

## The Construction of Quality Assurance System for Sino-foreign Cooperation in Running Schools under the “Belt and Road” Initiative

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**Keywords:** “One belt and one road”; Sino foreign cooperation; quality assurance of running schools

**Abstract:** The implementation of the “one belt and one way” initiative has provided protection for talent demand. Based on this, the author makes an in-depth analysis of the influence of “one belt and one road” policy on the quality assurance of Chinese foreign cooperation in running schools. According to research, in the face of unprecedented development opportunities, China's implementation of Sino-foreign cooperative education must clarify its own problems, analyze the causes, and at the same time consolidate its own foundation, strive to build a carrier to serve the national development strategy, improve service capabilities, all-round, high Quality paving the way for the “Belt and Road” construction. The results show that promoting the development of Sino-foreign cooperative education is an important guarantee for cooperation and exchanges between China and the countries along the “Belt and Road”.

### 1. Introduction

In August 2016, the Ministry of Education led the development of the “One Belt and One Road Education Action” to promote the “One Belt, One Road” education community. “Action” pointed out that localities should focus on promoting, highlighting the subjectivity, support and landing of the “Belt and Road”, stressing that localities as the main body of responsibility for joint education activities should actively plan for co-construction, plan well, and provide policy support. To make the task of co-construction fall to the ground [1]. For example, the western region with a weak foundation for cooperation in running schools, as the starting point of the “one belt”, can guarantee the supply of talents and shoulder the heavy responsibility of “going out”. In order to achieve efficient cooperation between the state and various countries in various fields, we will carry out active and good educational exchanges to promote the dissemination, integration and sharing of national quality inspections [2]. In order to respond to the new opening up strategy of “one belt and one road” and meet the needs of various industries for higher talents, colleges and universities are also actively making efforts to explore a new mode of Sino foreign cooperative education, constantly innovating and improving the comprehensive competitiveness of international education [3]. With the further development of the “one belt and one way” initiative, the economic corridor of China, Mongolia and Russia has developed well. In this article, seven countries will be discussed as a whole, and how to promote national cooperation through Sino foreign cooperative education in the cooperation environment of “one belt and one road”, and train talents [4].

Over the years, our country has invested heavily in English education and paid little attention to the training of Russian talents. In the process of training Russian talents, due to the obsolete teaching mode and the single teaching method, the quality of Russian talents is not high and there is a lack of pluralism [5]. In the process of implementing the actual policy, China should make full use of domestic resources, strengthen foreign cooperation, improve the level of opening to the outside world, and promote the development of higher education level [6]. In response to the “one belt and one way” development strategy put forward by Xi Jinping' s total data and promoting development and construction, the state began to strengthen cooperation with foreign countries in running [7]. Fujian Province has a unique geographical location, a developed private economy and a good marine economic foundation. It is the core area of the 21st Century Maritime Silk Road and has an important strategic position in the construction of an international cooperation platform for

educational action. The western region is an important region for achieving regional balance and sustainable development under the “Belt and Road Initiative” initiative. The vigorous development of education in the western provinces and cities is the premise and guarantee for the political, economic and cultural development of the western region [8]. These seven countries are not only geographically adjacent, but also have certain similarities in their cooperation with China, and trade and education cooperation are gradually increasing. Therefore, there is an increasing demand for compound and nationalized Russian talents who are familiar with the language of the countries along the route, understand the culture of the countries along the line, and master certain professions [9].

## 2. Methodology

In today's cooperative development, the seven countries have similarities and uniqueness, but in general, the demand for talents has changed. In recent years, from the employment survey of employers in colleges and universities, it can be found that employers not only need Russian talents with good language skills, but also hope to have certain professional skills at the same time [10]. He is also proficient in high-quality, compound talents with good quality, cultural literacy and physical health, such as law, economy, trade, tourism, and computer science. With the proposal of the “Belt and Road” policy, in order to adapt to the new construction and development needs, the original education methods of Chinese universities will also be reformed. As we all know, in ancient history, along with the continuous expansion of the Silk Road, it not only drives the economy of all countries along the way, but also brings the historical civilization and advanced production technology of all countries into each other's field. China's civilization spread far to the West through the Silk Road, while the modern science of the West attracted China through the Maritime Silk Road. The former is the purpose and the latter is the means. It is very important to find the carrier of means serving the purpose. At present, the more successful methods are “Confucius Institute (classroom)” and “Lu Ban Workshop”, but behind the success of both there are shortcomings.

Since 2016 and 2017, the World Economic Forum has launched a report on global competitiveness, with the exception of Russia, the remaining two countries are among the top 50 in the world, and the overall level is above and above, as shown in Table 1.

Table 1 Global Competitiveness Ranking of the Commonwealth of Independent States

Country	2016	2017	Trend
Russia	16	13	↓3
Ukraine	18	20	↑2
Azerbaijan	16	17	↑1

Universities undertaking Sino-foreign cooperation in running schools should make a long-term plan to break through the existing classification of disciplines and realize the interdisciplinary training of talents. The vigorous development of Sino-foreign cooperation in running schools is an important part of Fujian's education opening to the outside world in the new period. At the same time, it is also a bridge and link to build cultural soft power, enhance mutual trust and deepen feelings among countries, and play a decisive role in the “one belt and one road” initiative. With the improvement of global culture and civilization, the Maritime Silk Road has been rationally developed. To a large extent, it not only promotes the exchanges and integration of eastern and Western civilizations, but also adds a rich color of blood to the economic fields of various countries. It has also enabled countries to begin diplomatic relations. However, the “Belt and Road” requires high-quality skilled talents with an international vision. Although the talents cultivated by the Confucius Institute have a certain Chinese foundation, they lack professionalism and professionalism, and directly connect with the “Belt and Road” enterprises. Going out” is a far cry. This brand-new opening-up model has also brought new development opportunities for Chinese-foreign cooperative education. According to the development trend of various countries,

Russia, Georgia and Armenia have maintained a three-year upward trend. Azerbaijan has remained the most competitive country among the seven CIS countries for three years, but Ukraine and Moldova have a certain decline.

Since only the results of the first half of 2004 are here, Figure 1 depicts the situation before 2003. It can be seen from the figure that in the past 10 years, the number of Chinese-foreign cooperative education projects has increased very rapidly.

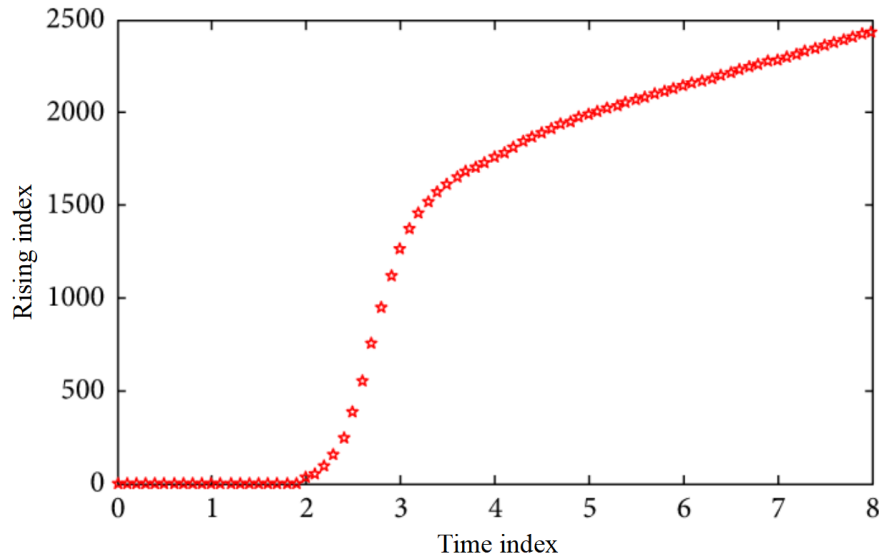


Fig.1. Number of approved projects in different years

### 3. Result Analysis and Discussion

Since the reform and opening up in the 1980s, Sino-foreign cooperative education has developed rapidly. In order to meet the needs of social development, China will actively carry out education reforms under the leadership of the “Belt and Road Initiative”, strengthen foreign cooperation, introduce excellent foreign education models, educational resources and advanced technical talents into China, and promote the improvement of self-education ability in colleges and universities. . To a large extent, it can not only promote good management between the state and the country, but also the mutual learning and development of education among countries along the Silk Road. From the vocational education level, it has put the “Belt and Road” into practice, and is known as the first “Confucius Institute” for vocational education. The friendly cities along the belt, the economic corridor of China Brazil and the League of New Silk Road universities have enhanced cultural exchanges, creating a good atmosphere for extensive and in-depth educational cooperation with the countries along the route. Specifically, educational institutions and undertaking institutions should establish international market research mechanisms, strengthen research and analysis, and carefully demonstrate school-running projects. Actively and prudently, planning to move forward, setting up a reasonable classification of disciplines, and truly realizing the training of Interdisciplinary Applied talents. Sino-foreign cooperation in running schools is an important part of the internationalization of education, and is the key to the development of the opening up of education in all provinces and municipalities.

According to incomplete statistics, in 1995, there were 71 Sino-foreign cooperatively-run schools in China. By 2003, the number of famous Sino-foreign cooperatively-run schools and projects increased rapidly, which can be roughly shown in Figure 2.

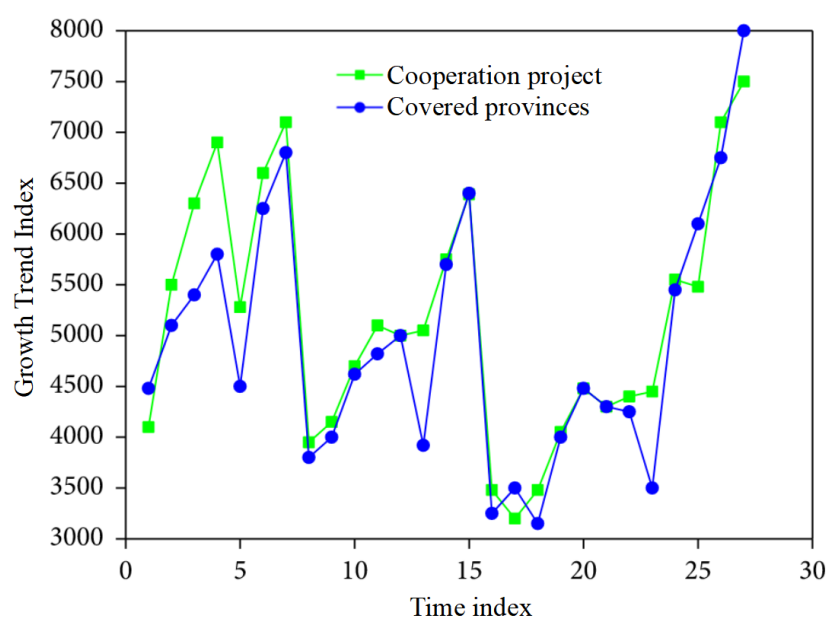


Fig.2. The Increasing Trend of Sino-foreign Cooperative School-running Institutions Projects from 2003 to present

In addition, the national public school funds should also be tilted to the countries along the “one belt and one road” to cultivate talents who are willing to understand, aspiring to learn and actively join the “one belt and one road” construction. The construction of “one belt and one road” requires a large number of professionals with international vision. The educational level of the countries along the border is uneven, and the ability to serve the social economy can not meet the needs of building together. Group-run schools will be the development direction of Vocational Education in the future, but those institutions that do not have group support behind them will be hard to applaud. Under the “One Belt, One Road” development strategy, strengthening Sino-foreign cooperation in running schools will not only enhance the diplomatic relations between the countries, but also promote the progress and improvement of economy, culture, science and technology. To a large extent, the sea can enhance the country's comprehensive position in the international arena and increase its voice and comprehensive influence. At the same time, with the development of China's colleges and universities, we should also create an education model with Chinese characteristics. While introducing foreign talents, we will promote the promotion of domestic universities and accelerate the pace of education reform. At present, the state has given full attention to the opening up of education in the western provinces and cities and provided a good platform. Under the “Belt and Road Initiative” initiative, the education of the western provinces and municipalities has opened up an important opportunity for great development.

#### 4. Conclusion

Under the influence of the “One Belt, One Road” strategy, China’s Sino-foreign cooperative education has ushered in a new development opportunity. As the second province to establish the “Ministry of Provincial and Provincial Joint Approval” mechanism for Sino-foreign cooperative education, Fujian Province should strengthen the government service function and gradually establish a platform for the supervision and publicity of Sino-foreign cooperative education information. However, it is difficult to guarantee the accuracy and timeliness of information acquisition by the higher vocational colleges alone. Building a national database can solve this problem well. In order to enhance the international status and discourse power of the state, cater to the development strategy of “one belt and one road” proposed by general secretary Xi Jinping, actively carry out Sino foreign cooperation in running schools, so as to improve the quality of education and teaching, promote the development of culture and science and technology between countries and countries, and further promote the development of education services, and reach the

original intention of mutual trust and information sharing among countries. By creating a Chinese-style international teaching model, strengthening the organization of Sino-foreign cooperative education and building a high-quality teaching staff, we can further enhance the depth and diversity of Sino-foreign cooperative education in Chinese universities. Therefore, in the field of Sino-foreign cooperation, we need to start with the cooperation projects between CIS countries and China, and aim at the development trend, make the demand-based talent training objectives, and on this basis, in the actual cooperative school-running, revise and optimize the curriculum settings, so as to better train the compound and diversified talents adapted to the current environment.

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