



Academic Education Programs Sponsored by Ministry of Commerce of PRC



East China Normal University

2026 Master of Education in Educational Leadership and Policy Program

Catalog

- I. Program Description
 - 1. Basic Information
 - 2. About ECNU
 - 3. Academic Arrangements
- II. Application
 - 1. Requirements
 - 2. Procedures
 - 3. Deadline
- III. Registration
- IV. Contact
- V. Important Notes

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 of People's Republic of China (MOFCOM) 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 Master of Education in Educational Leadership and Policy (M.Ed-ELP) Program 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 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.

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 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 36,000 RMB/person/year for master programs students and will be distributed each month based on the actual duration of students' stay in China.

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 Development Center (CDGDC).

Academic Education Programs Sponsored by Ministry of Commerce PRC

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 36 professional master's degrees and 8 professional doctoral degrees. It boasts 27 postdoctoral mobile research stations and 62 bachelor's degree programs. It has 3 National "Double First Class" construction disciplines and 6 disciplines included in Shanghai Peak Disciplines Program.

In the field of science, ECNU is home to 2 State Key Labs, 1 National Engineering Research Center, 1 National Field Observation and Research Station, 1 State-level International Joint Research Center, and 35 provincial and ministerial key laboratories, engineering centers, field observation and research stations and other platform 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, 3 National Research Institutes for Teaching Materials, 1 Research Base for Strengthening the Sense of Community of the Chinese Nation through Four Ministries and Commissions, and 52 provincial and ministerial level research centers, think tanks, and other platform bases.

ECNU boasts 10 Basic Disciplines Top-notch Training Program Bases (2.0), 2 State Experimental Teaching Demonstration Centers, 1 State VR Experimental Teaching Center, and 11 city-level experimental teaching demonstration zones. The university sponsors or supervises the publication of 23 Chinese academic journals and periodicals as well as 8 English-language academic journals. Its library collection tops 5.4840 million volumes, with 172 electronic document data bases comprising 502 sub-data bases. The university has set up an Education Group with 68 primary, secondary schools and kindergartens affiliated to the university.

By June 2025, among the total staff of over 4,200, there are more than 2,300 full-time faculty members, including 5 national academicians, over 2,100 professors and associate professors and more than 890 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 15,800+ undergraduate students, 17,000+ master students, 4,000+ PhD students and 2,500+ international students (including non-degree students) on campus. ECNU has two main campuses located in Putuo and Minhang districts respectively, which overall has a total area of about 186 hectares.

The university follows closely diplomatic policies of the country by strengthening cooperation in related fields with other developing countries. ECNU began to undertake the Master of Education in Educational Leadership and Policy in 2010, part of the Academic Education Programs sponsored by MOFCOM for Developing Countries, as well as MOFCOM-sponsored training programs for educational administrators and senior teachers beginning from 2011. 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 Master's degree 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.

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 started undertaking the Master of Education in Educational Leadership and Policy, part of the Academic Education Programs sponsored by MOFCOM for Developing Countries, and has now offered the program up to 431 students from 71 countries, with 388 graduates and 36 candidates (seven students dropped out due to personal reasons). Simultaneously, since 2011, ICTE began to carry out 52 training programs for educational administrators and senior teachers also sponsored by MOFCOM which include two ministerial *Workshops on High-Quality Development of Basic Education for South Sudan*, one held abroad, *Seminar on Sustainable Development Management of Higher Education in Cuba*, and seven held online, and has so far offered seminars for 1662 participants from 88 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.

In 2015, ICTE began to recruit education master's students sponsored by other Chinese government scholarships with a total number of 21 to date. In 2024, ICTE

additionally recruited two self-funded master's students in education.

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 103 students from 21 African and Asian countries, 102 of whom have completed the programme.

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

Academic Education Programs Sponsored by Ministry of Commerce PRC

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 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.	3
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)

Academic Education Programs Sponsored by Ministry of Commerce PRC

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	<p>This course aims to provide the learners with the theories, methods and practical strategies of educational supervision, evidence-based policy evaluation and results-oriented management, including how 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. 	3
School Leadership and Management	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.	3
Application of ICT in Education	This course will explore theoretical and practical issues surrounding the integration of ICT in education. It will focus on discussing key topics	3

Academic Education Programs Sponsored by Ministry of Commerce PRC

	such as the role of ICT in educational equity, education management systems, the application of ICT including artificial intelligence and big data in education, and the development of teachers' ICT competencies.	
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Elective Courses (optional, no less than 6 credits)

Course Name	Course Description	Credits
Teacher Policy and Teacher Development	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.	3
Educational Frontier Series: International Perspectives and Chinese Experiences	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.	3
Independent Study and Thesis Writing Guidance	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.	3

Academic Education Programs Sponsored by Ministry of Commerce PRC

Educational Media and Technology	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.	3
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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

Academic Education Programs Sponsored by Ministry of Commerce PRC

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 then National Center for Education Development Research(MOE), Hong Kong University, Beijing Normal University, China Executive Leadership Academy, Pudong, 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 7 th , 2026
Winter Vacation	January 15 th , 2027
Graduation and Leaving	July 15 th , 2027

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, 1981). Priority will be given to female applicants for this program.

2) Applicants shall be in good physical and mental health conditions, carrying no disease legally banned from entering China. Other serious chronic 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.

4) Applicants should have related professional study or working background. Priority will be given to employed individuals.

5) 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.

6) Applicants must be proficient in English. Effective English Language Test Certificate (IELTS \geq 6.0, or TOEFL \geq 80, or Cambridge English C1 Advanced (CAE) \geq 169) 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.

7) Applicants are equipped with a strong career development capacity and intend to promote the communication and cooperation between host countries and China.

8) 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 2026 Education Leadership Program (1 year).

Note: Please make sure that all the information you fill in the ECNU online application system is accurate, especially your name, passport and home address, otherwise it will affect your admission and visa.

Application Materials

Academic Education Programs Sponsored by Ministry of Commerce PRC

Documents		Requirements	Original copy	Photocopy
1	Application Form	1. Apply on ECNU online application system: http://lxapply.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.	1	1
3	Official Academic Transcripts	1. The transcripts must be original documents or notarized and translated version in Chinese or English. 2. The transcripts should include list of courses taken and standard achieved.	1	1
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, 2025. 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	1	1

Academic Education Programs Sponsored by Ministry of Commerce PRC

		<p>IELTS \geq 6.0, or TOEFL \geq 80, or Cambridge English C1 Advanced (CAE) \geq 169</p> <p>2. Proof of Taking English-taught Program</p> <p>① Bachelor or Higher Degree is taught in English and test language is English as well.</p> <p>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.</p>		
8	Photocopy of Valid Passport	<p>The passport type must be ordinary. Your passport name and number must be seen clearly on the photocopy. Diplomatic passport or Official passport is not acceptable.</p> <p>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.</p>	0	1
9	Photocopy of Physical Examination Form	<p>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.</p>	1	1
10	Non-criminal Certificate	<p>Certificate must be original document or notarized and translated version in English or Chinese.</p>	1	1
11	Recent Passport Size Photos	<p>2 bare head photos with white background taken in 3 months attached to the application forms.</p>	1	0

2) Submission

Academic Education Programs Sponsored by Ministry of Commerce PRC

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.

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 6, 2026**, otherwise they will not be considered.

III. Registration

Registration will take place in early September 2026. The exact date will be specified in the admission letter.

IV. Contact

Academic Education Programs Sponsored by Ministry of Commerce PRC

Contact person: Ms. Chrissie WANG

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Http://lxs.ecnu.edu.cn

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Office of International Education

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. It is not allowed to bring spouses or children to China for accompanying study, and the scholarship does not provide various expenses for spouses or children to visit China.
4. Instructions for applicants who are admitted to ECNU will be explained in the admission letter and documents.