The Emerging Education Sector in China’s Aid Policy to Africa

- Educational Cooperation with African Countries: China’s Experience
- Education in Aid Policy within the FOCAC Framework
- Institutional Responses: Case of Zhejiang Normal University

1. Educational Cooperation with African Countries: an Evolution Route

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1. Educational Cooperation with African Countries: **Main Modalities**

1.1 Educational Relations and Exchanges

- Formal educational relations
- High-level educational exchanges
- Education Forum
- Institutional exchanges

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**High-level educational exchanges**

(Source: China Africa Education Cooperation, 2005)
1. Educational Cooperation with African Countries: **Main Modalities (cont’d)**

### 1.2 Exchange of Students

- **African Students in China:** 18,918 government scholarships for African students by 2005; 2,808 self-supporting students between 2003 and 2005.

- **Chinese Students in Africa:** 270 scholarships by 2002; an increasing number of self-supporting students going to South Africa, Egypt, etc.

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**Government Scholarships for African Students**

(Source: *China Africa Education Cooperation, 2005*)
**African Students in China in 2005:**

**by Level**

- Undergraduates: 823
- Master students: 697
- Doctorate students: 314
- Short-term students: 463
- Placement students: 437
- Diploma students: 23

(As per 2757 students in 2005)  
(Source: MOE, 2006)

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**African Students in China in 2005:**

**by Discipline**

- Technology and Engineering: 815
- Language: 580
- Medical Science: 361
- Management: 246
- Others: 765

(As per 2757 students in 2005)  
(Source: MOE, 2006)
1. Educational Cooperation with African Countries: Main Modalities (cont’d)

1.3 Dispatching Teachers to Africa

[Bar chart showing the number of teachers dispatched to Africa by decade from 1950s to 1990s, with numbers: 3, 14, 115, 123, 238.]

(Source: China Africa Education Cooperation, 2005)

1.4 Cooperative Projects for Higher Education and Research

60 phases of projects in 25 countries by 2004

- Dispatching teachers and scientists
- Supply of teaching and research equipment and facilities
- Personnel training and human resources development
- Joint research
1. Educational Cooperation with African Countries: **Main Modalities** (cont’d)

1.5 Human Resources Development

- Zhejiang Normal University (higher education management, 2004): 170 by 2006
- Northeast China Normal University (education administration, 2004): 201 by 2006
- Jilin University (distance education, 2004): 237 by 2006 (67 for officials from machinery industry)
- Tianjin University of Technology and Education (vocational and technical education, 2003): 222 by 2005 (including a few from Vietnam, Yemen)

1.6 China Studies and Chinese Language Teaching

- Confucius Institutes and Chinese Language Centers/ Programs
- Joint Curriculum and Textbook development and the Supply of textbooks and reference books
- HSK and Chinese Bridge Contest
2. Education in Aid Policy within the FOCAC Framework

Program for China-Africa Cooperation in Economic and Social Development (2000)

- African Human Resources Development Fund for training African professionals
- More scholarships for African students to study in China
- Continuing to send teachers to Africa
- Making country-specific training plans, identify specific cooperation projects and facilitate their implementation

2. Education in Aid Policy within the FOCAC Framework (cont’d)


- Preparing and training up to 10,000 African personnel
- Increase of financial contribution, and better coordination for training
- Teacher exchanges and new scholarships
- Exchange channels between HEIs and between TVET institutions, and further assistance to African HEIs and TVET institutions for capacity building
- Strengthening exchange of experience and cooperation in science and technology
- Enhancing cultural exchange and cooperation and people-to-people exchange
2. Education in Aid Policy within the FOCAC Framework (cont’d)

Sino-African Education Minister Forum (2005)
• Doubling government scholarships for African students in the next five years with more postgraduate awards
• Bilateral or multilateral seminars and academic exchanges on education
• Training workshops for educational administers as well as school heads and leading teachers
• Establishment of Confucius Institutes and Chinese language centers

2. Education in Aid Policy within the FOCAC Framework (cont’d)

China’s African Policy (2006)
• Training of African personnel
• Educational cooperation
• Scientific and technological cooperation
• Cultural exchanges
2. Education in Aid Policy within the FOCAC Framework (cont’d)

- Preparing and training 15,000 African professionals
- 100 rural schools
- Government scholarships from 2,000 per year to 4,000 per year by 2009
- Annual training for a number of educational officials
- Confucius Institutes
- Regular China-Africa Education Ministers Forum
- More exchanges and closer cooperation between HEIs
- 300 Chinese Young Volunteers serving Africa
- 100 senior experts on agricultural technologies and 10 demonstration centers of agricultural technology

As a result,

- Structured rationale
- Integrated approach
- Enlarged scale
- Improved level
- Extended areas
- Diversified actors
- Enriched modalities
3. Institutional Responses: the Case of Zhejiang Normal University

3.1 ZNU as a major player

- 1996: Chinese Language Training Center in Cameroon (IRIC)
- 2001: MOE training workshops
- 2003: MOC training workshops
- 2003: Center for African Education Studies
- 2004: National Base for Educational Aid, MOE
- 2006: Sino-African University President Forum
- 2006: Status by MOE to receive scholarship students from Africa

3.1 ZNU as a major player (cont’d)

By 2006,

- Over 800 language trainees from over 10 African countries
- 170 participants from 39 African countries
- Over 20 partnerships in 12 African countries
3. Institutional Responses: the Case of Zhejiang Normal University

3.2 Institutional rationales

- Diversified revenue
- International understanding
- Human resources development
- Capacity building

3.3 The Systematic Approach

- Priorities
- Goals and their Institutionalization
- Supporting Mechanism
4. Conclusions

- Emerging role of the education sector in China’s aid policy: foundation and key to sustainable cooperation and development
- Emerging pattern of China’s educational aid to Africa: “aid through cooperation, cooperation for mutual development”
- Emerging pattern of institutional responses: an integrated approach to supporting capacity building

Thank you!

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