

SWOT Analysis on International Exchange and Cooperation of Higher Education with ASEAN Countries of Universities in Guizhou Province

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ABSTRACT

This study aimed to find out the state, problems, suggestions of international exchange and cooperation of higher education with ASEAN countries at Guizhou province, and to propose suggestion for development of international exchange and cooperation of higher education with ASEAN countries at Guizhou province. The population of this study consisted of 8,184 faculties from 6 universities in Guizhou province. Using stratified random sampling, the samples of this research were total 367 subjects. The instruments of this research were questionnaire and SWOT cross PEST analysis model. It was found that the current situation of the international exchange and cooperation of higher education with ASEAN countries at Guizhou province including 2 factors which performance was at high levels, and 5 aspects which perspective on were as follows: 1) the total performance on students of exchange and cooperation of higher education with ASEAN in Guizhou province was at a moderate level; 2) the total performance on teachers and scholars of exchange and cooperation of higher education with ASEAN in Guizhou province was at a moderate level; 3) the total performance on joint research of exchange and cooperation of higher education with ASEAN in Guizhou province was at a low level; 4) the total performance on conferences and seminars cooperation of exchange and cooperation of higher education with ASEAN in Guizhou province was at a low level; 5) the total performance on curriculums cooperation of exchange and cooperation of higher education with ASEAN in Guizhou province was at a moderate level.

Keywords: SWOT ASEAN Countries Guizhou Province of China Internationalization Higher Education

Introduction

The world was deeply influenced by the economic globalization, over the past three decades, trans-regional flow of commodity, technology, information, service and so on, have become the norm. Globalization is defined as the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable (Altbach, 2004, p.2). The acceleration of economic globalization requires more international talents, it makes traditional cultivate talents of higher education

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unable to meet the demand of the burgeoning regional trade. As Khorsandi (2014, p.491) argued that global competition for talents, recruitment of international students, development of international branch campuses, students, staff and scholars exchange programs, internationalization of the curriculum, and research and education partnerships between institutions regionally and internationally are the main components of internationalization of higher education. Internationalization of higher education is a key to supporting our emergence in the area–economy. The developed countries such as United Kingdom, Australia, Japan, and United states are looking forward to the internationalization, which top–rated in internationalization of higher education. The structure of the American university itself, so influential worldwide, constitutes an amalgam of international influences (Altbach, 2004, p.3). The international exchange and cooperation of higher education in China was proposed since initial stages for reform and opening–up in the early 1990s, as the parliament leader Deng Xiaoping declared the policy of the continuation of the reform and open–up, the Chinese universities struggled to reestablish networks with foreign universities (Zhan yu, 2010, p.111).

Since 1990s, China government determined policies and strategies to guidance international exchange and cooperation of higher education such as “Higher Education Law of PRC”, “21st Century Action Plan for Education Revitalization”. Then in the 1993, *National Education Reform and Development of Long–term Planning Programs* proposed education should more open to the world, enhance international communication and cooperation. Liu Linjie (2013, p.17) argued that *2003–2007 Invigoring Education Action Projects, National education reform and development of long–term planning programs* (2010–2020) to promote the process of internationalization of higher education. In 2009, China and ASEAN countries achieved consensus on “double one hundred thousand students mobility plan” as one of the initiatives to deepen the strategic and cooperative partnership, that is by 2020 mobility of students from China and ASEAN to enroll in each other’s universities attain 100,000 respectively. In 2011, Chinese leader proposed China is willing to set up 10 vocational education and training centers for ASEAN countries to provide the necessary human resources for economic and social development in the fourteenth China ASEAN leaders’ meeting. The training centers were located in 6 provinces, in which have 2 settled in Guizhou province. In February 2010, Foreign Experts Bureau of Guizhou province issued a *Foreign Experts Work Permit Regulations (temporary)*, then in June 2011, the provincial department of education issued a proposal on the Guizhou higher education to expand opening up to outside, strengthen exchange and cooperation (temporary), it has great significance for internationalization of higher education of Guizhou. Lately, in the October of 2013, Provincial Department of Education issued a *Guizhou Provincial Scholarship for Mobility Students*, in which emphasized ASEAN mobility students scholarship.

With the deepening cooperation of the Greater Mekong Sub–region and upgraded the China–ASEAN Free Trade Area, fields of exchange and cooperation with ASEAN countries in Guizhou province continue to broaden, and internationalization of higher education forms has become increasingly diversified, since 2008, the first “China and ASEAN Educational Cooperation Week” held in the Guiyang, the capital city of Guizhou province, the internationalization of exchange and cooperation of higher education between Guizhou and ASEAN members were deepened increasingly (Zhang chengxia, 2015, p.37), the traditional way of exchange and cooperation of internationalization of higher education was lack of competitiveness. So a new internationalization of higher education form needs to be explored, as Chinese government issued series of the initiatives, such as *one Belt one Road, China–ASEAN*

Education cooperation Week, Strategic Placement for Big Data, which provide technical support to Guizhou provincial strategy of *going out, bringing in* of internationalization of higher education. How to depend on this platform to expand the internationalization of higher education levels, to enrich the forms of communication, present advantages of internationalization of higher education of Guizhou is the significance of this study.

Guizhou is one of the provinces in southwest of China; it plays the role of the communicative hub of Southwest China linking to south china and central China. Due to the historical traditions, geographical environments and cultural factors, higher education development of Guizhou are backward, and the internationalization development of higher education has a large gap compared with the national average level (Huo, 2011, pp.4–6). Even among southwestern provinces, compared with Yunnan and Guangxi provinces, it internationalization development situation is relatively weak. How to reduce the disparity with other provinces in internationalization development by cooperation with ASEAN higher education was the purpose of this research.

This study applied survey and SWOT cross PEST analysis model to argue the strengths, weaknesses, opportunities and threatens in the process of international exchange and cooperation of higher education with ASEAN countries in Guizhou province.

Research Objective

To study the state and problems and suggestions of international exchange and cooperation of higher education with ASEAN countries in Guizhou province.

Population and Sample

1. Population

The population of this study consisted of 8,184 faculties from 6 universities as Guizhou University, Guizhou Normal University, Guizhou Minzu University, Guizhou Medical University, Guizhou University of Finance and Economics, and Guiyang University in 2017 academic year. The total numbers of faculties in each university were as follows: 2364; Guizhou Normal University, 1826; Guizhou Minzu University, 1003; Guizhou Medical University, 1067; Guizhou University of Finance and Economics, 1273; Guiyang University, 651.

2. Sample

According to Krejcie and Morgan's table (1970), the number of samples were 367 by random sampling at .05 significance level.

Research Methodology

The methodology of this research based on the survey and SWOT cross PEST model analysis, and the main components of international exchange and cooperation of higher education including 5 aspects: 1) students, 2) teachers and scholars, 3) joint research, 4) conferences and seminars cooperation, 5) curriculums cooperation. Based on above contents, the researcher tried to find out the strengths, weaknesses, opportunities and threats of international exchange and cooperation of higher education with ASEAN countries in Guizhou province. Then proposed suggestions for developing international exchange and cooperation of higher education with ASEAN countries in Guizhou province.

Research Results

1. SWOT model crossed PEST analyzed the internal factors (strengths, weaknesses) and external factors (opportunities and threats) that influenced the development of international exchange and cooperation of higher education with ASEAN countries in Guizhou province.

1.1 The internal factors on performance of exchange and cooperation of higher education with ASEAN in Guizhou province was at a high level. The total of “man” on performance of internal factors was at a moderate level. The total of “material” on performance of internal factors was at a high level. The consideration of three dimensions of “management” on performance were at high levels. The total of “money” on performance of internal factors was at a high level.

1.2 The external factors of exchange and cooperation of higher education with ASEAN in Guizhou province was at a high level. The total of “political” on performance of external factors was at a high level. The total of “economic” on performance of external factors was at a moderate level. The total of “social” on performance of external factors was at a high level. The total of “technology” on performance of external factors was at a high level.

2. The main components of international exchange and cooperation of higher education including 5 aspects: 1) students, 2) teachers and scholars, 3) joint research, 4) conferences and seminars cooperation, 5) curriculums cooperation.

2.1 The total performance on students was at a moderate level. The consideration of dimensions of students on each performance found that “relationship between teachers, administrators, and international students” was at a high level. And the lowest level of the dimension on performance was “international students as campus or community resources exist and conducted”. And there were two dimensions, which were “organizing students' experiment, graduation practice and graduation design”, “international students as campus or community resources exist and conducted” on performance at low levels. The other four dimensions, which were “the quantity of the ASEAN students studying in Guizhou”, “the quality of the ASEAN students studying in Guizhou”, “intercollegiate exchange scholarship”, “admission channels for foreign students” on performance at moderate levels.

2.2 The total performance on teachers and scholars was at a moderate level. The consideration of 4 dimensions of teachers and scholars on performance was at a moderate level, which were “training teachers in a fixed cooperative project with ASEAN”, “a certain number of scholars visiting for each year”, “experts for ASEAN are invited for teaching and training”, “the consciousness of the Association for exchange and cooperation”. The highest dimension of teachers and scholars on performance which was “training teachers in a fixed cooperative project with ASEAN”. And there were three dimensions on performance at low levels, which were “financial support for teachers' opportunities for international travel, research and teaching”, “organizing and arranging the related training and learning of ASEAN cooperation and exchange”, “the organization carries on the field investigation to the characteristic colleges and Universities”. And the lowest level dimension on performance which was “financial support for teachers' opportunities for international travel, research and teaching”.

2.3 The total performance on joint research was at a low level. The consideration of four dimensions were at low levels, which were “university scientific research institutions have agreements with ASEAN to sign cooperation agreements”, “carrying out scientific research cooperation with ASEAN colleges and universities”, “research cooperation cross-border”, “to carry out scientific research with

ASEAN enterprises”. In which the performance on dimension of “university scientific research institutions have agreements with ASEAN to sign cooperation agreements” was at the highest level here, and “to carry out scientific research with ASEAN enterprises” was at the lowest level here.

2.4 The total performance on conferences and seminars cooperation was at a low level. The consideration of two dimensions were at low levels. Which were “has international conferences cooperation with ASEAN” and “has seminars cooperation with ASEAN”. The level of performance on the dimension “has international conferences cooperation with ASEAN” was higher than the dimension “has seminars cooperation with ASEAN”.

2.5 The total performance on curriculums cooperation was at a moderate level. The consideration of two dimensions of curriculums cooperation on performance were at high levels, which were “wide range of books in the library”, and “hardware facilities, cafeteria, gymnasiums, laboratories, classrooms, multimedia”. And the consideration of another six dimensions of curriculums cooperation on performance were at low levels, which were “there are courses in social and cultures related to ASEAN in your university”, “overseas practice”, “setting up an ASEAN language course in colleges and universities,” “running Confucius college or Confucius classroom with ASEAN institutions”, “providing Chinese curriculum intellectual support”, “ colleges and universities cooperate with ASEAN to set up professional courses” .

Suggestions

1. Students

1.1 Strengthening the concern on the exchange and cooperation of diploma students and non-diploma students

1.2 Increasing scholarships

1.3 Improving the quantity and quality of mobility students

1.4 Expanding enrollment channels

1.5 Organization of graduate practicum and paper publishing

1.6 Strengthen the connection to the graduates

2. Teachers and Scholars

2.1 Strengthening joint training of teachers' projects with ASEAN universities or related institutions

2.2 Increasing the frequency of visiting ASEAN experts, increase the level of visiting personnel, and expand coverage

2.3 Promoting the independent exchange and cooperation consciousness of School Associations

2.4 Inviting and sending regular visiting scholars each year to increase the number of visits and extend the time of visits

2.5 Strengthening the concern on the exchange and cooperation of lectures

2.6 Providing financial support for teachers' academic exchanges in ASEAN, and increasing investment in academic exchanges and visits to schools

2.7 Organizing the characteristic colleges and universities to investigate needs of school construction, sending relevant personnel to visit the characteristic colleges and universities

3. Joint Research

3.1 Strengthening cooperation in scientific research, assign special agreements to the agreements already signed, and strengthen exploration in areas not covered

3.2 Encouraging transnational scientific research, application and cooperation of the subject

3.3 Cooperating with ASEAN's enterprises and research institutes in research and research fields

4. Conferences and Seminars Cooperation

4.1 Running symposium on exchange and cooperation with ASEAN

4.2 Strengthening exchanges and cooperation in the field of international conferences

5. Curriculums Cooperation

5.1 Supporting the establishment of language and culture courses related to ASEAN

5.2 Running a branch campus of universities abroad

5.3 Co-operation of high quality courses

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