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INTERNALIZATION AT HOME: MECHANISMS OF PUBLIC ADMINISTRATION OF THE PROCESSES OF IMPLEMENTING THE INTERNATIONALIZATION OF HIGHER EDUCATION IN THE POST-PANDEMIC ERA COVID-19

According to researchers, the internationalization of higher education stimulates national educational reforms and aims to ensure that higher education institutions find their place in the international educational space. The main factors in the development of internationalization are information technology, strengthening cooperation, emphasis on quality results, support for public-private initiatives, convergence of education and science, as well as increasing the coherence of educational programs [1].

It is considered that the big progress of Chinese higher education was followed by the question of short and ineffective provision. If we compare the gross university enrollment rate between Ukraine and China, we can find that in terms of total amount, Chinese higher education is being in relatively short provision, although it has been announced as early as 2019 that the higher education of China has entered “the stage of popularization” when the rate reached 51.6%. Meanwhile, in terms of quality, China also faces up serious situation of shortage of qualified higher education product. And that’s why the number of Chinese students studying abroad increased so fast in the past decade and makes China become the world's largest exporter of international students.

On 18 June 2020, although being affected by the COVID-19 epidemic, China’s Ministry of Education published a new opinion piece on accelerating and expanding the opening-up of China’s education sector - Opinions by Eight Government Bodies Including the Ministry of Education on Accelerating and Expanding the Opening-up of Education in the New Era, indicating that China will continue the opening-up of education, and look to deepen international educational collaboration and exchange in all aspects and at all levels. However, it is also an undeniable fact that since the outbreak of COVID-19, the inevitable disruption of foreign mobility of Chinese

university faculty and students, coupled with populism in some popular countries for study abroad, as well as global economic slowdown, has confronted the traditional internationalization model of education, which focuses on cross-border mobility, with unprecedented challenges. At this opportune moment, the concept of “internationalization at home” , which endeavors to build an international system as the center of the school learning environment to enhance the internationalization level and ability of all students, has been embraced by more and more scholars and policy makers. Conducting research on it may be helpful to meet the development trend of higher education in the post-pandemic era, meet the needs of the popularization of international education, and explore new directions for the future development of internationalization. Drawing on the achievements of previous research, I hope to find out the advantages, limitations and challenges of “internationalization at home” strategy via empirical and theoretical study in the future 3 to 5 years.

The research aims at exploring and demonstrating how the “internationalization at home” concept takes place and influence the internationalization of a Chinese university in the post-pandemic era. With regards to the uncertainty of how the relative policies will be carried out, I will begin with qualitative methods, followed with some quantitative methods when gathering sufficient empirical data.

And if possible, I hope to conduct the case study at Nanfang College, Guangzhou (hereafter NCG), taking good advantages of my local resources. Co-founded by Sun Yat-sen University and Guangdong Pearl River Investment Inc. and accredited by the Ministry of Education of the People’s Republic of China, NCG was chosen and awarded by the government as one of the pilot universities of application-oriented reform in undergraduate education. Thanks to the great flexibility of its administrative system, NCG has been developing very fast and ranked the fourth among private colleges in China nowadays, with only a 14-year history. Now, it is striding forward to the rankings of China's first-class universities, while actively engaging in international education cooperation and the introduction of foreign education resources. In 2021, being guided by the Guangdong (Provincial) Education Association for International Exchanges, a comprehensive service center for international education was built in the campus of NCG and 5 multinational business were invited to be located there. (It will also served as NCG students’ platform for the national innovation and entrepreneurship training program.) Meanwhile, its national-level “Chinese-foreign cooperative program” on the major of “Data Science and Big Data Technology” is about to be approved by the government this year, after the Irish Embassy's

recommendation to both the Chinese Ministry of Education and the Chinese Ministry of Foreign Affairs. In addition to the above two innovative examples of “internationalization at home” that start taking place this year, there may be more subsequently in the future. So in my opinion, it is actionable to carry out case studies at NCG.

References:

1. Verbytska A.V. Internationalization as a mainstream in the development of higher education. Young Scientist. 2017. № 11 (51). P. 160-164.