Mechanism and model of cooperation between China, Mongolia and Russia in higher education

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Abstract. As a key node in the implementation of China's "One Belt, One Road" strategy, China, Mongolia and Russia are also key members of the "China-Mongolia-Russia" economic corridor and are playing an increasingly important role in this process. Cooperation in higher education between China, Mongolia and Russia is a natural advantage in the exchange between China, Mongolia and Russia. In order to standardize and promote the higher education cooperation between China and Russia, it is necessary to continuously improve the mechanism of higher education cooperation between China, Mongolia and Russia with the joint efforts of Chinese and Russian governments, universities, enterprises and society, and create a model of higher education cooperation with the characteristics of China, Mongolia and Russia, so as to create a new situation for the higher education cooperation between China, Mongolia and Russia and contribute to the higher education cooperation between China, Mongolia and Russia.

Keywords: China, Mongolia and Russia, higher education, cooperation mechanism.

1. Introduction

Strengthening exchanges between China, Mongolia and Russia in the field of education and providing intellectual support and talent guarantee for the establishment of the economic corridor are the keys to promote the sustainable development of economic and trade relations between China, Mongolia and Russia. To this end, we should further improve the working mechanism, build the exchange platform, expand the depth and breadth of cooperation in the fields of international student education, cooperative schooling and humanistic exchanges, and make greater contributions to the construction of the economic and trade corridor between China, Mongolia and Russia.

2. Background of the creation of the China-US-Russia Economic Corridor

The "Planning Outline for the Construction of the China-Mongolia-Russia Economic Corridor" was signed by China, Mongolia and Russia on June 23, 2016, becoming the first multilateral economic and trade cooperation corridor in the "Belt and Road" (i.e., the Planning Outline). The construction of the "China-Mongolia-Russia Economic Corridor" will further deepen the cooperation between China, Mongolia and Russia in terms of trade scale, product competitiveness, border transportation facilitation and infrastructure construction, and promote the mutual coordination of the development strategies of the three countries. The dovetailing of the development strategies of China, Mongolia and Russia, namely, China's "Silk Road Economic Belt" and Mongolia's "Steppe Road" (later expanded to "Development Road") and Russia's "Eurasian Economic Union", will further deepen the cooperation between the three countries. The docking of China's "Silk Road Economic Belt" and Mongolia's "Steppe Road" (later expanded to "Development Road") with Russia's "Eurasian Economic Union". The establishment of China-Mongolia-Russia Economic Corridor is also intended to promote the construction of China-Mongolia-Russia Economic Corridor [1], laying a good foundation for stable trade and investment, stable economic and trade policy, and personnel exchange, which is beneficial to both economic and social development. Therefore, without the effective operation of these three aspects, the China-Mongolia-Russia Economic Corridor cannot successfully move forward.

3. Background of the creation of the China-US-Russia Economic Corridor

As the "One Belt, One Road" and "21st Century Maritime Silk Road" progress, international cooperation among regions and sub-regions of countries along the route is developing rapidly, which puts forward higher requirements for professionals in innovation and entrepreneurship, transnational management and urgent areas. Enterprises, governments and other relevant stakeholders are in urgent need of high-level talents who have a deeper understanding and mastery of the national conditions and policies of the countries along the Belt and Road. In the research of the countries along the route, we can see that in these countries, the demand for human resources is more urgent than the need for capital and technology. Talent cultivation is mainly based on education, providing internationalized and specialized talents for the construction of "One Belt, One Road", so as to improve the living standard of people in the countries along the route, promote the progress of civilization in the countries along the route, and establish "mutual political trust, economic integration, cultural tolerance, community of interests, community of destiny, community of responsibility The concept of "mutual political trust, economic integration, cultural inclusion, community of interests, community of destiny and community of responsibility" is the rightful meaning of higher education in China, especially higher education, and it is also a question that must be answered by international higher education cooperation [2].

3.1. Policies related to cooperation in higher education in China, Mongolia and Russia

In the Opinions of the Central Committee of the Communist Party of China and the State Council on the opening up of education to the outside world in the new era and the Education Ministry's Action to Promote Education for Building the Belt and Road, it is proposed that "First, we should strengthen the emotional ties between the people of countries along the Belt and Road". The second is to strengthen the "policy communication", "smooth road", "smooth trade" and "currency circulation The second is to strengthen "policy communication", "smooth road", "smooth trade", and "currency circulation" and other aspects of human resources support. From the current situation, there is a big gap between the strength, integration and talent reserve of China's higher education in the "Belt and Road" region and the actual needs of the "Belt and Road" region, which provides strong support for China's "Five Links" strategy. The "Belt and Road" strategy provides strong support and guarantee. "The cooperation of higher education among the sub-regions of the Belt and Road is an important foundation for the establishment of education communities in the countries along the Belt and Road, therefore, in terms of the interests of the subjects and objects, environmental elements, spatial layout and structural characteristics of the cooperation of higher education among the sub-regions of the Belt and Road, it is necessary to systematically build a multi-level higher education system. Therefore, to systematically build a multi-level mechanism and path of higher education cooperation is the key to realize the goal of "Belt and Road" education community.

In recent years, China, Mongolia and Russia have paid great attention to the construction of high-level research universities in China, and China has issued the General Plan for Coordinated Promotion of the Construction of World-Class Universities and First-Class Disciplines and the Implementation Measures for Coordinated Promotion of the Construction of World-Class Universities and First-Class Disciplines (Provisional), which provide strong support for the construction of first-class universities in China. In order to improve the competitiveness of Russian universities and make an impact on the world's top universities, Russia has enacted a series of reforms of the talent training system, promoted the internationalization of higher education, integrated high-quality university resources and established a university pyramidal university system, such as the Law on the introduction of a two-tier higher education system, the Law on the special status of Moscow State University and St. Petersburg State University, the Law on the state policy Measures on the implementation of state policy in the field of education and science". The Outline of the Plan for the Construction of the China-Mongolia-Russia Economic Corridor was published in 2016, which is China's first cross-regional and cross-regional multilateral cooperation program within the framework of the Belt and Road strategy.

3.2. The historical origins of cooperation in higher education between China, Mongolia and Russia

The higher education cooperation between China, Mongolia and Russia has a long history, common development goals and common interests, and a win-win concept. China, Mongolia and Russia are both geographical neighbors and have a long history of close relations in humanities, economy and trade. China and Mongolia share a long-standing steppe culture, which is the common spiritual wealth of the Mongolian nation, while trade and cultural traditions have existed between China and Russia since the Qing Dynasty. The interaction between Chinese and Mongolian people has laid the social foundation for the "people-to-people contact" and the foundation for the multi-level economic cooperation between China, Mongolia and Russia. At present, Russian-Chinese relations have reached a new level, and economic and trade cooperation between Russia and China is becoming increasingly diversified [3]. The educational cooperation between China and Russia has been developing for a hundred years since the Republic of China, and it has been accompanied by the ups and downs of the relations between the two countries.

3.3. Advantages of China-Mongolia-Russia Higher Education Cooperation

Under the framework of the "Silk Road Economic Belt", the establishment of the economic corridor between China and Russia is of strategic importance and can promote the establishment of a common community of interests between China, Mongolia and Russia. The China-Mongolia-Russia economic corridor is centered on Mongolia, the Russian Far East and Siberia, radiating eastward to the "Northeast Asia Economic Circle" and westward to Central Asia, Europe and other countries, and is an economic corridor of strategic importance. Mongolia can dovetail with the China-Mongolia-Russia economic and trade corridor to realize the "Steppe Road" plan, Russia can effectively dovetail with the Eurasian Union, China can dovetail with the "Belt and Road" and other countries, thus promoting the three countries to further expand the scope of regional cooperation. The China-Mongolia-Russia Economic Cooperation Organization is more politically stable and secure. Compared to other sub-regions of the Belt and Road, the China-Mongolia-Russia Economic and Trade Corridor has a smaller footprint and lower customs clearance costs, making it the closest link between China and Asia and Europe [4]. The political situation in Mongolia and Russia is relatively stable, which provides a safe and stable environment for educational cooperation in the China-Mongolia-Russia Economic and Trade Corridor. The strategic fit is inseparable from education. With political stability, economic development and national prosperity, higher education in China and Mongolia should strengthen cooperation and exchange in order to reach a higher level and better train more innovative talents. In contrast to the "New Asia-Europe Continental Bridge", "China-Central Asia-West Asia", "China-Central South Asia", "China-Pakistan the advantages of "China-Central Asia-West Asia", "China-Central South Asia", "China-Pakistan", "Bangladesh-China-India-Myanmar" and "China-Mongolia-Russia" in terms of foundation, demonstration and cost are more obvious, and the "five links" are easier to realize. It can become an important direction to accelerate the "Belt and Road". China, Mongolia and Russia are all developing countries, geopolitically adjacent, with typical complementary economic structures and close relations in trade and humanities, without too many political and historical problems, and sharing common interests. Under this background, it is very important to carry out early and pilot tests on universities in China-Mongolia-Russia sub-region, analyze its connotation, structure, level and development trend systematically, conduct scientific research on its development status and problems, and explore corresponding countermeasures, which is very important to promote the construction of "One Belt and One Road" and realize the strategic goal of China-Mongolia-Russia Economic Corridor. It is of great practical significance to promote the construction of "One Belt and One Road" and achieve the strategic goal of China-Mongolia-Russia Economic Corridor.

3.4. Significance of China-Mongolia-Russia Cooperation in Higher Education

China, Mongolia and Russia have fewer number of world-class universities, weaker international competitiveness and poorer internationalization level. China, Mongolia and Russia should strengthen cooperation in the fields of transportation, energy, investment, trade, humanities and education. Both in theory and in reality, it depends on talents. Innovative talents play an important role in the development of China-Mongolia-Russia Economic Corridor, and innovative talents are important to the vision and goals of China-Mongolia-Russia Economic Corridor. In order to meet the construction needs of the economic corridor, China-Mongolia-Russia higher education institutions are bound to strengthen the training of innovation ability of students in higher education institutions. In order to adapt to the cooperation and communication between China, Mongolia and Russia in all aspects of politics, economy, society and culture, the training of complex and creative talents who understand the situation of China [5], Mongolia and Russia, understand the relations between China, Mongolia and Russia, and are competent in all aspects of cooperation and communication in politics, economy, society and culture.

4. China-Mongolia-Russia Higher Education Cooperation Mechanism

Based on the analysis of the current situation of the higher education in China, Mongolia and Russia, this paper proposes the basic framework of the collaboration mechanism of the higher education in China, Mongolia and Russia, namely, the first is the implementation framework and the second is the guarantee framework. Among them, the operation mechanism includes motivation mechanism, incentive mechanism, and benefit sharing mechanism.

4.1. Power Mechanism

The dynamic mechanism refers to the cooperation among the universities in China, Mongolia and Russia, which should be further promoted on the basis of this, and specific countermeasures are proposed on this basis and corresponding countermeasures are proposed. The dynamic mechanism of university development mainly includes four levels: government-led, university-led, enterprise participation and social promotion.

In the cooperation among universities in China, Mongolia and Russia, the government is the convener and organizer to promote the exchange and cooperation among universities at the national and local levels. The government is the organization and advocate of university-industry-university-research cooperation, and it should be the "facilitator" of university-industry-university-research cooperation, and the government should establish special organization and personnel to manage university-industry-university-research cooperation. The government should establish special organization and personnel to manage the cooperation between universities [6].

Universities are the main body of internationalization of higher education, whether they are Mongolian universities, Russian universities or Inner Mongolia universities, they must actively participate in the cooperation projects organized by the government in order to better participate. Since Inner Mongolia borders with Russia, the universities in Inner Mongolia should actively develop exchanges with Mongolian and Russian universities and actively cooperate in various projects.

Enterprises, especially high-tech enterprises, should actively participate in the country cooperation of colleges and universities. Enterprises can provide internship sites and internship equipment for colleges and universities in cooperation to the greatest extent, and are the carrier of students as internship.

The participating subjects of internationalized higher education society, such as universities and government, should supervise and give feedback to ensure that the implementation of internationalized cooperation projects can meet the needs of government, universities, students and society.

4.2. Incentives

In the process of cooperation between Chinese [7], Mongolian and Russian universities, a set of effective incentive mechanism can enhance the sense of responsibility, mobilize the enthusiasm and bring into play the creativity of both sides, so that the international cooperation between them can achieve good results. The universities in China, Mongolia and Russia are managed with scientific and efficient objectives and evaluated accordingly.

Policies, laws and regulations favorable to cooperation are formulated to reduce the obstacles to cooperation, enhance the enthusiasm of participating subjects, and appropriate quantitative indexes are established to recognize the workload of government departments and universities that put in efforts and energy to promote cooperation.

Universities are the main body of international cooperation in higher education, and its job is to actively contact and participate in international cooperation. In the internal policy of the university, necessary support in terms of time, funds and facilities should be given to the teaching, research and administrative personnel who have actively participated in the project cooperation and put in hard work. At the same time, a policy should be formulated according to the actual situation of each type of personnel to convert such work into workload and make it an important reference condition when they are promoted in their titles and evaluated annually.

Since enterprises are pursuing profits and credibility in the process of university operation, the main body of university operation should start from the goal of university operation to get what is expected by the big. For example, for enterprises that participate in international cooperation and provide them with internship sites and internship equipment, the government can introduce relevant tax incentives, and universities can also promote them on campus to improve their visibility.

For the social participants, it is an incentive if they can benefit from the program. From the perspective of students and parents, if there are more opportunities to study abroad and more favorable study abroad policies, they will be more motivated to participate and can also have an influence on other students and parents, acting as a guide.

4.3. Benefit sharing mechanism

Cooperation in higher education between China, Mongolia and Russia is bound to produce a win-win result, not just one country's gain. To change the one-way communication in the process of globalization of colleges and universities into two-way communication, each country should not simply export or introduce colleges and universities, but should establish a cooperation situation of interoperability, mutual promotion and benefit sharing with the full cooperation of the three countries. Therefore, at the early stage of cooperation, specific strategies and methods of sharing benefits should be formulated and the benefits should be reasonably distributed. As China and Mongolia and Russia differ in their respective countries and regions, especially in the degree of economic development, the cooperation in the field of higher education should follow the principles of equality and mutual benefit, mutual benefit and win-win situation, and the combination of risk and benefit. Benefit sharing includes not only the material benefits that each partner, because of the continuous human, material and financial investment, needs to obtain, but also the right to own the patents and results formed by the cooperation of the partners' scientific research projects, as well as the intangible benefits such as knowledge, qualification, education and reputation acquired during the cooperation process.

4.4. Protection mechanism

The guarantee system is to ensure the effective implementation of the collaboration between universities in China, Mongolia and Russia, which includes legal guarantee and quality guarantee.

However, most of the existing policies and regulations are "regulations", "notices" and "opinions", which are weak in authority and difficult to regulate and unify systematically. Moreover, the relevant laws and policies only provide some general guidelines and principles, and lack specific operational instructions. For example, how the internationalization process of colleges and universities among regions in China is carried out, what kind of differentiated strategies should be adopted, as well as

the funding sources for cooperation and incentive mechanisms for cooperation, these issues have not been well solved. For this reason, China should increase the efforts on the internationalization collaboration of colleges and universities, improve the relevant regulations on the internationalization collaboration of colleges and universities, and provide legal and policy support for the development of the internationalization collaboration of colleges and universities.

In terms of quality assurance, a scientific and reasonable evaluation system is necessary to ensure the quality of China's colleges and universities, in order to ensure the basic requirements of quality assurance of China's colleges and universities. A diversified evaluation system should be formed to integrate the voices and suggestions of stakeholders such as government, social intermediaries, colleges and universities, enterprises, students, parents and media, and refer to the general experience of foreign countries about quality assurance of China's colleges and universities. We will explore how to form a quality assurance system for foreign universities that is compatible with the level of school running in China, Mongolia and Russia, and adopt various evaluation indexes to finally form a more scientific and reasonable evaluation system [8].

4.5. Risk prevention mechanism

Mongolia is backward in all aspects of the legal and legal system and has strong roots in all aspects of the country. However, due to the political instability in Russia, the serious economic sanctions from the developed Western countries, and the armed struggle between Russia and Ukraine, there are some uncertainties and some imperfect agreements with Mongolian and Russian universities, as well as different intellectual property rights, and different nationalities. For this reason, it is necessary to build a risk prevention system for university collaboration in order to reduce potential risks and ensure smooth and orderly collaboration. To achieve globalization, colleges and universities must have a common goal, which is to have a common and win-win development concept. From a domestic perspective, we must be aware of the state of educational development in countries around the world and accept globalization with a more open mind. As the functional department that oversees education, the government must establish corresponding laws and regulations and strengthen its guidance, stand on the overall perspective, regulate higher education flexibly, and strengthen the hard and soft constraints on each cooperative body.

5. China-Mongolia-Russia Higher Education Cooperation Model

In the existing research, from a large perspective, the collaboration mode of university internationalization is mainly divided into agreement mode, tacit agreement mode and alliance mode; according to the organization form of engineering construction, it can be divided into government-led type and non-government-led type.

5.1. Government-led model

"Government-led" refers to a high-level communication and collaboration method which is mainly carried out in China, Mongolia, Russia and other countries with government as the main body, organization and commission, through the power of multiple parties such as government, universities and enterprises. In the development of our universities, the development of our universities cannot be separated from the development of our universities.

China, Mongolia and Russia should actively promote mutual exchanges among colleges and universities and carry out international exchange and cooperation in teacher education at a wider and deeper level. To give full play to the role of humanities exchange and cooperation of "One Belt and One Road", the role of humanities and society of colleges and universities has provided a good opportunity for the development of humanities and society of colleges and universities. On this basis, it will further strengthen the humanistic exchanges among China, Mongolia and Russia, enhance the understanding, cultural identity and emotional ties among the people of the three countries, and achieve a win-win situation for the education of the three countries.

The university consortium can promote mutual exchanges between schools, establish a common curriculum together, promote mutual recognition of credits among students, encourage exchanges between teachers and students, encourage exchanges between teachers and students, and give various allowances to students, etc. China, Mongolia, Russia, Belarus, Kyrgyzstan, Uzbekistan, Kyrgyzstan, Hohhot held the 2nd trade fair, and held the symposium on joint education between Chinese, Mongolian and Russian universities along the "Silk Road", which broadened the cooperation between the higher education institutions in Inner Mongolia and the countries along the "Belt and Road". It has broadened the exchange of higher education between Inner Mongolia higher education institutions and countries along the "Belt and Road".

5.2. University-led model

Universities play a pivotal role in international collaboration in higher education in China, as their participation is the most important part of it.

Exchange of students is currently the most basic and easiest way for universities to achieve globalization. In the past 40 years, Chinese students have mainly come from Europe and America, but in the context of the "Belt and Road" construction, the exchange between China and other countries along the "Belt and Road" has become more and more urgent and frequent. In 1995, China and Russia signed the Agreement on Mutual Recognition of Academic Degrees and Certificates [9], and on this basis, further strengthened the education for Chinese students. China and Mongolia signed the Agreement on Mutual Recognition of Degree Qualifications by the Chinese and Mongolian Governments in 1998 and the Memorandum of Amendment to the Agreement on Mutual Recognition of Academic Degrees and Certificates between China and Mongolia in 2010; the Implementation Plan of the Project on Training Mongolian Students with Chinese Non-reimbursable Aid Money (2000), and the Memorandum on Cooperation in Establishing Special Scholarship Programs for China-Mongolian Exchanges (2015), and the two sides on international relations between the.

5.3. Enterprise led model

Although from the practical point of view, there are not many projects of international cooperation of higher education led by enterprises, enterprises, as their important participants, should be actively involved in the nationalization of higher education

Collaboration between universities and colleges can maximize the satisfaction and provide the maximum number of internship sites and internship equipment for teaching and internship in universities, which are the carriers of student internships. Enterprises can participate in the development of collaborative teaching programs related to universities, provide students with internship sites, laboratory equipment and raw materials, and arrange for specialized staff to participate in education on the topic of collaborative projects.

5.4. College-led model

A college is a kind of second-level university that is different from an independent college, with the university as the main body. An independent college is the same as a general higher education institution, a secondary college is a secondary institution under the university and does not have an independent legal personality. In any case, it can only be carried out with the approval of the university. Colleges and universities are not major players in international inter-university cooperation, but they are not incapable of playing an important role. There is a certain labor relationship in the research project, and universities can play a certain leading role in the research project.

At present, while carrying out "cooperation", our universities pay more attention to "teacher-student interaction" and "collaboration", but neglect "teacher collaboration" and "curriculum collaboration". At present, universities in China focus more on "faculty-student interaction" and "collaboration" than "faculty collaboration", "curriculum collaboration" and "research collaboration". Due to the differences in culture and development level of Chinese, Mongolian and Russian

universities, there are great differences in the objectives and curricula. At present, the biggest problem is that in order to realize the collaboration with Chinese, Mongolian and Russian universities, it is necessary to carry out the effective professional docking. Therefore, how to select suitable courses has become an urgent problem to be solved. From the current reality of some domestic colleges and universities, the internationalization of our colleges and universities starts late, develops slowly and lacks rich experience. Therefore, taking the construction of bilingual courses as the starting point and promoting the construction of internationalization course system is an inevitable path. Taking the school's advantageous disciplines as a breakthrough, we have conducted experimental research in three aspects: market-oriented, international-oriented and personalized-oriented [10].

The rapid development of the Internet has created good conditions for teaching collaboration between some less developed countries and regions. At present, most of the university teachers are still stuck in the traditional classroom teaching mode, and have not yet used big data for analysis of students' learning needs and effective information sharing among various stakeholders in the university. The classroom teaching reform of MU has only begun, and the development of online education has a long way to go.

6. Summary

The cooperation mechanism and model of higher education in China, Mongolia and Russia need to continue to develop and improve, which is a matter that is beneficial to the development of the three countries and requires our joint efforts, while adding to the promotion of international higher education in China.

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