

The Analysis of the International Development of Higher Education in the Context of RCEP

Jing Zhao

Software Engineering Institute of Guangzhou, Guangzhou, 510655 Guangdong, China

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Abstract: Under the background of RCEP, China has achieved fruitful results in various aspects, and the internationalization of higher education has also achieved certain results. This article analyzes the impact of the RCEP initiative on China's higher education and the problems existing in the internationalization of higher education and discusses the background of RCEP. Lower higher education internationalization development school-running model.

1. Introduction

The Regional Comprehensive Economic Partnership (RCEP) is the largest free trade agreement in the world. Its signing marks the completion of a free trade zone with the largest population and the most diverse membership in the world. It will establish an open market among 15 countries and implement regional economic integration by reducing tariff and non-tariff barriers. It is another important economic milestone in the economic integration of East Asia after ASEAN, and it has inestimable development potential [1]. RCEP will take effect on January 1, 2022, and the first to take effect includes China, Japan, New Zealand, Australia, Brunei, Cambodia, Laos, Singapore, Thailand, Vietnam and other countries that have completed the approval. On February 1, the RCEP officially came into effect for South Korea. The remaining 4 countries, Malaysia, the Philippines, Myanmar, and Indonesia, will also be included in the entry into force after the approval is completed [1].

RCEP is mainly about economic and trade cooperation, but its value is not limited to the economic and trade field. Talents and knowledge are important resources and carriers to promote regional development. RCEP should not only pay attention to the leading role of economy, but also pay attention to the role of culture, education, science, and technology. Educational cooperation plays an important role in the strategic cooperation field of RCEP. The field of education needs to plan and make strategic plans in advance.

2. Cooperation in Higher Education within RCEP

China has long-term cooperation with RCEP countries such as Japan, Singapore, South Korea, Australia, New Zealand and other countries in the field of higher education and has also sent a large number of international students to each other [2]. In the 2022 QS Asian University Rankings, Singaporean universities have achieved top results for eight consecutive years, of which the National University of Singapore has taken the first place in the past four years, while Nanyang Technological University, another well-known university in Singapore, has ranked third on the list. The University of Malaya, the University of Tokyo, Korea University, Kyoto University, and Seoul National University are also at the top of the list. The list covers all prominent universities in East Asian countries. Some evaluation indicators of QS, such as academic reputation, employer reputation, international research network, and the citation rate of papers, have reference significance for improving the quality and efficiency of Chinese universities [3]. Internationally, the number of international students it attracts is also an important indicator for evaluating a university's internationalization level, international influence, and international competitiveness. In the 2022 QS World University Rankings, Singapore's National University of Singapore and Nanyang Technological University ranked 11th and 12th respectively, Japan's University of Tokyo and Kyoto

University ranked 23rd and 33rd respectively, Australia's Australian National University and Melbourne University Ranked 27th and 37th respectively, these famous universities have a good foundation for cooperation with China in terms of academic exchanges and acceptance of international students. Under the combined influence of the new crown pneumonia epidemic and the forces of anti-globalization, studying abroad has been hindered [2]. In the RCEP region, it is undoubtedly of special practical significance to promote in-depth cooperation and exchanges in higher education.

3. Problems Existing in the Internationalization of Higher Education

3.1 The Awareness of International Education Needs to Be Strengthened

China's international education is still dominated by undergraduate institutions, and most institutions are still independent, lack of communication and contact between institutions, and lack of experience in integrating advantageous resources between institutions and running schools abroad. Junior colleges have done less in terms of internationalized education, and most colleges still stay in the stage of visiting, student exchange, and teacher exchange [3]. Although they continue to introduce advanced foreign educational concepts, curriculum systems, management systems, etc. These advanced experiences are “localized” to improve the level of internationalization of Chinese higher education.

3.2 Lack of Uniformity in Talent Training Standards

In order to promote the internationalization of higher education institutions, the Ministry of Education issued the “Higher Education Innovation and Development Action Plan (2015-2018)” in October 2015, requiring higher education to cooperate with the national RCEP initiative to help high-quality production capacity go global. Expand higher education cooperation with countries along the RCEP. In 2016, the Ministry of Education issued the “Promoting the Joint Construction of RCEP Education Action”, proposing to jointly build and share policies with countries along the route, such as “carrying out cooperation in educational interconnection, cooperation in talent training and training, and jointly building a Silk Road cooperation mechanism”. In 2019, the “National Higher Education Reform Implementation Plan” issued by the State Council proposed to build a group of higher vocational colleges with Chinese characteristics and world-class standards [4]. Although the state has issued various policy documents to promote the international development of higher education, few colleges and universities have actually implemented the documents into the training of international talents.

3.3 Insufficient School-Enterprise Cooperation and Deep Integration

So far, China has signed 173 RCEP cooperation documents with 125 countries and 29 international organizations. China and countries along the route have conducted in-depth cooperation in trade, railways, ports, communications, and other fields. Chinese enterprises have set up factories in many countries to solve the employment problem of local personnel. The internationalization of higher education has cultivated many labor force for enterprises and solved the problem of enterprise employment tension [5]. However, talent training is not closely integrated with local culture, customs, social background, etc. The cultivated talents cannot be better used by enterprises.

3.4 The Construction of Teaching Staff is Lagging Behind

Internationalized teaching staff should have various skills required for international exchanges, understand the cutting-edge dynamics of the profession, and have the ability to think internationally, scientifically, and bilingually. Most of our teachers are quite different from international teachers in terms of foreign language proficiency and theoretical practice teaching level. They do not have bilingual teaching ability. It is difficult for them to study abroad to transfer and absorb advanced foreign concepts and teaching methods. International teaching [6].

4. An Analysis of the International Development of Higher Education in the Context of RCEP

4.1 Coordinate the Top-Level Design of Cooperation and Exchanges within RCEP

The top-level design of RCEP is a roadmap for Chinese education to gradually become a world education center, and a starting point for promoting international exchanges and cooperation at a higher level and on a larger scale, as shown in Figure 1. The state and governments at all levels should establish and improve relevant policies, establish relevant institutions to guide and support the internationalization of higher education, integrate domestic and foreign higher education, higher education, basic education and other institutions at all levels of disciplines, majors, and partner resources [7]. A large platform for international cooperation in education, contributing Chinese wisdom and Chinese solutions to the development of world education.

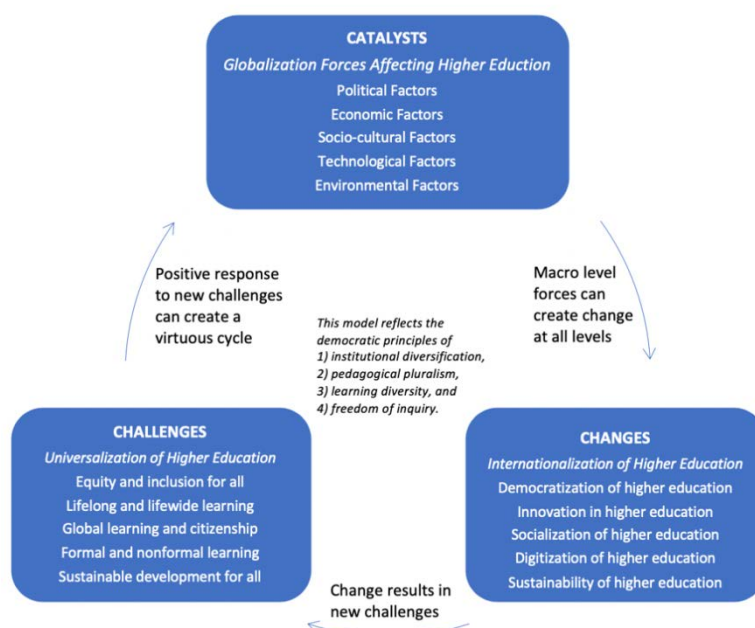


Fig.1 Top-Level Design for Coordinating International Educational Cooperation and Exchanges

4.2 Promote the International Development of Education in RCEP through “Skills Exchange”

By holding various international skills competitions, we will promote the formation and improvement of international professional standards, realize a good education and teaching cycle model of promoting teaching by competition, promoting learning by competition, promoting reform by competition, and promoting integration by competition. The exchange between higher education is conducive to the formation of unified education and teaching standards, which has achieved the promotion of the international influence of China's higher education [7].

4.3 Reforming the Talent Training Model

The talents needed in the context of RCEP should not only possess a variety of rich professional knowledge and practical skills, but also understand the cultural background, folk customs, laws, etc. of different countries in order to work better. Therefore, higher education should continuously innovate the talent training model, combine its own characteristics and innovate the talent training model based on the principle of combining international rules, market mechanisms and state support, give play to regional advantages, highlight local characteristics, and explore a set of cross-border flow and cross-border training. The innovative talent training mechanism (as shown in Figure 2) provides intellectual support for the implementation of the RCEP strategy [8]. Through various methods such as “China domestic + foreign”, “online + offline” and “theory + practice”, it cultivates international talents in all aspects.



Fig.2 Talent Training Mode

4.4 To Build an International Teaching Alliance within RCEP

At present, most of the higher education institutions carry out RCEP international education independently, and there is a lack of communication and exchange among institutions. If an international vocational education alliance can be established, the alliance can provide a platform for cooperation and exchange for various universities, and at the same time, the innovation and creation of the industry will be created [8]. Timely transform it into new educational technology products and teaching resources; promote the construction of smart campuses; promote school-enterprise cooperation and in-depth integration of production and education; accelerate the opening of education to the outside world, provide suitable talents for enterprises, vigorously promote Sino-foreign cultural exchanges and people-to-people bonds, and promote Chinese domestic academies. The exchange and cooperation between the school and the national colleges and universities along the RCEP route will improve the internationalization level of Chinese vocational colleges [9].

4.5 Carry out Diversified Training and Promote the Internationalization of RCEP in Running Schools

The cultivation of RCEP international talents in higher education should involve in-depth exchanges and cooperation with RCEP countries and regions in multiple disciplines and fields. Through “country-to-country, school-to-school, school-to-enterprise” diversified training, the “multi-polar force” cooperation mechanism and the cooperative effect of “multi-dimensional fusion” is shown in Figure 3. Realize the goal of cultivating international talents from multiple levels and methods [9].

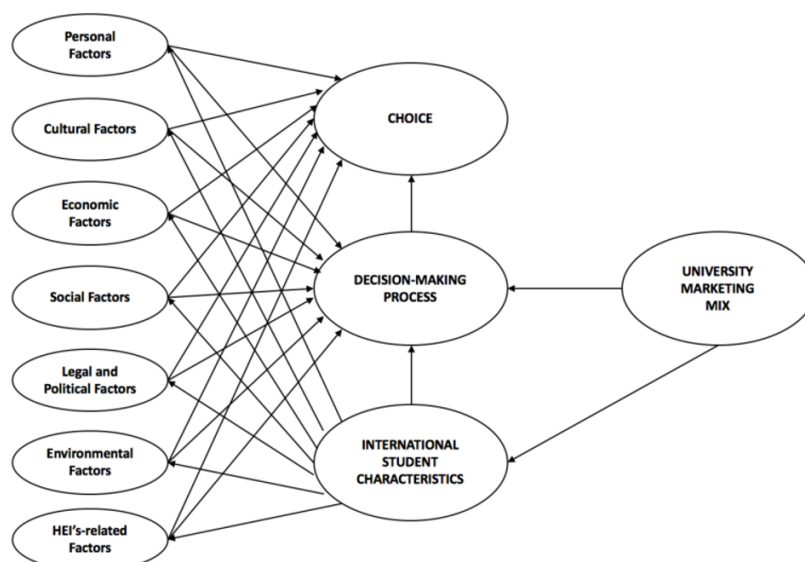


Fig.3 Diversified Cultivation of International Talents

4.6 Strengthening the Construction of RCEP's Internationalized Teaching Staff

It is particularly important to improve the internationalization level of teachers under the RCEP strategy. Teachers should be cultivated from the aspects of internationalized education and teaching concept, ability to connect with new industries, professional technical level, innovative spirit, scientific research level, bilingual and even multilingual communication ability, etc., and constantly improve teachers' international education and teaching level, and promote the improvement of the quality of international education [10].

4.7 Expand the Scope of RCEP International Talent Training

Higher vocational colleges should increase a certain proportion of foreign students when formulating enrollment plans, and international talent training should be in multiple fields. Combined with the national higher vocational enrollment expansion of 1 million, it will provide suitable talents for Chinese enterprises to “go global”, cultivate more international talents for enterprises, vigorously promote cultural exchanges between China and foreign countries and people-to-people bonds, and promote the cooperation between domestic universities in China and universities in countries along the RCEP route. Exchange and cooperation [10].

5. Conclusion

In a word, international talent cultivation under the background of RCEP is a systematic project, and the lack of any link will lead to the failure of talent cultivation to achieve the expected goals. With the improvement of China's international status, higher education will surely occupy an important position in the internationalization of schools and will surely embark on a path of internationalization with Chinese characteristics.

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