

# CRITICAL ANALYSIS ON THE BENEFITS AND CHALLENGES OF HIGHER EDUCATION INTERNATIONALISATION: CASE OF CHINA

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## ABSTRACT

*Internationalization of higher education remains the main module through which knowledge can be bought, sold or even shared among Universities from different countries across the world. It was formerly considered as an ambition through which quality education can be achieved, however it has of recent times changed and became the means through which this mantra of quality education and professional mobility can be effectively attained. The knowledge acquisition and transformation, resource mobilization, talent mobilization especially global research as well as curriculum enactment with the international content are considered to be the primary benefits of internationalization of higher education. As much as internationalization hold countless constructive and positive meanings to the performance of higher education and eventually competent human resource development, there are significant challenges that are associated with this multifaceted and growing phenomenon, which among them includes commercial profit, academic colonization and difficulty in ensuring quality education. The reviews show that through higher education internationalization, significant progress can be achieved since the international exposure can influence policies in higher education, which can bring about considerable changes in the entire education system and education institutions across the world. This paper used Chinese higher education to examine the challenges and the potential of benefits of internationalization of higher education. It implies reviews of articles with respect to internationalization of higher education in the context of china as the papers methodology. Based on this review the paper ascertained several benefits of higher education internationalization in China which include quality human resources, skills development and exposure, professional mobility and research development, it also highlighted potential challenges which included academic colonization, low quality education standards and brain drain hence the paper recommends that, there should a proper system for evaluating students who go to study abroad and proper structure of tuition payment.*

**Key words:** benefits, challenges, higher education, internationalization, China

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## INTRODUCTION

Education internationalization has claimed a central role in changing the face of higher education across the world as argued by Altbach & Knight, (2007) and de Wit (2011). Conversely Notwithstanding, its primary significance in higher education dome and the entire education, the concept has been proved a challenge because of its general lack of a clear definition (Knight, 2004). Moreover, some scholars in this discourse argue that these definitions can as well be influenced by multitude of circumstances and dimensions to bring about a desirable change in the post-secondary education (Knight, 2007).

Considering internationalization as a device through which knowledge diversification will be attained especially through innovations and ideas that helps nations to gain a competitive age on the international arena. The general specialty insufficiencies characterized by less or poor education participation, limited investments in sciences and technology, which are the primary problems of the contemporary societies and the prospective answer to the modern challenges. In addition to these scaffolds, considerable societies especially the very poor ones, their participation in education is a foregone conclusion yet the main facet for societal development is through empowerment by skilling it's citizenry. For this matter therefore, it is imperative that government can revise mechanism to champion national developments through quality education consciousness-raising and technical as well as professional skills development (Etaat, 1999; Mahmoodi, 1993; Zolfaghari, 2003).

Due to the significance of education internationalization on especially higher education institutions, what this could possibly mean is that many education stakeholders may attempt to align themselves to be more international in nature in order to adapt to the globalization and internationalization ideology. With this therefore, this paper seeks to explore the benefits and challenges China might encounter in the quest for its higher education internationalization objectives.

For over 100 years ago, Chinese students and academicians have been attending schools at all levels ranging from bachelors, masters and PhD abroad however the past two to three decades has seen a remarkable increase in the number of Chinese students and scholars attending international universities and for that matter china has become a leading supply of international flow of students (Yang, 2011b).

## THE OBJECTIVES AND RATIONALES OF THE STUDY

Consequently, this paper is snooping and intrigued to explore the potential benefits and challenges that can come along with this internationalization of higher education objectives in china. This review paper is guided with two research questions and these include what are the primary benefits of higher education internationalization in China? What are the challenges of internationalization of higher education in China?

The study aims to contribute to the discussions within the internationalization discourse by placing emphasis to the benefits and Challenges in the case of China. To be able to respond appropriately to the research questions this study will pensively look at the historical context on higher education in china so that we can be able to get the understanding of china's visions of making their universities internationally renowned academic institutions and the philosophy therein. The study will again provide an outline, also give details, and introspectively explain its benefits as well as the challenges that are possible for china's higher education internationalization plans. Following that, the study looks at the benefits of higher education internationalization to china, its significance to professional mobility, skills development and the general development of the country. It will also look at the burgeoning challenges in the process of leaving up to the chronicles of internationalization agenda.

## **THE HISTORICAL CONTEXT OF HIGHER EDUCATION: THE CASE OF CHINA**

China, which comes in the 3<sup>rd</sup> position among the largest countries in the world, is situated at area of 9.6 million square kilometres with over 1.3 billion people that make up China (The World Bank, 1997). The contemporary political leadership or governance was founded by the Chinese communist party in 1949. The country's governance system is under several levels with the state council at the helm of the administrative Arenas of the country (World Bank, 1997).

The long-standing history of higher education in china is discernible by plentiful landmarks that demonstrate the formulation of the country's modern higher education system. This section provides a survey of the background and context to the historical, social, and political influences that shape contemporary Chinese higher education system. A review of this long history demonstrates how various influences, forces, and circumstances have combined to shape a system that while having many features in common with the higher education system in other countries has characteristics that are uniquely Chinese.

Reviewing this long history and context of Chinese higher education system permits a better understanding of the reforms happening in Chinese higher education in the recent past. It has been over 100 years since China began to send its students and scholars to study abroad, but the past two decades has seen a substantial growth in Chinese students studying internationally. China has become one of the most important sources of international flow of Students (Yang, 2011b). There has been an essential incentive that has primarily led to the international mobility of Chinese students from china to other countries and other students from across the world flocking into Chinese universities to pursue their higher education from different disciplines in Chinese universities. This mantra has had a lasting mark on China's economic development over the last decades with the eminent augmentation of china's wealthy middle-class families especially those agreeable to sacrifice and send their children abroad in pursuit of education (Brooks & Walters, 2011).

This therefore lays roots in the doctrines of the Confucian tradition of believing that “knowledge changes one’s destiny”, and it is in this regard that Chinese families have decided to invest a lot in their children’s education.

Lots of Chinese families are sending their children in a number of American universities and other European universities to study and coupled with the uncompromising support by the Chinese government over these educational initiatives for several years has increasingly added significance to these educational outlays in international education and intercultural exchange as a way of increasing the qualification of the workforce, and ultimately as an important approach to support the economic growth and strengthening national competitiveness (Marginson, Kaur, & Sawir, 2011).

To fully live within the creed of educational internationalization, a number of international branch campuses in China have been established over two decades all these are operating within the same agenda of promoting and fully grounding higher education internationalization in china. Much as there has been different delineate of Chinese foreign higher education for the last two to three decades, the first complete international branch campus as collaboration between the University of Nottingham and Zhejiang Wanli Education Group only opened its offices in China in 2004. This provided the guidance on the accessibility of Chinese students to outside universities in the quest for international understandings with less cost. Many of the campuses provide documentations or credential acquainted hugely with their parent campuses, which could increase opportunities for Chinese students intending to pursue further graduate studies in American and other European countries. The opportunity of studying from these international branch campuses has caught the attention of many high-performing Chinese high school graduates. This paper therefore seeks to examine the benefits and challenges of higher education internationalization in china.

## **THE SIGNIFICANCE OF THE STUDY**

Over the past two decades, internationalization has become one of the central factors shaping the face of higher education across the world. As a consequence of the ever growing economy across the world, Internationalization of higher education therefore been patent at various levels with ideologies of mounting competition for both local and international students as well as academicians coupled with the augmentation of cross-border deliverance of academic programs, the coming out of international mercantile providers coupled with the altering position of countries like India and China in the world economy and the higher education arena (Altbach, 2009; de Wit, 2011).

For this matter, china has consistently become a world icon in the world’s education power house for foreign higher education providers. Their higher education under the precepts of foreign education partnership has been planned and developed following diverse approaches and models (Blass, 2009; Bodycott & Lai, 2012; Marginson, Kaur, & Sawir, 2011). Amongst these models for higher

education internationalization collaboration, three popular forms are detached institutions and these include joint-ownership overseas campuses, and joint-degree programs (Fazackerley & Worthlington, 2007).

Given the rising number of higher education partnership agendas being established between Chinese and foreign institutions and their international branch campuses in China and other countries have undergone a speedy growth in terms of both quantity and scope. According to a 2012 report by the Observatory of Borderless Higher Education (Lawton & Katsomitros, 2012), by the latter half of 2011 there were over 200 degree-awarding international branch campuses in operation worldwide. China has become the fastest-growing destination for international branch campuses for the last few years the challenges it faces, and the rationales for continuing efforts toward increased internationalization in most research literature (Hayhoe, 1989, 1996; Du, 1992; Ryan, 2011) related to the discussion of history of higher education in China, the development is often divided into four.

## **CHINESE MODERN SITUATION OF HIGHER EDUCATION AND THE RATIONALE FOR EDUCATION INTERNATIONALIZATION**

Chinese higher education has existed for the test of time and for many years Chinese students have been attending higher education institutions. Towards June 19<sup>th</sup> 2009, China had managed to establish close 2317 higher education institutions (EDU, 2009) among these are the 1983 government institutions while 334 are privately owned higher education institution. The international education in China is mainly divided into certain major forms, which include cooperative among others.

### **Cooperative programs**

For internationalization to take place there must be cooperation's and agreements, therefore two decades ago, the first cooperative program was run by Tianjin University of Finance and Economics in China and Oklahoma City University in the United States (Liang, 2004). Thereafter, many more programs were approved and by 2007, over 119 cooperative programs were approved between China's and overseas universities

### **The first input of growth comes from student's demands.**

A number of factors have been influencing student's mobility from one country to another over the years in pursuit of knowledge. In the same way, the student's reaction towards business demands especially in human resources markets. In respect to this mantra, students want to attain the most recommendable modern skills as well getting the type of the training that can increase their competitive capacity as well as hiking their career opportunities. This factor has facilitated many Chinese students and other professionals to take up bags and head abroad to study in especially developed countries. The extra-ordinary pressure from the students in response pushes the China's universities to up their game and get better of their educational quality and be able catch up and match with modern progress in higher education. For this matter therefore, the ministry of education in china acknowledges

that china's higher education institutions need to challenge and make reforms in the curricula and other teaching materials such as the pedagogical contents, the methods of teaching as well as the examination and assessment tools through slotting in the much needed international experience into their programs (Chen, 2002b). Moreover (Liang, 2004) recommends that China's higher educational institutions have greatly profited from this movement by optimizing the program structures and promoting new teaching methods (Liang, 2004).

**The second driving demand input is the globalization of the education market.**

The entire higher education is undergoing a state of revolution from studying only abroad to a two-way education market. Not until recently in 2000, this form of internationalization has only been a one-way thing with many Chinese students flocking into foreign universities for studies. For many years, China has been sending its students and other professionals for training and studies abroad (MOE, 2009a). However, in the early 2000s, this activity amplified swiftly and immediately gained prominence. In 2003, the total number of Chinese students and scholars who were studying abroad was at 117,300 (MOE, 2009a). While in 2008, this number doubled and reached to 179,800 (People's Daily Online, 2009). Conversely, this inclination has been checked and after 2000 considerably, whereby the subject has been improved and balanced to a two-way market. On the one hand, many international cooperative programs were present in China that has provided opportunities for students to receive overseas higher education in China. On the other hand, the opening educational market may also attract overseas students to study in China. The first cohort of foreign students who came to study in were 33 and these landed in china in 1950 (Lv, 2004). And by 2003 a considerable number of foreign student had more than doubled to a total of 77,715 of students and scholars from different disciplines from over 175 countries were accepted by 353 Chinese higher education institutions (MOE, 2009b).

## **BRIEF LITERATURE ON THE BURGEONING BENEFITS AND CHALLENGES OF INTERNATIONALIZATION**

Many academicians and politicians can perceive education internationalization in their own ways given their interests just like (Knight, 2007) looks at its single most risk factor as cultural degeneration but the same person comes-out to attach significance to the mantra and goes on to advocate for it in pursuit of sustainable growth and quality education is to be realized (Knight, 2007). Internationalization of higher education is therefore an important component of education especially as we press forward in promoting science and other education erudition or learning in the course of enhancing and promoting vibrant and active academic interactions and exchanges as well as establishing a shared social and economic capacity in addition to building a reliable base of human resources in developing countries.

It is therefore imperative to note that higher education institutions from especially developed economies have already built a strong base of international set

of connections or network and associations with the primary motive of assembling propensity and capacity in order to be able to transfer or selling of knowledge as well as policy modifications hence promoting research at the global dome as well as enhancing investment and quantifying impact.

Besides, these players in mention have adopted very sophisticated but relevant mechanisms of transferring information to its consumers through technology and other social media platforms. These have played a primary role towards talent staffing and retention (Edmonds, 2012). For this matter, the right of entry is made available to higher education institutions in countries where local institutions cannot meet the required demands. There is no doubt that Chinese fastest growth and development can be attributed to many things among which the leadership of Chinese communist party. But we also need to underscore the fact that Chinese communist party and its fundamental facets of effective leadership is vibrant education system.

For that matter therefore, it is important to note that for sustainable growth and development to lay roots in any society quality education which brings about competent human resources and also double as most important players in a country's development. In this respect, China's higher education internationalization programs can be attributed to have played a part in the improvement of academic quality as well as internally acquainting students and workforce, as well as nationwide and international citizenship for students and staff from underdeveloped countries. This has therefore for developed countries; revenue generation and brain gain are potential benefits. In every respect including ratio of international students, franchiser of academic programs to foreign providers or quality guarantors, Western developed countries gain the main financial benefits (International Association of Universities affirming academic, 2012).

That aside, higher education is very important when it comes to knowledge diversification as well as attracting the very recommendable learning atmosphere that can ultimately be of benefits to both the local students, universities and the country at large. In addition to that, internationalization of higher education has the potential to transform the lives of international students since it presents them with an opportune to gain education from globally recognized institutions which in the end produces graduates that are knowledgeable internationally and multicultural assertive or sensitive. The mobility of students to other institutions far beyond the boundaries of their countries and their families presents them with a new learning exposure or experiences and new environment which avails them with an understanding of the relationship between the locally lived experiences and the global environment (Vainio-Mattila, 2012).

Internationalization of higher education is the only answer to the global competitiveness, given the global skills that students are exposed to in the course of their studies in the host countries or universities. This kind of education with its global characteristics can be cultivated in students which are primarily needed in the global economy such as international-mindedness and open mindedness. Not forgetting language competence which has continued to dismay competent

graduates from gaining a competitive age with those whose could be a second language is actually their first language. The aspect of liveness in thinking and respect for others is equally is an equally important component (Hayden et. al., 2003).

This observable fact widens the component of moral or decent dedication to permit students to scrutinize their inherent and ambiguous convictions and develop a sense of responsibility and civic engagement (Kreber, 2009). Much as a lot of credit is given to higher education internationalization and its primary significance to higher education quality human resources towards national development and informed policy decisions. There are also untold risks and challenges as well as controversies that are part of this comprehensive and ever budding phenomenon (Knight, 2008).

For the last two decades, numerous discourses have been ongoing regarding the objectives of education internationalization, its positive and negative implications on both individual and national level. It has however been observed that many students prefer to study from abroad giving credit to foreign universities especially those in the global north at the expense of local universities (Scott, 2011). It was cited by Knight (2007) under the International association of Universities survey in 2005. This study points out that internationalization of higher education is very important but a significant percentage approximately 70% of the sample from the study highlighted that significant risks are associated with the international dimension of higher education (Knight, 2007).

In this regard, it is imperative to note that, many countries, identified commercialization, brain drain and low quality education as the major risks associated with internationalization of higher education. Additionally, all these peril recounts more especially on issues of cross-border aspects of internationalization as opposed to the campus-based activities (Knight, 2007).

The most important intention under the belt support of higher education internationalization attempts is mainly profit motive simply because many universities and other higher education institutions considers internationalization efforts as channels through which they can be able to attract more revenues so as to balance their institutional budgets, therefore the need to meet this demand has attracted many international universities from the west to sign up for partnership with Universities in developing countries and have been able to recruit many international students with high fee charges (Scott, 2011). A number of universities from developed economies have established many branch campuses in developing economies with an ideal of selling global knowledge yet these universities are not working for the benefits of knowledge and professional transfer, they have instead been turned into safe havens of profit maximization given the heavy fees that is collected from foreign students especially from the emerging economies in the pursuit of academic Excellency from the global north. This in the end compromises it could be the significance of the notion “higher education internationalization” of course not forgetting the fact that the more the venture increases, it results into tracking goals with the financial implications which usurp the concept of quality education which is the canter of education internationalization. It is therefore



imperative to note that the concerns of exorbitant cost will compromise the agenda and the initial value of internationalization hence unable to meet the required quality in higher education as well as the augmented learning atmosphere that was intended to be achieved.

Cultural degeneration and the general thrashing of human and national identity has been identified as the most challenging components of higher education internationalization coupled with the nature of the international curriculum that is very homogeneous in nature might if not addressed challenge the quality of education and the competence of the human resources that are being nurtured (Knight, 2007).

Much as the agenda and the objectives behind internationalization is good, it has been for the last three decades the most effective way through which brain drain has been carried-out especially in developing countries losing out the most reliable human resources to the already developed economy under the scheme of professional mobility through the agenda for higher education internationalization. These university branches that are being established by developed countries in the periphery are used to invisibly steer brain drain as well as frightening the long-historical social and cultural virtues in the contemporary settings and according to Knight (2007), the trouncing of these cultural identity or familiarities may change the society's ways of approaching the challenging phenomenon hence becoming a serious misfortune that can come as a result of education internationalization (Knight, 2007).

What is more challenging as regards to the concept of internationalization agenda is that it escalates gap between social-economic classes and consequently creates divisions among the once united yet developing societies through increasing and supporting the growth elitism or imbalances in the society (Jaschik, 2012). Moreover, it is a primary peril to the required culture of intellectual consciousness and consequently the economic destiny of developing countries since the developed countries are only preparing the students towards assuming places and acceptances in the societies through professional study accomplishments and acquiring jobs back in their home land. Internationalization of education by western advanced universities has also been equated with academic colonization that seeks to increase their academic influence into developing nations (Sulaiman, 2012).

Countries such as Vietnam, Singapore and Qatar have got many European higher education institution branches that are fully operating in their countries (Altbach & Knight, 2007). According to Altbach, PG., Knight, J, this academic colonization since it embeds even changing the curriculum to fit into the demands of international dome. It involves internationalizing the curriculum and programs to be taught in the course of study, the teaching or academic staff as well as the student's mobility to developed countries for admission Altbach, PG., Knight, J. (2007). According Davis (2008) this form of academic quality is cantered at nurturing human resources that will eventually work in the already developed countries and that it's the reason they emphasize a lot of efficiency and skills development instead of promoting the ideals of cultural transformation. In this milieu, therefore, these western universities are interested in intensifying or expanding their institutional

rank and world recognition in pursuit of a cutthroat age with other developed academic institution.

In the same manner, the issue of quality also needs to be thought about in its own right; it is yet a serious risk as many doubts have been raised concerning poor quality education standards of international higher education programs. In as much as many believe that quality education comes from the west, we must be careful with the risk that comes along with that kind of believes. This phenomenon deserves serious attention especially as regards to the course and programs offered by these higher education institutions at international level, more check is needed in the department of accreditations and the education qualification of graduates should be recognized at both local and international level (Davis, 2008). According to Davis, M. (2008), the question that still lingers and continues to pose a wedge on the implementation of higher education is among others include registration as well as licensing and degree recognition by both the sending and the receiving countries. Moreover, numerous countries lack that stiff system that can be in position to monitor and effectively evaluate all the activities that are going on beyond their country's borders and be able to define the effectiveness of the internationalization agenda in its own accuracy. It is therefore very tricky to standardize or regulate as well as upholding the quality education attained by the students and their well-earned academic exposure through their experience as international students who have acquired education in developed countries (Davis, 2008). While Knight, (2011) gives a narrative of international accreditations agencies that operate in countries especially in the periphery to ensure and course that meets the standards required the mother countries, it is important to note that some agencies do not actually legitimate accreditation services that can make effective assessments of the intentions and the rationales for internationalizations partnership and the courses or programs to be offered. It is in this line of thinking that, one would like to find-out the authenticity of the matter in as far as higher education internationalization is concerned, whether existing national level accreditation and quality assurance system address education mobility across countries, cultures and jurisdictions. The students, employers and the public needs to be aware of these accreditation (and degree) mills which are often no more than a web address and does not fall under the jurisdiction of national regulatory systems (Knight, 2011).

## METHODOLOGY

This study, reviewed scholarly literature with respect to the benefits and challenges of higher education in the Chinese context. Studies that were not within the Chinese higher education context were eliminated in my search in order to narrow my scope to the Chinese context.

### **Benefits and Challenges of Internationalization of Higher Education in China**

China's approach towards the agenda for internationalization has been very striking for the last 35 years; the country has managed to have partnership with many

higher education institutions in almost all countries across the world, particularly with western societies. This stance is not only unparalleled in the country's history but again vary as regards to the manner in which many other developing countries' abilities to effectively interact with the developed Western world (Yang, 2014). Moreover, the sense in which china has embraced and adopted the English language provides an example of a country that is on the cause for social change in all aspects of life especially given the overriding status of English as a historical fact, china among other countries whose English is not their first language has been at the helm of making improvements in this rather dominant language across the world. They have put across various initiatives and policies to adapt the language instead of resisting it in an attempt to endorse internationalization agenda (Yang, 2014). According to Yang R. (2014), China's efforts has reached a stage of contentment and already paying off with many of the Chinese scholars, academicians and students attaining their studies in the top universities across the world having no problems with communication as opposed to decades ago. The Chinese scholars and students' abilities to grasp English proficiency have greatly contributed to the country's fast and successful engagement with the international community. From 1980 to 2010, peer-reviewed papers published by Chinese researchers rose 64-fold (Yang, 2012a). Such experience contrasts markedly with those of many other non-English speaking countries including many China's neighbours.

However, China in the eyes of higher education internationalization finds its self in the state of quandary or dilemmas. Just like Knights, (2007) was concerned about the effects of internationalization as regards to culture and national identity, China faces a serious challenge concerning the prospect of losing their long-standing educational sovereignty. Even though, the matter at hand is somehow global (Adam, 2001), China's case is slightly different and within it lays its thorough anxiety or concern (Wang & Xue, 2004), as articulated by the policy on Sino-foreign joint programs. This worry has brought about the uncertainty concerning the permissible or legal condition of all activities that concerns international higher education in China.

While looking at the perceptions and well integrated part of the country's higher education system, the Chinese is inclined to look at it as additional especially at some stages in the development of their higher education (Yang, 2014). According to Yang R. (2012), these predicaments have sourced differing judgments and inefficacy taking the example of the central government primary objectives of importing the world's top highly developed educational resources with an intention of making better and improving on the capacity of the local Chinese higher education institutions. While the Chinese government is busy by planning on the importation of highly developed education resources, private and other individual institutions thinks that by collaborating with the top universities, they can gain the measure hence capitalizing on the demand for foreign qualifications as they often fail to attract students on their own account. This threat therefore has contributed highly in undermining China general improvement in its higher education as well

as pulling foreign capital to china. That said, there is need to have a well elaborated legal identity to guide in the execution of internationalization agenda other than that the country is more likely to fail in governing the new development within its regulatory frameworks (ibid).

Considering the historical background of China and the soft power in addition to the moral leadership ideology (Nye, 1997; de Blij, 2005), aligned with a milieu of a growing Chinese power, China ought to have an attentiveness of soft power projection by the use of a well-established higher education. In the process of endorsing Chinese knowledge in the global north higher education institutions in China plays an exceptional role to the world community as well as establishing themselves at the same time. On a further look, however, projects that in as much as China has done tremendous work in the field of higher education internationalization, its agenda has not looked with intents towards achieving the internationalization goals and with that still not checked, it will not come as a surprise if the top notches of Chinese higher education institutions fail to compete on the global dome given their lack of essence given the fact that China has emerged a vanguard of the world in various disciplines more notable in the economic point of view and effective leadership (Nye, 2004). While on the other side of the coin, Chinese higher education institutions have not gained what they should have achieved and consequently little impact on their prioritized developed countries much as the impact is visible on the developing countries which are often through provincial institutions (Yang, 2012).

## CONCLUSIONS

Higher education institutions are the backbones of a well-established society, since it is one of the few avenues through which a well-balanced human resource based is nurtured hence making well-informed plans for human survivals as well as meeting the needs of the society. For matter therefore, educations players must work tooth and nails to advocate for new policies and influence government to make well-informed decision on education internationalization which in the end if not well guided might not serve long-term academic purposes. This review paper therefore has examined challenges and benefits of higher education internationalization China.

Considerable findings have been identified in both departments, the challenges which were identified included brain drain, cultural degenerations and the fact that Chinese universities might lack significance since the country is on the verge of losing their education sovereignty.

The review paper also identified very significance benefits which among them are professional mobility, experiences, and research skills among others. The study also identified some recommendations for future considerations and these included designing a clear framework for continuity purposes. It also identified a need to for proper monitoring and evaluation over the foreign universities programs and their relevance to the modern skills.

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## КРИТИЧНИЙ АНАЛІЗ ПЕРЕВАГ І ВИКЛИКІВ ІНТЕРНЕЦІАЛІЗАЦІЇ ВИЩОЇ ОСВІТИ: ДОСВІД КИТАЮ

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Інтернаціоналізація вищої освіти створила такі умови для купівлі, продажу або, навіть, обміну знань між університетами з різних країн світу. Інтернаціоналізацію розглядають як засіб, завдяки якому можна досягти якісної освіти та професійної мобільності. Придбання та трансформація знань, мобілізація ресурсів, мобілізація талантів, особливо глобальних досліджень, а також виконання навчальних програм із міжнародним змістом вважаються головними перевагами інтернаціоналізації вищої освіти. Незважаючи на те, що інтернаціоналізація несе незліченну кількість конструктивних та позитивних рішень для вищої освіти та ефективного розвитку людських ресурсів, існують значні виклики, пов'язані з цим багатогранним та зростаючим явищем, серед яких є комерційний прибуток, академічна колонізація та труднощі із забезпеченням якості освіти. У дослідженні показано, що завдяки інтернаціоналізації вищої освіти можна досягти значного прогресу, оскільки міжнародний вплив може призвести до значних змін в освітній політиці, системі освіти та навчальних закладах у всьому світі. Для вивчення викликів та потенціалу інтернаціоналізації вищої освіти акцент у дослідженні зроблено на китайську вищу освіту. В основі методології дослідження є теоретичний аналіз наукових публікацій щодо інтернаціоналізації вищої освіти в Китаю. Встановлено ряд переваг інтернаціоналізації вищої освіти в Китаю, зокрема, якісні людські ресурси, розвиток навичок, професійну мобільність та розвиток наукових досліджень. Окрім того, висвітлено потенційні виклики: академічна колонізація, низькі стандарти якості освіти та відтік талантів. У статті рекомендується створити належну систему оцінювання студентів, які ідуть на навчання за кордон, та належну структуру оплати за навчання.

**Ключові слова:** інтернаціоналізація, вища освіта, вигоди, виклики, Китай

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