

Chinas Higher Education Reform And Internationalisation Routledge Contemporary 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's Education Reform: Current Issues and New Horizons collects important research findings of education studies on China conducted by the academics at East China Normal University (ECNU) in recent years. The book covers topics including the rebuilding of contemporary Chinese education reform, the breakthrough of China's pedagogy, problems facing the education reform, and the ecological orientation of education technology, among others. This book is the fourth volume in the WSPC-ECNU Series on China. The WSPC-ECNU Series showcases the significant contributions to scholarship in social sciences and humanities studies about China. The Series is jointly launched by World Scientific Publishing, the most reputable English academic publisher in Asia, and ECNU, a top University in China with a long history of exchanges with the international academic community.

Offering important insights into the changing higher education policy context in an age increasingly defined by globalization, China's Rising Research Universities will appeal to higher education leaders and policymakers; students, faculty, and scientists who interact with Chinese counterparts; and scholars of international and comparative studies.

universities counter these trends and restore the palace of American higher learning.

China's Education Reform

China and the Decline of American Higher Education

Handbook of Education Policy Studies

The Governance and Management of Universities in Asia

Higher Education in China in the Light of Massification and Demographic Change

Shaping Education Reform in China

The Impact of Study Abroad on College Student Intellectual Development

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.

In Liberal Arts Education in a Changing Society: A New Perspective on Chinese Higher Education You Guo Jiang, S. J. provides a unique focus on the re-emergence of liberal arts education in 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 examines the practices and effects of emerging international curriculum programs established by Chinese elite public high schools and supported by China's New Curriculum Reform and the Chinese-Foreign Cooperation in Running Schools (CFCRS) policy. Drawing on critical theory, the book applies sociological and anthropological approaches to the study of the educational practices of such curriculum programs and the rising Chinese elite class, as well as educational policy globally. Through analyzing a wide variety of data sources, this book

focuses on examining how changing local and global contexts have influenced and shaped the educational opportunities, experiences, and aspirations of privileged urban Chinese students who are able to attend these programs and who hope to study at U.S. universities. In doing so, the book is intended to define the problematics of the internationalization of Chinese education and an emergent form of elite education in China, which are complex and embedded in the process of modernization in China. Neoliberalism, Globalization, and "Elite" Education in China: Becoming International will appeal to undergraduates, postgraduates, and academics in the fields of curriculum studies, educational policy studies, sociology of education, and anthropology of education, as well as policymakers with an interest in globalization and education, education policy, and education and international development.

Spotlight on China

Overviews, Policies and Implications

China

Quest for World-Class Teacher Education?

Changing concepts, contexts and practices

Public Education Reform and Network Governance

Academic Entrepreneurship and Ecosystem

The articles in this book are from Educational Research—the top academic journal in the field of education research in China. It covers education theory and philosophy, basic education, education economy and management and other fields, focusing on the hot and frontier issues of Education in China 2019, such as the development of artificial intelligence and education, the contribution of education to green GDP, rural education teams and policies, vocational education development, and so on. Educational researchers in the college and university, educational policy makers and frontline teaching staff would be interested in it. By focusing on the current hot issues and frontier education issues, the book explores the deep theoretical basis behind the phenomenon, so as to establish in the reader's mind the connections between theory and practice, China and world.

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.

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

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.

Higher Education in Communist China

A Policy Retrospective Analysis

Changes in Education under China's Market Economy

A Turning Point for Chinese Higher Education

Canadian Universities in China's Transformation

Beyond the Expansion

Education Reform in China

"Developments 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.

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

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.

Since the late 1970s, China has initiated landmark reforms in education resulting in great strides in international rankings.. Unlike many recent books on Chinese educational reform, which examine macroscopic policies, this book examines the universalization of pre-school education, school selection in elementary education, attractiveness of vocational education, the operational mode of university charters, the development of open universities, the credit bank system in building the learning society, and other aspects of education, and only analyzes one specific problem in each of these contexts for the purpose of comparing China's educational reforms to their overseas counterparts through microscopic study. Insights on Education Reform in China is not intended to provide a complete picture of China's educational reform.

Rather, it addresses the types of complicated circumstances under which China has made achievements in educational reform, and the conflicts arising in the context of that reform. Topics covered include: Education Reform, Equality, Standardization, Governance, Learning Society

Global Influences and Local Responses

Current Issues and New Horizons

An Ecology of Hong Kong

Education and Society in Post-Mao China

Chinese Higher Education Reform and Social Justice

Palace of Ashes

Chinese Universities in the National Innovation System

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.

Higher Education Reform in China Beyond the Expansion Routledge

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.

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.

An Untold Story

The Search for an Ideal Development Model

Inequality, Competition, and Change

Higher Education in India and China

Articles from Educational Research

Ontological and Epistemological Dimensions

Higher Education in Post-Mao China

"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"--

"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 open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international, historical and interdisciplinary perspectives. By effectively breaking through the boundaries between countries and disciplines, it presents new theories, techniques and methods for contemporary education policy, and illustrates the educational policies and educational reform practices that various countries have introduced to meet the challenges of continuous change. Based on an analysis of the nature of education policy and education reform, this volume focuses on education reform and the concept of education quality. Adopting a historical and comparative perspective, it examines the dialectical relationship between education policy and education reform in various countries, assesses theoretical and practical issues in the process of moving from regulation to multiple governance in contemporary education administration, and explores the impact of globalization on national education reform and the interdependence between countries. In addition, it presents studies addressing educational policy research methodology from multiple perspectives. Highlighting the changes in national education macro policies, this volume comprehensively reveals the complex relationship between contemporary education reform and social change, and explores the links between contemporary social, political and economic systems and educational policy research and practice, offering a holistic portrait of macro trends in contemporary education reform.

A fresh look at study abroad programs on American college and university campuses.

Radicalism and Education Reform in 20th-Century China

Select Perspectives

Liberal Arts Education in a Changing Society

A Multiperspectival Study on the Chinese Model of Policy Implementation

Educational Research in China

Bourdieu and Chinese Education

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.

Fuelled 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"

This book uses Bourdieu’s sociological approach for research as a jumping-off point for framing our understandings and analyses of China and Chinese education. Three major themes—inequality, competition, and change—are explored across several theoretical and contextual bases. Bringing together top scholars in the field, the volume examines empirical studies that analyse social (im)mobility through education for students affected by the social divides of class, culture and rural/urban locations; teacher identity and the field of schooling in the current Chinese environment and going forward; and the university as an institution for the production of knowledge about education in the globalising academy. Offering insights into the historical and cultural context for China’s educational landscape, the contributions of this book revisit Bourdieusian concepts from a new empirical vantage point and bring together key studies that illuminate new pathways for the study of Chinese sociology of education.

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 the condition of globalization, and illustrates major national 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, sociopolitical and cultural confluence, and institutional barriers in 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.

Becoming International

Higher Education in the Era of the Fourth Industrial Revolution

Developing Hybrid Education at Tsinghua University

University Governance and Academic Leadership in the EU and China

Conceptualizing and Contextualizing Higher Education with Chinese Characteristics

Development and Reform of Higher Education in China

China's Higher Education Reform and Internationalisation

The post-Mao period has witnessed rapid social and economic transformation in all walks of Chinese life - much of it fuelled by, or reflected in, changes to the country’s education system. This book analyses the development of that system since the abandonment of radical Maoism and the inauguration of ‘Reform and Opening’ in the late 1970s. The principal focus is on formal education in schools and conventional institutions of tertiary education, but there is also some discussion of preschools, vocational training, and learning in non-formal contexts. The book begins with a discussion of the historical and comparative context for evaluating China’s educational ‘achievements’, followed by an extensive discussion of the key transitions in education policymaking during the ‘Reform and Opening’ period. This informs the subsequent examination of changes affecting the different phases of education from preschool to tertiary level. There are also chapters dealing specifically with the financing and administration of schooling, curriculum development, the public examinations system, the teaching profession, the phenomenon of marketisation, and the ‘international dimension’ of Chinese education. The book concludes with an assessment of the social consequences of educational change in the post-Mao era and a critical discussion of the recent fashion in certain Western countries for hailing China as an educational model. The analysis is supported by a wealth of sources - primary and secondary, textual and statistical - and is informed by both authors’ wide-ranging experience of Chinese education. As the first monograph on China’s educational development during the forty years of the post-Mao era, this book will be essential reading for all those seeking to understand the world’s largest

education system. It will also be crucial reference for educational comparativists, and for scholars from various disciplinary backgrounds researching contemporary Chinese society.

Canada was one of the first Western countries to sign an agreement to provide development aid to China in 1983, and the Canadian International Development Agency invited universities to cooperate in ways that would facilitate "the multiplication of contacts at the thinking level." In Canadian Universities in China's Transformation, leading scholars from Canadian and Chinese universities elaborate on the historical experience of collaboration in areas as different as environmental science, marine science, engineering, management, law, agriculture, medicine, education, minority cultures, and women's studies. Contributors use theoretical frames such as dependency theory, human capital, the knowledge economy, and Habermas's theory of communicative action, to facilitate a striking dialogue between Canadian and Chinese perspectives on common questions. They provide insights into factors that ensured the long-term success of some partnerships, as well as barriers that hindered others, and vivid lessons for current collaboration. Case studies include a project that began with the training of Chinese judges developing into reciprocal programs in legal education in China, Canada, and Latin America, and an examination of how joint environmental research has had policy impacts at national and international levels. Presenting the story of universities working together in the era after the Cultural Revolution, Canadian Universities in China's Transformation is a unique account of partnerships in knowledge production and application and their resulting impacts.

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 curriculum 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 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.

A New Perspective on Chinese Higher Education

Lessons From Chinese State-Owned Enterprise Schools

The First Time Effect

Higher Education in China

Global Adaptations of Community College Infrastructure

Neoliberalism, Globalization, and Elite Education in China

Higher Education Reform

This open access collection examines how higher education responds to the demands of the automation economy and the fourth industrial revolution. Considering significant trends in how people are learning, coupled with the ways in which different higher education institutions and education stakeholders are implementing adaptations, it looks at new programs and technological advances that are changing how and why we teach and learn. The book addresses trends in liberal arts integration of STEM innovations, the changing role of libraries in the digital age, global trends in youth mobility, and the development of lifelong learning programs. This is coupled with case study assessments of the various ways China, Singapore, South Africa and Costa Rica are preparing their populations for significant shifts in labour market demands – shifts that are already underway. Offering examples of new frameworks in which collaboration between government, industry, and higher education institutions can prevent lagging behind in this fast changing environment, this book is a key read for anyone wanting to understand how the world should respond to the radical technological shifts underway on the frontline of higher education.

This book closely examines how universities and higher educational institutions have come to occupy a very significant position in the Chinese national innovation system (NIS) in the last

two decades. It looks at the growth, structure and current status of higher education in China and discusses how these world-class institutions are intimately intertwined with the rise of China in the global knowledge economy. It studies themes such as the impact of Chinese universities on industry, business enterprises and national development, relevance of higher education to policies related to industry development, reform measures to improve research intensity and quality of teaching, and internationalization and globalization of higher education. Based on sound empirical research, it also explores concepts like academic entrepreneurship, start-ups and entrepreneurial ecosystems. A key text on the Chinese education sector, the book will be of interest to scholars and researchers of higher education, Chinese studies, science, technology and innovation studies, business economics and management, academic entrepreneurship and public policy.

"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"--

Transformative market reforms in China since the late 1970s have improved living standards dramatically, but have also led to unprecedented economic inequality. During this period, China's educational system was restructured to support economic development, with educational reforms occurring at a startling pace. Today, the educational system has diversified in structure, finance, and content; it has become more market-oriented; and it is serving an increasingly diverse student population. These changes carry significant consequences for China's social mobility and inequality, and future economic prospects. In *Education and Reform in China*, leading scholars in the fields of education, sociology, demography, and economics investigate the evolution of educational access and attainment, educational quality, and the economic consequences of being educated. *Education and Reform in China* shows that economic advancement is increasingly tied to education in China, even as educational services are increasingly marketized. The volume investigates the varying impact of change for different social, ethnic, economic and geographic groups. Offering interdisciplinary views on the changing role of education in Chinese society, and on China's educational achievements and policy challenges, this book will be an important resource for those interested in education, public policy, and development issues in China.

Lessons to be Learned for German

Insights on Education Reform in China

“ Four Branches ” of Internationalization of Higher Education in China

Values, Governance, Globalization, and Methodology, Volume 1

China's Rising Research Universities

Higher Education Reform in China

A New Era of Global Ambition

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.

Education and Reform in China