

Design and Feasibility Study of “Translation + Technology” Major for International Students from South Asia and Southeast Asia Studying in Yunnan Province

Yixuan Yang^{1,a}, Ting Yang^{2,b}, Junmin Zheng^{1,c}, Xu Li^{3,d,*}

¹School of Foreign Languages, Dali University, Dali, 671003, Yunnan, China

²School of Marxism, Western Yunnan University of Applied Sciences, Dali, 671006, Yunnan, China

³School of Management, Western Yunnan University of Applied Sciences, Dali, 671006, Yunnan, China

^a837652779@qq.com, ^b1170072@wyuas.edu.cn, ^c3510023216@qq.com, ^d631141092@qq.com

*Corresponding Author

Abstract: Yunnan Province is a vital gateway for China to South Asia and Southeast Asia. Benefiting from the geographical proximity, China, South Asia and Southeast Asia have the strength in educational communication. Particularly, through The Belt and Road Initiative (BRI), China has gained more cooperative educational opportunities with countries along the route that the BRI covers, including South Asian and Southeast Asian countries. Yunnan plays an essential role in international education of South Asian and Southeast Asian students. However, in recent years, occurring problems of education of South Asian and Southeast Asian international students who study in Yunnan Province have impeded Yunnan Province from giving play to international educational leadership. This paper aims to provide inspiration and the train of thought for improving Yunnan’s education quality of international students from South Asia and Southeast Asia. In this paper, 5WIH Analytical Method was taken as guideline (this method was simplified as 2WIH in concrete application, namely Why, What, How) and methods of observation and case analysis were mainly adopted by the author for exploring reform strategies by analysing status quo and predominant problems of education of South Asian and Southeast Asian international students who came to study in Yunnan Province. According to analytical results, the design of “translation + technology” major for South Asian and Southeast Asian international students who study in Yunnan Province was put forward by the author. Subsequently, Feasibility of the new major were demonstrated by the author in five aspects. Data showed that at the initial stage (2016) of the BRI, “Chinese language + transport skill” talent gap rate was approximately up to striking 91.2% in South Asia and Southeast Asia which are along the route that the BRI covers and the “language ability + technology background” talent shortage still exists as connections between China and South Asia and Southeast Asia has deepened. As was indicated in this research, through the major reform action, it is possible to improve Yunnan’s international education quality, further, this action could channel talents to industries that has urgent demands for interdisciplinary workforce in South Asia and Southeast Asia.

Keywords: international students from South Asia and Southeast Asia studying in Yunnan Province; educational plan for overseas students studying in Yunnan; interdisciplinary talents

1. Introduction

Fifteen years ago, the issuance of Plan for International Students Studying in China demonstrated China’s strategic vision. While nowadays, with steady enhancement of China’s comprehensive strength, education cause has gained rapid development. Therein, China’s international students education is thriving. As of November, 2024, the amount of origin countries of international students studying in China has reached 195, which basically stayed the same level as that of the COVID-19 (2018)^[1-2], showing great momentum of international education. As a vital gateway to other countries, Yunnan Province plays and furthers an outstanding role in international students education in China, especially after the achievement of “hard connectivity” through the Belt and Road Initiative. In recent years, under the new circumstance of China’s closer connectivity with South Asia and Southeast Asia, it is worth exploring that how could Yunnan Province break through the dilemma of education of South

Asian and Southeast Asian international students who study in Yunnan Province, thus strike the waves with policy tailwind. This paper focuses on majors for International Students From South Asia and Southeast Asia Studying In Yunnan Province, and the author advanced the innovative design of “Translation + Technology” major. In this paper, the following concepts need to be clarified: 1) “translation” refers to the language service provided by graduates of “Translation + Technology” major; 2) “technology” refers to skills learnt from majors provided by Yunnan universities (especially those points out specialties in the names) for South Asian and Southeast Asian international students, including but not limited to Science and Technology, Agriculture and Forestry and Medicine; 3) “talents with single skill” refers to talents who have only one major; 4) “interdisciplinary talents” refers to talents who master more than one major (as is cited in Declaration on the Construction of New Humanities: “deep integration of humanities and science, engineering, agriculture and medicine”^[3], including but not limited to these). Through the major design, the cultivation of talents with both lingual and technological competence could be realized, and further channels high-quality and matching personnel to China-South Asia-Southeast Asia area, filling the gap of interdisciplinary talents.

2. Methods of Research

In this paper, 5W1H Analytical Method was taken as the guideline (this method was simplified as 2W1H in concrete application, namely Why, What, How). The status quo of education of South Asian and Southeast Asian international students who study in Yunnan universities was taken as the entry point. Methods of observation and case analysis were adopted by the author who collected policies and data of South Asian and Southeast Asian international students who study in Yunnan universities. The research shows: At present, there are predominant problems in education of South Asian and Southeast Asian international students who study in Yunnan universities. That’s why the author put forward the major design which aims to promote the positive advancement of education of South Asian and Southeast Asian international students. Besides, multi-dimensional demonstration of the feasibility study was illustrated in this paper, which enriches the major design and render it rich in practical value.

3. Results and Reasons for the Major Design

3.1 Macro Research on Education of South Asian and Southeast Asian International Students Who Study in Yunnan Universities

The general tendency is positive. Back in 2016, Yunnan Province had become the province with the largest number of international students from South and Southeast Asian countries studying in China. In recent years, closer international communication empowers the educational development of South Asian and Southeast Asian international students studying in Yunnan Province. Currently, Yunnan Province is the province that has most South Asian and Southeast Asian international friend cities and builds over 10 cooperation mechanisms and friend relations with neighbouring countries and frontier villages^[4]. Yunnan has been the provincial gateway that actively implements the “Five Connectivities” policy at multiple levels and fields. 2023 marked the full coverage of international students from South Asian and Southeast Asian countries studying in Yunnan. The proportion of international students from South Asia and Southeast Asia studying in Yunnan Province accounted for 85% of total international students studying in Yunnan Province with an average increasing rate of over 15%^[5]. Besides, as is pointed out in the 2025 Government Report of Yunnan Province, to build Yunnan a radiating center facing South Asia and Southeast Asia became a policy objective.

3.2 Micro Research on Education of South Asian and Southeast Asian International Students Who Study in Yunnan Universities

Problems are emerging at specific stages. These problems fall into two categories—explicit problems and implicit problems. explicit problems are easily found through objective data and tangible materials, for example, the outdated major setting. Updated talent demand was raised under the new international circumstance. With a decade of the Belt and Road Initiative, massive workforce demand emerged in China-South Asia-Southeast Asia area. More than 110,000 job positions has been created in Laos since the opening of China-Laos Railway^[6]. With international cooperation platforms such as RCEP, cross-border economy in agriculture, tourism, E-commerce and finance became the mainstream in Yunnan Province. International talents with both lingual and technological competence are demanded. For example, Yunnan fresh cut flower industry benefits from Kunming-Bangkok Road and

cross-border E-commerce, achieving transformation from the traditional domestic market to overseas market and innovation of business mode, thus driving the demand of talents with multiple skills such as foreign languages and marketing craft. That is exactly the difficulty that Chinese corporations confronted in the process of going global under the background of the BRI. For them, international adaptability and knowledge of products, technology and industries are both indispensable when employing talents. Research shows that in terms of talent cultivation, namely education end, major setting that relates to talent source, failed to respond to the present demand, although it covers a wide range of majors. Another explicit problem is the featureless major setting that failed to tap into local educational resources and leverage university academic strengths in Yunnan. For example, There is no flagship majors of Yunnan Minzu University, such as Ethnology, Sociology, and Languages and Cultures of South and Southeast Asia among major list for South Asian and Southeast Asian international students who study for bachelor's degrees in 2025, although the coverage of majors includes Economics, Art, Pharmacy, Law, Education and other disciplines. In the meanwhile, among 58 majors set for South Asian and Southeast Asian international students who study for master's degrees, not all flagship majors of Yunnan Minzu University are included. By contrast, "Guangxi First-Class Disciplines", Engineering and Chemistry (ranked at the global top) was included in major list for South Asian and Southeast Asian international students who study for bachelor's degrees and master's degrees in Guangxi Minzu University, which is of the same university type as Yunnan Minzu University. Based on aforementioned research, it is suggested that Yunnan universities which undertake the responsibility for educational connectivity in southwest China should adjust major setting and make it updated, more specialised and professional. Implicit problems tends to be hidden and need deep analysis. For example, the reasons why South Asian and Southeast Asian international students have low study efficiency include academic foundation, language barrier, etc. according to thorough research; one factor that affects management effect of international students is deficiency in cross-cultural adaptability education. Problems of the two dimensions contribute to deteriorating the education quality of international students who study in Yunnan universities.

3.3 Reasons for the Major Design

1) Inspiration From Research results

2) Research above shows a positive tendency of education of South Asian and Southeast Asian international students who study in Yunnan universities. However, it develops with predominant problems such as outdated and featureless major setting, which inspired the author.

3) Reference to the Double Degree Cultivation Mode in Universities of ASEAN and Chinese Universities

4) The talent cultivation mode of "Thai language + Economic micro major" initiated by China (Guangdong University of Foreign Studies) and Thailand (Khon Kaen University, Mae Fah Luang University and Walailak University) was referred to by the author, including international program running, interdisciplinary cultivation, integration of learning and practice, and alignment with universities and industries.

5) Based on the two reasons above, the author advanced the design of "Translation + Technology" major, considering practical factors such as location adjacency, favourable policy, and resources of Yunnan Province. Subsequently, the author demonstrated feasibility of the design in five aspects: present talent demand, local feature of Yunnan, resource support, international trend and safeguard mechanism. This paper aims to propose for optimizing international education of South Asian and Southeast Asian students who study in Yunnan, thus enhancing the brand impact of "International Students Studying in Yunnan".

4. Feasibility Study of "Translation + Technology" Major

4.1 The Educational Reform on Grounds of New International Situation

1) Benefiting from geographical proximity, closer communication and cooperation between China, South Asia and Southeast Asia leads to the increase of workforce that features multilingual and technological background. Data showed that at the initial stage (2016) of the BRI, "Chinese language + transport skill" talent gap rate was approximately up to striking 91.2% [7] in South Asia and Southeast Asia which are along the route that the BRI covers and the "language ability + technology background"

talent shortage still exists as connections between China and South Asia and Southeast Asia has sharpened. Moreover, China, South Asia and Southeast Asia have stepped into “honeymoon” diplomatic stage. More and more international students are going to study in China (Yunnan) with beneficial policies on education, employment, etc.. The design of “Translation + Technology” major meets not only the very talent expectation but also the demand of current age. Once the major lands, graduates of it will see promising prospects.

2) In terms of job locations, graduates of “Translation + Technology” major have flexible choices, such as staying in China, going back to origin countries and working in China-South Asia-Southeast Asia area. Notably, Yunnan is the best choice for “Translation + Technology” major graduates who intended to stay in China due to its proximity to South Asia and Southeast Asia. Data of Pu’er University showed 11% of Southeast Asian language major graduates were engaged by China-Laos Railway project in 2023[8]. Around 300 (accumulative total) Southeast Asian language major graduates have been employed in Laos and Thailand (South Asian and Southeast Asian countries), etc. as of 2024[9]. Besides, Laos-China Railway Company Limited committed to internship and priority of recruiting graduates from Pu’er University. A positive employment prospect for “Translation + Technology” major graduates can be estimated because of the duality (language + technology) of this major. In addition, entrepreneurship can be another choice for “Translation + Technology” major graduates. Not only universities like Pu’er University built “Youth Entrepreneurship Block” on campus to encourage entrepreneurship, but also People’s Government of Yunnan Province issued policies on facilitating international talents from South Asian and Southeast Asian countries staying in Yunnan. Improving employment environment contributes to easing the worries of South Asian and Southeast Asian international students who study in Yunnan.

3) In terms of career paths, graduates of “Translation + Technology” major enjoy the freedom of switch vocations owing to their interdisciplinary backgrounds. Language service, specific technology related jobs and jobs that combine the two fields are optional.

4) In terms of pay, graduates of “Translation + Technology” major are likely to have a great expectation because of their competitive edge (interdisciplinary backgrounds and cross-cultural skills) and policy support. In 2022, Yunnan Province started to offer high subsidies to talents who are from South Asia and Southeast Asia and work in industries that have urgent talent demands in Yunnan.

5) In terms of career development, graduates of “Translation + Technology” major are possible experts in one single field, or otherwise in interdisciplinary fields as their experience accumulates. They are international tailor-made talents who will stand out in the labor market in the future.

6) In addition, from the perspective of disciplinary development, translation major is experiencing major impact of machine and artificial intelligence including major value decline and human replacement by technologies. Reforms in teaching methods, human-machine cooperation and translation empowered by AI, etc. are under discussion in translation academia. Plus, as Declaration on the Construction of New Humanities goes, instead of single major talent cultivation, interdisciplinary talent cultivation has become a contemporary trend in China’s higher education. As one of humanities, translation major is supposed to follow the reform trend by attaching other disciplines to it for the objective of optimizing major setting, enhancing integration of industries and education and realizing local high-quality development. Obviously, only through changes would translation major survive and move forward.

7) In a nutshell, the design of “Translation + Technology” major not only conforms to contemporary international situation, but also responds to national education reform policy.

4.2 Tailor-Made Major Curricula Featuring Local Strength for International Students From South Asia and Southeast Asia

The key to enhancing the brand impact of “International Students Studying in Yunnan” and the appeal for more international students coming to Yunnan, is the design of pragmatic majors and curricula that cling to the characteristics of international students From South Asia and Southeast Asia who are equipped with multilingual advantages (including but not limited to mother tongue and Chinese). “Translation + Technology” major fully taps into lingual advantages of international students and fosters core competitiveness by learning a specific technology skill offered by Yunnan universities.

The three-level curricula structure of “Translation + Technology” major designed for international students from South Asia and Southeast Asia is elaborated as follows (curricula and credit proportion

table is at the end of this paper):

1) Basic level: general education course of language and technology. Translation is built on the foundation of languages including both source language and target language. The more proficient the translators' lingual skills are, the higher the translation quality is. In this level, Chinese course should be fixed to improve international students' Chinese proficiency and communication skills in the context of Chinese. Apart from that, common knowledge of Chinese culture should be instructed to international students, which guides them to adapt to Chinese mainstream socialist values and public morality rules. By these curricula design, international education quality would be comprehensively improved. In practice, other languages of South Asia and Southeast Asia countries will be accessible to students according to cultivation plan and practical demand. General education courses of technology help international students broaden academic horizons and improve technological literacy, laying a foundation for technological major courses.

2) Core level: major courses of translation and technology. The design contributes international students to conducting technological work in a multilingual environment and cultivates them into international interdisciplinary talents with Chinese, South Asian and Southeast Asian language ability in specific fields. Translation major courses fall into two categories: the one is translation and linguistics centered courses with the aim of cultivating pure translation literacy; the other is technology-related translation courses with the pragmatic aim of cultivating application ability of translation in a certain field, for example, students of "Translation + Medicine" major study medicine-related translation courses. While Technology major courses with the aim of aligning with local pillar industries such as plateau agriculture featuring tobacco (primary industry), energy and non-ferrous metal industry (secondary industry), cultural tourism and wellness industry (tertiary industry) depend on educational resources of local universities. For instance, "Translation + Modern Agricultural Technology" courses will be provided by Yunnan Agricultural University; "Translation + New Energy Technology" courses will be provided by Kunming University of Science and Technology; "Translation + Tourism and Hotel Service Skills" courses will be provided by Yunnan College of Tourism Vocation.

3) Practical level: practice and training programs in border areas and cross-border areas. International students from South Asia and Southeast Asia enjoys rich practice resources in Yunnan, South Asia and Southeast Asia as closer industry cooperation, exchanges between China, South Asia and Southeast Asia, and policy support are landing. In Yunnan, practice resources distributed in provincial capital Kunming and border areas. In recent years, continuous construction of international cooperation bases in Yunnan are favourable for international students from South Asia and Southeast Asia studying in Yunnan. In terms of governmental bases, China (Yunnan) Pilot Free Trade Zone has been put into use for six years with three sub-districts in Kunming, Honghe and Dehong (border areas), which serve as base camps for international students practicing and training. Besides, Kunming International Talent Park featuring the integration of language and industry suggests the tendency with which "Translation + Medicine" major accords; In terms of university bases, Lancang-Mekong Vocational Education Bases built by Yunnan Minzu University has expanded its coverage in six countries including China, Laos, Thailand, Myanmar, Cambodia and Vietnam. These practice and training programs are beneficial to transition of students from campus to workplace.

To sum up, the design of "Translation + Technology" major featuring specialties of Yunnan universities is custom-made for international students from South Asia and Southeast Asia.

4.3 The Major Reform Empowered by Educational Resources of Yunnan Universities

"Translation + Technology" major is strongly backed by educational resources of Yunnan universities in the context of educational opening-up. These resources can be divided into three aspects as follows:

1) Increased capital support. From a macro perspective, budget for international students studying in Yunnan has witnessed consecutive increase for two years between 2023-2025. This budget saw a year-on-year rise of 7,455,000 yuan (1.05 million dollars) in 2025, which accounts for 67% of the total budget for international education in Yunnan in 2025[10-12]. The increase exemplifies policy support for education of international students from South Asia and Southeast Asia studying in Yunnan in the context of a year-on-year moderate deflation (a year-on-year decrease of 0.2% of CPI[13] when the budget was disclosed) in the very province in February, 2025. Besides, sufficient budget for international education and sound scholarship and grant systems of each university are conducive to

reducing financial burden of international students from a micro perspective. For example, in terms of budget, Pu'er University has received 15.787 million yuan (2.2 million dollars) of budget for international education as of 2023[14]. The multi-level and wide-coverage scholarships and grants provided by various universities in Yunnan Province have enhanced their appeal to international students. These include the Yunnan Provincial Government Scholarship, the China Government Scholarship, the Overseas Chinese Student Scholarship, and the Lancang-Mekong Scholarship offered by Dali University; 50 scholarship places at Pu'er University, covering the Yunnan Provincial Government Scholarship, the Pu'er Municipal Government Scholarship, the Simao District Government Scholarship, the Pu'er University Scholarship, and enterprise scholarships; and Xishuangbanna University offers a monthly grant of 2,000 yuan (281 US dollars) and a tuition waiver policy for candidates of the 2025 Yunnan Provincial Government Scholarship, as well as a comprehensive medical insurance policy for international students. Measures above are favourable to the enrollment of "Translation + Technology" major.

2) Sufficient teacher supply. With the foresight of cultivating talents of South Asian and Southeast Asian languages and years of development, 15 majors of official languages of South Asia and Southeast Asia have been established in Yunnan universities[15]. Over the decade, more than 10,000 graduates from majors of South Asian and Southeast Asian languages[16-17] have become the potential teacher supply in Yunnan with the heat of studying South Asian and Southeast Asian languages. In addition, advantageous geographical location facilitates talents from South Asia and Southeast Asia coming to Yunnan, which complements teacher supply. Multi-channel talent sources above meet the demand for teachers of "Translation + Technology" major.

3) Improving university facilities. No matter where the location is in Yunnan Province, universities are equipped with continuously improving facilities. Universities in Kunming (the provincial capital) tend to have more advanced facilities because of the policy and financial edge. For instance, there are first-class facilities in Yunnan University including the academic institution—South Asia Research Center[18], which feeds teaching well, and simultaneous interpretation room, translation workshop, language laboratory, etc. Apart from those, thousands of Chinese and foreign books, hundreds of domestic and foreign journals, and rich audio-visual materials also constitute the premium amenities[19]. Universities in prefectures of Yunnan Province have accelerated their pace of improving facilities over recent years, despite of inferior conditions. For example, the Lancang-Mekong National and Regional Research Institute, Simultaneous Interpretation and Thai Language Laboratory equipped with simultaneous interpretation conference and training systems, computer-aided translation platforms, multilingual corpora, English-Thai electronic teaching platforms, and intelligent evaluation systems, plus, the Virtual Teaching and Research Room for Non Common Languages (listed in Ministry of Education of the PRC) and the Southeast Asian Culture Exhibition and Training Room in Dali University have set role models for prefectural university construction[20]. A promising prospect of improved facilities in the near future will contribute to "Translation + Technology" major.

4.4 Increasing Practicality of the Major Design under Educational internationalization Trend

As essential members of Global South, China, South Asia and Southeast Asia binds a community with shared interest and development opportunities of educational cooperation. "Translation + Technology" major featuring internationalization accords with contemporary educational trend, showing high practicality.

Research shows that proactive interaction between China, South Asia and Southeast Asia helps expand educational opening-up scale, lift educational communication quality and explore international education mode. For example, China-South Asia Exposition is a platform of multilateral cooperation of education and talents, through which Yunnan universities could break the information barriers and promote them overseas, further root the slogan "overseas students studying in Yunnan" in students from South Asia and Southeast Asia. The good news is that 37 international programs in Yunnan have landed as of 2023^[4], which suggests a buoyant tendency in the near future. Moreover, exchanges of teachers and students, joint training mode and credit transfer and recognition system are under construction.

Yunnan universities are not only demonstration plot of international education of South Asia and Southeast Asia, but also role models of regional educational opening-up. Through "Translation + Technology" major, the mechanism for deepening talent dialogue between China, South Asia and Southeast Asia, the action of implementing educational opening-up philosophy and the approach to cultivating high-level talents for international community which demonstrates the insightful judgement of the designer, Yunnan could set an example of international education in the world.

4.5 Multiple Safeguard Mechanisms of Government-University-Corporate Supporting the Major Design Execution

1) Trinity Safeguard Mechanisms

As a source of talent supply chain in China-South Asia-Southeast Asia, “Translation + Technology” major is poised to inject momentum into regional socio-economic development. Trinity safeguard of Government-University-Corporate serves as a solid shield for the execution of the major.

As organizers, governments undertake the responsibility of resource integration and allocation for the major, including sifting and authorizing universities in Yunnan as the implementation site, increasing scholarships and grants through policy inclination and building Government-University-Corporate platforms better serving regional economic development.

As educators, universities provides intelligent power for the development of regional corporations. Though the trinity platform, closer communication of talent demand between universities and corporations guides adjustments of methods and standards of talent cultivation in universities. Furthermore, talent exchanges between universities and corporations will lead to a win-win situation.

As policy implementers and talent receivers, enterprises contribute to pushing forward regional development through order-based talent cooperation programs with universities and providing practice bases and opportunities for international students of “Translation + Technology” major.

2) Two-Mentor System

For narrowing the gap between campus and workplace and enhancing the application ability of graduates, it is imperative to provide two mentors for “Translation + Technology” major students. The one is for language study, the other is for technology. The joint talent cultivation should be encouraged both on campus and in enterprises by selecting experienced academic mentors and industrial mentors so that the major implementation could be safeguarded.

5. Conclusion

This paper explores the innovative potential of international education in Yunnan Province in five aspects—social background, academic trend, regional strength, international trend, and safeguard systems based on the education opening-up of Yunnan universities to South Asia and Southeast Asia. In spite of the limited breadth of information the author collected and difficulties in implementation, this major design could still have a impact on education field in South Asia and Southeast Asia, further influence political, economic fields, etc. Questionnaire surveys and interviews are suitable for collecting feedback of students, faculties and industrial employers for improving talent cultivation schemes of “Translation + Technology” major, further lifting the international education quality of Yunnan Province.

The educational community with a shared future for China, South Asia and Southeast Asia is coming into being under the background of the new international educational situation. How could China (Yunnan) build long-term and deep educational relationships with South Asia and Southeast Asia constitutes a contemporary far-reaching question and it sets a role model for future international education development.

“Translation + Technology” major design which responds to the Declaration on the Construction of New Humanities, breaks through the talent dilemma in China-South Asia-Southeast Asia area, provides a practical platform for South-South educational cooperation and deepens mutual trust and support in Global South countries, is a profound strategy for Global South’s reshaping the political blueprint with cultural power.

References

- [1] *The Ministry of Education of the People’s Republic of China Ministry of Education. Creating conditions to collaborate with high-level universities overseas to organize vocational education [EB/OL]. http://www.moe.gov.cn/fbh/live/2024/56283/mtbd/202411/t20241115_1163107.html.*
- [2] *Ministry of Education of the People’s Republic of China. Statistics of International Students Studying in China in 2018 [EB/OL].*

- http://gfffg2fe182db236c4525hcfqwoopupwuu669n.fffg.dali.cwkeji.cn/jyb_xwfb/gzdt_gzdt/s5987/201904/t20190412_377692.html.
- [3] The Ministry of Education of the People's Republic of China. The New Humanities Construction Work Conference was held at Shandong University [EB/OL]. http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/202011/t20201103_498067.html.
- [4] Kaiping News. Press Conference | Over the past ten years, Yunnan has participated in the construction of the "the Belt and Road" with high quality [EB/OL]. <https://www.ccwb.cn/web/info/2023102614155882PCRZ.html>.
- [5] Kunming Education Television Station. The 6th Kunming Forum on South Asia Southeast Asia Education Cooperation was held [EB/OL]. https://mp.weixin.qq.com/s?__biz=MzAxNzAxNjg3Mg==&mid=2653587807&idx=1&sn=7206a1f8cce43ecb2ab4297fa48e9fc5&chksm=8035d818b742510e24f9245e8db28309554aad6df1b2953d52183c071486a7a5bd20d34d5b26&scene=27.
- [6] Yunnan Daily. China-Laos Railway is vigorous and surging [EB/OL]. https://www.yndaily.com/html/2024/yaowenyunnan_1124/130764.html.
- [7] LinkedIn. The "the Belt and Road" Talent White Paper [EB/OL]. <https://mp.weixin.qq.com/s/cV-xvOQ8j1BLEo2QY4bDUA>.
- [8] Pu'er College has a nearly 80% implementation rate for the destination of 2023 graduates! Pu'er College's high employment rate has a "password" [EB/OL]. https://mp.weixin.qq.com/s?__biz=MzI0NDEzNzMyMA==&mid=2650654144&idx=1&sn=ac6e10dc3df8bf81da1c54ee50284980&chksm=f16b09c7c61c80d1ddad446a719949a78ad6a3bd12868eb7e71e8d4f6421d7c12e21bd32b891&scene=27.
- [9] Yunnan Education Department. Typical Cases of Employment for the 2024 Graduates of Yunnan Province (II) [EB/OL]. <https://jyt.yn.gov.cn/article/2147450915>.
- [10] Yunnan Education Department. Budget Disclosure Statement of Yunnan Education Department in 2023 [EB/OL]. <https://jyt.yn.gov.cn/article/6ffda8cd6f5a4f9f8e5387b383bbc43a.html>.
- [11] Yunnan Education Department. Budget Public Catalogue of Yunnan Education Department in 2024 [EB/OL]. <https://jyt.yn.gov.cn/article/2147449441>.
- [12] Yunnan Education Department. Budget Disclosure Statement of Yunnan Education Department in 2025 [EB/OL]. <https://jyt.yn.gov.cn/article/2147451361>.
- [13] People's Government of Yunnan Province. Yunnan's CPI remained unchanged month on month in February [EB/OL]. https://www.yn.gov.cn/sjfb/sjtj/202503/t20250313_310096.html.
- [14] Pu'er College Promotes the continuous deepening of international exchanges and cooperation in education [EB/OL]. <https://jlc.peu.edu.cn/info/1098/1405.htm>.
- [15] Pengpai News Yunnan. Yunnan has 15 language majors of South Asia and Southeast Asia with popular recruitment and employment [EB/OL]. https://www.thepaper.cn/newsDetail_forward_27573771.
- [16] China News Network. Yunnan has established 15 language majors of South and Southeast Asian countries to cultivate tens of thousands of talents [EB/OL]. <https://www.chinanews.com/sh/2023/06-02/10018585.shtml>.
- [17] People's Government of Yunnan Province. Yunnan accelerates the cultivation of Southeast Asian and South Asian language talents [EB/OL]. https://www.yn.gov.cn/ywdt/ynyw/201307/t20130703_173074.html.
- [18] Yunnan University. Introduction to the School of Foreign Languages [EB/OL]. <http://www.sofl.ynu.edu.cn/info/1074/1110.htm>.
- [19] Yunnan University. Undergraduate Admissions Network School of Foreign Languages [EB/OL]. <https://zsb.ynu.edu.cn/info/1051/2698.htm>.
- [20] Dali University. Overview of the School of Foreign Languages [EB/OL]. [April 15, 2025] <https://www.dali.edu.cn/wgyxy/xygk/index.htm>.

Appendix

Major: Translation + Technology(for International Students From South Asia and Southeast Asia)				
Educational Level: <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate				
Total Credit Requirement:				
Curricula Type	Credit	Proportion of Total Credit	Course Nature	Notes
General Education Course of Language and Technology		30%	Compulsory	
Major Courses of Translation and Technology		30%	Compulsory	
Practice and Training		30%	Compulsory	
Graduation Project		10%	Compulsory	

PS: The specific course settings are subject to the actual implementation of the major