

Development of Education Cooperation between China and Africa under the Background of Globalization

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Abstract: In the context of globalization, the number of educational cooperation and exchange projects between China and Africa is constantly increasing, and research and analysis based on cooperation and development between China and Africa are becoming increasingly important. In the research on the development of education cooperation between China and Africa under the background of globalization, how to determine the effectiveness of China's aid practices to Africa is currently a key issue that needs to be urgently addressed. This article conducts a case study through online questionnaire surveys, analyzes the demand for education cooperation projects in China and the demand for education cooperation projects in Africa, and combines the development process of China Africa education cooperation around the 20th century. Based on the data results, the following conclusions are drawn through discussion. In the context of globalization, the number of economic development related training programs and international student training programs in China is the highest, accounting for more than half of all Sino African educational exchange and cooperation projects. In the survey of ten selected international students and university teachers, the highest score was 97 points, the lowest score was 87 points, and the overall average score was 92.6 points. This indicates that China's aid to Africa has shown effectiveness in practice through educational cooperation in talent cultivation between China and Africa.

Keywords: Globalization Background, Sino African Cooperation and Development, Education Cooperation, Questionnaire Survey

1. Introduction

Due to the continuous acceleration of economic globalization, cultural exchanges among countries have entered a new stage. The research on the development of education exchange and cooperation between China and Africa is the main way to establish a community with a shared future for China and Africa, and also serves as a testing medium for practicing a world community with a shared future. Therefore, in the current situation where African countries are developing rapidly, it is necessary to conduct research on the development of education cooperation between China and Africa.

The research on the development of Sino African education cooperation should focus on its development stage, development mode, and development results. There are many research theories on the development of education cooperation between China and Africa. King K studied and discussed the educational action plan of the "the Belt and Road" initiative issued by the Ministry of Education of China based on the "the Belt and Road" human resources relationship built by the Forum on China-Africa Cooperation. This study analyzes the factors related to the long-term friendly hopes of the Chinese and African people, based on the cross continent coverage of the BRI (the Belt and Road Initiative). The research results indicate that it can significantly enhance the cooperative relationship between China and Africa in education and human resource development [1]. Armel K analyzed China's foreign education assistance to Africa based on its basic goal of improving the quality of aid to Africa since the 21st century, achieving improvements in education in Africa through the construction of schools and teacher training, and promoting poverty reduction on the African continent. In addition, the study concluded that the policies for education cooperation between China and Africa are treated equally, and addressing the issue of youth education in Africa is the key to solving African problems [2]. Ehizuelen N conducted research and discussion on whether China's educational cooperation model can

benefit the structural transformation of Africa's own education system, in the context of the critical moment in the development of education in Africa. Through specific research on the situation in Africa, the scale of current education demand in Africa was elaborated, and comparative analysis was used to improve the efficiency of China's aid to Africa and benefit its labor force through bilateral cooperation models [3]. On the basis of promoting Africa's leapfrog development through education cooperation between China and Africa, Bin W found that the form of higher education between China and Africa has gradually expanded from the initial exchange of international students to the exchange of visits among educators and the organization of professional and technical forums. On the premise of proposing the concept of intellectual assistance in China, he clarified the overall management model for the education work of international students who visit each other. Finally, he believes that achieving win-win cooperation with complementary advantages between both parties is the foundation for stable development [4]. Zhang L utilized the education international cooperation project Luban Workshop, which was first promoted and organized by Tianjin, to carry out a series of international educational exchanges and cooperation with educational institutions in Africa through the historical inheritance and craftsman image cultivated in Chinese industry culture, through vocational training and academic education. He explored new models and channels for education cooperation between China and Africa [5]. Aly M has successfully developed educational cooperation and particularly strong bilateral relations in the political system since the socialist regime, and has studied China's large-scale construction projects related to educational cooperation in Africa, discussing one of the benefits of China providing loans to African countries - obtaining raw materials to meet demand [6].

The combination of China Africa education cooperation and economic cooperation has prompted relevant departments to re study China Africa education cooperation [7-8]. The above literature or case study methods can effectively study the development of Central Africa, but there is a lack of analysis of its development history.

The analysis of the Chinese demand for educational cooperation projects and the African demand for educational cooperation projects is a major focus of this paper. In this article, combined with questionnaire survey and experimental analysis, the final results indicate that China Africa education cooperation and exchange have demonstrated effectiveness in China's aid practice to Africa.

2. Demand for the Development of Education Cooperation between China and Africa

2.1 Chinese Demand for Educational Cooperation Projects

In recent years, the cooperation between China and Africa has become increasingly close. In the field of higher education, from the initial international student exchange cooperation project to various educational personnel holding forums and lectures, college or professional cooperation between different schools, and short-term training course cooperation for technical talents [9-10]. In the entire Sino African education cooperation project, the cultural exchange and cooperation between China and Africa have developed rapidly. China actively responds to the talent development needs of different African countries and provides material guarantees such as scholarships and scholarships to international students studying in China. For the Chinese side, this move aims to enhance international education competitiveness through international exchange and cooperation in education, laying a solid foundation for China's education to go global and connect with internationalization [11-12].

In the context of globalization, there are many projects on China Africa education cooperation, such as the the Belt and Road China Africa Education Cooperation Initiative, China Africa Higher Education Cooperation Lectures, the opening of the China Ghana Cooperation Forum, and the International Academic Exchange Seminar on China Africa Vocational Education [13-14]. These Sino African education cooperation projects have greatly enhanced China's friendly image in the international arena, meeting China's needs for internationalization and globalization. Therefore, in order to ensure friendly relations between China and Africa, the development of education cooperation between China and Africa is becoming a mainstream research trend in the future.

2.2 African Needs for Educational Cooperation Projects

The above article analyzes the Chinese demand in the Sino African education cooperation project, and then continues to analyze the actual demand related to Africa. Many African governments have issued various laws and policies to improve higher education levels, increase employment rates, and achieve sustainable economic growth. The shortage of skilled talents faced by countries hopes to be

solved through the vigorous development of continuing education schools [15]. However, the growth rate of education level has always been slow. After research and discussion, the specific reasons for this situation are shown in Table 1:

Table 1: Explanation of the reasons for the slow growth of education levels in Africa

Reasons	Specifics
High dropout rate	Low pass rates in African National Vocational Qualification courses, making it difficult to complete academic requirements
Weak teachers	The teacher-to-student ratio in schools is too low to meet teaching needs
Inefficient management	Inability to issue qualifications to eligible graduates and serious lack of management capacity
Inadequate education level	Many teachers lack relevant skills and TVET qualifications

In summary, the main reasons for the limited development of education are high dropout rates, weak teaching staff, low management efficiency, and insufficient educational level. Based on this, the issue of youth unemployment in Africa has become even more severe. China Africa's education cooperation projects have greatly improved the education level of youth in various African countries with the unique advantages of Chinese education, to some extent meeting the local talent demand in Africa, and promoting the development of the African economy and the improvement of the employment environment [16-17].

3. Historical Stages of China Africa Education Cooperation

3.1 Initial Stage of Educational Cooperation before the 20th Century

Both China and Africa are the birthplaces of ancient civilizations, and the trade exchanges with Egypt through the Silk Road marked the beginning of the connection between China and Africa, as well as the beginning of cultural exchanges between China and Africa. Following the non-governmental exchanges and cooperation between China and Africa, the educational exchanges and cooperation between Chinese and African governments began after the founding of the China in 1949. Both governments encouraged and supported the exchange of students and scholars. According to relevant literature records, the initial stage of education cooperation between China and Africa before the 20th century is shown in Figure 1.

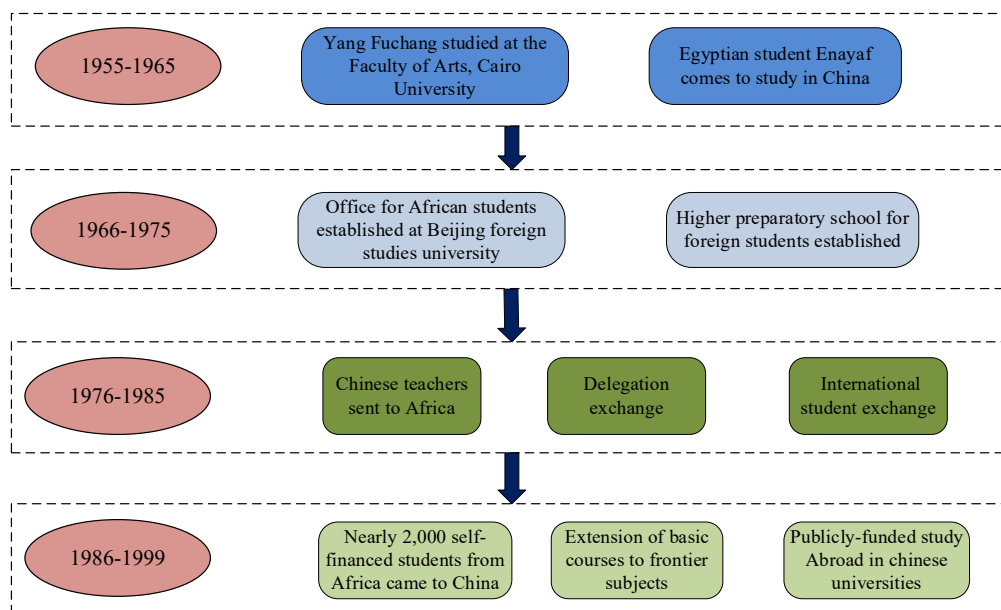


Figure 1: The Initial Stage of Education Cooperation between China and Africa before the 20th Century

It can be seen that during the period of 1955 to 1965, China Africa education cooperation mainly

focused on individual students studying in the other countries. By the 1880s, China had sent professional and skilled teachers to Africa, various types of delegations had been sent between China and Africa, and the exchange of students from different disciplines had gradually become popular. In the late 20th century, against the backdrop of the popularization of the "reform and opening up" policy throughout China, China and African countries increased their efforts in educational exchange and cooperation, and the number of international students continued to increase. China Africa education cooperation has transformed and gradually reached its peak.

3.2 Development Stages of Educational Cooperation after the 20th Century

At the beginning of the 20th century, the development of China Africa educational cooperation and exchange ushered in an important turning point. "Win win cooperation and work together to build a closer China Africa community of common destiny" is the main body of the Forum on China–Africa Cooperation summit report, and also the primary goal of China Africa education cooperation and development in the future. The development stages of China Africa education cooperation after the 20th century are shown in Table 2.

Table 2: Development stages of Sino African education cooperation after the 20th century

Policies	Specific content
Addis ababa plan	Assist in the exchange of teachers and cooperation in higher education and vocational and technical education in Africa
Establishment of confucius institute	Provide cultural exchange and teaching of Chinese language, as well as information and consultation on Chinese education and culture
Beijing action plan	China will establish rural schools, send volunteers and train officials in Africa
Organize professional workshops	cooperating in the training of various talents in African countries, strengthening ties between China and Africa

According to the development process of education cooperation between China and Africa before and after the 20th century, it can be inferred that in the future, the number of education exchange projects between China and Africa would increase, the forms of cooperation would become more efficient, and the degree of connection would become closer. With Africa's supplementation and strength in the field of education, its economic development would generally show a positive trend [18-19].

4. Results of China Africa Education Cooperation

After completing the analysis of China's and Africa's needs for education cooperation projects, based on the development process of China Africa education cooperation and exchange in the 20th century, a systematic study was conducted on China Africa education cooperation assistance based on theoretical and practical guidance. In order to ensure the efficient implementation of future cooperative aid and gain a more authentic understanding of the effectiveness and shortcomings of educational exchange and cooperation, this summary uses questionnaire research and research methods to conduct empirical research on the effectiveness of Sino African educational cooperative aid.

Firstly, data analysis is conducted on the number of education cooperation projects between China and Africa, and the priority level of different aid models is evaluated based on the percentage of different education cooperation and exchange projects. Then, project analysis related to the economic field and questionnaire survey evaluation by experts and scholars are conducted to explore the effectiveness of education cooperation between China and Africa. The situation of China's education cooperation projects with Africa is shown in Table 3.

Among them, it can be seen that China has the largest number of training programs and international student training programs, accounting for more than half of all Sino African education exchange and cooperation projects. After analysis, it may be because sending students to China for deeper learning can better cultivate local high-tech talents in Africa, thereby improving the economic growth level of African countries to a certain extent. The construction of Confucius Institutes and the postponement of library projects are the least. The main reason may be that learning Chinese culture in the former cannot directly help the economies of African countries, while the cost of building and maintaining libraries in Africa is too high. Without an educational foundation, the effectiveness of this

educational exchange and cooperation method is not significant.

Table 3: Number of China's Cooperation in African Education Projects

Project Name	Quantity	Percentage
Confucius Institute Construction	78	14.5%
Training in China	181	33.6%
Training of International Students	132	24.5%
Dispatch of Research Experts and Scholars	88	16.4%
Postponed Library Project	59	11%

After discussing the reasons and effectiveness of the above-mentioned Sino African education cooperation project, it would continue to conduct a questionnaire survey experiment. To ensure the reliability of the survey questionnaire results, the subjects of this experiment were international students studying in China and university professional teachers studying Chinese non culture. Five students were selected from each part: international students a, b, c, d, e, and university professional teachers A, B, C, D, and E. Based on the evaluation of the effectiveness of the largest proportion of Sino African education exchange and cooperation projects in China and the cultivation of international students in China, a full score of 100 points was obtained. The final questionnaire survey results on Sino African education exchange and cooperation projects are shown in Figure 2:

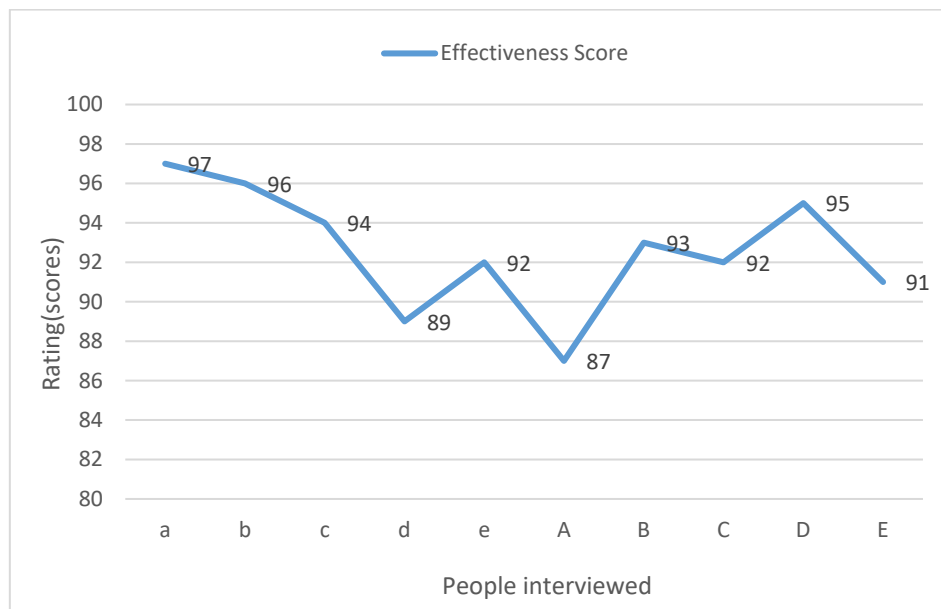


Figure 2: Questionnaire survey results on Sino African educational exchange and cooperation projects

Among them, the blue line represents the evaluation of the effectiveness of Sino African cooperation projects by international students studying in China and professional teachers studying Chinese and African culture in universities. It can be seen that the highest score for the training program and the training program for international students in China is 97 points, the lowest score is 87 points, and the overall average score is 92.6 points. Therefore, it can be said that through assistance to help African citizens realize the importance and necessity of building independent capacity, as well as in the education cooperation mode of talent cultivation, China has demonstrated effectiveness in its aid practice to Africa.

5. Conclusions

Against the backdrop of increasing global connections, the demand for economic, trade, and cultural exchanges among countries is increasingly high. Research on the development of education cooperation between China and Africa has been highly valued in the field of scientific exchange between China and the world, with the goal of equal cooperation. This article is based on the analysis of China's demand for education cooperation projects and Africa's demand for education cooperation projects. Through the study of the development process of China Africa education cooperation before and after the 20th century, and the analysis of questionnaire surveys and experiments, it is concluded

that the development of China Africa education cooperation has achieved results in practice in both regions and laid a stable foundation for future exchanges and cooperation in various aspects. This article aims to provide a survey and research report on the development of Sino African education cooperation in China through theoretical and empirical research. Due to space limitations, the sample size of the questionnaire survey experiment is limited, and further exploration in this field would be conducted in the future.

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