

The Solution of International Schooling in Higher Vocational Colleges

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Abstract: In 2021, the high-quality development of vocational education with Chinese characteristics entered a new stage, and international vocational education has become an inevitable trend in the new era. Higher vocational colleges cooperate with enterprises and overseas colleges deeply on projects to find international schooling modes and improve the education quality. In this way they can develop new technologies and provide high-quality talents for enterprises. Practice has showed that the problems of international schooling lies in the lack of international awareness, slow teaching staff, few outstanding brands and high risk. Therefore, the international schooling of higher vocational colleges needs the participation of relevant social forces, such as government, enterprises and schools, updating the awareness, renewing the top-level design so that the support and resources from the system, policy, capital, personnel and other aspects can be offered and coordinated, which is helpful in creating the brand and reducing the risk of international schooling.

Key words: vocational education; international schooling; integration of production and education

1. Analysis of the current situation of international schooling in Higher Vocational Colleges

At present, the foreign cooperative colleges and universities run by Chinese and foreign cooperation come from 29 countries and regions, and the school running institutions and projects have covered 28 provinces (autonomous regions and municipalities directly under the central government) in the country (excluding Hong Kong, Macao and Taiwan) except Tibet, Qinghai and Ningxia. The typical examples of Sino foreign cooperation in running schools in higher vocational colleges across the country are the “dual system” in Germany and the “modern apprenticeship” in Britain. By July 2022, 1084 Sino foreign cooperative educational institutions and projects in higher vocational colleges have been established, which increased by 88.19% compared with 2012.

2. Problems of international schooling in Higher Vocational Colleges

2.1 Lack of international awareness affects top-level planning

1. Regional differences lead to backward international awareness and policy formulation

Vocational education is the type of education that is most closely related to regional economic and social development. It restricts the development level of vocational education. According to the data of “the top 50 international influential higher vocational colleges” published in the annual report on the quality of China’s Higher Vocational Education from 2019 to 2022, nearly 50% of them are in Jiangsu, Zhejiang and Shandong. It can be seen that international awareness of vocational education in the eastern region is advanced, and the top-level planning is relatively comprehensive. Other departments work together with the educational department to make policies, which has both macro guiding significance and practical operation, so as to promote the formation of a benign development pattern of mutual support between vocational education and economic and social development. Affected by regional and economic factors, the central and western regions generally have the problems of small size, low investment and weak foundation in economy plus high-level talents loss, which results in backwardness of international awareness. It directly had influence in policy making and internationalization.

2. Lack of international awareness in president group affects the future development of college

President group is the core layer of school management, which is composed of president, vice president and department heads. Their international experience determine their international vision and awareness, which also affect their leadership role in internationalization. However, at present, the presidents of some higher vocational colleges are generally lack of international awareness and far-sighted planning in international schooling, which shows in imperfect policies or systems, insufficient staff, capital and resource investment. These affect the overall development of the college in the future.

2.2 The international staff is backward

The international staff of higher vocational colleges should include: professional teaching staff (including school teachers, enterprise teachers or trainers) and management staff. International schooling puts forward higher requirements in their bilingual ability, double qualification ability in and cross-cultural communication ability. But at present, the vast majority of teachers directly enter higher vocational colleges after graduation, lack of enterprise working experience and do not have the qualification of double qualification. Enterprise teachers have on-site operation skills but lack teaching ability. Only a few teachers can use bilingual teaching freely. Secondly, the language ability of the international management workers is weak, and there are great obstacles in cross-cultural communication. There is still a great lack of teachers who master other foreign language (except English) in vocational colleges.

2.3 Insufficient integration of international production and education results in few outstanding brands in vocational college

The lack of international integration of production and education and the lack of brands are mainly reflected in the following aspects:

1. At present, the international cooperation scale of higher vocational colleges is generally small, and there are few cooperation projects and opportunities with foreign parties compared with undergraduate colleges. It is rarely able to attract enterprises from cooperative countries to participate in education, teaching and training practice, and fails to provide a smooth channel for internship and employment

of foreign-funded enterprises, and it is unable to carry out talent training in the real international integration of production and education. The mode and practice of integration of production and education with the results of the partner countries, such as “dual system” and “modern apprenticeship”, have not yet been truly digested and absorbed into the process of talent cultivation. Secondly, the applicability of certificates is low, which limits the students’ further study after completing the international study. The employment competitiveness at home and abroad is weak and they can not work. Thus the brand of international schooling can not be established.

2.Higher vocational colleges go abroad with enterprises and output courses and standards according to the employment needs of enterprises. However, there are few enterprises with labor demand overseas, and the types of industries are different. Therefore, even if there are achievements, the achievements are scattered, which can not highlight the brand. Some colleges and universities are still studying,without any typical achievements showing the characteristics. Secondly, higher vocational colleges and enterprises are participants with different interests in vocational education. There are differences between school and enterprises, and some goals cannot be reconciled. The enterprise pursues the maximization of economic benefits, so the core technology and data are strictly confidential and cannot fully share information. Due to the lack of comprehensive understanding and learning of the latest technical materials, the school teachers’ own quality, professional ability and practical ability can not meet the requirements of the enterprise, so the teaching quality brand of international schooling cannot be highlighted.

2.4 The high risks of international schooling result in the rise of various costs

The high risks of international schooling is in the following aspects:

1.Various foreign projects and learning certificates have been introduced into China’s higher vocational colleges, but the certificate standards of various countries are inconsistent and the fees are high.The quality of the certificate and the applicability is not high, which ultimately leads to the project unable to be further promoted, wasting a lot in human, material and financial resources and increasing the operation risk.

2.Higher vocational colleges have a short history of running schools abroad. Colleges that have just started projects face with problems such

as lack of personnel, resources and funds. For colleges with a certain foundation, they need to do a lot of national and professional research. At the same time, they need to make continuous adjustments according to the market and enterprise needs, which will lead to high costs, low levels and teaching quality risks.

3.At present, most of the international schooling for higher vocational colleges is working on their own. They contact with foreign institutions through intermediaries. The qualifications, reliability and high fees of intermediaries also bring some risks to the international schooling.

3. The way out of international schooling in Higher Vocational Colleges

3.1 Increase advertisement, learning and training, and enhance the awareness of international school running

Internationalization is one of the ways to improve the quality of higher vocational colleges, and it is also the future development trend of higher vocational colleges. Although the international schooling of higher vocational colleges has made great achievements in the past decade, on the whole, the national and local governments’ advertisements on the international schooling of higher vocational colleges and its achievements is not enough. The whole society does not know or has any idea of the international schooling of higher vocational colleges, and its cognition is relatively simple and shallow. Therefore, the government should first make policy understood, introducing from the strategic macro level, promoting the understanding of different regional governments on the international schooling in higher vocational education, and strengthen the research on the international schooling. Secondly, the government selects typical cases for advertisement and promotes the exchange and learning between regions, which helps different regions produce innovative ideas for international schooling in combination with their own economic development and industrial structure, and continuously improve their international awareness. Thirdly, the media at all levels should advertise the international schooling in higher vocational colleges and their achievements so that the presidents of colleges and universities can understand the process of international schooling and the benefits it brings to people’s lives, enterprise production and social economy, which help them gradually improve the awareness of international schooling and clarify the orientation, objectives, professional development strategies and talent training objectives. Broaden the international vision, so as to comprehensively consider the top-level design, formulate perfect policies, integrate the resources of the education department and other departments, and make the best decision for international schooling.

3.2 Expand the international teaching staff and improve the comprehensive quality of teachers by introducing training methods

The internationalization of teaching staff is an important guarantee to realize the internationalization of higher vocational colleges. “Introduction” and “internal training” can be adopted in the cultivation of international teachers. First of all, it is necessary to diversify the introduction of highly skilled talents, industry and enterprise leaders, or teachers with both international vision and teaching ability to serve as full-time or part-time teachers of professional courses to form a mixed teaching team. In the team, teachers carry out collaborative development, so as to continuously optimize, form a dual teacher structure with international teachers in the integration of production and education, and improve the comprehensive quality of teachers. Secondly, relying on the quality improvement and excellence project and the “double high” construction project, according to the needs and professional settings, the school has made plans and plans for the international training of teachers, and selected teachers and administrative personnel for training and learning abroad, or through various online high-quality foreign education and training projects and resources, Carry out long-term and continuous internal training for all kinds

of teachers and management personnel (referred to as internal training) to do a good job in the reserve of international teachers. Thirdly, gradually cultivate and enhance the internationalization consciousness of the teaching staff in the practice of international school running, and cultivate the ability of bilingual teaching and management through “learning by doing and thinking while learning”. Finally, measures such as assessment, evaluation and reward should be taken to ensure the stability, sustainable construction and development of international professional teaching staff.

3.3 Strengthen the integration of international production and education, produce outstanding student and form brand

The integration of production and education is both the concept and the ultimate goal of vocational education. In order to build a brand in the international integration of production and education, higher vocational colleges should first aim at the advantageous industries of the regional economy, actively communicate with multinational enterprises in the industry, understand the needs of enterprises, and enhance the awareness of serving enterprises. Secondly, under the support and guidance of the government, the interests of enterprises and higher vocational colleges should be converged, resources should be integrated to the maximum extent, enterprises should be attracted to participate in the whole education and teaching process, including students’ employment practice, the talent demand of multinational enterprises should be solved, and the deep international integration of industry and education should be achieved. Finally, in the process of deepening the integration of real estate and education, we should adjust our majors and courses to better adapt to the development of enterprises, realize diversified talent training, and build teaching and talent brands.

3.4 Strengthen research and study, control and reduce the risk of international schooling

There are certain risks in the process of running an international school. Therefore, in the process of implementation, we should consider all kinds of factors, strengthen risk assessment, control and reduce risks. For intermediary agencies and imported foreign projects and certificates, the Chinese Chamber of Commerce of the country where the official institutions’ embassies and consulates abroad and mass organizations are located can assist in screening, verifying the information, understanding through multiple channels, mastering the relevant situation, and making screening and judgment, so as to control the operation cost and reduce the risk. Secondly, with the support of the government, universities, schools and enterprises cooperate to share national research resources, jointly carry out professional research, and centrally allocate the limited resources to bring them into full play. Thirdly, establish a risk prevention and control plan for uncontrollable factors, so that when the risk occurs, the plan can be carried out urgently to minimize the risk.

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