

# Research on the Optimization Strategy of Project Management on Sino Foreign Cooperative Education in Colleges

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**Abstract:** *Sino foreign cooperative education project is one of the educational forms of Sino foreign cooperative education. As an important part of the development of higher education, the Sino foreign cooperative education project of higher education is of positive significance for the complementary advantages of resources, and the mutual benefit and win-win situation of national educational resources. This paper, taking the management optimization of Sino foreign cooperation education projects in Colleges as starting point and foothold, reckons that the optimization strategy of the management of Sino foreign cooperation education projects in Colleges mainly includes three points: first, perform reasonable positioning; Second, establish and perfect management and operation methods; Third, improve the quality of teaching.*

**Keywords:** *Sino foreign cooperative education projects; Administration; Education*

With the development of knowledge economy, educational globalization has gradually become a new development trend. Meanwhile, China pays more attention to international exchanges and interactions in talent training, and the educational reform and development of colleges emerge as the top priority of current educational development. Seeking bilateral and even multilateral cooperation in teaching and scientific research to promote the exchange and development of talents to high-level and wide fields, broadens new ideas for the field of higher education in China. As an important part of the development of higher education, Sino foreign cooperation in higher education is of positive significance to the complementary advantages of resources and the mutual benefit and win-win situation of national educational resources.

## 1. Sino Foreign Cooperative Education and Sino Foreign Cooperative Education Projects

Sino foreign cooperative education refers to an educational activity carried out in China by foreign school institutions and Chinese school institutions through cooperative enrollment, within the scope permitted by Chinese law. The sino foreign cooperative education primarily targets Chinese citizens, and from the current education situation, Sino foreign cooperative education is mainly for higher education. China supports and encourages higher education and vocational education to achieve mutual benefit and win-win results at the educational level, and improve quality and efficiency through Sino foreign cooperative education.

According to Regulations on Sino Foreign Cooperative Education and other relevant provisions, Sino foreign cooperative education projects are one of the forms of Sino foreign cooperative education. And, Sino foreign cooperative education projects are professional projects jointly cooperated by Chinese educational institutions and foreign educational institutions, which are different from Sino foreign cooperative educational institutions. In contrast, the Sino foreign cooperative education projects are targeted, and generally can be divided into two teaching modes of "domestic + foreign" and "home-grown study abroad".

The basic principles followed by Sino foreign cooperative education projects mainly are as follows:

First, it should have a clear educational purpose. To be concrete, Sino foreign cooperative education projects should take cultivating talents and meeting the educational needs of educational objects as the starting points, realize the integration of advantageous educational resources through Sino foreign cooperation, and improve the level of education, so as to provide international talents for the economy and society.

Second, it should be students' healthy development-oriented education. During the implementation of Sino foreign cooperative education projects, it should respect the rights and interests of students and place the basic of education activities on safeguarding the legitimate rights and interests of students.

Third, it should realize the optimization of educational resources. The fundamental purpose of Sino foreign cooperative education is to bring in foreign high-quality teaching resources to better serve the teaching subjects, which is not only the core of Sino foreign cooperative education projects, but also the advantage of Sino foreign cooperative education projects.

## **2. Existing Problems in the Project Management of Sino Foreign Cooperative Education in Colleges**

In 2004, the Ministry of Education issued the Measures for the Implementation of Regulations on Sino Foreign Cooperative Education, which gave a clear interpretation of Sino foreign cooperative education projects, and separated Sino foreign cooperative education projects from institutions, being listed additionally. After more than ten years of development, the Sino foreign cooperative education project in Colleges has made considerable progress. On the whole, the Sino foreign cooperative education project has gradually been on the right path and won the recognition of students and parents, and at the same time, through cooperative education, colleges have used foreign advantageous teaching resources to make up for the deficiencies in China's education, which has a positive role in promoting the cultivation of talents. However, such international cooperative education has only been explored in China for a dozen years, and the problems of imperfect system and low education quality are still existed in varying degrees.

### ***2.1. Not Accurate Project Positioning***

First, in the process of carrying out Sino foreign cooperative education projects, colleges excessively pursue economic benefits of education projects and ignore current situations of teaching quality and long-term development of project construction. When the Sino foreign cooperative education projects were set up, the actual situation of foreign colleges was not investigated, there was no precise positioning for whether the project matched the teacher resources and teaching level of the University, and the blind project cooperation was conducted, which caused a waste of resources. Second, the education level is low. Many colleges have fewer projects at the graduate level in the international cooperative education projects, and have cooperative specialty setting which is not in line with the economic development of the region. At the same time, many projects do not start from the actual needs of national talent training, which is not conducive to the medium and long-term talent training in China. Third, the regional distribution of cooperation projects is uneven. At present, the choice of foreign schools in the Sino foreign cooperative education projects of colleges is mostly concentrated in the developed countries and regions with more advanced education, and there are few famous schools in the cooperative colleges. On the whole, these cooperative foreign schools have relative high cooperative costs, and from the perspective of educational equity, some students cannot learn in Sino foreign cooperative education projects due to high fees, which affects the sustainable development of the project.

### ***2.2. Imperfect Management Mechanism***

First, there is still the problem that "external management emphasizes approval and neglects management" in varying degrees. Although our state has formulated a strict examination and approval system for educational projects from the policy level, reviewed the projects that have been carried out during the examination and approval process, supervised the legality of the projects, and suspended the unqualified projects, the supervision of the teaching quality and teaching effect after the introduction of the projects remains to be weakened to an extent, and there is a lack of effective management mechanism on the teaching quality and educational effect of the launched educational projects. Second, the internal management mechanism is not perfect. Colleges set up a management committee consisted of both Chinese and foreign parties to manage the cooperative projects. However, in the actual education process, the enrollment objects of the Sino foreign cooperative education projects are for Chinese citizens, and in the process of promoting the actual project, the foreign party only participates in a small range of relevant affair management because it does not perform college education in its own country, which leads to problems such as unclear responsibilities once regulatory problems occur.

### ***2.3. Insufficient Major Coverage***

According to the undergraduate specialty catalogue of ordinary colleges in China (full version in 2022), there are 12 categories, 92 major categories and 771 specific majors in undergraduates. Coupled with 14 major categories and 405 specific majors in postgraduates, 19 major categories and more than 700 specific majors in higher vocational college students, and the major volumes of doctoral students, the total number of specific majors in China is more than 2000. However, at present, the number of specific majors in Sino foreign cooperative education projects (except duplicate majors) is only about 200, which leads to the insufficient major coverage of Sino foreign cooperative education projects. Moreover, most majors in China do not have Sino foreign cooperative education projects, many students in other majors cannot choose Sino foreign cooperative education to enjoy overseas teaching resources, and there is still the problem of insufficient enrollment due to too few majors in the administration of the projects. On the other hand, due to the high repetition rate of specialty setting of Sino foreign cooperative education in Colleges, the contradiction between supply and demand is highlighted. This is also related to the slightly low quality of enrollment in Sino foreign cooperative education in Colleges, and the insufficient foundation and relatively limited learning ability of students participating in educational projects.

### ***2.4. Poor Teaching Quality***

The poor teaching quality of cooperative projects is mainly reflected in the following aspects: first, the teaching differences between China and the West. The purpose of Sino foreign cooperative education projects in Colleges is to serve the training of talents. The cooperation project involves the exchange and collision of Chinese and Western cultures. Many foreign teachers' educational ideas, and teaching methods are extraordinarily different from the needs of Chinese students, which leads to in the process of teaching, many students do not understand the content taught by foreign teachers. Second, there are misunderstandings in the training objectives. Sino foreign cooperative education projects in Colleges often aim at the project exchange and cooperation of a specific major in Colleges. To this end, in the process of promoting the project, colleges pay attention to the needs of social development, and emphasize teaching of students' professional subject knowledge, ignoring the cultivation of students' abilities in other aspects. Third, the curriculum setting is unreasonable. The main reason why many students choose Sino foreign cooperative education projects is that they have a crush on foreign advanced educational resources. However, in the process of actual education, affected by the level of foreign teachers, there are often fewer foreign courses and more Chinese courses, with a high proportion of public courses and fewer elective courses and practical courses in terms of course setting. In addition, many schools list language courses as key courses in the first two years of the teaching process, leading to inappropriate primary and secondary.

## **3. Optimization Strategy of Sino Foreign Cooperative Education Project Management in Colleges**

### ***3.1. Perform Reasonable Positioning***

Using foreign high-quality teaching resources to improve the teaching quality of higher education is the purpose of Sino foreign cooperative education projects in Colleges. The fundamental task of higher education is to cultivate students' morality and all-round development. With the development of economic globalization, running world-faced education has emerged as the goal and direction of educational reform in China. The primary optimization strategy of Sino foreign cooperative education project management in Colleges is to make a reasonable positioning, which should not only base on the policy level, but also base on the internal discipline construction level. At the operational level of Sino foreign cooperative education projects in Colleges, the colleges must first have a firm political position and political direction, take promoting the development of domestic students as the fundamental starting point, and earnestly safeguard the legitimate rights and interests of teachers and students in the actual education process. To this end, before the project cooperation, a detailed investigation and research on the foreign schools that colleges want to cooperate with should be made, so as to determine the discipline level and content, carry out targeted project construction, diversify the education forms, and teach junior college students, undergraduates and graduate students according to their different levels. At the same time, in the discipline setting of educational projects, colleges should focus more attention on their advantageous disciplines, which can not only develop their strengths and circumvent our weaknesses, but also improve the teaching level of their characteristic majors in the process of

cooperation. Moreover, in the process of cooperative education, it is necessary to control education costs, and charge reasonable fees. Only by taking cultivating social talents as our own responsibility can teaching quality be improved, and the goal of win-win economic and social benefits be achieved.

### ***3.2. Establish and Perfect the Management Mechanism***

For this, the first is to establish and improve the external supervision mechanism. The government should strengthen the supervision of Sino foreign cooperative education projects in Colleges, and strengthen the supervision from the source in terms of market access and teaching quality in accordance with the law. On the one hand, according to relevant regulations, the government should standardize the license system, requiring that in the process of cooperative education, the colleges should actively implement and fulfill their commitments, strengthen the openness and transparency of the project, and make all-round publicity for the whole process of school education and teaching, fees and other aspects. Moreover, in the process of project supervision, the competent department should conduct in-depth field review to ensure that the project application materials are consistent with the actual educational content, and at the same time make strict review for external educational qualifications, funds and other aspects. On the other hand, the government should improve the quality of approval personnel. The examination and approval personnel are the core personnel of the project qualification examination. Their professional ability and level determine the quality of the project examination. Only by strict examination and control according to law can the high quality of Sino foreign cooperative education projects in Colleges be effectively ensured. The next is to strengthen internal supervision. The internal supervision is an important guarantee to effectively ensure the quality of the projects, and the ultimate management effect of educational projects depends on the internal supervision of schools. Therefore, the colleges should establish a reasonable mechanism and quality evaluation system to improve the teaching effect of cooperative education projects. In addition, it is also urgent to actively guide society to participate in the supervision and management, so as to ensure the long-term development of Sino foreign cooperative education projects in Colleges.

### ***3.3. Strengthen Major Construction***

To apply for a new Sino foreign cooperative education project to the Ministry of education of China, in addition to basic data such as the proportion of teachers and students, the number of professional teachers, school qualifications and other basic indicators, it is also necessary to have categories of existing general majors and the relevant documents of the first batch of the graduates. In recent years, China has paid more and more attention to the reform of higher education, and many new specific majors have been added. However, because the majors have been opened for a short time, there are no first graduates at present, which is one of the reasons why there are too few majors in Sino foreign cooperative education projects. In order to solve the problem of high coincidence of projects, China's Sino foreign cooperative education projects need to increase the construction of general majors in administrative management, actively recruit and cultivate teachers of relevant majors, actively develop higher education, strengthen discipline construction, and open more new majors, so as to avoid the problem of unsuccessful application of the new Sino foreign cooperative education project due to the absence of the first graduates. Secondly, it is necessary to actively expand foreign friendly universities and broaden the scope of majors, so as to find cooperative education majors that are consistent with the majors and scarce at present to make up for the problem of too few majors in the project.

### ***3.4. Improve Teaching Quality***

Any university is ought to take the improvement of teaching quality as the starting point of its work, and so the Sino foreign cooperative education project in Colleges is. The teaching quality of Sino foreign cooperative education projects in Colleges is critical to the source of students, the development of majors in Colleges, and even the survival of the project. Therefore, improving teaching quality is the top priority of project management optimization. First of all, the key to improve the quality of teaching is to optimize the curriculum design. Concretely, the colleges should take cooperative projects as their advantageous resources and enable the curriculum be in line with their professional development and personal development of students, that is, take these two into account, and reasonably set the proportion and structure of courses, so that students can choose their own courses on the premise of autonomy. In addition, the Chinese and foreign sides should set up a reasonable curriculum system according to their majors. The purpose of Sino foreign cooperation is to "get rid of the dross and take the essence". In the process of curriculum setting, they should fully combine the advanced content of

foreign courses to make the curriculum setting more scientific and reasonable, and be in line with the requirements of international education development. Secondly, both parties should pay attention to the all-round development of students. Sino foreign cooperation projects are often divided into two stages: domestic education and foreign education. In both stages, they should take the all-round development of students as the focus of training, not only constantly improving the professional teaching ability and level in teaching, but also making great efforts to improve the ability and level of students' all-round development.

#### 4. Peroration

The project management of Sino foreign cooperative education in Colleges is a long-term and arduous work with great responsibility and significance. The rapid development of educational projects requires the full participation of the government, colleges, and even the society. To this end, all sides should be soberly aware that the management of Sino foreign cooperative educational projects in Colleges should follow its due objective laws, not abandoning the basics, and not avoiding the important ones. Moreover, the colleges should do a good job in the management of Sino foreign cooperative education projects in Colleges with firm assertiveness and courage, improve the pragmatism of teaching quality assurance, and realize the health and sustainable development of Sino foreign cooperative education projects.

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