

The Practical Predicaments and Solution Paths of Internationalization of Postgraduate Education under the Concept of a Community with a Shared Future for Mankind

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Abstract:

The internationalization of postgraduate education is undergoing a fundamental shift, from the cross-border movement of students and resources to the co-creation of value across institutional and national boundaries. This paper draws on the concept of a community with a shared future for mankind to examine three structural challenges that currently constrain this process: the dominance of a few digital platforms in knowledge dissemination, the marginalization of non-English academic voices, and the institutional fragmentation that hinders the flow of educational resources. In response, we propose an integrated framework that connects technological infrastructure, academic discourse, and governance mechanisms. Specifically, this includes developing cross-cultural knowledge systems to counterbalance the monopolistic “digital Leviathan,” redesigning evaluation metrics to accommodate diverse research traditions, and establishing a dual-circulation governance model to facilitate cross-border educational cooperation. The paper also introduces two practical instruments, the Academic Discourse Innovation Project and the Cultural Gene Decoding toolkit, aimed at strengthening the academic agency of scholars from non-English speaking countries. Theoretically, the framework brings together the Marxist understanding of community and the Chinese philosophical ideal of “harmony without uniformity.” The result is a culturally grounded yet globally oriented approach to rethinking international postgraduate education.

Keywords:

Higher Education, Community with a Shared Future for Mankind, Internationalization of Postgraduate Education, Educational Governance, Academic Discourse

1. Introduction

The global governance system is undergoing a deep restructuring, and as the world grows more interconnected, globalization is steadily reshaping the course of human civilization [8], a development that has created new possibilities for international cooperation in education, even as it presents complex challenges [20]. This trend of

interconnection, which transcends geographical boundaries and cultural barriers, constitutes both the historical inevitability of civilizational evolution and a unique opportunity for educational collaboration [6]. The strategic enhancement of higher education's international influence is not only a key dimension of building a country's cultural soft power but also a vital avenue for realizing the vision of a community with a shared future for mankind [10]. Within the dual framework of ideological innovation and institutional reconstruction, the concept of a community with a shared future has opened new theoretical horizons for the internationalization of postgraduate education, while simultaneously exposing deep-seated structural deficiencies in global education governance. This tension compels us to move beyond traditional cognitive frameworks and pursue a paradigm shift through theoretical innovation. The relationship between the community with a shared future for mankind and the internationalization of postgraduate education is characterized by a bidirectional endogenous logic of "value guidance–practice feedback." The former provides the philosophical foundation and value coordinates for the latter, while the latter offers practical carriers and cultural identity for the former, forming a dialectical unity of theory and practice. On this basis, this study systematically examines the triple challenges, technological empowerment, cultural reconstruction, and institutional transformation, confronting the internationalization of postgraduate education, and proposes the construction of a trinity symbiotic educational ecosystem integrating technology, discourse, and institutions, with the aim of offering an Eastern-informed framework for the reform of global education governance.

2. Theoretical Origin: Three-dimensional Construction of the Concept of Education for a community with a shared future for Mankind

The educational concept based on the idea of a community with a shared future for mankind is essentially a paradigm shift beyond the traditional framework of national and ethnic education. This educational concept takes the following three dimensions as its theoretical foundation, namely philosophical ontology, cultural value theory and practical epistemology. And based on the theoretical foundation, a complete logical system has been formed that runs through the ideological origin, cultural core and practical path of the educational concept of the community with a shared future for mankind. Therefore, this educational framework not only provides educational solutions to the global governance dilemma, but also reveals the value of education in the evolution of global civilization. Specifically, education can take the reshaping of human cognitive schemas, value coordinate systems, and practical strategies as an entry point to further promote the historical shift of civilization from competition and game to symbiotic development.

(1) Philosophical Ontology: A Contemporary Interpretation of Marxist Community Thought

The concept of a community with a shared future for mankind is directly rooted in Marx's theory of a true community, which emphasizes the dialectical unity of the individual and the community reflects a profound understanding of the relationship between individual freedom and collective interests. This philosophical foundation establishes the symbiotic ontological basis for the educational concept of a community with a shared future for mankind. Marxist theory of social reproduction endows education with profound political and philosophical implications. As Marx

and Engels argue, only in a community is individual freedom possible. Furthermore, in *The German Ideology*, they distinguish the “false community” characteristic of capitalist class oppression from the “true community” based on highly developed productive forces and equitable social relations [9]. The community with a shared future for mankind explores pathways for reconciling individual and collective interests in the context of globalization through the construction of a five-in-one framework encompassing economy, politics, culture, security, and ecology. The contemporary reinterpretation of Marx’s concept of community enables education to move beyond the constraints of instrumental rationality toward generating the “association of free individuals. Global citizenship education, as advocated in the field of education, constitutes a practical extension of Marx’s theory of human emancipation. By cultivating individuals with an international perspective and a cooperative spirit, countries can promote a shift in the global governance system from zero-sum competition to symbiotic coexistence.

(2) The theory of cultural value: The transformation of the cosmopolitan tradition of Chinese civilization

The “worldview,” “harmony culture,” and “ideal of great harmony” embedded in Chinese civilization, as deep-seated cultural genes, provide a unique model of civilizational dialogue for the construction of the educational concept of a community with a shared future for mankind [3]. This cultural transformation is not a simple translation of traditional discourse, but a creative reconstruction of the value system through the three logical dimensions of ethical foundation, value reconstruction, and practical path. At the ethical foundation level, the Confucian ethical view of “the world for the public good” is deeply integrated with global citizenship education. The ideal of great harmony in the *Book of Rites*, which states that “a man does not love his own relatives or his own children,” forms a cross-temporal dialogue with educational propositions such as “common responsibility” and “universal ethics” advocated by UNESCO, providing a philosophical basis for building an educational ethics community that transcends the boundaries of nation-states. The Chinese nation has always been a peace-loving people and the ideal of world peace [15] and shared great harmony has endured for millennia and constitutes the cultural origin of the concept of building a community with a shared future for mankind [13]. At the level of value reconstruction, the rational communication of “harmony without uniformity” in China’s fine traditional culture is intrinsically consistent with the vision of “building a peaceful world” in international education. As recorded in the *Analects*, “A gentleman is harmonious but not uniform; a petty person is uniform but not harmonious” [18], which laid the philosophical foundation for the idea of “harmony but not uniformity.” At the practical path level, the cosmopolitan transformation of Chinese civilization requires the construction of an educational ecosystem of “integration of substance and application.” Specifically, this entails reshaping the curriculum system with the concept of “harmony and coexistence,” and integrating the wisdom of “harmony between man and nature” into environmental education, so as to transform the traditional concept of “unity of knowledge and action” into a new educational training mechanism under the concept of a community with a shared future for mankind. This modern transformation of cultural genes is essentially a creative interpretation of traditional values through the educational field, providing an Eastern-informed solution to the dilemma of divided modern values. The Education 2030 framework requires students to establish cognitive flexibility toward heterogeneous civilizations on the basis of understanding the cultural genes of their

own nation[11], which is highly consistent with Fei Xiaotong's dialogue principle of “appreciating the beauty of others” [4].

(3) Practical Epistemology: An educational response mechanism to the Crisis of globalization

The formation of this practical epistemology is essentially a theoretical resonance between the Chinese civilization's tradition of “unity of knowledge and action” and Marxist philosophy of practice. The community with a shared future for mankind emphasizes the establishment of an international partnership of equality and mutual understanding, which is not only a new interpretation of Marxist internationalism in the new era but also an important way to address contemporary international relations. Education, as a key approach, has been entrusted with the mission of “building consensus on values” and “cultivating global competence.” With the Belt and Road Initiative as a practical platform, China is committed to transforming the concept of a community with a shared future for mankind into innovation in global education governance [14]. This global educational innovation practice is reflected in two core dimensions: first, it breaks through the education governance model dominated by Western centrism; second, it promotes further educational cooperation among countries through the principle of consultation, contribution, and sharing [2]. The first dimension reflects the innovation of the traditional governance framework through the construction of the education community, building a new paradigm and practical path for international cooperation in higher education represented by postgraduate education. The second dimension, through the Belt and Road Initiative platform, has transformed ideas into actionable paths and has become a Chinese solution for promoting the common development of global higher education. Recent scholarship has extended this line of inquiry by examining the organizational mechanisms through which the shared future vision can be institutionalized across national boundaries. Four distinct organizational logics have been identified in this context, namely kinship, community, hierarchy, and market, each of which offers a different pathway for structuring international cooperation [1]. Their framework suggests that transnational educational partnerships, professional networks, international organizations, and economic interdependence each contribute in different ways to the construction of a shared educational community. This organizational perspective provides a useful analytical bridge between the philosophical foundations outlined above and the practical challenges examined in the following section.

3. Real Dilemma: Triple Challenges

In the process of globalization, postgraduate education is facing a multi-dimensional impact of technology empowerment, cultural reconstruction and institutional transformation, forming a triple structural challenge. These challenges are essentially the concentrated manifestation of the conflict between civilizational rationality and instrumental rationality in the educational field. In non-Western contexts, they manifest as the superimposed effects of technological monopolies, cultural aphasia and institutional fragmentation, profoundly influencing the global governance pattern of postgraduate education.

3.1. The monopolistic pattern of global online education platforms

The technological monopoly of smart education platforms has formed a “digital leviathan” in the global knowledge production system, placing graduate students in

developing countries at risk of cognitive colonization . Analysis of global online course platforms shows that courses taught by instructors in North America account for 52.7% and those in Europe account for 19.7%, together comprising 72.4% of all courses [5]. According to OECD data, more than 50% of open-source AI training datasets are in English, while digital texts in non-English languages such as Arabic and Swahili remain scarce [12]. Research paradigms from non-English speaking countries are systematically marginalized in algorithmic systems, while Western academic resources enjoy broader cross-border dissemination through digital platforms. This interplay of technological monopoly and cultural hegemony has produced an "academic aphasia" dilemma for graduate students in developing countries, significantly reducing the availability of digitally readable texts and limiting the benefits that artificial intelligence brings to postgraduate education in non-English speaking contexts, thereby forming a "digital cultural barrier". Domestic scholars have noted that the United Kingdom and the United States hold a dominant position in international higher education research [7] This suggests that algorithmic recommendation mechanisms trained on English-language databases implicitly shape the academic interests of graduate students, while course content and evaluation standards carry Western-centric biases. Thus, the relationship between technological empowerment and academic hegemony generates a dual effect in graduate training: AI-assisted research tools enhance academic efficiency, yet Western-dominated training data lead to the homogenization of research methods. This encroachment of technological rationality on humanistic values undermines the cultivation of critical thinking in graduate education, hindering the internationalization of postgraduate education.

3.2. The predicament of being forced to cede academic discourse power

The implicit discipline imposed by the Western academic evaluation system on postgraduate education in non-English speaking countries has led to the predicament of forced transfer of academic discourse power. The extensive dissemination of cultural viewpoints in English has gradually consolidated English's "hegemonic" position in the scientific field, elevating Western-centered perspectives above others. Some Chinese scholars have noted that articles published in English facilitate English-speaking scientists to understand the research progress of their global counterparts and give them a more advantageous position in scientific research [16]. In this context, graduate students from non-English speaking countries face serious challenges in publishing academic work and participating in international exchanges. This crisis is particularly pronounced in Belt and Road Initiative countries, as illustrated by the 2022 controversy over postgraduate textbook reform in Kazakhstan, which stemmed from the lack of digital teaching platforms. While Kazakhstan has attempted to integrate Turkic studies into its curriculum, its educational resources remain heavily dependent on Western digital platforms such as Google Classroom, which tend to interpret its civilization through the lens of the "clash of civilizations." This not only produces a one-sided representation of non-mainstream national civilizations but also distorts local graduate students' understanding of their own culture, thereby hindering the development of their academic interests and the proper orientation of their research directions. Given that the English-dominated Western academic evaluation system imposes multiple constraints on postgraduate education in non-English speaking countries, ranging from the dissemination of research outcomes and access to teaching resources to opportunities for academic exchange and the shaping of cultural cognition, there is an urgent need to address these restrictions.

3.3. The predicament of obstructed cross-border flow of educational resources

The cross-border flow of educational resources should serve as a key driver for promoting knowledge sharing, improving education quality, and facilitating cultural mutual learning. In practice, however, it faces multiple obstacles. These barriers are reflected not only in the mutual recognition systems of different countries but also in the deeper complexities of the transnational education ecosystem, including cultural, legal, and political differences among nations. First, policy and institutional barriers are the primary factors constraining the cross-border flow of educational resources. Apart from the relatively mature credit recognition system among European countries based on the European Credit Transfer System, most countries have not established direct credit recognition mechanisms, and educational accreditation systems along with relevant policy and institutional standards vary considerably across countries and regions [17]. The difficulties arising from cross-border education governance and mutual recognition of learning outcomes have become institutional obstacles to the mutual recognition of academic qualifications and degrees, which not only restrict students' cross-border mobility and employment but also weaken their motivation to participate in transnational postgraduate education. In addition, visa and mobility restrictions pose significant challenges. As global demand for high-level talent grows, strict immigration policies and work permit restrictions have made it more difficult to meet this demand across countries. This is particularly evident in STEM (Science, Technology, Engineering, and Mathematics) fields, which often involve sensitive issues such as national security and technological competition, where cross-border talent mobility policies have become increasingly stringent. The United States, for instance, has sought to attract international STEM talent through the H-1B non-immigrant work visa program, while simultaneously imposing access restrictions on international students in strategically sensitive disciplines such as artificial intelligence and quantum computing through national security review mechanisms, thus forming a dual-track policy logic of attraction-screening [19]. Such mobility restrictions directly affect the free movement of outstanding faculty and researchers worldwide and hinder the development of transnational graduate education. Differences in laws and regulations further complicate transnational education. Countries vary significantly in the strictness of their data privacy legislation, requiring institutions to comply with multiple regulatory frameworks when handling cross-border educational data, which inevitably increases the cost and administrative complexity of transnational education operations. This institutional friction, combined with data sovereignty conflicts, constitutes the dual governance dilemma of transnational education, the essence of which lies in the structural tension between global educational demands and local institutional supply. The current impasse in the cross-border flow of educational resources thus not only reduces the efficiency of global allocation of high-level faculty and research talent but also undermines the sustainability of transnational postgraduate education.

4. Solution Path: The Construction of Internationalization of Graduate Education under the Concept of a Community with a Shared Future for Mankind

In the context of the accelerated evolution of global civilizations, the internationalization of postgraduate education is undergoing a paradigm shift from factor flow to value co-creation. Based on the concept of a community with a shared future for mankind, this study proposes to build a symbiotic educational ecosystem of

“technology - discourse - institution” in a trinity to break through the triple predicaments of technological monopoly, cultural aphasia and institutional barriers. Looking to the future, the internationalization of postgraduate education should achieve the following three transcendences: (1), go beyond instrumental rational thinking and return to the essence of nurturing people; (2) Go beyond one-way communication to build a two-way dialogue mechanism; The third is to go beyond the center-periphery structure in order to form a pluralistic symbiosis pattern. This transformation is not only an optimal allocation of educational resources, but also a profound change in the form of human civilization. Just as Fei Xiaotong said, “Each should have its own Mei, and others should have their own Mei. When all beauties coexist, the world will be in harmony.” This is precisely the poetic future that the internationalization of postgraduate education should pursue.

4.1. Break down technological barriers and build a digital education community that is inclusive and shared

To create a global situation of universal knowledge sharing, countries need to work together to break down geographical barriers to educational resources and build an open, inclusive and shared digital education community based on the concept of a community with a shared future for mankind, in order to break the outdated situation that restricts the internationalization of postgraduate education due to the uneven distribution of digital educational resources and the serious phenomenon of technological monopolies. First, fostering a localized digital education ecosystem is a prerequisite for breaking down the barriers of Western-centered digital education platforms at present. For a long time, digital education platforms dominated by Western developed countries have held a dominant position in terms of technical standards and content presentation, putting developing countries at increasingly serious risk of technological dependence and cultural erosion in the field of digital education. To break this situation, it is necessary to strongly support developing countries in fostering localized digital education ecosystems and encourage them to independently develop and build digital education platforms based on their own cultural characteristics and educational needs, thereby forming a diverse and symbiotic digital education resource system. Only in this way can we truly achieve the autonomy and controllability of digital education and prevent others from controlling the development process of this field. Secondly, a multi-subject collaborative digital shared ecosystem is a necessary practical paradigm for exploring educational practices under new historical conditions. The traditional model of building digital educational resources is often dominated by the government or a few large educational institutions, resulting in a long-term lack of multi-subject participation and collaboration in its development and implementation process. In fact, this model is both difficult to meet diverse educational needs and to achieve effective sharing and utilization of resources. Therefore, the construction and sharing of digital educational resources require further encouragement of the active participation of various forces such as universities, research institutions, enterprises, and social organizations in order to create an open, cooperative, and win-win situation. The collaborative participation of multiple parties can not only give full play to the advantages of all parties, integrate various resources and improve the utilization rate of digital resources, but also promote the innovative development of digital education in all aspects. Again, the implementation of digital inclusion assistance programs is an important guarantee for building a digital education community. This approach can effectively bridge the digital divide, primarily by increasing technical assistance and

financial support for developing countries and less developed regions to help build their digital infrastructure, thereby gradually narrowing the gap with developed countries in the field of digital education. The implementation of digital inclusion assistance programs will not only help improve the overall level of education in developing countries, but also contribute to the development of global digital education in a more equitable, inclusive and sustainable direction, and lay a solid foundation for building an interconnected and shared digital education community.

4.2. Reshape academic evaluation and build a community of knowledge that is diverse and mutually learning

To promote exchanges and mutual learning among different civilizations, there is an urgent need to reshape the current academic evaluation system and build a diverse, inclusive and open knowledge community to break the outdated academic evaluation system that emphasizes Western standards over local characteristics. First of all, the evaluation system should make full use of the current artificial intelligence technology to update in real time on the premise of maintaining the fairness and objectivity of academic evaluation. Traditional academic evaluation, which relies on human review, has exposed problems such as subjectivity and lag, making it difficult for the evaluation system to adapt to the rapidly evolving academic environment. At the same time, we should be wary of the tendency towards uniformity of academic viewpoints driven by artificial intelligence technology and avoid the dominance of Western-centered viewpoints mainly in English. Therefore, when building an intelligent academic evaluation system, emphasis should be placed on optimizing the algorithm design to ensure that the system treats research results from different cultural backgrounds and in different languages equally. At the same time, the system should be able to capture and analyze academic data in real time, objectively assess the academic value, innovation and influence of research results, and make dynamic adjustments based on disciplinary development trends and diverse expert opinions, thereby maintaining the maximum fairness and objectivity of the evaluation system. Secondly, the process evaluation of the evaluation system should not be monopolized by a few experts or institutions, but should be democratized and diversified. Academic evaluation should not be monopolized by a few experts or institutions. Instead, scholars from different countries and cultural backgrounds should be widely involved in the evaluation process. Opinions from experts in different fields should be heard and the cultural background and social value of research results should be fully considered to avoid the narrowing and obscuring of local academic research by the Western academic model. There is no one-size-fits-all academic evaluation system in the world, nor is there a one-size-fits-all academic evaluation system. Therefore, the design of the academic evaluation system should also take into full account the actual conditions of different countries and regions, and avoid simply copying Western standards. The remodeled academic evaluation system should fully respect the uniqueness of different cultures in terms of knowledge production and academic expression, thereby ensuring the fairness and rationality of the evaluation results. Finally, the evaluation results should take cultural decoding ability as the main reference, and be flexibly adjusted according to the evaluation process and then react back on the construction of the evaluation system and the evaluation process, thus forming a virtuous cycle of the evaluation system. Given that the key to building a diverse and mutually learning knowledge community lies in enhancing scholars' cross-cultural communication and understanding abilities, academic evaluation should focus on the cultural decoding ability of scholars, that is, their ability to understand,

analyze and evaluate knowledge systems, academic viewpoints and research methods in different cultural contexts. Meanwhile, the evaluation results should also be promptly fed back to the construction of the evaluation system and the evaluation process, and the evaluation system should be flexibly adjusted and improved based on the evaluation results, thereby forming a virtuous cycle and promoting the continuous improvement and development of the academic evaluation system. Only in this way can we truly build a knowledge community that is diverse, inclusive and open in the dissemination and application of academic achievements and the collision and integration of academic ideas, thereby promoting the innovation and development of knowledge on a global scale.

4.3. Break down institutional barriers and build an education community that is borderless and unobstructed

To enhance the efficiency and freedom of global educational resource allocation, countries must focus on eliminating existing institutional barriers to build an education community without boundaries. This move aims to effectively address the many institutional obstacles that are prevalent in the current internationalization of postgraduate education, such as the poor credit recognition mechanism, the restricted movement of international student visas, and the conflict of educational laws and regulations in different jurisdictions. First, we should promote the establishment of a more open and flexible framework for educational cooperation at the policy and institutional levels. Given that there have been significant differences in education policies and systems among countries and regions for a long time, there are many institutional constraints on cross-border education cooperation. To this end, countries need to build a more open and flexible framework for education cooperation through democratic consultation and friendly dialogue at the policy and institutional levels, starting with practices such as simplifying the approval process for cross-border education, lowering the entry threshold for educational institutions, and promoting the cross-border flow of educational resources. The establishment of this open cooperation framework can provide more convenient conditions for cross-border education cooperation, thereby promoting the free flow and efficient allocation of educational resources. In addition, in terms of policies and regulations for mutual recognition of academic qualifications and degrees, all countries or regions should formulate and improve relevant policies to effectively facilitate students' cross-border mobility and employment. Mutual recognition of academic qualifications and degrees is an important part of the internationalization of postgraduate education and a key factor influencing students' cross-border mobility and employment. To promote the cross-border mobility and employment of students, countries and regions need to enhance international cooperation, work together to actively improve and implement policies and regulations on mutual recognition of academic qualifications and degrees, and jointly simplify the certification process to improve certification efficiency, so as to provide students with more convenient and efficient academic qualification and degree certification services. Secondly, at the level of social culture and public opinion, countries and regions should work together to create a more inclusive and friendly international atmosphere. Breaking down institutional barriers depends not only on the support of policies and regulations, but also on the strong backing of cultural and public opinion environments. Based on this, there is an urgent need to create a more inclusive and friendly international atmosphere through various means such as strengthening international cultural exchange, promoting cross-cultural understanding, and striving to eliminate cultural prejudice. Only on this premise can

the communication and cooperation among students and scholars from different countries and regions be truly promoted, and the internationalization of postgraduate education be advanced. The creation of such an inclusive and friendly international atmosphere will help break down intangible cultural barriers, promote mutual understanding and respect among students and scholars from different cultural backgrounds, and ultimately lay a solid foundation for building a truly boundless and unobstructed educational community.

Conflicts of Interest

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