

## Economic Globalization and Educational Internationalization

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The era of economic globalization is upon us now. The globalization of the economy is a controversial issue. Generally, people think its basic idea is that production factors such as capital, service, technology, information and others move freely within the world, which in turn will lead to optimal allocation. In my opinion, the idea of economic globalization does not only refer to the movement of production factors within the world, but also means getting familiar with the economic regulations of the market. The former Soviet Union along with some eastern European countries as well as China and Vietnam have been in their process of economic reform since the beginning of the last decade, which has quickened the pace of getting familiar with economic regulations, and that is why we're now experiencing economic globalization. Economic globalization offers us both opportunities and challenges. We have more partners. At the same time, we face increasingly more difficult competitions.

Education should not be limited to one place or area, and we should broaden our horizons. To have optimal performance in the fast growing economy of today, you need optimal thinkers. In order to have optimal thinkers, you must have optimal education.



This assigns higher education a new mission. As a higher learning institution, we have to reconsider critical issues such as the goal of our education and the way we educate people with regards to economic globalization. In fact, the key to adjusting ourselves to this is to make education internationalized. Under the traditional system, we were carrying out our education in an isolated environment. With the reforming of education system, we've sped up the process of making education international and made considerable achievements. However, when considering the development of higher education and the goal of personnel training, we have to accelerate the process. By globalizing education, we can, on the one hand, introduce to China the advanced educational experience and methods of developed countries so as to advance our own higher education system to a new level; on the other hand, we can also take our higher education abroad and run schools overseas by cooperating with foreign universities, particularly the universities of developing countries. In this way, we can learn from each other's strong points to offset our respective weaknesses and make progress together.

Founded in 1948, Liaoning University is one of the 100 key universities listed in the government-sponsored program designed to set up first-class institutions across the P.R. China. Liaoning University is one of the largest universities in Liaoning Province, with 20,000 undergraduates, graduates and doctoral students. It is a comprehensive university made up of 19 schools, employing 1,300 full time teachers. With three campuses, Liaoning University has a complete education system for all these students. We have attached great importance to the cooperation and exchanges with overseas colleges and universities. Currently we have long-term partnerships with 40 universities in 15 countries. About 450 to 500 foreign students pursue their studies at



our university each year, and 4,000 foreign students have already graduated from here. At the same time, we have sent many of our students to study overseas. Since the turn of the new century, we have broadened our horizons and initiated joint programs with some of these partner universities. So far, we've experienced great success with the following three projects.

First, we established Asia-Australia Business College, also known as AABC. AABC was founded in the year 2000 by Liaoning University in China and Victoria University in Australia. With joint training of the undergraduates being our common goal, the two universities take different responsibilities: Liaoning University is in charge of the student recruitment as well as the daily operation and management of the school, while Victoria University is responsible for offering the course syllabi, choosing textbooks and sending teachers here to teach 70 percent of the courses. The English-speaking staff of Liaoning University teaches the other 30 percent of the courses. The students study at Liaoning University for the first two years, where they learn English and prepare for the IELTS exam. Provided that their exam scores are acceptable, they then spend the remaining two years studying at Victoria University in Australia. After graduation, each student will be awarded degrees and diplomas by both universities. AABC enrolls 300 hundred students every year. The students are engaged in three majors, namely international business, international finance and international accounting. We graduated our first class last year, and a red-carpet ceremony was held in Melbourne, Australia. At present, approximately 600 students from AABC are pursuing their studies at Victoria University.

Second, Sun Wah International Business School, also known as SWIBS, is also a product of this kind of joint effort. In 2003, Liaoning University signed an agreement



with De Montfort University, UK to establish SWIBS. 100 students were enrolled in 2004, and the School expects that number to increase this year. The way we are collaborating with DMU in the UK is similar to how we cooperated with the VU in Australia. Our success with AABC encouraged us to reach out to other international universities. The UK, with its a well-developed market economic system and higher education system, was a natural choice. The project is operating smoothly now.

Third, we have plans for construction of the Chinese University in Egypt (CUE) in Cairo, Egypt. On 24 April, 2005, Liaoning University signed a formal agreement with the International Education Group of Egypt in Cairo to establish Egypt China University, which sent reverberations throughout China, Egypt and even the world. If we "take in" by establishing Asia-Australia Business College and Sun Wah International Business School in the process of educational globalization, then we "send out" by establishing Egypt China University. CUE will enroll students from next year. They will be in charge of the students' daily affairs. Our university will offer course syllabi, choose textbooks and send teachers there to teach some core programs. CUE will initially offer two majors: *international business* and *information science and technology*, and will broaden the specialties gradually. The length of schooling is four years. If the Egyptian students come to study at Liaoning University in their last two years, they are going to be awarded degrees and diplomas from both the Egyptian University and Liaoning University.

The era of economic globalization has endowed us, as university presidents, with a new mission. The core of this mission is to set up a bridge for producing high quality talented people. By doing this, we can make contributions to the prosperity and development of the whole mankind. Liaoning University has tried to "take in" and "send



out" in the practice of educational internationalization, which enables us to produce graduates who can adapt themselves to the requirements of today's globalized economy.

Today's meeting can help enhance the relationship between my university and the way we work with each other. Ladies and gentlemen, I'm glad to exchange knowledge with all of you and discuss the possibility for cooperation in many different fields. It's my sincere wish that you could visit Liaoning University in the near future.

Thank you for your attention.



## 经济全球化与教育国际化

人类社会现在已经进入经济全球化的时代。经济全球化是一个有争议的问题，人们一般认为它的基本内含是资本、劳务、技术、信息等生产要素在全球范围内的自由流动，从而达到优化配置，实现经济效率和社会福利的最大化。经济全球化的内含不只在于生产要素在全球范围内的自由流动，而且还在于市场经济运行规则的普及化。原苏东以及中国、越南等计划经济国家从上个世纪90年代初开始启动市场化改革的过程，使得市场经济规则的普及化大大加快，从而促成经济全球化时代的真正到来。经济全球化既给我们提供了机遇，也提出了挑战。我们的合作伙伴增加了，与此同时，竞争也加剧了。

无论是生产要素在全球范围内的自由流动，还是市场经济体制的加快转轨，都是通过人的智慧来实现的，这就给高等教育赋予了新的历史使命。我们作为高等学校，在经济全球化的背景下不得不重新研究人才的培养目标、人才的培养途径等一系列重大问题。要适应经济全球化背景下的高等教育改革，一个关键点就是要实现教育的国际化。过去在传统体制之下，我们是在封闭的条件下办学的。伴随着教育体制的改革，我们加快了教育国际化的进程并取得了较大成绩。但从高等教育发展和人才培养目标的要求来看，我们必须加快这一进程。通过教育的国际化，一方面我们可以将发达国家人才培养的经验和方法引进来，可以使我们的高等教育培养模式达到一个新的水准；另一方面，我们的高等教育也可以走出去，与国外的大学、尤其是与发展中国家的大学联合办学，相互学习、取长补短，共同进步。

辽宁大学于1948年建校，是国家重点建设的一百所高校之一。共有本科生、硕士生和博士生2万多人，有全职专任教师1300人，有19个学院，是一所综合性大学。学校共有3个校区，具有本科、硕士和博士一套完整的培养体系。辽宁大学在辽宁省高等教育体系中占有十分重要的地位，在全国高校中也具有很高的知名度。辽宁大学一贯重视与国外高校的合作与交流。目前已经同世界上14个国家的40多所高等学校建立了长期、稳定的合作关系。近年来，在辽宁大学就读的外国留学生一直保持在450-500人的规模，我们培养出的4000多名外国留学生已经毕业。同时，我们也向世界上许多高校派出我校的留学生。进入21世纪以后，我校在以往与国外高校合作与交流的基础上，开始拓宽视野，启动与国外高校合作办学的项目。截至目前，我们已经成功地进行



了以下三个项目。

一是亚澳商学院。从2000年起，我校与澳大利亚维多利亚理工大学开始合作办学，创建了亚澳商学院，共同培养本科生。基本的合作方式是，我校负责招生和学生的日常管理，维大负责制定教学大纲、选定教材，负责派外教讲授70%的课程，其余30%的课程有我校教师用英文讲授。头两年学生在辽大学习。后两年，学习成绩合格者，并通过雅思考试，到维大学习。学生毕业后，获得辽大和维大两个文凭。亚澳商学院成立以来每年招生人数为300人左右，已先后开出国际商务、国际金融、国际会计三个专业。2004年，第一批学生毕业，在澳大利亚墨尔本市举行了隆重的毕业典礼。我和维大校长庄严地向我们合作办学的第一批毕业生分别颁发了辽大和维大的文凭。现在，在维大学习的亚澳商学院学生已将近600人。

二是新华国际商学院。2003年我校与英国德蒙福特大学签署了联合办学协议，成立了辽宁大学新华国际商学院，2004年首批招生100人，今年将继续招生。合作方式与亚澳商学院的模式相类似。英国是一个发达的市场经济国家，高等教育具有悠久的历史，所以，继澳大利亚之后，我们选择了英国的高校作为合作办学的伙伴。目前，这个项目正在顺利地进行当中。

三是埃及中国大学。2005年4月24日，我校与埃及国际教育集团在开罗正式签署了建立埃及中国大学的协议，在中国、埃及甚至在世界范围内引起了重大反响。如果说建立亚澳商学院和新华国际商学院是我校在教育国际化过程中请进来的话，那么，建立埃及中国大学则是走出去。埃及中国大学的校址在埃及，将建设一个全新的校区。我们的合作方从明年起开始招生，并负责学生的日常管理。我校负责制定教学大纲、选定教材和派出教师讲授核心课程。埃及中国大学起步阶段县开设国际商务和信息科学与技术两个专业，以后的专业设置将逐步拓宽。学制四年，埃及学生如果后两年来辽大学习，可获得埃及和中方两个文凭。

今天在这里隆重举行亚洲大学校长会议，一定会促进我校与在座各位校长所在的国外高校发展合作关系。女士们，先生们，我非常高兴与参加此次会议的各位国外大学校长进行交流，并就双方合作领域和合作方式进行探讨，我也十分希望各位校长到辽宁大学访问。

谢谢！

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