

Strategic Management of Higher Education in the Globalization Era: Policy Reforms and Institutional Transformations in China

¹Zhou Wen Fang, ² Siti Aida Samikon, ³Pee Wen Hui

¹²³52860438@qq.com, sitaida.samikon@limkokwing.edu.my, wenhuipee@gmail.com
Limkokwing University

Abstract

Globalisation is still a hot topic of controversy in modern times; some people see it positively, while others view it more negatively. All viewpoints generally depict the increasing interconnection of today's world. Regarding the effect of globalisation on colleges and universities, a lot has been stated. Some claim that in the new era of information interdependence, the community of scientists, the World Wide Web, and globalisation will level up the playing field. Education hubs are a relatively recent phenomena in higher learning that are popping up all over the world. The majority of research studies on education hubs in the literature have concentrated on South-eastern Asia and the Middle East. The internationalisation of Chinese higher education has made significant progress in recent decades and has played a significant role in the country's present metamorphosis into one of the biggest and maybe most promising systems in the world. This chapter evaluates the most recent advancements while placing the Chinese experience alongside historical and global perspectives. This article aims to "un-pack" the reality of internationalisation and globalisation in higher education and to illustrate some of the ways that universities are impacted by these developments. China today boasts the biggest higher education system in the world in terms of overall enrolment and annual degree awards. This paper highlights the rapid growth and development of Chinese higher education during the 1980s. In 2010, there were 31 million students enrolled in 2723 higher education universities (including adult colleges). This essay will examine the changes that have occurred in Chinese higher education over the last 20 years and go over potential future reforms until 2020.

Keywords: Globalisation, Higher Education System, China, Historical, Scientific Community, Middle East, Internationalization, International Networking, Global Engagement, Globalisation of Culture.

I. INTRODUCTION

Although most people believe that globalisation existing today, there is disagreement about its precise definition. Different perspectives on globalisation. As a prison; others see it as wealth; yet others argue that it causes inequality and poverty [1]. Some believe that independence and globalisation are synonymous. Globalisation is still questionable, but "education policy," another topic in this essay, has been developed and improved. "Authoritative allocation of values" is what policy is. In the sphere of education, the term "policy" refers to all areas. Because of historical effects, current cooperation and competitions, [1, 2], and lengthy and convoluted manufacturing and advancement processes, Chinese higher education policies have undergone. There are greater cross-border linkages in politics, economics, and popular culture in China today; globalised interference seems to be increasingly important for determining regional and national policies [2].

China's colleges and universities is now the biggest in the world in terms of overall enrolment and annual degree awards. This rapid development and expansion began in the 1980s [2]. In 2010, there were 31 million students enrolled in 2723 higher education institutes (including adult colleges) [2, 3]. The economic shift from a centrally planned to a market-oriented economy prompted the education reforms of the 1980s, but deeper changes were not widely carried out until the Outline for Reforming

Education and Improvement in China was released in 1993 [2, 3]. The past three decades have seen a great deal of success with reforms, including a dramatic increase in the scope of higher education, advancements in faculty growth, diversifying of financing, privatising of the delivery of education, [4], creation of competitive schools of higher learning, and a push towards the internationalisation of higher education [4, 5].

II. GENERAL PROBLEMS AND THE IMPLICATIONS FOR EDUCATIONAL

Globalisation has been associated with almost every facet of society, ranging from the development of the information industry and the nation's authority to the creation of postmodern culture of consumption and neo-liberal economic regimes [5]. Without a doubt, the topic of globalisation is hotly debated. Globalisation is a multifaceted phenomenon that impacts all social interactions [5]. Thus, three primary issues related to globalisation are identified and examined.

2.1 Politics' Globalization

Politics takes on a new spatiality as a result of the rise of globalisation which is seen to erode boundaries between the local and the global, [5], as well as between the national and international. Globalisation implies connections across vast distances; even though growth is phasic, a globalised political framework would include a global administration system. In arguments, globalisation implies that social structure is not predictable on the basis of geographical location. When we discuss governance, [5, 6], we are referring to an international political coordinating process. Developing global or transatlantic laws and regulations, as well as handling cross-border problems with the intention of achieving shared objectives or group goals, are among the responsibilities assigned to government and international and transatlantic organisations. Global networks for the governance of policies regarding education are now being constructed: International institutions like UNESCO and the OECD have developed and implemented educational policies; at the national level, educational institutions, [6], and such as the National Education the Department of has evolved into a manager rather than a producer.

2.2 Global Economic Integration

The three factors of globalisation that are fostering the growth of a learning society are the emergence of the information society as a whole the scientific and technological civilisation, [6], and the internationalisation of economic activity. The term "globalisation of the economy" describes how economies and communication networks are integrated internationally. It includes both the manufacturing and distribution of products and services, as well as the increasingly global character of markets, labour, and investment [6, 7]. Among the aspects of the world's reconfiguring is the economy's globalisation. The geo-economy of the globe, which includes organisations like the European Union and the Asian Pacific Economic Cooperation (APEC), has supplanted the old division of society and economics into three distinct realms, leading to the phenomenon known as globalisation [8]. Five changes can be seen in the effects on economy globalisation: increased trade between countries as a result of more competition and lower trade barriers; increased cash flows from technology transfers and foreign direct investment; increased use of the Internet and traditional outlets for communication; increased technological advancements in fields like bioengineering processes transportation, and electronic products; and increased labour mobility [8]. Globalisation has an influence on educational policies in terms of fostering a knowledge economy, identifying shared economic interests, and increasing financing for educational.

In response to global change, two distinct ideological movements have emerged that have expanded into the economic sphere: neo-Fordism, which celebrates individualism and privatizes social welfare systems and governmental entities, and increases market flexibility by undermining the influence of trade unions [8, 9]. Another is that post-Fordism influences the economy of the nation by investing in the growth of human capital and major economic sectors. Ball said that modern education policies that "tie together individual, customer preference in educational markets with rhetoric and regulations with the goal of furthering national economic interest" are examples of this policy dualism. Additionally, schooling should give the prerequisites for involvement in the knowledge economy, as emphasized by the World Bank and the Organization for Economic and Cultural Development (OECD) [9]. The present globalized debate on education policy is cantered on policies related to knowledge economy.

2.3 Global Culturalization

Cross-border connections and social affiliations have made cultural globalization necessary. Global awareness is the outcome of worldwide movements of ideas, people, [9], and cultural items like fashion and movies. The term "cultural globalization" describes the expansion of cultural ties. It deals with the contradictory situation that everyone's conventional values and ideas are being challenged from a variety of angles, yet there is also a growing desire for uniformity and resemblance. Positive globalists highlight the benefits of cultural globalization, such as how increased worldwide communication allows for a greater diversity of voices to be heard; pessimistic globalists, on the other hand, concentrate on the growing disparities and the unchecked power of multinational media organizations [9]. As a result of globalization, cultural systems are being questioned more and more, and a wider range of cultural items and technology are emerging and changing faster than before. The future is unpredictable; cultural globalization will mirror and impact technological advancements and educational systems [8, 9].

III. GLOBALISATION'S IMPACT ON EDUCATION POLICY

3.1 Development and Production of Policies

Schooling theorists and politicians have been attempting to comprehend how global processes impact education as well as how education reacts to them in recent years. Two connections have been discussed while reviewing policy studies: the first is the connection between globalization and educational restructuring. It aligns with the theories of new managerialism and state structures; moreover, [9], it links globalization to an emerging consensus in policy regarding education. It focuses on developing a purportedly post-bureaucratic state system of education and redefining education policy in terms of human capital.

The consequences that globalization has on nation-state administrative systems have made it crucial for educators to produce education policies, and as a result, [9, 10], higher level education policy frameworks. New managerialism emerged in reaction to the circumstances and the politicians' attempts to regain control over the bureaucracy and the formulation of policy agendas. In the meantime, managerialism focuses on attaining cross-national policy coherence; a crucial component of the interpretation of human capital in the area of education has grown to be a major component of national economic policies. The new managerialism has had a significant impact on education policies [10]. Additionally, the public sector's reconstruction of education has centralised policy-making and developed accountability for achieving objectives at both the national and local political level.

3.2 Contemporary International Education Regulations

There are many higher education discussions about policies within the modern worldwide systems of education. The responses of higher education policy to globalization and its influence on the transformation of institutions may be categorized into many similar themes [10]. First, there is a large decrease in the government's per-capita funding for higher education; second, there is a drive to diversify sources of income by raising non-governmental finances; examples include raising tuition, recruiting international students who pay full fees, and competing with private departments for research grants and centres, among other things. There has been a commodification of knowledge as intellectual property, [11], particularly in relation to the linking of university intellectual work with community, business, and government interests; national governments have encouraged the restructuring of higher education to better align the system with national economic agendas; authorities have established "quality" movements in higher education to oversee institutional procedures and results; social justice and equity concerns have persisted in higher education, [11], as evidenced by the growth of access to higher education; and finally, there is ongoing discourse about the breadth and depth of university autonomy as institutions and the "culture wars" [11, 12].

3.3 China's Higher Education Policies in the Context of Globalization

Giddens encapsulated the connection that exists between globalization and local policymaking: globalization leads to the strengthening of global social linkages between far-flung locales, influencing local events that take place in faraway locales. Meanwhile, as the "lateral extension of interpersonal relationships across time and space," local change is a component of globalization [12]. Globalization is causing policies in educational systems all over the globe to become more and more similar; this might be reason why that supranational organizations are determining policies instead of national ones. Nonetheless, many countries possess distinct abilities and approaches to mitigate and improve the impacts of worldwide issues and globalized discourses on policies related to education [12, 13].

In Beijing near the close of the 20th century, Deng Xiaoping, formerly the national vice-chairman of China, proposed that "education should be directed to the needs of modernization, the world, and the future." His statement signifies a fundamental shift in how we think about education. One of the educational systems that has transitioned from elite to mass higher learning since 1998 is the Chinese one. Making an expansion policy makes sense in the context of globalization. According to the Ministry of Education of China (2015), [13], there are a lot of highly skilled individuals for socialism modernization, and they have contributed significantly to the advancement of technological and scientific knowledge, the advancement of society, and national economic building. More comparable educational possibilities alleviate socioeconomic issues so that policy development is sustainable; the Chinese college and university system has received public assistance from the World Bank, [13, 14], which leads to increased research funding for universities and colleges; they meet the needs of global markets and address difficulties in global competitions [15, 16].

IV. TRANSFORMING CHINESE HIGHER EDUCATIONAL GOVERNANCE DESIGNS

The overall goals of the higher education improvements since the 1990s, as stated in the Chinese Ministry of Education's official declaration are to simplify the interactions between the government, the community, [16], and higher education institutions in order to create a new system in which the State is in charge of macro management and overall planning while higher education institutions follow the law and have autonomy in delivering instruction in response to societal needs (Chinese Ministry of Education). Broadly speaking, the following three domains—privatization of higher education, [15], financial diversified portfolios, and decentralization of government—show how governance is evolving.

4.1 Privatization of the delivery of education

The Chinese government has purposefully transferred responsibility for educational growth and supply to various non-State sectors, realizing that the State alone will never satisfy the country's expanding educational demands [16]. The "Outline" called for worldwide collaboration in the pursuit of empowering "people in all walks of life" to manage schools and signalled a fresh commitment in that direction. With the promulgation of the Education Law in 1995, the State reaffirmed its commitment to provide businesses, social organizations, local communities, and individuals with full assistance in setting up schools [16, 17]. The State Council established a more stable legal foundation for the regulation of private higher education with the adoption of the "Regulations on the Sociological Forces Running Educational Businesses" in 1997 and the "Law for Promoting Private Education" in 2002 [17]. In 2008, there were 640 privately run colleges and universities in China that granted degrees, accounting for around 20% of all students enrolled in higher educational institutions.

4.2 Diversification of Finances

The expansion of private universities demonstrates the transfer of financial accountability from public to private sectors. A "fee-paying principle" was added to the 1990s reform, which further delegated financial responsibilities to people and families. All college students were required to pay tuition by 1997. Due to budgetary difficulties exacerbated by a sharp increase in enrolments after 1999, [17], the state is even more inclined to diversify its sources of revenue. Universities have been urged to participate in business-like and market-like activities in order to increase revenue as a result. In conclusion, [18], government support, student tuition fees, and commercial revenue from university-owned businesses and organizations make up the three main financing streams for Chinese higher education establishments [18, 19].

4.3 Administration Decentralization

The decentralization of both functions and territories has been a defining feature of the reform since 1993. While the State maintains macro control over educational affairs via financing, planning, and regulation, individual institutions are given much more independence and decision-making authority. The progressive transfer of authority from the federal government to the provincial legislatures is another aspect of decentralization [19]. The organization of the national government underwent a major alteration in 1998. The key ministries were reorganized while several were closed. The universities and colleges that were once under these ministries had either been moved to the MOE or the local educational organizations [19, 20].

4.4 Reorganizing the university system

The Soviet model of a heavily centralized and organised system served as the foundation for the socialist college and university system that was built in the 1950s. Mergers were one of the key policy

tools used to reorganize the higher education sector, [20, 21], among other factors. Reorganizing and realigning faculties and higher education institutions was the main goal of that series of mergers in an effort to cut down on unnecessary redundancy [21, 22]. It included the reorganization of faculties (departments) and the spatial relocation of institutes of higher learning. Because of this, the majority of early higher learning institutions were specialized, and only a small number of multidisciplinary universities survived [22].

To develop specialists for their particular industries, higher education institutes were managed by other ministries (central industrial administration divisions) in accordance with the principles of central financial planning, in addition to the Ministry of Education and the provincial governments. But ever since the market economy was implemented at the close of the 1970s, the system made up of highly specialized professional organizations has not been able to keep up with the changing demands [22, 23]. The government started implementing fresh changes to the higher education system in order to comply with the new mandates. The reorganization adhered to the principles of collaboration, merging, [23], joint construction, and authority transfer. The principles of reforming college and university systems were restated in 1998 by former deputy premier Li Lanqing [24]. These eight Chinese characters are "gongjian" (joint competence), "tiaozheng" (adjustment or transferring jurisdiction), [24], "hezuo" (cooperation), and "hebing" (merger). The most significant shift in higher education comes from the "merger" strategy, which is used to strengthen comprehensive institutions and increase economies of scale. The necessary actions weren't completed until the early 1990s, [25], despite the fact that specific experimental merger initiatives had begun in the middle of the 1980s [25]. During the original reforms, realizing economies of scale, cutting costs, creating greater productivity, and raising academic standards in higher education were the main justifications for using mergers. It was thought that by lowering staff redundant operation, sharing infrastructure, and raising student-teacher ratios, [25, 26], mergers may boost efficiency and achieve effectiveness and cost in the utilization of educational resources. Since the mid-1990s, mergers have also been seen as a crucial tool for carrying out pertinent government initiatives, including "Project 211," which aims to construct world-class institutions, "enrolments expansion," and "government administration advancements" [27].

V. CHINA'S METHODS OF TRANSNATIONALIZING HIGHER EDUCATION

In higher education, the notion of globalization is illusive. The same phrase is used by people with somewhat diverse meanings. Even though internationalization is being encouraged by colleges all around the globe, coming up with a consensus definition has not been easy. Sometimes, the term "internationalization" is used to refer to nothing more than the need to make accommodations for international students [28]. In others, it's linked to a comprehensive overhaul of curricula and pedagogical approaches.

Examining university internationalization has been done from a variety of angles, and definitions of the word reflect different methodologies and emphases. The definition that is most often mentioned was created and then revised many times while maintaining a basically constant core. The process of incorporating an international, multicultural, or global component into the goals, operations, or delivery of educational institutions is known as internationalization. The area has benefited much from the concept, [28, 29], particularly in the examination of institutional level operations. It is, however, appropriate solely to Western experience, since it is founded on that alone. Due mostly to colonialism, contemporary colleges, which originated in Europe and expanded around the globe from the middle of the 19th century to the present, are an alien idea to non-Western nations [29, 30]. Western models were also embraced by the nations who managed to break free from colonial rule.

5.1 The common utilization of higher education in China

In the late 20th and early 21st centuries, Chinese higher education saw a sharp growth from its elite status to the mass distribution stage. Following the economic reform of 1978 in China, [30], the average annual growth rate of enrolments was maintained at 8.5% for over two decades. The Chinese government said in 1998 that one of its policy objectives would be to make higher education more widely available. Since 1999, enrolments in postsecondary education has grown dramatically [31, 32]. The number of higher education institutes and the average enrolments scale for each school both rise in tandem with the increase in student enrolments. Table 1 displays the shifts in China's regularly educational institutions' sizes between 1998 and 2008 (adult institutes excluded) [31].

Table 1 The transformation of traditional higher education in China from 1998 to 2010. [32]

Year	The quantity of institutions offering regular higher education	Average Number of Students	New Undergraduate Student Enrolment (1000)	Improved Intake Growth Compared to the Prior Year
1998	1098	3369	1,093.26	96.69%
1999	1054	3164	1,546.26	34.6%
2000	1745	3215	1,163.60	29.6%
2001	1212	3262	1,316.21	35.9%
2002	1032	2165	1,261.29	69.5%
2003	1642	5165	1,984.31	64.9%
2004	1325	3165	1,296.29	25.9%
2005	1032	3146	1,648.64	26.9%
2006	1463	2162	1,296.41	29.5%
2007	1356	3205	1,270.65	79.69%
2008	1231	3642	1,659.69	1.54%
2009	1346	3210	1,962.54	6.98%
2010	1346	2346	198.69	58.9%

The primary goals of the massification higher education policy changes were to support China's human resource growth and use, address the issue of urban unemployment, and satisfy the expectations of a quickly expanding economy. In terms of enrolments ratios, [32], the massification strategy has succeeded in achieving its objectives (Figure 1) [32, 33].

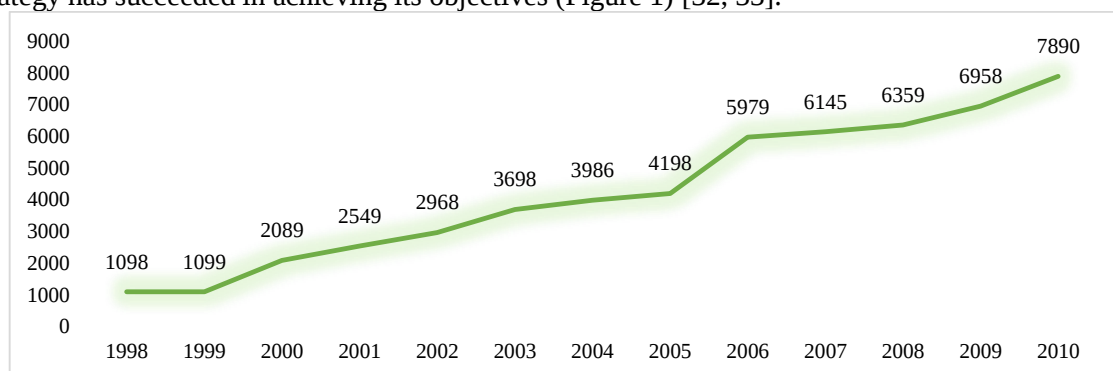


Figure 1 Gross Enrolment Rates in Chinese Higher Education from 1990 to 2010.

China's strategies for internationalizing educational institutions are derived from Chinese conceptions of internationalization [33, 34]. Higher education globalization has been a component of China's redemption narrative since the late Qing period. In essence, it means assimilating Western knowledge and technology to fortify China; [34], to quote the greatest Chinese intellectuals of the day, "learn from the barbarians to ward off the barbarians." With guidance from Europe, China's earliest contemporary higher education institution was only established as a "Self-Strengthening Institute" in 1893 [35].

VI. PROBLEMS AND INVESTIGATIONS IN CHINESE HIGHER EDUCATIONS

Despite the success of the reform, a number of issues have emerged, mostly as a consequence of higher education's growth. First, there are insufficient resources and safeguards in place to guarantee quality, despite the higher education sector's fast expansion in both student enrolments and size. Undoubtedly, easier access to colleges has reduced the bar for students wishing to pursue higher education, [35], and as a result, the calibre of new enrolments has declined. This, however, should not be a justification for the falling quality of graduates from universities [35, 36]. The lack of enough funds and skilled instructors in higher education is the main issue. On the one hand, there are less resources available to each student as a result of the sharp rise in enrolments [37]. Government

spending on higher education has continued to rise, although at a slower pace than the advancement of higher education.

Objectives for 2020 the main objectives of reform and progress in higher education for the next ten years are:

- To expedite the shift from a nation with a sizable educational system to one with a robust one,
- To raise the standard and calibre of instruction, research, and services,
- To construct top-notch colleges,

To create a cutting-edge higher education system that combines global norms with traditional Chinese features. Table 2 displays some important data on developments from 2009 to 2020.

Table 2 Primary Objectives for the growth of higher education between 2009 and 2020. [36]

Enrolment Total Indicators	Units	2009	2015	2019
College or University on Campuses.	Million	29.87	32.48	36.98
Quantity of Graduate Students on Campus.	Million	1.8	1.9	2.8
Enrolment Rate Overall.	%	28.39	32.59	42.98
The Quantity of Individuals Pursuing Higher Education percentage of people who are employed	%	18.9	2.08	25.98
The proportion of newly hired employees in the age range of 20 to 60 who have completed higher education or senior's elementary school.	%	5.89	68.98	79.89

6.1 Trends in Policy Over the Next 10 Years

The following features will be the primary policy tendencies of college and university changes in the next ten years, following the long-term and medium-term reformation plan. First, a college education will significantly improve the calibre of talent development [37, 38]. Raising quality is key to higher education's vital role in producing highly skilled professionals, advancing science, technology, and culture, and supporting the socialistic modernization movement. By 2020, higher education will have a more unique and balanced structure and will advance in areas such as research in science, professional growth, and social welfare in general [38]. Building an innovative system for educational cooperation among colleges and universities, research organizations, industries, and organizations to ensure students' hands-on knowledge is one of the key measures [39, 40]. Another is reforming the educational program and instructional techniques with a focus on research-based methods; enhancing assessment of knowledge to fully stimulate the enthusiasm of learners and initiative and encourage them to study hard; and finally, accelerating the development of graduate-level professional certification programs.

VII. CONCLUSION

This article mainly examines the changes of the previous 20 years, the difficulties that face Chinese higher education now, and the most recent governmental measures taken to solve those difficulties. It is important to remember that China's socioeconomic transformation must be viewed in the context of current challenges in higher education and reform movements. Over the last three decades, China's economy has continued to expand and develop at an extremely quick pace. However, growing rivals in South East Asia and China's internal environmental deterioration have put China's reliance on low-wage and labour-intensive manufacturing as the primary engine of economic development in jeopardy.

The globalization trend has mostly focused on politics, economics, and culture; in these domains, educational and educational policy are implicated, and how national and international education systems handle obstacles and seize possibilities is a worldwide issue. As previously stated, China has interacted with globalization in a number of ways over a lengthy amount of time. Globalization has influenced the creation and evolution of educational policies in China, and the Chinese make every effort to overcome challenges and establish themselves as leaders in the field of global education, even though there are some issues that require ongoing attention. But how to create a system for higher learning and redefine the function of universities in the innovation system is a worldwide problem for policymakers and scholars as well as a developing area of study in China for policy on higher education research and development. The Outline of National Plan for Middle and Long-term Reforms to Education and Growth (2010-2020) has brought about a new phase of higher educational reform in China in response to the needs of the country's socioeconomic transformation, however the

new reforms are not without challenges. Although the new regulations address the issues facing higher education now, greater difficulties in meeting future needs should be projected.

VIII. REFERENCES

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