

Research on the International Cooperation of China Russia Higher Education under the Background of the "the Belt and Road"

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Abstract: China Russia higher education cooperation is the top priority of the "the Belt and Road", and has irreplaceable strategic value. However, there are still some challenges in the exchange and cooperation of higher education between China and Russia at present, such as inadequate monitoring mechanisms for educational quality, and insufficient demand for Russian language talents, which have led to a lack of mutual understanding and support in the exchange and cooperation of higher education between the two countries. To this end, it is necessary to fully leverage the functions of market mechanisms, broaden social horizons, and promote educational interaction between both parties; Promote educational exchanges and cooperation between both sides, and improve the level of higher education in China; Efforts will be made to cultivate education professionals with an international perspective and jointly promote the development of educational relations between the two sides.

Keywords: "the Belt and Road"; China and Russia; Higher Education; International Co-operation.

1. Introduction

The report of the 19th National Congress of the Communist Party of China pointed out that to promote the formation of a new pattern of comprehensive opening up, we should focus on the construction of the the Belt and Road, adhere to the equal emphasis on bringing in and going out, follow the principle of joint consultation, joint construction and sharing [1], focus on improving international competitive advantage, and build a good framework for international exchanges and economic development. The partnership between China and Russia is very close. They are both friendly federations and important strategic partners in the process of global integration. Both sides have close connections in various aspects such as economy, trade, humanities, education, and have made tremendous contributions to the world's progress. At present, China Russia relations have reached an unprecedented best period, with a complete, stable, and reliable relationship. The "the Belt and Road Initiative" advocates openness and linkage of economic exchanges and cooperation among countries, promotes globalization, and achieves win-win goals. The ultimate success of the "the Belt and Road" depends not only on the global policy, trade, culture and other forms of coordination, but also on the in-depth exchange of international education. The Ministry of Education of China pointed out that the implementation of the "the Belt and Road" needs to rely on global education cooperation, and global education cooperation needs global education resource sharing and global talent cultivation. In the context of the "the Belt and Road", the international exchanges and cooperation between China and Russia have achieved remarkable results, which has also attracted wide attention from the academic community. At the same time, it is also conducive to the implementation of the "the Belt and Road" and gains more experience and enlightenment from it.

2. The Development Stage and Characteristics of International Education Cooperation between China and Russia

(1) The Korean government is building a Russian cultural center in Beijing to cultivate Russian translation talents

The signing of the Treaty of Nebuchu in 1689 and the Treaty of Chaktu in 1727 greatly promoted cultural and economic exchanges between China and Russia, and successfully promoted educational exchanges and cooperation between the two sides. However, due to the lack of translation talents who can both China and Russia, China and Russia can only rely on foreign missionaries to complete the conclusion of these trade treaties. The Nibuchu Trade Treaty provided the basis for the boundary division between China and Russia, but the introduction of the Chaktu Trade Treaty marked the official opening of trade relations between the two countries. The trade treaty clearly stipulates that Russians can enter Beijing once every three years, but the number cannot exceed 200, making trade between the two countries divided into caravan trade and border trade. In 1708, Emperor Kangxi of the Qing Dynasty issued an order to establish the Russian Literature Museum, which was opened in Beijing the same year. The first group of students consisted of 68 Mongolian flag people and were taught by Russian businessmen. The course lasted for five years, with a focus on teaching mutual translation between Russian and Chinese languages. The implementation of this measure has greatly promoted political, economic, and technological exchanges between China and Russia. Since 1862, the Russian Library has undergone 154 years of development, not only targeted the children of the Mongolian Eight Banners, but also provided Han Chinese children with more opportunities to access Russian knowledge.

(2) New China "two-pronged" to cultivate the professional talents needed for national construction

Before the October Revolution, China had become a semi-

colonial and semi-feudal society, and many people with lofty ideals went to Britain, the United States, France, Germany and Japan to find the truth in search of light, but there was only one result, that is, they were invaded by imperialism. The success of the October Revolution marked China's modernization. China has successively sent a large number of students to Moscow to learn from the Soviet Union about ordnance and other knowledge, which is of "leading" significance for the founding of New China. After the founding of New China, on the one hand, the Chinese government sent talented people to study in the Soviet Union, and after returning to China, it provided important support for the development of New China; In addition, our country has also imported Soviet professionals from abroad, which has provided intellectual support for our economic development. During this period, Sino-Soviet cooperation in education entered an unprecedented new stage, especially a group of Soviet experts came to China to give special guidance to China's industrial system. However, after 1960, due to the political relations between the two countries, the Soviet Union not only forced China to repay its debts early and suspend cooperation with China, but also withdrew experts, halting many projects that had already begun, causing irreparable damage to China's economy. In 1977, the cooperation between China and Russia in education also came to an end. To sum up this period, in terms of its training targets, first a group of patriotic young people aspiring to progress, then a group of children of national leaders, or orphans of some martyrs. Educational cooperation was established to train professionals in China's political and economic system. There are two main training methods, one is to study in the Soviet Union; The other is to bring Soviet experts to China to train Chinese "localized" professionals. Despite the political differences between China and Russia, the cooperation between the two countries in the field of education has been a great success, and the Soviet economic model and educational model have had a profound impact on China's development, and it can even be said that China's development model is a concrete embodiment of "copying" the Soviet Union.

(3) Explore new ways of economic growth and usher in new forms of diversified educational cooperation

In the late 70s and early 80s of the 20th centuries, both China and the Soviet Union began to try to make institutional changes to cope with the challenges in the "shortage economy", instead of continuing to adhere to the original planned economic system and missing the opportunity for rapid economic growth in the world economy and society. In 1978, China gradually promoted economic and social changes and achieved steady growth of the national economy in the 90s of the 20th centuries. In contrast, Russia's "shock treatment" policy in 1991 led to the collapse of the Soviet Union and the transformation of Russia, and in the 90s Russia fell back into the "era of shortage economy". At this stage, as a large number of Chinese businessmen went to Russia, trade stimulated interest in learning "Russian", many universities increased Russian in their economic and trade courses, and major faculties also carried out cross-border cooperation, such as sending foreign students, hiring foreign professors, and promoting bilateral educational alliances and agreements on bilateral recognition of academic degrees. Since 2000, educational exchanges between China and Russia have become increasingly frequent, forming a diversified educational model. At present, 70,000 Chinese and Russian students' study in each other's countries every year, and in the

future, this number may reach 100,000. Educational exchanges between China and Russia have shifted from initial trade to deeper educational exchanges, thus enriching educational cooperation between the two countries.

3. Current Situation of International Cooperation in Higher Education between China and Russia in the Context of the "The Belt and Road" Initiative

(1) Current Situation of the Scale of Sino Russian Higher Education Cooperation in Running Schools

Compared to other cooperative schools, Sino Russian Sino foreign cooperative education has significant characteristics such as early start, rapid development, large scale, and concentrated educational areas. In June 2018, Heilongjiang was forced to announce the termination of 234 Sino foreign cooperative educational institution construction projects, making it a severely affected area where the projects were affected. Most of these construction projects have partners in Russia, with 42 Sino Russian cooperative education projects being suspended due to the lack of students studying, being in a "zombie" state without enrollment, low qualifications of partners, and lack of high-quality educational resources. Despite the cancellation of 42 construction projects, the current scale of Sino Russian cooperative education cannot be underestimated. According to the latest announcement from the Ministry of Education, 105 Sino Russian educational cooperation institutions and construction projects have been recognized, of which 96 belong to Sino Russian cooperative education projects and 9 are educational institutions. Among these 96 education programs, there are 81 undergraduate and higher-level education programs, accounting for 78% of the total, while there are 15 vocational level education programs, accounting for 14% of the total. The share of 9 educational institutions accounts for 8% of the total share, of which 8 are not legally licensed, and 1 is a legally qualified Sino foreign cooperative university, namely Shenzhen Beili Moscow University.

(2) Development and Changes in the Scale of Sino Russian Higher Education Cooperation in Running Schools

The development of Sino foreign cooperative education is a dynamic process, and its quantity has been constantly changing. Therefore, it is necessary to analyze and study it from a dynamic and developmental perspective. The "Regulations on Sino foreign Cooperative Education" issued in 2003 marked the standardization and legalization of Sino foreign cooperative education. In the 2010 National Education Planning Outline, it was proposed to "establish several exemplary Sino foreign cooperative schools and a batch of Sino foreign cooperative education projects, and explore the use of high-quality educational resources in various forms", marking the development stage of Sino foreign cooperative education with the goal of quality construction. In 2016, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued "Several Opinions on Doing a Good Job in Opening up Education to the Outside World in the New Era", Proposed the promotion of mutually beneficial cooperation in education, and pointed out that research on countries and regions still needs further improvement to enhance their theoretical support. In order to implement the Opinions, the Ministry of Education took the

lead in formulating the Education Action to Promote the Joint Construction of the the Belt and Road, which clearly states that China will communicate with countries along the Belt and Road, learn from each other, share high-quality educational resources, and accelerate the development of national education. The introduction of the above regulations and documents has led to the continuous changes in the scale and quantity of the existing Sino Russian Cooperation Office's academic qualifications.

(3) Disciplinary categories and professional structures of Sino Russian higher education cooperation

Disciplines and majors are the foundation and foothold of universities, and are also an important component of the introduction of "high-quality educational resources" in Sino foreign cooperative education. The Chinese government encourages universities to introduce urgently needed, blank, and weak professional disciplines in national construction through Sino foreign cooperative offices, and improve China's international talent training system. At present, the major settings of Sino foreign cooperative education at the national undergraduate level are basically based on the framework of the "National Undergraduate Major Catalog", while the majors offered at the vocational level are relatively flexible and not limited to the "catalog". Many of their majors belong to interdisciplinary and emerging frontier fields. The higher education institutions and projects established by China and Russia in China cover a total of 97 different majors and courses, covering 37 different professional fields under 8 disciplinary systems, according to the "Catalogue of Undergraduate Majors in General Higher Education (2012)" issued by the Ministry of Education. Compared to large-scale undergraduate education, the cooperation scale between vocational colleges and master's and doctoral programs is relatively small. As of September 1, 2018, a total of 48 majors or courses have been established and organized in China Russia cooperative education at the vocational and master's and doctoral levels nationwide, including 19 majors and courses at the master's and doctoral levels, and 29 majors and courses at the vocational level. According to the relevant regulations of the "List of Disciplines and Specialties Authorized and Cultivated for Degree Certificates", institutions and projects at the graduate and doctoral levels cover 19 majors under 5 disciplinary systems, with the number of courses mainly focused on science ranking first.

4. Challenges and Problems Faced by International Cooperation in Higher Education between China and Russia in the Context of the "the Belt and Road"

(1) Lack of emphasis on educational cooperation and a sound monitoring mechanism for educational quality

Due to the strict and complex degree certification procedures in the Russian degree authorization system, many cooperative educational institutions or projects have not been able to obtain degree certification provided by the Russian Academic Exchange Center, and are unable to fulfill their enrollment commitments. In addition, some universities, in order to seek short-term economic benefits, will choose foreign universities with lower quality of education and admission standards, which are difficult to meet the level of enrollment promotion in terms of teaching staff and financial investment. In addition, the lack of sound supervision and

evaluation mechanisms, as well as strict law enforcement and disciplinary measures, has had a significant negative impact on the effectiveness of Sino foreign cooperative education. China and Western countries such as Europe and America have more mature cooperation mechanisms and management methods in higher education, emphasizing the establishment of good communication channels to promote bilateral development. However, there are differences between Russia's education system and the international education collaboration management system, and the degree of collaboration with China is not high, which has led to some problems, such as a lack of supervision and management methods for degrees, and the inability to obtain degrees smoothly. To address these issues, it is necessary to strengthen administrative supervision of foreign cooperation, clarify the responsibilities of each participant, and establish an effective regulatory mechanism to ensure the quality of training.

(2) Lack of basic language education, with a relatively small number of cooperative students based on Russian language education

The cooperation and exchange in higher education between China and Russia need to be based on the language and culture of both sides. However, for a long time, due to the fact that English is the first foreign language in basic education in China, there is a lack of understanding of Russian, which has led to increased learning difficulty for students with zero Russian proficiency when entering university majors. This also limits the connection between universities in the two countries and reduces the teaching level of universities. In recent decades, due to the long-term failure of Russian language to become the focus of basic language education in China, the enrollment scale of its related majors has been extremely limited. As of the end of 2015, the number of college students studying Russian accounted for 0.02% of the total number of college students in China. This indicates that the popularity of Russian in China still lags far behind other international languages. From the 2014-2015 academic year, the proportion of college graduates studying Chinese among Russian universities was only 0.4%, while the majority of Russian international students studying in China studied in language training or training courses. Only 21.1% of them obtained undergraduate diplomas, 10.7% obtained master's diplomas, and 1.2% obtained doctoral diplomas. Therefore, due to the lack of a good language foundation, educational cooperation between China and Russia, as well as exchange activities among international students, have been restricted.

(3) Due to the lack of motivation in the demand for Russian language talents, a situation of complementary advantages has not yet been formed.

The "the Belt and Road" proposal has promoted Russia's economic growth, but the employment of students who use Russian as their first foreign language is still a challenge. Russia's economy is not particularly strong, and the demand for talent is relatively limited, which affects students' choice of enrollment preferences. The number of internationally renowned companies in these countries is relatively small, which also hinders the economic growth of Russian speaking countries. Although the current teaching and research standards of Russia's rocket, aviation, aerospace, geology, mining, nuclear energy and other industries are at the top of the world, due to China's insufficient utilization of its rich cultural, economic, social, political, military and other advantages, the professional settings of cooperative education projects with Russia are far from the current needs, making it

difficult for both sides to fully utilize each other's advantages and achieve common development. In order to better promote the development of education, China must increase its attention to the advantageous disciplines of Russia and implement comprehensive planning within the overall scope, build an effective coordination system led by government departments, participated by enterprises, and provided by higher education institutions with technology, information resources, and services, achieve effective integration of educational resources of all levels and types, and meet the development needs of talents at all levels and achieve the utilization of various resources, To achieve sustainable social development.

5. China's Advantages in International Cooperation in Higher Education between China and Russia

(1) With the increasingly close political interaction, economic exchanges have become increasingly active

China and Russia have completely resolved the border dispute and signed a new treaty of good neighborliness and friendship between the two countries. As time goes by, both China and Russia regard each other as their important partners, and high-level visits are very close, and personnel exchanges are constantly expanding. Dialogue and cooperation between China and Russia in various fields are becoming the norm. China and Russia have also conducted comprehensive cooperation in areas such as economic trade and energy, and have achieved significant economic benefits. Chinese enterprises are actively expanding the international market. They have established more than 70 economic and trade cooperation zones with more than 20 countries along the "the Belt and Road", including Russia, and have established long-term and stable strategic partnership between the two sides. At present, China has signed a free trade cooperation zone agreement with Russia to promote the economic development of the two countries. In July 2016, the China Russia Journalism Education University Alliance was established, consisting of 19 universities in mainland China, 2 universities in Hong Kong and Macao, and 14 universities in Russia. It has certain strategic significance for news dissemination, cultural exchange, and other aspects between China and Russia. By strengthening the "the Belt and Road" initiative and the strategic cooperation of the Eurasian Economic Union, China Russia bilateral relations can better promote bilateral news publicity and cultural exchanges, so as to achieve a win-win situation.

(2) China and Russia have a long cultural history and rich historical traditions.

By strengthening international cooperation and exchanges between universities, the Chinese and Russian people have actively participated in national activities such as the "National Year", "Language Year", "Chinese Bridge", and "Russian Style", so as to better help China gain more technology, knowledge, culture, and information output in the national activities of the the Belt and Road Initiative, so as to better promote Chinese language teaching in the Russian Federation and Russian language teaching in China. In 2007, Russia established seven Confucius Institutes. In 2019, it has increased to 19 Confucius Institutes and 5 Confucius Classrooms. In addition, 35 institutions have been established to deeply explore and disseminate Russian culture. On July 5, 2016, under the joint witness of Vice Premier Liu Yandong

and Vice Premier Golojets, Peking University and Moscow State University signed the Joint Declaration on the Establishment of the Comprehensive University Alliance between the People's Republic of China and the Russian Federation. This measure aims to promote academic exchanges between China and Russia and bring more opportunities to the academic communities of both countries. With the strengthening of academic exchanges, the number of schools and students studying Russian and Chinese has significantly increased, indicating that China's language proficiency is leading the world. By strengthening modern teaching, technological innovation, cultural inheritance, and social services, China and Russia should actively promote bilateral relations, establish effective communication channels, and jointly formulate and implement effective plans to better promote the development of China Russia bilateral relations.

(3) Both sides have strong complementarity and excellent cooperation prospects

There are huge differences in population, resources, economy and culture among the countries along the "the Belt and Road", which lead to obvious differences in the development level of higher education in these countries, but also provide new opportunities for cooperation between these countries. In the process of communication and cooperation, China should learn from countries with developed higher education such as Russia, draw on Russia's excellent concepts and curriculum development capabilities, in order to promote cooperation between Chinese and Russian universities. The development of Chinese universities in Sino Russian cooperative education is a process of gradual adjustment led by the state and guided by policy norms. The number and regional distribution of their institutions and projects are gradually becoming more reasonable. The phenomenon of a single college organizing 6-7 projects in a short period of time "rushing to the top" has been corrected, and the coordinated development of projects and institutions has achieved the diversification of Sino Russian cooperative education. The exchange and cooperation in education between Russia and China are constantly deepening, and the cooperation mechanism has been improved. The cooperation in studying abroad and universities between the two sides is becoming increasingly close. The heads of many universities and Chinese study abroad institutions in Russia and China stated in an interview with the Russian satellite news agency that after years of accumulation, the foundation of education cooperation between the two countries is very solid. Due to the increasingly close relationship between China and Russia, both sides currently consider cooperation with each other as a top priority for future development, and the prospects for educational cooperation are very optimistic.

6. Measures to Promote Cooperation Between China and Russia in Higher Education in the Context of the The Belt and Road Initiative

(1) Expanding exchanges and cooperation in higher education between both sides, promoting common development and progress

Firstly, it is necessary to strengthen the effective interaction between government macroeconomic regulation and market regulation. In order to better achieve the development of higher education, it is necessary to establish a collaborative

mechanism composed of government, enterprises, and society to achieve the comprehensive development of universities. In addition, it is necessary to establish a diversified mechanism with enterprises as the main body, which is full of vitality and can promote social development. Currently, in order to promote higher education exchange and cooperation between both parties, both parties should fully utilize market mechanisms, as well as various other factors such as price, supply, competition, rates, returns, profit margins, and other related inputs, to promote the effective integration of labor, knowledge, wealth, equipment, services, management, culture, scientific research, and innovation capabilities of both parties, and the governments of both parties should take effective measures. Implement comprehensive guiding management. Secondly, combine the top-down mode with the bottom-up mode. The purpose of "public diplomacy" is to promote the implementation of the "the Belt and Road". It can promote the implementation of both "public diplomacy" and the "the Belt and Road", so as to achieve all-round coordination from top to bottom and diversified development from inside to outside. On this basis, enterprises, research institutions, non-governmental organizations, and other social forces should be actively encouraged to work together to promote the implementation of "public diplomacy". The cohesion of "people-to-people communication" is of great significance for promoting educational exchanges between the two countries. In order to strengthen the relationship between the two countries, the government should actively introduce various social resources and various forms of support, in order to achieve the best state of educational exchanges between the two countries. At the same time, it is necessary to actively promote the formation of an education exchange mechanism between the two countries, with the government as the core, enterprises as the support, and the people as the driving force, in order to achieve the goal of win-win education for both sides.

(2) Building an International Education Space and Promoting Education Cooperation between China and Russia

Since the implementation of the reform and opening up policy measures in 1978, especially in the 1990s, the Chinese people have been eager to understand a more comprehensive foreign culture. Therefore, by studying abroad and receiving foreign education, Chinese students can not only broaden their horizons, but also gain more knowledge and practical experience, thereby better achieving their own development goals. As more and more higher education institutions in China join the ranks of Sino foreign cooperative education, high-quality students in China are increasingly favored and popular among Western universities. Chinese international students have become popular recruitment candidates for many foreign universities. However, Russia, a country with a long history of educational cooperation, has received less and less attention. Although there are still a few Chinese students going to Russia for further education, they value Russia's lower tuition fees more. In recent years, China has increasingly attached importance to the research of Russia's advantageous disciplines. However, the knowledge gained by Chinese overseas students is not sufficient, and their actions have not made the due contributions to China's industrial development. This also indicates that without introduction, relying solely on foreign higher education and domestic education mechanisms, China's internationalization process cannot be truly promoted. It is also unable to truly activate

China's international competitive advantage and promote China's internationalization process. The promotion of educational action in the "the Belt and Road" countries has made people more deeply understand the importance of international education, and made China's international development an important part of national development.

(3) Cultivate internationalized talents of domestic higher education and strengthen the construction of the "the Belt and Road" with Russia

In the context of the "the Belt and Road Initiative", the international cooperation in higher education between China and Russia must build a comprehensive and high-quality team with an open world view, familiar with world trade practices, a variety of foreign languages, and solid cross-cultural academic knowledge and technology. Therefore, the cultivation of language professionals in China and Russia must accelerate the pace of implementation. In order to better realize the construction of the "the Belt and Road", the two countries must strengthen cooperation, make full use of various resources, deeply explore the disciplinary advantages of different universities, achieve diversified exchanges, build a high-level talent training system covering multiple fields and levels, and provide more support for the realization of the goal of the "the Belt and Road". In recent years, under the advocacy of "Belt and Road", universities around the world have launched comprehensive cooperation. Xi'an Jiaotong University has joined forces with a group of foreign universities to jointly establish the New Silk Road University Alliance, in order to promote academic exchange and interaction on university campuses, promote academic innovation, and promote the progress of science and technology in universities. Nowadays, college students in many countries tend to learn languages, while those in economically underdeveloped countries prefer to pursue professional degrees such as medicine and engineering. In order to promote the cultivation of international talents, China must attach great importance to both domestic and foreign countries, and fully utilize its own advantages to provide the best services for overseas students, in order to help them participate in domestic universities and scientific research projects after returning home.

7. Conclusion

At present, China and Russia have adopted different development models for international higher education based on their different national conditions. In the context of the "the Belt and Road" initiative, the Russian government has actively led many colleges and universities to try a variety of international higher education models, among which the cooperation between "bringing in" and "going out" is widely recognized. At present, China's higher education adopts an inward oriented model with "introduction" as the main development direction. It can be seen that in the interaction between China and Russia in international higher education, China is currently at the downstream of the "supply chain" and needs to conduct a comprehensive evaluation and examination of China Russia's international higher education. It is necessary to conduct in-depth analysis of China Russia's international cooperation in higher education from multiple perspectives, ensure its effective implementation, and actively respond to potential challenges, in order to achieve healthy and effective communication and win-win between the two.

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