

Study in China:

**Contributing to the Building of a Community with
a Shared Future for Humanity**

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Introduction

Over a millennium ago, during the heyday of the Tang Dynasty (618-907 CE), the capital of Chang'an stood as a premier global hub of civilizations, drawing diplomats, merchants, and scholars from across the world. Foreign students traveled great distances to study in China, immersing themselves in the depths of Chinese classical thought and intellectual heritage. Through engaging with the nation's refined cultural fabric and its traditions of etiquette and music, they forged early bridges of dialogue and mutual learning among civilizations, composing a brilliant chapter in the history of Sino-foreign educational exchange.

In 1950, thirty-three students from Romania, Bulgaria, and other countries traveled across the Eurasian continent, marking the dawn of the modern era of international education in China. By 1978, China had welcomed nearly ten thousand international students, sowing the seeds of friendship and cooperation. Over more than four decades of reform and opening-up, Chinese education has evolved from "going global", "bringing in" to two-way coordination and the "Study in China" initiative has swelled from a modest stream into a mighty river.

Entering the new era, China has elevated educational opening-up to the height of national strategy and doubled its commitment to international exchange in response to the pivotal question: What part can China play in global education? As the doors of cooperation open wider, the depth and breadth of collaboration have continued to expand. The 2024-2035 Master Plan on Building China into a Leading Country in Education calls for strengthening the "Study in China" brand and institutional capacity-building, and for active participation in global education governance.

Today, China has become a major destination for international study, with its trajectory of high-quality development increasingly evident. Statistics of the Ministry of Education's Department of International Cooperation and Exchanges show that, in the 2024-2025 academic year, more than 380,000 students from 191 countries and regions pursued degree programs, research, or training at over 1,100 higher education institutions, research institutes, and other educational organizations across 30 provinces, autonomous regions, and municipalities—an increase of 15 percent over the previous year.

China has been steadily improving its holistic, multi-tiered international education system. This evolution spans the scholarly depth of "Double First-Class" universities and the skill empowerment of vocational education, from the inheritance and innovation of traditional strong disciplines to the pioneering leadership in emerging frontier fields. With a more inclusive posture and access to world-class resources, China is increasingly a magnet for international students. Concurrently, the nation is broadening its international cooperative networks—achieving significant milestones in joint curriculum development, the mutual recognition of degrees, and collaborative talent cultivation. These efforts are rapidly propelling China toward its goal of

becoming an important global education center with far-reaching influence.

At this new historical juncture, China is utilizing education as a bond, allowing youth from across the globe to engage with the nation's dynamism firsthand and enhance understanding through dialogue among civilizations, injecting enduring humanistic momentum for the building of a community with a shared future for humanity.

As the saying goes, "The sea is vast because it welcomes every stream." Looking ahead, as China continues to develop, the "Study in China" initiative is set to flourish with even greater vitality. It will not only offer international students expansive opportunities to embrace the trends of our times, but also contribute new wisdom and strength to global educational cooperation, mutual learning among civilizations, and common development.

Chapter 1

Composing a New Chapter of High-Standard Opening-up

The world today is undergoing accelerated major changes unseen in a century, and the development of the times necessitates a new and higher standard of opening up. President Xi Jinping's important remarks on further opening up the education sector and coordinating efforts for "bringing in" and "going global" charted a grand blueprint and clear direction for the new era.^① The growing enthusiasm for "Study in China" is the natural resonance of a deep restructuring of the global educational landscape and China's burgeoning educational strength. As China's network of educational cooperation grows denser and its global "circle of friends" expands, the "Study in China" brand has gained significant prestige. Today, pursuing an education in China has become a deliberate choice and a heartfelt aspiration for an increasing number of international students.

1.1 A New Growth Pole in the Global Education Market

As global development patterns undergo profound evolution, the international education landscape is being fundamentally reshaped. For a long time, countries such as the United States, the United Kingdom, Canada, and Australia—leveraging their comprehensive national strength and mature educational systems—have stood as the traditional educational powerhouses, attracting the lion's share of global students and enjoying a self-reinforcing prestige.

In recent years, however, their dominance has begun to falter due to policy tightening, socio-political instability, and the soaring tuition and costs of living. In contrast, China—alongside the Republic of Korea (ROK) and Japan—has emerged as a new destination for international students, drawing on advantages such as economic influence, educational quality, safe environments, degree of internationalization, and scholarship policies.

The dominance of traditional powers in international education is beginning to waver. In recent years, turbulence in the political and social climate of certain traditional education powers, together with escalating study-abroad expenses, has prompted hesitation among many prospective students. Intensifying political polarization and the spread of populist and xenophobic sentiment have fueled recurring protests, demonstrations, and unrest. At the same time, a rise in hate crimes against foreign

^①Xi Jinping. "Accelerating the Building of a Strong Country in Education," *Qiushi*, No. 11, 2025.

nationals has further eroded international students' sense of security. In addition, driven by inflation and other factors, rising tuition, coupled with soaring rents and living expenses, has significantly heightened the economic barriers for those seeking to study abroad. In the United Kingdom, for instance, undergraduate tuition for international students at the University of Oxford rose from £33,050-48,620 in 2023-2024 to £35,260-59,260 for the 2025-2026 academic year, with some programs seeing increases of more than 10 percent in two years.^① Tuition at Cambridge, Imperial College London, and the London School of Economics and Political Science rose by similar margins. Data from the UK Office for National Statistics (ONS) further highlights the burden on students, with private rental prices climbing 5.5% in September 2025 to a monthly average of £1,354.^②

These factors, to certain degree, have dampened interest of international students in traditional destinations. According to the OECD's International Migration Outlook 2025, the number of newly enrolled international students in 2024 fell by 12 percent in the United States, 14 percent in the United Kingdom, 39 percent in Canada, and 22 percent in Australia.^③

The appeal of emerging study-abroad destinations is growing stronger. As traditional educational powerhouses experience a downward trend in enrollment, emerging destinations are seizing the opportunity to enhance their global appeal. China, the ROK and Japan, leveraging on their economic influence, educational quality, safe environments, degree of internationalization, and scholarship policies, have evolved into the "new growth poles" of the global education market, each carving out a distinct competitive edge. The ROK, for example, has launched the "Study in Korea Plan" and the "Study in Korea 300K Project," aiming to host 300,000 international students by 2027, and issued the "Standardized Guidelines for International Student Recruitment and Management."

The ascent of these emerging destinations presents a historic opportunity for China to attract more international students. According to the OECD's International Migration Outlook 2025, while traditional education powerhouses—the U.S., UK, Canada, and Australia—saw a steep decline in new international enrollments, emerging destinations experienced a robust upswing in 2024. Japan and the ROK, for instance, recorded remarkable year-on-year growth of 20% and 16%, respectively.^④ An increasing number of international students are no longer confined to the single path offered by traditional education powers. Instead, they are turning to emerging destinations that offer better

① Undergraduate fees, funding & scholarship search, <https://www.ox.ac.uk/students/fees-funding/search/undergraduate>.

② Private rent and house prices, UK: October 2025, 22 October 2025, <https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/private-rent-and-house-prices-uk/october2025>.

③ International Migration Outlook 2025, October 2025, https://www.oecd.org/en/publications/international-migration-outlook-2025_ae26c893-en.html.

④ International Migration Outlook 2025, October 2025, https://www.oecd.org/en/publications/international-migration-outlook-2025_ae26c893-en.html.

cost-effectiveness, closer cultural proximity, and stronger development opportunities. This trend provides China with a historic opportunity to attract more international students.

1.2 Significant Strides in the Modernization of Chinese Education

Driven by the national strategy of building a strong education powerhouse, China has strengthened its educational capacity and accelerated its educational modernization. By synchronizing educational progress with economic and social development, China has established a robust foundation for attracting international students to study in China.

Optimizing national strategy and top-level design. Looking back, China has consistently deepen and refine its strategic planning for opening education to the outside world. The China Education Modernization Plan 2035 called for the implementation of the Study in China Initiative, and the establishment and improvement of a quality assurance system for international education to enhance the overall quality of education for international students. The 2024 National Education Conference emphasized advancing educational opening-up, coordinating "bringing in" and "going global," enhancing China's international influence, competitiveness, and discourse power in the global educational arena. The conference further prioritized expanding academic exchange and research cooperation, actively participating in global education governance, and contributing more Chinese strength to the development of global education. The 2024-2035 Master Plan on Building China into a Leading Country in Education released in 2025 further called for refining strategies for educational opening-up and building China into a globally influential education hub.

Guided by these policies China's international education system has become more systematic and refined. Major breakthroughs have been achieved in curriculum design, management models, and quality standards, while at the same time distinctive features have been cultivated to continuously enhance its appeal to students worldwide.

Achieving steady progress in educational modernization. Today, China has institutionalized the world's largest high-quality education system, marking a decisive stride toward its goal of becoming an education powerhouse. In terms of overall educational modernization, China has now ascended into the ranks of the world's upper-middle developed nations. Over the past five years, higher education has channeled 55 million high-caliber professionals into the labor market, while vocational education has supplied over 70% of the high-skill talent driving modern industrial sectors. Notably, Chinese universities have spearheaded over 75% of national Natural Science and Technological Invention awards, and more than 50% of Science and

Technology Progress awards.^①

The higher education sector is increasingly defined by the synergy between industry and education and the integration of science and education. This is evidenced by the deployment of over 100 disciplinary pilot projects, the establishment of regional technology transfer centers within the Yangtze River Delta, the Guangdong-Hong Kong-Macao Greater Bay Area, and the Beijing-Tianjin-Hebei region, the strategic rollout of new-type research universities, and the partnership between "Double First-Class" universities and pillar industries in central and western China, directly fueling the cultivation of new quality productive forces.

China has achieved a strategic breakthrough in its evolution into a globally influential education hub. With its burgeoning leadership in digital and AI education, basic education, vocational education, and higher education, China is positioning itself as a high-quality, open, and responsible cornerstone of the global educational landscape.

Ascending global competitiveness of Chinese universities. According to the Essential Science Indicators (ESI) by Clarivate, a substantial number of Chinese academic disciplines have secured placements in the global top 1%, 0.1%, and the elite 0.01% brackets. The July 2025 ESI update highlights this trend: the University of Chinese Academy of Sciences (UCAS) maintains 7 disciplines in the top 0.01%, 14 in the top 0.1%, and 22 in the top 1%. Collectively, hundreds of Chinese institutions now feature in the top 1% globally.^②In the 2025 QS World University Rankings, the Chinese mainland boasts five institutions in the global top 100 and nine in the top 200.^③ Furthermore, the Nature Index 2025 Research Leaders report reveals that seven universities in the Chinese mainland ranked among the world's top 10 research institutions in 2024. China continues to hold the top global position on the Research Leaders list, further widening its lead in high-impact scientific output.^④

Parallel to these ranking gains, China has systematically upgraded its faculty caliber and research infrastructure. As of late 2024, the proportion of faculty holding overseas doctoral degrees at "Double First-Class" universities averaged 41%, with top-tier institutions exceeding 60%. Infrastructure and pedagogy have seen a similar scale-up, with over 1,100 national-level experimental teaching demonstration centers and over 50,000 bilingual courses offered by more than 800 universities.^⑤

The growing comparative advantage of China as a study destination. China's

① "55 Million Talents Cultivated by Higher Education and Delivered to Society During the 14th Five-Year Plan Period – Developing Education That Satisfies the People," *People's Daily*, September 24, 2025, p. 4.

② "Top 200! Latest ESI Rankings Released," *China Education Online*, July 10, 2025. <https://www.people-app.com/rmharticle/30049623785>.

③ "QS World University Rankings 2025 Released: Peking University and Tsinghua University Enter Global Top 20," *China Education Online*, June 5, 2024.

④ "Nature Index 2025 Research Leaders: China Retains Top Position," *Xinhuanet*, June 11, 2025.

⑤ Cen Jianjun. "Cross-border Integration and Talent Cultivation Transformation," *China Scholars Abroad (CHISA)*. http://www.chisa.edu.cn/education/202511/t20251114_2111413554.html.

competitive edge as a global education hub is becoming increasingly pronounced. The Chinese Service Center for Scholarly Exchange (CSCSE) of the Ministry of Education recently introduced an evaluation framework for international study environments, predicated on a tripartite metric: Quality and Education, Safety and Cost, and Trust and Openness. Against these benchmarks, China demonstrates clear comparative advantages. Currently, as the global standing and academic quality of Chinese universities ascend to the vanguard of international rankings, the overseas expansion of Chinese enterprises is creating abundant career opportunities for international students returning home. Moreover, the fiscal advantage of studying in China is substantial, with costs totaling less than one-third of those in Europe or the United States. When coupled with China's status as one of the world's most stable and secure nations and its commitment to a hospitable environment, these combined factors significantly enhance the global appeal and prestige of the "Study in China" brand.

1.3 An Ever-Expanding Global Network of Educational Cooperation

Educational exchanges and cooperation between China and the rest of the world have entered a period of accelerated development. To date, China has established educational cooperation with 183 countries and regions, signed mutual recognition agreements on academic degrees with 61, and launched joint education programs with 45. The global reach and influence of Chinese education continue to broaden significantly.

Building bridges of exchange through international Chinese language education. President Xi Jinping attaches great importance to international Chinese language education, emphasizing the need to "break new ground while upholding fundamental principles, enhance interconnection and integration, build consensus among all parties, and strive to build bridges of lingual connectivity, understanding and mutual trust, and mutual learning among civilizations."^①In November 2025, 61 young sinologists from 51 countries attending the World Chinese Language Conference wrote to President Xi to share their insights into China studies and express their commitment to deepening research and bridging dialogue among civilizations. In his reply, President Xi noted that "sinology originates in China but belongs to the world, and it is a common cultural wealth shared by all humanity."^② This sentiment resonated deeply with the young scholars.

^① Xinhua News Agency. "Congratulatory letter of President Xi Jinping to the 2024 World Chinese Language Conference," November 15, 2024.

^② Xinhua News Agency. "Companion to Sinology, Promoting Exchanges and Mutual Learning Between Chinese and Foreign Civilizations—President Xi Jinping's Reply Inspires Young Sinologists and International Chinese Language Educators to Contribute Wisdom and Strength to Building a Community with a Shared Future for Mankind," November 14, 2025.

In recent years, through concerted efforts of China and its international partners, Chinese language education has yielded more substantial outcomes, developed into a more robust system, demonstrated greater practical value, and delivered more tangible results in people-to-people exchange. As the Chinese language becomes increasingly accessible to the global public, it is warmly embraced by the international community.

In 2024, the Center for Language Education and Cooperation (CLEC) of the Ministry of Education continued to strengthen policy dialogue and strategic cooperation with foreign educational authorities. These efforts led to the signing of Chinese language education agreements with seven nations, including Uzbekistan, Kazakhstan, and Kenya. Furthermore, cooperation agreements were reached with government agencies and universities in Malaysia, New Zealand, and Germany to jointly establish Chinese language majors and expand Chinese language teaching in primary and secondary schools. To support these initiatives, CLEC funded the recruitment of 530 local teachers, facilitated nearly 1,500 study visits to China, and awarded International Chinese Language Teachers Scholarships to 6,414 students from 136 countries. Additionally, 16 pairs of Chinese and foreign institutions signed agreements for the joint cultivation of local teachers.

The "Chinese Bridge" series of competitions has seen a continuous rise in global influence. Inbound delegations of foreign students and educators under the "Chinese Bridge" program have served as a powerful catalyst for international educational exchange and cooperation. In 2024, the Center supported 420 inbound group projects across 160 institutions, inviting over 8,000 students and 1,500 educators from more than 100 countries to experience China's rapid multidimensional development firsthand.

Sino-foreign cooperative education has entered a new phase of higher-quality development. The focus has shifted from traditional "knowledge transfer" to a model centered on collaborative innovation and the incubation of research outcomes, with high-level programs at the master's and doctoral levels seeing rapid growth. By the end of 2025, China hosted 373 cooperative educational institutions and programs offering postgraduate degrees or higher, 69 of which offer doctoral programs.

Harbin Institute of Technology has expanded its engagement with high-level universities, government departments, and Chinese-funded enterprises in Belt and Road Initiative (BRI) partner countries, establishing dedicated overseas recruitment bases. By leveraging its platforms in Russia, the university has successfully attracted a substantial number of Russian students through specialized "Study in China" programs.

Northwest University has deepened regional cooperation with a focus on Central Asia and Southeast Asia. In Central Asia, the university has taken "Joint Archaeology in Central Asia" project as a core platform, extending its academic reach across the region and recruiting high-caliber international students through multiple channels, including jointly established dual-degree programs with Kyrgyz State Technical University named after I. Razzakov. In Southeast Asia, the university has strengthened partnerships with ASEAN member states and set up premium recruitment bases in Malaysia, Thailand,

Indonesia to attract more students to pursue their studies in China.

Beijing University of Chinese Medicine (BUCM), a pioneer in admitting international students for traditional Chinese medicine (TCM), has trained over 20,000 professionals from 94 countries and regions and maintains partnerships with 118 universities and institutes in 31 countries and regions. Since 2004, BUCM has collaborated with Nanyang Technological University (NTU) in Singapore to offer a five-year "3+2" double bachelor's degree program in TCM and biology, which has produced nearly 700 graduates with a physician qualification exam pass rate of 90%.

BUCM has also launched comprehensive degree programs spanning bachelor's, master's, and doctoral levels in collaboration with Middlesex University (UK) and the Faculty of Medicine and Health Sciences at the University of Barcelona (Spain). These initiatives are of strategic significance in facilitating the formal integration of TCM into the mainstream healthcare systems of the European Union.

Beijing Vocational University of Science and Technology has established partnerships with 52 universities across 19 countries, targeting students primarily from Africa and Central Asia. Tailored to the specific economic circumstances of the students and the institutional resources of the university, the university employs a "2+1+1" educational model, which effectively balances foundational academic coursework with hands-on internships and practical training.

Expanding platforms for Sino-foreign educational cooperation. In the new era, China has established ten major people-to-people exchange mechanisms with countries including Russia, the United States, the United Kingdom, and France. These mechanisms have facilitated the establishment of flagship projects including the Association of Sino-Russian Universities, the China-France 100 Schools Exchange Program, the Sino-France Education Development Forum, China-Europe University Presidents Dialogue Forum, China-Italy University Presidents' Forum, and the China-Africa (South Africa) Vocational Education Cooperation Alliance. In addition, China has spearheaded the Student Innovation Leadership Training Camp, Youth Innovation and Entrepreneurship Summit, and reciprocal "Years of Culture" and "Year of Tourism" hosted with various nations. Through these efforts, China has established multi-tiered mechanisms for cultural and people-to-people exchanges with countries worldwide, constructed diversified platforms and opened broader channels for educational cooperation.

In September 2023, the "China-ASEAN 1,000 Schools Hands Together Initiative," proposed by China, was officially incorporated into the List of Cooperation Initiatives of the East Asia Cooperation Leaders' Meetings. Since its inception, the program has garnered extensive participation from over 1,500 schools across both regions. Currently, two-way student mobility between China and ASEAN surpasses 175,000, reflecting a continuous deepening of educational cooperation at all levels and the attainment of substantial achievements in joint talent cultivation.

In May 2025, the inaugural China-Central Asia Education Ministers' Meeting was

convened in Urumqi, Xinjiang. The meeting reviewed and adopted landmark documents, including the Working Charter of the China- Central Asia Education Ministers' Meeting Mechanism and the Urumqi Declaration of the Inaugural China-Central Asia Education Ministers' Meeting. Educational cooperation between China and Central Asian nations continues to deepen. This progress underscores the prominent role of education in advancing cultural exchanges and fostering people-to-people connectivity.

During the 2025 China-Europe University Presidents Dialogue Forum, the heads of 45 leading universities from China and Europe convened at Tongji University for high-level deliberations. The participants committed to dismantling disciplinary barriers in traditional engineering education and deepening the integration of industry and academia in talent development. Their shared goal is to forge a multilateral ecosystem characterized by the free flow of knowledge, collaborative talent cultivation, and synergistic scientific research.

Chapter 2

Shaping a New Landscape for Studying in China

Embracing the world with increasing openness, confidence, and initiative, China has continuously refined its international education framework. Through diversified academic offerings, expanding exchange channels, and enhanced support services, the nation has solidified the "Study in China" momentum, painting a vibrant new vision for international education in China.

2.1 Building a Full-Cycle System for International Education in China

From degree to non-degree programs, and from higher education to vocational education, the options for studying in China have become increasingly flexible and diverse. According to the Ministry of Education data for the 2024-2025 academic year, postgraduates accounted for 35.25% of international degree-seeking students, reflecting a clear upward trend in high-level enrollment. Furthermore, over 40,000 young scholars participated in various high-standard international summer school programs.

As the cornerstone of international education in China, degree-based programs now feature a comprehensive cultivation framework spanning undergraduate, master's, and doctoral levels. The caliber of talent continues to rise, with educational quality and academic reputation playing an increasingly decisive role. Statistics from the Ministry of Education show that degree-seeking students now comprise over 60% of the total enrollment of international students. To ensure high-quality recruitment, the China Scholarship Council (CSC) has launched the China Scholastic Competency Assessment (CSCA), an academic proficiency test, for undergraduate admission of international students, providing universities with quantifiable benchmarks. Additionally, many universities have established preparatory programs to facilitate a smooth transition, offering intensive Chinese language training and foundational subject courses.

Non-degree education has emerged as a vital window for cross-cultural exchange. In 2025, the Chinese Service Center for Scholarly Exchange (CSCSE), in collaboration with over 10 universities, launched the "Zhi-Xing China" youth study tour. By integrating authentic Chinese experiences with credit-bearing courses, the program offers global institutions a diverse array of short-term study options, attracting over 400 American students. During the summer of 2025, more than 30 American young scholars from prestigious institutions, including Stanford and the University of Chicago, joined Chinese peers in the "Zhi-Xing China" research tour. Traversing Beijing, Suzhou, Hang-

zhou, and Shanghai, they traced the historical pulse of the nation. Similarly, Harbin Institute of Technology (HIT) partnered with nine universities in Heilongjiang to establish the "Study in Longjiang" Sino-foreign youth social practice base consortium for Chinese and foreign youth, offering the "Enjoyable Tour in HLJ, Study Tour at HIT" series of country-specific practice courses. To date, over 100 participants from the U.S., the UAE, and other nations have participated. As the saying goes, "seeing is believing." Non-degree education leverages its concise duration, specialized focus, and immersive nature to allow international students to witness the underlying logic of China's development firsthand.

Vocational education has become a dynamic pillar of international education in China. With the approval of the Ministry of Education, as of 2025, over 600 vocational colleges across 29 provincial-level regions have established more than 1,400 joint institutions and programs with 32 countries and regions, signaling the maturation of an international vocational talent cultivation system. Chinese vocational colleges have optimized curricula around the core of "language + skills + professionalism," emphasizing vocational attributes to produce a new generation of skilled, practice-oriented graduates. Consequently, these students enjoy a significant competitive edge in employment rates and salary levels upon returning to their home countries.

International schools for expatriate children in China provide comprehensive K-12 foundational education for the dependents of foreign professionals working in China. By adopting globally recognized frameworks such as the International Baccalaureate (IB), these schools focus on universal disciplinary knowledge and cognitive development. The curriculum spans core disciplines—including languages, sciences, and humanities—alongside creative electives such as music, fine arts, drama, design, and programming. This holistic approach empowers students with robust interdisciplinary competencies and independent thinking skills.

2.2 Offering Abundant and Diverse Academic Programs

According to statistics from the Ministry of Education for the 2024-2025 academic year, Humanities and Literature programs attracted the highest enrollment of both long- and short-term international students, totaling approximately 148,000. Among degree-seeking students, the three most popular disciplines were Engineering, Medicine, and Management, which together account for over 60% of all degree students. This growing appeal stems from the continuous optimization of academic offerings by Chinese universities. Beyond traditional strengths like the Chinese language and traditional Chinese medicine, emerging fields such as Artificial Intelligence, Big Data, and New Energy are providing international students with a broader and more sophisticated range of choices.

Traditional flagship majors such as Chinese language and traditional Chinese

medicine continue to flourish, serving as vital gateways for students to experience the charm of China. Data from the Center for Language Education and Cooperation (CLEC) reveals that the global community of Chinese language learners and users has surpassed 200 million. The Chinese Proficiency Test (HSK) is now available at 1,477 centers across 168 countries, with the total number of candidates exceeding 8.5 million by 2025.^① Traditional Chinese medicine, with its profound philosophical wisdom and versatile diagnostic methodologies, continues to attract students dedicated to mastering and practicing the "art of healing with benevolence."

Furthermore, the alignment between international curricula and socio-economic development has tightened, offering international students highly practical career paths. Positioning themselves at the forefront of academic and social progress, Chinese universities have aligned their curricula with industrial demands by launching high-demand programs in fields such as Artificial Intelligence and Big Data Science & Technology. Leveraging China's successful experience in poverty alleviation, technological innovation, and rapid urbanization over the past decade, Chinese universities have also introduced specialized disciplines such as Development Economics for Developing Nations and Belt and Road Studies. Consequently, the academic landscape has shifted from a model of "studying what is available" to "studying exactly what one seeks."

Marc Yeo Zhi Yui, a Malaysian student at Tianjin University's School of Marine Science and Technology, shared: "China's Emerging Engineering Education has taught me to synthesize marine theory and knowledge with AI and big data analytics. This interdisciplinary approach has vastly expanded my professional horizons." His program—the ASEAN Specialized Undergraduate Class in Marine Technology of Tianjin University—is tailored to the marine industry needs of China and ASEAN member states. Built around the dual pillars of marine resource development and environmental governance, this new engineering curriculum system for international students has successfully cultivated large numbers of specialized professionals.

2.3 Forging Exchange Pathways Bridging China and the World

Study in China not only integrates a wide array of social practices and study-tour activities to help international students better understand and adapt to China, but also provides globally aligned educational resources through the establishment of fully English-taught programs and the expansion of English-medium courses. Together, these efforts have forged exchange pathways that effectively bridge China and the international community.

The initiative proposed by President Xi Jinping to "invite 50,000 young Ameri-

^① Xinhua News Agency. "Chinese Language Trend! The 2025 World Chinese Language Conference Showcases the Charm of an Eastern Language," November 16, 2025.

cans to China on exchange and study programs in the next five years"^① has been effectively implemented. As of early December 2025, over 42,000 American young persons have arrived in China under this initiative. These participants represented more than 500 schools and institutions across all 50 U.S. states and Washington D.C., with their itineraries spanning 31 provincial-level regions as well as the Hong Kong and Macao Special Administrative Regions. President Xi has provided significant impetus for this initiative through letters and verbal messages, encouraging participating American youth and friendly individuals supporting the initiative to inject strong impetus into expanding these vital cross-border ties. To further support these efforts, China launched the Young Envoys Scholarship (YES) Program, specifically designed for short-term exchanges, while proactively encouraging American students to pursue academic degrees or earn transferable credits in China.

During their stay, international students have immersed themselves in rural areas, grassroots communities, enterprises, and cultural institutions. By observing China's profound culture and history alongside its rapid economic and technological strides, they experienced firsthand the development pulse and social warmth of China in the new era. The Ministry of Education's Chinese Service Center for Scholarly Exchange (CSCSE) hosted the annual "Encounter China" series to facilitate this. In 2025, 100 students from member countries of the Shanghai Cooperation Organization(SCO) participated in the "SCO Youth Encounter Qingdao" event; students from more than 20 countries studying law, politics, and the humanities in China took part in the "Encounter the Rule of Law in China" activity, visiting Shanghai neighborhoods and residents' committees to learn about China's governance. In November 2025, faculty and students from Peking University's Yenching Academy conducted field research in Zhejiang under the theme "Understanding China through Zhejiang." At Yenching Academy, "China Field Research" is a compulsory course. The program aims to situate "local China" within a global context, encouraging students to study the nation through a synthesis of theory and practice.

Similarly, institutions like Northwest Agriculture and Forestry University organized visits to Yan'an under the theme "Westward Journey in the New Era." By learning about moving stories of international figures like Edgar Snow and Norman Bethune and their ties with the Chinese people, international students gained a deeper understanding of China.

From exploring the myriad stalactites of karst caves and ascending the Baling River Bridge (the world's highest) and the "Sky Bridge," to visiting the "China Sky Eye" (FAST) base, the study tour "Insight into Guizhou: Bridging the World and Reaching for the Space" offered a unique itinerary of discovery. Spearheaded by Guizhou

① Xinhua News Agency. "Xinhua News Flash: Xi Jinping: I hereby announce that to expand exchanges between the Chinese and American peoples, especially among the younger generation, China is ready to invite 50,000 young Americans to China for exchanges and study over the next five years," November 16, 2023.

University and other institutions, the program attracted 19 international students from 10 countries, including the United States, Brazil, and Bolivia. As one of the inaugural courses selected for the CSCSE's "Study Tour in China" initiative, this program leveraged systematic, immersive, experiential, and interactive learning to provide international students with an entirely new educational experience.

From ascending the Mingsha Sand Dunes and exploring the unique Yardang landforms to traversing the Mogao Caves and listening to the stories along the ancient Silk Road—the experience was a profound journey through time. In October 2025, master's and doctoral students majoring in Chinese Studies from the International School of Jinan University conducted an in-depth field study in Dunhuang, immersing themselves in China's majestic landscapes and its immense historical heritage. Nikita Makwana, a doctoral student from Botswana, reflected: "The Silk Road and the Mogao Caves used to be facts in a textbook, but seeing them for real was a whole different experience. It gave me a fresh and authentic perspective to understand Chinese history."

The internationalization of education in China continues to accelerate, with the prestige and global recognition of Chinese degrees reaching new heights. Schwarzman College at Tsinghua University has pioneered a curriculum centered on global affairs, China's development, and leadership, synthesizing academic rigor with industry-focused applied research. The course provides students with a unique vantage point to explore and understand China and the world, while fostering critical thinking, cross-cultural understanding, and global leadership. In 2025, Tsinghua established the Bauhinia College. By integrating Art, Architecture, and AI into the traditional STEM (Science, Technology, Engineering, Mathematics) foundation, the college aims to cultivate a new generation of international engineering innovation leaders equipped with cross-cultural coordination and interdisciplinary skills. Its inaugural class of 83 freshmen came from 23 countries across four continents.

Meanwhile, institutions like Peking University's Institute for South-South Cooperation and Development (ISSCAD) and Renmin University of China's Global Leadership School leverage China's unique knowledge advantages alongside a global outlook. These programs are dedicated to bridging China and the world, cultivating future leaders to meet the demands of the times and the changing world. Since its inception ten years ago, ISSCAD has produced over 400 outstanding doctoral and master's graduates, evolving into a premier platform for global governance exchange and talent cultivation.

From focusing on popular disciplines to covering all fields, from linguistic alignment through English-taught courses to deep global integration, and from imparting foundational knowledge to cultivating global competence—Chinese universities provide international students with high-quality options for pursuing education in China.

2.4 Establishing Efficient and Convenient Support Mechanisms

A series of efficient and convenient measures- spanning national and local government departments, and higher education institutions- have been launched to enhance the convenience and social integration of international students in China.

China continues to optimize visa and residency policies to streamline entry and stay procedures. Cities including Beijing and Shanghai now facilitate online visa renewals, while high-caliber international graduates are eligible for "R-visas" (Talent Visas) with a maximum validity of 10 years. Several regions are piloting "Single-Window Services for Foreigners," enabling the one-stop processing of work permits and visas. By minimizing administrative hurdles, these initiatives make China more accessible to global young talent in science and technology, fostering an environment conducive to research, academic exchange, and entrepreneurship. By streamlining approval processes and reducing processing times, these policies have enhanced the efficiency of entry, stay, and renewal procedures, thereby facilitating seamless cross-border academic exchange.

The internationalization of Chinese cities is accelerating. Multilingual support now permeates daily life, administrative affairs, and public services, effectively dismantling communication barriers and fostering a more seamless experience for international residents. Key initiatives include the launch of the "Beijing Pass" for international visitors, the integration of telecommunications, currency exchange, and mobile payment services at major ports of entry in Shanghai and Guangzhou, and the expansion of multilingual support on the "12345" government service hotlines in Shenzhen and Hangzhou. This burgeoning "international vibe" is echoed by students like Yeganeh Tavakoli from Iran, currently at Renmin University of China, who noted: "It was only after arriving that I realized how advanced China's technology and infrastructure truly are; there is a sense of constant, palpable progress every day."

The Chinese Service Center for Scholarly Exchange (CSCSE) of the Ministry of Education is further refining the "Study in China" support framework, spearheading a strategic shift from quantitative scale expansion to qualitative substance excellence. This includes the design and unveiling of a new "Study in China" brand image and series of cultural products, the development of a comprehensive integrated service platform to centralize regional and institutional data, providing one-stop services to prospective international students, and the deployment of a global "Study in China" communication matrix across domestic and international social media.

The standard of management and support services for international students has seen a significant upgrade across Chinese universities. Adhering to the principle of "combining professional and auxiliary staffing" and "integrating unified and tailored management of Chinese and international students," Tsinghua University has established a comprehensive campus support system that spans the entire academic

lifecyle-covering educational guidance, career development, administrative affairs, and health and safety. Jinan University has launched "Senior Mentor" and "Peer Sharing" programs to facilitate a smooth transition for international students into Chinese academic and social life. Similarly, the student union at Fujian Normal University established a dedicated Division of Overseas Student Affairs to coordinate international student activities and host regular Chinese language salons.

Furthermore, China has emerged as one of the world's safest nations, with "Safe China" becoming a prominent national hallmark. Data from the National Bureau of Statistics (NBS) indicates that the public's sense of security has consistently exceeded 98% for five consecutive years. In 2024, the number of criminal cases filed nationwide decreased by 25.7% year-on-year, while the homicide rate stood at a mere 0.44 per 100,000 people-marking it as one of the lowest in the world.^① According to Gallup's 2025 Global Law and Order Report, China remains one of the safest countries globally, ranking third in residents' sense of personal security and fourth on the Law and Order Index, significantly outperforming many major Western nations.^②

Wong Yih Hing, an Indonesian student at Guangdong University of Foreign Studies, observed that his most profound impression of China is its safety: "China is exceptionally safe. You can walk down the streets with your phone in hand, feeling completely at ease. Even if you lose something, there is a high probability of recovering it upon returning to the spot."

^①Xinhua News Agency. "Xinhua News Flash: China's homicide rate stood at 0.44 per 100,000 people in 2024, making it one of the countries with the lowest homicide rates in the world," July 23, 2025.

^②CNR.cn. "Global Media Focus | U.S. Poll Shows: China Is One of the Safest Countries in the World," October 3, 2025. https://news.cnr.cn/native/gd/20251003/t20251003_527385091.shtml.

Chapter 3

Building New Bridges for Exchange and Mutual Learning among Civilizations

Studying in China holds profound significance. Leveraging the nation's high-quality educational resources, it provides a vital platform for global youth to engage with an authentic China and share in its development dividends. By fostering connection and integration across diverse civilizations, this initiative allows Chinese wisdom and experience to benefit the world through the efforts of a new generation, building new bridges for exchange and mutual learning among civilizations.

3.1 Sharing the Opportunities of China's Development

The development of education in China is intrinsically linked to the global community, just as global educational progress benefits from China's contributions. Through the opening-up of its education sector, China not only offers high-level academic platforms for global youth but also empowers them to achieve their professional success through diverse channels such as employment, scientific research, and vocational training.

Cultivating urgently needed talent. The major significance of studying in China lies not only in supporting international students' personal growth, but also in precisely aligning with the practical needs of global development by cultivating specialized talent urgently required for economic and social progress in different countries.

A significant number of students from Africa, Central Asia, and Southeast Asia, after completing systematic higher education and vocational training in China, have returned home to take up roles in strategic sectors such as infrastructure, renewable energy, and the digital economy. These graduates have become pivotal forces of their national development and key facilitators of cooperation with China.

The National Engineering Research Center of Juncao Technology at Fujian Agriculture and Forestry University closely integrates international student training with the establishment of overseas Juncao Technology demonstration bases, and the development of Juncao industries in recipient countries. Upon returning home, these graduates typically engage in Juncao research, technical outreach, and project management. A notable success is Lawandi Ibrahim Datti from Nigeria, who established a Juncao demonstration site in Nigeria to combat desertification and successfully advocated for the introduction of "Juncao Studies" into local university curricula.

Natasha Solema Kobe, a student from Papua New Guinea, shared her vision: "Upon

graduation, I intend to apply the knowledge of agricultural economics I've learned in China to poverty alleviation efforts across Pacific Island nations to support national development. Having seen how China surmounted formidable obstacles to eliminate poverty, I am confident that other developing countries can also take China as a model, draw on its experience, and work together with China to solve development challenges."

Similarly, since its inception in 2022, Hohai University's Lancang-Mekong College has served as a dedicated platform for higher education cooperation, offering Chinese solutions tailored to the needs of the Mekong region. The college has trained over 500 water resource specialists for the riparian countries, providing the essential expertise and practical insights required to strengthen regional governance in the Lancang-Mekong basin.

Sharing development experience. China's development experience, pathways of industrial upgrading, systems of social governance, and practices ranging from rural revitalization to new-type urbanization all carry demonstrative significance for many countries of the Global South. Increasingly, international students are evolving from mere visitors or observers into active learners and practitioners. As they gain professional expertise in China's development models, governance systems, and technological innovations, they serve as vital conduits, carrying these insights back to their home countries and the global stage.

John John Nchimbi from Tanzania, a member of the 2025 "Overseas Elite Program on Governance" at Renmin University of China's Global Leadership Academy, exemplifies this trend. During his fieldwork in Fuzhou, Nchimbi conducted an in-depth study of local reform and development, actively exploring how to adapt these strategies to his own national context. He noted that China's systematic approaches to infrastructure, public service delivery, opening-up, cultural preservation, and anti-corruption provide highly relevant lessons for Tanzania.

For three consecutive years, South China University of Technology has hosted specialized training programs for reserve officials from Hanoi, Vietnam. These programs focus on "Advanced Experiences in Socialism with Chinese Characteristics," featuring practical curricula on Party-building and urban management. These courses allow participants to gain deeper insights into China's rapid development in the new era and translate these institutional experiences into their own national governance.

Furthermore, the Ministry of Commerce of China has launched targeted initiatives such as the "Mombasa-Nairobi Railway Operations Management Training" for East African personnel and "High-Speed Rail Technology Workshops" for Southeast Asian professionals. Through these multi-level and multi-dimensional talent development networks, China is addressing critical technical and human capital gaps in infrastructure, energy, and telecommunications in many countries, particularly within Belt and Road Initiative (BRI) partner nations. In doing so, China's development experience is effectively empowering global progress.

Expanding employment channels. In recent years, China's ongoing economic

restructuring and industrial upgrading- marked by the synergistic development of traditional and emerging sectors-have accelerated the formation of a "dual circulation" development pattern, where the domestic and international markets reinforce one another. This landscape, coupled with robust foreign trade and the global expansion of Chinese enterprises, has unlocked a vast array of career opportunities for international students.

Matmusaev Doniyor, an international student from Uzbekistan, established a cross-border trading company after graduating from Northwestern Polytechnical University in 2023, selling Chinese-made products to Central Asian countries. Similarly, Diallo, a Guinean alumnus of Yiwu Industrial & Commercial College, founded a trade venture that successfully introduced Yiwu's small commodities to multiple African markets. With annual sales exceeding 30 million yuan, Diallo exemplifies the thousands of international students who have transformed their education into tangible, win-win economic outcomes.

Furthermore, many international students benefit from customized talent-cultivation models at Chinese universities, which enable them to find employment at Chinese-invested enterprises in their home countries. These graduates often command salaries significantly above local averages. For instance, among the more than 20,000 international alumni of the Harbin Institute of Technology, a substantial number have become the backbone of overseas operations for leading Chinese firms, including Huawei's branch in Russia and Hikvision's office in Pakistan.

3.2 Promoting Mutual Understanding and Integration of Civilizations

President Xi Jinping has stated that diversity spurs interaction among civilizations, which in turn promotes mutual learning and their further development.^①As a primary conduit for the preservation and advancement of human civilization, education plays a pivotal role in fostering global dialogue and understanding. International students serve as cultural ambassadors, acting as a vital bridge for people-to-people exchange and a resonant voice for China on the global stage. Through these educational cooperation and exchanges, the transmission and sharing of knowledge, ideas, and values across civilizations builds a durable foundation for mutual understanding integration among peoples.

Overcoming cognitive barriers through cultural immersion. In recent years, certain Western media outlets have persistently promoted erroneous narratives, such as the "China threat theory," in an attempt to undermine China's national image and foster biased stereotypes. Studying in China provides international students with a firsthand experience of Chinese modernization, allowing them to form an independent "vision of

^①*Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era: A Study Outline*, Xuexi Publishing House & People's Publishing House, 2023 edition, p. 282.

China" based on personal observation. This cognitive shift-from "externally imposed images" to "self-constructed understanding"-allows the world to see a more authentic China.

Since its inception in 2011, Beijing Normal University's "Looking China:Foreign Youth Film Project" has successfully completed thirteen editions. Utilizing short-form video as a medium, young international creators use their appealing outsider's perspective to broadcast a credible, amiable, and respectable image of China to every corner of the globe.

Relying on such brand programs as Global Vision Enlightenment Campaign, Social Governance Research Tour, Splendid Beijing Cultural Immersion Campaign, Tech Charm Experience Campaign, Green Future Guardianship Campaign and Chinese Story Narration Campaign, Beijing International Studies University helped international students deepen their understanding and recognition of China's development path, governance philosophy, and contemporary values.

Norubura, a Thai student, documented the transformation of rural China through a "Generation Z" lens. While experiencing agrarian life in Liuzhou, Guangxi, she produced and communicated a series of short videos documenting her firsthand observations, garnering significant attention across international social media platforms.

Similarly, students such as Yang Wu Elena from Venezuela from Jinan University and Fatima Guadalupe Santamaria from El Salvador from South China University of Technology have shared that witnessing China's rapid development-exemplified by its high-speed rail, cutting-edge technology, and modern architecture-has been profoundly inspiring, effectively dismantling their previous one-sided perceptions of the country.

Deepening conceptual alignment through immersive engagement. Direct engagement with China's rural areas, enterprises, and local communities allows international students to experience firsthand the nation's achievements in poverty alleviation, the efficacy of its community governance, and its capacity for industrial innovation. This deep-level perception fosters a profound appreciation for China's institutional strengths, developmental experience, and cultural heritage-insights that these students translate into credible advocacy.

Bayramdurdyev Rahman, a Turkmen student at China University of Petroleum (Beijing), has studied and lived in China for 13 years. He observed the increasing number of photovoltaic power stations and wind farms across China, as well as the prevalence of new energy vehicles and solar streetlights. Many mobile apps help people measure their "carbon footprint," and his friends have begun pursuing low-carbon lifestyles. In his view, "These are vivid examples of China's commitment to promoting greener and more sustainable development."

Similarly, Andrea, an Italian student at Peking University who came to China at age four with his parents, noted: "I have personally witnessed the trajectory of China's development. Beyond the tangible rise in living standards and sense of happiness of the Chinese people, I have gained a deep understanding of the Communist Party of

China's fundamental mission of serving the people."

The enduring impact of such education is perhaps best exemplified by Mulatu Teshome, former President of Ethiopia, who studied at Beijing Language Institute (now Beijing Language University) in 1976, and later completed his bachelor's, master's, and doctoral studies at Peking University. As a longstanding friend of China with deep insight into the country, he noted: "Ethiopia has adapted Chinese experiences to revitalize our own infrastructure, recognizing that robust infrastructure is the cornerstone of economic progress and national industrialization."

Building bridges of friendship through enduring emotional bonds. By combining systemic academic training with immersive cultural engagement, an increasing number of international students are developing comprehensive and objective analytical frameworks for understanding China. As they evolve into subject-matter experts or even national leaders possessed of deep China-specific expertise, they leverage their nuanced understanding of the country as a vital link to establish enduring bridges for cross-cultural exchange.

Józsa Sándor, one of the first generation of Hungarian sinologists trained in the People's Republic of China, dedicated his career to the study and dissemination of Chinese language, history, and culture. His prolific contributions, including *Chinese Textbook*, *Twenty-One Poems of Mao Zedong*, and *China and the Austro-Hungarian Empire*, have been instrumental in promoting Sino-Hungarian cultural exchange and deepening the mutual affinity between the peoples of the two countries.

Dr. Willan Phichaong Padi, an alumnus of Sun Yat-sen University's School of Tourism, is dedicated to deep Sino-Thai cultural exchange. He serves as Director of the Thailand- China Belt and Road Cooperation Research Center and is one of the translators of the Thai edition of *Xi Jinping: The Governance of China*. Rezvan Zeynali, an Iranian doctoral student at Nanjing University, focused on Sinology research during his studies in China, publishing multiple historical research papers and translating works such as *Running Through Zhongguancun* into Persian. His work has built bridges of friendship between China and Iran in the study of ancient Chinese-Persian texts and the history of Chinese-Persian cultural and language exchange.

Kang Sivmey, a Cambodian student at Beijing University of Technology, wrote in her essay for the "My Beautiful Encounter with China" competition: "This ancient and profound culture is like a bright moon, guiding me to this vast land to trace the footsteps of history and feel the vibrant pulse of modern China."

The bridges of exchange and mutual learning among civilizations are being built through a myriad of shared experiences: from expatriate children at the Western Academy of Beijing celebrating their graduation at the Great Wall and Confucius Temple infused with elements of fine traditional Chinese culture, to Malaysian student Tan Lak Hon at Tianjin University sharing his study-abroad life and stories of China-Malaysia friendship on social media. This spirit was further exemplified at the "Generation Z International Youth Leaders Dialogue" in Jingdezhen, the "Porcelain

Capital," where over 100 representatives from 40 nations gathered to discuss the exchange and mutual learning among civilizations and the responsibility of the youth.

As the Chinese proverb goes, "Those with shared aspirations are not separated by mountains or seas." "Study in China" enables Chinese civilization to engage with other world civilizations across oceans. Through these micro-level narratives of people-to-people bonds, this program injects greater humanistic vitality into the building of a community with a shared future for humanity.

3.3 Advancing the Building of a Community with a Shared Future for Humanity

The world today is undergoing profound changes-global, epochal, and historical-accelerating at an unprecedented pace. The progress of human civilization requires international education to play a more decisive role. President Xi Jinping stated: "We will further open up the education sector, coordinate efforts for 'bringing in' and 'going global', increase our influence and competitiveness in international education, and strengthen our voice, so that we will be in a better position to contribute to the building of a community with a shared future for humanity."^① "We will actively participate in global education governance, and contribute more to the development of global education."^① Through the "Study in China" initiative, this vision has evolved from a Chinese proposal into an international consensus, and from an beautiful vision into rich, practical reality.

Promoting the equitable distribution of educational resources. Currently, the global educational landscape is characterized by uneven resource distribution and persistent developmental gaps. In the post-pandemic era, educational inequality has intensified, particularly for nations lacking technological infrastructure. Many developing countries also face a severe "brain drain," where the inability to retain talented youth creates a bottleneck for economic restructuring and social development.

By expanding educational openness and strengthening international cooperation, China is actively dismantling geographical, economic, and resource-based barriers and challenging the historical concentration of educational resources in developed countries. China is dedicated to ensuring that high-quality education is accessible to more countries and more young people, embodying the core principle of the community: "leaving no one behind."

From the implementation of the "China-Africa 100 Universities Cooperation Plan" and the "Belt and Road Teacher Development Program" to the training of 10,000 local compound talents through "Chinese + Vocational Skills" initiatives, China adheres to the philosophy of "teaching one how to fish." These efforts focus on fostering global educational equity and providing robust support for capacity building and talent

^①Xi Jinping. "Accelerating the Building of a Strong Country in Education," *Qiushi*, No. 11, 2025.

cultivation across the African continent.

Since 2022, China has fully implemented its National Education Digitalization Strategic Action. By harnessing the power of digital technology, the nation is turning millennia-old educational ideals—such as education for all without discrimination and audience-based education—into a contemporary reality. China has successfully developed the "world's largest high-quality smart education platform," serving over 170 million learners across more than 200 countries and regions. ^①In doing so, China has provided a compelling response to the fundamental question of "the role of education in the intelligent age," while utilizing digital tools to transform its educational resources into global public goods.

Participating in global education governance. In the new era, Chinese education has stepped onto the world stage with unprecedented openness, confidence, and proactivity. With its growing capacity and institutional confidence, China is undergoing a strategic transition from a recipient and participant to a contributor and trailblazer in global education governance.

China is deepening its engagement in global governance through a multifaceted approach: participating in the educational projects of international organizations, guiding the setting of global educational agendas, fulfilling governance commitments, contributing to the formulation of international rules and standards, conducting international assessments and surveys, and cultivating a specialized talent pool for global education governance. Through these efforts, China is assuming a more active role in global education governance, with its international influence growing steadily.

In September 2025, the UNESCO International Institute for STEM Education (IISTEM) was established in Shanghai. As the first Category I institute established by UNESCO in the Asia-Pacific region, it represents a landmark international public good provided by China in its commitment to global governance and the advancement of worldwide STEM education. Furthermore, China has assumed a strategic lead in UNICEF's "Gateways to Public Digital Learning" initiative, spearheading the development of the "Global Digital Learning Cockpit" and contributing to the initiative's Technical Advisory Group. By supporting global and regional activities for partner nations, China is actively facilitating the international adoption of Chinese concepts, paradigms, and standards in the field of digital education.

Looking ahead to the broad future, China is committed to advancing high-standard opening-up in education. It seeks to address global development challenges, build synergy for global cooperation, gather momentum for global innovation, and advance shared benefits for all through openness. By contributing Chinese solutions to global education governance, China is dedicated to ensuring that the fruits of educational development better serve the building of a community with a shared future for humanity.

^①Xinhua News Agency. "Reshaping the Global Education Ecosystem: What Role Can China Play?" December 19, 2025.

Conclusion

Throughout the history of human civilization, education has remained a pivotal force for humanistic exchanges and cooperation and social progress. From the uninterrupted transmission of learning along the ancient Silk Road to the deep institutional synergies between global universities today, the transnational flow of knowledge stands as a vivid testament to the co-existence and mutual prosperity of civilizations. Today, "Study in China" embodies the contemporary development philosophy of openness, inclusiveness, and mutual benefit and win-win cooperation; it has emerged as a premier benchmark for global educational cooperation, injecting a sustained and robust impetus into the building of a community with a shared future for humanity.

The significance of educational internationalization extends beyond the increasing scale of student mobility. It lies in the capacity of deep intercultural exchange to fortify the foundations of mutual learning and to cultivate a shared sense of affinity and value consensus among the peoples of all nations. In this new era, China, driven by its continuous developmental vitality and an environment that harmonizes rich cultural heritage with vast opportunity, is attracting an ever-growing number of global youth. Their experiences of living and learning in China enable them to understand and integrate into Chinese society, ultimately transforming them into ambassadors of friendship who bridge cultures and enhance trust.

The flourishing of "Study in China" is a definitive practice of China's commitment to active global governance and collective development. With an open heart, China gathers global talent; with a philosophy of sharing, it provides high-quality education; with cultural confidence, it fosters dialogue among civilizations; and with a spirit of collaboration, it addresses common challenges. Amidst profound global changes unseen in a century and the trials facing globalization, "Study in China" serves as a vital platform for dismantling barriers, building consensus, and accelerating progress- injecting stability and confidence into an uncertain world.

"Study in China" will undoubtedly continue to inspire visionary youth from across the globe to arrive and take root in China, joining hands with the Chinese people to create a brighter future for human civilization.

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