



Academic Education Programs Sponsored by Ministry of Commerce PRC



East China Normal University

**Master of Education in Educational Leadership and Policy
Prospectus 2024 Entry**

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2024

I. Program Description

1. Basic Information

1) Introduction

About the Academic Education Programs sponsored by the Ministry of Commerce of the People's Republic of China for Developing Countries

The Academic Education Programs sponsored by the Ministry of Commerce (MOE) of People's Republic of China for developing countries initiated in 2008 offers master's and doctoral programs for the purpose of educating high-end and inter-disciplinary talents working in the applied fields of government, trade, foreign affairs, agriculture, technology, education, culture, health, energy, transportation and public administration, building intellectual capacity and facilitating the economic and social development of the recipient countries. These programs provide assistance to government officials, research fellows, and senior managerial personnel on their master's and doctoral education in China, which are fully conducted in English. Admission requirements include a bachelor's degree, relevant working experiences, and decent physical conditions, essential for the high-compact curriculum needed for the degrees.

The program helps graduates undertake an increasingly significant role in the economic development cooperation between China and their home countries, highly valued by the government of the recipient countries.

About the program of Master of Education in Educational Leadership and Policy (M.Ed-ELP) at ECNU

East China Normal University (ECNU) is a leading research university in China, with distinguished programs in education.

Since Fall Semester of 2010, ECNU has started a one-year Master of Education in Educational Leadership and Policy (M.Ed-ELP) Program, approved by both the Ministry of Education and the Ministry of Commerce, the People's Republic of China. This program is an important measure for East China Normal University to promote education internationalization, develop into a higher-level institution, and cultivate talents in the field of education from developing countries. It is an integral part of China's international education assistance program based on equality and mutual benefit, and also a joint action of South-South and North-South cooperation on the realization of Education 2030 and sustainable national development.

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It is featured by 1) originality. It is the first master program of a developing country aiming to cultivate future education leaders in other developing countries that are in urgent need of education reform; 2) combining local practices with international norms. The curriculum and teaching evaluation, not only reflecting Chinese characteristics, but also boasting the strengths of the same major at world-famous universities, guarantee the international quality standard of the program; 3) combining teaching with applied research; 4) combining academic and practical teaching. Modular teaching, case studies and in-depth practice are regarded equally important; 5) International teaching team based on the teaching strength of ECNU and China.

2) Potential Candidates

- a) Government officers with head-of-division rank or above.
- b) Academic leaders of head-of-department level or above.
- c) Education administrative staff of equivalent levels.

3) Program Objectives

The Academic Education Programs sponsored by the Ministry of Commerce of the People's Republic of China for developing countries is devoted to developing high-level, inter-disciplinary and applied talents in diversified fields of politics, trade and economy, foreign affairs, agriculture, science, education, culture, health, energy, transportation, public administration, etc.

In response to the requirements of education reform and development in developing countries, the M.Ed-ELP Program at ECNU addresses specifically the following targets:

- a) To cultivate education decision makers and researchers with solid educational expertise and critical analysis skills of education policies.
- b) To cultivate education leaders and administrators with abilities to conduct education research and apply practical skills to solve problems, and a high sense of responsibility to lead education reform to promote development in their home countries.
- c) To promote the implementation of development-oriented educational reforms in other developing countries and the establishment of globally equal and cooperative relationships through this Master program in educational leadership and policy.
- d) To promote the innovation of the education master's degree program for foreign students in Chinese universities, including studying educational leadership and

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policy issues from cross-cultural and diversified perspectives and finding out general questions and strategies for solving them during the development of education in developing countries with the experience of education reform and development in China.

4) Enrollment Plan

The M.Ed-ELP Program at ECNU is an English Program in educational management with focus on educational leadership and policy. It enrolls a yearly number of 35 students who are to study full-time on campus for one year.

5) Financial Aid

- a) Students are exempted from paying for their study, textbooks and materials, school visits and investigations, lectures in English and thesis supervision.
- b) Free accommodation shall be provided.
- c) Living expenses is 3,000 RMB/person/month for 12 months in total.
- d) There is also a settlement allowance of 3,000 RMB/person.
- e) Comprehensive medical insurance is also provided.
- f) MOFCOM provides one round-trip international air tickets for 1-year program students.
- g) Other expenses are managed by MOFCOM or the university and will not be distributed to the students. MOFCOM only provides subsidies for students within the academic year. Students who cannot graduate on time will not enjoy further funding.

2. About ECNU

1) Brief Introduction of the University

Based in Shanghai, China, East China Normal University (ECNU) was founded in October 1951. It is one of the most prestigious universities in China sponsored by the national top university construction programs “Project 211” and “Project 985”. In 2017, ECNU was chosen as one of the 36 Class A universities on the list of Double First Class University Plan released by the central government of China and hence started the new journey ever since. On December 28, 2017, 12 disciplines of ECNU were listed as tier A nationwide with Pedagogy and World History as A+, ranking 19 as a whole among all the universities in China during the fourth round of discipline evaluation carried out by China Academic Degrees & Graduate Education

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Development Center (CDGDC).

Teacher education has always been a distinctive strength of ECNU. Over decades it has cultivated crops of excellent teachers and educators for the country. ECNU offers doctoral programs in 36 of its first-level disciplines, master's programs in 37 first-level disciplines and 3 second-level disciplines. It is authorized to confer 31 professional master's degrees and 4 professional doctoral degrees. It boasts 26 postdoctoral mobile research stations and 85 bachelor's degree programs. It has 3 National "Double First Class" construction disciplines, 2 National Primary Key disciplines, 5 National Secondary Key disciplines, 5 National Key Cultivating disciplines, 12 disciplines enlisted as Class-A by the Ministry of Education, 6 disciplines included in Shanghai Peak Disciplines Program, 12 Shanghai key disciplines and 17 Shanghai first-rate disciplines.

In the field of science, ECNU is home to 3 State Key Labs, 1 National Engineering Research Center, 1 National Field Observation and Research Station, 1 State-level International Joint Research Center, 9 Education Ministry Key Labs and Engineering Centers, 1 International Cooperation Joint Lab of the Ministry of Education, 1 Strategic Research Base-cum-Soft Science Research Base of the Ministry of Education, 1 Field Science Observation and Research Station of the Ministry of Education, 1 Key Research Base of the Ministry of Civil Affairs, 1 Key Lab of the National Press and Publication Administration, 2 Key Labs and Engineering Technology Innovation Center of the Ministry of Natural Resources, 12 Shanghai Key Labs and Engineering Research Center, 1 Shanghai Engineering Research Center, 1 Shanghai Field Scientific Observation and Research Station, 1 Shanghai Soft Science Research Base, 1 Shanghai Collaborative Innovation Center and 2 Shanghai Cutting-edge Scientific Research Bases. ECNU is equally strong in liberal arts, with 6 Key Research Bases for Humanities and Social Sciences of the Ministry of Education, 1 Cultivating Lab in Philosophy and Social Sciences of the Ministry of Education, 2 National Research Institutes for Teaching Materials, 6 Research Centers of Countries and Regions of the Ministry of Education, 2 National Intelligent Social Governance Experimental Bases, 1 National Chinese Traditional Culture Base in Universities, 1 Scientific Research Base of the China National Committee on Aging, 1 Cultivating National Press and Publication Administration Publishing Think Tank, 7 Shanghai Philosophy and Social Sciences Innovation Research Bases, 6 Shanghai Municipal Government Decision-making Consultation Research Bases, 4 Shanghai University Think Tanks, 10 Key Research Bases of Humanities and Social Sciences of Morality and Cultivation in Shanghai Universities, 1 Chinese Traditional Culture Base in Shanghai Universities.

ECNU boasts 10 Basic Disciplines Top-notch Training Program Bases (2.0), 2 State Experimental Teaching Demonstration Centers, 1 State VR Experimental Teaching

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Center, and 9 city-level experimental teaching demonstration zones. The university sponsors or supervises the publication of 24 Chinese academic journals and periodicals as well as 7 English-language academic journals. Its library collection tops 5.3067 million volumes, with 176 electronic document data bases comprising 485 sub-data bases. The university has set up an Education Group with 68 primary, secondary schools and kindergartens affiliated to the university.

By October 2023, among the total staff of 4,297, there are 2,378 full-time faculty members, including 23 national academicians, 2,143 professors and associate professors and 700 members of all sorts of national or municipal talent projects, many of whom enjoy high reputation in their respective academic circles. As for students, there are 15,799 undergraduate students, 18,031 graduate students, 4,242 PhD students and 1,495 international students (degree students) on campus. ECNU has two main campuses located in Putuo and Minhang districts respectively, which overall has a total area of about 207 hectares.

The university follows closely diplomatic policies of the country by strengthening cooperation in related fields with other developing countries. Currently, there are altogether 33 universities undertaking foreign assistance Master's degree programs and East China Normal University after Peking University and Tsinghua University, becomes the third of those undertakers. In April, 2014, ECNU, with the International Center for Teacher Education (ICTE) as the degree program undertaker, is approved by the Ministry of Education as one of the 12 national undertakers of Foreign Assistance programs. In December, 2014, approved again by both the Ministry of Education and the Ministry of Foreign Affairs of China, the "China-ASEAN Centre for Education and Training, ECNU" was established within ICTE. Besides, the "China-ASEAN Centre for Education and Training, ECNU" has become a council member of the Alliance of China-ASEAN Education and Training Centers since 2015 and a standing council member since 2016. The vice president of ECNU in charge of foreign affairs is the vice chairman of the Alliance, and Peng Liping, the director of the International Center for Teacher Education, is the deputy secretary-general of the Alliance. In July 2019, the center was awarded the honorary titles of "2019 Excellent China-ASEAN Education and Training Center" and "2019 Most Influential Center" by the Alliance.

2) About the Program Host institute at ECNU

The International Center for Teacher Education (ICTE) at ECNU is an international institute with teacher education research and training, intended to provide professional support for the "UNESCO Chair in Teacher Education" set by UNESCO in this university. It carries out in-depth research in teacher education reform, teacher professional criteria, teacher professional development, etc.

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In 2008 and 2009, in collaboration with International Institute of Capacity Building in Africa (IICBA) within UNESCO, ICTE organized high-end seminars for African teachers.

Since 2010, ICTE has started to undertake the Master of Education in Educational Leadership and Policy sponsored by the Ministry of Commerce, and has now offered the program to as many as 360 students from 65 countries, with 312 graduates and 43 candidates. Simultaneously, since 2011, ICTE has been carrying out 41 high-end seminar programs sponsored also by the Ministry of Commerce (including one held abroad, Seminar on Sustainable Development Management of Higher Education in Cuba, and seven held online, and has so far offered seminars for 1394 participants from 75 countries.

Moreover, entrusted by the Chinese Embassy in South Africa and sponsored by the Ministry of Foreign Affairs of the People's Republic of China, ICTE undertook the Seminar on Education Policy and Management of Basic Education for South Africa in 2019, receiving 29 participants.

From 2016, the center started to implement “UNESCO-China (The Great Wall) Co-sponsored Fellowships program - ECNU Advanced Training Programme” commissioned by UNESCO Headquarters, supported by the Permanent Mission of China to UNESCO, the National Commission of China for UNESCO, the Department of International Cooperation and Exchanges of Ministry of Education of China, and the China Scholarship Council (CSC). So far, ICTE has conducted six GWF programs, enrolling 102 students from 19 African and Asian countries, 99 of whom have completed the programme.

Then in September 2019, ICTE initiated two new programs - CSC China-Africa Friendship Scholarship and Shanghai Municipal Scholarship, recruiting respectively 7 students from 6 countries and 2 students from Tanzania.

In September, 2021, ICTE recruited 1 Master's student from CSC “China-Cambodia Leaders Commitment Program”.

In 2015, ICTE, for the first time, enrolled 1 Master's student from other Chinese Government Scholarship programs. In 2022 and 2023, additional 6 Master's students from other Chinese Government programs were enrolled.

In September, 2023, ICTE, for the first time, enrolled 1 Master's student from “Chinese Government Scholarship - Youth of Excellence Scheme of China”.

On June 28, 2023, Dr. Tang Qian, former Assistant Director-General for Education of UNESCO, attended the commencement of ICTE and delivered a speech. He also presented honorary certificates to three outstanding master's graduates from ICTE.

3) Living and study on campus

Shanghai where the university is located has a humid subtropical climate and experiences four distinct seasons. Winters are chilly and damp, with northwesterly winds from Siberia which can cause nighttime temperatures to drop below freezing, although most years there are only one or two days of snowfall. Summers are hot and humid with some days over 40 °C (104 °F); occasional downpours or freak thunderstorms can be expected. The city is also susceptible to typhoons in summer and the beginning of autumn, none of which in recent years has caused considerable damage. The most pleasant seasons are spring, although changeable and often rainy, and autumn, which is generally sunny and dry. The city averages 4.2 °C (39.6 °F) in January and 34 °C (93.2 °F) in July. The price level in Shanghai is slightly higher, but the students' expenses in school are relatively low, and the full scholarship is enough to cover the living expenses.

The residential halls for international students are located on two campuses of ECNU. Students of this program are provided with free single room accommodation equipped with independent bathrooms, public kitchens and washing machines. Besides, an air-conditioner, a desk, a chair, a bed, and a wardrobe are also provided within each room.

Student activity centers and fields on campuses are open to international students.

3. Academic Arrangement

1) Courses

The M.Ed-ELP program consists of two semesters of full-time academic work, with a minimum course requirement of 31 credits to complete the degree, including foundation courses, 9 credits; required courses, 12 credits; elective courses, no less than 6 credits; Practicum and Field Work, 4 credits.

Foundation Courses (9 credits in total)

| Course Name | Course Description | Credits |
|---|---|---------|
| Chinese as Foreign Language and a Overview of China Development | This is a course of Chinese as a second language. The learning tasks are mainly as following: a. Chinese phonetics b. frequently used Chinese sentence patterns (functionally-based); c. Simple Chinese characters; d. Typical aspects of China regarding economy, culture and society. The | 3 |

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| | training is mainly targeted at oral language. Through this course, the students can learn dialogues as to greetings, self-introduction, shopping, etc., handle simple oral communication, and describe daily life of work and study with some simple language patterns. | |
| Social Science Foundation of Education Policy and Leadership | This course will focus on issues related to the theories, arguments, ideas in organization of education, history of education, sociology of education, and economics of education. While social sciences as applied to education policy and leadership analysis is at the core of this course, it will be discussed in the context of education evolution, social and economic changes, and domestic and international education development dynamics, especially in the context of education practices of countries where the students are from. | 3 |
| Educational Research Methods | It will focus on the basic procedures and the logic of educational research by elaborating on both the qualitative and quantitative methods in terms of the connotations, common models and their respective applied scopes. | 3 |

Required Courses (compulsory, 12 credits)

| Course Name | Course Description | Credits |
|---|--|----------------|
| Educational Policy and Educational Reform | The course aims to provide a research-based knowledge base of policy-making in education and its systemic change, critically examine educational policy debates, with a particular focus on key issues and emerging challenges in developing countries, highlight conflicting theories on standards-based, market-driven models of educational reform, and introduce and apply methods/approaches used in policy-making and policy analysis. | 3 |
| Education Supervision and Assessment | The program aims to prepare the learners for future leadership in education with strong sense of | 3 |

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| | <p>effectiveness and accountability who can contribute to the reform of education system in their setting.</p> <p>On the universal objective of attaining equity and quality goals of post-2015 Education for All agenda, this course will review from international and comparative perspectives, the concepts, methods and skills needed to</p> <ol style="list-style-type: none"> 1) understand and use decision-support information systems and tools for evidence-based policy and results-oriented management 2) analyse quality, inequality and equity issues in the provision of basic education 3) practice at national and school levels as to do supervision and assessment regarding policy and strategies implementation and effectiveness 4) formulate evidence-based policy and institutionalise results-oriented management at school and national levels. | |
| School Leadership and Management | <p>This course will discuss about the frontier theory system of education leadership and management including the connotation and extension of leadership, western leadership theory, western school management, classroom culture, principal training, etc.</p> | 3 |
| Application of ICT in Education | <p>This course explores the theories and practices of the integration of ICT in education, focusing on key issues like ICT and education equity, education information management system, the application of technologies such as big data in education, and the ICT capacity building of teachers, etc..</p> | 3 |

Elective Courses (optional, no less than 6 credits)

| Course Name | Course Description | Credits |
|-------------|--------------------|---------|
|-------------|--------------------|---------|

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| <p>Teacher Policy and Teacher Development</p> | <p>This course will explore the scholarly literature on teacher policy world-wide and practical experiences of teacher professional development in China. To connect the above two parts, this course intends to introduce students the way of policy development and implementation in teacher education from an analytic and comparative viewpoint based on country cases.</p> | <p>3</p> |
| <p>Educational Frontier Series: International Perspectives and Chinese Experiences</p> | <p>The Lectures are offered to broaden MEL students' vision and perspectives on major educational debates and emerging trends at regional /international levels, and thereby to improve their capacity of doing original research and making policy analysis of emerging challenges to educational development in their home countries.</p> | <p>3</p> |
| <p>Independent Study and Thesis Writing Guidance</p> | <p>This course will guide students through the process of writing their proposals and thesis/dissertations, following the guidelines/practices in the field of education with concentration on educational leadership and policy. The contents generally include introduction of thesis writing, organization of the thesis, composition of thesis proposal, developing research questions, writing abstracts, writing introduction part and literature review, data collection and analysis, writing up results and discussion.</p> | <p>3</p> |
| <p>Educational Media and Technology</p> | <p>This course mainly involves the history and related concepts of education technology and media. A number of media technology tools, recent research development and other issues will be introduced. Through the systematic study of this course, students can use technical tools to teach and learn the relevant technologies and applications of educational technology and media, conduct case studies and project learning. They could have a deep understanding of related theories, and achieve the ability to fully apply in practices.</p> | <p>3</p> |

Intensive Practicum and Field Work (4 credits)

| Course Name | Course Description | Credits |
|--|---|---------|
| Intensive Education Practicum and Field Work | This course aims to help students develop a solid understanding of Chinese education system and its policies from the cultural perspective. The course will provide the general politic and cultural background of Chinese education to the students through the tight one-year schedule. Meanwhile it will enable the students get access to multi-dimensional academic conferences or seminars to have students exposed to the international platform of knowledge sharing and policy dialogues. And also with the combination of exchanging ideas with international scholars and field study to local Chinese schools or education institutions, the students can utilize what they have learned to understand more about the Chinese education experiences. In addition, students can share the similarities and differences about education policy issues among their own settings and Chinese context. | 4 |

The faculty is largely from the International Center for Teacher Education and other departments under the Faculty of Education of ECNU, and ICTE also invites senior professors and specialists from UNESCO and other internationally prestigious universities to give lectures and academic frontier series speeches. To date, we have collaborated with UNESCO, UNICEF, UNDP, Columbia University, Vanderbilt University, California State University in the USA, University College London, Manchester University, University of Edinburgh, University of Glasgow, Sheffield Hallam University in the UK, University of Toronto in Canada, Australian National University, Stockholm University in Sweden, University of Groningen in the Netherlands, Erasmus University in Rotterdam, Potsdam University in Germany, University of Turin in Italy, Norwegian University of Science and Technology, University of Dar es Salaam in Tanzania, and New York University Shanghai. Domestic experts came from Hong Kong University, Beijing Normal University, China Executive Leadership Academy, Pudong, National Center for Education Development Research, Tongji University, International Research and Training Centre for Rural Education (INRULED) of UNESCO, National Institute of Education

Sciences, Gansu Institute of Educational Research, Shanghai Normal University, Shanghai Academy of Educational Sciences, District Board of Education in Shanghai, and Model High Schools in Shanghai.

2) Teaching Mode

The program lays great emphasis on both theory and practice by adopting a diversified mode consisting of lectures, group survey, class observation, simulation teaching, practicum and field study, etc. Opportunities are provided for the students to conduct field trips and teaching practicum in schools and educational administrative departments of different levels in urban and rural China. Supervisors are organized to guide the participants' thesis writing either through email, telephone or face to face discussion.

3) Semester Arrangement

| Importance issues | Time |
|------------------------|----------------------------------|
| Registration | September 5 th , 2024 |
| Winter Vacation | January 15 th , 2025 |
| Graduation and Leaving | July 15 th , 2025 |

Note: The school calendar is subject to the admission documents of the university.

4) Master Thesis

Requirements for the Thesis Master's Degree

Students are expected to bring specific research questions concerning educational leadership and policy to the program, as a part of thesis research preparation. Towards the end of the first semester, related faculty members will be invited as potential thesis supervisors, and the ECNU International Center for Teacher Education will make arrangement for students to choose their supervisors. The thesis is expected to combine theoretical perspectives, analytical skills and practical experiences of educational leadership and policy, and aiming at solving practical problems. The thesis should be written in English with no less than 15,000 words. Students must pass oral defense for the thesis to obtain the degree.

Requirements for Thesis Oral Defense

The thesis oral defense panel shall consist of no less than 3 members who are experts with associate senior titles and above and are qualified for instructing master's students. If conditions permit, there should be an educational administrative leader or school principals with a senior title and proficiency in English among the reviewers and panel members.

5) Degree Requirements

Students complying with the ECNU student management regulations are required to successfully complete 31 credit-worth course work, a master's thesis, and thesis defense within the required time period. After meeting the above requirements and with the approval of the University Degree Committee, the Master's Degree of Education will be awarded.

II. Application

1. Requirements

- 1) Applicants must be non-Chinese citizens from developing countries, in good physical and mental health conditions. Normally, applicants are expected to be aged under 45 (applicants must be born after Sept.1st, 1979).
- 2) Applicants shall be in good physical and mental health conditions, carrying no disease legally banned from entering China. Other serious chronicle diseases, such as severe hypertension, cardiac-cerebral vascular disease, diabetes, cancer etc., mental disorder, or infectious disease which may have a serious impact on public health are also prohibited by China's Entry-Exit Inspection. Those who are in a post-surgery recovery period or in an acute-disease-attacking period are not to be admitted. Those who are in pregnancy are not allowed to come to China for training. Those who get pregnant during the study in China will be dropped out of school.
- 3) Applicants for the Master program must have attained a Bachelor degree or above, with at least 3 years of working experience. Applicants should have related professional study or working background.
- 4) Applicants must be proficient in English. Effective English Language Test Certificate (IELTS \geq 6.0, or TOEFL \geq 80, or Cambridge English \geq B2) or official proof of taking English-taught programs (details refer to the Language Proficiency Certificate) is required. Native English speakers do not need to submit the English Proficiency Certificate.

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- 5) Applicants are equipped with a strong career development capacity and intend to promote the communication and cooperation between host countries and China.
- 6) Public officials in the government departments at the junior or senior level (or corresponding levels), senior directors of various institutions or enterprises, and key professional figures of the universities or research institutions are preferred.
- 7) Those who currently study in China or have been admitted to other Chinese Government Scholarship programs are not eligible to apply.

2. Procedures

1) Application to East China Normal University (ECNU)

Please visit the ECNU online application system (<http://lxsapply.ecnu.edu.cn/>), create an account and fill the Application Form online. After filling in all the required information, please print out the form, put on a hand-written name and date, and then post a photo on it.

Note: Please choose the application category of Master program and the study duration of 2024 Education Leadership Program (1 year).

Application Materials

| Documents | | Requirements | Original copy | Photocopy |
|-----------|---|---|---------------|-----------|
| 1 | Application Form | 1. Apply on ECNU website: http://lxsapply.ecnu.edu.cn/ and submit a printed copy with signature and date. | 1 | 1 |
| 2 | Graduation Certificate & Degree Diploma | 1. Graduation certificate and degree diploma must be original documents or notarized and translated version in Chinese or English. 2. Applicants expected to graduate should provide an impending graduation certificate with the expected issue time before Aug 31, 2024. | 1 | 1 |
| 3 | Official Academic Transcripts | 1. The transcripts must be original documents or notarized and translated version in Chinese or English. | 1 | 1 |

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| | | 2. The transcripts should include list of courses taken and standard achieved. | | |
| 4 | Personal Statement | Personal statement must be written in English and be some 1500 words. It shall cover such essential elements as applicant's academic background, work/research experience and achievements, research proposal, future career plans and intentions etc. | 1 | 1 |
| 5 | CV | CV of applicants must be written in English including personal info and the education background and work experience after high school. | 1 | 1 |
| 6 | Reference Letters | 1. The referrers can be professors or government officers from central or local government authorities. Issue date should be later than September 1st, 2023. 2. The reference letter must be original documents in Chinese or English. Reference letter MUST include: title of the referrer, place of work, contact phone number, email address and referrer's signature. | 2 | 2 |
| 7 | English Language Proficiency Test Results | Applicants who are non-native English speakers should provide: 1. English Language Test IELTS ≥ 6.0 , or TOEFL ≥ 80 , or Cambridge English $\geq B2$. 2. Proof of Taking English-taught Program ① Bachelor or Higher Degree is taught in English and test language is English as well. ② Official proof with official institution letterhead should be issued by the university, such as registration office or graduate school, instead of department of the university or supervisors. | 1 | 1 |
| 8 | Photocopy of Valid | The passport type must be ordinary. Your passport name and number must be seen | 0 | 1 |

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| | Passport | clearly on the photocopy. Diplomatic passport or Official passport is not acceptable. Important: All successful candidates should enter in China and register at ECNU with the same identity they used while applying for the masters' program at ECNU. | | |
| 9 | Photocopy of Physical Examination Form | The health form shall be issued within one month before the submission of application. The form can be obtained from Chinese Embassy in your country. And the examination must be done in a hospital assigned by Chinese Embassy. The medical examinations must cover all the items listed in the Foreigner Physical Examination Form to prove the applicants carrying no disease legally banned from entering China. | 1 | 1 |
| 10 | Non-criminal Certificate | Certificate must be original document or notarized and translated version in English or Chinese. | 1 | 1 |
| 11 | Recent Passport Size Photos | 2 bare head photos with white background taken in 3 months attached to the application forms. | 2 | 0 |

2) Submission

- a) Applicants should apply the scholarship once they receive the acceptance and recommendation from the relevant dispatching authorities. Then follow the instructions listed by the dispatching authorities of your home country to submit the required documents.
- b) For those applicants who receive the acceptance from local government to submit the documents to the Chinese Embassy by themselves, they should hand in the recommendation letter or other certificates showing the acceptance from local government, and submit all the application materials listed in the above table in both hard copy and scanned copy to the Economic and Commercial Counselor's Office of Chinese Embassy.

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- c) The dispatching authorities of the home country should request the Economic and Commercial Counselor's Office to offer recommendation letter for the recommended applicants. Within this written document, it should be clearly stated that if the program is full whether the applicant is willing to be considered for a similar program at other universities. Other special requests should also be listed.

Reminders:

- a) All the documents to be submitted should be in Chinese or English. Otherwise, a notarized copy in Chinese or English is required.
- b) An original copy of degrees, transcripts and language certificates must be presented to the Commercial Counselor's Office of Chinese Embassy for verification.
- c) Applicants will get back all the hard-copy materials, both original copies and photocopies from the Economic and Commercial Counselor's Office. If admitted, they must take the documents to China and submit them to ECNU during registration in early September.

3. Deadline

All of the application materials must be scanned and be received before **June 7, 2024**, otherwise they will not be considered.

III. Registration

Registration will take place in early September 2024. The exact date will be specified in the admission letter.

IV. Contact

Contact person: Ms. Chrissie WANG

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Fax: (86-21) 62238352

E-mail: qcwang@gec.ecnu.edu.cn

[Http://lxs.ecnu.edu.cn](http://lxs.ecnu.edu.cn)

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Address:

Room 253, Physics Building

Global Education Center

East China Normal University

3663 Zhongshan Rd.(N)

Shanghai 200062

P.R.China

V. Important Notes

1. All application materials will not be returned no matter the application is admitted or not.
2. There will be no explanation given to any applicant no matter the application is admitted or not.
3. Instructions for applicants who are admitted to ECNU will be explained in the admission letter and documents.

