

中国

Trend of Chinese Overseas Study

出国留学走势

(中英文)

伍金球 编著

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序

中国出国留学教育的历史漫长而曲折,但成绩斐然。1978年实行改革开放政策以来,中国出国留学教育事业迅速发展。回顾中国出国留学教育的历史,正确认识出国留学教育对社会和个人的价值,准确评估目前出国留学产业的发展概况并提出切实可行的对策,对促进出国留学教育的健康发展具有重要意义。

本文主要采用了历史回顾法、比较研究法、统计数据分析法、理论假设与实证检验和专家访谈等研究方法。在吸纳国内外有关出国留学教育研究文献的基础上,回顾了中国出国留学教育的历史和政策演变,分析了中国出国留学教育对国家和个人的价值,论述了中国在建立市场经济和教育产业的背景下出国留学这种特殊的产业形态,介绍了中国出国留学产业的发展概况。通过对印度、韩国、新加坡、菲律宾以及我国台湾、香港等国家和地区出国留学教育发展概况的研究,吸取他们的经验教训,并结合中国国情探索出中国出国留学产业的发展之路。

追溯中国近代出国留学教育的历史,新中国成立之前总共派出了七批留学生;新中国成立后,出国留学教育的发展分为四个时期:建国初期到“文化大革命”前、“文化大革命”时期、改革开放以来到1992年和1992年至今。在国家“支持留学、鼓励回国、来去自由”方针的指引下,中国出国留学教育发展迅速。

出国留学教育对中国有着巨大的社会价值和个人价值。它促进了中西方文化的交流与传播,为中国培养了大量的创新型人才;促

进了中国高等教育的国际化、现代化；推动了国际经济、科技、教育和文化交流。对留学生个人而言，出国留学让他们获得了极大的外语优势、专业知识优势和广阔的发展空间。

本文认为中国出国留学教育应该按照产业化的方式进行运作。充足的优质教育资源和成熟的留学教育产业为中国的出国留学教育提供了充足的供给。目前，自费留学已经成为出国留学教育的主体，它不但不会增加政府的财政负担，还能释放出—部分教育资源，有利于国民整体教育水平的提高。为证明这一论点，文章对中国出国留学教育是否具备实行产业化的条件、实现产业化的意义以及如何实行产业化进行了探讨性的研究。

研究结果表明，中国出国留学教育已经具备了实行产业化的条件。一方面，国内标准的或优质的教育资源供求矛盾突出、综合国力增强与居民收入的提高、国家政策的支持、市场机制的引入、教育市场的开放、中华民族尊师重教的优良传统、留学中介机构的兴起等因素孕育了出国留学教育产业巨大的、潜在的、持续的市场需求；另一方面，对于国家重点培养、属于经济建设紧缺的人才可以由政府资助，按照教育产业契约规则通过公派留学的方式来实现。所以，出国留学教育的自身特点决定了它比国内教育更适合产业化。

但是出国留学教育的需求者和供给者之间存在严重的信息不对称，造成了投资留学教育的居民自己搜寻信息的成本和风险都很大。出国留学教育如能实现产业化，在国家相关政策的支持和引导下，按照市场规律形成出国留学产业链，培养成熟的留学中介服务市场，促进留学资源的优化配置，为出国留学申请者提供专业化的服务，将大大降低出国留学教育的成本和风险。此外，通过出国留学教育的产业化的链条功能，还能分担政府事务性、操作性和服务性的工作，充分发挥行业中介协会作用，减轻政府的负担。

中国出国留学产业已经初步形成，但还不成熟，存在一些不足和问题。比如学生出国留学带有很大的盲目性，国外有些学校的质量存在严重问题，留学中介机构的经营不规范，国家的指导性政策实施不

到位等。为了解决这些问题,本文通过吸取相关国家和地区出国留学教育的经验和教训,提出了促进中国出国留学产业发展的对策。一方面,政府运用经济手段引导产业的发展,规范市场运作;完善相应的法律法规及监管的具体措施;加强对境外教育机构的资质鉴定工作,从源头上严格把关;对留学中介从业人员实行职业认证制度,提高从业人员素质;建立留学服务机构的评估和考核机制。另一方面,引导居民及其家庭明确留学目的,准确评估出国留学教育的成本与收益,减少盲目性。

由于中国尚未建立关于出国留学和留学人员情况的数据库,本文研究的数据搜集非常困难,致使文中关于居民成功出国留学影响因素的实证研究只能抽取一小部分样本作为研究对象,所以,研究结论的普遍性还有待进一步检验。另外,本文提出的相关论点及建议也有待实践的检验。以上不足都是未来进一步研究的方向。

任金球

2006年11月

Abstract

The history of Chinese going abroad for further education has been long and complex, but fruitful. Since the reform and opening-up policy was adopted in 1978, a rapid development can be observed in the cause of overseas education. It is of great significance for the healthy development of overseas education to look back at the history, to understand the value of overseas studies for the society and for the individuals, correctly evaluate the present situation of the industry and propose the feasible measures.

The approaches adopted in this paper include historical retrospection, comparison/contrast, statistic data analysis, theoretical hypothesis and empirical verification and interviews. On the basis of the overview of the literature at home and abroad on overseas education, this essay traces the history and evolution of policies on overseas education, analyzes its value for the state and individuals, discusses the cause and significance of the formation of overseas education industry in the background of China setting up its market economy and education industry, and introduces the developing situation of the overseas education at present. We expect to explore, with a consideration of the situation in China, a path for the development of Chinese overseas education through researching on the experiences and failures of other countries and areas such as India, South Korea, Singapore, Philippine, Taiwan, and Hong Kong.

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According to the historical records of modern times, seven groups of students were sent to study abroad before the founding of People's Republic of China in 1949. After that, the development of overseas education can be divided into four phases: 1) from the early years of the founding of the PRC to the Cultural Revolution, 2) during Cultural Revolution, 3) from the adoption of the opening-up policy to the year of 1992, and 4) from 1992 to the present. Under the state policy of "Supporting overseas studies, encouraging the return of overseas student and respecting the students own free choice", the industry has been on the rapid rise.

The education of studying abroad is of great social value and personal value to China. It not only promotes the cultural exchanges and diffusion between China and western countries which has trained a great number of creative talents, but also facilitates the internationalization and modernization of Chinese higher education. Moreover, it contributes enormously to the international economic, technological, educational and cultural exchanges. With regard to personal value, the students can derive great advantages in foreign languages and professional knowledge as well as an immense space for development from studying abroad.

It is believed in this article that the Chinese education of studying abroad should be operated in accordance with the method of industrialization. In order to prove this argument, some tentative research has been done in this article on the following aspects: whether the Chinese education of studying abroad satisfies the conditions to carry out the industrialization, and the meaning of realizing it as well as how to carry out this process.

It is shown in the research findings that the Chinese education of studying abroad has already had the conditions to carry out the industrialization. On the one hand, there are many factors that have given

birth to the potentially huge and continuous demands of the market in the education industry of studying abroad such as the prominent contradiction between the national supply of standard or superior education resources and its demand, the reinforcement of the comprehensive national strength and the rise in residents' income, the support of national policy, the opening of educational market, the Chinese national tradition as to showing great respect to teachers as well as highly valuing education, the rise of education agencies and so on. On the other hand, there is enough supply for Chinese education of studying abroad from foreign countries which includes their relatively adequate superior educational resources and mature education industry of studying abroad. Furthermore, the education of studying abroad is more suitable for industrialization than national education which is decided by the former's own characteristics. At present, self-funding studying abroad has become the main part of this kind of education, which does not add to the government's fiscal burden but releases part of education resources so as to benefit the improvement of the nation's general level of education. Therefore, the country should encourage individuals to pursue studies abroad at their own expenses while the talents who are trained with much attention by the country and who are in great demand of economic construction can be sponsored and sent to abroad to study by the government.

There is an imbalance of information between the people who want to study abroad and those who offer this kind of services. This imbalance brings the high costs and risks for the individual investors of studying abroad in searching the related information by themselves. If this type of education is industrialized under the support and guidance of concerned government policies, that is to say, if the industrial chain is

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formed based on the market orderliness, the matured agency market for studying abroad is fostered, the resources' allocation is optimized and professional services for the applicants are offered, the costs and risks of studying abroad can be greatly reduced. What is more, the burden on government will be significantly lifted with the help of the chained function of the industrialization of study-abroad-service and the full exertion of the service agencies—which both partake in the government's executive, operative and service responsibilities.

China's study-abroad industry is newly shaped and lacks maturity. Defects and problems exist. For example, a considerable number of students go abroad without background knowledge; there are serious problems in some foreign schools or universities; the operation of some agencies does not follow the regulations and the government policies are not adequately practiced. In order to solve such problems, this essay proposes the approaches of improving the development of study-abroad industry in China. On the one hand, the government is suggested to, firstly, lead the industry's development and standardize the marketing operation with economic means; secondly, enhance the laws and regulations, as well as the concrete supervising measures; thirdly, improve the Quality Appraisal towards the foreign educational organizations so as to tackle the problem at its headstream; fourthly, implement a professional certificating system to the employees of the agencies, aiming at improving their quality; and fifthly, build an evaluating and appraising system to the study-abroad agencies. On the other hand, the government is also expected to lead the individual citizens and their families to clarify the purposes of studying abroad, in order to have sound estimation of costs and benefits so as to reduce the blindness.

Since China has not yet built the data base of the study-abroad situation and those studying abroad, it is very difficult to gather such

data in this essay. Thus, only a minute number of samples are chosen to be researched inside a large poll of the empirical investigations for exploring the factors which contribute to the success of studying abroad. Therefore, the universality of this investigated conclusion is waiting for further validation. Additionally, the concerned arguments and suggestions this essay proposes still need the examination of practice. The mentioned defects are the very direction of further research.

Jin Qiu Wu

November ,2006

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