

Integration and upgrading of the international structure of China Pakistan education industry

Zheng Yingjie

Xinyang Normal University, Henan Xinyang 464000

Abstract: With the "the Belt and Road" initiative and the construction of the China Pakistan Economic Corridor, more and more Chinese enterprises are investing in Pakistan, so the demand for senior management personnel is growing. Meanwhile, Pakistan is the third largest source country for students studying in China, with enormous development potential. Taking Pakistan's economic and management students studying in China as the starting point, this paper proposes a training model for school enterprise cooperation, analyzes the background and significance, as well as the training objectives, paths, and guarantee mechanisms of school enterprise cooperation. This has guiding significance for higher education institutions carrying out study abroad education in China and helps Chinese enterprises investing in Pakistan to better accumulate international talents, make greater contributions to the "the Belt and Road" initiative and the construction of the China Pakistan Economic Corridor.

Key words: China Pakistan Economic Corridor; Education industry; internationalization

1 Introduction

Since the "the Belt and Road" initiative was put forward, China has become Pakistan's largest source of investment for five consecutive years. According to Standard Chartered Bank's forecast, the growth rate of Pakistan's Gross Domestic Product (GDP) will increase from 4.7% in 2015 to 6% by 2019. According to the statistics of the Ministry of Commerce, from January to August 2020, Chinese enterprises' non-financial direct investment in countries along the "the Belt and Road" was US\$11.8 billion, up 31.5% year on year, accounting for 17.2% of the total amount in the same period, up 4.8% year on year. In terms of talent cultivation, there has been a gradual shift from traditional technical oriented to comprehensive oriented, with job responsibilities involving finance, business, and law, achieving the cultivation and improvement of composite talents. This has a directional effect on cultivating international talents in higher education institutions. According to statistics from the International Department of the Ministry of Education on international students studying in China, the number of Pakistani students studying in China in 2018 was 2802300. According to data released by Islamabad on April 14, 2019, there are currently over 28000 Pakistani students studying in China, ranking third among countries sending international students to China. No matter from the national strategic level and the actual needs of enterprises, or from the current situation of Pakistan, it is necessary to cultivate a group of Pakistani talents who have an international vision, strong language communication ability, master the corresponding professional skills, know local culture and customs, have basic management ability, and can stay in the region for long-term service, so as to meet the needs of the "the Belt and Road" construction. Over the past 40 years of China's reform and opening up, a large amount of practical experience has been accumulated in economic development and management, which can be shared with international students majoring in economics and management through school enterprise cooperation. The school enterprise cooperation model not only enhances students' language communication skills, but also imparts advanced and efficient

management concepts and methods of Chinese enterprises, which is of great significance to both China and Pakistan.

2 The goal of internationalization of education industry

Implement a school enterprise cooperation training model for Pakistani international students majoring in economics and management in China. First of all, we should clarify the training objectives and train senior management talents who can serve the "the Belt and Road" initiative and serve Chinese enterprises in Pakistan. In most China Pakistan Economic Corridor projects (such as the Thar Coal Power Project), only a few projects with high professional and high-tech requirements are managed by Chinese people, while the builders of other projects are Pakistani people. Pakistani international students studying Chinese and understanding Chinese culture in China will become a priority candidate for recruitment by Chinese companies in Pakistan after graduation and returning home. From a demand perspective, the training objectives for Pakistani international students in the field of economics and management in China include the following aspects.

2.1 Strong language communication skills

Pakistan, with a population of about 225 million, is a multi-ethnic country. Urdu is the national language, and the official languages are Urdu and English. Most Pakistani students studying in China are fluent in English and proficient in the Urdu language. The Ministry of Education stipulates that international students studying in China should reach the HSK3~HSK5 level upon graduation, ensuring that students can master Chinese. Language is the foundation of communication and exchange in daily life and work. After reaching a basic level of Chinese language, international students in China can engage in daily conversations and some professional communication, which is a fundamental goal of school enterprise cooperation training.

2.2 Mastering practical professional skills in economics and management

Business management students trained through school

enterprise cooperation should not only possess professional theoretical knowledge, but also participate in practical activities, understand various aspects of enterprise management activities, and be able to learn and apply them in practical work. At the same time, emphasis should be placed on cultivating students' ability to analyze and solve practical problems in enterprise management during the training process. Before joining the company, students should participate in the daily operation and practical activities of the company in advance, including business negotiations, management communication, performance management, etc. In the future, they can directly serve Chinese companies in Pakistan. For Chinese enterprises in Pakistan, establishing cooperation with Chinese universities ensures the source of high-quality talents, reduces labor costs, shortens the training cycle for new employees, and improves the efficiency and economic benefits of production and life.

2.3 Ability to learn interdisciplinary knowledge

Pakistan's economy is mainly based on agriculture, with a weak industrial foundation. Domestic passenger and freight transportation is mainly carried out by roads. At present, the construction of the China Pakistan Economic Corridor is in its early stages, with a focus on energy, infrastructure, etc. With the entry into force of the second phase of the China Pakistan Free Trade Agreement, multiple Chinese companies have actively invested and established factories in Pakistan, covering fields such as textile processing and tire manufacturing, assisting Pakistan in improving its manufacturing level and export capacity. Therefore, international talents cultivated through school enterprise cooperation not only need to master knowledge and skills in economics and management, but also have the ability to learn and think across disciplines, have a certain understanding of industries, company types, product properties, production and construction processes, and better connect with business personnel to achieve effective communication and exchange.

2.4 Familiar with international practices and laws and regulations

The "the Belt and Road" international bilateral and multilateral economic and trade exchanges inevitably require strengthening mutual trust and consensus on the rule of law between countries and enterprises. There are many differences between China and Pakistan in terms of geographical environment, political environment, social and cultural environment, etc. Chinese enterprises operating in Pakistan will inevitably face some security risks. Therefore, it is required for international students to understand the economic regulations and policies of Pakistan, relevant procedures for investment cooperation, and precautions to be taken in Chinese enterprises. Relevant personnel also need to understand the relevant policies for investment cooperation in Pakistan. The changes and precautions in legal and tax aspects guide enterprises to avoid investment cooperation risks and better seek cooperation opportunities for the development of the two countries' economies. School enterprise cooperation training should further deepen the understanding of domestic corporate culture and workplace culture among international students, and combine their learning of domestic laws and policies to achieve ease in future business negotiations.

2.5 Open thinking patterns and perspectives

In the era of globalization and internationalization of education, international talents should have an open perspective and thinking mode, which is one of the training goals of the school enterprise cooperation model. China and Pakistan are different in terms of culture, history, religion, social customs, etc. Therefore, international students should have an open and inclusive mindset and a correct worldview. Pakistani international students studying in China will inevitably experience a period of cultural "shock" during their studies. Only by breaking the inherent thinking mode and learning and understanding Chinese culture with a more open perspective can they truly integrate with Chinese culture. Only international talents have the ability to understand, interpret, and interpret different cultures from multiple perspectives, possess a broad international perspective and thinking mode, and can contribute to mutual benefit and win-win situation for both parties.

3 The path of internationalization of education industry

School enterprise cooperation training is an exploration direction for universities to cultivate corresponding high-end management talents for enterprises. Universities set up training programs and courses according to the needs of enterprises, and enterprises provide internship and practical platforms and environments, forming a mutually supportive and interdependent form of education. This enables Pakistani students in the field of economics and management in China to learn in the classroom and in the enterprise, ultimately serving Chinese enterprises in Pakistan and becoming versatile talents with an international perspective.

3.1 Customization of course offerings

Curriculum design is the core content of the school enterprise cooperation training model. The curriculum should include two parts: subject knowledge and practical activities. In terms of Chinese language education, relevant courses such as "Chinese Culture", "Professional Chinese", and "Business Chinese" should be established, which can not only improve language proficiency but also enhance Pakistani students' understanding and perception of Chinese culture. In terms of professional courses, courses are set up according to the needs of enterprises and university resources, including theoretical courses such as "Management", "Economics", "Marketing", etc. Practical activities mainly refer to project management and activities closely related to the daily operation and production of enterprises, such as field research, on-site visits and operations, equipment operation and maintenance, system platform operation, etc. At the same time, the curriculum is dynamically adjusted, and the curriculum format should be continuously innovated based on the needs of enterprises and the resources of universities. By utilizing the cultural and educational backgrounds of Pakistani students themselves, constructive suggestions should be put forward from a new perspective on the curriculum and practice, promoting interdisciplinary integration and optimizing the efficiency of enterprise production practices.

3.2 Diversified training methods

Cooperation between schools and enterprises in cultivating international students in China requires selecting diverse training methods based on the characteristics and objectives of

the students, and schools and enterprises must achieve mutual integration and collaborative cooperation in the training process. Enterprises should fully participate in the recruitment, classroom teaching, textbook development, and practical training of international students coming to China by universities, integrate school enterprise resources, and cultivate international talents according to the order based training method, in order to reserve reserve forces for enterprises. Guide students to identify problems in enterprise production and construction activities, and learn and discuss with them to find answers, ultimately using the knowledge learned to solve problems. In the classroom, by hiring enterprise managers to give lectures, conducting case studies and discussions, we aim to restore common problems and scenarios of Chinese companies operating in Pakistan to students; Encourage students to step out of the classroom and intern in enterprises to participate in production work and project construction. Through the cycle of internal learning, enterprise practice, and internal relearning, students can test their knowledge reserves and comprehensive application abilities in a relatively real environment, thereby identifying and filling gaps, and making continuous progress.

3.3 Flexibility and activation of teaching methods

Under the school enterprise cooperation model, both university teachers and corporate executives should adopt more modern teaching methods, break the traditional classroom teaching mode, focus on students, and encourage them to discover, analyze, and solve problems. Teachers or corporate personnel are responsible for setting teaching tasks, guiding students, and providing assistance. Flexible teaching methods should have interactivity, openness, and reflection. Interactivity refers to the two-way communication between students and teaching staff, where students learn through questions and ask questions during learning. Openness refers to the ability of students to fully unleash their spatial imagination in the classroom or in practice, without the need for excessive limitations. Reflective refers to constantly reminding students to strengthen summary and reflection during the training process. Whether it is classroom content or enterprise practical activities, they should integrate their own thinking and try to propose solutions, in order to further improve the school enterprise cooperation model. At the same time, flexible teaching methods are used to establish clear goals and strict discipline, thereby ensuring the effectiveness of classroom and practical activities.

4 Guarantee mechanism for internationalization of education industry

The cooperation between schools and enterprises to cultivate Pakistani international students cannot do without the support and guarantee of all parties. From the central to the local, from the top-level design to the main implementation, the government, enterprise, universities, scientific research institutions, social forces and other parties need to work together to achieve the goal of cultivating international Pakistani talents, so as to promote the long-term development of the China Pakistan Economic Corridor and the "the Belt and Road" initiative in Pakistan, share opportunities, meet challenges and seek common development.

4.1 Policy guarantee

As China's "staunch" brother, Pakistan has always been a

priority direction for China's diplomacy. The school enterprise cooperation model requires strong government promotion and policy support. Guide enterprises to actively participate in the cultivation of Pakistani international students and the construction of the China Pakistan Economic Corridor through tax exemptions, financial subsidies, and other means, and encourage enterprises to form cooperative alliances with universities. Enterprises can customize training objectives and models according to their own needs, actively participate in the development of training plans, curriculum design, and teacher team construction, and provide guidance during the training process, providing internship opportunities, and prioritizing employment after graduation. This can not only help enterprises reduce human resource costs, but also reserve a large number of talents that meet the needs of the enterprise, which can be used by the enterprise when needed.

4.2 Institutional guarantees

The cultivation of school enterprise cooperation involves the joint efforts of multiple parties, so it is necessary to establish specialized institutions, alliances, or research institutes to ensure the full participation of all parties in the cultivation of school enterprise cooperation. Universities and enterprises jointly establish a school enterprise cooperation alliance, with the main functions of: firstly, researching national policies and trade agreements with Pakistan to provide a think tank for international talent cultivation; Secondly, establish training standards for Pakistani students majoring in economics and management, clarify the training process and links, improve the training responsibilities of all parties, and create an education chain; Thirdly, jointly carry out school enterprise cooperation training projects, organically combine enterprise practice with teaching, design and implement practical training projects, and build a platform for innovation and entrepreneurship activities; Fourthly, coordinate with relevant institutions of the Pakistani side and the education department of embassies and consulates abroad to expand cooperation areas and platforms, and promote cultural exchanges and discussions.

4.3 Financial security

Currently, nearly 30000 Pakistani international students are studying in China, of which more than 7000 have received scholarships. The sources of scholarships are mostly Chinese government scholarships and local government scholarships, with a single form and a lack of directionality. Joint training between schools and enterprises can enhance the visibility and reputation of enterprises in Pakistan through the establishment of enterprise scholarships. It can also guide students according to their own needs and achieve targeted talent cultivation. Enterprises can participate in the enrollment process by evaluating students and selecting Pakistani students who meet the requirements of enterprise scholarship applications. They will be trained as management trainees to gain a sense and understanding of the enterprise after enrollment. After graduation, they can serve the enterprise and enhance their sense of belonging, which helps to enhance team cohesion.

5 Conclusion

The proposal of the "the Belt and Road" initiative has promoted the economic development of the countries along the line, and the demand for international talents of the countries along the

line, represented by Pakistan, is growing day by day. At the same time, Chinese enterprises actively "go global" and contribute to the construction of countries along the "the Belt and Road". The "the Belt and Road" construction project, represented by the China Pakistan Economic Corridor, has provided new ideas and opportunities for China's training model of overseas students. Internationalized talents cultivated through school enterprise cooperation should possess good Chinese communication skills, master professional knowledge and skills, have interdisciplinary knowledge learning ability, understand international practices and laws and

regulations, and have an open mind and perspective. The school enterprise cooperation training model should be targeted, achieving mutual benefit and win-win between the demand side and the supply side through customized courses, diverse training methods, and flexible teaching methods, and jointly cultivating international talents. In order to promote the long-term development of the China Pakistan Economic Corridor and the the Belt and Road Initiative in Pakistan, we should also provide guarantees from three aspects: policy, institutions and funds.

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