

Employment Problems of Graduates of Chinese-foreign Cooperative Education Programs and Policy Suggestions

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Abstract:

The purpose of this study is to analyze the causes of the employment status of graduates of Chinese-foreign cooperative universities and give countermeasure suggestions. With the acceleration of the internationalization of higher education, the development of Sino-foreign cooperative education is deepening in China, and it has also won the favor of many middle-class families because of its unique system of schooling that integrates the advantages of domestic and foreign bilateral education and enhances the employment competitiveness of graduates. However, in 2020, the international challenges of anti-globalization, the impact of major emergency health incidents and the slowdown of the domestic economic development and the structural adjustment of the industry have seriously disrupted the pace of employment of graduates of Chinese-foreign cooperative education and increased the difficulty of employment of graduates of Chinese-foreign cooperative education, which has aroused widespread concern and discussion. This study adopts the method of literature review to explore the specific impact of the education policy of Sino-foreign cooperative education on the career choice and employment pace of college students, which helps to deeply understand the role of the policy of Sino-foreign cooperative education in the career development of college students as well as the attitude of college students towards the phenomenon of slow employment and provides policy makers with suggestions on optimizing the policy of Sino-foreign cooperative education to promote the employment of college students, and at the same time provides important references to the higher education managers to cope with the problem of slow employment of graduates of Sino-foreign cooperative education.

Keywords: Chinese-foreign, Cooperative Education, Graduates, Problems, Countermeasures.

1. Introduction

With the increasing convenience of Internet technology there are frequent international exchanges of teachers and researchers. In addition, due to the aging of the population in developed countries, the number of school-age students is decreasing, resulting in a serious waste of educational resources. As a result, developed countries tired to shift their focus from domestic to international education. In contrast, developing countries with limited or even insufficient educational resources are at a disadvantage and face the risk of brain drain. Therefore, in order to cope with the unbalanced situation of internationalization of higher education and safeguard national interests, China has begun to explore and practice the mode of Chinese-foreign cooperative education. As a form of multi-channel and multi-mode education, Sino-foreign cooperative education is an effective supplement to overseas study, and as a form of “study without going abroad”, it has significant advantages in cultivating talents, introducing teachers and inno-

vating education modes. It is the educational innovation and development strategy of China in the face of the challenge of internationalization of higher education, which is adapted to the local conditions and in accordance with the trend [1].

Since the 18th CPC National Congress, the scale of China’s higher education has continued to expand, with a total of 44.3 million students enrolled, and the gross enrollment rate of higher education has developed from 30% in 2012 to 57.8% in 2021, marking the official entry of China’s education into the stage of universalization and development of higher education. According to the National Education Development Statistics Bulletin issued by the Ministry of Education, after 2020, the number of college graduates will increase, and the gross enrollment rate of higher education will be as high as 60.2% in 2023, an increase of 0.6 percentage points compared with that of the previous year, which is ahead of the target of the “14th Five-Year Plan”, and the scale and number of higher education will realize the “curved road overtaking”. The later

development of the curved road to overtake, but the popularization of higher education has brought problems, how to help higher education focus on the transformation from quantity to quality, from teaching to scientific research, from scientific research to the combination of teaching and research, etc., with the pressure of employment, students took the initiative or forced to embark on the road of the involution.

From the viewpoint of internal structure, along with the development of Chinese-foreign cooperative education in full swing, the relevant universities are actively expanding enrollment, the number of Chinese-foreign cooperative education graduates shows an overall increase in the number of incremental increase in the number of characteristics of the job demand exceeds supply, the total amount of pressure is huge, and in the external environment, the global economic form deteriorates after 2020, the economic growth rate slows down greatly, the new crown of the epidemic impact and industry adjustments have a huge impact on the Chinese-foreign cooperative education graduates. The deterioration of the global economy after 2020, the significant slowdown in economic growth, the impact of the new crown epidemic and industry restructuring have all imposed great restrictions on the graduates of Sino-foreign cooperative universities to go abroad for further study and employment. In such a situation of “internal and external difficulties”, combined with the psychological activities of the graduates of Chinese-foreign cooperative universities with high expectations for their own planning, many of them choose to delay employment, either by changing the track and choosing the “system within the rolls”, or by adopting the popular “gap year” form of employment in foreign countries. However, such a choice is only a stopgap measure, and cannot completely solve the employment problem of the graduates of Chinese-foreign cooperative universities. Therefore, it is urgent to explore a path of employment planning that conforms to the law of development of today’s era, fits the characteristics of the graduates of Chinese-foreign cooperative universities, and satisfies the enterprises and makes the graduates feel at ease. Under the background of the post epidemic era, it is important to understand the specific situation of the career choice and employment rhythm of the graduates of Sino-foreign cooperative universities, systematically analyze the causes of the employment difficulties faced by the graduates of Sino-foreign cooperative universities, and better analyze the objective obstacles and psychological dilemmas faced by the graduates of Sino-foreign cooperative universities, so that the graduates of Sino-foreign cooperative universities can serve as an entry point and enrich the analysis samples of the graduates of colleges and universities who choose to delay their employment

in the society nowadays. At the same time, this study provides suggestions for the government to optimize the Chinese-foreign cooperative education to promote the employment of college students, and also provides important references for higher education administrators to cope with the current trend of the popularization of higher education.

By using the method of literature review, this study explores the employment problems faced by the student body of Chinese-foreign cooperative education graduates, analyzes the reasons behind the problems, and provides appropriate countermeasures and suggestions for Chinese-foreign cooperative education graduates to solve the problems.

2. Causes

2.1 Economic Environment Compresses the Space of Employment Market

First of all, from the foreign environment, the original Chinese-foreign cooperative education graduates could have been in accordance with the training program in the domestic university coursework tasks after the smooth study abroad, after receiving foreign teaching and research studies and corresponding internships to obtain the degree of both sides, choose to return to their home countries to work or continue to pursue further education abroad in the future direction. However, due to the epidemic and the international situation in recent years, many Chinese-foreign cooperative joint training programs have been aborted, making Chinese-foreign cooperative graduates lose their professional and vocational competitive advantages, and are in a disadvantageous competitive position in the job market [2]. In addition, the development of the Internet has promoted the sharing of global educational resources, the popularization of higher education and the rapid development of domestic education, greatly narrowing the gap between domestic and foreign educational resources, further weakening the employment advantage of the graduates of Chinese-foreign cooperative universities, in the past, many companies believe that the comprehensive quality of the students who have overseas training and education experience is better, but now there are many companies favor the graduates of more public colleges and universities with richer extracurricular activities in China. However, many enterprises now favor the richer extracurricular practice and internship experience in China that graduates of public colleges and universities have.

2.2 Specialty Settings of Universities

First of all, although Chinese-foreign cooperative education is rooted in China, it draws on the advantages of the

international education and training system, and relies on a stable international academic exchange environment, so in the design of teachers and specialties, most of the introduction of foreign high-quality resources, the teaching staff has a greater mobility and instability, and the content of the study is also close to the arrangement of overseas courses, which is similar to the design of the domestic professional curriculum [3]. This makes it impossible for students to obtain professional teaching quality assurance in the process of professional learning, and it is also difficult to cultivate a solid professional foundation and language skills, resulting in a mismatch and misalignment with the domestic employment market demand. In addition, although most of the Sino-foreign cooperative schools have invested sufficiently in hardware and software, there are certain deficiencies and negligence in students' employment guidance, which is caused by neglecting the full consideration of the path of delivery of the graduates of the Sino-foreign cooperative schools on the one hand, and miscalculating the speed of economic recovery in the post-epidemic era and the severity of employment forms on the other hand, so there is insufficient attention to the psychological quality of the students, career planning and stress-resistant ability. Resistance to pressure and other aspects of the attention is not enough, so that when facing the job market, it cannot be successfully detached from the student position, have a strong sense of severance of the identity, cannot achieve a smooth change of identity, miss the domestic recruitment time, in the autumn and spring recruitment wave of recruitment performance is mediocre, everywhere, miss the best opportunity to waste the employment advantage of fresh graduates [4].

2.3 The Role of Students' Family Situation

Although objectively speaking, Chinese-foreign cooperative education is conducive to saving economic expenses and time costs compared with traditional study abroad, but actually in the process of training students, domestic and foreign well-known tutors, advanced infrastructure and a favorable living environment all make the teaching program charges a high price, but also need to spend a lot of manpower and energy and financial resources. Therefore, most of the families who choose Chinese-foreign cooperative education are upper middle-income families [5]. This kind of family economic situation is better, and for the children to cultivate the attitude is more open, will not be too restrictive intervention in the child's choice of employment, but also have the courage to support the child to delay employment in order to find a preferred job. Therefore, under such family conditions, good economic conditions reduce the pressure of graduates of Sino-foreign cooperative universities to find jobs as soon as possi-

ble and the pressure of life, but parents in cultivating their children's independent and opinionated sense of choice at the same time is also prone to let them breed the negative ideas of "waiting" and "relying", and thus in the job market. Negative ideas, and thus in the job market is prone to low-eyed, get by, indifferent attitude, not conducive to finding a satisfactory and preferred career.

2.4 Lack of Future Career Planning

Subjectively speaking, fresh graduates lack of self-vocational planning, inadequate psychological preparation, the concept of dilly-dallying, lack of initiative and enthusiasm, showing confusion about the future, indecision, and the existence of the school has just come out but has not yet adapted to the social pace of life, reflecting the high expectations of college students on the development of the career and the realization of the value of the hot pillows and the current stage of the available jobs and careers do not match thus Do not want to "do not want" the psychological dilemma of employment.

3. Impacts

3.1 Waste of High-quality Human Resources and Exacerbation of the Imbalance between Labor Supply and Demand

According to the human resource mismatch data, China's under-allocation of human capital is mainly concentrated in the eastern coastal provinces, while the over-allocation of provinces is mainly distributed in the central and western provinces [6]. This reflects that China's eastern coastal areas due to the high degree of technological innovation, high degree of openness to the outside world, the demand for comprehensive and complex talents is strong, Chinese-foreign cooperative education as a powerful carriage to pull the education, should have played a positive role in the delivery of talents for the country, promote scientific and technological progress, economic development, but if it fails to properly help its graduates to realize the personal professional quality and job matching, personal value and national value combination. However, if the graduates are not properly helped to realize the matching of personal professional quality and job position, and the combination of personal value and national value, then it will only block the flow channel of high-quality labor force to the east coast, which makes the supply of labor force and human resources in the eastern provinces decrease, and reduces the stock of human capital, and offsets the improvement of the allocation efficiency brought about by the development of the labor market, and aggravates the structural contradiction of the imbalance of the demand and supply of labor force.

3.2 Restricting the Development of Chinese-foreign Cooperative Education Programs

Employment rate is an important indicator for assessing a university, but also an important reference for students and parents to choose, the incubation of Sino-foreign cooperative projects, with the gold finger of bilateral advantages of education at home and abroad, but also in the early stage of the preparations for the attention of all parties concerned and attention, and if the students after four years of study in Sino-foreign cooperative projects, the employment situation can not be envisioned as a general, it is bound to affect the trust of the students and parents, the government has a more stringent audit and investment. If the students' employment situation is not as expected after four years of study, it will definitely affect the trust of students and parents, and the government will have more stringent audit and consideration when investing in the program, which will dampen the motivation of running the program, and will not be conducive to the smooth enrollment of students and attracting investment, thus resulting in a vicious circle and affecting the development of the program.

4. Recommendations

4.1 Strengthening Government Guidelines on Chinese-foreign Cooperative Schools

In order to better promote the transformation of Chinese-foreign cooperative education from quantity to quality, and to deepen the influence of Chinese-foreign cooperative education in improving the level of education and delivering talents, the government should adhere to the whole process of guiding Chinese-foreign cooperative education programs to become bigger and stronger at multiple levels. The government should adhere to the whole process and multi-level guidance to make Chinese-foreign cooperative education programs bigger and stronger. On the one hand, it is necessary to optimize the policy environment, strengthen the audit standards of Chinese-foreign cooperative education institutions and projects, and provide clear guidelines and support policies for Chinese-foreign cooperative education [7]. On the other hand, the establishment of a sound regulatory mechanism and evaluation system, strict control of the project process, the failure to meet the qualifications of the efficient should be stopped in a timely manner, to enhance the transparency of information, strengthen the quality assurance, around the main body of the investment, approval criteria, enrollment of the whole process, quality supervision, evaluation system to build a clear specification of the three phases

before, during and after the construction. Finally, the government needs to actively promote international educational and cultural exchange channels, provide friendly international cooperation and communication platforms, and strongly support the combination of industry, education and research to accelerate the transformation of academic achievements into economic benefits.

4.2 Strengthening Employment Guidance in Colleges and Universities

At present, the employment guidance work of Chinese-foreign cooperative universities mainly exists in three aspects: insufficient overall planning, weak targeting and low efficiency [8]. To enhance the vocational competitiveness of students in Chinese-foreign cooperative programs, address the employment challenges faced by these graduates, and foster the high-quality development of cooperative education, Chinese-foreign cooperative universities should implement comprehensive employment guidance throughout the entire course of students' studies [9]. This guidance should include tailored content at different stages of their education, semester-specific training programs, and targeted internship opportunities relevant to various majors. Additionally, these institutions should strengthen collaboration and exchange with domestic and international partners to provide better employment pathways and improve students' resilience in the job market. Schools and enterprises should also actively cooperate with each other, inviting enterprises to carry out regular lectures, strengthening the combination of production, teaching and research, and providing new paths and choices for students' future development.

4.3 Establishing a Correct Outlook on Career Choice

As the main body of employment, students should set the right attitude and give full play to their initiative to cope with the challenges of the new era, actively participate in campus job fairs and career development seminars, correctly assess their personal orientation, recognize their interests, skills, values and career goals, and find their own personal strengths to find a career direction suitable for them [10]. Actively participate in a variety of internships, skilled use of their own foreign language advantages and professional skills, to increase social work experience; for all walks of life should be open-minded to learn, equal treatment, should never have the advantages and disadvantages of high and low levels; to increase their own core competitiveness, the combination of personal interests and the interests of the country, the willingness to go deep into the grassroots, precipitation, and to make contributions to the cause of the motherland.

5. Conclusion

The author analyzes the causes of employment problems of graduates of Sino-foreign cooperative universities, and discusses the problems from both inside and outside, from the economic environment to the school curriculum design, and from the student's family environment to the individual's psychological characteristics, the difficulty of employment of graduates of Sino-foreign cooperative universities is a social problem synthesized under the role of a variety of conditions, and therefore, from the government of the university and the students of the three main bodies to put forward recommendations to enhance the employment of graduates of Sino-foreign cooperative universities, and to enhance the employment of graduates of Sino-foreign cooperative universities. Therefore, the research proposes to improve the three subjects of universities, government and students, to enhance the role of the subjects in the Chinese-foreign cooperative education program, to promote the subjects to actively take responsibility for the supply and implementation of Chinese-foreign cooperative education, to play a greater role in alleviating the pressure of Chinese-foreign cooperative education students' pursuit of education and employment, and to solve the employment problems faced by the graduates of the Chinese-foreign cooperative education program.

This paper helps the relevant subjects of Sino-foreign cooperative education systematically understand the problems of the program and explore the causes behind them, and puts Sino-foreign cooperative education in a macro environment, which is conducive to the better planning of the future direction of Sino-foreign cooperative education, solves the employment problems of the students of Sino-foreign cooperative education, promotes the employment, and promotes the high-quality development of the Sino-foreign cooperative education. Since Sino-foreign cooperative education is an educational program based on China's specific national conditions, and is strongly localized in actual practice, the source of information for the thesis is based on Chinese official data and scholars in related fields, and it is hoped that in the future research in this field, the research will strengthen the exchanges and interactions with international scholars, and provide new

thinking and research directions for the development of Sino-foreign cooperative education from an international perspective.

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