

The Problems and Countermeasures of Sino-Foreign Cooperation in Running Schools in Yunnan Province

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Abstract—Sino-foreign cooperative education has a long history. Since the beginning of 2002, the Sino-foreign cooperative education in Yunnan Province has begun to take shape after more than ten years of development. However, the Sino-foreign cooperative education in Yunnan Province is faced with the problems of small scale of development, unbalanced structure, lack of international curriculum and lack of international teachers. This paper proposes countermeasures to promote the development of Sino-foreign cooperative education in Yunnan Province.

Keywords: *Sino-foreign cooperative education, higher education, Yunnan Province*

I. INTRODUCTION

As a form of expression of education internationalization, Sino-foreign cooperative education plays an important role in meeting the educational needs of different levels in China. The Sino-foreign cooperative education in Yunnan Province has a certain scale, but it must be rationally recognized that compared with the developed regions, they need to improve the level and enhance the ability.

II. SINO-FOREIGN COOPERATIVE EDUCATION AND ITS HISTORICAL DEVELOPMENT

A. The concept of Sino-foreign cooperative education

The internationalization of education is the process that is a cross-border configuration of educational development elements and the cross-border reconstruction of education and teaching process. And it is a two-way, cross-border, cross-border, multi-subject participation and joint advancement process. The United States is one of the first countries to practice education internationalization. The educational output model with equal emphasis on political purposes and commercial economic purposes is more successful. The American higher education output model has also become an important reference in the process of education internationalization in other countries.

Sino-foreign cooperative education is a concrete manifestation of education internationalization in China. It refers to the educational and teaching activities jointly

organized by China and foreign educational institutions. The Sino-foreign cooperative education has developed from the positioning of the original "in addition to education" to the "component of education" after development. The structure and system are becoming more and more perfect, and all kinds of talents trained have become the backbone of socialist modernization. Sino-foreign cooperative education in the field of higher education is also known as the "third carriage" outside public and private higher education [1].

B. The historical development of Sino-foreign cooperative education

In the modern China at the end of the 19th century, Sino-foreign cooperation in running schools has emerged. Judging from the definition and characteristics of today's Sino-foreign cooperative education, modern church universities, Chinese-foreign joint schools and some new schools have the color of Sino-foreign cooperation in running schools, but they have been formed in the existing system and concept framework. The Sino-foreign cooperation in running schools is slightly immature. However, they are still part of the Sino-foreign cooperative education, the predecessor and prototype of modern Sino-foreign cooperative education, and have a successful experience for today's school.

1) Germination development stage (late Qing Dynasty - Republic of China period)

The history of Sino-foreign cooperation in running schools in China can be traced back to the Gezhi Academy, which was founded in the late Qing Dynasty. Mr. Mai Hualu, the British Consul in Shanghai, initiated and cooperated with Shanghai Sergeant to establish the Gezhi Academy in 1876. The school has adopted the "Western Learning" as the original mode of running schools, teaching Chinese and foreign cooperation. The Republic of China was established in 1912 and the Sino-foreign cooperative education continued to develop. In this period, Sino-foreign cooperative education was not only small but small, but the education sovereignty was controlled by the foreign party [2].

2) Exploration and development stage(1949-1977)

The Sino-foreign cooperative education of New China began in 1949 when the former Soviet Union aided the

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construction of the China Aviation School. In October of the same year, the former Soviet Union sent 974 aviation experts headed by Baptisti, all of whom were involved in the construction of the first six aviation schools in China. From all angles, the former Soviet Union aided the construction of China Aviation School, which is a veritable Sino-foreign cooperative education school. It has trained a large number of air force and related professional and technical personnel for China and directly invested in the "combat" of the anti-US aid and the DPRK, so that China can quickly enter the ranks of the world's air force powers.

3) *Recovery stage (1978-2000)*

The leaders made the decision to implement reform and opening up at the Third Plenary Session of the Eleventh Central Committee of the Party in 1978. Then China's Sino-foreign cooperative in running school has entered a stage of recovery. Tianjin University of Finance and Economics cooperated with the University of Oklahoma in the United States to hold a Chinese MBA training course in 1985 which became the first cooperative education project between Chinese universities and foreign universities after the reform and opening up., The "China-US Cultural Research Center" jointly established by Nanjing University and Johns Hopkinson University in 1986 was the first cooperative institution between Chinese universities and foreign universities after the reform and opening up.

After the 1990s, China gradually strengthened the rule of law construction of Sino-foreign cooperative education. In February 1993, the "China Education Reform and Development Program" first proposed "to conduct international cooperation in the context of relevant national laws and regulations." The State Council's Degree Office issued the Notice on Strengthening the Management of Degrees in Sino-foreign Cooperation in Running Schools in 1996. The State Council's Degree Office announced a list of projects that can be awarded to overseas degree programs by Sino-foreign cooperative education for the first time in 1997. The list includes 10 undergraduate and above-mentioned Sino-foreign cooperative education projects jointly organized by Fudan University and the Norwegian School of Management [3].

4) *Normative development stage (2001 to present)*

China joined the WTO in 2001, and China will open the field of education services in a conditional and step-by-step manner in accordance with its commitments. Subsequently, China's Sino-foreign cooperative education entered a period of rapid development. The "Regulations on Sino-Foreign Cooperation in Running Schools" promulgated in 2003 by the State Council was the first administrative regulation on Sino-foreign cooperative education in the history of higher education in China., The Ministry of Education promulgated the "Implementation Measures for Sino-foreign Cooperation in Running Schools" and "Notice on Doing a Good Job in Chinese-Foreign Cooperative Schools and Project Review" in 2004. According to these regulations, the Ministry of Education takes the lead in rectifying and reviewing Chinese-foreign cooperative education across China. The Ministry of Education issued the "Notice on Further Regulating the Order of Sino-foreign Cooperation in Running Schools" in 2007

which marked that China's Sino-foreign cooperative education has entered the era of information management.

In order to improve the quality of Sino-foreign cooperation in running schools, the Ministry of Education officially launched the "Sino-foreign Cooperation in School Evaluation" (trial), and selected the first batch of Sino-foreign cooperative education in Tianjin, Liaoning, Jiangsu and Henan to conduct "trial evaluation" in 2009. The "National Medium- and Long-Term Education Reform and Development Plan (2010-2020)" was promulgated in 2010, and the "Education International Exchange and Cooperation Project" was included in one of the 10 major engineering projects in the next 10 years. According to the assessment results and the actual situation in various localities, the Ministry of Education decisively stopped five undergraduate and above Chinese-foreign cooperative education institutions, 229 undergraduate and above Chinese-foreign cooperative education projects, the implementation of teaching evaluation and exit mechanism in 2018 [4].

III. THE STATUS QUO OF SINO-FOREIGN COOPERATION IN RUNNING SCHOOLS IN YUNNAN PROVINCE

A. *Scale*

Compared with economically developed regions, the Sino-foreign cooperative education in Yunnan Province started late, but Yunnan colleges and universities have given full play to the development location advantages of neighboring Southeast Asia and South Asia. After years of efforts, the cooperation between foreign universities and colleges has begun to take shape. As of November 2019, there were 31 Sino-foreign cooperative education projects in Yunnan Province, including 18 undergraduate and above, and 13 others.(see Table I)

TABLE 1.

<i>School Name</i>	<i>Item category</i>	<i>Enrollment start</i>
Yunnan University of Finance and Economics (6)	International Economics and Trade Undergraduate Program	2002
	Accounting major undergraduate program	2002
	Master of Real Estate Project	2004
	Master of Project Management Program	2004
	Undergraduate Program in Finance	2012
	Hotel Management Professional Undergraduate Program	2015
Yunnan Normal University (3)	Animation Professional Undergraduate Program	2013
	Undergraduate Program for Social Sports Guidance and Management	2013
	Accounting major undergraduate program	2014
Yunnan Agricultural University (2)	Undergraduate program in civil engineering	2015
	Agricultural and Forestry Economic Management Undergraduate Program	2016
Yunnan Nationality University(1)	National Traditional Sports (Yoga) Master Program	2017
Yunnan University (3)	Logistics Management Undergraduate Program	2013
	Visual Communication Design Undergraduate Program	2013
	Environmental Design Professional Undergraduate Education Program	2014
Southwest Forestry University (1)	Undergraduate program in mechanical and electrical engineering	2018
Kunming University of Science and Technology (2)	Undergraduate project of logistics engineering (4.5 years of schooling)	2018
	Undergraduate Education Program in Civil Engineering (4.5 years)	2019

B. Mode

According to the learning style of students, Sino-foreign cooperative education can be divided into single campus mode and dual campus mode. Both modes of Sino-foreign cooperative education in Yunnan Province are involved. For example, the first Sino-foreign cooperative education project in Yunnan Province—the Yunnan University of Finance and Economics and the Cook College in the United States, the International Economics and Trade Undergraduate Education Program uses the “4+0” model. Students are studying in China for four years. The requester can obtain a Cook College diploma without going abroad to study. Yunnan University of Finance and Economics real estate professional and project management implements the “2+0” model. The agricultural and forestry economic management project jointly organized by Yunnan Agricultural University and Lincoln University of New Zealand adopts the “3+1” dual-campus model, which is the first three years of undergraduate study at Yunnan Agricultural University, and the fourth year to Lincoln University of New Zealand. Under the corresponding conditions, you can obtain a degree in management from Yunnan Agricultural University and a bachelor's degree in business from Lincoln University, New Zealand. There are also

some programs that provide students with different modes. For example, Yunnan Normal University's animation, social sports instruction and management, and accounting majors have various modes such as “2+2”, “3+1” and “4+0”. For the choice, the school-running model is more flexible [5].

C. Structure

1) Regional structure: *In terms of regional distribution*

only one of the nine universities that have opened Sino-foreign cooperative education projects in Yunnan Province is located in Qujing City, and the rest are located in Kunming, where the economy and society are relatively developed. It can be seen that the Sino-foreign cooperative education in Yunnan Province also presents an imbalance in the distribution of quality education resources, focusing on the current situation in Kunming.

2) Hierarchical structure

From the perspective of running a school, the number of Chinese-foreign cooperative education institutions in Yunnan Province is currently zero. From the Sino-foreign cooperative education project, there are both high-level academic education programs and undergraduate and master's degree education programs, including 13 high-level special projects, accounting for 42%, 15 undergraduate programs, accounting for 48%, and 3 master programs. 10%, the number of doctoral programs is zero. Most of them focus on undergraduate and below educational activities, and lack of high-level cooperation with foreign educational institutions.

3) Professional structure

From the point of view of professional distribution, Yunnan Province's higher education as a cooperative education program has a larger proportion of economics and management, while education, law, and agronomy are relatively scarce. The professional setting of the Sino-foreign cooperative education project in Yunnan Province includes not only traditional popular professional accounting, finance, international economics and trade, but also the needs of the current talent market. It also includes the application of Thai language, agricultural and forestry economic management. The specialty of Yunnan Province. However, some emerging professions and the lack of corresponding majors adapted to the major strategic needs of the country and the province indicate that there is still a lack of long-term and scientific planning for the establishment of higher education in Sino-foreign cooperative education in Yunnan Province.

IV. PROBLEMS IN SINO-FOREIGN COOPERATION IN RUNNING SCHOOLS IN YUNNAN PROVINCE

A. Small Scale of Development

The institutions of Sino-foreign cooperation in running schools in Yunnan Province are still in a blank, with a total of 31 projects, including 17 Sino-foreign cooperative education projects reviewed and reviewed by the Ministry of Education, and 14 local projects approved by the Ministry of Education. This scale is far lower than the number of other provinces and cities, and the development is relatively backward.

B. Unbalanced Distribution Structure

From the perspective of running a school, the level of Sino-foreign cooperation in running schools in Yunnan is generally not high. The level of running schools is mainly concentrated in specialties and undergraduate courses. Only Yunnan University of Finance and Economics has carried out joint project at the master's level, and the national traditional sports major of Yunnan Nationalities University (Yoga). The Master's program recruits the first students in 2018. The cooperation project at the doctoral level has not yet been carried out. The foreign-funded institutions of Chinese-foreign cooperative education run by universities in Yunnan Province are also very rare in the world [6]. From the perspective of regional distribution, only one university in Yunnan Province that runs Sino-foreign cooperative education is located in Qujing City, and the rest are located in the jurisdiction of Kunming. The geographical distribution of Sino-foreign cooperative education is too concentrated in Kunming. There are no Sino-foreign cooperative education schools in Yuxi, Honghe, Wenshan and Chuxiong.

C. Lack of International Teachers

A high-level international teaching team is an important part of running a Sino-foreign cooperative education project in Yunnan Province and is the key to promoting cooperation. Although the internationalization level of teachers in higher education in Yunnan has improved in recent years, the number of teachers who can meet the management and teaching requirements of Sino-foreign cooperative education projects is still insufficient. The old teachers with high professional level have limited English ability and some teachers. Since there is no overseas study experience, it is impossible to naturally integrate foreign culture into the curriculum. Most young teachers with English teaching potential lack teaching experience and a high level of professionalism. Therefore, there are not many teachers with high professional level and superb English proficiency, which leads to the low quality of education for Sino-foreign cooperative education projects.

D. Lack of an international curriculum system

Because the courses taught by Chinese partner universities tend to focus on theoretical knowledge, but lack the training of students' thinking ability, the courses taught by foreign university teachers focus on learning independent innovation and thinking ability, but still theoretically and systematically. There is a lack of it, which makes the curriculum system of Sino-foreign cooperative education projects not smooth, and lacks an effective international curriculum system. On the one hand, the curriculum of professional courses in the Sino-foreign cooperative education project in Yunnan Province has been updated slowly, and it is difficult to reflect some of the latest knowledge and scientific research results in the professional fields. Especially, the hotspots in the professional fields are rarely introduced in time. In the professional courses, after the establishment of some Sino-foreign cooperative education projects, the training outline is basically the same as that of the domestic universities. It is only a minor detail, and the curriculum system is obviously behind the training objectives of Sino-foreign cooperative education.

V. COUNTERMEASURES FOR THE SUSTAINABLE DEVELOPMENT OF SINO-FOREIGN COOPERATION IN RUNNING SCHOOLS IN YUNNAN PROVINCE

A. Enhance international awareness and international management

All colleges and universities should change their concepts, take the initiative to seize the opportunities brought by the "One Belt, One Road" strategy to run overseas universities, take the initiative to integrate education internationalization into the strategic level of the school, and actively carry out overseas school-running practice according to their own characteristics and advantages, and actively carry out international practice. Exchange, connect with the international community, establish an international management concept, promote the management system reform of school student management, teacher management, curriculum management, etc., and build a mechanism for the overall international education, so that international schooling is not only embodied in the concept, but also in action. Organize teachers to actively declare and participate in various types of international scientific research cooperation at all levels to improve the internationalization level of the teaching staff.

B. Improve the level of running a school and attract high-quality students

The development of education is lagging behind, and the lack of high-level universities is a long-term predicament of higher education in Yunnan Province. Promoting Sino-foreign cooperative education in Yunnan Province must first improve the level of running a university, and optimize the quality of teaching and the efficiency of running a university through talent introduction, high-level team building and first-class discipline construction. Strengthen the system of lectures by leading cadres of Chinese-foreign cooperative education and the system of cross-hearing of teachers, regularly check student operations, hold symposiums for teachers and students, conduct questionnaire surveys and hotline mail boxes. Adhere to the staged evaluation of students, set up a teacher's morality supervision team and a study style construction team to ensure the level of running the university.

C. Strengthening the construction of the team of Chinese-foreign cooperative education teachers

Both Chinese and foreign cooperative schools should jointly participate in the formulation of the teacher's appointment system, not only restricting the teacher's academic qualifications, work experience, age, etc., but also considering its teaching methods and moral qualities, and the qualifications and capabilities of foreign teachers. Check and rely on the national and provincial talents at all levels to introduce high-level talents. At the same time, the number of foreign teachers introduced will be expanded to ensure that each foreign cooperative teacher has a reasonable proportion of foreign teachers, rather than barely meeting the requirements. Ensure that the teacher-student ratio of Chinese-foreign cooperative education is controlled within a reasonable range. Secondly,

foreign teachers are pre-job training, and they introduce Chinese laws and regulations, customs, school teaching and management regulations, student characteristics.

D. Building an international curriculum system

On the basis of reasonable positioning, appropriate reforms will increase the proportion of practical, innovative, developmental and international curriculum content. The curriculum system should not only conform to the teaching rules, but also conform to the students' cognitive rules. This requires that the Yunnan Provincial Cooperative Scholars are not fully introduced into the curriculum system of the foreign cooperative educational institutions, but rather consider the actual teaching practice of the university itself. The practice is in line with the training program of the actual situation of the university itself. At the same time of introducing the core professional courses of the foreign party, it attaches importance to the general education curriculum and gives students more choices [7]. In addition, the proportion of professional courses and language courses is optimized. In order to make students better adapt to bilingual teaching and foreign teaching courses, foreign language courses can be appropriately increased to improve students' foreign language ability. In view of the characteristics of Yunnan Province, it is necessary to actively incorporate the small language courses of neighboring countries into the international curriculum system, recruit minority students with the same roots as the neighboring countries, and create a good language environment for the educational cooperation between Yunnan Province and neighboring countries. Invite experts from inside and outside the school to give lectures and reports for students.

VI. CONCLUSION

The "One Belt, One Road" strategy is both an opportunity and a challenge for Yunnan. Colleges and universities in our province should fully seize this opportunity, make good use of the policy "dividends", and their own good conditions for running schools and running schools to further develop cross-border higher education. Facing the international, especially Southeast Asia and South Asia, we can grasp project cooperation, actively adopt the "wide-area, multi-level" international exchanges and cooperation, adopt the "going out and invite in" combination, innovate and

develop, and vigorously expand recruitment. The path of international students from Southeast Asia and South Asia actively promotes the internationalization of education in our school, further develops higher education in Yunnan Province, and fulfills the mission and social mission of higher education.

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