

A Reserch on the Opening Up of Higher Educational Service Industry

TANG Jing^{[a],[b],*}; LOU Huidong^[a]; ZENG Heng^[a]

^[a]Guangdong University of Foreign Studies, Guangzhou, China.

^[b]Reseach Center for International Trade and Economic, Guangzhou, China.

*Corresponding author.

Supported by Education Ministry Youth Foundation Project (15YJC630137); Research on the Influence and Mechanism of Political Gene on the Rent-Seeking Behavior of Enterprises; Run by the Characteristics of Innovation Projects (2015GXJK032); Study on the Positive Psychological Capital Influence of the Students' Entrepreneurial Cognitive Failure; the Exploration of the Cooperative Cultivation Mode of the Competition and Promoting Science (125-XCQ 14336).

Received 8 January 2016; accepted 11 March 2016

Published online 26 April 2016

Abstract

Since the *reform and opening up* policy, the higher educational service industry in Guangdong Province has made remarkable achievements with the systematical analysis of the implement of the "Introduce in" and "go-abroad" strategy, which shows that the opening degree of higher educational obviously lags to the development of local economy and society, seriously affecting the construction of talent highland. To research further, this paper will offer some suggestions, which can be concluded in: insisting on the policy of "Introduce in" and "Going-abroad"; actively promoting the "B&R" strategy; believing in the balance of overall consideration and the focus of promoting; constantly improving the competitiveness of higher education and enlarging the scale of foreign students' recruitment.

Key words: Education; Service industry; Internationalization; 21st-century silk road

Tang, J., Lou, H. D., & Zeng, H. (2016). A Reserch on the Opening Up of Higher Educational Service Industry. *Canadian Social Science*, 12(4), 8-12. Available from: <http://www.cscanada.net/index.php/css/article/view/8330>
DOI: <http://dx.doi.org/10.3968/8330>

INTRODUCTION

Service industry plays a more and more important role in promoting economic development in the contemporary world in the process of industrial optimization, transformation and upgrading. Education, as a special industry or trade, has a unique position in the service industry. Aiming at cultivating human capitals, education has provided talent cultivation of value-added services for governments, institutions, organizations and individuals and necessary personnel security and intelligence support for the development of the economy. With the development of the globalization, the education sovereignty increasingly diluted, as education services in the field of trade barriers continue to decrease. At the same time, the international competition of education market is increasingly fierce. Higher education service trade in developed countries has become one of the most important industries of service trade, which take an increasingly proportion on service trade. For example, higher education service industry has become America's fourth largest export service industry, and Australia's largest export services. GATS regards education service trade as one of the 12 categories of trade in services, and defines four types of trade, namely Consumption Abroad, Cross-broad Payments, Commercial flow and Movements of Natural Persons.

1. THE SITUATION ANALYSIS OF HIGHER EDUCATIONAL "GO-ABROAD" STRATEGY AND POLICY IN GUANGDONG

The development of higher education in Guangdong has made a certain achievement, which shows the increasingly competence of running education. For example, some progress has been made in overseas schools, Confucius colleges and teachers' short-term studies.

1.1 Implementation Overseas Qualification

The important way of “Going out” strategy of higher education in Guangdong is to set up overseas “education institutions”, there are two main patterns: The first one is taking over the school wholly, like College of Chinese Language and Culture of Jinan University opens Guanghua Middle School with Philippine Chinese Education Research Center and Misamis Union High School and opens Experimental School of the College of Chinese Language and Culture of Jinan University with Australia Association for the Promotion of Chinese Education in Australia; the second one is to offer a bachelor’s degree program, for example, Guangzhou University of Chinese Medicine carries out Bachelor’s degree program in seven year Bachelor of traditional Chinese Medicine with Singapore College of Traditional Chinese Medicine in Singapore and awards a bachelor’s degree of Guangzhou University of Chinese Medicine, which holds on more than 500 students in this project at the present.

1.2 Confucius Institute

The special way of Chinese education “going out” strategy is to run the “Confucius Institute” and the Chinese language school, among above the Confucius College has a great influence. With the support of the Office of Chinese Language Council International, the Confucius Institute is committed to adapting to the needs of the people of all countries (regions) in the world to enhance the understanding and friendly cooperation between the countries of the world. According to the official website of the State Office of statistics, as of December 7, 2014, there are 475 Confucius colleges and 851 Confucius classes in 126 countries (regions). Confucius colleges are established in 120 countries (regions) with a total number of 475, of which 103 in 32 Asian countries (regions), 42 in 29 African countries, 159 in 39 Europe countries, 154 in 17 countries in the Americas, and 17 in 3 countries in Oceania.

The situations of Guangdong universities overseas held of the Confucius Institute are as followed: as of the end of 2015, Sun Yat-sen University, South China University of technology, Jinan University, South China Normal University, Guangdong University of foreign studies, Guangzhou University, South China Normal University College and so on set up 17 Confucius Institutes in 13 countries in Asia, Africa, Latin America, the United States and Europe. Among these mainland, there are 2 Confucius Institutes in 2 Asian countries, 2 in an African country, 7 in 6 European countries, 2 in 2 Latin American countries, 4 in 2 North American countries. The level of Guangdong’s colleges and universities in overseas to establish the scale of Confucius college is still relatively backward with the comparison of Shanghai. As of 2014, Shanghai University has set up 41 overseas Confucius Institutes while Guangdong has not yet set up Confucius

Institute in Oceania, which shows that Guangdong Higher Education “going out” strategy is of more development space.

2. SHORT TERM ACADEMIC EXCHANGE OF TEACHERS IN OVERSEAS UNIVERSITIES

In addition to the above two forms, to carry out the training of college teachers at home and abroad is also an effective way to “go out”. According to statistics, vocational (specialist) college full-time teachers receive more training opportunities at home and abroad. In 2014, according to statistics, there are 53,534 full-time teachers participated in training at home and abroad, including 2,899 people in overseas training, 53,534 in domestic training. General undergraduate colleges full-time teachers in training at home and abroad, accounted for 48.4% of the total attendance. Those who participate in the overseas training accounted for 63.6% and those who participate in the domestic training accounted for 47.4%. Higher vocational colleges full-time teachers who participate in training at home and abroad, accounted for 51.6% of the total number of teacher training. Those who participate in the overseas training accounted for 36.4% and those who participate in the domestic training accounted for 52.6%.

Public full-time teachers of colleges and universities have more opportunities to participate in domestic and overseas training. Domestic training mainly concentrated in public higher vocational colleges. In 2014, general public universities and public higher vocational (specialist) colleges full-time teachers accounted for 29.3% and 39.7% in domestic and overseas training full-time teachers.

Full-time university teachers participate mainly in short-term training within one month. In 2014, teachers who accept less than a month training accounted for 88.3% of the total number of teacher training; among them, abroad training within a month accounted for 63% while domestic one-month training accounted for 89.7%.

3. INTRODUCTION OF THE EDUCATION SERVICE INDUSTRY IN GUANGDONG AND THE SITUATION OF FOREIGN STUDENTS

Guangdong has been exploring in the opening in higher education constantly. Early in 2005, Beijing Normal University—Hong Kong Baptist University United International College, the first mainland China and cooperation in Hong Kong higher education community founded key university, settled in Zhuhai. As of May, 2015, there are 141 Ordinary colleges and Universities in Guangdong Universities (including the

independent institute) (Ministry of Education issued 125, 16 independent institute), among which ordinary undergraduate course colleges and universities reach to 62 (including private universities in 7, 16 independent institutes, Chinese foreign cooperation in running schools, 2), and 79 colleges.

3.1 Chinese-Foreign Cooperation in Running Schools

Chinese-Foreign Cooperatively-Run School Project is an important indicator reflecting the development of Guangdong's educational services, which is mainly divided into two forms, the establishment of running schools and the development of cooperation in running schools.

3.1.1 The Agency of Sino-Alien Cooperative Education

There are four Chinese-Foreign Cooperatively-Run School in Guangdong Province, one is Sino-French Institute of Nuclear Engineering & Technology, Sun Yat-sen University; the second one is Sun Yat-sen University-Carnegie Mellon University Joint Institute of Engineering at Sun Yat-sen University; the third is the Chinese University of Hong Kong (Shenzhen), which began to recruit students in 2014; the fourth one is Beijing Normal University—Hong Kong Baptist University United International College (UIC), which is an independent legal school. In addition, Shantou University and Israel Institute of technology planned to raise the Guangdong Institute of science and technology, which obtain the formal approval of the Ministry of education on April 9, 2015. Shenzhen is also planning to draw in Shenzhen BIT-MSU University, Tsinghua-Berkeley Shenzhen Institute, Shenzhen Jida Queensland University, Rochester Institute of design (Shenzhen), Shenzhen Guangzhou traditional Chinese medicine of the Royal Australian Melbourne University and so on.

3.1.2 Chinese-Foreign Cooperative Projects

As of 2014, there are 12 projects were allowed to run by the Ministry of Education and 24 even get the record. Such as senior management personnel business administration Master's degree education project organized by Sun Yat-sen University in cooperation with the University of Minnesota; Sun Yat-sen University cooperates with University Lyon 3, holding a master's degree in international trade education project; Guangzhou University cooperates with the University of Angers in France and the University of Nice to hold Tourism management undergraduate education project; Guangdong University of Foreign Studies cooperates with the University of Leeds in UK to hold the English teaching a master's degree in education project; South China Normal University cooperates with the Australian Southern Queensland University Cooperation to hold the Bachelor of business education programs, etc..

3.2 Analysis of the Situation of International Students in Guangdong

(a) In recent years, with the rapid development of Chinese economy, China is getting more and more attractive to overseas students. As of the end of 2015, the number of foreign students in China was the third most next to the United States, Britain, ranking third place in the world. In 2014, there were 377,054 foreign students, come from 203 countries and regions.

From the situation of enrolling overseas students in Guangdong, since 2011, it has increased year by year. There are 42 universities, enrolling 17,987 foreign students in 2011; 46 universities recruit 2.1 million foreign students in 2012; in 2013, 2.49 million foreign students were enrolled in, with an increase of 18.5% comparing to 2012. Among them, the number of students who have educational background reaches to 10,033, occupies 40.2%, coming from 169 countries and regions in the world. In 2015 the number reached to 55, accounted for 7.1% around China, students in all 25,629, grew to 15.51% compared with last year. The number of students who have educational background reached to 10,483 with an increase of 19.76%, coming from more than 170 countries and regions around the world.

(b) Foreign students in Guangdong mainly come from Indonesia and other Third World Countries rather than the developed countries.

The statistics show that students come from 13 Marine Silk Road Cooperation countries and the largest country of origin are some Southeast Asian countries. In order to give full play to the important position of the construction of Maritime Silk Road in Guangdong, we should expand the number of foreign students coming from those countries for a good foundation for foreign trade.

(c) Most of the foreign students major in languages. In Guangdong, although long-term students account for a large proportion (84.5%), most of them major in language learning (43.8%). Undergraduate degree students accounted for 52% while postgraduate degree or above accounted for 6.8%, for scholars to study is very few. Colleges and universities that recruit foreign students in concentrated in Guangzhou, Shenzhen and other developed cities while 2/3 cities do not enroll foreign students in Guangdong Province. Obviously, our competence of higher education is far away from developed countries.

4. ANALYSIS

Compared with the requirements of the internationalization of higher education, there are still some problems and difficulties in Guangdong. The problems are as followed:

(a) The recognition of the internationalization of higher education in Colleges and universities needs to be improved. At present, some colleges and universities are the lack of comprehensive understanding of the

importance and urgency of the internationalization of higher education. Especially in the current, as a public institution, public schools consider mostly from economy without long-term vision about development and competitiveness of the school. Most colleges and universities are still stay on a low level, regarding exchange students, teachers abroad to study, hire a few foreign teachers and recruit some foreign students as international development. On the domestic provinces and cities, the number of students in Guangdong accounted for 6.8% of the country. Although the number of foreign students in Guangdong ranked the top front, next to Beijing, Shanghai, ranking the third, however, compared with the former two municipalities, the number of foreign students in Guangdong is larger.

With the comparison of Shanghai, the number of students in Guangdong is far less than Shanghai. According to the Shanghai Municipal Bureau of education statistics, in 2011, the average number of foreign students in Shanghai reached to 47,627, of which 14,228 have educational background. In 2012, the number of students to study reached to 51,036 with an increase of 7% over the previous year and the number of students with educational background reached to 15,085 with an increase of 6% over the previous year. The number of foreign students in the ordinary university in Shanghai reached to 53,804 in 2013 with an increase of 5.5% when degree students reached to 15,910 with an increase of 5.5% over the previous year. The number of foreign students in the ordinary university in Shanghai reached to 56,027 in 2014 with an increase of 4.1% when degree students reached to 15,708. The number of foreign students in Jiangsu province, a powerful province, has increased quickly, though its number is not a patch on Guangdong Province. According to Jiangsu's information disclosure data, the number of foreign students between 2010 and 2014 are as follows: 2010, 14,142; 2011, 15,815; 2012, 17,404; 2013, 18,767; 2014, 23,209.

The rate of Guangdong's recruiting students is relatively slow, indicating that Guangdong has education problems, which are still of more development space. In recent years, the growth rate of Guangdong, Jiangsu and Shanghai was 7%, 5.5%, 4.1%. On the scale, the numbers of students in Jiangsu and Guangdong these two provinces are less than 1/2 of Shanghai's. The number of foreign students in Guangdong Province was slightly higher than in Jiangsu Province, but the growth rate was lower than that Jiangsu Province.

The number of students who have educational background in Guangdong is less, which remains a space of development. The number of students who have educational background is an important index. The number of foreign students in Shanghai reached to 14,228 in 2011 and it increased to 15,708 in 2014 with an increase by 6% and 5.5% in 2013 and 2012. However, Guangdong

just reached to 10,483 in 2014 with the growth rate of only 4.5%, which are not a patch on the 2011 level of Shanghai. In a word, the level of Guangdong's education is far away from Shanghai's.

(b) The competitive advantage of the university itself is insufficient. Guangdong's higher education has developed rapidly in recent years, but compared with the developed provinces of higher education like Jiangsu, Zhejiang and Hubei Province, there is a certain gap in the overall level of higher education in Guangdong in the quantity and the level of cooperation in running schools project. For example, the projects that Jiangsu Province ran, according to the Chinese foreign cooperation in running the school regulations and measures, amounted to 77 while Hubei Province had reached to 55 and Zhejiang Province had reached to 43, far beyond the 13 items of the Guangdong Chinese foreign cooperation in running schools. At the same time, High-level Universities in Guangdong are not enough, the number of China and foreign cooperation in running schools project is insufficient, the proportion of foreign students is not high enough, the pattern of recruiting aren't diverse and many colleges and universities have not yet formed a dominant discipline and school characteristics.

(c) The international level of schools is imbalanced. The quantity of teacher exchange is less, the time is short (mostly less than a month) and the interscholastic difference is big, the number of teachers and management personnel to participate in international conferences is not high; the number of international cooperation in the research is too few and the number of teachers who engaged in research work and teaching work of relatively are also less. Colleges and universities recruit foreign students on a small scale. In 2014, there are 2.56 million foreign students (including degree students and postgraduate) in Guangdong, accounting for the total number of 262.76 million 0.98%. Guangdong colleges and universities and foreign institutions of higher education are mostly specialized level of cooperation projects, and only 2 universities get formal approval of the foreign cooperative institutions.

(d) The hardware and software need to be further improved. The internationalization of higher education investment is obviously insufficient; it's difficult to carry out a comprehensive study of international cooperation under this technological level; many managers, teachers and students of foreign language level is not high; the output of higher education resources still needs to be strengthened.

SUGGESTIONS

Through the assessment, the higher education in Guangdong and the service trade has achieved some success, however, there are also some problems to be

solved. According to these directions of Guangdong service industry, the following suggestions are put forward for the development of Guangdong's Higher Education Service Trade:

(a) Insist on the principle of "Introduce in" and "go-abroad".

Take "improve the level and expand the service" for the purpose, further strengthen the "bringing in" work basing on the "go-abroad" with the disposition of openness, tolerance, equality, and all-win, promoting the balanced development of the work, complementing each other, and striving to achieve Guangdong Higher Education International efficient and sustainable development. Focus on promoting cooperation with the world famous universities in Guangdong university education work. For example, further promote the "Guangdong Israel Institute of technology" project held by Shantou University and the Israel Institute of technology in Shantou; the German dual application of University of science and technology project held by Guangdong University of technology and Germany Darmstadt University of Applied Sciences in Jieyang.

(b) Insist on the principle of "overall consideration" and "key promotion".

The internationalization of higher education is a system engineering, concerning four levels, environment, concept, policy and system, and practical operation, which fuses personnel, goods, information and organization with general experience from point to plane, from the shallow to the deep, from low to high. Promoting the internationalization of higher education, it is necessary to take all factors into consideration and develop a long-term goal, the key advance, clear short-term objectives and priorities.

(c) Guangdong should take advantage of the location and the discipline, and actively serve the "B&R" strategy.

Colleges and universities in Guangdong have a good foundation of cooperation with Southeast Asian countries, Hong Kong and Macao. Therefore, Guangdong needs to continue to promote exchanges and cooperation and play an important role in the medical, architectural engineering, management, linguistics and other disciplines. Continue to deepen educational exchanges and cooperation with UK, USA, Germany, Canada, Australia, Singapore and New Zealand, according to the signed education memorandum of cooperation and agreement. Effectively carry out the cooperation in vocational education, teacher training, communication between teachers and students education exchange orders. Expand educational exchanges and cooperation with Israel, Canada, Sweden, South Korea and other countries to promote scientific research cooperation and exchanges of teachers and students, exploring the establishment of a communication mechanism. To further implement the relevant policies of the state and the province, Guangdong, Hong Kong and Macao should

commit to education exchanges and cooperation, actively exploring new mechanisms for communication and cooperation and hold more Guangdong and Taiwan Higher Education Forum, better preparing for the organization of colleges and universities in Guangdong Province and Taiwan.

(d) Universities should firmly establish the concept of internationalization development, continuously improve the competitiveness of higher education.

Higher schools should make long-term strategic development of internationalization as a school's planning characteristic development. Colleges and universities should firmly grasp the implementation of the Guangdong Higher School "innovation school" project and the opportunity of construction of high level universities of technology, focusing on the long-term development of the school, connotation construction of continuously increasing subject specialty, talent training, teaching staff and improve the international competition ability of the school.

(e) Reinforce the publicity of higher education, expand the scale of recruitment of foreign students to Guangdong, enhance the international competitiveness and influence of education resources.

Government should increasingly promote the implementation of the "Going out" strategy through the organization of higher school groups at home and abroad to carry out students enrollment propaganda activities, set up a joint service agencies for those area that have strong wishes to study in China. In addition, the government can also establish special funds to help excellent foreign students and to improve Guangdong international appeal, cultivating the international visibility and competitiveness of institutions of higher education in Guangdong Province.

REFERENCES

- Dharwadkar, R., Gerard, G., & Brandes, P. (2000). Privatization in emerging economies: An agency theory perspective. *Academy of Management*, 43, 650-669.
- Fox, I., & Marcus, A. (1992). The causes and consequences of leveraged management buyouts. *Administrative Science Quarterly*, 17, 62-85.
- Gedajlovic, E. (2002). The coupling of ownership and control and the allocation of financial resources: Evidence from Hong Kong. *Journal of Management Studies*, 39.
- Hambrick, D. C., & Finkelstein, S. (1987). Managerial discretion: A bridge between polar views of organizational outcomes. *Research in Organizational Behavior*, 9, 369-406.
- Phan, P., & Hill. (1995). Organizational restructuring and economic performance in leveraged buyouts: An ex-post study. *Academy of Management*, 38, 704-739.
- Williamson, O. E. (1963). Managerial discretionary discretion and business behavior. *The American Economics*, 1032-1057.