

The Enlightenment of the Global Education Governance Evaluation System to the Reform of China

Yuanting Wei

Sichuan Normal University, Chengdu, China

sicnuweiyuanting@163.com

Keywords: Educational Governance, Evaluation Reform, Enlightenment

Abstract: The education governance evaluation system is an important part of educational practice and is also one of the main criteria to measure educational outcomes. With the development of global governance in every aspect, the global educational governance evaluation has gained increasing attention. By comparing the current global and China's education governance evaluation system, this study explores the enlightenment of the global education governance evaluation system to China's education evaluation reform. It is found that in China's existing education evaluation system, the evaluation indicators for students can be more diverse; teachers should pay more attention to the combination of teaching and nurturing; at the school level, while objective indicators are important, the importance of soft power cannot be neglected. The purpose of education evaluation is to promote the development of education and also students' overall development. Therefore, we should actively participate in the global education governance evaluation system to improve our education development and put forward more Chinese solutions.

1. Global Education Governance Evaluation System

Education covers an important area in global governance. Global education governance refers to the fact that various subjects, especially international organizations, organize educational activities and propose educational development strategies with universal values to influence the formulation of education policies and the path of education development in a certain country, thus influencing the development of global education^[1]. As an important criterion for educational governance outcomes, education governance evaluation system plays an important role in the development of global educational governance. International organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Cooperation and Development (OECD), the International Education Assessment Association (IEA), and the European Union (EU) have made important contributions in promoting the development of the global education governance evaluation system^[2], among which the most influential international organizations are IEA and OECD^[3]. The IEA has hosted a large number of evaluation projects, including the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and the International Civic and Citizenship Education Study (ICES). International Civic and Citizenship Education Study, (ICCS)^[4] etc. In those programs, the Program for International Student Assessment (PISA) launched by OECD has become the most widely applied evaluation program worldwide^[5]. PISA assesses students' knowledge base, thinking ability, and application skills through the investigation of reading literacy, mathematical literacy, science literacy, learning status, and family background of students from 15 years and 3 months to 16 years and 2 months^[6]. Because of its "de-contextualized" "generalized" and "policy-oriented" nature, PISA results have attracted widespread international attention^[7]. Although scholars have mixed reviews to the project, the role of PISA in evaluating global educational development cannot be denied^[8].

PISA shows that even students in countries with similar levels of development perform very differently on the tests. For this reason, the OECD has launched the Teaching and Learning International Survey (TALIS) to test the effectiveness of teachers. In the latest TALIS conducted in

2018, the survey covers nine topics: teaching practice, school leadership, professional practice, education preparation, feedback, school atmosphere, job satisfaction, human resource issues and interpersonal relations, and self-evaluation, and two new longitudinal topics have been added: innovation, equality and diversity^[9]. TALIS is conducted regularly. After the first three successful trials in 2008, 2013 and 2018, the fourth TALIS test will be held in 2024. Through this survey, OECD aims to assess the positive role of teacher evaluation systems in promoting teacher professional development, thereby promoting teacher's teaching ability and improving student's learning^[10]. As the above eleven topics show, TALIS not only evaluates teachers' teaching level, but also includes teachers' self-feedback, teaching environment and social relations. As for other teacher evaluation systems, such as the Tennessee Educator Acceleration Model (TEAM) in the United States^[11], which combines multiple evaluation methods such as value-added evaluation and classroom observation evaluation and evaluates teachers from three aspects: student achievement, student progress and classroom observation^[12]. The British "Performance Related Pay" (PRP)^[13] provides a good reference for teacher evaluation from the aspects of teacher evaluation, principal evaluation and school evaluation^[14]. These two models provide enlightenment for the reform of China's teacher evaluation system.

For the school evaluation system, there are four most authoritative university evaluation systems in the world, including "Academic Ranking Indicators of World Universities", "Times Higher Education World University Rankings", "QS World University Rankings" and "World's Best Universities Rankings". The "Academic Ranking Indicators of World Universities" includes four first-level indexes: education quality, teachers' quality, scientific research achievements and teachers' performance. "Times Higher Education World University Rankings" mainly includes five first-level indicators: teaching, research, citations, industry income and internationalization. For "QS World University Rankings", the ranking evaluation system includes academic reputation, employer reputation, teacher-student ratio, citation rate and other six first-level evaluation. "World's Best University Ranking" includes 13 indicators such as international academic reputation, regional academic reputation, publication etc^[15]. It is found that although different institutions adopt different evaluation systems, the four types of university evaluation indicators have similarities, such as education quality, reputation and scientific research output, which are related to universities' ability to transform scientific research results and the social benefits brought by universities. Therefore, although objective indicators such as research output and publication still occupy important position in the university evaluation system, the aspect of soft power, such as reputation, the quality of students and teachers, cannot be ignored.

2. Current Situation of Educational Evaluation in China

In the course of the development of educational evaluation policy for more than 40 years, the evaluation power, evaluation ability and evaluation effectiveness show the characteristics of one-party dominance to three-party sharing, administrative management to professional technology, private concept to shared consciousness^[16]. In China, the legal basis for educational evaluation is insufficient. Although the Education Law has made relevant provisions on educational evaluation, regulations about specific evaluation are not very clear^[17]. The high school entrance examination, the college entrance examination and other major exams have long been the main criteria to evaluate the performance of Chinese students. Although the unified examination guarantees the objectivity and impartiality of the assessment to some degree, such a single quantitative evaluation method makes student focus on how to improve test scores, ignoring other abilities. In terms of curriculum, the curriculum of examination subjects is significantly more than that of other quality-oriented education courses, and even in some schools, quality-oriented education courses are virtually useless. Although this greatly promotes students' professional knowledge, it is not beneficial to students' comprehensive development. As for the evaluation index of teachers, the graduation rate is the main reference. In this case, teaching knowledge has become the main task of teachers, while promoting students' overall development has not attracted enough attention. For a long time, China's educational evaluation system has some disadvantages, such as weak legal basis,

lack of educational diversity evaluation etc.

In view of this situation, the Central Government passed the Overall Plan for Deepening the reform of Education Evaluation in the New Era in 2020, which points out the problems in China's existing education evaluation system, and proposes measures to promote the development of schools, teachers, and students, providing direction for China's construction of an education power. This plan is the first document on the reform of the educational evaluation system in New China, and it is also a programmatic document guiding the deepening of the reform of educational evaluation in China. Compared with the previous education evaluation, in addition to the index of enrollment rate, this program pays more attention to the establishment and implementation of the responsibility mechanism. In the evaluation of the school, phenomena such as emphasizing scores over quality are not recommended, and the effectiveness of moral education and cultivating students, and promoting the physical and mental health and all-round development of students are the emphases. In the aspect of teacher evaluation, scientific research over teaching and teaching over education are not encouraged. The key point is to construct the atmosphere of devoting oneself to teaching and educating students. In the aspect of student evaluation, it is necessary to reverse the wrong tendency of labeling students with scores, so as to promote the all-round development of students' morals, intelligence, physical fitness, and competence. In terms of social employment evaluation, the standard of diploma first is one-sided, and establishing a talent utilization mechanism oriented by virtue and ability is the right way.

China's evaluation system of universities has obvious social and historical marks. In 1999, the "985 Project" was officially launched to build a "first-class university with world advanced level". The 34 selected universities serve the national economic construction on the one hand and the improvement of China's higher education level on the other. Because of its prominent role in this period, "985 universities" almost occupied the forefront of the ranking of Chinese universities, representing the level of Chinese higher education at that time. However, challenges appear as time goes by. Therefore, the state proposes the "Double first-class construction" project, which shows that China's higher education transfers from traditional universities to world-class universities^[18]. In 2015, the government issued the Overall Plan for Promoting the Construction of World-class Universities and First-class Disciplines, which ushered China's higher education into a period of "double first-class" construction, and the title of "double first-class" has also become an important criterion for evaluating universities. It has been proved that the "double first-class construction" project promotes China's higher education to meet international standards. In terms of the number of university featured in the latest edition of the QS World University Rankings by Subject 2023, the US has 226 universities and the UK has 109 universities. With 99 universities entering the list, Chinese mainland ranks third, only less than the US and the UK. In addition, China has 32 disciplines enter into the world's top 20^[19], which further explains China's achievements in the construction of "double first-class". Therefore, taking the international evaluation standards as basis, and constructing a world-class "double first-class" evaluation system with Chinese characteristics will effectively promote China's modernization of higher education governance system and governance capacity.

3. Enlightenment

It is concluded that China's education evaluation system is still in the continuous exploration and development period. Therefore, actively integrating into the global education governance evaluation system and drawing lessons from its merits will promote the development of China's education evaluation system, and further promote China's education to meet with the international community. It must be pointed out that the global education governance evaluation system also has imperfections, such as PISA, the most widely used student evaluation program, but because of the fact that China and the global education evaluation system can be further developed, actively integrating into global education evaluation system and putting forward China's plan will be a win-win solution.

In terms of promoting the development of students, in addition to pay great attention to students'

all-round ability in areas such as morals, intelligence, physical fitness, we should also increase the diversification of evaluation criteria, the implementation of comprehensive quality evaluation of students' ideological and moral character, academic level, physical and mental health, artistic accomplishment and social practice, promoting the diversity and long-term development of education. In addition, the quality of education, and the importance of the combination of theory and practice cannot be underestimated. In the aspect of teacher evaluation, teacher evaluation system should also be more diverse and comprehensive. When making requirements for teachers, their happiness and enthusiasm should be considered, because it is directly related to the educational results. Finally, for school evaluation, especially university evaluation, while focusing on objective indicators such as scientific research achievements and talent output, other soft strengths such as school reputation, academic reputation and students' international level should also be included to highlight the social benefits brought by schools. Comparing with the world-class universities will provide reference for the development of China's higher education.

The policy of reform and opening up has accelerated China's economy develop, and the opening up of education to the world will surely gain fruitful results. We should make good use of the current opportunities to promote the digitalization of education, innovate the supply model of digital education resources, enrich the supply of digital education resources and services, and work hard in teaching process, teaching evaluation, and education governance, providing effective support for the steady development of digital education. In addition, we should actively participate in global education governance and integrate into the global education governance evaluation system by taking in and proposing education evaluation programs with Chinese characteristics to promote the development of students and the progress of education, so that we can deliver China's voice in the global education governance system.

4. Conclusion

The system of classified evaluation should be implemented in China's educational development. In the evaluation of students, we should pay attention to comprehensive quality and advocate diversified and personalized development. In the evaluation of teachers, morality should be the first, and the effectiveness of teaching should be investigated. In the evaluation of schools, we should pay attention to the quality of student training, social contribution and recognition.

Modern information technology should be made good use of in educational evaluation reform. In the evaluation tools, we should rely on digital information technology to do a good job of process evaluation, build a scientific evaluation index system, analyse the data to form a more objective and comprehensive quantitative evaluation results, combine qualitative evaluation with quantitative evaluation, and build a growth portrait for students, teachers and schools.

Educational evaluation reform in our country should strengthen communication for reference. In the promotion of evaluation reform, pilot mechanisms can be implemented, experience can be summarized in a timely manner, and exchanges and learning with countries around the world can be strengthened through education forums, surveys and other forms, so as to jointly promote the development of global education.

References

- [1] Du Yue. UNESCO and Global Education Governance: An Exploration of Ideas and Practices [M]. *Beijing: Educational Science Press*, 2016: 19-20.
- [2] Wang Xiaohui. Global Educational governance: A bird's eye view of the role of international organizations in the development of world education [J]. *Education Review of Peking University*, 2008(03):152-165, 192.
- [3] Wang Xiaohui, Gu Xiaoyan, Weng Qirui. International Educational Rules and Global Educational Governance [J]. *Education Journal of Renmin University of China*, 2012(01):124-137.

- [4] International Education Assessment Association, IEA Studies, available at: <https://www.iea.nl/studies/ieastudies>, retrieved at 28th April, 2021.
- [5] Wang Lei, Tong Wei. Ability test: Implications of PISA proposition for College Entrance Examination Proposition [J]. *Tsinghua University Educational Research*, 2015, 36(06):93-98.
- [6] Organization for Economic Cooperation and Development, about PISA, available at: <https://www.oecd.org/pisa/aboutpisa/>, retrieved at 28th April, 2021.
- [7] Xie Ailei, Li Jiaxin, Huang Yongxin. Global Medicine or Trojan Horse? The Effect of PISA on Education Policy: A literature report based on the sociological perspective of education policy [J]. *Global Education Perspectives*, 2021, 50(02):55-79.
- [8] Addey, C. Golden relics & historical standards: How the OECD is expanding global education governance through PISA for development. *Critical Studies in Education*, 2017, 58(03): 311-325.
- [9] Organization for Economic Cooperation and Development, TALIS FAQ, available at: <https://www.oecd.org/education/talis/talisfaq/>, retrieved at 28th April, 2021.
- [10] Xu Jinjie. The impact of feedback on teachers' teaching improvement in Shanghai: Based on the analysis of TALIS 2018 data [J]. *Global Education Perspectives*, 2019, 49(08):106-116.
- [11] Moran, R. M. R. The impact of a high stakes teacher evaluation system: Educator perspectives on accountability. *Educational Studies*, 2017, 53(02): 178-193.
- [12] Gao Wei, Zhang Yalin. The latest American teacher evaluation system TEAM and its implications [J]. *Educational Research and Experimentation*, 2017 (01):42-47.
- [13] Tomlinson, H. Proposals for Performance Related Pay for teachers in English schools. *School Leadership & Management*, 2000, 20(03): 281-298.
- [14] Hu Haijian. Research on PRP teacher evaluation System and management Effectiveness in UK [J]. *Foreign Primary and Secondary Education*, 2011 (07): 10, 15-17.
- [15] Liu Ruiru, HE Haiyan, Li Yong, Zhai Hao. Analysis and enlightenment of the evaluation index structure of world-class universities [J]. *Higher Engineering Education Research*, 2017 (04): 90-93, 181.
- [16] Zhu Bin, Zhang Xinping. China's educational evaluation Policy since the reform and opening up: Evolution, characteristics and prospects [J]. *Educational Research and Experimentation*, 2022, No.209(06): 94-101.
- [17] Shi Zhongying. Returning to the essence of Education: Humble Opinion on the Reform of the current educational evaluation system in China [J]. *Educational Research*, 2019, 41(09): 4-15.
- [18] Kang Ning, Zhang Qilong, Su Huibin. The historical logic of the transformation of "985 Project" and the birth of "Double First-class Program" [J]. *Tsinghua University Education Research* 2016, 37(05) 11-19.
- [19] QS Top Universities, QS World University Rankings, available at: <https://www.topuniversities.com/university-rankings/world-university-rankings/2023>.