

# *A Study on Development and Suggestion of Chinese-Foreign Cooperation in Running School in Yunnan Province*

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**Abstract**—Chinese-Foreign Cooperation in Running School (CFCRS) is the inevitable trend of economic globalization and education internationalization. This trend will promote the international cooperation of education, help universities learn from each other and improve the quality of higher education. Till April 2018, 1274 CFCRS institutes and projects have been approved by the Ministry of Education (MOE) of the People's Republic of China (PRC), among which 93% are projects. Currently, universities in Yunnan Province have set up 16 CFCRS projects. While compared with projects in developed areas, the CFCRS in Yunnan have various disadvantages including small scale, low developmental level, similar disciplines as well as the limited importation of foreign advanced educational resources. This article will not only acknowledge present situation of CFCRS in Yunnan, but also face all the problems, providing practical suggestions accordingly. Our aim is to support the further connotative and sustainable development of CFCRS in Yunnan.

**Keywords**—Chinese-Foreign cooperation in running school (CFCRS); Yunnan; development; suggestions Introduction

## I. INTRODUCTION

With the process of reform and opening-up of China, several universities in Beijing and Shanghai have set up their CFCRS projects as early as the late 1980s. According to Charter 1, the number of CFCRS has risen up gradually since then and stepped into a period of rapid development after the year 2000. In order to strength the government management of CFCRS, in 2003, China's State Council launched the Regulation of PRC for Chinese-Foreign Cooperation in Running Schools. Later in 2004, MOE also launched the Implementation Measures of the Regulation for Chinese-Foreign Cooperation in Running Schools [7]. In light of this regulation, CFCRS refers to the educational cooperative activities in disciplines, profession and curriculums, which conducted by the Chinese educational institute and foreign educational institute together, aiming to recruit Chinese students without establishing another educational institute. Furthermore, in 2010, after government issued the National Education Plan, CFCRS in China ushered into a new period of vigorous development, in which the number and quality of

CFCRS have been quickly improved [8]. Meanwhile, in Yunnan, CFCRS is still an undeveloped education program. Although the number of CFCRS in Yunnan's universities has been rising recently, the quality still remains on the low-level stage. How to promote the educational internationalization and sustainable development of CFCRS is a challenging problem to the local universities and government.

## II. THE DEVELOPMENT OF CFCRS CHINA

By April 2018, there are 1274 CFCRS nationwide approved by MOE, among which 1185 are undergraduate-and-above-level projects. In these projects, 998 are undergraduate, while 187 are above-level including 174 Master programs and 13 Ph.D programs [9].

Except Qing Hai, Xi Zang and Ning Xia, nearly all the provinces and districts have established their own CFCRS projects [1]. According to Table 1, the development of CFCRS in different provinces and areas is closely related with local geographic environment, economic condition and the starting time of educational internationalization. For example, the eastern part of China (Beijing, Tianjin, Hebei, Shanghai, Jiangsu, Zhejiang, Fujian, Shandong, Guangdong, Hainan) and the northeastern areas (Hei Longjiang, Liaoning, jiling) are the places where CFCRS starts earlier and have 834 undergraduate-and-above-level projects, occupying most of the percentage nationally. Until now, CFCRS in these places still develop quickly and stably. On the contrary, the western area (Chongqing, Sichuan, Yunnan, Guizhou, Shanxi, Shanxi), where have weak higher education foundation and lower internationalization level, have only 81 CFCRS projects, which consists 6.8% of the national data.

## III. THE DEVELOPMENT AND ACHIEVEMENT OF CFCRS IN YUNNAN

In 2002, Yunnan University of Finance and Economics pioneered the CFCRS project in Yunnan with the launch of a bachelor program of International Economics and Trade with Keuka College from United States and a bachelor program of Finance with Charles Sturt University from Australia. Before 2013, there were only 5 CFCRS projects in Yunnan, all of

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them were held by Yunnan University of Finance and Economics. In 2013, Yunnan Normal University broke the monopoly and launched a bachelor program of Animation with RMIT from Australia. Since then, universities in Yunnan ushered in the construction of CFCRS projects.

Till April 2018, Yunnan has totally 16 CFCRS projects, including 13 undergraduate projects and 3 Master projects. Currently, there has not been any Ph.D CFCRS project or CFCRS institute in Yunnan yet. Among the 17 higher education institutes in Yunnan, 7 universities have established their own CFCRS projects: Yunnan University of Finance and Economics (4 undergraduate projects and 1 Master project), Yunnan Normal University (3 undergraduate projects), Yunnan Agricultural University (2 undergraduate projects), Yunnan University of Nationality (1 Master project), Yunnan University (2 undergraduate projects), Southwest Forestry University (1 undergraduate projects) as well as Kunming University of Science and Technology (1 undergraduate projects).

As for the foreign partners, all of them are legal universities recognized by their own governments and MOE of PRC. Universities in Yunnan have conducted CFCRS cooperation with partners from 9 countries including United States, Britain, Ireland, France, Australia, New Zealand, Russia, India and Thailand. Before 2017, most of the foreign partners came from established education exporters such as United States, Britain and Australia, while things began to change after 2017. The countries, which foreign partners come from, become more and more diverse. It shows that universities in Yunnan gradually realized except western developed countries, which are famous for the high-quality educational resources, developing countries also have pioneer universities and advantaged disciplines. These advantaged disciplines, for example, the Yoga project Yunnan University of Nationality imported from India, are potential areas needed to explore. Besides, the "One Belt One Road" (OBOR) initiative issued by China's central government has provided a valuable platform for international education cooperation. Therefore, enforcing the collaboration with local universities from countries along the OBOR will not only meets the demand of international market, but also serves the overall plan of our nation.

About the subject and major construction, before 2013, because 5 CFCRS projects were established by Yunnan University of Finance and Economics, all of them were economics specialties. However, with the MOE tightening up the approval and supervision of CFCRS projects related to Economics, Business Administration and Computer Science, as well as more local universities stepped into CFCRS, the subjects and majors of Yunnan projects have become more diverse. Currently, the 16 CFCRS projects in Yunnan cover 5 subjects and 15 majors including Economics, Management, Engineering, Education and Art.

In term of the cultivation models, different undergraduate projects may take different one such as 4+0, 3+1 or 2+2, while all of these projects recruit students through the National College Entrance Examination [3]. But recently, national government are promoting the concept "study abroad without

going abroad", which requires universities to bring foreign resources and educational philosophy into campus and provide high-quality international education for students. Therefore, most of the undergraduate CFCRS projects in Yunnan prefer to take 4+0 model now and encourage students to finish their undergraduate studies domestically. 13 undergraduate CFCRS projects in Yunnan could be divided into 3 categories. First category includes the 4 projects in Yunnan University of Finance and Economics as well as the 1 Civil Engineering project in Yunnan Agricultural University. Students enrolled in these projects can get the dual bachelor degree and certificates from domestic universities and foreign partners after graduation. Second category includes Accounting project in Yunnan Normal University, Agricultural Economics and Management project in Yunnan Agricultural University, Logistics Management project in Yunnan University as well as Logistics Engineering in Kunming University of Science and Technology. Normally, students enrolled in above projects can only get bachelor degree and certificate from Chinese side. However, if students choose to study in foreign partner universities for 1 to 1.5 years and fulfill graduating requirements there during undergraduate period, they can obtain the foreign degree at the same time. Third, students enrolled in Animation or Social Physical Education and Management projects in Yunnan Normal University, Visual Communication Design project in Yunnan University as well as Machine-Electronic Engineering project in Southwest Forestry University can only obtain Chinese bachelor degree and graduation certificates. As for the postgraduate level, 2 master projects in Yunnan University of Finance and Economics recruit students though independent entrance exams. After finishing two-year programs, students can only get master degree from Greenwich University. While the master project of Yoga in Yunnan University of Nationality recruit students though the National Postgraduate Entrance Examination. Regularly, students can only obtain the Chinese master degree and certificates after three-year program. If students choose to study in foreign partner university for 1 year, they would get the foreign master degree at the same time.

#### IV. PROBLEMS AND CHALLENGES OF CFCRS IN YUNNAN

Although the number of CFCRS in Yunnan has gradually raised, and the subject and major construction become more reasonable and optimized these year, the development of CFCRS is still facing various problems and struggles.

##### A. Small Number and Limited Scale

Currently, Yunnan has 16 CFCRS projects, only consist 1.2% of the national volume. Besides, there are totally 21 universities in Yunnan, and only 7 of them have CFCRS projects [3]. Last but not the least, there is no Ph.D CFCRS project or institute in Yunnan. All these aspects are much in arrear of provinces and cities in the eastern and northeastern China. Only emphasizing the development of small scale bachelor projects can't meet various needs for education.

### *B. Subject Layout and Structure Needed to be Upgraded*

While the subjects and majors of CFCRS projects in Yunnan have become more various, 8 of them still belong to Economics and Management major. Both Yunnan University of Finance and Economics as well as Yunnan Normal University have Accounting project. Besides, most of the projects are Arts subjects, the progress of Science projects is still lagging behind. It means imbalance and overlap of subjects still exist. In this situation, special features of different universities can't be display properly. Moreover, it's detrimental to the construction of world-class universities and first-class disciplines.

### *C. Teaching and Staff Development is Lagging Behind*

Curriculum construction and development of teachers are the most significant cores of CFCRS projects. In order to achieve the original intention of importing high-quality international education resources, MOE have specific requirements for curriculum and teaching staff in CFCRS projects. According to the Implementation Measures of the Regulation for CFCRS, a third of the curriculum has to be conducted by foreign partner universities, and a third of the teaching staff should be foreign teachers directly employed by partner universities. However, the difficulty will be how it can be kept in practice. Due to various reasons such as limited financial budget, limited faculty resources of partner universities or even chains problem that one foreign university operates a series of low-quality CFCRS projects with different domestic universities for profit-making purposes, the "lecture tour" phenomenon happens occasionally. The teaching staffs employed by partner universities may spend a short period of time traveling around China and give lectures to different CFCRS projects. They only stay in the domestic universities for one to two weeks and give centralized instruction to students. This kind of teaching method doesn't fit the cognitive principles and cannot treat students as individuals. Most importantly, it fails to achieve the time requirements for teaching staffs in CFCRS projects.

Since the teaching staffs from foreign partner universities cannot stay in CFCRS projects consistently, a great teaching responsibility has been put on the local universities. Therefore, the Chinese teaching staffs not only need the high-level professionalism, but also good foreign language ability and a Global outlook. However, the staffs, who can conduct bilingual teaching, in Yunnan CFCRS projects still cannot meet the curriculum arrangement and students need. For example, the Civil Engineering project, which operated by Yunnan Agricultural University and University of Wolverhampton, has 34 courses conducted by Chinese side. Many of these courses are supposed to be taught in two languages. But there are only about 10 Chinese teachers who can teach in English.[3] In fact, this example is rather than an exception in Yunnan CFCRS projects.

### *D. Quality Assurance System Needed to be Improved*

MOE always emphasizes the importance of quality assurance in CFCRS projects. Especially with the rapid increase of number, the development of CFCRS has stepped into the new stage of quality improvement. In 2009, MOE

issued the Notification about the Evaluation Measurements of Chinese-Foreign Cooperation in Running Schools, and then quickly launched the pilot evaluation in 4 provinces [2]. Based on the pilot experiment, in 2013, China Academic Degrees & Graduate Education Development Center of MOE started the nationwide evaluation for CFCRS. According to the requirements, CFCRS projects have to participate in the national evaluation every five years as well as before contact extension [8]. So far, 5 CFCRS projects in Yunnan University of Finance and Economics have passed the evaluation in 2013 and 2015 respectively; 2 CFCRS projects in Yunnan Normal University will take the evaluation in 2018; Other projects in Yunnan just established recently and might not participate in the evaluation until finishing the first five-year operation.

Except a series of policies issued from the top and the national evaluation, Yunnan government hasn't released any regulation for CFCRS projects or organized any provincial evaluation. Meanwhile in other areas like Jiangsu and Shanghai, however, provincial government plays an active guiding role in the development of CFCRS. For example, Shanghai government will organize the selection of exemplary CFCRS annually to support the high-quality programs. This kind of selection not only promotes the quality improvement of local CFCRS programs, but provides plentiful experience for other areas and universities. Therefore, from the provincial level, Yunnan government needs to pay more attention to the guidance, supervision and construction of quality assurances system for CFCRS projects.

## V. SUGGESTION SOLUTIONS FOR YUNNAN CFCRS PROJECTS

### *A. Strength the Government Support*

One of the most significant contributions of CFCRS is to serve the development of local economy. In return, local government should provide a strong support to the progress of CFCRS. Especially after President Xi Jinping put forward the "One Belt One Road" initiative and the development orientation of Yunnan---radiation center facing Southern and Southeastern Asia, the development of CFCRS in higher education deserves more attention from Yunnan government. Since the opening-up of education and the people-to-people exchange are important parts of these national plans. The various supports may include but are not limited to: first, in order to improve the education level and quality of CFCRS projects, Yunnan government needs to issue a general plan of CFCRS to guide and assist the local universities; second, encouraging universities to import higher-quality international education resources and establish diverse levels CFCRS projects and institutes based on their own educational characteristics and advanced disciplines; third, organizing training courses for local universities and relative personnel to introduce a series of national policies and laws for CFCRS application, construction and management in the past decade.

Besides, the development of CFCRS needs a vast amount of funding. The construction of campuses and facilities of international standards, the import of foreign teaching teams as well as the daily operations cannot be fully achieved with tuition fee only [5]. Without the external financial support, it



might be difficult for universities to balance the books and maintain the quality of CFCRS projects at the same time. So, local government also needs to set up special funds focusing on internationalization of higher education and prepare better infrastructures to attract world-class universities and talents.

### B. Enhance the Government Regulation

Under such a background of the popularization of higher education, instead of expanding the number of education projects and institutes, the essential meaning of CFCRS is to absorb the advanced educational philosophy and management models, promoting the development of disciplines as well as boosting the creation and reform of higher education system. Therefore, local government should enhance the guidance and regulation to avoid the blind mass action and similar orientation of the subjects. Yunnan government could issue an official category of urgent-needed subjects, guiding local universities to make rational choices of CFCRS's subjects and major. By this means, the CFCRS in Yunnan will have a more complete general structure and distinctive features which differ from other provinces, and finally serve the development of society more effectively.

### C. Construction of Multi-dimensional Quality Assessment System

If we analyzing the internationalization of higher education in developed countries, their experiences are that: strengthening the responsibility of government and exerting the main role of quality assessment [2]. Therefore, except the national evaluation from MOE, a provincial level assessment system should be conducted by, or at the direction of Yunnan government. For example, local government can also organize the evaluation of exemplary CFCRS projects annually, and give policy preferences or financial awards for setting up some models for benchmark learning. Meanwhile, government should also urge universities to establish and implement their own administration rules and regulations for CFCRS projects. Last but not the least, introducing the qualified third-party assessment entities to launch periodical evaluation is definitely necessary. Only in this way, can we construct a multi-dimensional assessment system to guarantee and improve the quality of CFCRS projects.

### D. Standardized Management of Teaching Staff

Because all the imported educational resources, such as curriculums and textbooks, need to be absorbed and imparted by teachers, especially foreign teachers, the teaching staff has become the key to maintain the high quality of CFCRS projects. The relative departments like Bureau of Foreign Experts and Department of Education should direct local universities to set up a special teaching management system for foreign faculties. Moreover, government and universities need to provide more various training and advanced studies opportunities for Chinese teachers, improving their professional level and language competence.

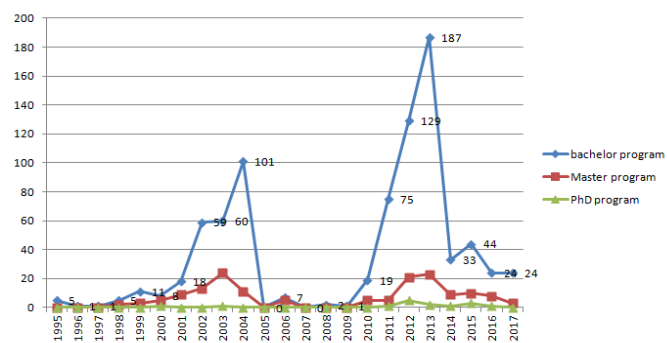


Fig. 1. Undergraduate-and-above-level CFCRS approve by moe over the years(till 2017)

Province <sup>+</sup>	Number <sup>+</sup>	Percentage (%) <sup>+</sup>	Province <sup>+</sup>	Number <sup>+</sup>	Percentage (%) <sup>+</sup>
Hei Longjiang <sup>+</sup>	179 <sup>+</sup>	14.1 <sup>+</sup>	Sichuan <sup>+</sup>	22 <sup>+</sup>	1.7 <sup>+</sup>
Shanghai <sup>+</sup>	120 <sup>+</sup>	9.4 <sup>+</sup>	Fujian <sup>+</sup>	20 <sup>+</sup>	1.6 <sup>+</sup>
Jiangsu <sup>+</sup>	115 <sup>+</sup>	9.0 <sup>+</sup>	Guangxi <sup>+</sup>	17 <sup>+</sup>	1.3 <sup>+</sup>
Henan <sup>+</sup>	108 <sup>+</sup>	8.5 <sup>+</sup>	Yunnan <sup>+</sup>	16 <sup>+</sup>	1.2 <sup>+</sup>
Beijing <sup>+</sup>	104 <sup>+</sup>	8.2 <sup>+</sup>	Anhui <sup>+</sup>	16 <sup>+</sup>	1.2 <sup>+</sup>
Shandong <sup>+</sup>	82 <sup>+</sup>	6.4 <sup>+</sup>	Shanxi <sup>+</sup>	16 <sup>+</sup>	1.2 <sup>+</sup>
Hubei <sup>+</sup>	68 <sup>+</sup>	5.3 <sup>+</sup>	Nei Menggu <sup>+</sup>	11 <sup>+</sup>	0.9 <sup>+</sup>
Zhejiang <sup>+</sup>	67 <sup>+</sup>	5.2 <sup>+</sup>	Guizhou <sup>+</sup>	7 <sup>+</sup>	0.5 <sup>+</sup>
Jiling <sup>+</sup>	58 <sup>+</sup>	4.5 <sup>+</sup>	Hainan <sup>+</sup>	5 <sup>+</sup>	0.4 <sup>+</sup>
Liaoning <sup>+</sup>	53 <sup>+</sup>	4.1 <sup>+</sup>	Shanxi <sup>+</sup>	4 <sup>+</sup>	0.3 <sup>+</sup>
Tianjing <sup>+</sup>	39 <sup>+</sup>	3.1 <sup>+</sup>	Gansu <sup>+</sup>	2 <sup>+</sup>	0.2 <sup>+</sup>
Guangdong <sup>+</sup>	30 <sup>+</sup>	2.3 <sup>+</sup>	Xinjiang <sup>+</sup>	1 <sup>+</sup>	0.1 <sup>+</sup>
Hunan <sup>+</sup>	30 <sup>+</sup>	2.3 <sup>+</sup>	Ningxia <sup>+</sup>	0 <sup>+</sup>	<sup>+</sup>
Hebei <sup>+</sup>	30 <sup>+</sup>	2.3 <sup>+</sup>	Qinghai <sup>+</sup>	0 <sup>+</sup>	<sup>+</sup>
Jiangxi <sup>+</sup>	27 <sup>+</sup>	2.1 <sup>+</sup>	Xizang <sup>+</sup>	0 <sup>+</sup>	<sup>+</sup>
Chongqing <sup>+</sup>	27 <sup>+</sup>	2.1 <sup>+</sup>			
<b>Total :<sup>+</sup></b>		<b>1274<sup>+</sup></b>			<b>100.0<sup>+</sup></b>

Fig. 2. Distribution of Undergraduate - and - above-level CFCRS around the nation

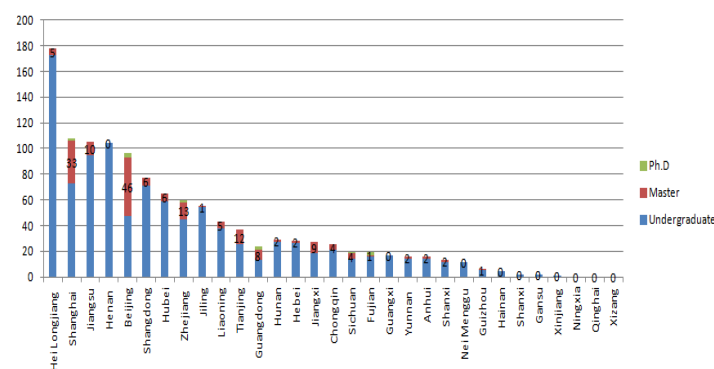


Fig. 3. Different level of CFCRS projects in different provinces

Universities <sup>↗</sup>	project <sup>↗</sup>	Partner <sup>↗</sup>	Year <sup>↗</sup>
Yunnan University of Finance and Economics <sup>↗</sup>	BA. International Business <sup>↗</sup>	Keuka College, USA <sup>↗</sup>	2002 <sup>↗</sup>
	BA. Accounting <sup>↗</sup>	Charles Sturt University, Australia <sup>↗</sup>	2002 <sup>↗</sup>
	MA. Real Estate Management <sup>↗</sup>	Greenwich University, UK <sup>↗</sup>	2004 <sup>↗</sup>
	MA. Project Management <sup>↗</sup>	Greenwich University, UK <sup>↗</sup>	2004 <sup>↗</sup>
	BA. Finance <sup>↗</sup>	Edinburgh Napier University, UK <sup>↗</sup>	2012 <sup>↗</sup>
Yunnan Normal University <sup>↗</sup>	BA. Hotel Management <sup>↗</sup>	Vatel International School of Hospitality and Tourism, France <sup>↗</sup>	2015 <sup>↗</sup>
	BA. Animation <sup>↗</sup>	Royal Melbourne Institute of Technology University, Australia <sup>↗</sup>	2013 <sup>↗</sup>
	BA. Social Physical Education and Management <sup>↗</sup>	Griffith University, Australia <sup>↗</sup>	2013 <sup>↗</sup>
Yunnan Agricultural University <sup>↗</sup>	BA. Accounting <sup>↗</sup>	National college of Ireland, Ireland <sup>↗</sup>	2014 <sup>↗</sup>
	BA. Civil Engineering <sup>↗</sup>	University of Wolverhampton, UK <sup>↗</sup>	2015 <sup>↗</sup>
Yunnan University of Nationality <sup>↗</sup>	BA. Agricultural Economics and Management <sup>↗</sup>	Lincoln University, New Zealand <sup>↗</sup>	2016 <sup>↗</sup>
	BA. Folk Traditional Sports (Yoga) <sup>↗</sup>	Vivekananda Yoga Anusandhana Samsthana, India <sup>↗</sup>	2017 <sup>↗</sup>
Yunnan University <sup>↗</sup>	BA. Logistics Management <sup>↗</sup>	Chiang Mai University, Thailand <sup>↗</sup>	2017 <sup>↗</sup>
	BA. Visual Communication Design <sup>↗</sup>	Michigan Technological University, USA <sup>↗</sup>	2018 <sup>↗</sup>
Southwest Forestry University <sup>↗</sup>	BA. Machine-Electronic Engineering <sup>↗</sup>	South Ural State University, Russia <sup>↗</sup>	2018 <sup>↗</sup>
Kunming University of Science and Technology <sup>↗</sup>	BA. Logistics Engineering <sup>↗</sup>	University of Arkansas, USA <sup>↗</sup>	2018 <sup>↗</sup>

Fig. 4. CFCRS projects in Yunnan

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