

Research on Macro-Policy Development for International Talents Cultivation

Jing JIN

China Academy of Railway Sciences Co., Ltd., Beijing, China

65254631@qq.com

Keywords: Macro-policy, International talents, Talents cultivation

Abstract: From the beginning of China reform and opening-up, China has attempted to cultivate international talents, with various features on different periods. This paper focuses on the study of macro-polices of international talents, divides the process into three stages: the exploratory period, the preliminary development period, and the rapid development period, and studies the characteristics of macro policies during different stages, which will provide reference for relevant government agencies to formulate policies for cultivating international Talents.

1. Introduction

Regarding the cultivation of international talents, from the perspective of macro policy development, it can be roughly divided into the following three stages. The first stage is called the exploratory period, which lasted until the end of the 20th century. After the reform and opening up, China was Faced with the high-level talent gap caused by economic development, the initial attempts to attract outstanding overseas talents to China and encourage study abroad have nurtured the basic ideas of international talent cultivation. Entering the new century to 2010, with the influence of entering “WTO” and the development trend of globalization, the training of international talents has entered a preliminary development period. Facing the problem of the loss of international talents and talents gaps, colleges and universities actively broaden the ways of cultivating international talents, develop international talent cultivation in the form of academic education, and explore Chinese-foreign cooperation in running schools. Since 2010, international talent cultivation has entered a period of rapid development. During this period, with the “Going Global Strategy” and the “Belt and Road Initiative” put forward, in order to continue to expand the national talent team and improve international competitiveness, the state issued the “Several Opinions on Doing a Good Job in Opening Up Education in the New Era”, The “Thirteenth Five-Year Plan for National Education Development” and other policies regulate the cultivation system for international talents. Higher vocational education has also been included in the international education system, and the depth and breadth of international talent cultivation is further expanded.

2. The Exploratory Period

Since the restoration of the college entrance examination system to the 21st century, there have been a considerable number of college graduates and high-level talents in China. According to China Statistics Abstract, the number of scientific and technological personnel in China reached 2.91 million in 1999, including 1.59 million scientists and engineers, however, the situation is still not optimistic, especially there is a major gap in the quality and quantity of high-level talents. There is a lack of senior professionals who are proficient in WTO rules, such as management experts, international trade experts, legal experts, negotiation experts, and anti-dumping investigation experts. Faced with the lack of high-level talents, the state has successively introduced relevant policies such as the “China Education Reform and Development Program”, “Education Revitalization Action Plan for the 21st Century” and other related policies to encourage foreign exchanges and cooperation. The main policy is to attract overseas high-level talents, while encouraging students to study abroad.

In 1978, the Third Plenary Session of the Eleventh Central Committee of the Party made a major decision to implement reform and opening up, including the opening up of education. Deng Xiaoping's series of instructions on studying abroad clearly defined the basic work policy for accelerating the large-scale dispatch of foreign students. In October 1983, Comrade Deng Xiaoping put forward the view that "education should be geared to the needs of modernization, the world and the future." It was the first time China put forward that education should be closely integrated with the world. In 1992, the Third Plenary Session of the 14th Central Committee of the Communist Party of China established the policy of studying abroad, "support studying abroad, encourage returning to China, and come and go freely". In 1993, the "China Education Reform and Development Program"^[1] promulgated and implemented by the Central Committee of the Communist Party of China and the State Council clearly put forward the requirements of "further expanding education to the outside world and strengthening international exchanges and cooperation". Since then, the "Higher Education Law of the People's Republic of China"^[2] and the "Action Plan for the Promotion of Education for the 21st Century"^[3] have been formulated and implemented successively, aiming at attracting leaders of internationally advanced disciplines; attaching importance to cultivating high-level creative talents; and strengthening specific requirements and guiding measures for international academic exchanges. During this period, China continued to promote the work of studying abroad, accelerate the integration of talents with international standards, and began the exploration and practice of Chinese-foreign cooperation in running schools. The implementation of these policies have achieved remarkable results. From 1978 to the end of 2002, a total of 580,000 Chinese students studying abroad have made outstanding contributions to the smooth advancement of China's modernization drive.

3. The Preliminary Development Period

From the beginning of the new century to 2010, due to the low proportion of overseas students returning home and serious brain drain, as of 2002, only more than 150,000 have returned to China, accounting for only 25.86% of the total number of students studying abroad^[4]. In addition, there was a serious shortage of international talents at that time. According to survey statistics, from 2005 to 2009, China had a shortage of more than one million international professionals^[5]. To solve the problem, China continued to explore ways to broaden the cultivation of international talents, vigorously promote the introduction of overseas talents, and at the same time carry out the cultivation of international talents through academic education.

In terms of the introduction of overseas talents, in 2002, the Party Central Committee first proposed the implementation of the strategy of reinvigorating China through human resource development in the outline of the "National Talent Team Construction Plan for 2002-2005" including encouraging overseas students to serve the country, attracting and hiring senior overseas talents, and most importantly, cultivating a group of professional, modern, and international outstanding entrepreneurs. In 2008, the central government issued the "Opinions of the Central Talent Work Coordination Group on the Implementation of Overseas High-level Talent Introduction Programs"^[6] to continuously improve and implement policies for attracting overseas talents to work in China. In terms of cultivating international talents, in 2003, "2003-2007 Education Revitalization Action Plan" issued by the Ministry of Education^[7] pointed out that it is necessary to expand international cooperation in an all-round way, actively introduce high-quality overseas resources to cooperate in running schools, and expand overseas exchanges.

One crucial breakthrough for this period is that China made a preliminary attempt to cultivate international talents by means of academic education. Later, "National Medium and Long-term Education Reform and Development Program (2010-2020)"^[8] pointed out that higher education should "adapt to the requirements of the country's economic and social external development, and cultivate a large number of international perspectives, familiar with international rules, and the ability to participate in international affairs and international competition, pointing out the importance of the internationalization of higher education. Sun Xiaobing, Director of the Department of Policies and Regulations of the Ministry of Education stated that "this is the first

time that Chinese government has put forward the concept of education internationalization.” After that, various regions and universities began to actively explore ways to cultivate international talents. Cooperation in running schools has also entered a period of rapid development. Statistics show that as of 2010, Chinese-foreign cooperative education institutions and projects have reached more than 1,100, covering major provinces across the country.

4. Rapid Development Period

Since 2010, the scope of international talent cultivation has continued to expand, from higher education to higher vocational education. China also further implemented and improved related policies. The cultivation methods tend to be standardized and institutionalized, and the cultivation of international talents has entered a rapid development period.

In 2013, President Xi Jinping put forward the Belt and Road Initiative; which effectively opened up a new path for opening up China’s education. On September 27, 2016, General Secretary Xi Jinping emphasized at the study meeting of the Political Bureau of the Central Committee: Participating in global governance requires a large number of professionals to be familiar with the party and national policies, understand national conditions, have a global vision, proficient in the use of foreign languages, familiar with international rules, and proficient in international affairs and negotiation, which have set a clear goal for China to cultivate international talents. During this period, in order to attract more talents and give better play to the effects of talents, domestic school-running institutions vigorously promoted cooperation with overseas schools and attracted high-quality foreign students to visit China, and strengthened the international exchange of talents. Opening-up of China’s education has entered a new stage of high-quality development. After that, the central government issued a series of documents, “Several Opinions on Doing a Good Job in Opening Up Education in the New Era”, and “Thirteenth Five-Year Plan for the Development of National Education”, all of which mentioned the need to continue to advance international talent cultivation. Through encouraging higher education and vocational colleges to cooperate with enterprises to go global, encouraging social forces to participate in overseas education, and steadily promoting overseas education, China has solidly innovated the talent cultivation model and advanced educational cooperation and exchanges with foreign countries. In 2017, the “Thirteenth Five-Year” National Science and Technology Talent Development Plan issued by the Ministry of Science and Technology^[9] proposed that the international competitiveness of science and technology talents should be significantly improved by 2020, focusing on introducing high-level innovative talents and implementing more open policies to attract foreign talent, innovating overseas high-level talent introduction models, improving the employment of international talents, forming an institutionalized support mechanism for international exchanges of talents, and improving the evaluation process and system of international scientific and technological talents. The system for cultivating high-level international talents has been further standardized, and the cultivation of international talents has been continuously promoted vertically.

Higher vocational education and subject-based general higher education, as different types of higher education systems, complement each other, and assume the important responsibility of cultivating knowledge-based and applied workers and other future corporate core forces. They are indispensable in the cultivation of international talents. In 2014, the State Council issued “Decision on Accelerating the Development of Modern Vocational Education” and “Modern Vocational Education System Construction Plan (2014-2020)”, pointing out that vocational education should serve the enterprise’s “going out” strategy and accelerate training technical and skilled talents who meet the requirements of Chinese enterprises going global. After that, the central government successively issued a series of policies to further clarify the development direction of vocational education for international talents. In 2019, the Ministry of Education issued the “Opinions on the Implementation of the High-level Higher Vocational Schools and Professional Construction Plan with Chinese Characteristics” and “National Vocational Education Reform Implementation Plan”, both of which proposed to promote the internationalization of vocational education and accelerate the development of internationally recognized majors standards and curriculum systems, explore

channels and models for assisting vocational education in developing countries, undertake the education and training of overseas employees of Chinese enterprises, and promote the localization of technical and skilled talents.

5. Conclusion

The lack of international talents is a common phenomenon. More than three-quarters of the companies are facing the problem of lack of talents to varying degrees in the process of “going out”. How to cultivate a group of international talents who have an international vision, understand international rules, and can participate in international affairs and international competition has become a practical problem that needs to be solved urgently. This article has studied the macro policy of internationalized talent training from the period of reform and opening up to the present, and explored the characteristics of internationalized talents policies at different stages. At the beginning the simple form is to encourage talents to study abroad, later, internationalization of higher education was promoted, and then internationalization of higher vocational education. The government, universities and enterprises has fully recognized the importance and urgency of cultivating international talents, and talent cultivation began to expand in multiple fields, multiple levels, and multiple directions. So far, the internationalization of education has experienced a process from scratch, from partial to overall, and from policy guidance to comprehensive promotion.

6. Acknowledgment

Founded by project of China Academy of Railway Science, “Research on International Talents Cultivation Mode Based on the Demand for Railway Going Global”, Contract No.:2019YJ175.

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