


# Inward international students in China and their contributions to global common goods

Lin TIAN, Prof. Nian Cai LIU  
Shanghai Jiao Tong University, Shanghai, China

3 April 2019



## Keywords

- **Inward international students:** “Foreign nationals who register with foreign passports to receive academic degree education or non-degree education in HEIs in China” (the Ministry of Education, 2017).
  - **Global common goods** are related to all people worldwide with global relevance, which are beneficial to people worldwide, and perhaps fostering social inclusion, integration, tolerance and equality at a global level (UNESCO, 2015; Tian & Liu, 2018).
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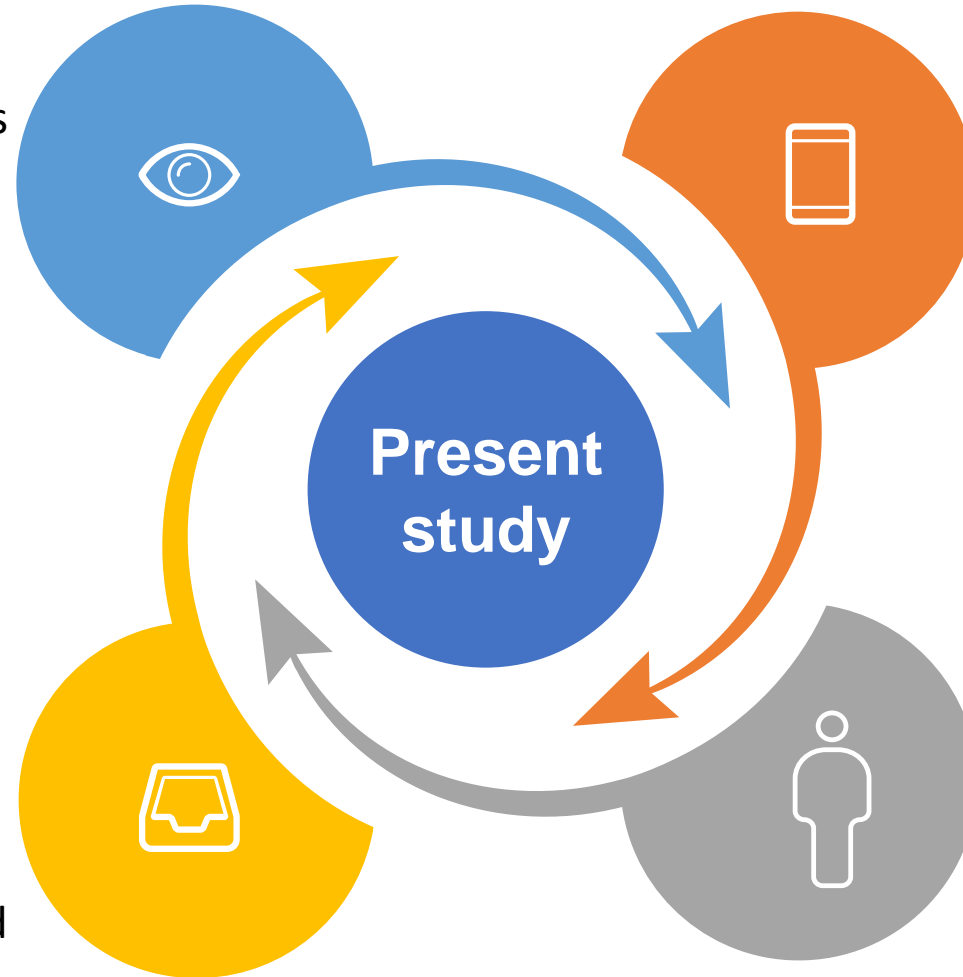
# Overview

## Key concepts

- Inward international students
- Global common goods

## Comparison

- Universities: Top national research university, local university;
- Disciplines: Engineering and Economics



## Purpose

- To Identify the national and global common goods produced in inward student mobility;
- To examine the impact of other areas of policy on inward student mobility.

## Method

- Semi-structured interviews (and document analysis);
- 27 Chinese participants;
- Government/agencies and universities;
- Officials, (vice) presidents, deans, administrator, international students.

# International education in China

**V: Rapid development with well-designed policies**

**1999-**

V: The massification of education in 1999 and China's accession to the WTO in 2010 accelerated internationalization of higher education. From 1999 to 2016, China accepted about 4 million international students from 205 countries and regions.

IV: International education in China entered the first period of rapid development. 339 HEIs in China accepted 234,691 international students from 164 countries.

**1990-1998**

**IV: Establishing a new system**

**III: Low-speed progress**

**1978-1989**

III: Reform and opening-up (in 1978) brought promising signs to China's higher education. 120 HEIs in China received 14,273 international students from 124 countries.

II: A short break-off of international education. China's HEIs resumed the recruitment of international students in 1973. From 1973 to 1977, China only accepted 2,066 students from 77 countries.

**1966-1977**

**II: Twists and turns**

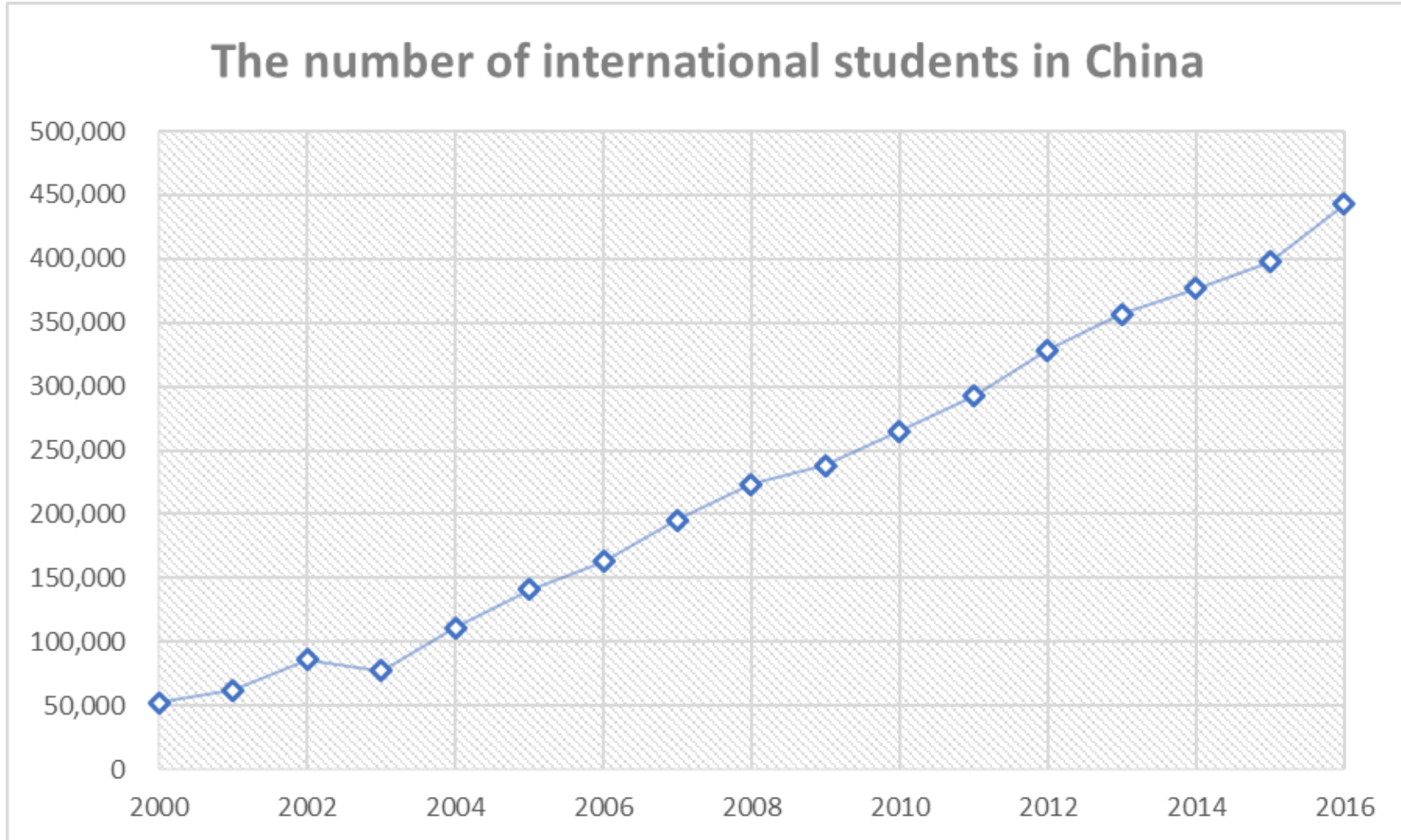
**I: Initial practice**

**1950-1965**

I: More international exchanges with socialist countries in the former Soviet Union and developing countries in Asia and Africa. China accepted 7,259 international students from 70 countries.

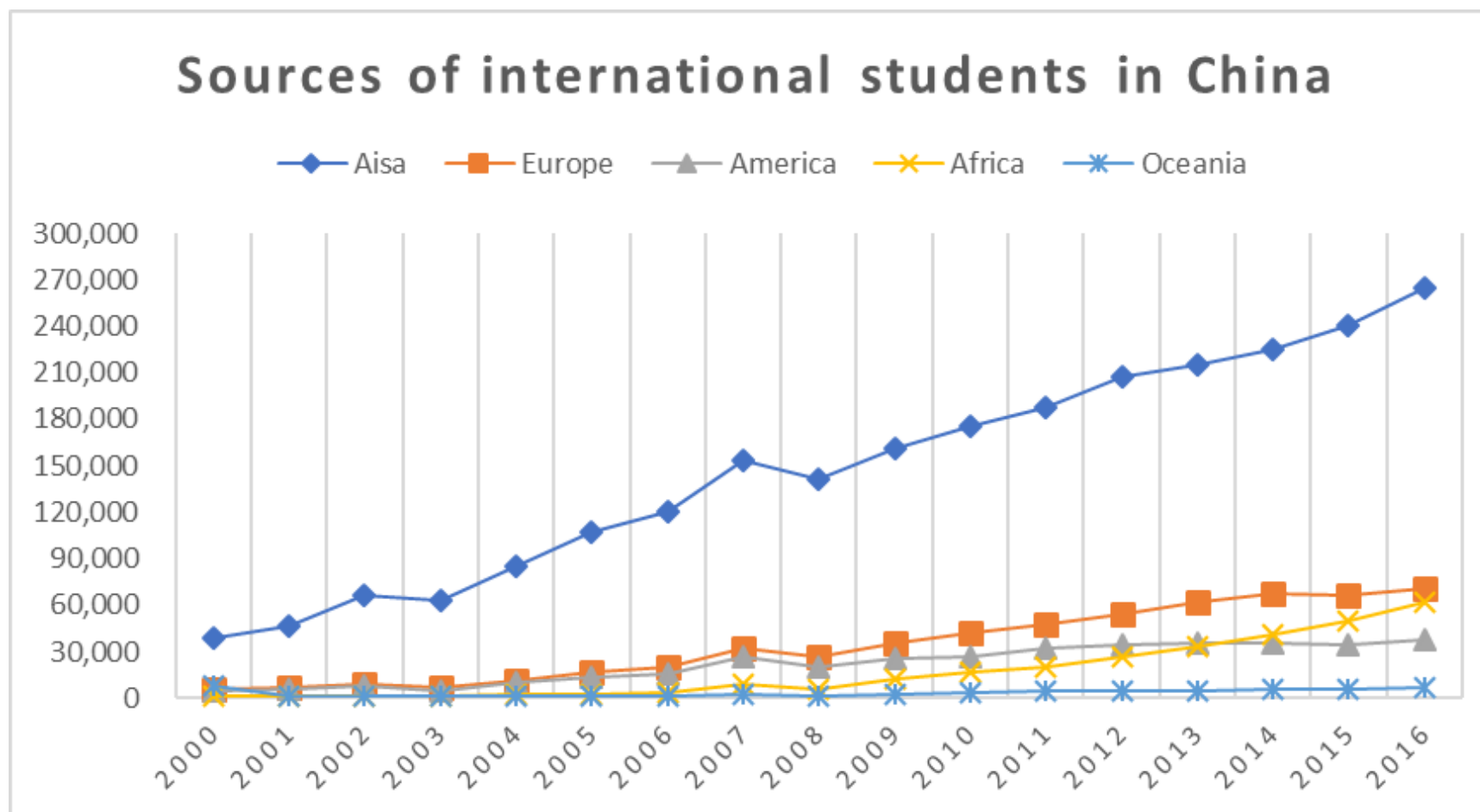
# Figure 1

The increased number of international students in China (2000-2016)



## Figure 2

### Sources of international students in China (2000-2016)



Sources:

(1) *Concise statistics for international students in China (2000-2016)* published by the Department of International Cooperation and Exchange in the Ministry of Education;

(2) *China Statistical Yearbook (2000-2016)* published by the Ministry of Education.



- What are the (global) common goods of inward student mobility in China?
- How the key policies, strategies and regulations concerning inward international students relate to (global) common goods in China?

# Contributions of inward student mobility in China to (global) common goods

- Policy-makers and HEIs highly valued the common goods created by inward student mobility
- Global common goods  
Global talents, shared educational resources, increased cultural diversity...
- National common goods  
Enhanced soft power
- “Reciprocity” in international education in China
- International education in China is closely related to (global) common good



# Policies and practices for international students studying in China

- Supportive policies and strategies from both the government and HEIs
- Inward student mobility has been given a special priority in China

*Plan of Studying in China (2010)*

*The Quality Standards of Higher Education for International Students Studying in China (2018)*

- Tensions among policies, practices and (global) common goods and relevant solutions

Employment issues; university management

# Thank you