

Deepening Cooperation in Running Schools Between China and Southeast Asia to Promote the Development of "the Belt and Road Initiative"

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ABSTRACT

This article first analyzes the necessity of deepening the cooperation of higher education between China and Southeast Asia, pointing out that the high-quality development of the "Belt and Road" requires high-quality talents, and deepening bilateral high-quality cooperation in running schools is a historical mission. The difficulties faced by the cooperation with Southeast Asian higher education are analyzed from the three dimensions of system difficulties, quality difficulties, and management difficulties. Finally, a way forward to improving the cooperation of higher education between China and Southeast Asia is proposed. The school-running idea should be changed as soon as possible, paying attention to the quality and effectiveness of cooperation in running schools, optimizing the management of cooperative education. In conclusion, the cooperation between China and Southeast Asian universities in running schools will help improve the quality and efficiency of "The Belt and Road Initiative", and point out the direction and development ideas for future construction.

Keywords: "The Belt and Road Initiative", Southeast Asia, Cooperative education.

1. INTRODUCTION

The rapid development of the fourth scientific and technological revolution with information network technology as the core and symbol has profoundly changed the entire world. The process of global integration has been accelerating, the society has been continuously transformed and upgraded, and the reform of higher education has continued to deepen, bringing new development and chances to countries around the world. Of course, under the background that the

internationalization of higher education has become the trend of the era of knowledge economy, expanding education to the outside world and deepening the cooperation and communication are obviously not enough for the "going out strategy" cooperative education experience of higher education. In recent years, under the implementation of the "Belt and Road Initiative" strategy, the cooperative education of universities between China and Southeast Asian countries has achieved good results, and there are also some outstanding issues that need to be resolved. Therefore, under the current situation of emphasizing the "going out strategy" of education, it is of important practical value to conduct research on the cooperation of universities between China and Southeast Asia.

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2. THE NECESSITY OF DEEPENING THE COOPERATION OF HIGHER EDUCATION BETWEEN CHINA AND SOUTHEAST ASIA

2.1 The High-quality Development of the "Belt and Road Initiative" Requires High-quality Talents

Firstly, the "Belt and Road Initiative" construction and Sino-foreign cooperation in running schools are a mutually reinforcing relationship. In a deeper level, the high-quality development of the "Belt and Road Initiative" puts forward new requirements for the training of talents for China-Southeast Asia cooperation. As early as August 2018, President Xi Jinping emphasized that the high-quality development of the "Belt and Road Initiative" is the basic requirement of the next stage at the fifth anniversary symposium on advancing the "Belt and Road" construction. At the opening ceremony of the High-level Forum on International Cooperation on the theme of "The Belt and Road Initiative" on April 26, 2019, President Xi Jinping reiterated in his opening speech: "We must focus on the key points, intensively cultivate and work together, and jointly draw meticulous and exquisite paintings, and promote the joint construction of the Belt and Road Initiative along the direction of quality development." [1] In this regard, to achieve high-quality development with a higher standard, a more open attitude, a more sustainable and a more mutually beneficial and win-win manner cannot be achieved without the support of innovative talents with international vision and cross-cultural communication ability. We still have a long way to go in the analysis of the practical ability of China and Southeast Asian universities to train talents in cooperation.

2.2 Deepening Bilateral High-quality Cooperation in Running Schools Is a Historical Mission

One purpose of education is to provide suitable talents for social development. The continuous development of the cooperation between universities in China and Southeast Asian countries and the current results are due to its meeting the common needs of both parties for mutual benefit and win-win results. For the development of Chinese universities, cooperative education is a development direction of current higher education, an important way to realize the internationalization

of universities, an important means to reverse the education trade deficit, and an important intellectual support and talent support for promoting "The Belt And Road Initiative" connectivity and deepening economic and trade cooperation between China and ASEAN Free Trade Area. Deepening the cooperation of universities in China and Southeast Asia is to promote the completion of the strategic transformation of China's "education input" to "education input and output simultaneously", which will help improve China's higher education experience in international cooperation in running schools, and help expand China's higher education in Southeast Asia. The regional influence of China is conducive to the spread of Chinese culture. As far as the overall development of higher education in Southeast Asia is concerned, with the exception of Malaysia and Singapore where the higher education level is more developed, the higher education level of other countries is generally not too high. This kind of "South-South" cooperative school running is an important practice of "educational assistance" and "cultural integration" under the principle of mutual benefit and win-win situation. At the same time, due to the constraints and influence of factors such as geographical advantages, political advantages, cultural similarities, similar traditions, and the "identification of interests" between China and ASEAN under the common principle of peaceful development, the development of higher education in China and most countries in Southeast Asia is the relationship of "complementarity and mutual promotion". Southeast Asian countries also eagerly hope to obtain enlightenment and help from China's higher education development experience, which is the basis for realizing cooperation in running schools. And from the fruitful results of cooperation in running schools, we can see that the cooperation between China and Southeast Asian countries in running schools can help improve the local education level, provide higher-quality professionals for local economic development, and thus contribute to the high-quality development of the "Belt and Road Initiative".

3. THE CURRENT DIFFICULTIES FACED BY CHINA'S AND SOUTHEAST ASIA'S COOPERATION IN RUNNING SCHOOLS

In recent years, with the further development of China-ASEAN cooperation in higher education, cooperation in areas such as regional personnel exchanges, cross-border scientific research, regional cooperation in running schools, mutual recognition of academic degrees, joint development of courses, and international promotion of Chinese has gradually taken shape and become increasingly rich. From the perspective of the development process of regional cooperation in running schools between China and Southeast Asian universities, from the initial bilateral official cultural exchanges between China and Southeast Asia, to the joint exchange of visits, and a series of activities such as the China and Southeast Asia University Presidents Forum, to the exchange of students between the two sides, China—ASEAN Education Exchange Week and bilateral cooperation in running schools, the overall degree of cooperation between Chinese and Southeast Asian universities has been continuously deepened, and good development results have been achieved. However, due to the different levels of higher education development in Southeast Asian countries, the cooperation between China and Southeast Asian universities is still in the developing stage, especially due to the influence of objective factors such as political mutual trust, cultural conflicts, and the higher level of education output from Western developed countries. Cooperation in running schools still faces many challenges. [2]

3.1 Difficulties in the System: The Cooperative Education System for Higher Education in the Middle East Needs to Be Reformed and Innovated

First of all, the cooperative education between China and Southeast Asian universities has inequality in the status of higher education. Compared with ordinary higher education, cooperative education receives relatively little state investment, so it is easy to fall into the difficulty of high school fees and school funding. The vicious circle of shortage not only discourages some outstanding students, but also is not conducive to the sustainable development of cooperative education, and severely restricts the enrollment,

teaching and management activities of Chinese-foreign cooperative education. Secondly, the progress of mutual recognition of academic degrees and degrees has been seriously lagging behind, which has affected the development of cooperative education. Since cooperative education is an unplanned enrollment, and the degree of cooperative education is recognized as involving the national educational sovereignty, even if the cooperative education can cultivate the ability of students not inferior to the planned student ability, it still cannot be recognized by the state, resulting in the inconvenience of students' transfer and future employment growth. Finally, the government's ability to serve in Sino-foreign cooperation in running schools is quite lacking. The lack of accurate up-and-down channels in the daily management, approval procedures, policy supervision and other aspects of cooperative education between Chinese and Southeast Asian universities has caused confusion in daily management, cumbersome approval procedures, and invalid policy supervision, and the problems of inaccurate department positioning, inadequate attention, and insufficient understanding, on the other hand, there are prominent administrative problems such as mutual excuse and multi-head co-management among education management departments.

3.2 Difficulties in Quality: The Quality of Cooperative Education in the Middle East Needs to Be Gradually Improved

On the whole, the quality of running schools in cooperation between universities in China and Southeast Asia is not high. The core problem is that there has not yet been an effective and systematic international cooperation in running schools. Specifically, the first is that the school running level of both partners is not high. This is not only because of the low level of running schools in most countries in Southeast Asia, but also the problem of insufficient level of running schools and insufficient experience in running schools in China's universities. The vast majority of cooperative running projects are only limited to the level of second-tier universities in Southeast Asia. Therefore, some students are unwilling to abandon high-quality educational resources, resulting in the real problems of low student quality and insufficient influence. Secondly, the establishment of cooperative education majors lacks advantages and characteristics, and it is difficult to achieve the education effect of "strong-strong cooperation".

Therefore, it is impossible to attract outstanding talents to enrich the cooperative education. This not only causes a great waste of educational resources, but also brings low teaching quality, which affects the profit of cooperative education. Finally, the overall level of the faculty talent is low. In terms of the faculty of Chinese universities participating in cooperative education, there are many problems of imbalance in the structure of talents such as age, educational background, professional title, knowledge, and the proportion of full-time and part-time teachers. The structure of the faculty team needs to be further optimized. At the same time, the vast majority of teachers lack an international vision and have the corresponding cognitive defects in the application of teaching theories, which greatly affects the quality of education for the cultivation of innovative talents.

3.3 Difficulties in Management: The Management Issues of Cooperative Education in the Middle East Need to Be Optimized Efficiently

As the cooperation between China and Southeast Asian universities is still in the stage of exploration and development, further systematization and standardization of teaching management is needed. Specifically, first of all, the use of teachers and management system needs to be further improved. On the one hand, the use of foreign teachers needs to be further developed. The current use of foreign teachers mostly stays at the level of language education and teaching, while the use of other abilities of foreign teachers is less. At the same time, the teacher exchange system needs to be further improved. Teachers' exchange teaching program can help cultivate students' cross-cultural communication skills. However, due to the short teaching time and other issues, students benefit less, and the lack of communication and information channels, cannot play the role of training talents. On the other hand, it is reflected in the personnel appointment management of foreign teachers. At present, some colleges and universities have the problem of blindly introducing foreign teachers, and they have not strictly abided by the regulations on the introduction of foreign teachers and other related management regulations. The teaching quality of foreign teachers cannot be guaranteed. Secondly, the management of international students in China needs to be further strengthened. At present, the management of international students in China is relatively weak. Due to the trivial and complex student work and the

differences in culture and language, the quality of full-time management personnel is not high, and the student management model lacks innovation. [3]

4. ENHANCING THE FUTURE OF CHINA'S AND SOUTHEAST ASIA'S COOPERATION IN RUNNING SCHOOLS

4.1 Changing the Idea of Running a School as Soon as Possible and Accelerating the Pace of System Innovation

On the basis of mastering the dominant power of running a school and adhering to the correct direction of running a school, we must establish the concept of running an open university. The internationalization of higher education is an objective development direction. Only by actively participating in the tide of international education competition can we win the future. School leaders and frontline teachers need to abandon backward and conservative concepts, continuously strengthen the understanding of the historical mission of China and Southeast Asian universities to cooperate in running schools, and continuously increase the sense of responsibility. It is necessary to proactively select partners, deepen the level of cooperation, give full play to its own advantages in running schools, and abandon the planned economic system for China's higher education, setting up the concepts of international, global, marketable and industrial cooperation in running schools.

4.2 Paying Attention to the Quality and Effectiveness of Cooperative Education and Improving the Talent Training Model for Cooperative Education

First, paying attention to the effectiveness of cooperative education, and always adhering to the principle of quality first in cooperative education institutions and projects should be taken seriously. On the one hand, we can absorb the experience of cooperation between Southeast Asian countries and European and American universities, especially the experience of the Philippines, Malaysia, Singapore and other countries. At the same time, it can also provide experience and intellectual support for China's cooperation with European and American universities. On the other hand, from the

perspective of cooperation in running schools between China and Southeast Asian higher education backward countries, we should extensively absorb, and learn from international advanced teaching management experience and cooperation mechanisms, and deepen the development of the construction of dominant disciplines, curriculum teaching system, teaching management system and teacher talent team construction under the guidance of the market.

Second, improving the talent training model for cooperative education is necessary. In the construction of disciplines and majors, it cannot be driven by commercial interests to change. It is necessary to start from the needs of the "Belt and Road Initiative" construction, from the advantages of the universities themselves, establish the awareness of branding development, and truly grasp the positioning of the school. In the construction of the teaching talent team, it is necessary to systematically select and send teachers abroad for further study, visits, and strengthen Sino-foreign cooperative research. At the same time, it is necessary to establish a stable, cross-cultural communication and educational ability of teachers to build and improve the international teacher management system, fully explore the potential of talents, and do a good job of salary and benefits.

4.3 Optimizing the Management of Cooperative Education, Scientific and Standardized System Construction

The management system of cooperative education is one of the main contents of Chinese-foreign cooperative education. The standardized development and construction of its system is related to the quality of Chinese-foreign cooperative education and reflects the level of Chinese-foreign cooperative education. In response to the problems discussed above, we need to optimize from the following two aspects. First, standardize the management system of foreign teachers and attach importance to the effectiveness of foreign teachers. It is necessary to strictly follow the regulations on the introduction of foreign teachers, introduce foreign teachers according to the needs and conditions of the school, tighten the teacher recruitment system of foreign partner universities, and strengthen the legal education of foreign teachers. Second, strengthen the institutionalization of the management of international students in China. We need to

establish a young, educated and professional team of full-time counselors for international students in China, actively innovate the people-oriented student management model, constantly sum up work experience, and improve work effectiveness. [4]

5. CONCLUSION

Sino-foreign cooperation in running schools is the current development direction and trend of higher education. The cooperation in running schools between universities in China and Southeast Asia is an important part of the construction of the "Belt and Road Initiative", one of the important contents of realizing people-to-people connectivity, and it is responsible for the important historical mission of talent training. Strengthening the cooperation between Chinese and Southeast Asian universities in running schools will help meet the "Belt and Road Initiative" needs for the cultivation of innovative cross-cultural talents with an international perspective, and will help improve the development experience and development level of higher education in China and Southeast Asia. In order to promote the high-quality development of the "Belt and Road Initiative", it is necessary for us to carry out quality improvement construction from the following two aspects. First, strengthen the government's role in education management and cooperation. To understand the development of international higher education, to clarify the education development strategy of "going out" and "bringing in", the education management should be simplified and better, avoiding cumbersome administrative procedures, mutual prevarication and other problems, and changing the "official standard" thinking. [5] At the same time, focus on improving the quality supervision system of China and Southeast Asian universities in cooperation with universities, establishing a quality certification system, and continuously regulating school-running behavior. Second, under the continuous enrichment and expansion of the "Belt and Road Initiative" construction concept, we must actively change our thinking and keep pace with the times. At the same time, we must always adhere to the basic principles of cooperation between Chinese and Southeast Asian colleges and universities. Under the construction concept of "mutual consultation, joint construction, and win-win", cooperation in running schools must adhere to the principle of cultural tolerance, adhere to the principle of mutual construction and win-win, and adhere to equal

consultation and the principle of dialogue, adhere to the original intention of running a school with complementary advantages. [6] We must not only see opportunities for scientific and technological development, global integration, and cooperation in running schools under the "Belt and Road Initiative" , but also face up to the exploratory development stage of cooperation between Chinese and Southeast Asian universities, and focus on the problems and many challenges of government functions, cooperation in running universities, teaching management, and the construction of teacher talents team, and deepening the high-quality higher education cooperation between China and Southeast Asia will definitely help the "Belt and Road Initiative" improve quality and efficiency, and develop towards high-quality. [7]

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AUTHORS' CONTRIBUTIONS

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