain and other western countries continue to benefit from China's education boom? What are the prospects for collaboration in research? This book evaluates the prospects for Chinese and foreign HE providers, regulators and other stakeholders. It introduces the key changes in China's HE over the last decade, the achievements and the challenges over the subsequent three decades. Furthermore, it sheds light on new reforms that are likely to take place in the future, particularly as a result of the ongoing international financial crisis.

Ideological and Political Struggles

Development and Reform of Higher Education in China

Higher Education in China

Lessons From Chinese State-Owned Enterprise Schools

A Policy Retrospective Analysis

Changes in Education under China's Market Economy

Shaping Faculty Academic Innovation Development in China's Higher Education

The first comprehensive book to cover the whole sweep of twentieth-century Chinese education.

China's Higher Education Reform and InternationalisationTaylor & Francis

Fueled by forces of globalization, China has gradually shifted from a centrally planned economy to a socialist market economy. Under the market economy China has experienced a massive and protracted economic boom. It is not clear however whether recent economic changes have brought the same miracle to education in China. Spotlight on China brings together established and emerging scholars from China and internationally in a dialogue about the profound social and economic transformation that has resulted from the market economy and its concomitant impact on education in China. The book covers a wide range of topics, including: • Market economy and curriculum reform• Teaching under China's market economy • Changes in higher education• Transitions from education to work • Market economy and social inequality With its broad scope and fresh critical perspectives, this collection offers a most contemporary and comprehensive analysis of possibly the largest education system in the world. Lessons learned from the China experiment will inform researchers and educators about social and educational reforms in other countries which are undergoing similar fundamental changes. Spotlight on China provides a state of the art picture: dynamic, partial, full of contradictions and tensions, and, as we speak, in movement and local reconfiguration.” – Allan Luke, Queensland University of Technology. “The book moves social science research on China’s education another step forward by refining the balance between the viability of mainstream western concepts and the analytical possibilities of creating a new scholarship based on a deeper understanding of the historically grounded realities of contemporary Chinese education.” – Gerard A. Postiglione, The University of Hong Kong

China's higher education (HE) has undergone a major transformation over the past decade, with the number of graduates from China's higher education institutions having quadrupled over the last six years. It offers a broad view on the unique experience of the reform and expansion of China's higher education, and evaluates the prospects for Chinese and foreign HE providers, regulators and other stakeholders.

The American Way in China's Higher Education

Academic Experiences of International Students in Chinese Higher Education

Portraits of 21st Century Chinese Universities:

Beyond the Expansion

A Turning Point for Chinese Higher Education

International Practice and Emerging Opportunities

Changing concepts, contexts and practices

Chinese are known worldwide as top students and scholars, but intellectuals were persecuted during the Cultural Revolution, and now only recently has attending college education been possible for the majority. China is transforming its higher-education system, now the largest in the world, to include collaboration with Western scholars and to provide history and contemporary educational access to students in rural areas. Education in China provides unique coverage of learning at all levels.

Community colleges in America have evolved a great deal from the establishment of the first community college in Chicago 117 years ago. The idea of American community colleges serves as a catalyst for connective solutions between industry, college, and the community on a global level. Global Adaptations of Community College Infrastructure provides emerging research on various contextual adaptations of the idea of the American community college as a connective solution to engaging community and industry. This research will help any nation or state forge policies on adapting the concept toward democratization of economic opportunities for all individuals as opposed to the current elitist system of higher education. Featuring coverage on a broad range of topics such as diploma pathway programs and the development of education institutions in various countries, this book is ideally designed for academicians, economic and educational policymakers, higher education professionals, and individuals engaged in expansion and democratization of post-secondary education worldwide.

This volume presents the major outcomes of the third edition of the Future of Higher Education - Bologna Process Researchers Conference (FOHE-BPRC 3) which was held on 27-29 November 2017. It acknowledges the importance of a continued dialogue between researchers and decision-makers and benefits from the experience already acquired, this way enabling the higher education community to bring its input into the 2018-2020 European Higher Education Area (EHEA) priorities. The Future of Higher Education - Bologna Process Researchers Conference (FOHE-BPRC) has already established itself as a landmark in the European higher education environment. The two previous editions (17-19 October 2011, 24-26 November 2014), with approximately 200 European and international participants each, covering more than 50 countries each, were organized prior to the Ministerial Conferences, thus encouraging a consistent dialogue between researchers and policy makers. The main conclusions of the FOHE Conferences were presented at the EHEA Ministerial Conferences (2012 and 2015), in order to make the voice of researchers better heard by European policy and decision makers. This volume is dedicated to continuing the collection of evidence and research-based policymaking and further narrowing the gap between policy and research within the EHEA and broader global contexts. It aims to identify the research areas that require more attention prior to the anniversary 2020 EHEA Ministerial Conference, with an emphasis on the new issues on rise in the academic and educational community. This book gives a platform for discussion on key issues between researchers, various direct higher education actors, decision-makers, and the wider public. This book is published under an open access CC BY license.

An almost universal driving force for contemporary change in universities is the shifting view of higher education as more of a private than a public good. Towards the Private Funding of Higher Education presents a contemporary global picture of this move towards the privatisation of higher education, and examines how these shifts in ideology and funding priorities have significant policy implications. The resulting developments, such as the imposition and escalation of student tuition fees and the emergence of online providers of higher education, emerge out of a combination of economic, political and ideological pressures, further enhanced by technological changes. By using multiple international and regional examples to analyse the various pressures for privatisation, this book examines the different forms privatisation has taken, whilst offering an analytical interpretation of why the privatisation drive emerged, why it has been resisted in some instances and what forms it is likely to assume in the future. Towards the Private Funding of Higher Education illustrates and challenges the emergence of a new relationship between the university, government and society. It is an essential read for higher education professors, university managers and higher education policy makers across the world.

Towards the Private Funding of Higher Education

Innovation Competency Model

Spotlight on China

European Higher Education Area: The Impact of Past and Future Policies

Quest for World-Class Teacher Education?

Higher Education and China's Global Rise

Radicalism and Education Reform in 20th-Century China

This first reference book to introduce the concept and development of service-learning in China, Service-Learning as a New Paradigm in Higher Education of China provides a full picture of the infusion of service-learning into the Chinese educational system and describes this new teaching experience using case studies, empirical data, and educational and institutional policies within Chinese context. The text demonstrates how students learn outside the classroom through service-learning with valuable feedback and reflection from faculty members and fellow students about the meaning of education in China. Though service-learning was initially developed in the United States, the concept is rooted in Chinese literatures and values. This book will help readers understand how service-learning is being used as a pedagogy with Chinese values and philosophy in Chinese education, filling a niche within the worldwide literature of service-learning.

"This book provides practical and encouraging cases from various European and Chinese higher education institutions, to show how they have challenged with environmental or social forces and respond to them, and to reveal empirical findings about perceptions and practices of academics and academic leaders in Chinese and European universities"--

"This book explores how a major Chinese university pivoted to hybrid online and campus education as a result of the COVID-19 pandemic, and the implications of this 'turning point' for Chinese higher education, and also for higher education globally. It looks at how the prolonged disruption has impacted the design of future hybrid arrangements for university teaching. Presented in four parts, the book unpacks Tsinghua's thoughtful yet swift strides into the new era of 'global hybrid higher education.' The book examines influential technology, education, policy, and global forces. It studies transformative leadership which guided change, and construction of extensive and enabling technological infrastructure. Insights from evaluations of student and faculty experiences, interactions, and activities, are accompanied by projections about emerging designs of global hybrid higher education. The research describes future steps for Tsinghua and global universities. Articulating Tsinghua's standing in China and the world, and its contribution to technology and education, this unique research will be of profound interest to students and academics in higher education and education policy and practice, as well as policy experts and higher education leaders around the world"--

This volume casts light on mergers and alliances in higher education by examining developments of this type in different countries. It combines the direct experiences of those at the heart of such transformations, university leaders and senior officials responsible for higher education policy, with expert analysts of the systems concerned. Higher education in Europe faces a series of major challenges. The economic crisis has accelerated expectations of an increased role in addressing economic and societal challenges while at the same time putting pressure on available finances. Broader trends such as shifting student demographics and expectations, globalisation and mobility and new ways of working with business have contributed to these increased pressures. In the light of these trends there have been moves, both from national or regional agencies and from individual institutions to respond by combining resources, either through collaborative arrangements or more fundamentally through mergers between two or more universities. After an introductory chapter by the editors which establishes the context for mergers and alliances, the book falls into two main parts. Part 1 takes a national or regional perspective to give some sense of the historical context, the wider drivers and the importance of these developments in these cases. Included are both systemic accounts (for countries as France, Sweden, Romania, Russia, Wales and England), and specific cross-cutting in itatives including a major facility at Magurele in Romania and a Spanish programme for promoting international campuses of excellence. Part 2 is built from specific cases of universities, either in mergers or alliances, with examples from different countries (such as France, UK, Romania, Spain, Germany, Denmark, Finland, Switzerland). A concluding chapter by the editors assesses these experiences and indicates the implications and future needs for understanding in this domain.

Handbook of Education in China

Higher Education in India and China

Education in China Since 1976

China's Soft Power and Higher Education in South Asia

The Chinese Experience

Ontological and Epistemological Dimensions

University Governance and Academic Leadership in the Eu and China

This volume seeks to identify and explore the dynamics of global forces on the development of higher education in Asia, in particular, how neoliberalism has affected reforms on university governance and management in the region. It includes a set of country-specific studies on how various countries have responded to the dominant neoliberal ideology at the systemic, institutional, and process levels. The focus is on the relationship between the state and the universities, which is usually reflected in the degree of autonomy and accountability allowed in a particular higher education system. The selected countries are Cambodia, China, Indonesia, India, Japan, Malaysia, Singapore, South Korea, and Thailand. Each case study examines the establishment of corporatised or autonomous universities in the country focusing on (i) the acts, reports, and/or policies that led to such a move as well as the rationales behind the move; (ii) the changes in the governance and organisational structure of the universities, highlighting the kinds of autonomy that the universities have; (iii) the new management strategies, techniques, and practices that have been introduced to the university including the internal and external quality assurance mechanisms, and (iv) some of the tensions, conflicts, and acts of resistance that may have emerged.

This book examines the ways education reform has been shaped in China. Focusing on the past education policy development, it offers unique perspectives to illustrate China' s education reform and provides an overview of policies and their implications. In addition, the book discusses educational development, educational value, educational efforts and educational tasks and explores physical, aesthetic and labor education, as well as the management of off-campus training institutions and the policies on abolishing the " Five Only " in contemporary China. Conceptualizing the education reform model in China since 1949 for the first time, the book maps Chinese education policy development.

Since China proposed its " Belt and Road Initiative " in 2013 to boost its influence on international affairs and " cultivate international contacts who are friendly toward China ", the number of foreign students in China has surge exponentially. Yet the global political changes have added tensions and challenges to the education of international students. This book is one of the first works to discuss the educational experiences of international students in China. Using survey research and qualitative studies to study participants in degree-bearing and language programmes at regular universities and Sino-Foreign universities located in different parts of the country, the book covers a variety of topics across education, including international students' intercultural experience, teacher-student classroom interaction, learning and teaching Chinese as a foreign language, academic adaptation and identity formation in higher educational contexts. This book is essential for researchers, practitioners and policy-makers of international student education in China. It can also benefit prospective international students considering pursuing higher education in China.

This book is located in the field of education governance and sits amidst debates on public school reform in China. It examines how a top-down policy approach has been implemented from central government right down to the district level within the public education system in China. It shows the way networks support negotiation and bargaining at the district level which, in turn, influences the broader education policy of the central government. Using statistical data from education yearbooks, government documents analysis and interviews with main stakeholders in this policy arena, the book incorporates case studies from railway State-Owned Enterprise schools. Analysis of these indicates that the processes of formulating and implementing Chinese education policy can be characterised as a form of network governance, which coordinates actors, decision-making processes and stakeholders ' motivation to comply with collective decisions in Chinese education. Network governance acts as an effective and legitimate way of problem solving that assists policy implementation and education reform in China. By comparing two traditional modes of governance (governance through bureaucracy and the governance through markets), this book shows the network mode of governance in Chinese education is more powerful and significant, especially since the negotiated results among actors in the policy community are favourable.

China

Issues of Inequality Under China's Higher Educational Reform

Urban-rural and Strata Differences in Access

Public Education Reform and Network Governance

In the Move to Mass Higher Education

Selections from China Education News

In place of a distributive justice perspective which focuses simply on equal access to universities, this book presents a broader understanding of the relationship between Chinese higher education and economic and social change. The necessity for research on the place of universities in contemporary Chinese society may be seen from current debates about and policy towards issues of educational inequality at Chinese universities. Many questions arise as a consequence: What are the limitations of neo-liberalism in higher education policy and what are the alternatives? How has the Chinese government met the challenges of educational inequality, and what lessons may be learned from its recent initiatives? How may higher education enhance social justice in Chinese society given economic, social, and cultural inequality? What may be learned from the experience of Macau, Hong Kong, and of Taiwan in terms of achieving social justice in Chinese universities? These questions are considered by a group of leading scholars from both inside and outside China.

Presents both the historical development and the current state of higher education in China. Emphasizes the ongoing education reform, the government's education policies, and the development in higher education since the 1990s.

This book is a critical account of the history, evolution and challenges of higher education in mainland China, Taiwan and Hong Kong, with important reflections on other systems, notably those in the US, UK, Korea and Japan. In addition to hardware and software, it introduces the concept of "Soueware" in global higher education and analyses its importance for internationalization and the pursuit of excellence. In an age where robots and artificial intelligence are impacting our jobs and our daily lives, its critical analysis and insightful reflections provide considerable value for a range of global stakeholders interested in higher education reform to nurture talent and promote innovation to prepare students for a range of global stakeholders both in the east and the west. As American universities awake to the realization that the demand for higher education is an increasingly global phenomena, his contribution could not be more timely." Mike Crow, PhD President, Arizona State University "Way Kuo advances a powerful historical argument for the need to examine the ways education reform has been shaped in China. Focusing on the past education policy development, it offers unique perspectives to illustrate China' s education reform and provides an overview of policies and their implications. In addition, the book discusses educational development, educational value, educational efforts and educational tasks and explores physical, aesthetic and labor education, as well as the management of off-campus training institutions and the policies on abolishing the " Five Only " in contemporary China. Conceptualizing the education reform model in China since 1949 for the first time, the book maps Chinese education policy development." Michael Kotlikoff, VMD, PhD Provost, Cornell University "Way' s book is not just about the past or the present. Rather, it offers useful insights into the future. In an age where robots and artificial intelligence are impacting our jobs and our daily lives, he introduces the concept of "soueware" and analyzes its importance for higher education." G. P. "Bud" Peterson, PhD President, Emeritus Institute of Technology "Differing from their Western counterparts, Chinese universities will demonstrate their own cultural characteristics. In this regard, Professor Kuo' s book offers us many valuable insights." Yong Qiu, PhD President, Tsinghua University, Beijing "Wisdom is the ultimate goal of higher education. It is the illumination of that wisdom among audiences. English-speaking or Chinese-speaking, to which Way Kuo' s book hopes to kindle a spark." Frank H. Shu, PhD President, 2002-06, National Tsing Hua University, Hsinchu, and University Professor Emeritus, University of California, Berkeley and San Diego

Issues of educational inequality have been hotly debated in China ever since the higher education reform in the late 1990s. High tuitions and the privileged access of advantaged groups are attracting more peoples concerns. This thesis examines the current status of Chinese student access to higher education in the post-reform era, and explores the urban-rural and strata differences among students with different social origins and family backgrounds. The expansion and tuition reform of Chinese higher education not only poses financing college as the biggest difficulty for those disadvantaged groups, but also perpetuates the established social hierarchy. This thesis finds that, despite the progress made in equalizing access by urban-rural and strata origins at the mass higher education era in China, disadvantaged groups remain their unfavorable status in accessing higher education, as compared to their counterparts who are economically, culturally, and socially superior. The initial quantitative access differences are gradually turning into qualitative disparities, the higher the demand for the university or/and major, the more urban and higher socioeconomic students enroll. The theories of financial, cultural, and social capital were employed in the thesis and provide a plausible explanation to the continuing disadvantaged status of poor groups. The methodology used is mainly a quantitative technique that resorts on a variety of secondary data, such as national and provincial yearbooks of educational statistics and census, large sample surveys, and case studies from previous research. The findings will have many policy implications concerning the expansion, financing, and affordability of higher education in China.

Higher Education Reform in China

The Governance and Management of Universities in Asia

" Four Branches " of Internationalization of Higher Education in China

Overviews, Policies and Implications

Chinese Higher Education Reform and Social Justice

An Ecology of Hong Kong

Higher Education in Post-Mao China

This book examines the rise of China's global profile in the international higher education community, as indicated by its rise of human capital, visibility in academic publications, world university ranking, expanding international cultural influence, and becoming a study-abroad destination of international students. It identifies the diplomatic role of higher education in China's politico-economic development over a century, and how the role has been shaped by China's self-identity as a great power in the world. Higher Education and China's Global Rise provides an understanding of linkage between higher education and China's international influence, and a scholarly discussion of what Chinese higher education tells about China's international relations, especially the aims, means, and nature of China's rise as a global power. It will help to broaden perspectives surrounding debate about China's rise that is currently dominated by Western international relations theory and comparative higher education discourses.

Over the past decade there has been radical reform at all levels of China's education system as it attempts to meet changing economic and social needs and aspirations. Changes have been made to pedagogy and teacher professional learning and also to the curriculum - both at the basic education level, from kindergarten to year 12, and at the higher education level. This book focuses on reform at the early childhood, primary and secondary levels, and is the companion book to China's Higher Education Reform and Internationalisation, which covers reform at the higher education level. Education Reform in China outlines the systematic transformation that has occurred of school curricula goals, structure and content, teaching and learning approaches, and assessment and administrative structures, including the increasing devolvement of control from the centre to provincial, district and school levels. As well as illustrating the changes that are occurring within classrooms, it demonstrates the continuity of cultural and educational ideas and values in the midst of these changes, showing that reform does not just involve the adoption of foreign ideas, but builds on and even resurrects traditional Chinese educational values. Importantly, it considers how exchanges of people and ideas can contribute to new ways of working between Western and Chinese educational systems.

This book illustrates the higher education quality assurance system and its impact on institutional transformation in China. It starts by describing the higher education system in China and its quality assessment schemes. It discusses in detail the Quality Assessment of Undergraduate Education (QAUE) and the Subject Evaluation, two of the most influential external quality assessment schemes, which are conducted on the institutional and subject levels respectively. In the second part of this book, QAUE is taken as an example for the impact analysis. Using case studies, it explores the impact of the QAUE on various dimensions of quality provisions in universities with different statuses and presents the views of various stakeholders. Based on the empirical findings from the Chinese schemes and the theories on organizational change and the mechanism of external quality assessment, it proposes a model to describe how quality assessment interacts with the evaluated universities and causes them to change.

This report traces and evaluates donor and African government strategies for agricultural and rural development in Sub-Saharan Africa over the past 30 years. The author reviews the history and effects of the failed strategies of the 1970s and 1980s (for example, integrated rural development, single-crop development, agricultural credit projects, irrigation projects, and support for social and agricultural services) and analyzes why they were unsuccessful. He also looks at recent approaches to agricultural and rural development in Africa and makes recommendations regarding the World Bank's role in these areas. The book concludes with a summary of comments by African government leaders and nongovernmental organizations. A detailed set of tables from the World Bank's Africa database is provided.

Developing Hybrid Education at Tsinghua University

A Neo-tributary Perspective

Global Influences and Local Responses

Education Reform in China

Souware

Higher Education Reform

A Multiperspectival Study on the Chinese Model of Policy Implementation

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 China's policy on studying abroad after the reform and opening up; branch two concentrates on China's policy on studying in China 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. The most important features of this book are: (1) new academic conceptualization; (2) comprehensive investigation of the new idea of "Four Branches" of internationalization of higher education in China from a policy retrospective analysis; (3) critically review and epitomize the contextualized construction of "Four Branches" of internationalization of higher education in China for constructing modern education model or system from conceptual, practical, and strategically scopes. The intended readers are scholars and researchers who are interested and work in research on China internationalization development in China and the administrators and stakeholders in Chinese education system and graduate students who majoring and minoring in the field of international education.

The Handbook of Education in China provides both a comprehensive overview and an original interpretation of key aspects of education in the People's Republic of China. It has four parts: The Historical Background; The Contemporary Chinese System; Problems and Policies; The Special Administrative Regions: Macau and Hong Kong. The Handbook is an essential reference for those interested in Chinese education; as well as a comprehensive textbook that provides valuable supplementary material for those studying Chinese politics, economy, culture and society more generally.

The Chinese higher education sector is an area subject to increasing attention from an international perspective. Written by authors centrally located within the education system in China, Development and Reform of Higher Education in China highlights not only the development of different aspects of higher education, but also the reform of the education system and its role in the educational and social development of the country. This book analyses recently collected data from the National Bureau of Statistics of China and the work of leading scholars in the field of higher education. It highlights the marketization of state-owned institutions and the increasing importance of the internationalization of higher education – two important features of education in a modern and global context. Rich statistical data Sound theoretical foundation Provides a comprehensive and comparative study of national data sources and leading scholars

This book examines the ways in which China's universities have changed in the dramatic move to a mass stage which has unfolded since the late 1990s. Twelve universities in different regions of the country are portrayed through the eyes of their students, faculty and leaders. The book begins with the national level policy process around the move to mass higher education. This is followed by an analysis of the views of 2,300 students on the 12 campuses about how the changes have affected their learning experiences and civil society involvement. The 12 portraits in the next section are of three comprehensive universities, three education-related universities, three science and technology universities, and three newly emerging private universities. The final chapter sketches the contours of an emerging Chinese model of the university, and explores its connections to China's longstanding scholarly traditions

Global Adaptations of Community College Infrastructure

Education in China

The Search for an Ideal Development Model

Changing Concepts, Contexts and Practices

China's Higher Education Reform and Internationalisation

Service-Learning as a New Paradigm in Higher Education of China