

The Chinese Educational Cooperation: a case study on the Chinese Government Scholarship System

A Cooperação Educacional Chinesa: um estudo de caso sobre o Sistema de Bolsas de Estudo do Governo Chinês

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DOI: 10.22478/ufpb.2525-5584.2020v5n3.55987

Date of Recieval: 30/10/2020

Date of Approval: 05/12/2020

Abstract: This article has the exploratory aim of answering some of the hugest doubts of undergraduate and graduate university students about living in China while attending higher education. In this sense, this paper will highlight important aspects concerning the Chinese education system, explaining how it works so that readers could understand some differences and similarities between Brazil and the People's Republic of China. Furthermore, the main reasons for pursuing a postgraduate degree in that country will be mentioned, taking into account the author's impressions of attending a master's degree and Ph.D. in that country. For this purpose, a case study on the Chinese Government Scholarship will be done, emphasizing the Chinese University Program category, a full scholarship for postgraduate students. Ultimately, the procedure for having a successful application will be detailed.

Keywords: Scholarship; Education; China; Postgraduate Studies.

Resumo: Esse artigo tem o objetivo exploratório de responder algumas das maiores dúvidas dos alunos universitários de graduação e pós-graduação a respeito de morar na China cursando o ensino superior. Nesse sentido, o trabalho dissertará sobre o sistema de educação chinês, expondo como o mesmo funciona para que os leitores compreendam algumas diferenças e similaridades entre o Brasil e a República Popular da China. Neste sentido, mencionaremos os principais motivos para se cursar uma pós-graduação, levando em consideração as impressões pessoais da autora que cursou mestrado e doutorado no país. Para essa finalidade, será utilizado um estudo de caso sobre *a Chinese Government*

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Scholarship na categoria *Chinese University Program*, que é uma bolsa de estudo integral voltada para alunos de pós-graduação, detalhando o procedimento para se ter uma candidatura bem-sucedida.

Palavras-chave: Bolsa de estudos; Educação; China; Pós-graduação

1. Introduction

China is a country that has closed itself off from the world for many years. That is why unreal stereotypes about this nation are common. Intending to promote cooperation, exchange, and mutual understanding, the Chinese government has shown considerable interest in educational cooperation with several countries, encouraging international students, teachers, and academics - preferably from developing nations - to conduct research at its universities.

Given the country's socioeconomic and educational opening, it was observed that, in recent years, the curiosity of international students to experience a new culture and quality higher education, combined with the financial incentive that the Chinese government offers, has increased the number of foreign students enrolled in the universities of this nation. However, compared to other nationalities, the number of Brazilians studying in the country is still low. Several reasons could explain this fact, such as mistaken thoughts concerning the communist regime and airline tickets' high cost. However, Chinese higher education is gaining more and more prestige. Some of the country's universities, such as Tsinghua and Fudan, are on the list of the best in the world. Also, according to data from the Programme for International Student Assessment (Pisa, 2018), which is one of the most relevant educational quality tests at the global level - conducted by the Organisation for Economic Co-operation and Development (OECD) -, aiming to measure the educational prestige of institutions in several countries, China ranked first in the world in terms of good development in the areas of reading, mathematics, and science.

In this sense, the article highlights the importance of the international educational cooperation that China has been developing, making a case study on the Chinese Government Scholarship program utilizing the Chinese University Program category as an example. That is a specific modality of the scholarship program for foreigners who want to attend a postgraduate course, detailing the importance of this financial incentive for Brazilians who intend to study in the country. Thus, it is hoped that this article will

encourage more Brazilians to pursue postgraduate studies in China and clarify the main doubts of students regarding the scholarship.

For this purpose, in addition to the traditional methods of qualitative research, such as information from official Chinese government websites, reports, books, and scientific publications, the article will include information based on the author's experience in China, as a Chinese government fellowship student, for the achievement of her master's and doctorate degrees.

2. The Chinese Educational System

Education in China is a right for everyone and is very similar to Brazilian and Western countries in dividing educational cycles (primary, secondary and higher education).

Public schools and universities in the country are of the highest quality; however, due to increased competition and large population, places in the best government institutions are filled according to the grades obtained in the admission exams.

In order to enter high school, Chinese students need to take the *Zhong Kao*. This test checks students' skills to continue their studies at that stage and determine whether they will go to the most renowned schools or not. According to their percentages in the exam, they will be directed to different types of institutions. There are few private schools in the country, which are generally international schools, attended by privileged class citizens and international students, such as the children of diplomats. As in Brazil, the Chinese have twelve years of school education, according to the Compulsory Education Law of the People's Republic of China of 1986 (义务教育法 / 義務教育).

In Brazil, the most important laws that govern the educational system are the Federal Constitution and the Law of Guidelines and Bases for National Education (Law No. 9394/96). Unlike in China, Brazilian students who attend high school do not need a specific test to test their knowledge. In this sense, what determines the type of school the student will attend is only their socioeconomic condition.

The economic globalization and changes in the international system have made Chinese higher education to undergo reforms. The leader Deng Xiaoping was responsible for reorienting the People's Republic of China's educational policy and changed the university admission structure from an earlier recommendation-based approach to an exam driven process. Before this representative came to power, the higher education in

the country was very centralized. The government was the one that planned and managed this sector in addition to stipulating the students' curriculum, due to the money they invested in them, in addition to choosing even where recent graduates should work. With the advent of the 1978 economic reform, the new system has enabled graduate students to reach an agreement with prospective employers with reduced Chinese government intervention and more flexibility in the learning process.

In this sense, after the Open-Door Policy, Deng Xiaoping realized how fundamental and strategic education would be to achieve national ambitions such as modernization, economic development, and social progress. Before, education only served the political ideology and social stability of the socialist regime. The curriculum reform, methodological innovations, and the demand for national education assessment directly benefit all students. According to Yang (2005), this reform process, however, is not exempt from some problems, such as the uneven expansion in different teaching modalities, the increase of regional disparities in access and quality of higher education, and the relationship between the continuity of good traditions and change with the internationalization of academic education.

Currently, the Chinese have a test similar to a public assessment along the lines of the Brazilian National High School Exam (*Exame Nacional do Ensino Médio- ENEM*), called *Gaokao*, which is the National College Admission Exam (NCEE). Both exams cover general and specific knowledge. Among the various strategies adopted by the Chinese government to boost university study and increase the number of people at those establishments, the government subsidy stands out even for students to attend private entities. It is also observed that the country encourages higher education by subsidizing higher education through the sharing of costs between the government and students since even in public institutions, students are subject to paying university fees.

According to the Ministry of Education of The People's Republic of China (MOE, 2020), Chinese education authorities and universities have opened a hotline for financial aid to underprivileged university students to alleviate their families' concerns about university financial support. In Brazil, there are also several funding programs for higher education for students who attend a private university and have difficulties in paying for their studies, such as the University for All Program (*Programa Universidade para Todos- Prouni*), which, like in China, is linked to the Brazilian Ministry of Education and provides the full or partial scholarship. Therefore, low-income students can take a degree

and can be selected according to the grades obtained in the National High School Exam (ENEM).

It is worth mentioning that some students have more practical skills in China and do not have very promising school resourcefulness. Therefore, they opt for technical and professional courses and schools to enter the labor market without necessarily academic training, which lasts between 3 and 4 years. Secondary school students who have not attended the best public schools can also do the *Gaokao* exam and study at the superior vocational institution getting a Professional Higher Education. However, this fact is very unusual, and they opt for more practical jobs, which do not require university training.

There are also several technical schools and vocational courses in Brazil, which generally have as a prerequisite the student having completed high school. Technical schools offer apprentices a technical-level diploma that the Ministry of Education (MEC) recognizes and makes all the basic requirements of a higher education course, such as presenting a final course assignment. The vocational courses do not require MEC approval. Therefore, they do not demand stricter requirements as a mandatory internship, are more flexible in terms of duration (6-24 months), and do not require course completion work.

China has short-cycle colleges, which are a kind of higher technical education (专科学院校 / 专科学院校) and focused on the labor market. Besides, most traditional colleges and universities generally last up to four years, offering academic courses for bachelor, master, and doctoral degrees (Morche, 2013). In China, the academic year has two semesters, with twenty weeks of classes, and they start from September to January and after from February to June².

According to data from the China Educational and Research Network (CERNET, 2020), there are 3,005 higher education institutions across the country, of which 2,740 are regular colleges and universities (HEI's) - 1,258 of which are graduate colleges and 1,482 of higher vocational colleges - and 265 colleges for adults. In this list, the institutions of Hong Kong, Macau, and Taiwan are exempt.

² For more detailed information about the Chinese education system, access: Uwe, B; Jiani, Z. (2007, October). Higher Education in China in the light of massification and demographic change Lessons to be learned for Germany. Arbeitspapier Nr. 97. Retrieved from https://www.researchgate.net/publication/320267555_Higher_Education_in_China_in_the_light_of_massification_and_demographic_change_Lessons_to_be_learned_for_Germany_Higher_Education_in_China_in_the_light_of_massification_and_demographic_change_Lessons

As reported by the data from the Higher Education Census of INEP / MEC (2018), there are a total of 2,537 universities in Brazil, of which 299 (11.8%) are public institutions, whereas 2,238 (88.2%) are private. Table 1 shows a comparison between the educational system from China and Brazil

Table 01: Chinese and Brazilian Educational Systems

Educational Level	China	Brazil
Pre School	3 years (not obligatory)	Early childhood education: daycare (about 4 years) + Preschool (3 years)
Primary / Elementary School	9 years (compulsory) Primary School (6 years) + Junior Secondary School or Junior Secondary Vocational School (3 years))	9 years (compulsory)
High School	Senior Secondary School or Secondary Vocational School (3 years), entrance with <i>Zhong Kao</i>	3 years Does not need any entrance exam
Higher Education	Perform the <i>Gaokao</i> test Regular Higher Education Institution (HEI's) or Higher Vocational Institutions Graduation: 3-4 years Master: 2-3 years Doctorate: 3-5 years	Admission through entrance exam / ENEM depending on the course. Variable duration usually up to 4 years Technical courses (18-24 months)

Source: Author's Elaboration

Due to the high quality of Chinese education, studying abroad is not a priority of the government regime for the country's citizens. However, there is a political agenda of the Ministry of Education (MOE) of the People's Republic of China that encourages Chinese students to study abroad and then return to the country with the acquired knowledge³, which has been a successful strategy, especially for postgraduation students, since many Chinese seek the prestige of studying at the best universities in the world.

According to the MOE data (2019), the total budget for education spending in China was 5,017,500,000,000.00 RMB (USD 752,625,000,000.00), of which 1,346,400,000,000.00 RMB (USD 201,960,000,000.00) was invested in higher education. According to the Transparency Portal (*Portal da Transparência*, 2019), the Brazilian government had a budget for the education area of R\$ 118,400,000,000.00 (USD 22,496,000,000.00) and the total expenses incurred for the area was R\$ 94.470.000.000,00 (USD 17.949.300.000,00⁴).

³ 2. See more on Ministry of Education of The People's Republic of China. (2020). The Overall Situation of Studying Abroad. Retrieved from http://en.moe.gov.cn/cooperation_exchanges/201506/t20150626_191376.html.

⁴ For more information visit Ministry of Education of The People's Republic of China. (2019). China's education spending for 2019. Retrieved from http://en.moe.gov.cn/news/press_releases/

3. Why Attend a Postgraduate Course in China?

This section of the article was based on the author's experiences as a Chinese government scholarship holder for a master's and doctorate. Therefore, it will address issues regarding the experience in this nation during six-years. After all, what is the difference between a postgraduate degree in China and Brazil? For such a doubt to be resolved for readers, it is necessary to answer this question in the first instance.

The selection process for a master's and doctorate course in Brazil usually takes place as follows: written exams on general knowledge in the area of interest, an oral test, evaluation of proficiency in foreign languages, letters of recommendation, presentation of a research project, and in some cases, requirements for articles published in renowned scientific journals.

In China, on the other hand, the selection process for international students is relatively more straightforward. It does not require examination taking, just a good research project, letters of recommendation from recognized professionals in the desired area of study, and language proficiency tests in English or Chinese. Obviously, other documents are required, but these three elements are the most decisive for obtaining a scholarship and a successful application.

The selection process for admission of Chinese students to postgraduate courses is similar to that of Brazil. Still, it will depend a lot on the university and educational departments in which the student intends to study. Some universities will require a written admission test, a research project, and an oral interview. Others will choose only the interview and project combined with other necessary information needed for the application.

There is diplomatic assistance in publicizing the opportunities for Chinese scholarships by both China and Brazil. Applicants can apply for scholarships through government education agencies, designated institutions, or Chinese diplomatic missions in their home countries. Until 2018, the scholarship application procedure was carried out by the Educational Cooperation Division of the Ministry of Foreign Affairs (DCE / MRE). Still, currently, it is requested directly with the Chinese embassy in Brazil.

[202006/t20200622_467671.html#:~:text=In%202019%2C%20the%20total%20spending,%2C%20up%208.25%25%20from%202018](#)

As already mentioned at the beginning of the text, there are still unrealistic perceptions about the People's Republic of China, especially regarding the communist political regime. Therefore, the student who wishes to study in the country must have an open mind and willing to experience a different culture. One will find that many of the stereotypes in force about that nation are obviously unreal.

According to data from the Chinese Ministry of Education (MOE), the number of international students who graduated from higher education institutions in the country in June 2020 was equivalent to 172,571. In the coming spring semester, 333,072 foreign students have already been selected to study in China in 2021. The most recent statistical report on international students in China (MOE, 2018) points out that approximately 492,185 foreign students from 196 countries study in 1,004 Chinese institutions, excluding international students from Hong Kong, Macao, and Taiwan from this list. Students from the Asian continent account for 59.95% of international students in China, while Africans are in second place with 16.57%, Europeans in third with 14.96%, Americans in fourth with 7.26%, and finally, those in Oceania with only 1.27%. The number of Brazilian students is relatively low compared to other foreigners in the country due to cultural and language barriers. Data from the MOE (2018) also report that 258,122 international students were enrolled in undergraduate programs, 85,062 in postgraduate courses, of which 25,618 were pursuing doctorates while 59,444 were masters. Finally, 63,041 international students (12.81%) received scholarships from the Chinese government.

Higher education in China is of the highest quality, as shown in this article's first session. Chinese professors are highly respected and regarded professionals in society. Some professors in the field of International Relations, for example, are members of the Chinese Communist Party or have a doctorate at renowned world institutions such as Oxford, Harvard, and Science Po, for instance. Besides, some Chinese universities are in the ranking of the best institutions in the world, such as Tsinghua University (Beijing), Fudan University (Shanghai), and Peking University (Beijing). Tsinghua University is considered the best Chinese higher education institution. In 2017, it overtook the Massachusetts Institute of Technology (MIT) as the best university to study computer science, engineering, and chemistry (Paulk, 2017).

Concerning classes, it is noted that, generally, foreign graduate students who benefit from the Chinese University Program scholarship have classes with only other

foreigners taught in English, which is a great advantage, taking into account the complexity of Mandarin. Thus, Chinese professors teach Mandarin classes to foreigners who benefit from this scholarship to facilitate students' daily communication with the locals. On the other hand, bachelor students cannot be included in the Chinese University Program category since it is only aimed at master's and doctoral degree studies. They must study Mandarin and only take the course in Chinese since they usually learn with Chinese bachelor's students⁵.

It is possible to enter a Chinese university without a scholarship. However, in this case, the requirement is that students support themselves, which is practically unviable due to the high costs of housing, food, transportation, study materials, and school fees, all of which are funded by the Chinese government full scholarship. It is estimated that 429,144 (87.19%) of international students pay for their studies (MOE, 2018).

The Chinese Government Scholarship seeks to be very interdisciplinary with Brazilian students and grant scholarships for several knowledge areas. Therefore, in some universities like which the author studied, China Foreign Affairs University (外交学院) it is common to have a very diverse class and only one student representative from each country per classroom, but this is not a general rule.

The classwork, tests, and articles that international students have to write are submitted in English. In addition, class debates and presentations are a very enriching and transformative experience, as one learns a lot about China and the country of classmates, in addition to also providing a personal development when seeing the world with the perception of the other, learning to listen more and judge less, being a real opportunity for transformation.

Besides, being a foreigner in the country makes oneself a representative of the same in several events, offering students unique life opportunities. For instance, this author had the chance to be the Brazilian spokesperson for the UN China, giving two speeches at the 2018 International Youth Eco Movement on a Greener China, promoted by Chinese institutions and the United Nations Convention to Combat Desertification (UNCCD). Contacts with politicians, ambassadors, diplomats, intellectuals from different areas of knowledge, and students from other parts of the world open a great door of opportunities for students' personal and professional development.

⁵ Bachelor students can be beneficiaries of the Chinese Government Scholarship in several different modalities. However, the Chinese University Program is only for postgraduate students.

The scholarship students' routine is relatively intense, with classes in the morning, afternoon, evening, sometimes even on weekends. Holidays are not very common, as in Brazil, which has several festivities related to religious matters. There are only a few holidays, usually national and non-religious, and summer and winter vacations at the end of each semester. However, every end of the month, Chinese universities provide cultural activities free of charge for students to have the chance to visit the country's historical monuments, such as the Great Wall of China, the Summer Palace, the Temple of Heaven, the Forbidden City, which are world heritage sites classified by UNESCO, as well as opera and tea houses, kung fu, theaters, among other entertainments.

What do Universities expect from an international student? In order to maintain the scholarship, students will have to make an effort not to fail any subject and dedicate themselves to obtain good grades. If there is a lack of commitment on the part of the student, their full scholarship will be subject to being cut; foreign scholarship holders are periodically submitted to semiannual performance evaluations by the Chinese Scholarship Council. Therefore, the Chinese government scholarship is for serious students who aim for excellence and have a great research interest.

BRICS is also an important reason to study in China, as such multilateral cooperation is so beneficial for Brazil. China is the largest buyer of Brazilian commodities. It is very significant that Brazilian students research the BRICS, cooperate with the Chinese in the educational field, understand the country's reality, and overcome both nations' internal vulnerabilities in the technological, scientific, and commercial spheres.

Ultimately, the Chinese are very curious and thirsty for knowledge and exchange of ideas, so they finance research for students from different parts of the globe. To gain more respect and consideration from the natives, one must at least strive to learn to speak their language and be interested in the local culture. There is a lot to learn from the Chinese people's experience, who is very hardworking and committed to making the country progress.

4. The Chinese Scholarship Council (CSC)

The Chinese Scholarship Council (CSC) is the institution responsible for administering all Chinese government scholarship programs. This institution is also a

partner of the country's Ministry of Education. Currently, about 289 Chinese universities⁶, in partnership with the CSC, offer several enrollments in higher education courses for foreigners in different areas of knowledge and academic levels, such as international relations, law, medicine, history, engineering, fine arts, economics, literature, management, philosophy, education, science, agriculture, among others⁷.

The Chinese government offers a range of scholarship programs. However, the scholarship that will be focused on here will be the one that the author was a beneficiary of, that is interesting for outstanding students in their fields of study, who intend to follow a more academic area developing exclusive research lines for postgraduate students, that is the Chinese University Program, which will be discussed in the last section of this article.

Except for airline tickets, in Brazil's case - because depending on the country, the CSC grants round-trip transportation to China- this financing covers housing expenses on university facilities or a cost subsidy for students who want to live outside the university campus. Besides this, it also provides books and study materials, modest health insurance, monthly fees exemption, and a certain monthly amount for personal expenses - depending on what the student is studying. Undergraduate students receive around 2,500 RMB (USD 381), while the master's degree 3,000 RMB (USD 457) and the doctorate 3,500 RMB (USD 534)⁸.

Therefore, it is clear that the Chinese government has invested and provided substantial financial support to attract international students, fostering the exchange of knowledge and collaboration in the educational, academic, and scientific fields. In this sense, it is observed that China is putting into practice some principles of win-win cooperation, which would be a cooperation of mutual benefits, that is strategically important in its peaceful development policy through the dissemination of its culture with the world favoring principles of an international order based on multipolar values while maintaining socialism with Chinese characteristics⁹.

⁶ See detailed information about this institution and the types of scholarships offered by the Chinese government at the Chinese Scholarship Council. (2020). Introduction to Chinese Government Scholarships. Retrieved from https://www.campuschina.org/content/details3_74776.html.

⁷ Read more about universities and programs that accept international students with Chinese government scholarships at <http://www.csc.edu.cn/studyingchina> and <http://www.campuschina.org>.

⁸ According to the quotation of December 3, 2020, 1 RMB = 0.15 USD.

⁹ Read more about socialism with Chinese characteristics at Jiang, Z.M. (2002). On the Construction of a Fairly Well-off Society and the Creation of a New Situation in the Socialist Cause with Chinese Features. In a Report of the Central Committee to the 16th National Convention of the Representatives of Communist

5. The Chinese Government Scholarship Application Process in the Chinese University Program Category

After all, what does it take to pass the Chinese government scholarship selection process in the Chinese University Program category? In addition to the basic requirements set out in the selection procedure notice that can be found on the Chinese Embassy website in Brazil¹⁰ and on the CSC page (Campus China, 2020), it is necessary to have some criteria in mind.

Although the study of foreign languages, unfortunately, is not part of the reality of a significant portion of Brazilian society, and still a privilege of a few, this is a fundamental factor in the life of any student who wishes to apply for a scholarship abroad and obviously, opens paths and future opportunities. In that sense, the first prerequisite for getting a scholarship in China would be to be fluent in Chinese or English and take Chinese proficiency tests like HSK (*Hànyǔ Shuǐpíng Kǎoshì*) and English proficiency tests like IELTS Academic (International English Language Testing System), which is one of the most accepted and respected international exams, the TOEFL (Test of English as a Foreign Language) or the PTE Academic (Pearson Test of English Academic).

The Chinese government has a strong interest in awarding scholarships and funding research. Therefore, they seek outstanding students who end up becoming representatives of Brazil and specialists in their research area. Thus, the second most important advice and determining factor to pass in the scholarship selection process is the research project/study plan, since many Chinese universities do not require a motivational letter.

A good research project has to analyze the Chinese scenario, verifying whether the theme of international cooperation between Brazil and China in the proposed item would benefit the financing country in a bilateral or multilateral scope. Besides, a successful project must bring the element of innovation. Writing on frequently repeated or heavily studied topics is not the best option, as recruiters will generally not be

Party of China. Retrieved from https://www.fmprc.gov.cn/mfa_eng/topics_665678/3698_665962/t18872.shtml

¹⁰ On the website of the Embassy of the People's Republic of China in Brazil, it is possible to find the notice with all guidelines and information for Brazilian students to apply for scholarships offered by the Chinese Scholarship Council in the Chinese Government Scholarship category. See more at: Embaixada da República Popular da China no Brasil. (2020). Chinese Government Scholarship Program for the 2019/2020 Academic Year. Retrieved from <http://br.china-embassy.org/por/whjy/t1627589.htm>.

interested in funding research that already has several things written about. Therefore, candidates must analyze the area of knowledge they wish to study and look for possible knowledge gaps. The project must show why your study should be chosen in addition to being plausible and clearly demonstrate why you, among many other candidates, deserve to be a Chinese government scholarship holder.

This author, for example, was contemplated by the Chinese Government Scholarship / Chinese University Program twice: in her master's degree, she analyzed the Brazilian engagement with the BRICS during the Lula government, and in her doctorate, she increased the scope of the research, observing how the party politics of Lula (PT), Rousseff (PT), Temer (MDB) and Bolsonaro (PSL) governments affected the Brazilian engagement with the BRICS. The BRICS is of great interest to China, and a Brazilian view on the subject is highly relevant to the country's government, fostering win-win cooperation.

Ultimately, a successful research project must be structured as follows: having an abstract, an introduction with objectives that can be general and specific, a justification for the research, a realistic methodology, a literature review that demonstrates the debate of the leading authors on the topic to be addressed, including criticisms and positive points on the subject, and a bibliography or bibliographic survey on the topic, which will give more strength to your project.

6. Final Remarks

Thus, it is observed that the educational cooperation between Brazil and China is still mild when compared to a large number of commercial investments between both countries. As explained previously, China has a strong interest in getting in-depth knowledge about the pedagogical and Brazilian idiosyncratic processes. However, there is also a lack of incentive from the Brazilian government to attract Chinese who wish to study at their universities so that this collaboration takes place more reciprocally - breaking stereotypes and cultural, conversational, and social barriers that, in a way, create resistance to Brazilian students and their families to choose China as a prominent destination to pursue a postgraduate degree abroad.

As observed when comparing the Chinese educational system with the Brazilian one, there are several similarities between them regarding schooling time, adding up to twelve years spent in elementary and high school. Nevertheless, China has some

differences, such as the requirement for a test to enter high school, *Zhong Kao*, and the existence of vocational schools since primary school. In China, the best schools are public, and they are highly competitive, whereas, in Brazil, private institutions from kindergarten through high school provide students with a better degree of knowledge.

Concerning higher education, a relevant aspect is that the ministries of education of China and Brazil help provide subsidies for the payment of university fees to low-income students, also encouraging education in private institutions. Besides, it is noted that China spends significantly more than Brazil on education expenses, as shown at the end of section 2.

Due to China's policy of opening up to the world and the financial incentives provided by Chinese government scholarships, students worldwide have sparked interest in studying in this country. Compared to Brazil, the selection and admission process for students in postgraduate courses is relatively more straightforward. Also, studying in China generates a range of opportunities for personal, professional, and academic development, in addition to the chance to learn a new idiom, such as Mandarin, which is the third most spoken language in the world, and therefore makes a big difference on a student's curriculum.

Therefore, this article encourages Brazilian students to consider China as an excellent opportunity to pursue a postgraduate course, considering all aspects mentioned in the body of the text regarding the prospects of available scholarships, such as the Chinese Government Scholarship in the postgraduate category of the Chinese University Program. The country has universities that are among the best globally; the professionals who teach are highly qualified and command the English language, facilitating communication with international students. Also, the learning environment is multicultural, and the student will leave postgraduate school with the feeling of being a global citizen.

Ultimately, the Chinese government's win-win educational cooperation model allows China to export its culture to the world and demystify stereotypes and offer the opportunity to share scientific and cultural knowledge between nations.

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