Based on "the Belt and Road" Exploration of Higher Vocational Education Internationalization

Fang YANG and Rong-Qin ZHANG
Hanzhong Vocational and Technical College, Shaanxi, China

Keywords: “One Belt and One Road”, Higher Vocational Education, Innovative Models, Internationalization, Skilled Talents

Abstract. Under the brand-new pattern of “One Belt, One Road” construction and strengthening innovation and opening cooperation, higher vocational education has been officially incorporated into the “Double First-Class” initiative construction plan, making the “Belt and Road” service an inevitable trend and important way for the development of vocational education in China. The Hanzhong Vocational and Technical College takes the opportunity of international cooperation and development, starting with the development needs of the current era background, combining the practical experience of the college's international education cooperation and exchange project, actively exploring the advantages of multi-specialized skills education and regional service, and improving vocational education. The quality of education for internationalization, high-tech and high-skilled personnel training has achieved certain results and is worthy of exchange and promotion.

1. Introduction

Hanzhong Vocational and Technical College, as a key construction unit of Shaanxi Higher Vocational Demonstration School, gives full play to the advantages of local education, multiculturalism, continuous improvement of international cooperation and exchange capabilities, continuous introduction of overseas quality education resources, and high standards to create an international teaching staff. From “Introducing” to “going out”, Hanzhong Vocational and Technical College multilaterally promotes resources interaction, promotes Chinese-foreign cooperative education, introduces overseas universities and colleges to college exchanges, and students’ overseas study tours and internships have cultivated a large number of international high-tech and high-skilled talents for service. The transformation and upgrading of China’s regional economy have made positive contributions to economic development in the northwest region.

2. The Objective Environment of “The Belt and Road” Talent Demand

2.1 The Practical Need for High-Tech and High-Skilled Talents for Enterprises Going Global

The “Belt and Road” Big Data Center of the National Information Center recently released the “One Belt and One Road” Big Data Report (2017). Enterprises are the mainstay and backbone of the “Belt and Road Initiative”. China’s enterprises have made non-financial direct investment of US$12.37 billion in 59 countries along the “One Belt and One Road” and promoted the construction of 75 overseas economic and trade cooperation zones, attracting nearly 3,500 companies entering the region, creating nearly 210,000 jobs for the local people. The “One Belt and One Road” is an economic corridor with huge potential space for development It will surely reshape the human capital market in China and have a far-reaching impact on China and the employment of countries and regions along the Belt and Road. Accelerating the development process of the internationalization of enterprises and industries will further increase the demand for high-tech and high-skilled personnel. At the same time, it will also impose higher requirements on the quality of employees. With the deepening of the “Belt and Road” economic exchanges, the flow of high-tech
and high-skilled talents will become more frequent. Competing in high-tech and high-skilled jobs in construction projects requires that practitioners have core competitiveness.

2.2 Two-Way Flow of "the Belt and Road" Students

From a development point of view, the transfer of cultural centers is related to the economic and social development situation. After the implementation of “the Belt and Road” initiative, China’s economy has soared and the level of Chinese higher education and research has significantly improved. “The Belt and Road” student talents are flowing to China, and the laws governing the flow of student talents between countries along the route are gradually emerging. The emergence of this multilateral two-way flow is an objective requirement for economic and industrial development. In the past three years, China has become the world’s leading source of students for foreign students. At the same time, it has also become a major growth country for international students receiving higher education. The number of students coming to China has reached 442,773, a year-on-year increase of 11.4%.

2.3 Most of the “One Belt and One Road” is Located in the Western Region

Most provinces and cities along the “One Belt and One Road” are located in the western region. It can be seen from the overall direction of education homogenization that the state will intensify efforts to promote the development of vocational education in the provinces along the western regions, improve the basic conditions for running schools, and upgrade vocational schools to develop the confidence and ability of foreign cooperation, and promote the overall service capacity of the “One Belt and One Road” through the development of homogenization.

3. Challenges for Higher Vocational Colleges to Cultivate Internationalized High-Tech and High-Skilled Talents

Relatively speaking, the pace of internationalization of higher vocational education is a little slower. The college as an advanced vocational college in the west is an important support for technological innovation and talent guarantee for the industry and regional enterprises, and is responsible for providing international and national businesses to the “Belt and Road” countries and regions, the technical talents and skills training and other important tasks. The “One Belt and One Road” development needs of enterprises and the international technology requirements of higher vocational colleges are superimposed together, which makes higher vocational colleges face greater challenges in cultivating internationally-skilled personnel.

3.1 Low Level of Internationalization in Vocational Colleges

Due to policy reasons, higher vocational colleges have limited capital investment, insufficient openness to the outside world, low levels of international cooperation and exchanges, and international teaching levels need to be improved. The lack of faculty resources and resources, the training and introduction of talents, the exchange of talents and the sharing of resources have not yet been completed.

3.2 Ability to "Go Out" of Service Enterprises in Higher Vocational Colleges Needs to be Improved

Higher vocational colleges mainly focus on practical skills in the training of talents. They lack the ability to develop phonetics and cross-cultural abilities. It is difficult to adapt to the requirements of talents. Teachers have become accustomed to the original teaching plan in the teaching program during the teaching process. When learning foreign advanced teaching methods and introducing resources, voice and innovation become short-circuit.

3.3 Less Integration with the "Belt and Road" Development

Due to various reasons, higher vocational colleges have not conducted sufficient research on the characteristics of the economic development of the countries along the “Belt and Road.” They have
little knowledge of the development needs of enterprises, and there are few points of integration between their characteristic specialties and national economic and social development.

4. Practice and Exploration, Innovation and Training, and Gradually Improve the Quality of Personnel Training

Facing with the opportunities and challenges, the college has always been aiming to cultivate internationalized high-tech and high-skilled talents. It has continued to integrate into the internationalization and development of vocational education. Based on its own conditions, the college has gradually formed a “double education” as its core and International cooperation situations of mutual support from many brand projects such as international trainings, studying abroad and exchanges. The college is focused on cultivating students at home and abroad. It constantly innovates and practices in the following aspects.

4.1 Accelerating the Layout “Belt and Road”, Increasing Capital Investment Year by Year

The college conducts in-depth cooperation with 7 institutions of higher learning in five countries and regions in terms of professional construction, personnel training, and faculty, with five projects covering Europe, the Americas, Oceania, Asia, and Africa, and continuing to expand the "Belt and Road" partners. The college continued to increase international cooperation and exchange of capital investment, and continuously increased policy support in teaching, enrollment, publicity, and market development.

4.2 Multi-Channel Training of International Talents to Meet the Needs of Domestic and Foreign Markets

1) To run Chinese-foreign cooperative education projects with high quality and consolidate the foundation for internationalization, The college vigorously introduced overseas high-quality resources, got a German loan and cooperated with the Toma Smol University of Belgium to carry out a joint education project in medicine, preschool education, and automobile inspection and maintenance. It strived to create three core competencies: international courses, English courses, and international teachers. It established a Chinese and foreign teaching quality monitoring system. Through the monitoring of each course's teaching plan, teaching knowledge, job design and evaluation criteria, It ensured that Chinese and foreign teaching quality achieves the intended purpose and requirements, and laid a solid foundation for training international high-tech and high-skilled personnel.

![](image)

Figure 1. International Cooperation Launching Ceremony.

The college built an international course and learnt from overseas vocational education, for example the internalization of teaching resources, the introduction of a comprehensive teaching system for bilingual education projects, the use of new technology and new equipment, the
establishment of a number of professional curriculum standards, the formation of nursing professional curriculum standards system. The college has invested 10 million in building key professional training centers in accordance with German standards, invested 5 million in construction of auto testing training rooms, and established practice bases with Volkswagen, Tang Long, Jingdong and other enterprises.

To build an international teaching staff and form a mechanism for internal training, The college vigorously promoted the internationalization strategy of the teaching staff and actively organized teachers to go to Germany, the United States, Singapore, Belgium, and other countries and regions to study and train. The University of Thomas Moore and Tsinghua University’s education groups were strongly introduced to conduct regular training for professional key teachers.

2) From "bringing in" to "going out", the international training capacity has increased significantly. The College took the initiative to seize the opportunity to meet the needs of talent growth and development, foster two-way international talents, and actively explored short-term Belgian students (non-academic qualifications), Macao exchange students, and paid employment in Germany.

The college actively strengthened the two-way exchanges between the two sides of the strait and cooperated with the University of Macau. Both sides of the strait have carried out two-way exchanges of teachers and students and carried out activities such as teachers’ teaching method reform seminars and student professional course lectures. The college is currently improving the Hanzhong Culture Tour project. The two-way exchange of multi-projects has effectively promoted regional economic and cultural interaction.

In order to meet the needs of the internationalization of foreign universities, Hanzhong Vocational and Technical College actively cooperated with Thomas Moore University in Belgium, participated in the training of Belgian students’ Chinese and cross-cultural abilities, and improved the college's international coaching ability. The college Interconnected with international employment standards, promoted students to achieve overseas employment, optimized the international model of high-tech and high-skilled personnel training, and made efforts for the “Belt and Road” students to communicate.

4.3 Docking the "One Belt and One Road" Demand at Home and Abroad and Firmly Persisting in the Open Education Path

During the “Thirteenth Five-Year Plan” period, the college will vigorously upgrade its international cooperation and exchange capabilities, establish the “Belt and Road” International Vocational Education Union and vocational education center, actively meet the needs of domestic enterprises for “going out” skilled talents, deepen reforms, and strive to innovate. Develop more
internationalized projects, realize the "Belt and Road" order form training, and strive to create a regional brand of international vocational education.

5. Conclusion

Vocational colleges are an important part of vocational education. In the course of history, they have made significant contributions to the economic development of various industries in China. In the face of opportunities and challenges, the Hanzhong Vocational and Technical College takes the opportunity, pragmatically explores, reforms and innovations, and strives to enhance the ability of internationally trained personnel in the region. It trains and reserves more internationalized high-tech and highly skilled personnel for countries along the country and the “A Belt and A Road”.

Acknowledgment

The data in this article comes from the College of Science and Technology and the Personnel Department. Thank you for your cooperation. The topic comes from the Shaanxi Province Innovation and Entrepreneurship Action Plan CJ201805.

References


