



Policy Analysis of the Reform and Development of Chinese-Foreign Cooperative Education

Junyan He^{1,2}, Jiandong Yang^{1,2}, Chengshi Li^{1,2,*}

¹ Ludong University, Yantai, Shandong, China

² Gachon University, Seongnam, Gyeonggi, Korea

Abstract: The policy analysis of the reform and development of Chinese-foreign cooperative education aims to explore and assess the current policies implemented in the field of Chinese-foreign cooperative education and their effects. With the acceleration of globalization, international cooperation in the field of education has become increasingly important. As an important form of educational exchange, Chinese-foreign cooperative education not only promotes the sharing of educational resources, but also provides students with more diversified learning opportunities. The policy analysis of the reform and development of Chinese-foreign cooperative education shows that the formulation and implementation of policies are of great significance in promoting the high-quality development of Chinese-foreign cooperative education. By continuously optimizing the policy environment and strengthening international cooperation and exchanges, Chinese-foreign cooperative education will play a greater role in cultivating international talents and promoting educational innovation.

Keywords: Chinese-foreign cooperative education, reform and development, policy analysis

1. Introduction

As an important form of internationalization of education, the background of reform and development of Chinese-foreign cooperative education profoundly reflects the optimal allocation of educational resources and the deepening of international cooperation in the era of globalization. In recent years, with the rapid economic and social development of China and the improvement of its international status, the demand for high-quality educational resources has been increasing, and Chinese-foreign cooperative education has emerged and developed rapidly. However, the reform and development of Chinese-foreign cooperative education has not been smooth. In the face of the complex changes in the domestic and international education market, how to maintain the quality of education and the characteristics of running schools has become an important challenge for Chinese-foreign cooperative education institutions. Therefore, the reform and development of Chinese-foreign cooperative education should always adhere to the quality as the core and focus on cultivating students' innovative spirit and practical ability.

1.1 Policy support and incentives

As an important way of internationalization of education, the development of Chinese-foreign cooperative education is inseparable from policy support and incentives. In recent years, a series of policies and measures have been issued at the national level to promote the healthy development of Chinese-foreign cooperative education. For example, the Ministry of Education and other ministries and commissions jointly issued the “Opinions on Doing a Good Job in Chinese-foreign Cooperative Education in the New Era”, which clearly puts forward the need to increase the support for Chinese-foreign cooperative education, encouraging colleges and universities to introduce high-quality educational resources from abroad and improve the level of education [1]. This policy not only provides a clear direction for Chinese-foreign cooperative education, but also provides substantial support for cooperative education programs by setting up special funds and providing tax incentives.

In addition to financial support and evaluation rewards, the policy also encourages Chinese-foreign cooperative education programs to innovate in teaching mode, curriculum and scientific research cooperation. For example, a well-known university has cooperated with a top foreign university to set up a “dual-degree” program, in which students can complete most of the courses in China and have the opportunity to go to a foreign university for short-term exchanges or internships. This innovative model not only broadens students' international perspective, but also improves their cross-cultural communication skills. In addition, the two sides have jointly set up a research fund to support teachers and students to carry out cross-border research projects, which promotes academic exchanges and research cooperation.

1.2 The Regulation and Evaluation Mechanism

In the analysis of the current situation of Chinese-foreign cooperative education policy, the supervision and evaluation mechanism plays a crucial role. This mechanism not only ensures the quality and efficiency of cooperative education programs, but also promotes the optimal allocation of educational resources. In recent years, with the expansion of the scale and level of Chinese-foreign cooperative education, the supervision and evaluation mechanism has also been improved. The Ministry of Education and other relevant departments have issued a series of policy documents, specifying the specific requirements and standards for supervision and evaluation, providing a strong guarantee for the healthy development of Chinese-foreign cooperative education programs.

In terms of supervision, the government has taken a variety of measures to strengthen the supervision and management of Chinese-foreign cooperative education programs. For example, it has set up an approval and record-keeping system for Chinese-foreign cooperative education programs, and strictly checks the establishment of the programs, the curriculum, and the quality of teaching. It has also strengthened the day-to-day supervision of cooperative school-running projects, ensuring that the projects are conducted in accordance with the approved content and quality standards through regular inspections and random sampling. In addition, the government encourages social organizations and third-party agencies to participate in supervision, forming a diversified supervision pattern.

In terms of assessment, the Government has introduced advanced international assessment concepts and methods and established a scientific, fair and transparent assessment system. The assessment covers a wide range of aspects such as teaching quality, faculty strength, scientific research level, student satisfaction, etc. Through a combination of quantitative indicators and qualitative evaluation, the assessment comprehensively reflects the level and effectiveness of the cooperative education programs. For example, the Chinese-foreign cooperative education program of a famous university was highly evaluated in the assessment, and its indicators of teaching quality, faculty strength and student satisfaction reached the international advanced level. This case fully illustrates the important role of the evaluation mechanism in enhancing the quality of cooperative education programs.

1.3 Challenges and Problems Faced

Although Chinese-foreign cooperative education has achieved remarkable results in promoting the internationalization of education and improving the quality of education, it still faces many challenges. Among them, uneven distribution of educational resources is a prominent problem. According to the data of the Ministry of Education, at present, most of the Chinese-foreign cooperative education programs are concentrated in the eastern coastal regions and first-tier cities, while the education resources in the central and western regions and second- and third-tier cities are relatively scarce, resulting in unequal education opportunities. In addition, there are irregularities in the enrollment, teaching and management of some cooperative education programs, affecting the quality and reputation of education. Another challenge that deserves attention is the integration problem caused by cultural differences [2]. Chinese-foreign cooperative education involves educational concepts, teaching methods and management modes under different cultural backgrounds, and how to realize effective integration on the basis of respecting the cultures of both sides has become an urgent problem.

In view of the above problems, it is necessary to take practical and effective measures to solve them. On the one hand, it is necessary to optimize the distribution of educational resources, increase support for central and western regions and second- and third-tier cities, and promote educational equity. On the other hand, it is necessary to strengthen cultural exchanges and integration, respect the cultures of both sides, and promote the innovation of educational concepts, teaching methods and management modes. Chinese-foreign cooperative education should always adhere to the spirit of truthfulness and pragmatism, continuously improve the quality of education, and cultivate talents with international vision and innovation ability.

2. Suggestions on the Development Strategy of Chinese-foreign Cooperative Schools

2.1 Optimize the policy environment and enhance the attractiveness

Optimizing the policy environment is the key to enhance the attractiveness of Chinese-foreign cooperative education. At present, with the acceleration of globalization, the internationalization of education has become an irreversible trend. As an important form of internationalization of education, the optimization of the policy environment of Chinese-foreign cooperative education is particularly important.

In recent years, China's government has attached great importance to the development of Chinese-foreign cooperative education and introduced a series of policy measures aimed at optimizing the policy environment and enhancing the attractiveness of Chinese-foreign cooperative education. For example, by relaxing the restrictions on foreign capital access

and encouraging the introduction of foreign high-quality educational resources, it has provided a broader space for the development of Chinese-foreign cooperative education. At the same time, the government has also increased its financial support for Chinese-foreign cooperative education, attracting more international students and outstanding teachers to participate in Chinese-foreign cooperative education programs by setting up special funds and providing scholarships.

Optimizing the policy environment and enhancing the attractiveness of Chinese-foreign cooperative education not only helps to enhance the international competitiveness of China's education, but also promotes cultural exchanges and integration, and facilitates the building of a community of human destiny. Therefore, we should continue to deepen the policy reform of Chinese-foreign cooperative education and provide a more favorable policy environment for Chinese-foreign cooperative education.

2.2 Strengthening Quality Supervision and Upgrading the Level of Running Schools

In the process of the development of Chinese-foreign cooperative education, strengthening quality supervision and upgrading the level of education is the key to ensure the quality of education and international reputation. In recent years, with the expansion of the scale of Chinese-foreign cooperative education, some programs have been uneven in quality, which requires us to establish a sound quality supervision system. For example, the Ministry of Education has issued a series of policies in recent years that emphasize the approval, evaluation and supervision of Chinese-foreign cooperative education programs to ensure that each program meets the established educational standards [3]. These policies not only stipulate the application conditions and approval process of the programs, but also clarify the evaluation criteria and cycle, providing a clear quality orientation for Chinese-foreign cooperative education.

As an important way of internationalization of education, Chinese-foreign cooperative education should pay more attention to the quality of education and the overall development of students. Therefore, strengthening quality supervision and improving school running level are not only the inherent requirements of Chinese-foreign cooperative education, but also an important guarantee for cultivating talents with international vision and innovation ability. In the future, we should continue to deepen the reform and development of Chinese-foreign cooperative education, promote the process of internationalization of education, and contribute more wisdom and strength to building a community of human destiny.

2.3 Adjust the institutional mechanism and improve the guarantee system for Chinese-foreign cooperative education

It is necessary to innovate the management system and strengthen the management of Chinese-foreign cooperative education. At the same time, it is necessary to further improve the relevant laws and regulations, institutions, management and standardization of the order of running schools, etc., so as to create a favorable atmosphere for the healthy and sustainable development of Chinese-foreign cooperative education. In terms of management system, it is necessary to build a new system of top-level design and overall planning by the national education administrative department, business gate-keeping and approval management by the provincial education administrative department, and autonomous management and standardized operation by the organizers of Chinese-foreign cooperative schools in accordance with the principle of hierarchical management and consistency of authority and responsibility. Strengthen the power of provincial governments in China's cooperative school-running and improve the autonomy of school-running; at the same time, the self-discipline and management of the organizers should be further strengthened, the responsibilities of schools should be clarified, and timely explanations should be given on issues related to the standardization of school-running.

Innovate the management mechanism and establish a classification and management system for Chinese-foreign cooperative schools. For independent Chinese-foreign cooperative schools, strict approval shall be granted and total quantity control shall be implemented; under the existing education system, the state shall implement a unified Chinese-foreign cooperative school program, implement a unified registration system, and obtain the corresponding qualifications; formulate profit-making management methods for Chinese-foreign cooperative schools, and strictly implement the entry and exit system. Chinese-foreign cooperative educational institutions and programs at the higher education level highlight innovation ability and quality improvement. On the one hand, the implementation of the construction program of Chinese branch campuses of world-famous universities will directly introduce the world's first-class universities, thus accelerating the capacity building of China's colleges and universities; on the other hand, colleges and universities are encouraged to focus on the shortage and weak specialties, and to select foreign educational resources with comparative advantages to carry out cooperative education in China [4].

3. Future Outlook and Trend Forecast

3.1 Impact of Digital Transformation on Chinese-foreign Cooperative Education

With the rapid development of information technology, the field of education is experiencing unprecedented changes. For Chinese-foreign cooperative schools, digital transformation not only means the innovation of teaching methods, but also a major opportunity to improve the quality of education and broaden the field of cooperation. In recent years, many Chinese-foreign cooperative educational institutions have explored the road of digital transformation, and realized the optimal allocation and efficient use of educational resources through the introduction of online teaching platforms and intelligent management systems.

Digital transformation has also promoted the innovation of Chinese-foreign cooperative education in teaching mode. Although the traditional face-to-face teaching mode has its unique advantages, it is deficient in flexibility and personalization. Digital transformation, on the other hand, has promoted the rise of new teaching modes such as blended learning and flipped classroom, enabling students to learn independently according to their own learning progress and interests [5]. This transformation of teaching mode not only improves students' learning efficiency, but also cultivates their independent learning ability and innovative thinking.

3.2 Exploration of Sustainable Development Paths

At present, with the acceleration of globalization, Chinese-foreign cooperative education has become an important way of internationalization of higher education in China. However, how to ensure the quality of education while realizing sustainable development has become an urgent problem. In this regard, we can learn from successful cases at home and abroad, such as New York University in Shanghai, which has realized the efficient integration of educational resources through innovative cooperation modes, which not only improves the quality of teaching, but also promotes cultural exchange and understanding [6]. Its unique "dual-campus" model allows students to receive international education on two campuses at home and abroad, which not only broadens their international horizons, but also enhances their cross-cultural communication skills, and provides useful inspiration for the sustainable development of Chinese-foreign cooperative education.

4. Conclusion

To sum up, Chinese-foreign cooperative education has played an important role in the internationalization of education and the improvement of education quality, but at the same time, it also faces many challenges. By optimizing the policy environment, strengthening the quality supervision and adjusting the institutional mechanism and other measures, the attractiveness and running level of Chinese-foreign cooperative education can be improved and sustainable development can be achieved.

Acknowledgments

This paper was supported by the following fund project: Yantai Social Science Planning Research Project: Research Project on the Integrated Construction of Career Education Curriculum System for Universities, Secondary Schools and Primary Schools in the New Era (YTSK2024-051).

References

- [1] Huang Min. The Changes and Development Trends of Sino foreign Cooperative Education Policies from the Perspective of Policy Tools [J]. *Higher Education of Sciences*,2024,(01):104-113.
- [2] Meng Qinglei, Song Cantao. Research on Curriculum Quality Construction of Sino foreign Cooperative Education Projects [J]. *China Journal of Multimedia & Network Teaching*, 2022,(10):126-129.
- [3] Chen Yating. Research on the Development Strategy of Sino foreign Cooperative Education in Universities under the New Situation [J]. *PR World*,2021,(23):95-97.
- [4] Lin Jinhui, Ling Que. High quality development of Sino foreign cooperative education: policy trajectory and policy supply [J]. *Journal of Higher Education Management*, 2021,15(06):1-12.
- [5] Wang Jianhua. Using educational evaluation reform to drive the improvement of quality and efficiency of Sino foreign cooperative education [J]. *Shanghai Journal of Educational Evaluation*,2021,10(01):38-43.
- [6] Wang Zhiqiang. The Historical Changes and Future Prospects of Sino foreign Cooperative Education in Higher Education in the New Era [J]. *Heilongjiang Researches on Higher Education*,2019,37(08):74-78.

Author Bio

First author: Junyan He(1982-), Female, Han nationality, Zibo, Shandong, Master's Student, Lecturer, Research Direction: Educational management, Ideological and political education, Career planning.

Second author: Jiandong Yang (1978-), Male, Han nationality, Yantai, Shandong, Master's Student, Associate Professor, Research Direction: Future education, Personalized education, Career planning.

Corresponding author: Chengshi Li(1990-), Female, Place of Birth: Jilin, China; Professor, PhD, Research Direction: Comparative Higher Education, Higher Education Policy and Governance; Email: lichengshi@gachon.ac.kr.