



A Study on the Current Situation of China-Philippines Educational Exchange and Cooperation

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ABSTRACT

The Philippines is located in the center of Southeast Asia. Since the establishment of diplomatic relations between China and the Philippines in 1975, the cooperation between the two countries in various fields has continued to advance. After the "Belt and Road" initiative, the Philippines, as an important partner of the "21st Century Maritime Silk Road", has continuously explored friendly cooperation between the two countries. Vocational education is one of the important contents of educational cooperation and exchanges under the "Belt and Road" initiative. Educational cooperation between the Philippines conforms to the common interests of the two countries. At the same time, the vocational education cooperation between China and the Philippines can promote bilateral cultural exchanges and complement each other, thereby strengthening the comprehensive strategic cooperation between China and the Philippines.

Keywords: *China-Philippines; Education Cooperation; Vocational Education; Literature Review*

I. INTRODUCTION

Vocational education as early as the Philippines has a long history and has a special status among ASEAN countries. The history of education in the Philippines can be roughly divided into: the end of the 16th to the 19th century, the Spanish colonial period, and the early Spanish colonial period. Philippine education was mainly based on the spread of Catholic ideas, and the main purpose was to cultivate Hispanic Filipinos. Most residents did not have the opportunity to receive education. After the middle of the 19th century, the Spanish colonists carried out educational reforms and initially established an educational system for all Filipinos; in the early 20th century, the American colonial authorities vigorously popularized English education, implemented the American education system and influenced it to this day; the United States established vocational education in the Philippines, Develop the skilled people the colony needs. In 1928, the Philippine legislature passed Act No. 1377, the Vocational Education Act, which allocated 500,000 pesos to establish vocational schools, conduct vocational teacher training, and set up an administrative department specifically responsible for vocational education. which laid a preliminary institutional foundation for the development of vocational education in the Philippines (UNESCO,1995). In the new period of educational development in the Republic after independence in 1946 Vocational education developed rapidly and became one of the three components of education in the Philippines. Today, vocational education in the Philippines has trained a large number of professional and technical personnel for its economic and social development. Some skilled workers, such as Filipino maids, nurses and doctors, mostly go abroad for employment and become an important source of foreign exchange income for the Philippines (OLFINDO,2018).

II. RESEARCH METHOD

This paper is a qualitative paper and it uses documentary analysis to present vocational education in China and Philippines. Mainly sorts out the educational cooperation between China and the Philippines. It is heuristic (Moustakas, 1990) because it provides the audience and readers the opportunity to discover for themselves to understand China-Philippines education cooperation status. Through literature review, it tries to find a cooperation model that conforms to the characteristics of the times, so as to provide a basis for the bilateral educational cooperation between the two countries in the future. Searching "Philippines Education" on cnki can find 1867 Chinese journals, but there are very few contents related to China-Philippines education cooperation. Therefore, this

article sorts out three parts: the history of establishing diplomatic relations between China 、 the current situation of China-Philippines education cooperation and

III. DISCUSSION

3.1 An overview of the development of vocational education in the Philippines

On August 25, 1994, President Fidel Ramos signed the Technical Education and Skills Development Act, authorizing the establishment of the Technical Education and Skills Development Authority (TESDA), whose responsibilities are mainly to formulate National human resources regulations, setting occupational standards, and organizing occupational tests, etc.

In 2014, the government promulgated the Ladderized Education Act, which stipulates the qualification system, professional curriculum, and system construction of vocational education. In recent years, the Philippine government has taken measures to encourage some students to enter vocational and technical schools to obtain professional vocational and technical training. By cultivating professionals in various fields, enriching the human resources of the Philippines, and developing vocational education have become an important content of the current education reform in the Philippines (Lu Yiwen, 2012)

Vocational education plays an important role in the Philippines. Generally speaking, vocational education in the Philippines is classified in the category of higher education. The difference between general higher education and post-secondary vocational education is that ordinary higher education students will be awarded degrees after graduation, while vocational and technical education only obtains corresponding qualification certificates (Ju Huimin, 2009).

Generally speaking, vocational education in the Philippines can be divided into two parts: formal vocational education and non-formal vocational education. The implementation of formal vocational education is mainly completed by specialized vocational colleges, both public vocational schools and private vocational schools. At the same time, training centers, communities, and enterprises are also the implementers of vocational education, and these three models belong to informal vocational education (Li Jianqiu, 2018)

3.2 The Status of China-Philippine Vocational Education Cooperation

3.2.1 Inter-official communication mechanism

In 2016, the "Promoting the Joint Construction of the "Belt and Road" Education Action" issued by the Ministry of Education of China clearly pointed out that China's high-quality vocational colleges are encouraged to strengthen their cooperation with the "Belt and Road" in the integration of production and education, cooperative education, and multi-level vocational education. Exchanges with countries along the route, and actively explore new models of vocational education cooperation. Since the implementation of the "Belt and Road" initiative, vocational education forums between China, the Philippines and other ASEAN countries have been held successively, such as the China-ASEAN Vocational Education Summit Forum, China-ASEAN Education Exchange Week and other cooperation mechanisms have formed conventional mechanisms.

3.2.2 Inter-school exchange

In recent years, exchanges between vocational schools in China and the Philippines have increased, and inter-school exchanges have become more frequent. On October 29, 2018, Ms. Loida Claro Flojo, Dean of Enderon College in the Philippines, visited Zhejiang Dongfang Vocational and Technical College and decided to carry out postgraduate promotion, exchange students, student internships, teacher training, etc. cooperation in vocational education (Jin Xiaowei., 2018). On June 30, 2018, Henan Vocational and Technical College of Nursing and Laysim University of the Philippines signed a school-level cooperation framework agreement. The two parties agreed to cooperate in the establishment of an international nursing school, carry out cooperative education in nursing and stomatology, and jointly organize educational research activities and project exchanges. , information and cultural sharing, teacher-student training exchanges and exchanges, etc. Students from China and the Philippines have also continued to expand mutual visits and exchanges. Guangxi Zhuang Autonomous Region, Fujian Province and other places have established scholarships for international students from ASEAN countries. Fujian Province has also set up special provincial government scholarships. Higher vocational colleges in these places Therefore, it has become the main target institution for Filipino students.

3.2.3 Exchange of Professional Skilled Personnel

More and more Chinese skilled talents go to the Philippines to seek employment opportunities. The Duterte government signed the development of 26 major infrastructure projects, but the Philippine vocational education lacks the training of construction talents, and the demand for welders, carpenters, and masonry is huge. The Philippines will introduce skilled construction workers from China. Since 2016, a total of 40,000 Philippine Alien Employment Permits (AEPs) have been issued, of which 25,000 were issued to professional Chinese workers (News, 2018). According to reports, the number of Filipino domestic servants in China is about 200,000, and a relatively complete industrial chain has been formed [16]. In April 2018, China signed an agreement with the Philippine Department of Labor. China plans to introduce 300,000 Filipino workers, including skilled workers such as cooks, nurses, and housekeepers. In addition, because Filipinos have a good English foundation, nearly 30% of them are also included. English teachers (LAYUG M C, 2018)

3.3 Problems Existing in China-Philippines Educational Exchange and Cooperation

3.3.1 China is not attractive enough for Filipino students to study in China

The "China-Philippines Joint Statement" affirms the important role of vocational and technical education and training in promoting the friendship between the two countries, and encourages various educational institutions at all levels to actively carry out practical cooperation. Under the background of "dual circulation", Chinese enterprises lack specialized talents who understand foreign languages and are familiar with local culture and laws, and there is an even greater shortage of professional and technical personnel in the production line. China-Philippines vocational education cooperation has made remarkable progress in cooperation in running schools and personnel exchanges, but there are still many problems that need to be solved urgently. It is mainly manifested in the following aspects:

Jose Santiago Sta Romana, Philippine Ambassador to China, mentioned in an interview with World Education Information that he found during his visits to Chinese universities and participation in international education forums that compared with other ASEAN countries, he found that, the number of Filipino students studying in China is very small (Lv Yiwen,2018). Before the new crown epidemic, among the 10 countries with the largest number of students studying in China, except for the United States, Japan, and South Korea, the rest are countries along the "Belt and Road", and there are 3 ASEAN countries every year. As one of the important members of ASEAN, the Philippines has not yet appeared on the list, which also reflects that compared with other ASEAN countries, the number of students from the Philippines in China is significantly lower. There is still much room for improvement in the attractiveness of Chinese higher education. Some studies have shown that "after having sufficient favorable conditions, students from more developed economies are less inclined to study in China" (Wang Huiyao,2017). According to the Open Doors report released by the Institute of International Education (IIE) in 2018, the number of international students in the United States reached 1.09 million in the 2017-2018 school year. In contrast, this number is more than twice the number of international students in my country, and among the source countries of international students in the United States, the number of developed countries or regions is significantly higher than that of my country. It can be seen that there is still much room for improvement in the attractiveness of Chinese higher education. Finally, although China's "National Study Abroad Network" (www.csc.edu.cn) has detailed information on Chinese universities and scholarship policies, in fact, most Filipino students do not know enough about Chinese universities (Lv Yiwen,2018). In order to realize the close cooperation between Chinese and Philippine universities, the channels for information exchange between the two sides need to be further expanded.

3.3.2 There are few educational exchange projects between China and the Philippines and the level of cooperation in running schools is low

Among various forms of educational cooperation, cooperative education can best reflect the depth of educational cooperation between a country and other countries (Chen Ruping,2018). Cooperation in running schools can not only strengthen the international exchanges between students and teachers, but also help to promote the export of national educational culture. The School of Chinese Language and Culture of Jinan University has set up an overseas Chinese language correspondence education institution in the Philippines, and the "Chinese Learning Class for Government Officials" opened by Huaqiao University has also covered the Philippines. The main function of these institutions is still language training rather than complete academic education. Compared with the establishment of Soochow University in Laos, Xiamen University in Malaysia, and the Bangkok Business School of Yunnan University of Finance and Economics, China and the Philippines should actively learn from the existing overseas experience in running schools and gradually improve the level of cooperation in running schools.

IV. CONCLUSION

To realize the rapid development of China-Philippines educational exchanges, the key lies in ensuring the quality of China-Philippines educational exchanges and cooperation. On the one hand, Chinese colleges and universities should improve the quality of their own education. While promoting policy facilitation, it is more critical to promote the improvement of their own teaching and academic standards. On the other hand, to ensure the quality of international students coming to China, we cannot blindly lower admission standards and expand the scale of international students for the sake of quantity. In October 2018, the Ministry of Education of my country promulgated the "Higher Education Quality Standards for International Students in China (Trial)", which provides a reference for ensuring the quality of international students in China. Only by "bringing in" high-quality educational exchanges between China and the Philippines, improving the level of school running, and actively "going out", can the cooperation between the two countries be continuously optimized and upgraded.

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