



科博国际教育
HOPE International Education
— Since 2000 —

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Merry
Christmas
and
Happy
2024!



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HOPE Events

2023 HOPE Innovative Marketing Events Reviewed

The year 2023 has witnessed HOPE breaking new grounds in launching a host of innovative and impactful marketing events, such as Xiapu and Chongzuo International Education Forum, Annual Thanksgiving Event, International Education Workshops for China Industrial Bank, Live campus tours and dialogue with UK university and school etc. Let's have a quick review on some of the most successful ones and see how much HOPE has expanded its education services across China and made global links!

No. 1: Xiapu International Education Forum

From 13rd-15th October, HOPE hosted a high-profile education forum in the beautiful indigenous fishing town of Xiapu, South-east China's Fujian Province, with 30 international schools' principals, directors and officers of international offices of Chinese universities joining the event. Sponsored by the British Council, Newcastle University, Loughborough University and Cambridge School of Visual and Performing Arts, the forum not only helped international schools make significant connections with UK institutions, which would be conducive to recruitment, it also helped the UK higher institutions promote art and design programmes.

For many guests, the forum was a truly eye-opening 'knowledge feast' for onsite education stakeholders with two significant panel discussions held focusing on the post-pandemic challenges: how do international schools develop under current policies and international affairs, and how do international cooperations between institutions empower school developments, bringing new awareness on the future development of international education with Chinese characteristics.

What's more? Throughout the year, HOPE has never made a stir in marketing events without adding a loving, humanitarian vibe to its core! This time, the forum happened to coincide with the Charity Photography Contest and auction sale for paintings from autistic children arranged by HOPE and its partner autistic children's rehabilitation centres from Shanghai, Hangzhou, Nanjing and Huaian. It was an innovative way of involving our stakeholders to join in this care and support campaign for 'Star-seed Children'! Mm...how wonderful that was!

A similar event was held in March in Chongzuo, South China's Guangxi Province with the charity event for autistic children centering on "cycling in nature", partly sponsored by

Loughborough University.



Fujian Xiapu International Education Forum



Group photo to mark the start of the photography contest

No. 2: Walking ‘in’ and ‘out’ of China: Post-pandemic visits to/from overseas institutions strengthened bonds in cooperation.

After pandemic, HOPE finally rode on this journey of institutional visits again! Daniel Zheng, Directing Manager of HOPE, Judith Zhu, Chief Counsellor, and Julie Zhou, Senior Education Counsellor and Project Manager, visited 15 UK partner schools and universities from late September to mid-October for the first time in the last 4 years! Not only did they bring

updates on Chinese market to the partners, they also discussed future collaborations, new marketing strategies of promoting institutions, and interviewed principals, admission managers, head of international office, academic staff, and Chinese students' ambassadors. Daniel and Julie also conducted live campus tours and organized dialogues between UK institution representatives, HOPE students currently studying in the UK, and potential applicants in China!

When chairing the dialogue, Daniel stressed the importance of face-to-face visits, saying that "Although we have lots of connections and communications with our overseas partner institutions during the pandemic via HOPE Update, online seminars, and presentations, it is really the meeting face-to-face that shortens our distance and deepens our relationship". The partner institutions HOPE colleagues visited included Newcastle University, Lancaster University, University of Glasgow, University of Reading, University of Southampton, Royal Holloway, Queen Mary University of London, Loughborough University, University of York, Arts University Bournemouth, John Leggott College, Brockenhurst College, Bournemouth Collegiate School, and St. Joseph College.



Daniel giving market update to international office of Southampton University and Arts University, Bournemouth



Daniel meeting with the Head of Partnership and Senior Regional Manager of Royal Holloway and Student Support Manager and Senior Regional Manager of University of Reading.

Meanwhile, HOPE successfully helped Yiwu Xiuhu Middle School and Bournemouth Collegiate School build sister-school partnerships and assisted Lancaster University in establishing student exchange programmes with Zhongnan University of Economics and Law.

No. 3 PVC of Loughborough University's charity event in Shanghai

Designed and arranged by HOPE, Professor Rachel Thomson, Pro-Vice Chancellor of Loughborough University and her senior management team visited Shanghai Clover Autistic Children's Rehabilitation Centre and had a charity walk along the West Bund with Loughborough alumni and industry partners. During the event, PVC was interviewed by local media and the whole event was reported by Shanghai TV Station. The event not only strengthened the partnerships between the university and their Chinese enterprise partners, it also functioned as a fantastic technique of promoting the university in China through charity work!

For HOPE team, kind efforts were made in breaking new ground to invite international partners to join in the autism support projects in China, gaining profound admiration from the local government and education authority!



Visiting Clover Autism Rehabilitation Centre



Charity City walk along the West Bund

No. 4 Industrial Bank Visits: 60+ education workshops held across CHINA

HOPE has been working closely with China Industrial Bank throughout the past year in terms of bringing ‘classrooms’ to the bank VIPS across 20+ cities, such as Guangzhou, Shanghai, Fuzhou, Shijiazhuang, Dali, Inner Mongolia etc. The workshops addressed curiosities on early planning on international education and university applications. Besides, 1 to 1 counselling were also supported onsite for the banks’ clients.

Owing to high-quality counselling services, mature education philosophy, and a humanitarian spirit, HOPE has gained profound trust and authority among renowned Chinese enterprises, such as China Industrial Bank, HSBC, and Juss Sports as their long-term education partner, assisting clients with services of education planning and helping thousands of students to study abroad from high school to university!



Education workshops and counselling



Briefing bank staff on early international education planning

HOPE says ‘thank you’ to all who supported us

On 23rd December, 2023, a day just before Christmas and New Year, HOPE held ‘thank you’ event to parents and students. This was a gathering which HOPE expressed gratitude to all those supported us in the past. On this occasion, HOPE invited 30 students and parents, experts as well as charity group to share their experience with HOPE.

Students introduced themselves first. Almost all the students were studying in famous colleges and schools in the UK. All of them applied via HOPE. Students shared their stories in UK, including some practical experiences regarding life, friends and university applications. After each sharing, Judith Zhu, our chief counsellor, commented on their stories and gave out her helpful suggestions to students. She sincerely wished all students good luck in applying their dreamed universities and ideal jobs.



HOPE students sharing their stories

After vivid stories told by students and parents, professionals from UK estate agency shared their opinions with parents regarding the ways to purchase property in the UK. Parents who wanted to provide their children with better living and learning conditions were interested in this part, asking several questions about mortgages and foreign currency exchange with the professionals.



HOPE's donation ceremony to autism children

HOPE had a long tradition of committing itself to charity work, such as helping autism children. This time HOPE also invited admission officers from University of Newcastle and University of Loughborough as representatives to donate to autism children. Jessie Su, representative from University of Newcastle stated that one of the qualities of students Newcastle University expects was what they can do to the society. Therefore, she was very grateful that HOPE could in this way encourage its students to be supportive to those less fortunate children.

The event was a great success. All the parents and students felt warm and fulfilled after the event.



Nanjing office event

Apart from Shanghai office, HOPE Nanjing office and Hangzhou office also held such events in different styles before Christmas.

INSIDE HOPE --- Photo news



HOPE team accepted Wuhan Isa International School's and Wuhan Maple Leaf School's invitations for visits on 7th December, discussing cooperations on 2024 summer exchange programmes.



HOPE team Hangzhou visited Wuhan Xile Autism Rehabilitation Centre on 8th December, which HOPE had been in close contact with during the pandemic. New charity campaigns were discussed with the bond strengthened between two parties.



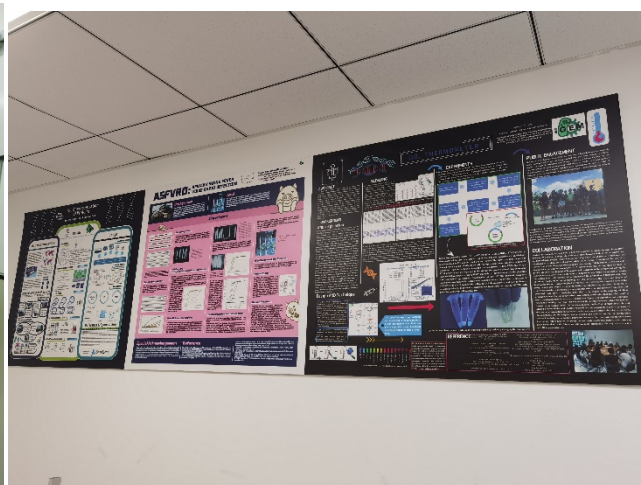
The "Christmas Gratitude Dinner" held by HOPE Nanjing office came to a successful end on 16th December. An online donation campaign was also launched for two local autism rehabilitation centres during the event to support future growths of autistic children!



HOPE Nanjing was invited to participate in the Hefei Kangqiao School Career Development Fair on 19th December, providing face-to-face study-abroad consultations for parents and students and introducing meaningful academic projects to them.



Daniel Zheng, Managing Director of HOPE visited High School Affiliated to University of Nottingham Ningbo China on 21st December to discuss relevant cooperations on enrollment services.



HOPE team from Shanghai visited SubCat Academy on 26th December discussing plausible cooperations on Bio-chemical lab projects. Famous for iGEM, the academy has been a renowned local agency for providing competitive academic lab experiences for students

News from local media

Hangzhou International School leads the way in holistic education

Shanghai Daily by Chantelle Nguyen

AS the only school in Hangzhou to have a dedicated school psychologist, Hangzhou International School ensures that students receive tailored care with quality time and hands-on support. In lower school (Kindergarten-Grade 5), we have one support team member per grade level, and in upper school, we have one support team member for every two-grade level. The qualified Counselors and Student Support Services Team utilize a variety of psychological evaluation tools to assess students' needs on a weekly basis. We prioritize inclusivity by providing individualized support for students with mild learning or sensory differences, with learning support specialists available for both upper and lower school divisions.

In some cases, support may involve implementing classroom strategies that benefit all students. For example, a small group of students might receive a mini-lesson on converting fractions using a scaffolded approach, while another group focuses on developing reading fluency by emphasizing pace and expression.

HIS is proud to be the first member school of SPAN offering transition support for students, teachers and families. SPAN (Safe Passages Across Networks) is a non-profit organization focused on transition care. We collaborate with organizations like FIGT and Globally Grounded to support students, teachers and families in addressing any emotional issues that arise from transitions within the international school community.

To facilitate smooth transitions, teachers establish buddy systems for newcomers, and our counseling team offers emotional support and guidance for departing members, ensuring a supportive environment during farewells. In 2022, we became the first official School Member of SPAN, and currently, our school remains the only member in China.

As an IB continuum school, we prioritize holistic education encompassing personal, interpersonal, emotional and academic development. Our Wellness Program is a schoolwide initiative delivered weekly, starting from kindergarten to grade 12, with a primary focus on mental health.

With over 50 nationalities represented in our diverse community, HIS understands the unique

challenges faced by international students.

We offer over 65 different co-curricular activities to help children find connections among peers with similar interests, including robotics, Brazilian jiu-jitsu, chess club, West Lake Model MUN and ceramics.

The curriculum incorporates different approaches to care based on school division. In lower school, the trans-disciplinary theme “Who We Are” introduces students to the concept of agency, allowing exploration of identity, values, health, relationships, cultures and communities.

Middle school students engage with advisory teachers, while high school students attend grade-level seminars and collaborate with counselors for life after school.

To ensure peer support among students, HIS has established the Natural Helpers initiative, where four students per class (Grades 6-8) undergo training to offer peer support in areas like bereavement, stress, and self-harm. This program is particularly important for vulnerable young teens.

We are also the first school in Hangzhou to offer the CAS (Creativity, Action, Service) curriculum at the DP level for high school students. CAS fosters personal growth, leadership skills, and a sense of social responsibility. Our holistic educational approach is designed to prepare students for the future, and our students often find their passion and key strengths, which can lead to fruitful career paths.

Embracing AI in Education: Opening Doors to Endless Possibilities

Shanghai Daily by Amelia King

Artificial intelligence has the potential to revolutionize education, starting by supporting individualized learning tracks that are catered to the specific needs of the student.

Already today, students are utilizing AI-powered research tools like Perplexity and the latest iteration of Bing to gather information on various topics. Instead of being overwhelmed by the vast amount of information available through textbooks or Internet searches, AI tools assist them in narrowing down their search and simplifying information in a way that they understand.

They can research a topic and ask AI to rephrase the response in simple language, or even summarize the response into bullet points to reduce cognitive overload. AI can explain key terms in their preferred language, and generate quizzes for self-assessment.

Using AI as a learning partner in situations like this frees up the classroom teacher to dedicate more time to supporting student wellbeing, as well as assessing students' progress, identifying areas of difficulty, and tailoring their instruction accordingly. This allows teachers to deepen their understanding of the unique needs and learning styles of students, fostering a more meaningful and effective learning environment.

Language barriers in the classroom can be overcome as AI aids in translating and explaining key terms, enabling students to explore content in their preferred language before creating their final works in their school's language of instruction. This inclusiveness ensures that every student, regardless of their linguistic background, can engage meaningfully with teaching material.

AI can support metacognition — the ability to understand one's own thought processes — by assisting students in articulating their ideas when they are unable to find the right words; indeed, this is the same for our teachers, too. It's not about creating a student report using ChatGPT — after all, how would an AI tool know the ins and outs of the student, their personality, their wellbeing, and more? Instead, AI can support teachers to get their ideas down on paper, often saving time through supporting with an effective structure that teachers can pad out. For others, AI supports in reducing bureaucratic workload; think, for example, of the teacher who has several documents that they need to combine into a table form to share with stakeholders. Instead of spending hours formatting and finding the correct information, they can feed these documents into an AI system that can do this for them. With the time freed

up from this, teachers can make use of this data and spend this gained time working on ways in which they can better support their students.

As educators, the fast-developing world of AI has faced us with a choice: Should we monitor our students' use of AI, forever challenging them and spending our time on constant vigilance to ensure nothing gets past our (often inaccurate) anti-AI radars? Or should we support students in learning about generative AI, such as ChatGPT, and its ethical and effective uses?

While it may be controversial to some, surely the latter will have a more positive impact on our students in the long term. After all, by preparing them for a world where AI is becoming increasingly prevalent, we can help ensure that they are equipped with the skills they need to succeed. By embracing AI in education, we open doors to endless possibilities, we empower them to navigate an AI-driven world and equip them with the skills necessary for success.

UNESCO adopts resolution on establishing a category 1 Institute in China

By Ministry of Education

The 42nd Session of the General Conference of the UNESCO adopted on Nov. 9 (Paris time) the resolution to establish the UNESCO International Institute for STEM Education (IISTEM) as a UNESCO category 1 Institute in Shanghai, China. This Institute will be the first of its kind to be established in China.

The draft resolution was reviewed by the Education Commission of the UNESCO. During deliberations on this issue, many members provided their comments, setting a record for the highest number of members speaking on a single agenda item at the UNESCO General Conference. Members thanked China for submitting the proposal on the establishment of a new category 1 Institute in Shanghai. They recognized it as a generous endorsement of UNESCO's work, an important response to the challenges brought by the global technology revolution, and a key step towards fulfilling the Education 2030 Agenda. They expressed appreciation for the work by the UNESCO Secretariat and unanimous support for the draft resolution. The chair then announced the adoption of the resolution, which was met with warm applause.

Chinese Education Minister and Head of Chinese Delegation Huai Jinpeng delivered a speech following the adoption of the resolution. He said that the resolution represented members' great vision and willingness to work together on issues concerning the future. He noted that the establishment of the Institute would have a positive impact on UNESCO's leadership, the realization of its mission and the facilitation of a global education reform. He said that China appreciated the attention and the high-quality, efficient work of the UNESCO Secretariat and thanked all countries, organizations, and individuals who had provided wisdom and assistance for the establishment of the Institute. China would fully cooperate with the Secretariat to implement the resolution and support the Secretariat in the preparations for the establishment of the Institute to ensure its early operation. He added that the Commission's resolution marked a new beginning for advancing STEM education, and the IISTEM was expected to gather global wisdom and resources, propelling STEM education to new heights and contributing to the achievement of the 2030 Sustainable Development Goals. Huai's speech received enthusiastic applause.

IISTEM constitutes an integral part of UNESCO. It is the tenth category 1 Institute established by UNESCO globally, and also the first category 1 Institute of its kind established outside of Europe and the Americas. Its main functions include promoting inclusive, equitable, relevant, and quality STEM education for all from early childhood to adulthood, and serving as an

information exchange center, a network hub, a resource base, and a capacity-building focal point in the field of STEM education. The Institute will cater to UNESCO's strategies and the needs of member states, aiming to contribute to the United Nations Sustainable Development Agenda as well as world peace and development.

Nation pushes enrollment in professional master's degree

China Daily by ZHAO YIMENG |



Practical skills underlined in reforming postgraduate education programs

China's enrollment for professional master's degrees, which emphasize the practical application of knowledge and skills, will be increased to about two-thirds of all master's degree programs by 2025, the Education Ministry said during a news conference on Tuesday. Ren Yuqin, head of the ministry's department of degree management and postgraduate education, said China had 3.65 million postgraduate students in 2022, the second highest in the world.

However, public opinion that an academic master's degree, which focuses on academic and scientific research, is more valuable than a professional master's degree should be changed, Ren said.

Postgraduate professional degrees target the needs of specific occupational fields, cultivating talent with strong professional abilities that can creatively engage in practical work.

The training aims to suit demands in the job market, which has become more competitive as the number of China's college graduates in 2024 is expected to reach 11.79 million, a year-on-year increase of 210,000, according to the ministry.

The ministry released a new guideline promoting the classified development of postgraduate students, stipulating that the two types of master's degrees are equally important and China will continuously increase the proportion of postgraduate students with professional degrees. Higher institutes that are newly allowed to grant master's degrees should only carry out education for the professional type that highlights vocational practice, the guideline said.

By 2025, enrollment for the professional master's degree is expected to reach two-thirds of the master's degree programs, while admission for professional doctoral degrees will also be dramatically increased, it added.

Statistics from the ministry show that the proportion of enrollment in professional master's degrees surpassed 60 percent in 2019.

Jiang Peixue, vice-president of Tsinghua University, said currently 74 percent of master's students at the university are pursuing professional degrees.

Xiong Bingqi, director of the 21st Century Education Research Institute, said the difference between the two-degree types in terms of standards, enrollment, training and teaching resources is the key in implementing the new guideline.

In recent years, the public has been questioning the importance and quality of professional master's degrees, which can usually be achieved in two years, one year shorter than academic master's degrees.

In response, some higher learning institutes in China have prolonged the term for professional master's degrees to three years. "I think that's debatable as the two-degree types have different orientations," Xiong said.

Simply prolonging the study term can't settle the dispute or improve the status of a professional master's degree, he said.

"The new guideline proposes classified development, pointing out a path for promoting professional master's degrees," he added.

For instance, the guide outlined the evaluation of dissertations, specifying that those for professional degrees, both master's and doctoral, should concentrate on a student's practical ability to independently solve problems in a professional field.

It encourages the implementation of multiple dissertations or practical assessments for professional degrees, such as case analysis reports and product design.

About 4.38 million applicants have registered for this year's postgraduate studies entrance exam in China, which is scheduled for this weekend. The number of applicants has fallen by

7.6 percent, the first drop in nine years, figures from the ministry show.

Key facts about UK-China relations

By CBBC



Key facts about UK-China Relations

Trade and Economic Ties

- Total UK trade (goods and services) with China (inc. Hong Kong) grew **10.6%** to **£138.6 billion** in the four quarters to the end of Q2 2023, making it the UK's **third largest trading partner** after the USA (**£310b**) and Germany (**£146.9b**).
- China is the UK's **second largest export market** after the USA (**£188.5b**). In the four quarters to the end of Q2 2023, total UK goods and services exports to China grew **44%** to a total of **£61.5 billion**, accounting for **7.6%** of total UK exports.
- China is the UK's **third largest import market**. The UK imported **£77.2 billion** worth of Chinese goods and services in the four quarters to the end of Q2 2023.
- UK goods exports to China rose **71%** to **£44.4 billion** in the four quarters to the end of Q2 2023. Goods imports from China decreased **8.3%** to **£69.7 billion** over the same period.
- UK service exports to China grew **2.1%** to **£17.1 billion** in the four quarters to the end of Q2 2023, service imports from China fell **16.5%** to **£7.5 billion**.

China is the UK's
third largest
trading partner

China is the UK's
second largest
export market

In the year before
Q2 2023, UK
goods exports to
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Contribution to the UK Economy

- According to 2020 research by Cambridge Econometrics, the UK's links to China via goods trade, tourism and education support **114,000-129,000** jobs in the UK.

Investment and Financial Services

- The UK is by far Europe's most popular destination for Chinese FDI; between 2000 and 2021, Chinese firms invested **€79.6 billion (£70.7 billion)** here. The second highest was Germany with **€30.1 billion (£26.7 billion)**.
- The UK received **€2.1 billion** in Chinese FDI in 2021, up **50%** from 2020.
- The UK received **€230 million (£204 million)** worth of Chinese venture capital investment in 2021, the second highest amount in Europe after Germany (**€597 million, or £530 million**).
- In 2021, British firms held FDI positions worth **£78.3 billion** in China, including Hong Kong. The stock of Chinese/Hong Kong FDI in the UK stood at **£21.3 billion**.
- The City of London is the **world's largest hub** for renminbi trading outside China.

China invested
€79.6 billion in the
UK from
2000-2021

Education

- There were **151,690** Chinese students enrolled at British universities in the academic year 2021/22, making them the largest cohort of foreign students.
- In 2022, **142,655** students from China applied to UK universities, a **15%** increase on 2021. Accepted candidates numbered **82,360**.
- Chinese students contributed **£2.1 billion (7% of all revenue)** to the UK education sector in 2021.

Chinese students
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General

- China is the world's second largest economy with an estimated GDP of **£14.98 trillion** in 2022.
- The IMF estimates China will grow **5.2%** this year, nearly the equivalent of adding another Netherlands to the world economy.
- McKinsey research shows that **39% (138 million)** of Chinese urban households were upper-middle class or higher (over **£19,100** in annual income) in 2021.
- China is the world's leader in renewable energy, with **1020GW of capacity** installed in 2021 — more than the next six countries combined.

The IMF estimates
China will grow by
5.2% in 2023

Intl cooperation boosts vocational education

China Daily by Zhang Yu in Shijiazhuang

At a recent vocational skills exhibition in Baoding, Hebei province, Zhou Ziming showcased a fully automatic coffee machine that has two buttons — one marked "Americano" and the other "latte". After users select one, a robotic arm with a dexterous hand will hold a cup and move it to the outlet to receive the prepared coffee.

"I wrote the program myself. If I want to further improve it, such as adding sugar or cream, I can write another program and add another robotic arm," the 19-year-old mechatronics engineer said.

He credits the capabilities he has obtained to his learning experience at Baoding Technician College's China-Germany Vocational Education Class, which he joined in 2019.

It is a cooperative project between the Baoding-based college and industrial associations in Germany to nurture vocational talent.

Zhou said he first learned about electrical work and metalworking, the foundation for mechatronics.

"Four years ago, I couldn't imagine being able to write my own program to automate the operation of an electronic robotic arm," he said.

In June, some Sino-German joint ventures and domestic high-tech companies visited the school to recruit employees.

Zhou found the perfect option for himself — Beijing-based Agile Robots. It is an intelligent robot enterprise with headquarters in both Beijing and Munich, Germany, that is committed to promoting innovation in robot technology, and expanding the promotion and application of robots in more fields.

Next month, Zhou and 12 classmates will go to the headquarters in Munich for a practice session in production line installation and testing.

"The cooperation mode will be expanded to other countries that participate in the Belt and Road Initiative," said Wang Zhi, a teacher at the Baoding-based college.

Wang said the college will carry out similar cooperation in nurturing vocational talent with Hungary, as a China-Hungary vocational education international cooperation program was discussed during a forum on Wednesday.

The Belt and Road International Forum on Vocational Education that kicked off in Baoding on Wednesday is a supporting event of the third Belt and Road Forum for International Cooperation on people-to-people connectivity.

The two-day vocational education forum attracted more than 500 people from home and abroad.

"International cooperation and exchange in education is an important force for people-to-people exchanges and the progress of human civilization," Hao Mingjin, chairman of the China Vocational Education Association, the forum's major organizer, said during the opening ceremony.

A total of 158 vocational colleges have established schools overseas, contributing to the training of 267,000 talented workers for Belt and Road countries, according to the association.

"It is necessary to establish a new mechanism for vocational education cooperation among Belt and Road countries, so as to form a long-term, stable and sustainable cooperative development model," Hao said.

More pragmatic vocational education cooperation should be conducted to promote high-quality development of vocational education in the countries, he added.