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THE CONSTRUCTION PATH OF UNIVERSITY INNOVATION AND ENTREPRENEURSHIP PLATFORMS FROM THE PERSPECTIVE OF CHINA-ASEAN COOPERATION

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Abstract: In the context of the deepening of China-ASEAN cooperation and the acceleration of regional economic integration, the university innovation and entrepreneurship platform plays a pivotal role in promoting the integration of the educational, innovation, and industrial chains. This platform is of strategic importance in the cultivation of internationally oriented and versatile talents, the promotion of the transformation of scientific and technological achievements, and the empowerment of the synergistic development of the region. This paper is predicated on a comprehensive review of extant literature and a meticulous qualitative analysis. It systematically discusses the construction path of a university innovation and entrepreneurship platform in the context of China-ASEAN cooperation. The novelty of this paper is that it proposes a three-dimensional platform construction framework of education, economy, and culture from the theory of regional cooperation, which provides theoretical and practical references for the synergistic development of higher education and economic quality in China-ASEAN. Subsequent research endeavors may entail the amalgamation of empirical data and regional heterogeneity analysis, thereby facilitating a more profound exploration of the long-term governance mechanism of the platform.
Keywords: China-ASEAN cooperation; Innovation and entrepreneurship platform; Regional synergistic development; University-enterprise cooperation

1 INTRODUCTION

In recent years, the cooperation between China and ASEAN has continued to deepen, and the cooperation between the two sides in economic, cultural, educational, and other fields has achieved remarkable results[1]. Especially under the impetus of the "Belt and Road Initiative", the cooperation between China and ASEAN has gradually expanded from traditional trade and investment fields to emerging fields such as digital economy, green development, and scientific and technological innovation[2]. The deepening of this regional cooperation not only injects new impetus into economic development, but also poses new requirements for university innovation and entrepreneurship education[3]. Universities, as important bases for talent cultivation and scientific and technological innovation, undertake the important mission of providing high-quality innovative and entrepreneurial talents to society[4]. In the context of the continuous deepening of China-ASEAN cooperation, the importance of university innovation and entrepreneurship education has become increasingly prominent. Constructing university innovation and entrepreneurship platforms not only helps to cultivate comprehensive talents with an international vision, innovative spirit, and practical ability, but also promotes regional economic cooperation, promotes the transformation of scientific and technological achievements, and strengthens cultural exchanges. Therefore, exploring the construction path of university innovation and entrepreneurship platforms in the context of China-ASEAN cooperation has important theoretical value and practical significance.

The deepening of China-ASEAN cooperation and the transformational demand of university innovation and entrepreneurship education jointly point to the innovation of regional education collaboration mechanisms[5]. Although existing studies have extensively explored the economic, cultural, and educational impacts of China-ASEAN cooperation, there is still a lack of research on how to build university innovation and entrepreneurship platforms in this context. Existing studies mostly focus on macro-level policy analysis and theoretical discussions, lacking systematic research on the specific construction paths of university innovation and entrepreneurship platforms [6,7]. Especially in terms of how to integrate regional resources, promote school-enterprise cooperation, promote the transformation of scientific and technological achievements, and strengthen cultural integration, there are still many research gaps. Based on this, this study takes a literature review as the methodological basis and attempts to systematically answer the following questions: How to build a university innovation and entrepreneurship platform that is both theoretically reasonable and practically feasible in the framework of China-ASEAN cooperation? Specifically, the research purposes of this paper include the following aspects: First, to deeply analyze the necessity and advantages of building university innovation and entrepreneurship platforms in the context of China-ASEAN cooperation; second, to explore the current situation and existing problems of university innovation and entrepreneurship platform construction; third, to propose feasible construction paths for university innovation and entrepreneurship platforms, providing reference for the high-quality development of university innovation and entrepreneurship education.

To achieve the above research purposes, this paper adopts the methods of literature review and qualitative analysis. Through systematic review of relevant domestic and foreign literature, analysis of the background of China-ASEAN

cooperation, the current situation, and existing problems of university innovation and entrepreneurship platform construction, and combined with regional economic cooperation theory and collaborative theory, corresponding construction path suggestions are proposed. Specifically, this paper extensively collects and analyzes relevant domestic and foreign literature on China-ASEAN cooperation, university innovation and entrepreneurship education, and innovation and entrepreneurship platform construction, focusing on the application of regional economic cooperation theory, innovation and entrepreneurship education theory, and collaborative theory. Through a literature review, the shortcomings of existing research are clarified, providing theoretical support for this study. Based on the results of the literature review, combined with the policy background of China-ASEAN cooperation and the actual situation of university innovation and entrepreneurship education, this paper uses qualitative analysis methods to explore the construction paths of university innovation and entrepreneurship platforms from multiple dimensions, such as policy support, talent cultivation, scientific and technological achievement transformation, cultural integration, and platform construction.

2 OVERVIEW OF CHINA-ASEAN COOPERATION

2.1 The History of Cooperation Development

China's cooperation with ASEAN began in the 1990s. After years of development, the relationship between the two sides has further deepened, and the areas of cooperation have continuously expanded, gradually extending from traditional trade and investment to emerging fields such as digital economy, green development, and scientific and technological innovation. In 1996, China became a dialogue partner of ASEAN, marking the formal establishment of the cooperative relationship[8]. In 2002, China and ASEAN signed the "China-ASEAN Comprehensive Economic Cooperation Framework Agreement", initiating the process of building a free trade zone[9]. In 2010, the China-ASEAN Free Trade Area was officially established, becoming one of the largest free trade zones among developing countries[10]. In 2013, the proposal of the "Belt and Road Initiative" further promoted the deepening of cooperation in infrastructure connectivity and capacity cooperation fields[11]. In 2018, China and ASEAN signed the "China-ASEAN Strategic Partnership 2030 Vision", providing a new direction for future cooperation between the two sides[12]. In 2021, the 30th anniversary of the establishment of dialogue relations between China and ASEAN saw the relationship between the two sides further elevated to a comprehensive strategic partnership, marking a new stage of cooperation[13]. These cooperation achievements not only injected new impetus into regional economic integration but also provided new development opportunities for university innovation and entrepreneurship education. Against the backdrop of the continuous deepening of China-ASEAN cooperation, universities, as important bases for talent cultivation and scientific and technological innovation, how to better integrate into regional cooperation, build an innovation and entrepreneurship platform, has become a key link in promoting regional economic cooperation and talent cultivation[14].

2.2 Current Status and Trends of Cooperation

Looking at the present, the cooperation between China and ASEAN demonstrates a strong momentum and broad development prospects. In the trade field, China has remained ASEAN's largest trading partner for consecutive years. In 2022, the bilateral trade volume reached 975.3 billion US dollars, increasing by 11.2%, which fully demonstrates the resilience and vitality of the economic relations between the two sides[15]. In the investment aspect, China's direct investment in ASEAN has continued to rise. As of January 2022, the cumulative investment has exceeded 130 billion US dollars, covering multiple key areas such as manufacturing, infrastructure construction, and the digital economy, providing strong support for the stable growth of the regional economy[16]. In the field of people-to-people exchanges, cooperation between the two sides in education, culture, and tourism has become increasingly frequent, laying a solid popular support foundation for the continuous development of the bilateral relationship[17].

Looking forward to the future, the cooperation between China and ASEAN is expected to achieve further breakthroughs in several emerging fields. In the digital economy field, both sides will strive to deepen cooperation in cutting-edge technologies such as e-commerce, artificial intelligence, and big data, fully promoting the construction of the "China-ASEAN Information Port", achieving the interconnection of digital infrastructure, and injecting strong impetus into the vigorous development of the regional digital economy[18]. In the green development field, both sides will jointly address global climate change challenges, strengthen cooperation in green energy development and environmental technology innovation, and jointly explore new paths for sustainable development[19]. In the field of scientific and technological innovation, both sides will strengthen collaborative cooperation between research institutions, universities, and enterprises, promote the transformation and application of scientific and technological achievements, and provide solid technological support for the transformation and upgrading of the regional economy[20].

To sum up, based on the existing solid foundation, China-ASEAN cooperation is moving towards a more diversified and in-depth direction. This all-round and multi-level cooperation pattern not only provides strong support for the regional economic integration process but also creates unprecedented opportunities for the innovative development of university entrepreneurship and innovation education. As the core site for talent cultivation and scientific and technological innovation, universities should actively seize this historical opportunity, build efficient entrepreneurship and innovation platforms, and cultivate more high-quality talents with an international vision, innovative spirit, and

practical ability for China-ASEAN cooperation, contributing more to the prosperity and development of the regional economy.

3 THE CURRENT SITUATION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION IN COLLEGES AND UNIVERSITIES

3.1 The Development of Innovation and Entrepreneurship Education in Domestic Universities

In recent years, China's higher education has made significant progress in innovation and entrepreneurship education, becoming an important force driving the reform of higher education and the development of the economy and society. The government has introduced a series of policies to support innovation and entrepreneurship education in universities, such as the "Opinions of the State Council's General Office on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions", which clearly sets out the reform goals and specific measures for innovation and entrepreneurship education[21]. In terms of curriculum design, more and more universities have offered courses related to innovation and entrepreneurship, covering topics such as innovative thinking, entrepreneurship management, and the writing of business plans. Practical teaching has also been strengthened, with many universities establishing entrepreneurship incubation bases, practical platforms, and laboratories to provide students with practical opportunities. In addition, universities have also stimulated students' enthusiasm for innovation and entrepreneurship through holding innovation and entrepreneurship competitions and conducting project practices.

However, there are still some challenges in domestic university innovation and entrepreneurship education. On one hand, although the entrepreneurial environment has improved, the support remains insufficient[22]. Although the government and universities have introduced a series of encouraging policies, there are still issues of inadequate implementation in project selection and financial support. On the other hand, the innovation and entrepreneurship education system is not yet complete, and some course contents are disconnected from actual needs, making it difficult for students' innovation and entrepreneurship achievements to be transformed into practical applications[23]. At the university level, the professionalization level of the teaching staff needs to be improved, and many teachers lack practical entrepreneurial experience, making it difficult for them to provide effective guidance. At the student level, students' enthusiasm for innovation and entrepreneurship is insufficient, and some students do not fully understand the importance of innovation and entrepreneurship, and lack the motivation to actively participate.

3.2 Overview of Innovation and Entrepreneurship Education in Universities of ASEAN Countries

While discussing the development of innovation and entrepreneurship education in domestic universities, we also turned our attention to the ASEAN countries, hoping to gain inspiration from different perspectives. The ASEAN countries, based on their own development needs and cultural traditions, have formed distinctive models in the field of university innovation and entrepreneurship education: First, there is the "government-led, international integration and deep collaboration between industry and academia" model represented by Singapore[24]. The National Research Foundation of Singapore (NRF) under the Singapore government launched the "Research, Innovation and Enterprise 2025 Plan" (RIE2025), encouraging universities to collaborate with enterprises, cultivating innovative talents, and promoting the development of university innovation and entrepreneurship through policy guidance and financial support; Second, there is the "policy-led, school-enterprise cooperation and localized development" model represented by Malaysia[25]. Through the "National Entrepreneurship Policy", university innovation and entrepreneurship education are promoted, emphasizing school-enterprise cooperation and localized development. Universities and enterprises cooperate to provide students with practical opportunities and entrepreneurial resources; Third, there is the "diverse curriculum system and integration with practical culture" model represented by Thailand[26]. Through the improvement of the curriculum system and practical platforms, the development of innovation and entrepreneurship education is promoted; Fourth, there is the "resource integration and social demand-driven grassroots innovation" model represented by Indonesia[27]. Through resource integration, the development of innovation and entrepreneurship education is promoted, and the government encourages universities, enterprises, and non-governmental organizations to cooperate to provide entrepreneurial support for students.

In conclusion, the ASEAN countries have demonstrated diverse practical paths in university innovation and entrepreneurship education. The common feature of these models is the emphasis on government policy support, school-enterprise cooperation, and an international perspective. Through policy guidance and financial support, universities in the ASEAN countries have achieved remarkable results in innovation and entrepreneurship education, cultivating a large number of talents with an innovative spirit and practical ability. These experiences are of great significance for the further development of innovation and entrepreneurship education in Chinese universities. In the following section, we will deeply explore the similarities and differences between Chinese and ASEAN universities in innovation and entrepreneurship education, to provide useful references for the international development of innovation and entrepreneurship education in Chinese universities.

2.3 Similarities and Differences in Innovation and Entrepreneurship Education between Chinese Universities and Those in ASEAN Countries

In the context of globalization and regional economic integration, China and ASEAN countries share some similarities

and also have significant differences in higher education innovation and entrepreneurship education. These similarities and differences not only reflect their respective cultural backgrounds and development needs, but also provide important references for cooperation and exchange in the field of education between the two sides.

In terms of similarities, both China and ASEAN countries attach great importance to the significant role of innovation and entrepreneurship education in promoting economic development and cultivating high-quality talents. Both sides generally believe that innovation and entrepreneurship education is a key factor in enhancing national competitiveness and promoting economic growth. Therefore, the government has played an important role in policy formulation and financial support. For example, the Chinese government issued the "Opinions of the State Council General Office on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions", clearly defining the reform goals and specific measures of innovation and entrepreneurship education. Similarly, Singapore launched the "Research, Innovation and Enterprise 2025 Plan", and Malaysia implemented the "National Entrepreneurship Policy". These policies provided solid policy and financial guarantees for innovation and entrepreneurship education in higher education institutions. Moreover, both China and ASEAN countries emphasized the importance of school-enterprise cooperation in innovation and entrepreneurship education. Through close cooperation with enterprises, universities can provide practical opportunities and entrepreneurial resources for students, helping them better apply theoretical knowledge to the solution of practical problems. For example, Chinese universities established entrepreneurship incubation bases and practice platforms, and Malaysian universities provided practical opportunities for students through school-enterprise cooperation. These measures have effectively enhanced students' practical abilities and entrepreneurial success rates.

However, in terms of differences, China and ASEAN countries have some differences in the concepts and practices of innovation and entrepreneurship education. First, in the positioning of educational concepts, Chinese universities are influenced by traditional educational concepts, and some universities have a deviation in their understanding of innovation and entrepreneurship education, overly emphasizing the cultivation of entrepreneurs and the transmission of entrepreneurial knowledge, resulting in an educational goal that leans towards utilitarianism. While ASEAN countries place more emphasis on cultivating students' innovative thinking and global vision, emphasizing the popularity and practicality of innovation and entrepreneurship education; second, in social perception and evaluation, the evaluation of innovation and entrepreneurship education in Chinese society often focuses on commercial value, leading some universities to overly focus on short-term results and neglect the cultivation of students' innovative consciousness and interest. In contrast, ASEAN countries place more emphasis on the social value of innovation and entrepreneurship education, encouraging students to pay attention to local needs and social issues, and promoting grassroots innovation; third, in terms of internationalization, ASEAN universities in innovation and entrepreneurship education place more emphasis on internationalization, actively cooperating with international top universities and enterprises, offering international courses, and cultivating students' global competitiveness. Chinese universities, although also promoting internationalization, still have room for improvement in the depth and breadth of international cooperation.

In conclusion, China and ASEAN countries have both common goals and differences in higher education innovation and entrepreneurship education. These similarities and differences provide valuable references for cooperation and exchange in the field of education between the two sides. Facing these differences, Chinese universities can draw on the successful experiences of ASEAN countries to further optimize educational concepts, pay attention to the popularity and social value of innovation and entrepreneurship education, and strengthen international cooperation to enhance students' global competitiveness. In this context, this article will deeply explore how to build a higher education innovation and entrepreneurship platform in the context of China-ASEAN cooperation to promote the coordinated development of innovation and entrepreneurship education between the two sides and provide theoretical support for the high-quality development of innovation and entrepreneurship education in Chinese universities.

4 THEORETICAL FOUNDATION FOR THE CONSTRUCTION OF INNOVATION AND ENTREPRENEURSHIP PLATFORMS IN UNIVERSITIES

4.1 Innovation and Entrepreneurship Education Theory

Innovation and entrepreneurship education theory aims to cultivate innovative thinking and entrepreneurial capabilities as its core goals, emphasizing the organic unity of knowledge creation and practical application through systematic educational means[28]. Its conceptual content covers three dimensions: the cultivation of innovative thinking, the enhancement of entrepreneurial capabilities, and the combination of practice and theory[29]. First, the cultivation of innovative thinking is the foundation of innovation and entrepreneurship education. Through critical thinking training, problem-solving ability improvement, and creative thinking stimulation, students can better identify and solve complex problems. This thinking training not only helps students make breakthroughs in academic fields but also provides important support for them to deal with uncertainties in their future careers. Second, the enhancement of entrepreneurial capabilities is an important part of innovation and entrepreneurship education. Entrepreneurial capabilities include the cultivation of core skills such as opportunity identification, resource integration, and risk management. The cultivation of these skills can help students seize opportunities in a rapidly changing market environment, effectively manage resources, and cope with various challenges. Through systematic entrepreneurial capability training, students can better transform innovative ideas into actual business projects. Third, the combination of practice and theory is a key link in innovation and entrepreneurship education. Traditional classroom education often focuses on the transmission of

theoretical knowledge, while innovation and entrepreneurship education emphasizes breaking through classroom boundaries and constructing a learning ecosystem in real situations. Through practical teaching components, such as entrepreneurship incubation bases, practice platforms, and laboratories, students can apply the knowledge they have learned in real environments and enhance their ability to solve practical problems.

4.2 Theories Related to Regional Cooperation

The theories related to regional cooperation provide important guidance for the establishment of university innovation and entrepreneurship platforms[30]. First, the comparative advantage theory emphasizes that regions should develop specialized industries based on their own resource endowments. University innovation and entrepreneurship platforms can promote the innovation of specialized industries by focusing on the regional advantageous fields[31]; second, the new economic growth theory holds that knowledge and technology are the core driving forces of economic growth. University innovation and entrepreneurship platforms can inject continuous impetus to the regional economy by cultivating innovative talents, promoting technological research and development, and facilitating knowledge transfer[32]; third, the cluster theory highlights the synergy effect among enterprises. University innovation and entrepreneurship platforms can form an innovation ecosystem through cooperation with enterprises, research institutions, and the government, promoting the coordinated development of the industrial chain[33]; fourth, the regional innovation system theory emphasizes the interaction and cooperation among innovation entities within the region. University innovation and entrepreneurship platforms can promote the integration and utilization of regional innovation resources through knowledge sharing, technology transfer, and talent cultivation[34].

4.3 Synergy Theory

The synergy theory was proposed by Hermann Haken, which states that through collaboration among the various elements within a system, overall optimization can be achieved, surpassing the effect of individual actions alone[35]. In the construction of the innovation and entrepreneurship platform in universities, the synergy theory provides a theoretical basis for the cooperation among universities, governments, enterprises, and social organizations, emphasizing the enhancement of the overall efficacy of the innovation and entrepreneurship ecosystem through resource integration and collaborative innovation. Universities possess abundant knowledge resources and talent reserves, but lack funds and market experience; enterprises have market insight and financial support, but need technical and human resources; the government provides policy guidance and infrastructure; and social organizations connect various resources and provide social support. Through collaborative cooperation, all parties can achieve resource integration and complementary advantages, enhancing the comprehensive capabilities of the innovation and entrepreneurship platform. Moreover, innovation and entrepreneurship activities have high risks, and a single entity is unable to cope with complex market and technical challenges. Multi-party collaborative cooperation can disperse risks, share resources, and increase the success rate of projects. Through collaborative cooperation with the government, enterprises, and social organizations, the innovation and entrepreneurship platform of universities can transform research results into actual productive forces, promote the optimization of regional economic structure and industrial upgrading, and promote the sustainable development of the regional economy.

5 THE NECESSITY AND ADVANTAGES OF CONSTRUCTING UNIVERSITY INNOVATION AND ENTREPRENEURSHIP PLATFORMS FROM THE PERSPECTIVE OF CHINA-ASEAN COOPERATION

5.1 Necessity

The deepening of China-ASEAN cooperation and the acceleration of the regional economic integration process have jointly created the urgent need to build university innovation and entrepreneurship platforms. From the perspective of talent cultivation, the structural contradictions of the traditional education model have become increasingly prominent. The solidification of disciplinary barriers and the fragmentation of practical resources have made it difficult for universities to cultivate comprehensive talents with an international vision and cross-cultural collaboration skills. Taking Guangxi Minzu University as an example, in its "minor language + cross-border e-commerce" courses oriented towards ASEAN, only 12% of the students can master the entire process of cross-border trade through the existing curriculum system (China Education Science Research Institute, 2023). This indicates that the existing curriculum system has obvious deficiencies in cultivating comprehensive talents that meet the needs of regional economic cooperation. In this context, building a cross-border collaborative innovation and entrepreneurship platform becomes the key path to solving the problem. By integrating regional resources, breaking disciplinary barriers, and providing practical opportunities, the platform can effectively enhance students' comprehensive abilities and competitiveness, and cultivate high-quality talents for regional economic cooperation.

From the perspective of economic cooperation, university innovation and entrepreneurship platforms play a crucial role in China-ASEAN cooperation. With the deepening of regional economic integration, the transformation of scientific and technological achievements and industrial upgrading have become the key to enhancing regional competitiveness. As important bases for scientific and technological innovation, universities can effectively promote the transformation and application of scientific and technological achievements through innovation and entrepreneurship platforms. Through close cooperation with enterprises, the innovation and entrepreneurship platforms can quickly convert

scientific research achievements into actual productive forces, injecting new vitality into the regional economy. Moreover, the platform can also attract domestic and foreign innovation resources, promote knowledge sharing and technology exchanges, and thereby enhance the overall competitiveness of the regional economy. By promoting industrial upgrading and economic structural adjustment, the innovation and entrepreneurship platforms not only provide strong support for China-ASEAN cooperation but also inject new impetus into the sustainable development of the regional economy.

5.2 Advantages

From the perspective of China-ASEAN cooperation, the establishment of university innovation and entrepreneurship platforms has unique advantages in multiple aspects, such as geographical advantages, policy advantages, and human resource advantages. These advantages not only provide a solid foundation for the construction of the platforms but also inject new vitality into the sustainable development of the platforms and regional economic cooperation.

Firstly, geographical advantages provide unique conditions for cooperation between China and ASEAN in the construction of university innovation and entrepreneurship platforms. China and ASEAN countries are geographically close and share similar cultures, which lays a solid foundation for frequent exchanges and cooperation. The proximity of the geographical location reduces communication costs, enabling both sides to carry out cooperation projects, share resources, and exchange experiences more conveniently. At the same time, the common cultural background and similar social environment help to form a common innovative culture and values, providing a favorable cultural atmosphere for the construction of innovation and entrepreneurship platforms.

Secondly, policy advantages provide solid guarantees for the construction of university innovation and entrepreneurship platforms in China-ASEAN cooperation. The Chinese government has introduced a series of policies to support innovation and entrepreneurship, such as the "Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions", which clearly defines the reform direction and support measures for innovation and entrepreneurship education. ASEAN countries have also launched similar policies, such as Singapore's "Innovation and Entrepreneurship 2025 Plan" and Malaysia's "National Entrepreneurship Policy". These policies provide strong policy support for the construction of university innovation and entrepreneurship platforms in terms of financial support, tax incentives, and intellectual property protection.

Thirdly, human resources advantages are important resources for the construction of university innovation and entrepreneurship platforms. Chinese and ASEAN universities have abundant scientific research and innovation talent resources, which have profound professional knowledge and rich practical experience in their respective fields. In addition, a large number of international students also bring a diverse cultural perspective and internationalized innovative thinking to the platform. By integrating these human resources, university innovation and entrepreneurship platforms can gather wisdom from all parties, stimulate innovative inspiration, and provide strong intellectual support for the development of the platform.

In conclusion, the construction of university innovation and entrepreneurship platforms in the China-ASEAN cooperation context is not only a strategic choice to solve the bottleneck of regional talent cultivation and economic synergy, but also an inevitable result of the joint effect of geographical endowment, policy coordination, and talent complementarity. Facing the constraints of disciplinary barriers and resource fragmentation in traditional education models on the cultivation of comprehensive talents, the platform reshapes the "knowledge - ability - application" educational chain through interdisciplinary integration and real-scenario practice; while in response to the urgent needs of regional industrial upgrading and economic restructuring, the platform injects continuous momentum into the regional economy through technology spillover, industrial network reconfiguration, and the concentration of innovative elements. At the same time, geographical proximity and cultural similarity significantly reduce cooperation costs, the policy coordination mechanism breaks through institutional barriers, and the complementarity of human resources gives rise to a multi-dimensional collaborative innovation ecosystem of "technology - culture - market". The cumulative effect of these advantages not only provides a solid foundation for the sustainable development of the platform, but also through the deep integration of the education chain, innovation chain, and industrial chain, promotes China-ASEAN cooperation from "element complementarity" to "value creation". Based on this, this article will focus on the specific paths of platform construction, propose systematic strategies from the dimensions of policy coordination, resource integration, and cultural integration, in order to provide theoretical and practical references for China-ASEAN higher education collaboration and high-quality economic development.

6 THE CONSTRUCTION PATH OF INNOVATION AND ENTREPRENEURSHIP PLATFORM IN UNIVERSITIES

The construction of university innovation and entrepreneurship platforms within the framework of China-ASEAN cooperation is a comprehensive project involving policy coordination, talent cultivation, technology transfer, cultural integration, and operational innovation. In response to the dual demands of regional economic integration and educational collaboration, the platform construction must break through the limitations of a single field and achieve the deep integration of the education chain, innovation chain, and industrial chain through the organic integration of multiple paths. Based on this, this chapter systematically explores the construction path of the platform from five dimensions: policy support and guarantee, talent cultivation and exchange, technology transfer and industrial

cooperation, cultural integration and innovation, and platform construction and operation model.

6.1 Policy Support and Guarantee

Building an innovation and entrepreneurship platform in universities requires strengthening policy communication and coordination among governments and formulating special policies for such platforms. Specific measures include setting up special funds to provide stable financial support for platform construction; implementing tax incentives to reduce the cost of innovation and entrepreneurship; and improving the intellectual property protection mechanism to safeguard the legitimate rights and interests of innovation achievements. Additionally, within universities, policy reforms should also be carried out, establishing a flexible credit system to encourage students to participate in innovation and entrepreneurship activities; improving the entrepreneurship incubation mechanism to provide guidance and support for students' entrepreneurial projects; encouraging teachers to participate in innovation and entrepreneurship guidance, incorporating innovation and entrepreneurship education into the teacher assessment system, and stimulating the enthusiasm and creativity of teachers.

6.2 Personnel Training and Exchange

Establishing an internationalized innovation and entrepreneurship curriculum system is crucial for cultivating talents with an international perspective and cross-cultural communication skills. In line with the needs of China-ASEAN cooperation, develop cross-cultural and interdisciplinary innovation and entrepreneurship courses, such as "ASEAN Culture and Business Environment" and "Cross-border E-commerce Practice", to help students gain a deep understanding of the ASEAN market and culture. Strengthen exchanges and cooperation between teachers and students, promote mutual visits, joint training, and academic exchanges among Chinese-ASEAN university teachers, and establish a long-term and stable exchange mechanism. Through organizing international academic symposiums, innovation and entrepreneurship forums and other activities, promote knowledge sharing and the collision of innovative thinking. Establish an innovation and entrepreneurship practice base, collaborate with enterprises and research institutions to jointly build a practice platform, provide students with real project practice opportunities, and enhance their practical ability in innovation and entrepreneurship.

6.3 Technology Transfer and Industrial Cooperation

Improving the mechanism for the transformation of scientific and technological achievements is an important link in promoting the development of university innovation and entrepreneurship platforms. Strengthen the connection between university research results and enterprise demands, establish technology transfer centers and intellectual property trading centers, and promote the transformation and application of scientific and technological achievements in the China-ASEAN region. Promote industrial cooperation and innovation, encourage universities and enterprises to jointly carry out research and development projects, jointly apply for patents and technological achievements, and form a collaborative innovation model of industry-university-research-application. Through forms such as establishing joint laboratories and industrial technological innovation alliances, promote the upgrading and innovation of the economy in the China-ASEAN region.

6.4 Policy Support and Guarantee

Emphasize the role of culture in innovation and entrepreneurship, carry out cultural exchange activities between China and ASEAN, and promote cultural integration and innovation. Organize creative culture competitions, cultural experience activities, etc., to stimulate students' innovative inspiration. Create innovative brand projects with cultural characteristics, combine Chinese-ASEAN cultural elements, develop cultural and tourism products, and promote the innovative development of the cultural industry. Through cultural integration, provide abundant creative sources and market competitiveness for innovation and entrepreneurship.

6.5 Platform Construction and Operation Model

This paper explores the construction model of university innovation and entrepreneurship platforms and builds a diversified and multi-level innovation and entrepreneurship platform system. By integrating online and offline platforms, it realizes resource sharing and complementary advantages; it promotes the coordinated development of internal and external platforms to form a complete innovation and entrepreneurship ecosystem. It studies the operation management model of the platform, establishes a professional management team, and improves the operational efficiency of the platform; it introduces market-oriented operation mechanisms and explores diversified profit models, such as providing value-added services and technology transfer, to ensure the sustainable development and efficient operation of the platform.

In summary, the above five paths, through policy guidance, talent-driven, technology empowerment, culture activation, and operational innovation, have constructed a complete action framework for China-ASEAN university innovation and entrepreneurship platforms. The policy coordination mechanism has broken through institutional barriers and provided a stable expectation for cross-border cooperation; the cross-cultural talent training system has reshaped the education

supply model and reserved compound human capital for regional development; the technology transfer network has accelerated the flow of innovation elements and promoted the industrial chain to climb to higher value-added links; the cultural integration project has injected differentiated competitiveness into innovation through dialogue between tradition and modernity; and the "dual circulation" platform architecture and market-oriented operation design have ensured the dynamic optimization and sustainable development of resources. The collaborative advancement of these paths not only enables the maximum efficiency of the platform itself, but also through the three-dimensional linkage of education, economy, and culture, promotes the transition of China-ASEAN cooperation from "resource complementarity" to "innovation symbiosis".

7 CHALLENGES AND COUNTERMEASURES IN THE CONSTRUCTION OF UNIVERSITY INNOVATION AND ENTREPRENEURSHIP PLATFORMS

The establishment of the China-ASEAN university innovation and entrepreneurship platform is not only a strategic choice for regional educational collaboration and economic development, but also a complex practice of cross-cultural and cross-system cooperation. During the process of promoting the platform construction, structural challenges such as cultural differences, financial constraints, and talent loss are intertwined, significantly restricting the platform's sustainable operation and performance.

Firstly, cultural differences between China and ASEAN countries have a significant impact on the establishment and operation of the university innovation and entrepreneurship platform. Different cultural backgrounds and values may lead to communication barriers and collaboration difficulties, affecting the efficiency and cohesion of the platform. Language differences and cultural customs variations further increase the complexity of cross-cultural communication, hindering effective collaboration among all parties within the platform.

Secondly, the university innovation and entrepreneurship platform faces multiple difficulties in raising funds and making investments. Limited government funding support and complex application procedures make it difficult to meet the platform's diverse needs. Insufficient investment from enterprises, a wait-and-see attitude towards the long-term, and uncertainty of innovation and entrepreneurship projects result in a single and unstable source of funds. Moreover, the lack of diverse financing channels poses significant pressure on the platform's fundraising, restricting its expansion and project implementation.

Thirdly, in the context of increasingly fierce regional competition, university innovation and entrepreneurship platforms also face a serious problem of talent loss. Outstanding teachers leave due to insufficient remuneration and career development opportunities, affecting the teaching quality and guidance level of the platform. Meanwhile, student entrepreneurial teams often disband or shift to other fields in the early stages of the project, resulting in the interruption and waste of innovation and entrepreneurship projects. This phenomenon weakens the platform's innovation ability and harms its long-term development.

Based on the above analysis, this paper, in combination with the construction path of the university innovation and entrepreneurship platform, concludes the following countermeasures:

Firstly, strengthen cross-cultural education and training to enhance the cross-cultural communication ability of members. Establish cultural exchange platforms to promote understanding and respect among members with different cultural backgrounds. Through cross-cultural team projects and joint research, reduce cultural conflicts and enhance team cohesion, providing a guarantee for the platform's collaborative efficiency.

Secondly, broaden the sources of funds. Actively seek special government funds, optimize the application process, and improve the efficiency of fund utilization. Attract enterprise investment by establishing mutually beneficial cooperation mechanisms to enhance enterprises' investment willingness. Conduct social donations and utilize alumni resources and social forces to provide supplementary funds for platform construction. Explore financial innovations, such as establishing innovation and entrepreneurship funds and conducting crowdfunding, to establish a diversified funding guarantee system to ensure the platform's sustainable development.

Thirdly, improve the talent incentive mechanism. Increase teachers' remuneration, provide competitive salaries and benefits, and enhance their sense of professional belonging. Provide rich career development opportunities, such as professional training, academic exchanges, and promotion channels, to stimulate teachers' enthusiasm and creativity. Establish a student entrepreneurship reward system, through the establishment of entrepreneurship scholarships and project incubation support, to encourage students to actively participate in innovation and entrepreneurship activities, enhancing the stability and continuity of the team and the projects.

In conclusion, the three major challenges of cultural differences, financial shortages, and talent loss are essentially systematic mappings of institutional barriers, resource mismatch, and insufficient incentives in regional cooperation. The cross-cultural collaborative mechanism, by eliminating cognitive barriers and enhancing communication efficiency, lays a foundation for the platform's operation with trust; the diversified financing model, through the synergy of public guidance, market-driven and social supplementation, solves the problem of resource constraints; the talent incentive system, through dual empowerment of career development and institutional guarantee, enhances the stability and creativity of innovation entities. These three measures are not independent of each other; instead, they work together through policy coordination, ecological optimization, and technological innovation to create a synergy effect, jointly driving the platform to transform from "passively responding to challenges" to "actively building resilience".

8 CONCLUSIONS AND PROSPECTS

8.1 Research Conclusion

This study, based on the China-ASEAN cooperation, systematically explores the construction path of university innovation and entrepreneurship platforms and their strategic significance for regional collaborative development. Through theoretical analysis and practical combination, the following core conclusions are drawn:

First, the construction of university innovation and entrepreneurship platforms is an inevitable demand for deepening cooperation between China and ASEAN. With the acceleration of the regional economic integration process, the shortcomings of the traditional education model in the cultivation of interdisciplinary talents and the transformation of scientific and technological achievements have become increasingly prominent. The cooperation between China and ASEAN in the fields of digital economy, green development, and scientific and technological innovation urgently requires universities to integrate regional resources, break disciplinary barriers, and achieve the deep integration of the education chain, innovation chain, and industrial chain through innovation and entrepreneurship platforms. The construction of such platforms can not only enhance students' international perspectives and practical abilities but also inject continuous momentum into the regional economy through technology spillover and industrial collaboration.

Second, multi-dimensional collaboration is the core mechanism for the efficient operation of university innovation and entrepreneurship platforms. Based on the theory of collaboration and the theory of regional economic cooperation, this study proposes five paths: policy support, talent cultivation, technology transfer, cultural integration, and operational innovation. The policy coordination mechanism solves institutional barriers through special funds and tax incentives; the cross-cultural curriculum system and teacher-student exchange mechanism reshape the international talent cultivation model; the technology transfer center and industry-university-research alliance accelerate the regional transformation of scientific and technological achievements; the cultural integration project injects differentiated competitiveness into innovation; and the market-oriented operation model ensures the sustainable development of the platform through dynamic optimization of resources.

Third, the corresponding analysis of challenges and countermeasures reveals the key to the resilient construction of university innovation and entrepreneurship platforms. Cultural differences, financial constraints and talent loss are the main challenges faced by the platform. In response to this, cross-cultural training mechanisms reduce collaboration costs by enhancing communication efficiency; diversified financing models combined with government guidance, enterprise cooperation, and social support alleviate resource shortages; the talent incentive mechanism stabilizes innovation entities through career development and institutional guarantees. The linkage effect of countermeasures indicates that the resilience of the platform does not only rely on the optimization of a single dimension, but also requires systematic collaboration to achieve overall efficiency improvement.

8.2 Insufficient Research and Future Prospects

Although this study has achieved certain results, there are still the following limitations that need to be further explored in subsequent research: Firstly, there are limitations in the research methods. This paper mainly adopts qualitative analysis and lacks large-scale empirical data support for the effectiveness of platform construction. In the future, through case tracking or quantitative evaluation models, the operational efficiency of the platform, the quality of talent cultivation, and the economic contribution can be analyzed dynamically to enhance the universality of the conclusions. Secondly, the consideration of regional heterogeneity is insufficient. China and ASEAN countries have significant differences in policy environment, cultural traditions, and industrial foundations. However, this study did not conduct in-depth comparisons of specific situations in different countries. In the future, typical countries can be selected for cross-regional comparative studies to extract more adaptable differentiated construction strategies. Thirdly, the exploration of long-term sustainability mechanisms urgently needs to be strengthened. The countermeasures proposed in this study mainly focus on the initial stage of platform construction and have not deeply discussed complex issues such as benefit distribution and risk sharing during long-term operation. In the future, it can be combined with game theory or institutional economics theories to construct a multi-party participation dynamic governance model to provide theoretical support for the sustainability of the platform.

COMPETING INTERESTS

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