科博国际教育
HOPE International Education
Since 2000

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The Fashion show of Chinese traditional clothing in different dynasties at Shanghai Education Fair for the senior citizen.

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Hope Exploring New Opportunities at ICEF Shanghai 2026

From 14th to 16th Oct, Hope attended the ICEF Shanghai 2026 to meet various education providers and agents from the US, UK, Australia, Spain, Netherland, France, Vietnam, Russia, Mongolia, etc., and was invited to speak the Market Update in China to educators and agents all over the world.

The Market Update gave the alert that due to economic downturn, international politics, even lower birth rate after Covid, traditional Chinese study abroad destinations have been changing. HK came to the 2nd place while the US decreased from the 1st to the 3rd, and Sion-foreign cooperative runed schools or programmes have becoming a popular choices to Chinese





Alice Zhang, International Partnership Manage of Hope International Education spoke at ICEF Shanghai

students according to Chinese government's educational policy and statistics. To tackle the problem of direct recruitment, overseas institutions were suggested to build more institutional links both at school and university level; keep healthy and long-term partnership with agents; rebuild image; working with industry to provide more career service, etc. Hope can help overseas institutions set up institutional links. Agents were also encouraged to diversify business, improve professional skills, be innovative to do marketing and promotional events, etc.

During the 3 days conference, Hope was glad to meet nearly 60 potential partner institutions, such as secondary schools, language schools, universities, summer programmes providers, who can be good resources for institutional links or development of increasingly popular 50+ programme. Hope also spoke with some agents from overseas to discuss the possible collaboration for Study in China projects.







Alice Zhang and Liz Zhou from Hope met potential partners at ICEF Shanghai

UK Russell Group Universities Deepen Engagement with the Chinese Market in New Admission Year

Against the decreased demand of the global study abroad market, UK Russell Group universities remain the top choice for Chinese students pursuing undergraduate and postgraduate studies, thanks to their solid research capabilities, well-established teaching systems and globally recognised degrees. Entering the new admission cycle, multiple Russell Group members have also proactively adjusted their recruitment strategies and scaled up investment in the Chinese market.

15 Russell Group universities including QS top 100 institutions such as University of Warwick, University of Glasgow, University of Birmingham, University of Nottingham, University of Leeds, and Hope's partner institutions such as University of Exeter, Newcastle University, University of Southampton etc, organized a joint Open Day in Shanghai and Beijing on 24 and 25 October respectively. This innovative event attracted hundreds of students and many students and parents enquired about university programmes, entry requirements, curriculum features and on-campus experiences. The initiative enabled precise matching between universities and students,





Hope team at the fair with parents and students as well as universities

Hope was invited officially to promote this event by inviting students, parents, sub-agents to attend the event in Shanghai. Besides, the event was widely promoted by Hope via its social media channels.

At the event, Hope team accompanied the students and parents to visit the stand of the preferred universities and help them on-site to choose the right institutions. In addition to on-site student consultation, Hope also conducted on-site interviews with Russell Group university representatives for follow-up promotion and branding. By recording first-hand university insights, the latest programme highlights, new admission policies and practical

career services to students, Hope helped amplify the impact of this event as well as prompt the recruitment.



Hope team interview with Russell Group universities

The events also reflect a notable trend for the new admission year: Russell Group universities are placing greater emphasis on Chinese student recruitment and adopting more open, detailed and localised admission strategies. As the alliance of the UK's top research-intensive universities, Russell Group institutions previously applied relatively standardised and rigid admission policies for Chinese applicants. For the new intake, however, many member universities have rolled out targeted policy optimisations for Chinese students, including updating their list of recognised Chinese institutions, refining entry requirements for applicants with different academic backgrounds, and appropriately adjusting grade assessment criteria. These revisions better align with the academic profiles of Chinese students and show the universities' growing recognition of high-quality Chinese applicants



This fair has attracted hundreds of students and parents to join

Chinese students have long constituted a core and reliable source of international enrolment for Russell Group universities. Collaborating with established local partners like Hope

International Education enables universities to efficiently reach high-quality prospective students, optimise their China-focused recruitment systems and secure outstanding international talent. This upgraded cooperation model represents a pragmatic move to adapt to evolving global recruitment trends, marking a solid and promising start to Russell Group universities' admissions outreach in China for the new academic year.

INSIDE HOPE - Photo news of October



In October, Hope Shanghai office received intensive visits from multiple UK boarding schools, including Berkhamsted School, Taunton School and Culford School. During the on-site exchanges, the visiting school representatives delivered exclusive professional training for our consultant team, The in-depth offline sharing and training further strengthened our professional service capability, helping Hope provide more accurate and tailored study-abroad guidance for students.



On 14th of October, Hope International Education paid an official visit to Soochow University, conducting in-depth exchanges and focused discussions on international student recruitment and educational collaboration to expand the list of Hope study in China program. Both sides shared insights into current overseas study trends, talent cultivation models and enrolment standards, aiming to build closer cooperative ties and deliver more professional and diversified international education resources for students.



On the afternoon of October 14th, Hope held a channel event in Nanjing themed with Cardiff Sixth Form College. The event gathered representatives from 10+ study abroad sub-agents in Nanjing and Hefei. Dr. Julian Davies, the school principal, shared the exclusive cultivation secrets behind the college's top-ranked A-Level education in the UK for outstanding students, and discussed professional consultation skills for UK school admission services with the audiences.





On 21st of October, Hope visited the School of Foreign Languages, Huaiyin Normal University. Both sides conducted in-depth discussions on joint education programmes, teacher development, as well as winter and summer camp cooperation. In the afternoon of the same day, Hope International Education delivered a special lecture on international education planning for students from the school and provided on-site Q&A sessions to answer students' relevant questions.

News from local media

Global Education Deans' Forum eyes innovation-driven future

By Zhou Wenting in Shanghai | chinadaily.com.cn |

Updated: 2026-10-26 14:58



Shanghai segment of the 2026 Global Education Deans' Forum is held from Thursday to Saturday at East China Normal University. [Photo provided to chinadaily.com.cn]

The Shanghai segment of the 2026 Global Education Deans' Forum took place from Thursday to Saturday at East China Normal University in Shanghai, bringing together 76 deans or representatives from prestigious educational institutions across 26 countries, and representatives from academic organizations and educational administrative departments.

Held as the seventh edition of the forum, this year's event centered on the theme "reshaping education, reshaping the future", fostering discussions on innovative practices and collaborative actions in education.

Since its inception at ECNU in 2018, the forum has consistently gathered insights and experiences from global education faculties, promoting international and inter-institutional exchanges.

This year's forum featured keynote speeches, shared innovative initiatives, and consultations aligned with UNESCO's "post-2030 education agenda", discussing ongoing changes in educational institutions and how these explorations can inform global educational issues.

In his address, Gu Hongliang, Party secretary of ECNU, highlighted that global challenges and the development of artificial intelligence demand higher standards for talent cultivation and educational innovation. He emphasized that for 75 years, ECNU has unified academic

excellence with its educational mission, promoting interdisciplinary studies and advocating for "empathetic intelligent education".

Olusola B Oyewole, secretary-general of the Association of African Universities, stressed the need to bridge both the digital and cognitive divides in reshaping education. He advocated for expanding access to technology and resources while helping learners understand, question and create knowledge, applying it to real-world challenges.

Furthermore, he called for educational faculties to innovate teacher training and institutional practices to make education a force for inclusive, equitable and sustainable development.

Joshua Newman, dean of the School of Education and Human Sciences at the University of Kansas in the United States, noted the importance of global educational collaboration amid uncertainties in globalization. He remarked that AI is profoundly altering interactions between individuals and knowledge, prompting the education sector to reassess human values.

The forum concluded with a declaration summarizing the discussions and reflections into a collective stance, providing a reference for global education faculties to deepen dialogue and foster cooperation. By sharing reform explorations and contemplating future directions, the forum laid the groundwork for continued collaboration, inspiring educational experiences across different countries and regions.

China to pilot thesis-free postgraduate degrees in five disciplines

By ZOU SHUO | China Daily | Updated: 2026-10-22 09:09



China will pilot the use of practical achievements as an alternative to dissertations for professional postgraduate degrees in translation, agriculture, clinical medicine, accounting and art, according to a policy issued on Monday by the Office of the State Council Academic Degrees Committee.

The move responds to the country's growing demand for high-level applied talent, which has driven the steady expansion of professional degree programs, a senior official from the office said. Traditional thesis-based assessment has been seen as too narrow to fully reflect professional degree students' practical innovation and contributions, the official said.

The legal foundation for the reform was laid in April 2024, when the Academic Degrees Law for the first time explicitly allowed graduate students to apply for degrees through either a thesis defense or a defense of practical achievements.

In September 2024, basic requirements for engineering doctoral candidates to obtain professional degrees through either route were released on a trial basis, with positive results.

Since the trial began, more than 140 students in pilot programs for specialized engineering master's and doctoral degrees have applied for degrees based on practical achievements, providing new cases and replicable experience for the reform, according to the official.

The latest reform remains at the trial and exploratory stage and will be rolled out in batches, the policy document said.

For the five newly added disciplines, professional degree education steering committees will formulate basic requirements for master's and doctoral programs, specifying the sources, forms, content structure, writing standards and evaluation criteria for different types of practical achievements.

Degree-granting institutions will use these requirements to develop their own implementation rules and comprehensive guidelines covering topic selection and rationale, supervision throughout the research process and evaluation, the document said.

Practical achievements must be completed independently by students under the guidance of their supervisors, or students must have undertaken the core work as principal contributors.

Institutions will also revise rules on degree conferral, supervisor selection and intellectual property rights to ensure quality control throughout the process, according to the policy.

The reform builds on earlier pilot programs that demonstrated how practical achievements can serve as an alternative to traditional dissertations.

At China University of Petroleum (Beijing), master's student Zhang Baichuan defended a practical achievement in May 2025: a drilling fluid additive developed during nearly two years of research conducted in collaboration with a company.

A panel that included three industry experts unanimously recommended awarding him an engineering master's degree, giving his work an "excellent" rating.

At Shandong University, Wang Qian became the university's first student to earn a master's degree through a practical achievement last year.

During an internship at Goertek Inc, a virtual reality equipment manufacturer, Wang developed an optical lens bonding process and submitted a 45,000-word research report along with a design video.

For translation programs, the shift addresses a long-standing tension between academic requirements and professional training.

Hu Dan, deputy director of the Australian Studies Centre at Beijing Foreign Studies University, said requiring professional master's students to situate their work within a theoretical framework "not only departs from the original purpose of professional degree programs but also disconnects from students' curricula and employment outcomes".

"Under the proposed approach, the practical achievement for translation students will take the form of a translation practice report," she said. Students generally select around 30,000 words of English source material, translate it, and then document and analyze the difficulties they encountered, along with the strategies and methods they used to address them, Hu added.

Although the report includes discussion of translation strategies, students will not be required to write a thesis-style paper based on a purely academic theoretical perspective or framework, she said.

Student exchange event seeks to spur China-US youth friendship

By Zou Shuo | chinadaily.com.cn

Updated: 2026-10-21 12:19

A China-US youth exchange event was held at Peking University recently aimed at advancing a new initiative to invite 100,000 young Americans to China over the next five years.



The event, themed "Embark on a New Journey: Together We Meet, Together We Embrace the Future", was co-hosted by the China Education Association for International Exchange and Peking University.

Students said they came to experience Chinese culture and make friends. They found that young people from both countries share similar interests and dreams. The event aims to open a new chapter in China-US youth friendship.

Zhang Xinyi contributed to the story.

China expands vocational undergraduate education system

By Zou Shuo | chinadaily.com.cn | Updated: 2026-10-13 12:45



China now has 124 vocational undergraduate universities, with another 52 regular higher education institutions offering vocational undergraduate programs, the Ministry of Education said at a news conference on Monday.

Vocational undergraduate education is the undergraduate level of vocational

education. It was introduced to break the "ceiling" that limited vocational education to the junior college level.

China has built the world's largest high-quality modern vocational education system, Peng Binbai, director of the ministry's Department of Vocational and Adult Education, said. The country now has 9,151 secondary vocational schools and 1,554 higher vocational colleges.

Vocational education has 1,491 majors, covering all 41 major industrial categories and basically covering all sectors of the national economy, he said.

For industry-education integration, the ministry has worked with 14 provincial regions on pilot reforms to build a modern vocational education system and has established 34 national municipal industry consortia and seven national industry-education integration communities, he said.

During the 14th Five-Year Plan period (2021-25), national vocational education funding grew 23.3 percent to 757 billion yuan ($113 billion), Peng said.

A multichannel funding pattern with government investment as the main source has taken shape, along with a financial-aid system covering scholarships, grants, loans, tuition waivers, work-study, subsidies, and fee reductions, so that no child is deprived of education due to financial difficulties, Peng said.

The revised Vocational Education Law has established in legal terms that vocational education is as important as regular education, and 27 provincial regions have formulated local regulations on vocational education.

Peng said about 5 million students attend secondary vocational schools each year, while higher vocational education offers education opportunities for nearly 6 million young people annually. Nearly 3 million families have their first-generation college students go through vocational education each year, he said, highlighting education fairness.

The ministry has also implemented a plan to cultivate high-skilled talent clusters, with leading enterprises, high-level institutions, and industry organizations serving as team leaders to advance coordinated reforms in courses, textbooks, teachers, and internships and training. More than 3,000 industry and enterprise standards have been translated into vocational education teaching standards, shifting talent cultivation from traditional knowledge transmission to comprehensive capability improvement, he added.