

Chapter 16

The Impact of China's Soft Power on the Educational Development of Young Mongolians

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ABSTRACT

The study examines the effectiveness of investing in higher education, specifically providing scholarships for Mongolian students, in the context of China's soft power in higher education. A combination of quantitative and qualitative data analysis techniques was employed to identify China's influence on Mongolian education. The questionnaire was used for gathering quantitative data. The satisfaction survey included eight variables including reliability, correlation, regression, and crosstabulation. During the interview, participants were asked seven questions about their study experience in China. Additionally, the case study evaluated the advantages and disadvantages of studying in China based on the personal experiences of the participants. The study concluded with a SWOT and TOWS analysis. This level of satisfaction can be determined by various factors such as education outcomes, economic efficiency, cultural and social improvement, comparison of education quality with other countries, personal needs or development, and overall satisfaction with education in China.

DOI: 10.4018/979-8-3693-2444-8.ch016

INTRODUCTION

The objective of any government is to sustain favorable circumstances for long-term socioeconomic growth, utilizing various international policy tools, including hard and soft power. (Aidarbek Amirbek, 2014). Soft power strategy refers to a country's ability to influence other nations without using coercive methods such as military intervention, invasion or threat, as opposed to relying on financial investments. It is a process of influencing other nations to achieve their goals by attracting them through language, culture, education, politics, values, and foreign policy objectives (Diplomacy, 2019). Soft power techniques involve a number of factors such as international relations, diplomatic communication, belief, and social capital. These can be measured using both conventional and unconventional methods. Conventional measures include analyzing immigration, tourism, education, and culture. However, when it comes to soft power, the focus is on foreign students studying in the host country, rather than local students studying abroad (Wu). Spence defines human capital as a potential actor in the production process. As a result, it is necessary to continue studying China's soft power in tertiary education investment for Mongolian human capital. Since Mongolia was a component of the Qing Empire for nearly three centuries, there has been a great deal of cultural contact between China and Mongolia. (Tatiana Ponka L. P., 2019).

In recent times, education has been widely recognized as a means to advance the interests of nations worldwide. Therefore, several countries such as China, the United States, Russia, Germany, and other industrialized nations in Europe are emphasizing on providing high-quality education programs to the youth worldwide. From the start of diplomatic ties on October 16, 1949, China and Mongolia have followed a tumultuous road marked by mutual rejection, tight rapprochement based on communist doctrine, and subsequently diversified cooperation in political, economic, cultural, and other areas. (Tatiana Ponka L. P., 2019). China has invested in Mongolian human capital education, and as a result, there is a collaboration between Chinese and Mongolian ideas. The education modernization process is being accelerated by creating cultural and educational spaces that cater to the actual demands of foreign applicants at various levels of education, including bachelor's, master's, and doctoral degrees. China's Scholarship Committee has enabled many Mongolian students to pursue their academic degrees in Chinese universities. As of 2018, 258 Mongolian applicants received grants which included expenses for studying and living in a dormitory, as well as monthly scholarships ranging from 2 to 3 thousand yuan (Tatiana Ponka, January, 2019). It is important to examine the effectiveness of investing in education because people's attraction to another country can shift from short-term interest in movies and visits to long-term interest in education and emigration. According to statistical data from 2011, the majority of international students in China were from South Korea (Wu). Currently, more than 500,000 students from 196 countries are studying in China. Within this group, 290,000 students, or more than half, come from 64 nations that work under the "Belt and Road" framework. Mongolia is ranked tenth in the Asia-Pacific region, with 11,000 students studying in China, outnumbering top countries such as India, Japan, and Korea (Kucharčíková, 2011).

A combination of culture and education is the most effective means of soft power since domestic and socioeconomic progress with a range of ideals and models in competition can illuminate new trends in the era (Aidarbek Amirbek, 2014). The emergence of a knowledge-based economy has led to a shift in leadership towards human development progress. Many successful nations, including Brazil, Russia, India, and China, prioritize innovation through investment in their domestic educational systems at modern and global levels. This investment serves as a crucial soft power tool, attracting international students to their countries (Aidarbek Amirbek, 2014). Furthermore, foreign representatives achieve accomplishment in

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