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Fusion of Chinese and Western Culture

International Education in China White Paper



Preface of Beanstalk Education Group

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Founder and President of Beanstalk Education Group



The world is undergoing an unprecedented revolution, including global multi-polarity, economic globalization, information society and cultural diversity. Every single person, industry and node of the city system is keenly aware of the intricate, changeable and uncertain future in the post-pandemic world.

As unemployment and new occupations appear alternately, the future skill have been placed on the agenda of curriculum design. What kind of schools will enable children to face the future? What is the value of education for children? -- This is the question that all educators strive to answer and the solution that families seek for.

Thus, Beanstalk Education Group and Hurun Report spent five months on interviewing over 600 high-net wealth individuals to study their latest changes of demands for international education, and worked together to compile the Fusion of Chinese and Western Culture – A White Paper on 2021 International Education in China to provide more references for society.

The investigation of Hurun Report demonstrates that Chinese high-net wealth families have turned the spotlight on children's education (76%). 70% of them concern about international education. In terms of specific expectations, they prioritize "sound personality/upbringing", "Independent ability in solving problems" and "broad view and mind" come second. They think that "interest development" and "better education background" are almost of equal importance. What is remarkable is that the target to be a world citizen ranks last, which shows the Chinese high-net wealth individuals' confidence in their identity.

This shows that as the world is confronted with revolutionary changes, Chinese high-net wealth families have ever-growing demands for their children's education. The

learner-based ability training and all-round development of human beings, as well as nationwide, lifelong and personalized learning are widely favored by society. Furthermore, more and more families expect their children to have confidence in their own nationality and culture while expanding their international view as China is approaching the center of the international stage.

Beanstalk Education Group is an international brand of bilingual education from China, which is the first provider of Chinese and western teaching model as early as the 1990s. With the aspiration to absorb the essences of Chinese and Western elements and enjoy the cultural fusion, Beanstalk has been developed into an education supplier of the 15-year system ranging from kindergarten to senior high school. It boasts of more than 20 campuses throughout the country. Each year will welcome over 4,500 students from 20 countries who can receive bilingual education with Chinese traditional culture and international vision. Beanstalk has been authorized by (IB) PYP-MYP-DP and certified by international authorities like WASC and British Council.

As the old saying goes, it takes ten years to grow trees, but a hundred to rear people. In the face of unknown changes, we are convinced that education is more of a responsibility and mission than a career. The past two decades have seen Beanstalk's experience in running bilingual education. With constant love and belief for education, we are willing to forge partnerships with all sectors of society to explore the educational system by taking root in China and connecting with international community. All efforts are to meet the needs of multiple education and make a humble contribution to educational development of the new era.

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Opening of Hurun

Rupert Hoogewerf

Hurun Report Chairman and Chief Researcher



Chinese parents place emphasis on education in all aged for it is an important approach to gain respect in China. Education, especially international education after the reform and opening up, has come under the spotlight of high-net wealth families since China became a WTO member.

When I came to China firstly in 1990, I often got asked that was I sponsored by government or at own expense. The first batch of students was mostly graduates who won scholarship and were sponsored by government to pursue master's degree or doctoral degree abroad. Until 2015, the trend of younger-age international education gradually emerged. During that time, China's ultra-high-net wealth families expected to send their children abroad at the age of 16 because the two-year preparation is necessary for international universities. And, I found that the younger-age studying abroad was common.

I noticed a tendency that international schools sprout up quickly five or six years ago, especially British and American education brands. Now international schools are also open to Chinese and foreign students who will attend international universities in the future. It was reported by Ministry of Education that the number of students studying abroad maintained a double-digit average annual growth over the past ten years, reaching 704,000 in 2019. Chinese government makes persistent efforts to explore educational development in recent year. In fact, not only China but also other countries probed into education reform for future talent training. I am convinced that education is not

limited by national boundaries and paths. Regardless of learning process or educational mode, education is essentially to foster morality, wisdom and capability of students.

We are honored to work with Beanstalk Education Group to publish Fusion of Chinese and Western Culture - White Paper on 2021 International Education in China. This is the first report focusing on Chinese high-net wealth families' international education needs in the post-pandemic world. We spent five months on investigation and more than 600 quantitative questionnaires and qualitative interviews. The results show that high-net wealth families are mature and rational for children's education. They prioritize "sound personality/upbringing". "Independent ability in solving problems" and "broad view and mind" come second. They think that "interest development" and "better education background" are almost of equal importance. Chinese high-net wealth families have diversified demands for children education. They expect their children to be independent mind, responsible person and problem solver. Accepting international education is for long-term development, with a focus on rich life experience and broader international view.

With the ever-increasing growth of high-net wealth families, the diversified, modern and international education is able to satisfy them different demands. This report is to provide reference for Chinese parents and help them understand the international education system. Meanwhile, it can assist educators to know Chinese parents' educational idea and demands.

May you have a nice reading.



Highlights

1. Overview of International Education Development

The focus on the year of 2030 and future type of education is greeted with an avalanche of publicity in international community. What intellectuals are to be educated in the 21st century?

To find a solution, countries bring forth a new education strategy as a way to deal with possible challenges from social changes. There has been a broad consensus to carry on learning beyond conventional disciplinary knowledge in modern society. Despite the fact that competency framework varies from country to country, it encompasses three basic parts: living and occupational skills; ICT (information and communication technology); critical thinking, cooperation, communications and creativity (4C). The last advanced ability is urgently needed by this era of knowledge-driven economy.

21st century skills are taken as not only the core goal of 2030 educational strategy around the world but also the education demand embracing the future.

2. Chinese High-net wealth Family's Demand for International Education

Educational concept tends to be mature and rational. Regarding the educational

expectation of high-net wealth individuals, "sound personality/upbringing" ranks first; "independent ability in solving problems" and "broad view and mind" come second. It is noteworthy that "better education background" and "interest development" are of equal importance. This result reveals high-net wealth individuals' viewpoints towards education are on the way to maturity and rationality.

Chinese high-net wealth families have strong demand for diversified children's education. International education has caught their eyes. This survey bespeaks that Chinese high-net wealth individuals expressing concern over international education are more than 70%. They expect children to be independent mind (71%), responsible person (67%) and problem solver (53%). What remarkable is that the target to be a world citizen ranks last, which shows Chinese high-net wealth individuals' ever-increasing confidence in nationality and education.

In the long run, the primary goal of international education is to enrich life experience (68%) and broaden international view (64%).

Figures indicate that the average expenditure of children's education accounts for one fifth of household disposable income according to the Chinese high-net wealth families' educational planning for children.



The average annual expenditure budget for young children (primary and secondary schools), college education and postgraduate program is about 300,000 yuan, 400,000 yuan and 420,000 yuan respectively.

3. Trend of International Education in China

Ahead of the contemporary education reform, international education turns out to be an impeller. The core of global education reform is to put people first and enhance superior ability so as to deal with international challenges. Experts forecast that China needs intellectuals who are equipped with cultural identity, national identity and international vision in the 21st century. International education precisely offers a personnel training mode for Chinese talents of international competitiveness.

As China's international education is based on na-

tional conditions and faces the world, the mainstream will be the integration of Chinese and western elements.

In terms of content and form of international education, such fusion that includes advantages of local teaching and international education will have a leading role to play in the future. To be specific, it will be a mixture of culture, faculty, curriculum and teaching methods between China and foreign countries.

The international education with Chinese characteristics is to provide channels going abroad and back for overseas talents. The reason that more and more overseas students return home and seek for development is favorable domestic economic conditions (59%). Besides, a constant rise in Sino-foreign cooperative education programmes is likely to have "study abroad at home" become a new tendency.



Chapter 1

Overview of International Education Development

1.1 Development of International Education

The thought of international education is as early as the mid-nineteenth century. As the relationship of world politics and economy gets closer, western education community advises to increase international consciousness via international education so as to have further understanding and research on global problems. Scholars from Institute of International and Comparative Education, Beijing Normal University published *Modernity's Nature and Implementation of China's International Education from Global Vision*, which compares the nature of three international educations in developed countries.

The US' international education comes from its global strategy. A series of educational exchange projects were conducted by the Secretary of State according to Fulbright Act in 1946. The report *Educating for Global Competence* was released in 1988. The international strategic announcement *Succeeding Globally through International Education and Engagement* was enacted by United States Department of Education in 2012. This whole process also witnesses the extension of American international education from higher education phase to elementary educational phase, and endeavors to cultivate students' global competence.

Switzerland's international education is originally to work out solution for foreign employees' children education. The first international school - International School of Geneva was established in 1924. Considering that Switzerland as a neutral state is required to satisfy the needs of diversified educational cultures and values, this school lays down more common standards of value, respecting cultural diversity, emphasizing mutual understanding and pursuing world peace and development. Such educational concept was always kept afloat in history, especially after the Second World War. International Baccalaureate Organization (IBO) has its headquarters established in Geneva in 1968 to further promote the institutionalization of educational concept. It develops the curriculum system widely accepted by

The thought of international education is as early as the mid-nineteenth century. As the relationship of world politics and economy gets closer, western education community advises to increase international consciousness via international education so as to have further understanding and research on global problems.

the world, which has been developed into a complete system covering college preparatory course, secondary school and primary school.

Japanese international education on the basis of the "education for international understanding" advocated by UNESCO (United Nations Educational, Scientific and Cultural Organization) is its important way to return international arena after the Second World War. It is proposed to cultivate "Japanese people who are active in international community and have international quality", phase in foreign curriculum and text books, and build "international schools".

1.2 Nature of International Education

The future arrives.

Since science and technology, international relations,

and the way of social production and life style undergo profound changes, both educational mode and learning style undoubtedly are confronted with unprecedented challenges and opportunities caused by major transformation.

The focus on the year of 2030 and future type of education is greeted with an avalanche of publicity in international community.

Why 2030?

In accordance with the 2030 Education Planning published by OECD (Organization for Economic Co-operation and Development), the international situation will be more complex, turbulent and uncertain. Globalization, digitization, climate change, demographic structure and other major trends is likely to develop opportunities while bringing challenges for individuals and society.



The way out of unrest requires our active response. The next generation needs a brand-new skill different from the past to get ahead and make contribution to a well-developed society. Despite a time left before 2030, children studying at primary school will embark on their career life.

What intellectuals are to be educated in the 21st century?

To find a solution, countries bring forth a new education strategy as a way to deal with possible challenges from social changes. There has been a broad consensus to carry on learning beyond conventional disciplinary knowledge in modern society. OECD mentioned that the 21st century skills are the rules of survival for individuals and society. Industrial countries and international organizations have launched a variety of competency frameworks since the 21st century, thus pushing educa-

tion reform accordingly.

Despite the fact that competency framework varies from country to country, it encompasses three basic parts: living and occupational skills; ICT (information and communication technology); critical thinking, cooperation, communications and creativity (4C). 4C has been proved to be revolutionary in the history of international education. The last advanced ability is urgently needed by this era of knowledge-driven economy. Critical thinking is a core element of 21st century skills.

21st century skills are taken as not only the core goal of 2030 educational strategy around the world but also the education demand embracing the future. The exploitation of 21st century competency framework is regarded as the salient feature of skill learning correspondingly. Here are cases in point for comparison and analysis.





Overview of 21st century competency framework

Country & international organization	21st century competency framework		
 The US (2007)	<p><i>Learning and creativity (4C)</i></p> <ul style="list-style-type: none"> ◇ Critical thinking and problem-solving capability ◇ Sharing ◇ Cooperation ◇ Creativity and innovation 	<p><i>Information, media and technical skills:</i></p> <ul style="list-style-type: none"> ◇ Information attainment ◇ Media attainment ◇ ICT attainment 	<p><i>Living and occupational skills</i></p> <ul style="list-style-type: none"> ◇ Flexibility and adaptive capacity ◇ Initiative and self-orientation ◇ Social competence and cross-cultural communication competence ◇ Productivity and working competence ◇ Leadership and responsibility
 Canada (2011)	<ul style="list-style-type: none"> ◇ Creativity, innovation and entrepreneurship ◇ Critical thinking ◇ Cooperation ◇ Sharing 	<ul style="list-style-type: none"> ◇ Personal quality (life-long learner, leadership, responsibility and self-orientation) 	<ul style="list-style-type: none"> ◇ Education and civic virtues ◇ Computer and digital technology
 Japan (2013)	<p><i>Practical ability:</i></p> <ul style="list-style-type: none"> ◇ Self-discipline ◇ Interpersonal relationship establishment ◇ Social participation ◇ Responsibility for a sustainable future 	<p><i>Thinking ability:</i></p> <ul style="list-style-type: none"> ◇ Ability to find and solve problems and creativity ◇ Logical and critical thinking ◇ Metacognition and adaptive learning 	<p><i>Basic ability</i></p> <ul style="list-style-type: none"> ◇ Language skills ◇ Mathematical skills ◇ Information skills
 Singapore (2014)	<p><i>Core value:</i></p> <ul style="list-style-type: none"> ◇ Respect yourself and others ◇ Sense of responsibility ◇ Integrity ◇ Caring ◇ Resilience 	<p><i>Social competence and emotional capacity</i></p> <ul style="list-style-type: none"> ◇ Self-awareness ◇ Self-management ◇ Social consciousness ◇ Relationship management ◇ Sense of responsibility 	<p><i>Adaptability to glottalization</i></p> <ul style="list-style-type: none"> ◇ Civic literacy, global consciousness and cross-cultural communication ◇ Critical thinking and innovative thinking ◇ Sharing, cooperation and information skills
 Finland (2014)	<ul style="list-style-type: none"> ◇ Cultural literacy, interaction and expression ◇ Multiliteracy ◇ ICT ability 	<ul style="list-style-type: none"> ◇ Working competence and entrepreneurship ◇ Thinking and learning ability 	<ul style="list-style-type: none"> ◇ Self-respect and living ability ◇ Participate in, effect and construct sustainable future
 EU (2018)	<ul style="list-style-type: none"> ◇ Literacy ◇ Language competence ◇ STEM capability ◇ Digitalization capability 	<ul style="list-style-type: none"> ◇ Personal capability, social competence and learning capability ◇ Entrepreneurship 	<ul style="list-style-type: none"> ◇ Civic competence ◇ Culture consciousness and presentation skill

Data source: desk research

Chapter 2

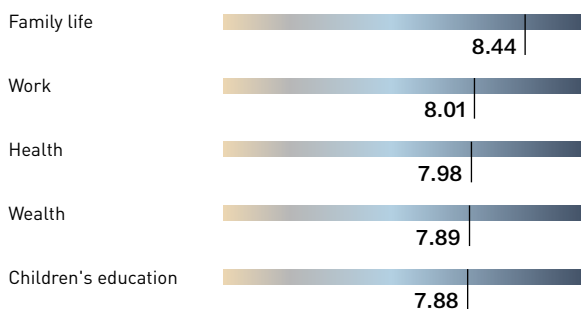
Chinese High-net Wealth Families' Demand for International Education

2.1 Educational concept: The trend of maturity and rationality

Influenced by Chinese traditional culture, parents are accountable for education. This is likely to be the primary reason why Chinese parents feel anxious. Such anxiety now has become a nonnegligible problem of China's education. Parents ever-increasingly get anxiety as their children's growth and social progress, and even get caught in such mires as school selection, homework help, interest development and long-term planning.

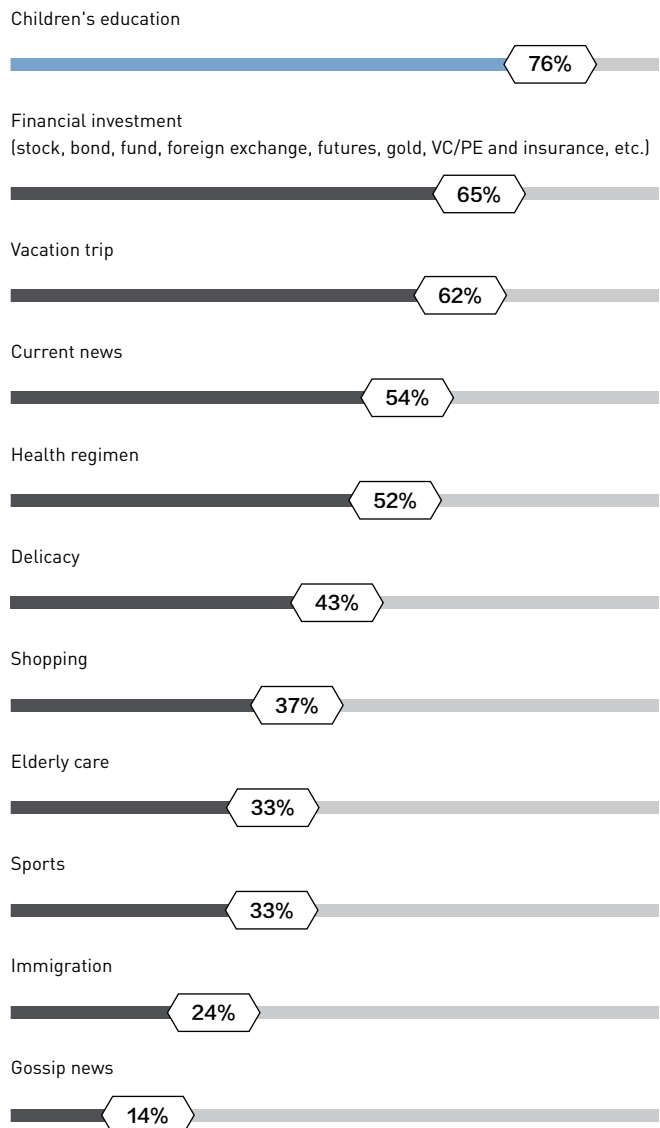
Education is a critical question of each family. In accordance with Hurun Report, children's education (76%) has been high on the agenda of Chinese high-net wealth families. Financial investment (65%) comes second. However, to judge from satisfaction evaluation, children's education is their last option, which also reflects their stronger thirst and expectation for better education.

▼ Satisfaction evaluation (average score, full mark is 10)



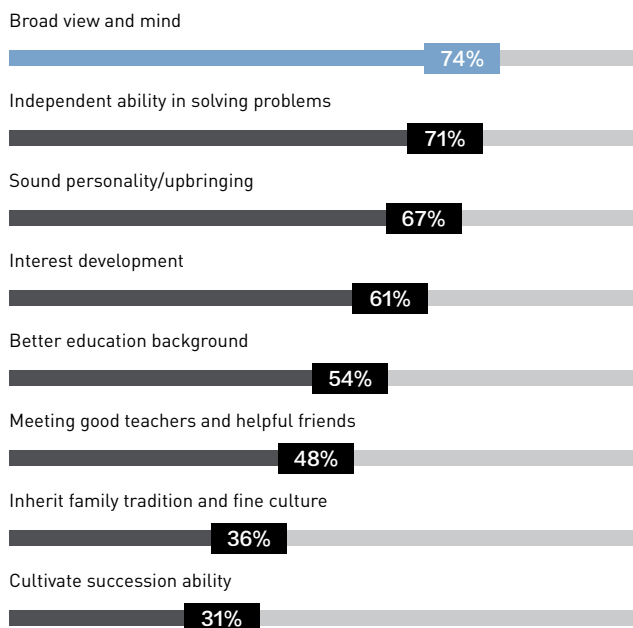
Data source: 2021 International Education in China White Paper

▼ Daily concerns (multiple choices)



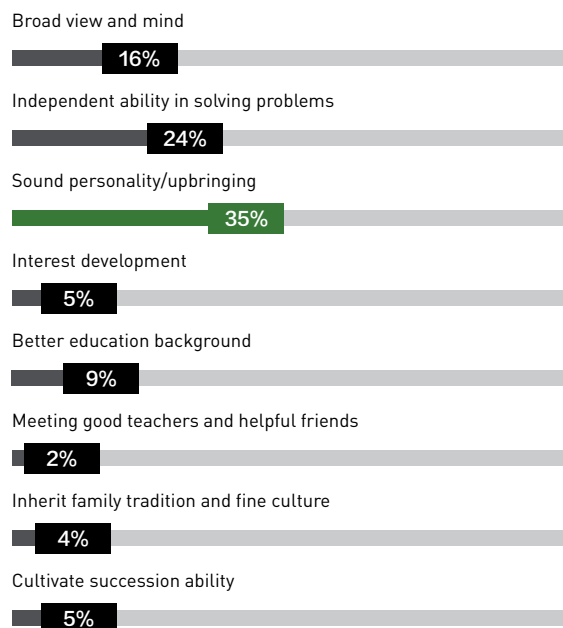
Data source: 2021 International Education in China White Paper

Expectations for children's education (multiple choices)



Data source: 2021 International Education in China White Paper

Foremost expectation (single choice)



Data source: 2021 International Education in China White Paper

Then, what are features of high-net wealth individuals' educational concept?

Regarding the educational expectation of high-net wealth individuals, "sound personality/upbringing" ranks first; "independent ability in solving problems" and "broad view and mind" come second. It is noteworthy that "better education background" and "interest development" are of equal importance. This result reveals high-net wealth individuals' viewpoints towards education are on the way to maturity and rationality.

International education experts pointed out that education is to cultivate talents. Education is not restricted to imparting knowledge. The personal shaping is more important. In addition, global perspective and thinking is an indispensable part.

Form of education shall be based on different aptitudes to play up strengths and avoid weakness, with a focus on individuals' personality cultivation and potential development. Therefore, microteaching and stratified teaching shall be advocated. Education is finally designed to foster children's initiative and creativity, and allow them to independently learn and grow up.

"The purpose of education is not confined to exam and transcript, because children's quality and ability involve several aspects. What matters is to develop children's advantage and potential and help them become talented. Besides, personality shaping gives priority to morality and integrity, which has a fundamental role to play and imposes far-reaching influence on life. We must allow children to have extracurricular activity, personal hobbies and interests, life experience and community service, so that they can have sound personality and independent learning ability."—international education experts

"Personal viewpoint, good education is not only certain skill training (for example, outstanding academic accomplishment, hobby and strong points are skill) but also personality shaping. Above all, we must give a brave heart to children and help them greet changes, meet challenges and look for opportunities therefrom. Moreover, we must help them have adversity quotient and anti-pressure ability ahead of difficulties so as to undertake pressure and get rid of predicament during growth. At last, we must teach children to be passionate in life or at work. Without passion, he leaves only outer form."—international education experts

As the world pursues flattening, Chinese high-net wealth family's demand for international education is diversified. International education has caught their eyes.

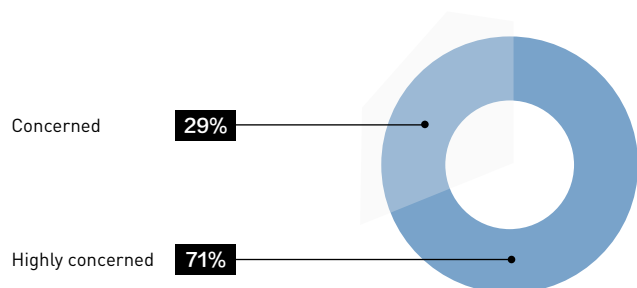
2.2 Demand of International Education: Diversity

As the world pursues flattening, Chinese high-net wealth family's demand for international education is diversified. International education has caught their eyes. Hurun Report discovers that nearly 70% high-net wealth individuals are highly concerned about international education.

Chinese high-net wealth individuals expect children to be independent mind (71%), responsible person (67%) and problem solver (53%) through international education. What remarkable is that the target to be a world citizen ranks last, which shows China's high-net wealth individuals' ever-increasing confidence in nationality and education.

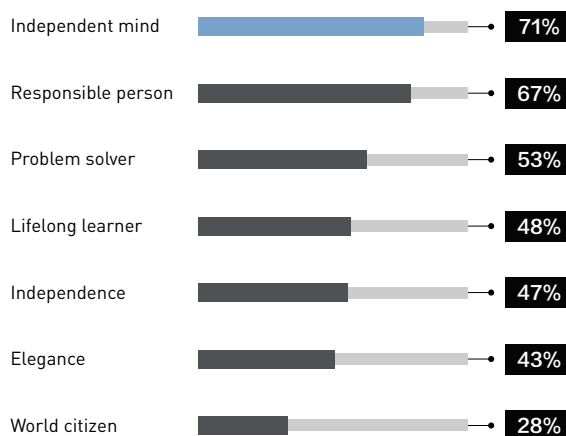
Correspondingly, the high-net wealth individuals paid more attention on thinking ability (22%). Problem-solving ability (15%) and practical ability (14%) are followed.

Concern for international education (single choice)



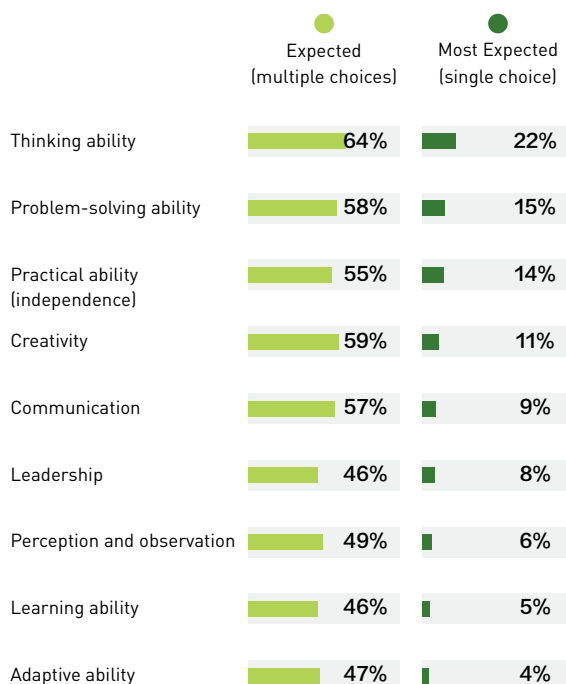
Data source: 2021 International Education in China White Paper

Expectation for children after accepting international education (multiple choices)



Data source: 2021 International Education in China White Paper

Ability given/improved by international education - parents

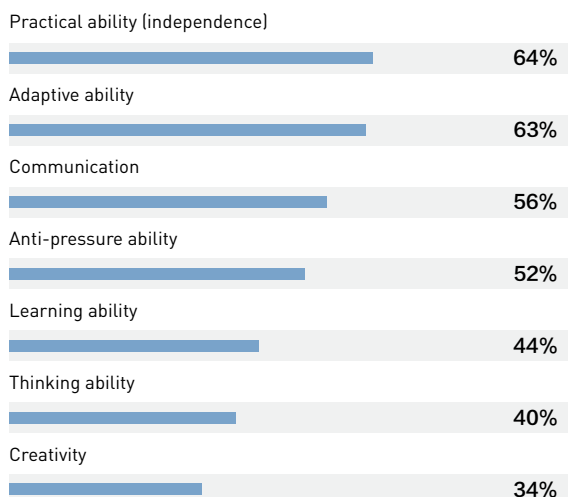


Data source: 2021 International Education in China White Paper

For overseas students' part, the studying abroad is of great significance for personal growth and ability. Independence (64%) and adaptive capacity (63%) are believed to be the top option. The ability to have communication (56%) and work under pressure (52%) comes second. It is widely believed that the overseas study will enhance comprehensive strength most. Learning ability (44%) and thinking ability (40%) are secondary.

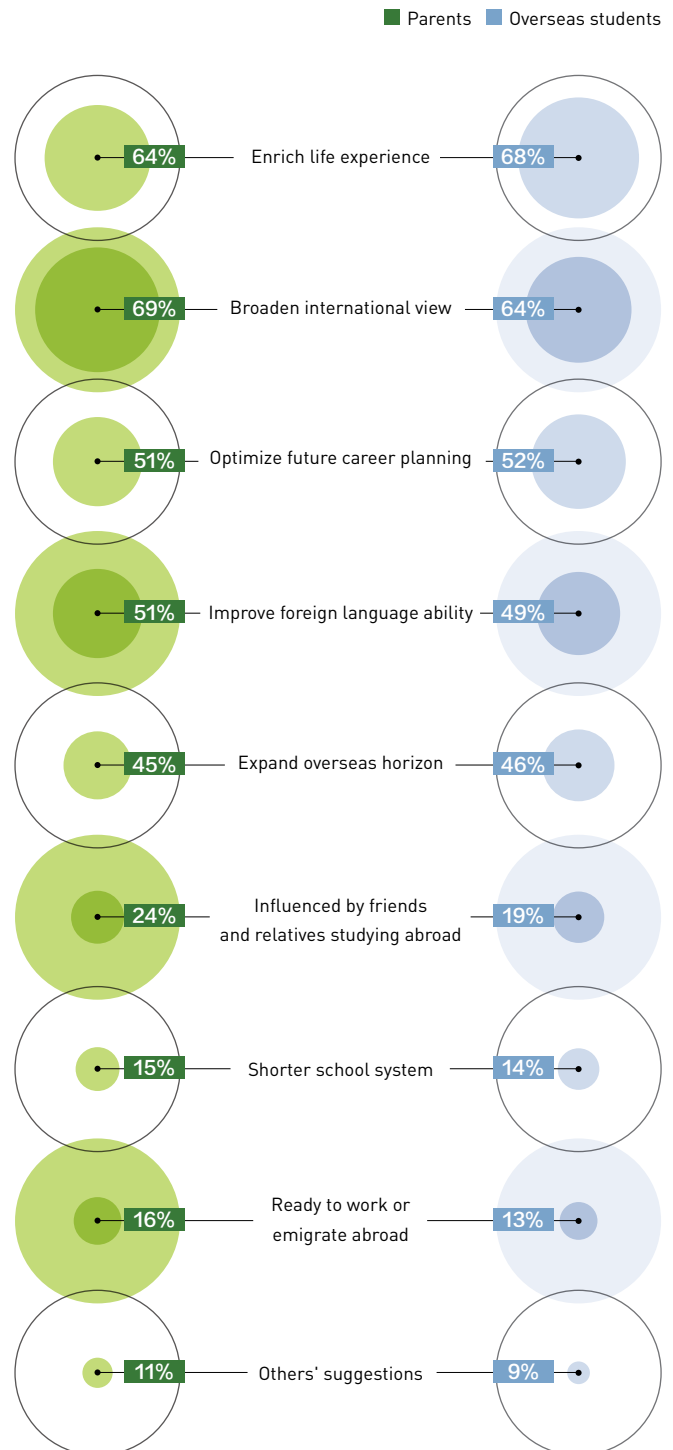
Ideas about the purpose of international education are basically consistent. Main purpose is to enrich life experience (68%) and broaden international view (64%). Secondly, it is agreed that international education is favorable for future career planning (52%). The goals to improve foreign language ability (49%) and acquire new knowledge (46%) are followed. However, the shorter school system (14%) is not a key point to study abroad. These results indicate that studying abroad is to concern about future and prospect rather than easier academic burden.

Ability given/improved by international education - overseas students



Data source: 2021 International Education in China White Paper

Purpose to accept international education (multiple choices)



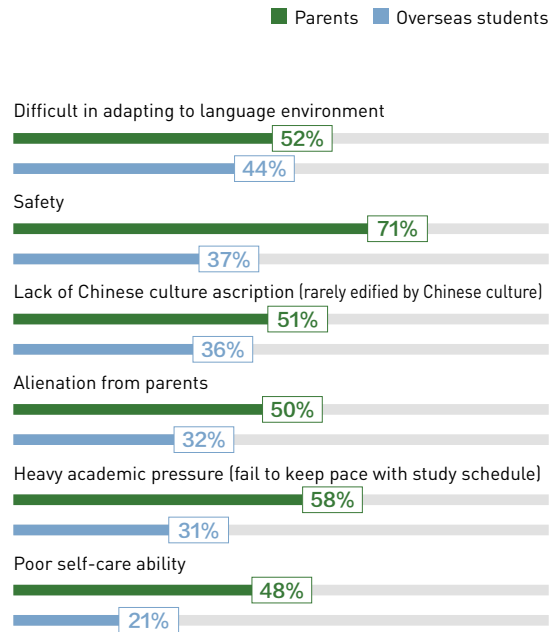
Data source: 2021 International Education in China White Paper

After children go abroad, parents give priority to safety (71%), including society, travel, health problem and property. Secondly, they are also scared of poor adaptability to language environment (52%) and shortage of Chinese cultural affiliation (51%).

Overseas students are mainly daunted by poor adaptability to language environment (44%) during study. When they just study abroad, they are unable to avoid difficulties in learning exchange and daily life for they know little about local language and culture. Safety problem is another major concern. Overseas students hardly know local medical system, so that they cannot get help timely in case of any health problem. Less positive influence of Chinese culture (36%) comes third. Moreover, alienation from parents (32%), unable to keep pace with study schedule (31%) and poor self-care ability also vexed them.

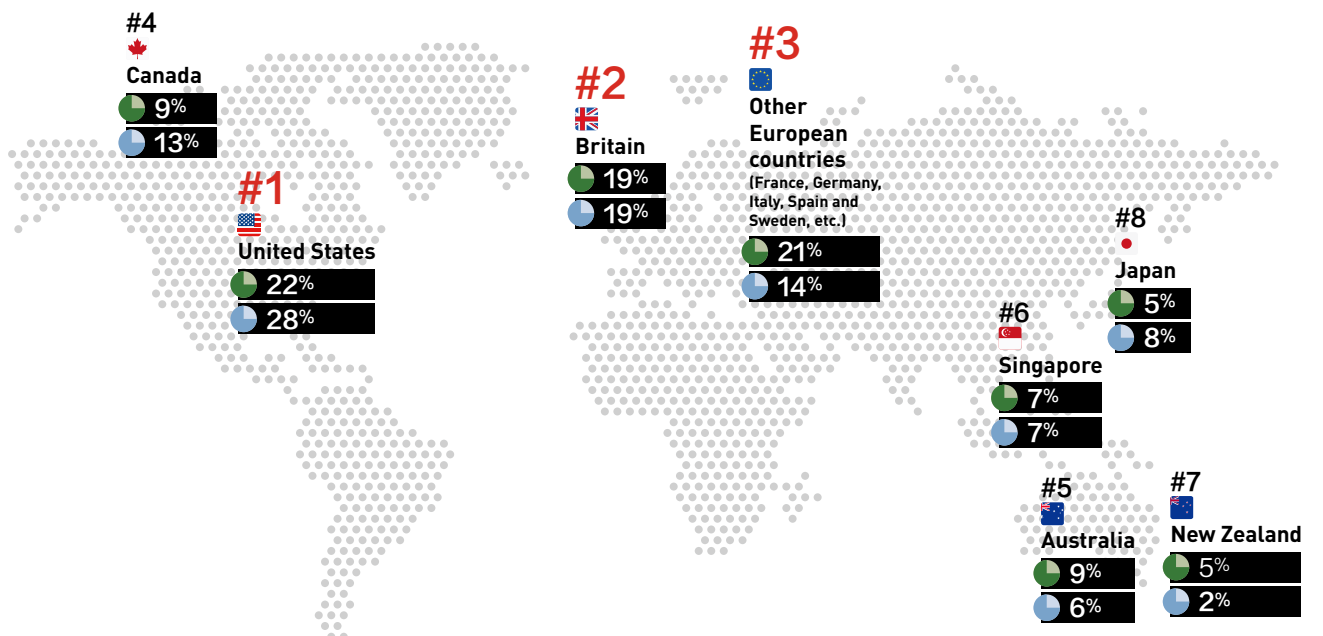
The US (22%) is the most popular destination for overseas study. Britain, Canada and Australia are followed closely. These four countries still in a leading role. In addition, other European countries account for 21% in total. The proportion of Singapore, New Zealand and Japan also surpasses 10%. The tendency of overseas study turns out to be diversified.

Problems concerned by parents/related to overseas study (multiple choices)



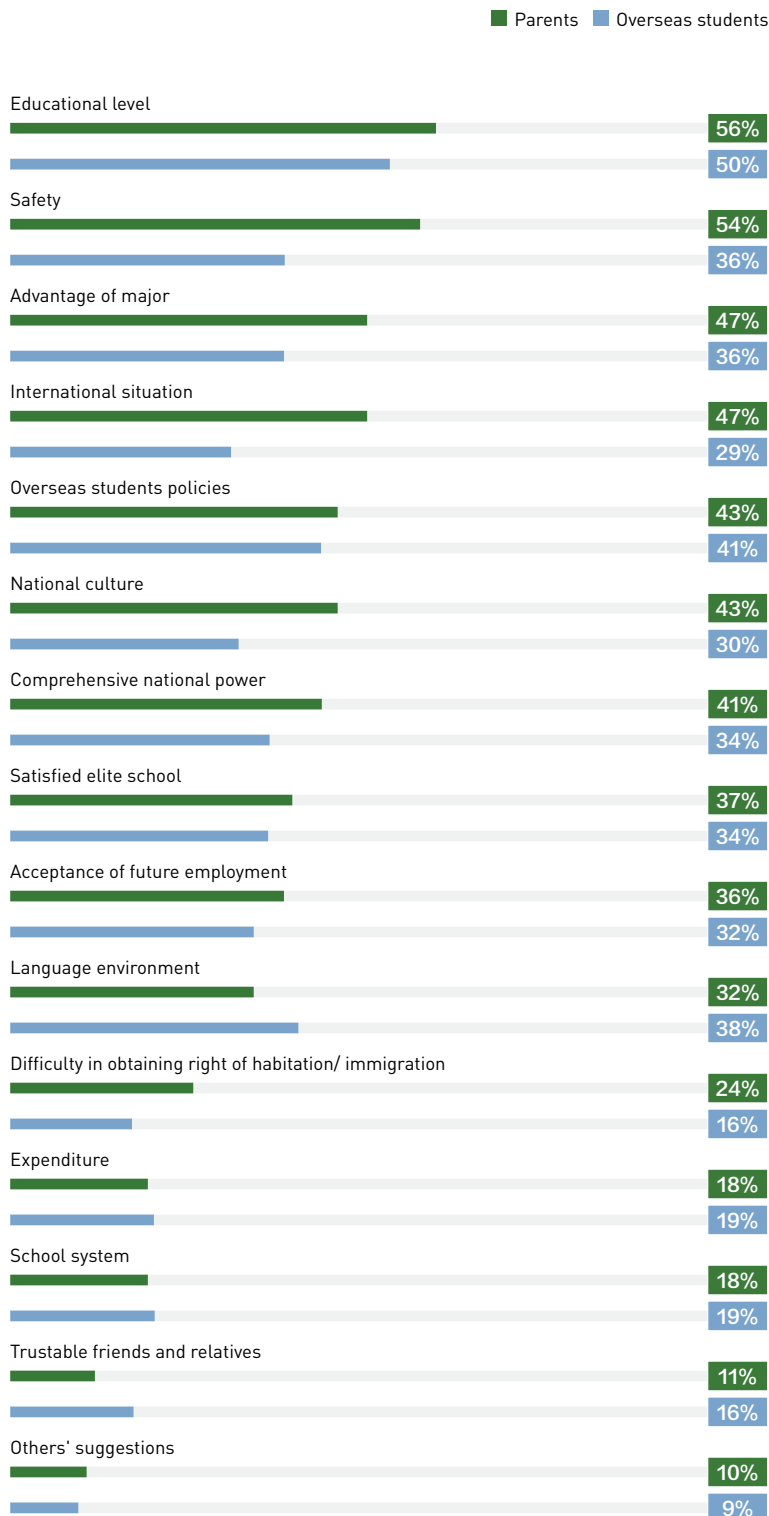
Data source: 2021 International Education in China White Paper

Popular destination of overseas study



Data source: 2021 International Education in China White Paper

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Factors considering destinations of overseas study (multiple choices)



Data source: 2021 International Education in China White Paper

National culture (43%), overseas student policies (43%) and comprehensive national power (41%) are also taken into account by parents.

Educational level (56%) is principal factor to select country for overseas study. Despite negative effects of international relations, high-quality education offered by the US, Britain, Canada and Australia still appeal to Chinese overseas students. Safety problem (54%) is the second factor. National situation (47%) ties with advantage of major (47%) for the third place. Since the COVID-19 outbreak deteriorates international tension, overseas students have more choices. Experts said that the application for overseas studying in several countries is expected to be a new tendency. National culture (43%), overseas student policies (43%) and comprehensive national power (41%) are also taken into account by parents. Furthermore, satisfied elite school (37%), acceptance of future employment (36%) and language environment (32%) are chiefly concerned by more than one third families.

For overseas students, educational level (50%) determines their destination country. Their parents also hold the same view. Besides, overseas students pay much attention to policies (41%), including visa, work and immigration. Different from parents, students seldom consider comprehensive national power (34%), national culture (30%) and international situation (29%).

At the end of 1970s, the foreign education was primarily funded by Chinese governments and concentrated on the field of science and technology. It is the hope of national scientific undertakings. As the 1980s welcomed the self-supporting overseas study programme and further reform and opening up, more and more overseas students devoted themselves to economics, enterprise management and business study.

Nowadays, business is the most popular subject among parents and overseas students, followed by art/design (16%). Medicine (13%) comes third. Parents are ever-increasingly conscious of the significance of medical development in the future. For overseas students, business, science and engineering remain top three majors.

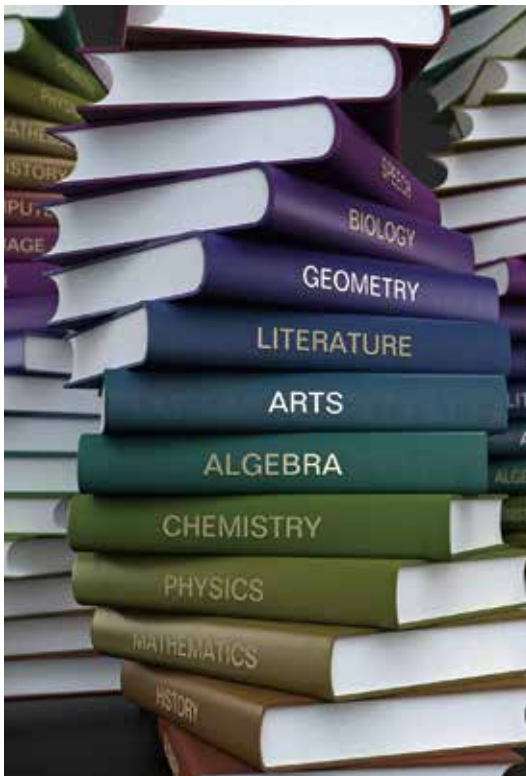
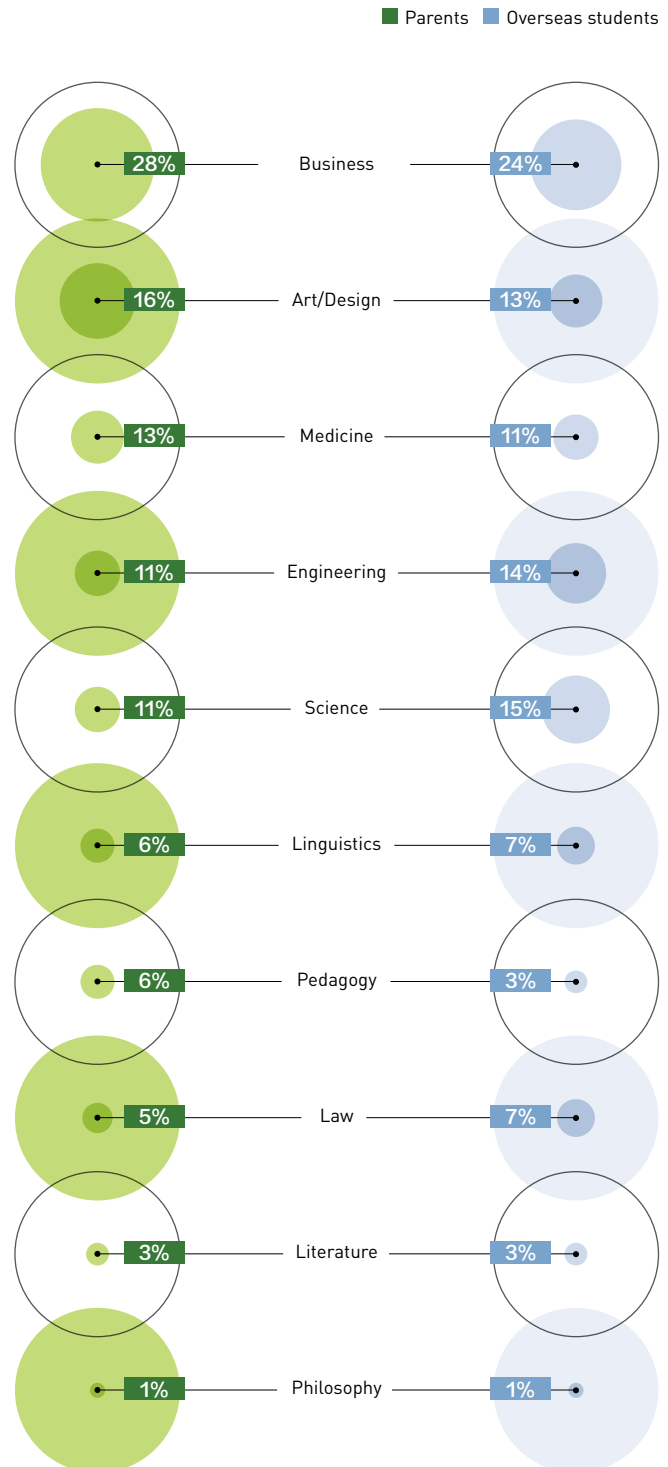


Photo Source: Gettyimages

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Most popular major of overseas study (single choice)



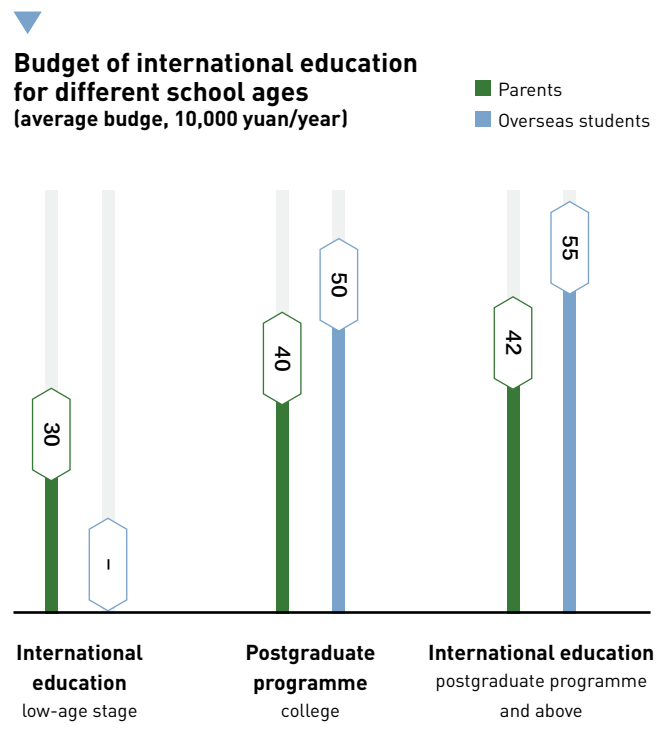
Data source: 2021 International Education in China White Paper

2.3 Budget of International Education: One Fifth of Household Disposable Income

Hurun Report indicates that the average expenditure of children's education accounts for one fifth of household disposable income according to the Chinese high-net wealth families' education planning for children. The average annual expenditure budget for young children (primary and secondary schools), college education and postgraduate program is about 300,000 yuan, 400,000 yuan and 420,000 yuan respectively.

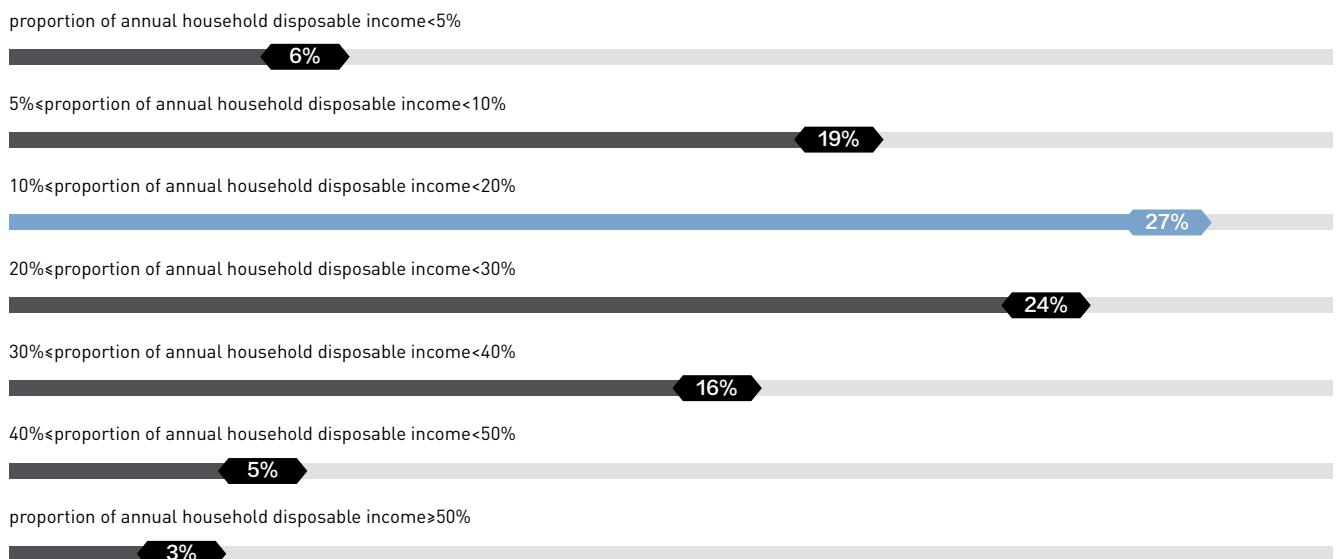
Concerning expenditure of overseas study, the average budget for undergraduate program, postgraduate program and above is about 510,000 yuan and 560,000 yuan respectively.

60% overseas students have expenditure equal to budget, while 30% students have more expenditure than budget.



Data source: 2021 International Education in China White Paper

Proportion of children's education expenditure in annual household disposable income



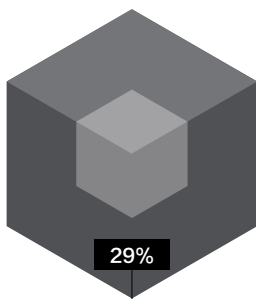
Data source: 2021 International Education in China White Paper



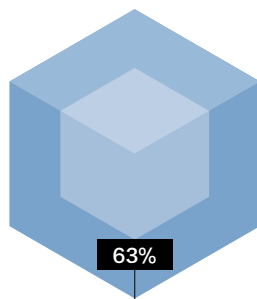
Photo Source: Gettyimages



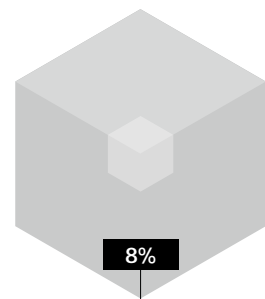
Actual expenditure of overseas study (single choice)



More than expectation



Equal to expectation

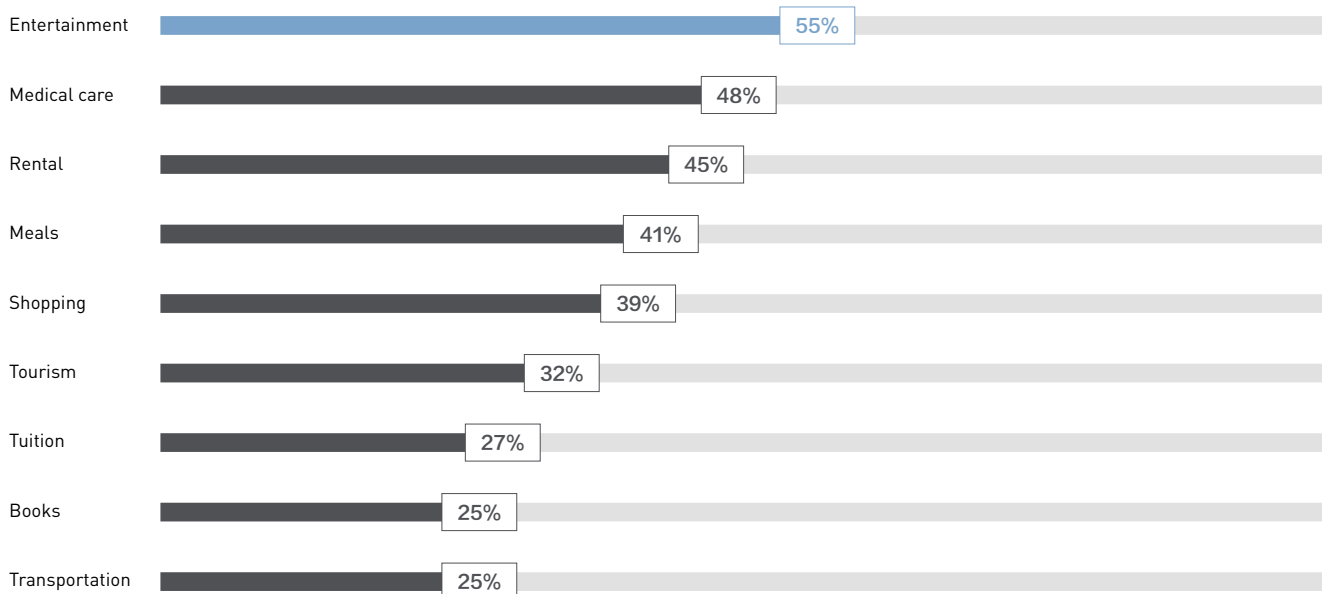


Less than expectation

Data source: 2021 International Education in China White Paper



Main expenditure beyond budget (multiple choices)



Data source: 2021 International Education in China White Paper

Nearly half of students overspend on recreational activity (55%). Basic needs of medical treatment (48%), tenement (45%) and meals (41%) are followed.

Nearly 50% parents are not sensitive to international educational expense. They value achievement rather than expenditure. However, 40% parents believe that international education will deliver greater future return than expenditure.

On the whole, overseas students are optimistic towards future return. 60% overseas students consider that future reward is certainly larger than overseas study expense, while 30% students don't care expense. The later said that the overseas study is rewarding as long as they can learn something.



Viewpoints about expenditure and reward of international education

■ Parents ■ Overseas students



Data source: 2021 International Education in China White Paper

Chapter 3

Focusing on China's International Schools

3.1 Development history of China's international schools

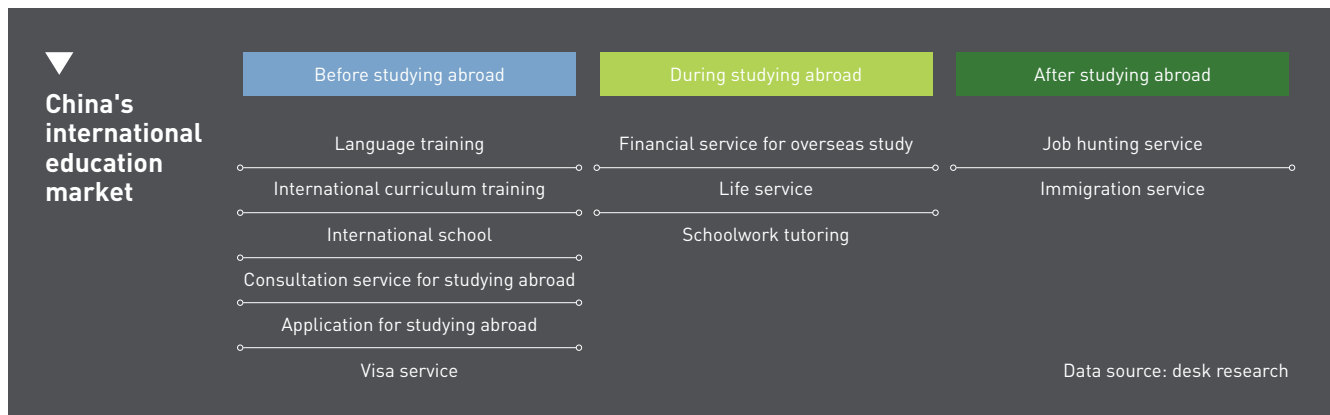
China's international education made a figure because the registration for overseas study was open to the public. The Provisions of State Council on Self-funded Study Abroad was released in 1984, which provides channel for studying abroad at one's own expense. In the 1990s, the study-abroad policy was more flexible. The guideline to support overseas study, encourage overseas returnees and keep the freedom to come and go was fixed.

China's international schools were to provide education for foreigners' children at the very beginning. The Chinese government released Temporary Provisions of Ministry of Foreign Affairs and State Education Commission of the People's Republic of China on Foreign Embassies in China Running Schools for Ambassadors' Chil-

dren on September 1, 1987. This is the first regulation related to international school throughout the country.

Under such circumstances, the international education market centering on overseas study was flourishing. It covers three stages of overseas study. The service before studying abroad contains training of language and entrance examination, international school, overseas study tour, consultation, planning and application for studying abroad. The service during studying abroad covers finance and daily life. The service after studying abroad includes job application and immigration service.

With the popularization of self-funded overseas study policy, more and more families send their children to study abroad. Therefore, some public schools render international curriculum class to connect with foreign universities. Private interna-



tional schools are constantly increasing.

International department (class) of public schools firstly benefited from the Chinese-Foreign Cooperation in Running Schools issued by the State Council in 2003. According to this regulation, Sino-foreign cooperative education programs are for public good, which is a part of China's educational business. Thus, international department of public schools are under protection of policy support. The Central Committee of the CPC and State Council jointly published the Outline of The National Program for Medium and Long Term Educational Reform and Development (2010-2020) in 2010.

The outline "encourages various international exchanges and cooperation among schools at all levels, enhances international exchange and cooperation of elementary and secondary schools, improves international education and cultivates a large number of international talents." The number of international department (class) ran by public schools surges. The Ministry of Education has tightened policy for international department (class) of public schools since 2013. The enrollment procedures and rates are regulated. No more new international class was examined and approved.

Under the circumstances, private international schools welcome a development opportunity. New Non-Governmental Education Promotion Law was amended and passed in 2016. Private schools are classified and managed. The owners of profit-making private schools are allowed to have earnings. In April 2018, the Enforcement Regulations of Non-Governmental Education Promotion Law (draft amendment) was published, which acquiesced in VIE compliance related transaction offered by some international education groups. The



number of private international school rocketed up and firstly surpassed the total of international departments of public schools and schools for foreigners' children in 2018. As a result, private education turns into major force of international schools.

To sum up, industry experts said that the layout of China's international schools had changed a lot over the past ten years. At the very beginning, the education for foreigners' children was a key component of international education. As ever-increasing Chinese families seek for international educational mode and tailored transition program for foreign universities, some international bilingual school and international departments of public schools came into operation. Government phased in investment and expansion of non-state-run international schools from then on. Last five years have seen its upsurge.

3.2 Status Analysis of China's International Schools

According to public data, Chinese mainland has 907 certified international schools as of 2020, including 535 private international schools, 259 international departments (classes) of public schools, and 113 schools for foreigners' children. The number of international schools maintained growth and yet growth rate slowed down over the past ten years, with year-on-year decrease of 5% in 2020.

According to 2020 Development Report of China's International Schools, the number of students in international schools amounted to 610,000 in 2020. Private international schools, schools for foreigners' children, and public schools account for 75%, 17% and 9% respectively.

The international curriculum systems of A-Level, IB and AP have a leading role throughout the country.

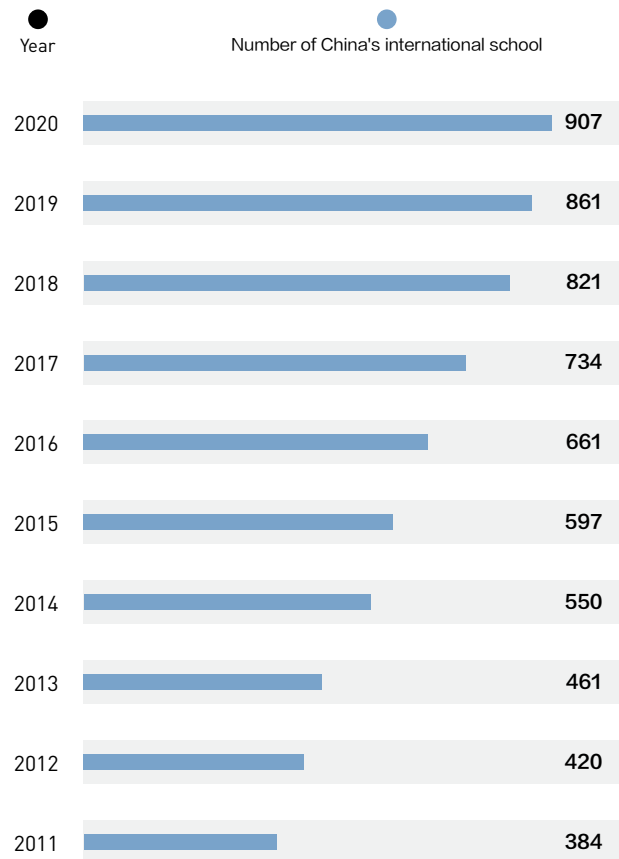
★ **A-Level** (General Certificate of Education Advanced Level) is a nationwide curriculum system in Britain, which is also advanced course of secondary education and the university entrance exam for British students. A-Level is almost the general enrollment standard of all universities that give lesson in English. A-Level in China aims to offer effective way for Chinese students entering overseas university.

★ **IB** (International Baccalaureate) refers to "international diploma" in Chinese. The full name of IB is "IB World School", which is generally "international diploma school" throughout the nation. IB curriculum consists of four phases: PYP, MYP, DP and IBCC.

★ **AP** (Advanced Placement) generally refers to prerequisite course or foundation course of American universities. It is university course available for senior high school offered by The College Board. Senior high school students can take it as an elective course and participate in AP after completion. Students will gain college credit when certain score is accumulated.

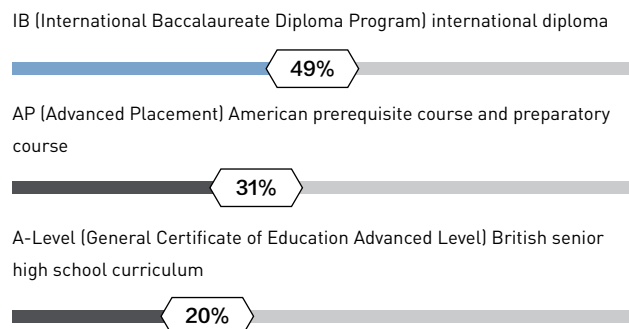
The investigation result reveals that IB is the most popular international course, which is selected by nearly 49% students. AP is the second popular course.

Number of China's international school



Data source: desk research

Most popular international education curriculum system (single choice)



Data source: 2021 International Education in China White Paper



International education experts consider IB as the most systematic and comprehensive curriculum, which is suitable for all-round students. But, it requires stronger English proficiency.

The soft power of the "21st century skills" mentioned in the first chapter herein, like creativity, innovation, critical thinking and empathy, is indispensable in the workplace. These will be critical factors leading young people to success and happiness in the future.

Parents have better understanding that these competences are hardly dependent on examination and score. Nowadays, society's expectations for students are more than good scores.

IB curriculum and its concept embraces many key elements of future education, such as meaningful learning, reflection, creativity, social skills, interdisciplinary exploration and problem-based study. Today the world is highly dependent. The unique feature of IB rests with its training in global capacity, including international consciousness and diversified understanding, social responsibility and executive force.

IB curriculum adopts the up-to-date teaching method to cultivate talents that have superior thinking ability,

and are able to solve world's problems and sustain great responsibilities in global technical community, and have attitude, knowledge, understanding and skills to get ahead in life. —These unique advantages are no other than what parents want to give their children.

3.3 Guideline of China's International School

3.3.1 Features of China's High-net Wealth Individuals Selecting Schools

High-net wealth individuals give priority to high quality faculty when they select international school (52%). Faculty team includes foreign teachers' proportion, education background and certificates, life-guide teachers and logistics, etc. They believe these factors not only reflect teaching quality but also concern for students' daily life and mental health.

Professor John Hearty, director of Institute of Education, The University of Melbourne, spent 15 years on conducting empirical study for 246 million children from the 1980s to early twenty-first century via meta-analysis, and ranking 138 factors according to influence. In his work Visible Learning, 138 factors were classified into six categories. The effect size from large to small is teacher, course, teaching, student, family and school. It can be seen that

faculty is the biggest influence factor of academic achievement.

This research data demonstrates that international resource integration competence (41%) and abundant curriculum system (35%) rank second and third respectively among factors that the high-net wealth individuals select school. The majority of parents who prefer international education expect children to be open-minded and well-informed.

The teaching idea combining Chinese and western elements (34%) ranks fourth. More and more international schools expand the proportion of Chinese cultural education, changing overall western teaching in the past.

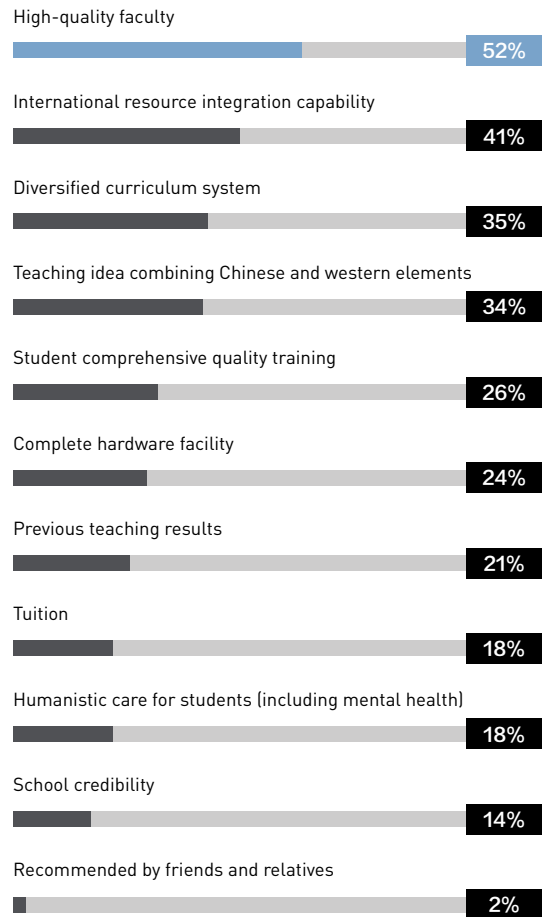
Previous teaching results (21%) only ranks seventh, which shows parents value educational process instead of teaching results.

In addition, parents attach great importance to children's international education. They prefer to investigate and select international schools in person. Family members' recommendations (2%) hardly become the basis of their choice.

Abundant curriculum system is the third large factor that parents select international school, while diversified courses are regarded as salient feature of international schools. Among diversified courses, parents value nature study (53%) most. Aesthetic education (37%) and sports curriculum (10%) come second.

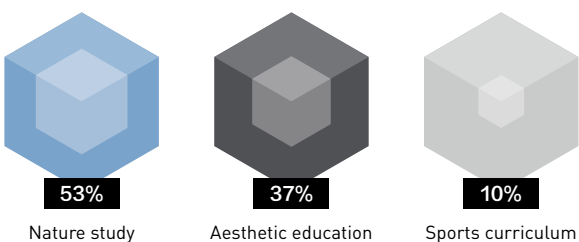
Concerning nature study, biological resources knowledge (38%) is more wooed by parents. national history and cultural knowledge (32%) and eco-environment protection knowledge (29%) take second and third places. The overall proportion has little difference.

Factors selecting international schools (multiple choices)



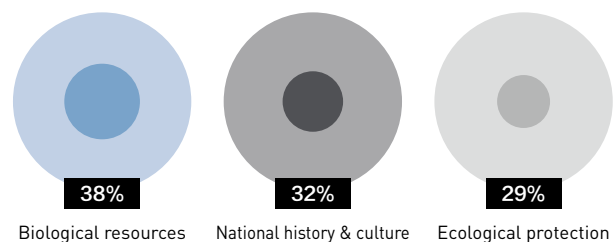
Data source: 2021 International Education in China White Paper

Highly concerned type of diversified curriculum (single choice)



Data source: 2021 International Education in China White Paper

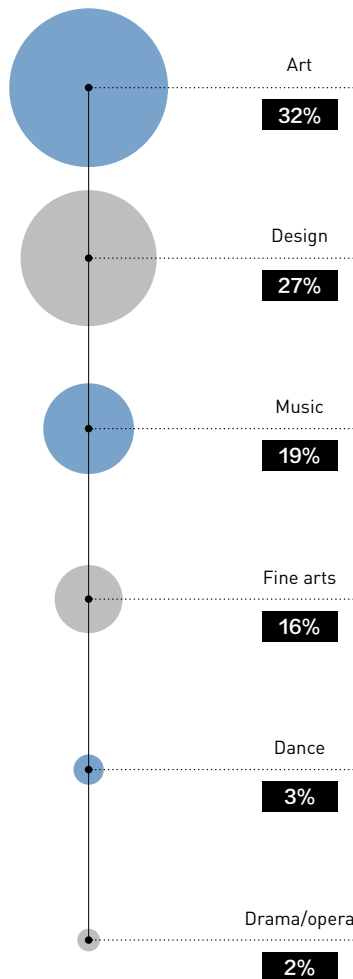
Most popular topic of nature study (single choice)



Data source: 2021 International Education in China White Paper

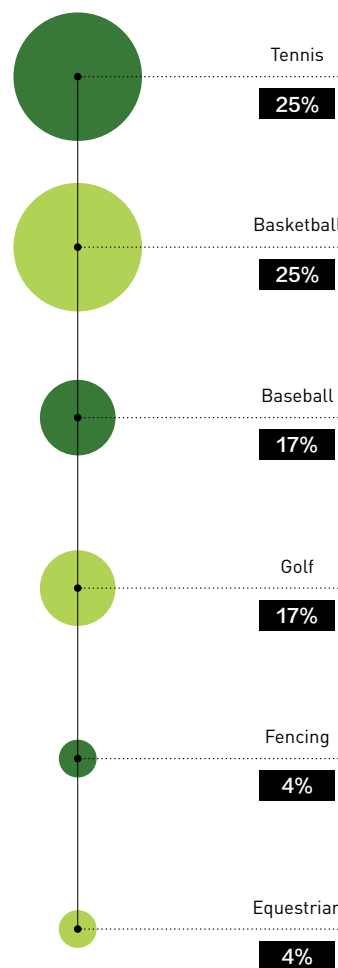
About aesthetic education, the most popular major among parents is art (32%) and design (27%), followed by music (19%) and fine arts (16%).

▼
Most popular topic of aesthetic education (single choice)



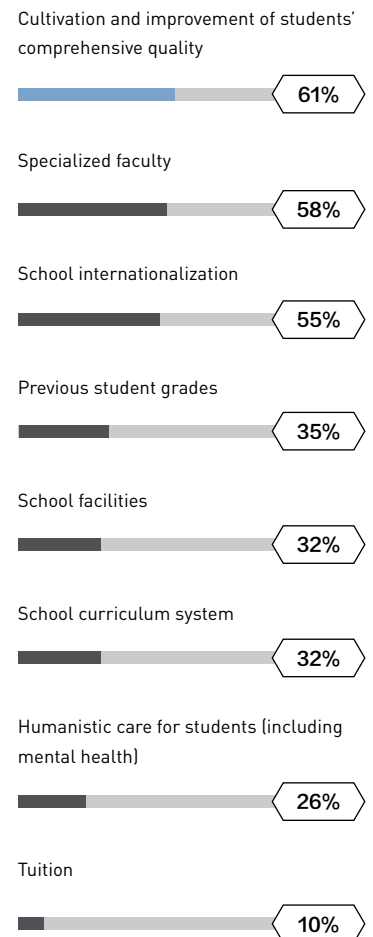
About sports curriculum, ball game is relatively favored by parents. The favorite curriculum is tennis (25%) and basketball (25%), followed by baseball (17%) and golf (17%).

▼
Most popular event of sports curriculum (single choice)



For future improvement of international schools, parents generally believe greater possibility to enhance students' comprehensive quality (61%), professional faculty (58%), internationalization (55%).

▼
Points of international education to be improved (multiple choices)



3.3.2 Guideline of China's International Schools and Expert Advice

Hurun Report concentrates on international education all the way. Hurun Education published the fourth ranking list of China's international schools in April 2021. By comprehensively analyzing China's international schools, it has been found that its education quality is steadily improving, thus appealing to many ethnic Chinese around the world and ever-growing domestic high-net wealth families -- laying a solid foundation for future study.

Hurun Report concentrates on international education all the way. Hurun Education published the fourth ranking list of China's international schools in April 2021.

Hurun Education Top International Schools in China for Chinese Students 2021

LIST Beijing

in no particular order

School	学校
Affiliated HS of Peking Uni. Dalton Academy	北京大学附属中学道尔顿学院
AIDI International School	北京爱迪国际学校
Beanstalk International Bilingual School	青苗国际双语学校
Beijing 21st Century International School	北京二十一世纪国际学校
Beijing Academy International Dept	北京中学国际部
Beijing City International School	北京乐成国际学校
Beijing Concord College of Sino-Canada	北京中加学校
Beijing Haidian Foreign Language Academy	北京海淀外国语实验学校
Beijing Huijia Private School	北京私立汇佳学校
Beijing International Bilingual Academy	北京海嘉国际双语学校
Beijing Kaiwen Academy	北京海淀凯文学校
Beijing National Day School International Department	北京十一学校国际部
Beijing No.4 High School International Dept	北京第四中学国际部
Beijing Royal School	北京王府学校
Beijing World Youth Academy	北京世青国际学校
Beijing New Talent Academy	北京市新英才学校
High School Affiliated Renmin Uni of China Joint Program	人大附中中外合作办学项目 (ICC)
Keystone Academy	北京市鼎石学校
SDSZ International Department	北京师范大学附属实验中学国际部
Springboard International Bilingual School	北京君诚国际双语学校
Tsinghua University International High School	清华附中国际部

Data source: Hurun Education Top International Schools in China 2021

Hurun Education Top International Schools in China for Chinese Students 2021

LIST Shanghai

in no particular order

School	学校
Adcote School Shanghai	上海阿德科特国际学校
Dehong Chinese International School	上海闵行区民办德润学校
Fudan WLSA	WLSA 上海学校
Huili School Shanghai	上海浦东新区民办惠立学校
Nord Anglia Chinese International School Shanghai	上海闵行区诺德安达双语学校
Shanghai DTD Academy	上海德英乐学院
Shanghai Guanghua College Pudong Campus	上海光华学院剑桥国际中心
Shanghai Hongrun Boyuan School	上海宏润博源学校
Shanghai Pinghe Bilingual School	上海市民办平和学校
Shanghai Qibao Dwight High School	上海七宝德怀特高级中学
Shanghai Starriver Bilingual School	上海星河湾双语学校
Shanghai World Foreign Language Middle School	上海世界外国语中学
SUIS Gubei Secondary Campus	上海协和双语高级中学（古北）
The MacDuffie School	上海美达菲学校
The SMIC Private School, Shanghai	上海民办中芯学校
Ulink College of Shanghai	领科教育上海校区
YK Pao School	上海民办包玉刚实验学校

LIST Guanzhou

in no particular order

School	学校
International Department, The Affiliated High School of SCNU	华南师范大学附属中学国际部
Guangdong Experimental High School	广东实验中学 AP 国际课程
Guangzhou Foreign Language School International Department	广州外国语学校国际班
Guangzhou Yingdong NCPA	广州英东中学 NCPA 美式高中
Ulink College Guangzhou	广州 ULC 剑桥国际高中
Huamei International School	广州华美英语实验学校

LIST Shenzhen

in no particular order

School	学校
Shenzhen College of International Education	深圳国际交流学院
Shenzhen Middle School Int'l Dept	深圳中学（实验课程体系）
Vanke Meisha Academy	深圳市万科梅沙书院
Shenzhen Fuyuan British American School	深圳富源英美学校
Shenzhen Senior High School Group International Class	深圳高级中学（集团）国际课程体系
The Houde Academy	深圳市厚德书院

Hurun Education Top International Schools in China for Chinese Students 2021

LIST Other Regions

in no particular order

School	学校	城市
Bashu Ivy School	重庆巴蜀常春藤学校	重庆
Chengdu Foreign Language School (International Dept.)	成都外国语学校国际部	成都
Chengdu No.7 High School International Department	成都七中国际部	成都
Chengdu Shude High School Int'l Dept	成都树德中学国际部	成都
Chongqing Depu Foreign Language School	重庆德普外国语学校	重庆
Chongqing Nankai Secondary School International Department	重庆南开中学国际部	重庆
Dalian Maple Leaf	大连枫叶国际学校	大连
Dulwich International High School Zhuhai	珠海德威国际高中	珠海
Guangdong Country Garden School	广东碧桂园学校	佛山
Hailiang Foreign Language School	海亮外国语学校	诸暨
Hangzhou Foreign Language School, A-level	杭州外国语学校剑桥高中	杭州
International Office of Suzhou High School	苏州中学国际书院	苏州
Jiangsu Tianyi High School Int'l Dept	江苏省天一中学国际部	无锡
Jinan Foreign Language School Int'l Center	山东济南外国语(三箭分校)国际课程中心	济南
Jinling High School Int'l Dept	南京金陵中学国际部	南京
Kang Chiao International School	华东康桥国际学校	昆山
Malvern College Qingdao	青岛墨尔文中学	青岛
Nanjing Foreign Language School Int'l Dept	南京外国语学校国际部	南京
Ningbo Hanvos Kent School	宁波赫威斯肯特学校	宁波
Ningbo Xiaoshi International Center	宁波效实中学国际中心	宁波
OCAC Suzhou	苏州工业园区海归人才子女学校	苏州
Shandong Experimental High School	山东省实验中学国际部	济南
Suzhou Foreign Language School International Department	苏州外国语学校国际部	苏州
Tsinglan School	清澜山学校	东莞
United World Colleges of Changshu	中国常熟世界联合学院	苏州
Wuhan Britain-China School	武外英中学校	武汉
Wuhan Maple Leaf International School	武汉枫叶国际学校	武汉
Wuhan SanNiu School	武汉三牛中美中学	武汉
Wuhan Ulink College of China Optics Valley	武汉光谷剑桥国际高中(领科)	武汉
Wuxi Big Bridge Academy	无锡市大桥实验学校国际部	无锡
Wycombe Abbey International School	常州威雅公学	常州
Xi'an Gaoxin No.1 High School International Department	西安高新第一中学国际班	西安
Xi'an Tie Yi High School	西安铁一中国际班	西安
Yali Middle School	长沙雅礼中学国际部	长沙
Yinghua International School	天津英华国际学校	天津

Methodology of Ranking List

Based on mutual evaluation, Hurun Education conducted one-to-one questionnaire survey for 270 international education specialists, and collected 2,325 effective votes (6% more than last year). Each specialist nominates 8.6 schools on average, including schools for foreigners' children, private international schools and international departments (classes) of public schools. There are 346 schools nominated finally (3% more than last year). Subsequently, Hurun Education figures out the final score on the basis of votes of each school and additional teaching achievements this year. Among respondents, principals or senior teachers, investors of international school, responsible persons of educational institution and education group, as well as governments and educational media account for 72%, 18% and 10% respectively. Some headquarters of strong public schools are not listed, like Nanjing Foreign Language School and Shanghai Foreign Language School, because they are not included. This year the ranking list newly adds teaching results and turns to data related to senior high school graduates of Chinese mainland from Yixiao Website (data platform of international education), American Ivy League, American Liberal Arts College, University of Oxford, and University of Cambridge.

"In face of educational channel, parents require to learn international education system. Above all, IB focuses on personal development, so teachers prioritize what person will be educated. Furthermore, international education system places emphasis on process, learning outcome and attitude upon evaluating students." —Beanstalk International Bilingual School

"The world is moving forward. The first change is continuous and fast update of knowledge. Now the knowledge update only needs two or three years. The second change is stronger initiative held by domestic education. Therefore, parents who underlined western culture in the past now pay much attention to Chinese cultural infiltration and native language competence. Ahead of such changes, here are some personal advices for parents to select school. The first point is to learn school-running theory, curriculum and activities. Parents shall known whether school is based on sustainable development of human beings. The second step is to enter the campus and observe whether students have free thought and independent personality and equal relations between students and teachers, whether campus is overwhelmed by laughters, and whether students are happy. The last step is to learn whether students' works express various thoughts. If a school can achieve above-mentioned three points, its education will enable students to have confidence, strong learning ability and good team spirit. Parents don't need to worry when such children are confronted with future. Even though knowledge renews at full speed, they are able to keep pace with the times. In addition, parents concern about parent-child relationship, give ear to their thoughts, trust them and let

them grow up freely. Meanwhile, parents shall not show anxiety in front of children." —Beanstalk International Bilingual School

"Parents' demand has changed slightly amid the pandemic. They hope children can study abroad, return to China and pursue personal career at home." Previously parents expected children to be world citizen, but now they prefer children to be Chinese citizen. Besides, parents' choice for curriculum system is different from before. They previously preferred American curriculum system, but now support children's study in European countries. At last, the attitude towards Chinese language is changing. Parents hope children are able to have a solid foundation of Chinese language." —Beanstalk International Bilingual School

"A good international school is oriented by future. I believe the balance between work and life will be one of challenges in the future. Now the growth environment of young people is totally different from that of last generation. The borderless interference of social media easily deprives them of joy of life. For this purpose, the setting of international school has a particularly important role to play - apart from interdisciplinary IB exploration system, PBL outward education, finance and commerce literacy, students are able to discover personal interests via rich extracurricular activities. A free and happy life without social media is approaching. In conclusion, schools are to cultivate students' global responsibility, universal value, citizenship identify and consciousness serving people." —Beanstalk International Bilingual School

Chapter 4

Trend of International Education in China

Trend 1: International education became impeller during education reform of the 21st

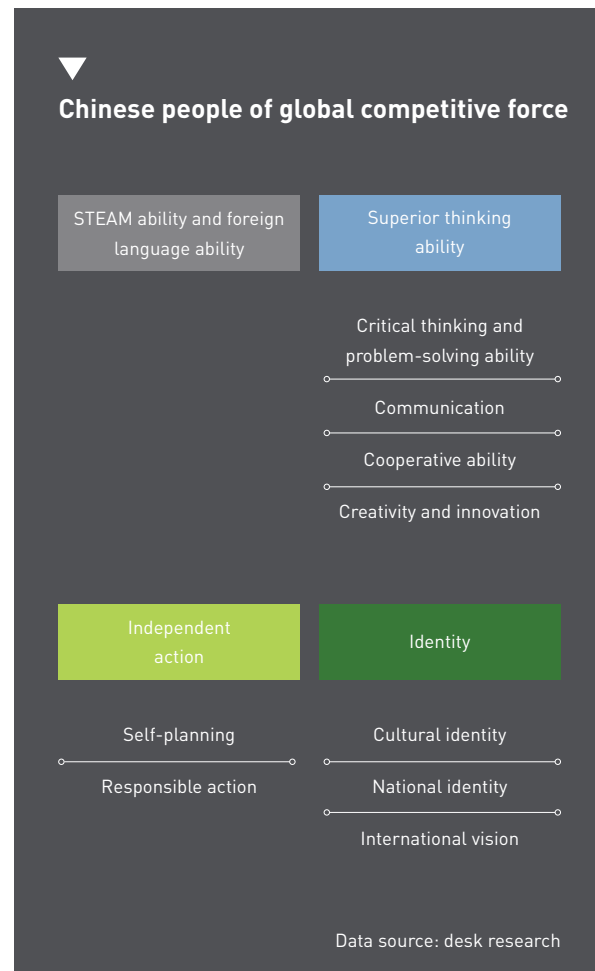
What intellectuals are to be educated by China in the 21st century?

In For Higher Human Development - International Community's Plan for Educational Research in 2030, China's education specialist, Peng Zhengmei, Deng Li and Zhou Xiaoyong bring forth the competency framework of intellectuals that cultivates "Chinese talents of international competitiveness". The framework contains four abilities: STEAM, foreign language, superior thinking, independence and identity.

STEAM and foreign language mean basic knowledge. Superior thinking ability refers to soft power, including critical thinking, problem-solving ability, communication, cooperation, creativity and innovation (namely, 4C). Independence covers self-planning and sense of duty. Identity includes cultural identity, national identity and international understanding.

Experts indicate that Chinese intellectuals in the 21st century shall be equipped with basic ability of technology and language, 4C soft power, cultural identity, national identity and international understanding through self-planning and sense of duty. International education precisely offers a personnel training mode for Chinese talents of international competitiveness, which is undoubtedly the largest development opportunity of international education in the 21st century.

The core of global education reform is to put people first and enhance superior ability so as to



deal with international challenges. International educational pattern has predominant advantages in fostering talents of global competitiveness in the 21st century.

Trend 2: As China's international education is based on China and faces the world, the mainstream will be the integration of Chinese and western elements

From the macroscopic angle, China will have more and more high-net wealth families with social progress. Thus, the demand for high-quality international education will go up accordingly.

In the future, the demand growth will be transferred from tier-one cities to tier-two and tier-three cities.

In spite of slow growth rate of current international education market, fiercer industrial competition in the future will be conducive to pushing the whole trade forward.

The investigation unveils that 90% parents are confident of the development of international education. More than 70% parents of international schools said that market demand of China's international school will keep rising. As regards the proportion that the demand will keep rising, tier-three city is larger than tier-one cities, being up to 91%.

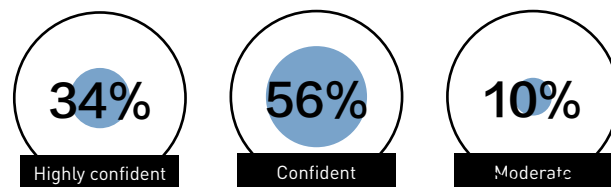
In terms of content and form of international education, the fusion of Chinese and western will have a leading role to play in the future.

To be specific, it will be a mixture of culture, faculty, curriculum and teaching methods between China and foreign countries. Such fusion is combining advantages of local teaching and international education.

Regardless of learning process or educational method, the purpose is to cultivate students' integrated development in intelligence, capacity, quality and spirit, experts added.



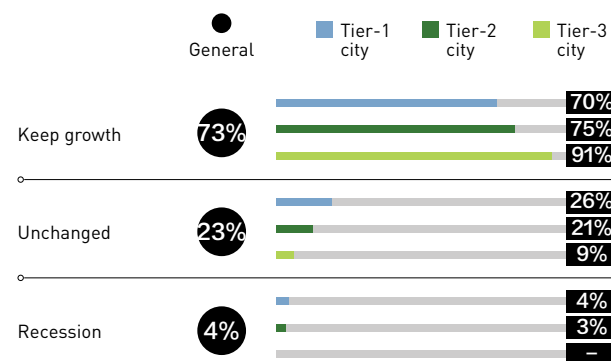
Confidence in development of Chinese international schools in the future (single choice)



Data source: 2021 International Education in China White Paper



Demand tendency of Chinese international schools (single choice)



Data source: 2021 International Education in China White Paper

"The essence of international education is absolutely neither pure and blind western education nor English + Chinese ≠ Bilingual. It shall be strengths of Chinese and western educations. That is, 'adopt essential elements of Chinese and western and experience wonder of cultural infusion.' The ultimate goal of bilingual education is to help children think deeply and freely switch mother tongue and second language, which not only establishes cross-cultural awareness but also fosters intercultural communication competence. This is also Beanstalk's consistency in curriculum and cultural inheritance. Beanstalk absolutely centers on "China's school". Children can't only rely on fluent English competence or diploma of internationally renowned school. They must accept their own Chinese identity, inherit Chinese culture and explore this diversified cultural world from the perspective of integration of Chinese and western." —Beanstalk International Bilingual School

"The advantage of international education is not limited to the second language. More importantly, it can help students have autognosis and self-reconstruction, and activate language module in brain. In terms of language culture, international education aims at strengthening international thought and global capacity, hence letting students know "who I am" and "how to interact with others" in globalization context." —Beanstalk International Bilingual School

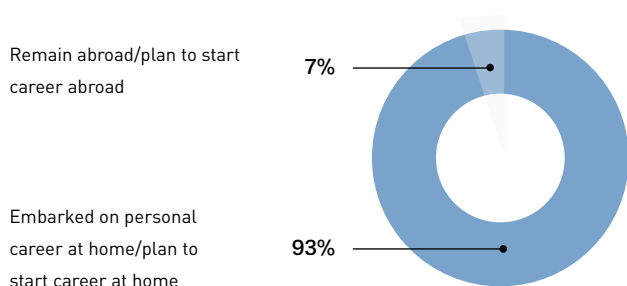
Trend 3: Provide channels going abroad and back for overseas talents - international education with Chinese characteristics

The latest data published by the Ministry of Education indicate that the number of Chinese students studying abroad is 704,000 in 2019, with year-on-year growth of 6.3%. The data published by the Ministry of Education from 2003 to 2019 bespoke that the number of Chinese students studying abroad kept growing, but the growth rate slowed down in recent years.

Furthermore, the tendency that overseas student goes back to China after graduation turns out to be clearer. The proportion of students going abroad and returning to China each year unceasingly went down from 5.8:1 in 2003 to 1.2:1 in 2019. The number of Chinese students studying abroad added up to 6.561 million from 1978 to 2019. Among them, 4.904 million students have completed study and 4.232 million students returned to China and got on with their pursuit, which accounted for 86.3% of total graduates.

This survey reveals that the majority of overseas students plan to return to China after graduation. More than 90% respondents plan to return to China after graduation or have embarked on personal career at home.

Development after overseas study (single choice)



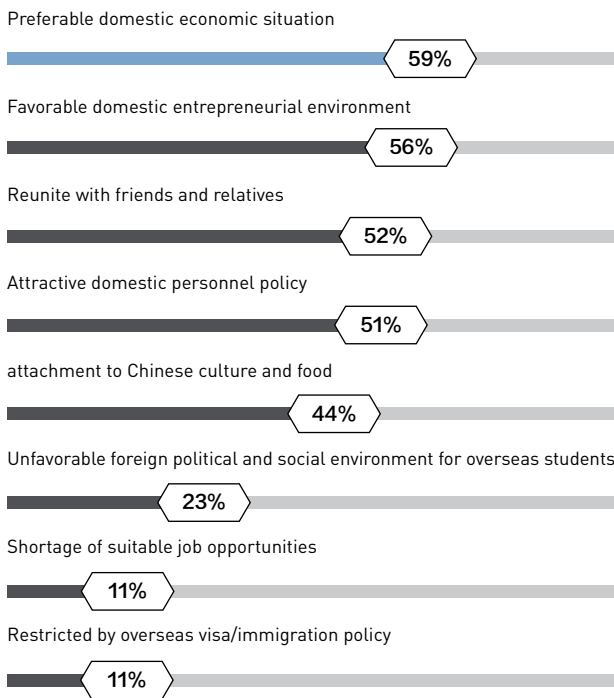
Data source: 2021 International Education in China White Paper

Number of overseas students vs. returnees



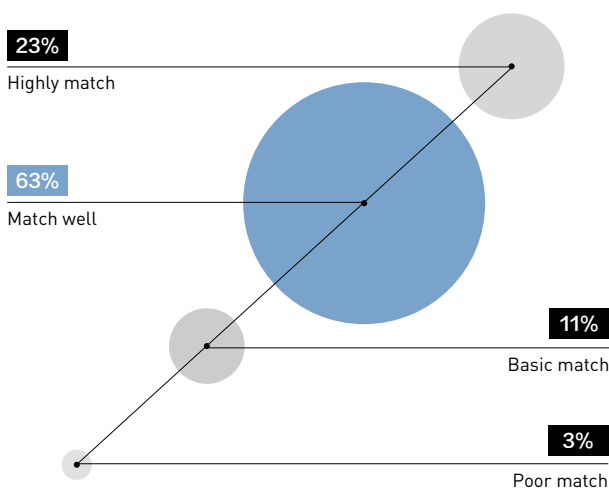
Data source: desk research

▼
Reasons to return home and pursue personal development (multiple choices)



Data source: 2021 International Education in China White Paper

▼
Matching degree between major and employment



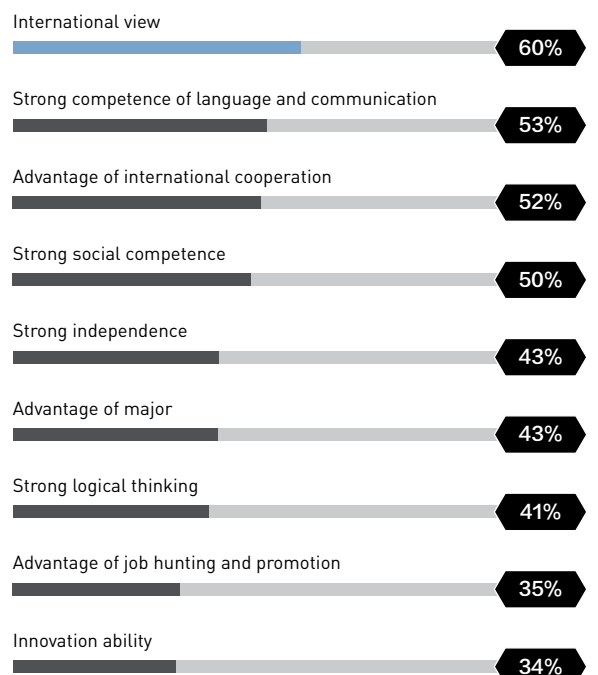
Data source: 2021 International Education in China White Paper

The primary reason to return home and seek for development is favorable domestic economic conditions (59%). Favorable entrepreneurial environment (56%) is followed closely. Reunion with family members and friends (52%) and domestic personnel policy (51%) are also primary reasons that more than half of overseas students go back to work home.

Concerning employment of overseas returnees, the match rate between major and employment post is relatively high. The rate that matched perfectly and well is 23% and 63% separately.

Study abroad experience is a stronger advantage of overseas returnees. 60% overseas students believe that international view is their largest advantage. More than half of overseas returnees take language and communication competence (53%), international cooperation (52%) and social skills (50%) as their superiority.

▼
Development advantages at home (multiple choices)



Data source: 2021 International Education in China White Paper

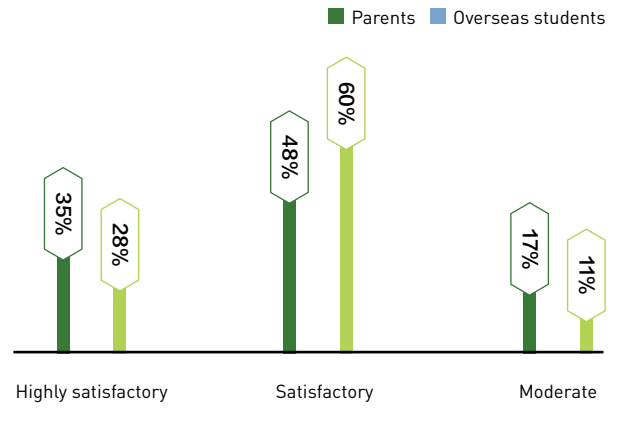
54% overseas students attribute disadvantage to weaker interpersonal connection at home. Secondly, they are not familiar with domestic market and development need (40%). From the perspective of the overall selectivity, overseas students believe that what superiority brought by overseas study is far beyond inferiority.

Overseas students are generally satisfied with international education. Nearly 90% overseas students are very satisfied with international education. 30% students are very satisfied, while 60% students are satisfied.

The global layout that overseas students move toward different directions and centers gradually comes into being. Diversified destinations for overseas study will become the rage. More and more students will go to little-known destinations and countries along the Belt and Road for further study, which will meet the domestic demand for talents of minority languages.

Besides, a constant rise in Sino-foreign cooperative education programmes has turned "overseas study at home" into a new tendency. Sino-foreign cooperative education programme refers to educational institution that is jointly conducted by foreign corporate organization, individual and related international organizations and licensed education-

Satisfaction with international education

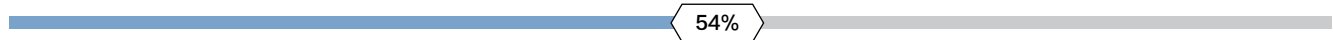


Data source: 2021 International Education in China White Paper

al institution and other social organizations in China, and works in education and teaching within the territory of China, such as New York University Shanghai, Xi'an Jiaotong-liverpool University, Duke Kunshan University and so on. International education experts believe that the school-running pattern jointly developed by China and foreign countries still enjoys a huge development space in China, which provides a new channel for students following international education.

Development disadvantages at home after studying abroad (multiple choices)

Poor domestic interpersonal network



Unfamiliar with domestic market and development needs



Mismatch between return date and domestic recruitment



Unfamiliar with domestic employment situation and enterprise need



Poor match between major and domestic employment post



Data source: 2021 International Education in China White Paper

Trend 4: Reverse globalization and more uncertainties will still be challenge ahead of international education

International education market was temporarily lashed by COVID-19 in 2020, but negative influence is limited.

The pandemic placed pressure on operation of international schools and delayed normal teaching progress. However, teaching and recruitment of international schools have returned to normal as domestic pandemic was effectively controlled in the second half of 2020.

The majority of students continued to apply for studying abroad during the pandemic, but the schedule is basically postponed. A small minority of applicants cancel or delay overseas study plan in consideration of safety problem. In addition, the plan for studying abroad was suspended because relevant exams were cancelled. Judging from foreign recruitment, the pandemic only affects learning style of new students instead of enrollment plan. Newcomers are required to have online course firstly and continue offline course until the school is officially open. Now most of schools actively prepare offline teaching. With the popularization of vaccination, some countries have resumed offline teaching.

Among high-net wealth individuals, more than 40% said that their international education planning is not disturbed, 30% remains wait-and-see attitude, and 26% reconsider educational programme.

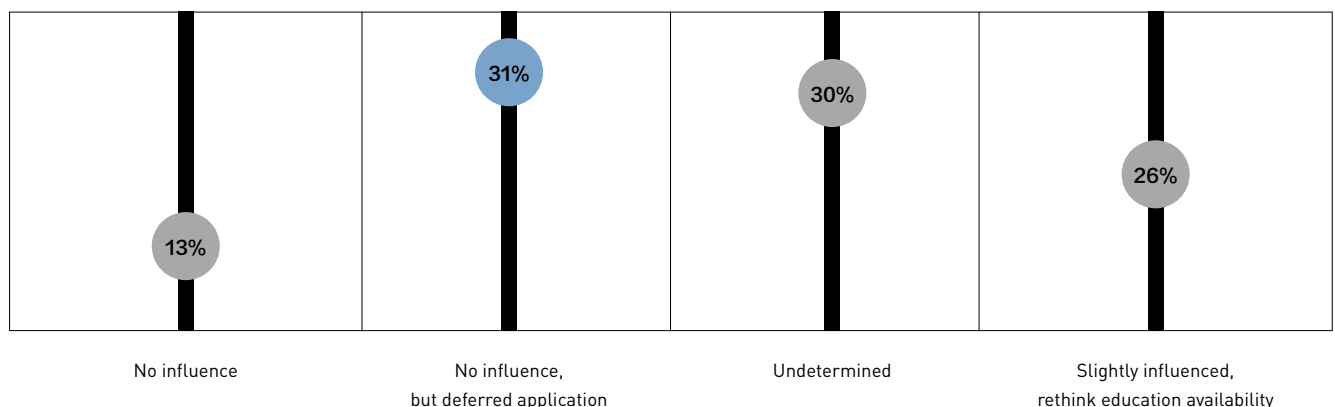
Regardless of the outbreak, the growth rate of international schools and overseas students has seen the expansion of international education market, but the rate slackens. In the long term, the expansion of international education market, to a certain extent, is confronted with pressure against the background of China's aging population.

Regarding international situation, the reverse globalization is an important challenge ahead of the future development of international education. Reverse globalization runs counter to globalization, which redefines local and national trend of thought. Influenced by reverse globalization, international political situation is strained and tariff barrier is further lifted. Some developed countries crack down developing countries as a way to keep economic leadership.

Besides, populism, exclusivism and other thoughts spring up. In this case, visa policy, security risk, discrimination, job opportunity of destinations will have an ever-increasingly big role to play in deciding overseas study plan.



Influence of global pandemic, strained Sino-American relationship on international education (single choice)



Appendix 1

Exclusive interview extracts

Wang Shuyan

Principal of
Beanstalk
Education Group
Middle School

Hurun Report: could you introduce Beanstalk Education Group?

Principal Wang: "bilingual education" was in an embryonic stage in the 1990s. Beanstalk Education Group, pioneer of international education, embarks on the educational pattern that applies western education into China's national condition. Our courage and confidence beyond the time originate from Beanstalk's sensitivity to the prospect of education. We firmly believe that each seed will reach to the sky as long as it gets enough love and time. Just as what Beanstalk implies: give strength to seed and trust the miracle of life growth! Now Beanstalk has been developed into a large education community that pools professionals, distinguished achievements and favorable reputation worldwide. Beanstalk introduced international bilingual education to Chinese parents twenty years ago. As bilingual education now has become new direction of international education in China and even the world, Beanstalk keeps pace with the latest research theories and results to ceaselessly optimize curriculum system.

Hurun Report: so, concerning curriculum system, what is features and core competitiveness of Beanstalk?

Principal Wang: Beanstalk conducted a major curriculum research that translates Chinese Curriculum Guideline and prescribed textbook of elementary education. Based on IB curriculum, Beanstalk works out an international pattern and strives to ensure integration and uniformity of courses via effective examination. Meanwhile, we will integrate such contemporary curriculum and teaching practice as PBL, HIBL (Hands-on Inquiry Based Learning) and STEAM course into the curriculum system. In this way Beanstalk will directly intensify the core competence to be international school.

Beanstalk is among few schools certified by PYP, MYP, DP and IB throughout the country. While emphasizing IB curriculum, it implements "several accesses to elite school" in recent years. To be specific, A-Level, AP and special art course create opportunities for children's potential. We always encourage parents to select the most suitable course for children. We think that the course is carrier of educational objective. In fact, three curriculum systems of IB, AP and A-Level have strengths and weaknesses respectively. We need to help children screen out the most suitable course for their future development planning.



Hurun Report: how do you predict the future trend of China's international education as new education policies (for example, the new rules easing the burden of excessive homework and off-campus tutoring for students undergoing compulsory education) are conducted?

Principal Wang: I think current new rules happen to be an incredible chance for those schools that have historical deposits and profound reflection. I believe Beanstalk take this opportunity to make a difference.

We have to know firstly that China is not the only one pursuing education reform. Such international courses as A-Level and AP also strive to explore and seek educational method that turns out to be more scientific and suitable for future development.

From these new rules, it is not difficult to find that the central government pays much attention to enlightening and awakening capability to fathom the logic beyond theoretical knowledge, and emphasizes students'

imagination, creativity and reflection. What society thirsts for are not only knowledge transmission but also interpersonal communication, cultural and educational exchanges, and teamwork in the future, especially cultural confidence and social understanding. These conclusions are no other than enlightenments that we gained from international education.

Beanstalk has accumulated unprecedented advantages. Bilingual teaching experience over twenty years, strong Chinese and foreign faculty, and flexible micro-teaching can help us quickly apply national policies and advanced educational concept to teaching practice. What we have to do is to use Chinese and western educational idea that we have compared and studied many years, so that we can serve Chinese children and cultivate intellectuals that have healthy mentality, emotional stability, perseverance, lifelong learning, anti-frustration ability, patriotism and international view.



Xu Xiaohui

Overseas Study
Marketing
Director of IDP
Education Group

Hurun Report: could you introduce IDP Education Group?

Xu Xiaohui: IDP Education Group, established in 1969, has had a dominant role to play in promoting international education development over the past 50 years. With more than 120 international student service centers over 30 countries, and close partnership with thousands of educational institutions from the United States, Britain, Australia, Canada, New Zealand and others, IDP has assisted more than 500,000 students to be a member of top schools in the USA, Britain, Australia,

Canada, New Zealand and Ireland. Besides, IDP has been working together with British Council and University of Cambridge Local Examinations Syndicate to promote IELTS since 1989 and became one of three sponsors accordingly.

Hurun Report: how did COVID-19 influence overseas study market?

Xu Xiaohui: students who are making application partly choose to cancel or delay their plans for studying abroad due to safety problem and unavailable standardized test. Furthermore, some



Photo Source: Gettyimages

students succeed in being admitted to higher school or public institution, or get a job at home. However, the majority of students persist in making application. Since the number of applicant slumps, students who have equal conditions are more likely to be admitted. Meanwhile, they will add more countries and courses as alternative choice, and even directly apply for safer countries.

Some overseas students who returned to China before the lockdown kept their studying via online course and actively participated in practical work. This absolutely gets the best results by this way. Those who didn't return to China also have network class, but their safety and daily life are disturbed to varying degrees. Also, their employment and internship are postponed or canceled amid the pandemic.

Hurun Report: do you think overseas schools will resume class and recruit students normally?

Xu Xiaohui: the outbreak hardly disturbs student recruitment, but students are required to have online course firstly after entrance. Most of schools are striving to resume offline course. As China's efforts to prevent and control the epidemic are globally accepted and the worldwide vaccination is further popularized, it is estimated that the world is able to offer all or part offline teaching for fall semester in 2021.

Hurun Report: did you find that overseas study market is on the mend? Is the destination of study abroad changed?

Xu Xiaohui: More and more students consulted the overseas study service after Chinese New Year. The undergraduate programme is mostly rigid demand, which is hardly affected.

English-speaking countries remain regarded as the preferred destination, but the appeal of European and Asian countries still keeps increasing. The general trend has proven a diversification. To be specific, the number of overseas students studying in Britain is obviously on the rise.

Hurun Report: what do you think of the symbolic population characteristics of overseas students and parents?

Xu Xiaohui: overseas students' parents are generally well-educated, with a focus on education investment and long-term planning. Or, their family members have had studied abroad. They are generally enterprise operator or managerial staff of enterprise/ public institutions. But, more and more working families are willing to have their children study abroad.

Overseas students are generally strong-minded, characteristic and purposeful. They concentrate on long-term plan and preparation. They have had overseas study tour and travel before studying abroad.

Hurun Report: what do you think of the future development tendency of China's overseas study market as global political and economic situation is constantly changing?

Xu Xiaohui: with the influence of globalization, ever-increasing families will take overseas study into account. The number of overseas students will rise again and expand by years, but the growth rate will slow down. This result is related to the change of China's population. Besides, significant growth of overseas study in third-tier and fourth-tier cities heavily depends on economic growth. Both students and parents tend to be more rational towards overseas study. Schools and regions for overseas study turn out to be diversified.

Hurun Report: what do you think the prospect of overseas returnees?

Xu Xiaohui: since returning to China now turns out to be relatively certain, more and more students after overseas study will take up an occupation at home. Such advantages as international view, language competence and corresponding work experience will help them have a predominant role. However, with ever-increasing fierce competition, overseas returnees are required to adapt themselves to changing environment.



Mr. Wang

New Oriental
Vision Overseas
- Overseas Study
of Europe and
Asia

Hurun Report: what European and Asian countries/regions are served by New Oriental?

Mr. Wang: non-English speaking countries are included, such as Germany, France, Italy, and Japan, South Korea, Singapore, Malaysia, Thailand, Hong Kong and Macao of China. Also, such English-speaking countries as Denmark, Finland, Norway and others are involved.

Hurun Report: how did COVID-19 influence overseas study in Europe and Asia?

Mr. Wang: the internal data show that only a tiny minority of students cancel the plan for studying abroad. Nearly 90% overseas students who stick to the proposed plan or have two plans are on a fifty-fifty basis. Some students make applications in view of severity or take up an occupation firstly. In terms of regions, the epidemic is under control in Southeast Asia, Hong Kong and Macao so that the demand is basically stable. But, such European countries as Spanish and Italy were severely hit by the pandemic, its demand to a certain degree declines.

Hurun Report: what is feature of families that have their children study in Europe and Asia?

Mr. Wang: above all, I think Chinese parents keenly know studying abroad and overseas educational resources. And, European and Asian countries are equipped with advanced education, holding top 100 or 200 universities on QS. A wide range of little-known countries and colleges are widely known. Moreover, Chinese students learning the second foreign language keep rising recently. At last, more and more middle-income countries are apt to have further study abroad. The tuition of European and Asian countries is more affordable for them.

Hurun Report: what is feature of

students who have overseas learning in Europe and Asia when they select major?

Mr. Wang: speaking from experience, different countries have obvious preference for majors. For instance, Italy welcomes applicants of art more than 60%. In Spain has quite a few students majoring in hotel tourism and culture. German pools most students of engineering. Switzerland has the largest proportion of students learning hotel management. Hong Kong attracts many students pursuing business study and finance.

Hurun Report: what are the features of overseas study in Europe and Asia?

Mr. Wang: Europe and Asia are mainly dominated by undergraduates and postgraduates. Overseas students more than 90% in Hong Kong and Macao pursue postgraduate programme. The postgraduate makes up a large part in German and France, basically reaching 70%. The proportion of undergraduate and postgraduate is fundamentally on a fifty-fifty basis in Italy, Spain and other countries.

Hurun Report: how do you predict the overseas study in Europe and Asia?

Mr. Wang: the general tendency is relatively optimistic. Above all, the external environment is not at serious risk. European countries mostly have a desire to forge long-term partnership with China. Secondly, China's demand for international talents is inevitably on the rise down the road. The national fundamental guideline to embrace more overseas returnees and send Chinese talents abroad who disseminate Chinese culture or learn advanced technology remains steadfastly unchanged. At last, Chinese families are willing to have their children accept international education as their household income further goes up. This tendency is bound to be stronger.

Europe and Asia are mainly dominated by undergraduates and postgraduates.

Hurun Report: how did COVID-19 affect studying abroad in Britain?

Mr. Ma: according to the internal data, students applying for study in Britain maintained rapid growth of 10%-30% from 2017 to 2019. The number of applicants firstly declined last year due to the outbreak, but the influence remarkably varies from person to person. K12 elementary and secondary schools (including undergraduate overseas study of regular high school students) are the first to bear the brunt. However, the pandemic imposes limited influence on overseas postgraduates for many classmates can finish degree programme via online course. The applicants of British international class distinctly expand. In spite of a drop in total proportion, the applicants of Top 50 British schools are further increased.

Hurun Report: what do you think of the population characteristics of overseas students in Britain?

Mr. Ma: the students who apply for postgraduate study, undergraduate study and secondary school programme or other courses in Britain account for about 70%, 25% and 5% respectively. British postgraduate programme is one-year school system, which is more efficient and economically controllable. From the perspective of region or city level, family background of students studying in Britain is generally balanced.

Hurun Report: what do you think of hotspot and tendency of major selection for overseas study in Britain?

Mr. Ma: business study is a large propor-

tion of overseas study in Britain and other countries, but it slows down in recent years. The proportion of humanity, social science, education, fine art and engineering keeps rising. Computer science and fine art grow most rapidly.

International class renders more undergraduate majors because parents expect diverse quality-oriented educations based on personal interests and advantages. Postgraduate programme is more oriented by employment, like management or finance.

Hurun Report: how about the occupational planning of overseas students in Britain?

Mr. Ma: the British government offers work visa for graduates as a way to introduce intellectuals, which reflects its expectation for competent students to do practical work and apply for a job. Therefore, ever-increasing Chinese overseas students are more likely to hunt for a job after graduation.

Hurun Report: what do you think of the joint application of several countries?

Will it be a general tendency?

Mr. Ma: this situation turns out to be more obvious for international class for it shares common curriculum system and students don't need to make different preparations. For international class, it generally submits application to two or three countries. According to the admission rate of preparatory course, it is advised for regular high school students to apply for one country. Influenced by uncertain international macroscopic situation, postgraduates who intended to apply for other countries are likely to choose Britain.

Mr. Ma
 New Oriental
 Vision Overseas
 - Overseas Study
 of Britain

the students who apply for postgraduate study, undergraduate study and secondary school programme or other courses in Britain account for about 70%, 25% and 5% respectively.



Li Yuan

Principal of Adcote School Shanghai

Hurun Report: could you introduce Adcote School Shanghai?

Principal Li: Adcote School Shanghai, the first overseas branch of Britain headquarters, was officially opened in September 2018. Adcote, established in 1907, is a private British boarding school, which has won honors accordingly. More than 70% students obtain A* and A in STEM subjects each year. Nearly half of students get access to interview of Oxford and Cambridge. Apart from academic achievements, students gained impressive results in sports and performance art. Equestrian team was received by British Queen. Troupe and chorus were invited to participate in international competitions and performances and won rewards.

Hurun Report: could you share your educational concept?

Principal Li: I think the essence of educational concept is outlook on talents. The purpose of education is not confined to exam and transcript because children's quality and ability involve several aspects. What matters is to develop children's advantage and potential and help them become talented. I think education in itself is not related to social distinctions. We strive to make educational equality available so that everyone can get access to education equally. Next, we advocate personalized and customized microteaching based on different aptitudes.

Hurun Report: what do you think of development bottlenecks of China's international development?

Principal Li: on the whole, the first bottleneck is educational concept. Whether high-quality international education is available and Chinese and western elements can be integrated is the second problem. The last one is political environment, which is business environment, including economic and political factors.

Hurun Report: compare with China's College Entrance Examination, what is feature of K-12 teaching system?

Principal Li: to be specific, IB is more suitable for all-

around students. The research-based study complies with future development need, which requires stronger practical ability. American senior high school curriculum and AP curriculum can be scheduled flexibly. A-Level is relatively characterized by Chinese subjects, which is adaptable for Chinese students

Hurun Report: what significant changes take place when parents and students consider overseas study and destination amid the pandemic?

Principal Li: there is a temporary effect on mentality. Furthermore, their choices are possibly influenced by macroscopic economic environment. The outbreak just deteriorates the contradiction.

Hurun Report: what do you think of characteristics of excellent international school brand? Which three critical factors will be prioritized when parents select international school?

Principal Li: the core factor is teaching results, quality development, brand positioning and value proposition of international school. When evaluating international school, parents give priority to faculty. Hardware facility (for example, dormitory and canteen) and the international connection with curriculum come second.

Hurun Report: what expectation do you have for the future development of China's international education?

Principal Li: China's international education embraces huge market potential in the future. At present, international school is in short supply. As Chinese development is oriented by openness and depth, our education is certainly influenced by positive factors, thus being more inclusive and confident. Moreover, education industry in itself is making progress and enhancing teaching quality. I don't think the prospect of international education is limited to recent years. This is a centuries-old business of which I am confident.

Chen Wenguo

Principal of Shanghai Hongrun Boyuan School

Hurun Report: could you tell me the reason that you establish this school?

Principal Chen: Shanghai Hongrun Boyuan School is solely authorized by GIA (Griggs International Academy) that is a centuried and renowned educational institution in the US, which offers non-compulsory education. Also, it provides bilingual or English preparatory course (including AP courses) for students receiving higher education. The original intention to establish this school originates from my previous work. Shanghai High School International Division only recruits foreign students, but my Chinese friends' children who intend to go to international school are refused due to identity.

Hurun Report: please introduce your educational concept.

Principal Chen: I think appropriate education is the best. Each child is different. We must accept their difference, highlight their personality, play up strengths and avoid weakness based on different aptitudes, and advocate stratified teaching. Meanwhile, we allow children to have extracurricular activity, personal hobbies and interests, life experience and community service, so that they can have sound personality and independent learning ability.

Hurun Report: what do you think of the influence of macroenvironment on China's international schools?

Principal Chen: such difficulties as the pandemic or uncertain international situation are temporary for the development of international schools. Concerning the development tendency, the thirst for high quality education remains unchanged. As China's per capita GDP has surpassed ten thousand dollars, the high-net wealth families will have more and more demands for high quality education. The existing market is still insufficient for ever-increasing demands. In the long run, Chinese market will be satisfied only when high quality education and international education keep steady expansion and growth.

Hurun Report: is there any obvious change when international schools' parents and students consider overseas study amid the pandemic?

Principal Chen: parents don't think it is favorable to study abroad earlier. They incline to postpone the plan for studying abroad until senior high school is finished. This is the most distinct change. I support overseas study after college. Reasons are as followed. First of all, children would not be changed easily by western thoughts when they have solid foundation of Chinese culture and philosophical thought. Moreover, the rising of China in the world is beyond question on the basis of development tendency, which proves that Chinese language will be the strongest competitiveness. Learning at home from childhood will be our greatest advantage. Thirdly, parents can have valuable days to get on with children before entering the university.

Hurun Report: what do you think of the symbolic population characteristics of international schools' parents?

Principal Chen: parents of international schools are mostly from high-net-high-net wealth families. They expect children to master survival skills via education (able to independently deal with complicated situation). Overseas study is not only for advanced knowledge and technology. All the more, they hope children can have wider vision and prospect.

Hurun Report: what do you think of future reforms and innovations of China's international schools, and the way of international education with typical Chinese characteristics as global political and economic situation is constantly changing?

Principal Chen: the first step is to combine online and offline education, hence integrating school education into community and intensifying frequent exchanges among schools. The second step is to advocate the changes of instructional mode, letting students study independently in a creative way, and cultivating problem-solving ability via PBL didactics (ProblemBased Learning Method). The last step is to combine international education with Chinese traditional culture.



Billie Leong

Principal of Shanghai Singapore International School

Hurun Report: please give a brief introduction of your school.

Ms. Billie Leong: SSIS (Shanghai Singapore International School) was invested and established by Singapore Press Holdings Ltd. in 1996, which only had 18 students at the very beginning of establishment. It now has developed into an international school pooling more than 1,400 students and 200 teachers from over 30 countries. SSIS offers the single system curriculum covering kindergarten to the 12th grade for foreign children aged two to eighteen in Shanghai. SSIS's academic curriculum is subject to the general international standard, including Singapore curriculum, IGCSE (International General Certificate of Secondary Education) and IBDP (International Baccalaureate Diploma Programme), thus constructing an effective international educational pattern. SSIS commits to cultivating smart, confident, independent and well-rounded world citizen in a caring and loving teaching environment.

Hurun Report: what do you think of the advantages of international education?

Ms. Billie Leong: what the international education provides is not only course of a single country but also courses, viewpoints and contents from different countries, which offers a learning opportunity based on the fusion of Chinese and western elements. Students are able to embrace diversity and learn worldwide culture and folk custom via international education. Meanwhile, it can help students build global interpersonal network so as to make full preparation for possible challenges. In addition, students can get access to international view and thinking mode, which will lay a solid foundation for their future career.

Hurun Report: could you introduce your educational idea?

Ms. Billie Leong: I think personality and morality are what matters. These deep-rooted elements have great influence on their ways of the world in the future. Secondly, good learning attitude is also significant. The life-long learning is a good way to keep children aspiring and positive all the time. Apart from academic achievements, I value moral cultivation and empathy, which can make children care and respect and encourage others, and get on well with friends. I think that educator only has assisted role

to play when children are under school instruction. We shall enhance their ability to solve problem and grow up independently.

Hurun Report: is there any obvious change when international schools' parents and students consider overseas study amid the pandemic?

Ms. Billie Leong: students and parents are open-minded now. Besides, they are more acceptable to the Gap Year due to safety problem abroad. This process is favorable to the discovery of students' interests and hobbies and their passion for new things. Moreover, students continuing further education in China are on the rise, which is partly caused by the growth of Sino-foreign cooperative education.

Hurun Report: what do you think of future reforms and innovations of China's international schools, and the way of international education with typical Chinese characteristics as global political and economic situation is constantly changing?

Ms. Billie Leong: I have realized that what to be urgently reformed is teaching mode. We need to work out the way to have students actively participate in learning and study independently, stimulate their interest and maintain their concentration. The second focus is to change evaluation model. Although teaching mode is constantly changing, we remain in a mire of outdated educational pattern if examination form is not improved.

Hurun Report: what expectation do you have for the future development of China's international education? How do you think of the school jointly ran by China and foreign countries (for example, New York University Shanghai and Duke Kunshan University)?

Ms. Billie Leong: I think China's international school enjoys a promising future. Even if the demand of first-tier cities is possibly satisfied, second-tier cities are far from enough. More important, parents have stronger awareness for international education. The school-running pattern jointly developed by China and foreign countries came into being in Singapore several years ago. I believe it will have a huge development space in China. In other words, this is a new channel to enter a higher school.

Appendix 2

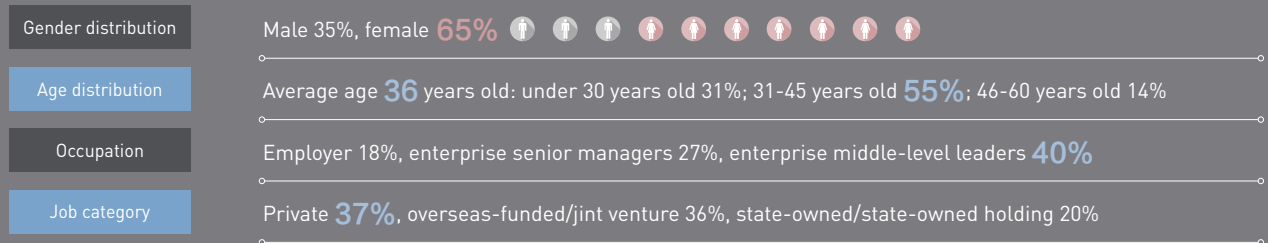
Basic information of respondents

This survey contains 600 high-net wealth individuals: the group whose children are accepting or plan to accept international education (parents) and the group that is accepting international education (overseas students). In general, individuals from China's first-tier cities, second- and third tier cities are 49% and 51% separately. Male and female individ-

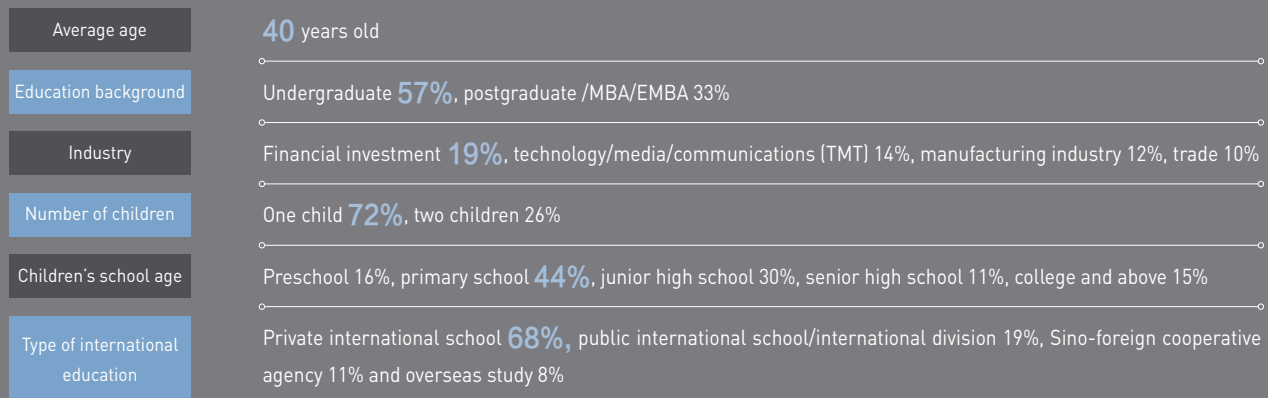
uals account for 35% and 65% respectively. Average age is 36 years old Enterprise middle-level leaders are in the majority, accounting for 40%. Enterprise senior manager is 27%. Entrepreneur is 18%. Judging from enterprise, privately-owned enterprise is 37%, overseas-funded enterprise/joint venture is 36%, and state-owned enterprise/ state-owned holding is 20%.



Basic information of respondents



Basic information of respondents - parents



Data source: 2021 International Education in China White Paper

About Beanstalk Education Group

THE ESSENCE OF CHINESE AND
WESTERN CULTURES
BEAUTIFULLY BLENDED



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BIBS' unique international bilingual curriculum is jointly developed by a group of outstanding Chinese and international education professionals.

Founded in 1998 by Ms. Kathy Shi, Beanstalk Education Group is regarded as one of the leading international bilingual education pioneers in China. It is committed to providing young learners well-rounded international education that integrates Chinese and Western educational philosophies, cultural elements, and best practices. With accreditation by internationally acknowledged authorities including the International Baccalaureate (IB), the Western Association of Schools and Colleges (WASC), (British Council), and the British Council, Beanstalk is now helping tens of thousands of Chinese and international students to reach for their dreams with more than 20 campuses across China, with its 15-years education system covering from kindergarten to senior high school. Beanstalk strives to foster our students with dual native language capability, multi-culture vision and global mindset, and encourages the young future forces to adventure and return.

Facing the Future—Mission Statement, Bilingual Skills Internationally Minded and Global Competencies Future Skills

BIBS' unique international bilingual curriculum is jointly developed by a group of outstanding Chinese and international education professionals. After more than 20 years of exploration, we ensure an organic fusion of the IB framework and the core courses from the Chinese National Education Program. We pick the essence of Chinese and Western cultures and fuse these elements together, and offer a true international bilingual curriculum that best suits the Chinese students' development needs.

★ **Core sections from the Chinese National Education Program:** Chinese heart, Chinese cultural roots.

★ **IB Curriculum:** World's highest level international curriculum.

★ **One school multiple featured courses:** A-level, AP, special Arts high School and other special courses Give children more possibilities.

About Hurun Inc.

Established in the UK in 1999, Hurun is a research, media and investments group, which generated 8 billion views on the Hurun brand in 2020, up 50% year on year, on the back of providing lists and research reports.

Best-known today for the Hurun Rich List series, ranking the most successful entrepreneurs in China, India and the world, Hurun's other key properties include the Hurun 500, a ranking of the world's most valuable companies, and the Hurun Unicorn Index, a comprehensive listing of the world's start-ups worth US\$1bn or more.

Hurun provides research reports co-branded with some of the world's leading financial institutions, real estate developers and regional governments.

Hurun hosted high-profile events in the last year across China and India, as well as London, Paris, New York, LA, Toronto, Vancouver, Sydney, Luxembourg, Istanbul, Dubai and Singapore.

For further information, see www.hurun.net.



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Oxford, Shanghai, Mumbai, Sydney

Research Method

White Paper on 2021 International Education in China is joint research achievements of Beanstalk Education Group and Hurun Report. This is the first special study on the variation trend of China's high-net wealth individuals pursuing international education in the post-pandemic world. It discovers changes on educational concept and demand for their children's education. Also, the future trend and expectation of China's international education are shown on the basis of educational experts' opinions and suggestions.

Project team adopts quantitative and qualitative research method so as to ensure achievements in depth and width. To guarantee authenticity and typicality of research results, the team, based on Hurun Report's sample database of high-net wealth individuals, made stratified random sampling in accordance with gender, age, region and education demand and experience from May to July, 2021. The one-to-one special questionnaire survey is conducted among 600 respondents for quantitative study. The respondents mainly consist of the group whose children are accepting or plan to accept international education (parents) and the group that is accepting international education (overseas students). The purpose of this study is to contrast and analyze change and tendency of international educational idea and education experience between two groups. The sample includes major first-tier and second-tier cities nationwide. To this end, the project team invites ten experts of international education to make qualitative interview in an effort to discuss and analyze changes in Chinese high-net wealth family's demand for international education in the post-pandemic era in a wider and deeper way.

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