

Development of Higher Education in China

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June 8th, 2018



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Part 1

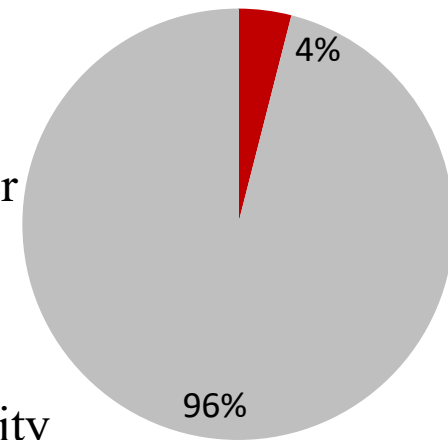
Education Development and Social Progress





Expansion in Investment and Scale

- The year 2012 witnessed a historical breakthrough in educational input: total national financial education budget accounted for 4% of the national GDP.
- In 2016, public financial budget for regular institutions of higher learning reached ¥26,000 per student.
- **In 2016**, China topped the world in terms of college and university student scale, the number of which stood at **36,990 million**, accounting for **1/5** of the world's total.



Higher Education and Scientific Research



- In 2016, institutes of higher learning undertook **551,800** research projects, obtained **144,300** intellectual property right authorizations and contributed **48.03 million** patents. The turnover of patent transfer and technology transfer amounted to ¥2.27 billion and ¥2.67 billion respectively.





Part 2

From Scale to Quality



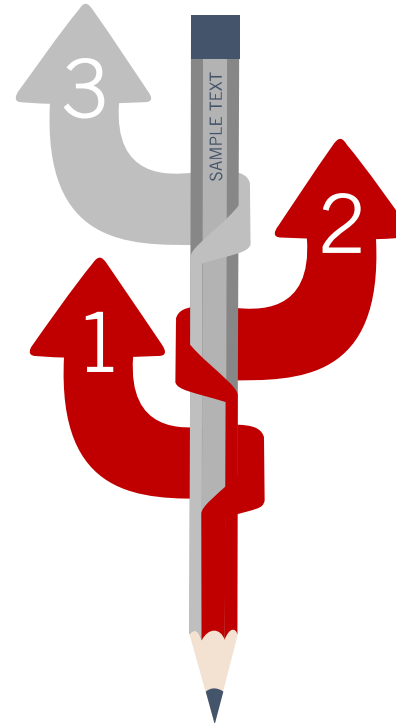
Education Quality Appraisal and Improvement Plans



“First-class Disciplines Evaluation”

“Undergraduate Teaching Quality Improvement and Reform Project”

“Undergraduate Teaching Quality Appraisal”



The latest round of “first-class discipline evaluation” covered **7,449** disciplines in **513** institutes and the number of participating institutes and disciplines was **2.24** and **5.45** times as much as that of the first round respectively.





Education Quality Appraisal and Improvement Plans



Accumulated investment in “**211 Project**” reached **¥ 18,755 billion**, supporting the development of **112** institutes of higher learning. “**985 Project**” was implemented in 3 phases, investing **¥ 59 billion** central financial budget in **39** colleges and universities.



“**Predominant Discipline Innovation Platform**” and “**Key Discipline Project**” provided targeted support to **33** top-level universities with distinct features and **75** key disciplines respectively.



“Double First-class” Project—Goals and Planning



The “**Double First-class**” goal was officially proposed by the government in Oct. 2015. As an upgraded version of China’s endeavor to build world-class colleges and universities, the “**Double First-class**” goal is of **ground-breaking** and **example-setting** significance for China to develop higher education in the new era.

by 2020

by 2030

by the middle of this century

3-step blueprint

A number of qualified Chinese universities and disciplines take the lead in making to the world-class list

More will join in with some of the universities ranking among the top

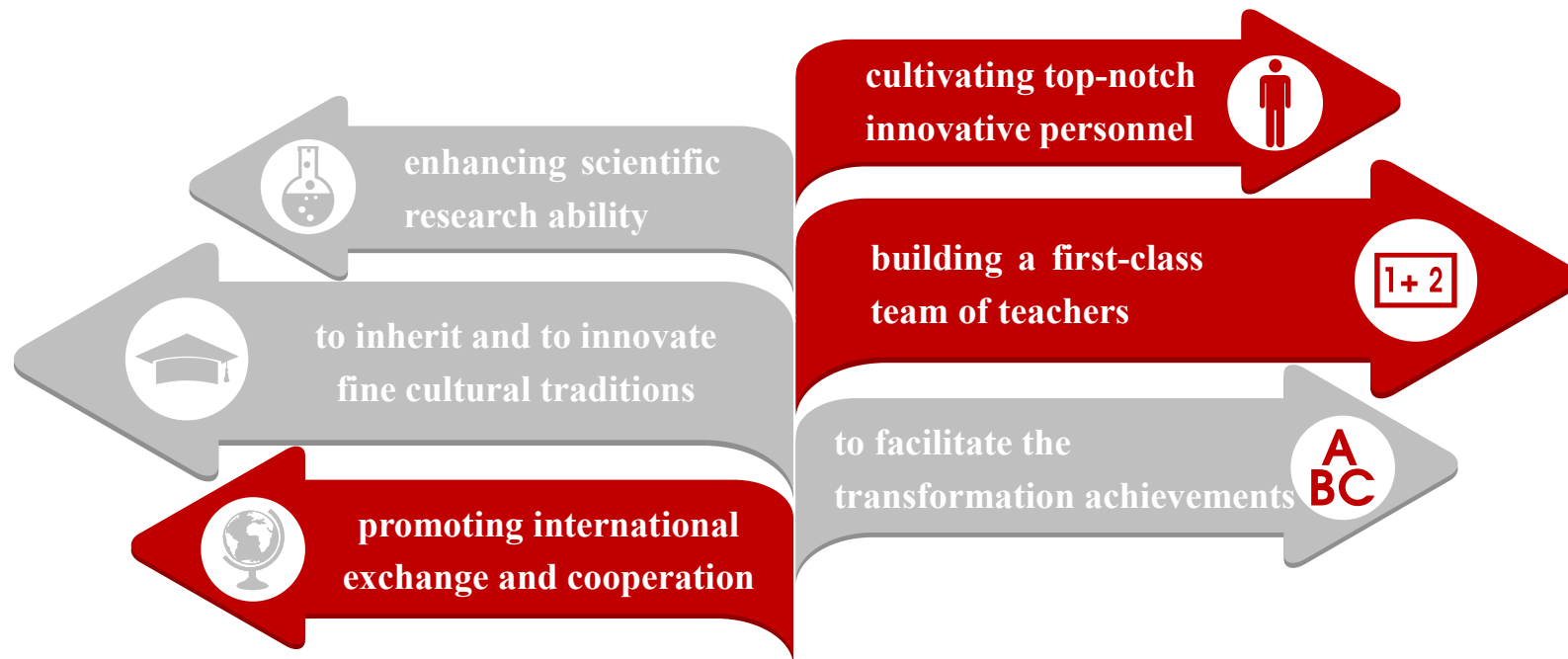
China will become a frontrunner in terms of the number and competitiveness of first-class universities and disciplines





“Double First-class” Project—Goals and Planning

The list of “Double First-class” project universities and disciplines was officially announced on September 21st, 2017. **137** universities made to the list, of which **42** are to build first-class universities and **95** are to build a total number of **465** first-class disciplines.





Part 3

“Double First-class”
Project of RUC



Basic Facts about and Characteristics of RUC

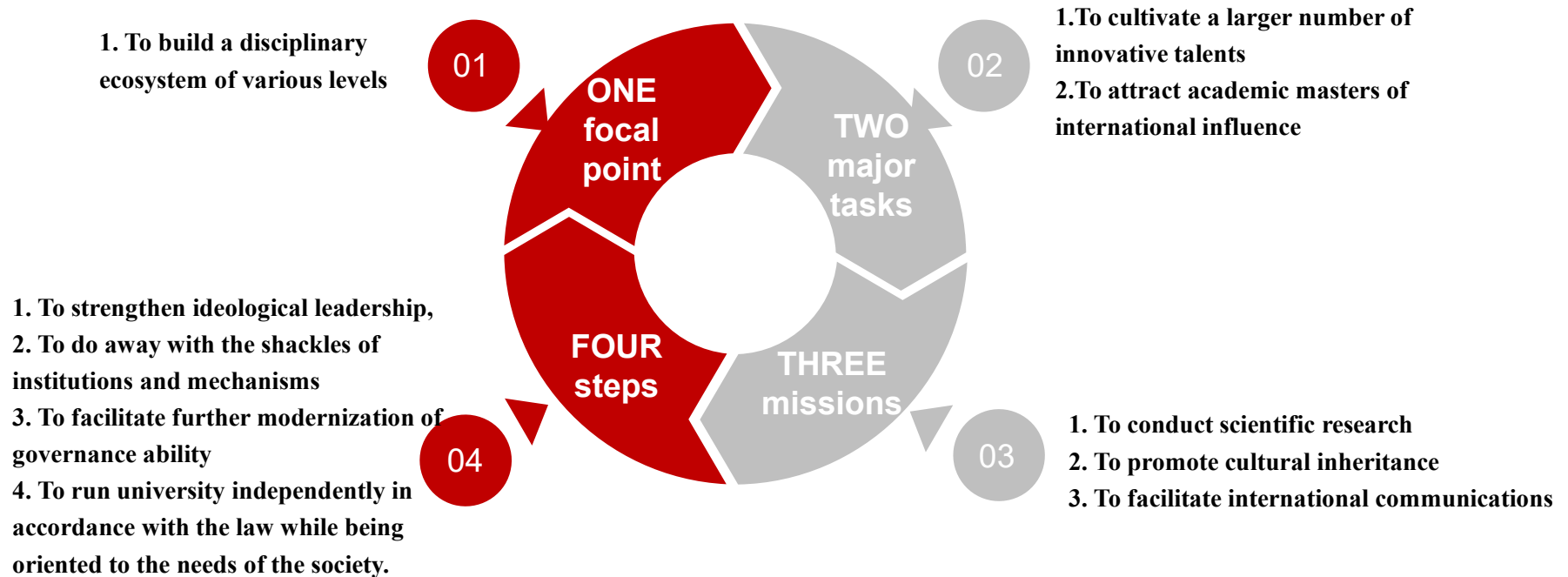
- RUC is the **first modern university** established by the new China and its predecessors were Shanbei Public School, North China United University and North China University.
- RUC has played a pioneering and exemplary role in higher education of **Humanities and Social Sciences**.
- Economics, management, law, journalism, party history, diplomacy, politics...





Ideas and Actions on “Double First-class” Building

In September 2017, RUC was among the first batch of universities to be included in the A-level first-class university echelon. **14 first class disciplines** such as **Marxist theory**, **Theoretical economics**, **Applied economics**, and **Philosophy** were on the list of first-class discipline construction, ranking the **7th** in terms of the number of disciplines made to the list.





Part 4

Challenges and Conclusion



1. Major Contradictions Faced by Higher Education

- The major contradiction of higher education now exists between the people's **growing need** of high-level education and **unbalanced and inadequate development** of education undertakings.
- Higher education institutes experienced rapid development in both scale and in number. But at the same time, education level **differs between regions**, and quality education resources are **small in number** and **poor** in distribution.



2. Research ability is required to address new problems of social development

As important intellectual support of the country, higher education should be oriented towards new requirements presented by social development and should be equipped with the ability to marry various theories and practical problems and to reflect on experience of major **realistic**, **theoretical** and **practical** significance.



Technological innovation



Energy security



Green development



Poverty alleviation



Social governance



3. Labor Force Downsizing Calls for Improvement of Personnel Quality



- Recent years have seen rapid aging of the Chinese population and downsizing of the labor force.
- With the shrinking size of labor force and the growing number of dependents, **the need to cultivate high quality personnel is ever more pressing.** Higher education shoulders unshrinkable responsibility in training talents and tapping the full potential of human resources.



4. Talents Needed in International Economic Exchange and Cooperation

Since the initiation of the reform and opening policy, exchanges with other countries have become more frequent. To better serve the opening up endeavor, institutes of higher learning should **enhance international communication** on the one hand, and on the other, pay special attention to the **training of international talents**.



THANK YOU

