

Research on the Internationalization Path of Vocational Education Management under the Background of Higher Vocational Education Reform

Qiu Liman

Nanjing University of Industry Technology, Nanjing, China, 210023

Abstract: *In the context of the high-quality development and comprehensive reform of modern vocational education in China, the internationalization of vocational education has become an important strategic direction for improving the quality of talent training, enhancing school-running strength and serving industrial upgrading. The internationalization of education management is the core support and key link to promote the high-level opening-up of vocational colleges. Based on the policy orientation and practical needs of higher vocational education reform, this paper systematically analyzes the connotation, value and realistic dilemmas of the internationalization of vocational education management. It focuses on the problems such as insufficient top-level design, imperfect institutional mechanism, shortage of professional team, single cooperation mode and lack of quality evaluation system. Combined with the development experience of domestic and foreign vocational education institutions and the actual situation of vocational colleges, this paper puts forward a multi-dimensional and operable path for the internationalization of vocational education management, including the optimization of management concept, the construction of institutional system, the improvement of team capacity, the innovation of cooperation mode and the establishment of quality assurance mechanism. This study aims to provide theoretical reference and practical guidance for vocational colleges to carry out international cooperation and exchange, improve the modernization level of education management, and realize high-quality development under the new situation.*

Keywords: *vocational education management; internationalization; higher vocational education reform; international cooperation; talent training*

1. Introduction

In recent years, China has successively issued a series of important policy documents such as the National Vocational Education Reform Implementation Plan, Opinions on Promoting the High-quality Development of Modern Vocational Education, and Action Plan for Enhancing the International Competitiveness of Vocational Education. These policies clearly point out that vocational education should adhere to opening up, actively introduce high-quality foreign educational resources, carry out high-level international cooperation, and connect with international advanced professional standards and technical norms. The reform and development of vocational education have entered a new stage focusing on connotation construction, quality improvement and characteristic development.

Against this background, the internationalization of vocational education is no longer an optional additional project, but an important part of the core competitiveness of vocational colleges. The level of education management directly determines the depth, effect and sustainability of international cooperation. The internationalization of vocational education management is not only the introduction of foreign courses, teachers or students, but also the systematic upgrading of management concepts, systems, mechanisms and capabilities. It involves school-running orientation, professional construction, curriculum development, teaching management, teacher development, student training and international cooperation.

At present, many vocational colleges have carried out various forms of international exchanges and cooperation, but there are still common problems in management. For example, the understanding of internationalization is relatively superficial, the top-level design is insufficient, the management system is not perfect, the professional team is scarce, the cooperation mode is relatively single, and the quality evaluation and supervision mechanism is lacking. These problems restrict the further improvement of the internationalization level of vocational education. Therefore, under the background of

comprehensively deepening the reform of vocational education, it is of great theoretical value and practical significance to systematically study the realistic demands, existing dilemmas and promotion paths of the internationalization of vocational education management.

This paper adopts the methods of literature analysis, policy interpretation and practical summary. On the basis of sorting out relevant policies and research results at home and abroad, combined with the practical experience of international cooperation in vocational colleges, this paper focuses on the key points and difficulties in the internationalization of education management, and constructs a systematic path system to provide reference for the practice of vocational colleges. With the continuous advancement of the new round of scientific and technological revolution and industrial transformation, the global industrial chain and supply chain are being restructured at an accelerated pace. All countries regard vocational education as an important support for enhancing national competitiveness and cultivating technical talents. Under such a background, the opening-up and international development of vocational education have become an inevitable trend.^[1] For Chinese vocational colleges, promoting the internationalization of education management is not only a requirement to respond to national policies, but also an internal need to adapt to industrial changes and improve their own development capabilities. Only by continuously learning from international advanced experience and combining with their own school-running characteristics can vocational colleges better realize the integration with international standards and enhance their comprehensive strength in the new development stage.

2. The Connotation and Strategic Value of Internationalization of Vocational Education Management

2.1 The Connotation of Internationalization of Vocational Education Management

The internationalization of vocational education management refers to the process in which vocational colleges take international advanced educational concepts, management experience and quality standards as reference, carry out cross-border exchanges and cooperation in management system, operation mechanism, resource allocation and quality evaluation, and continuously improve the modernization and internationalization level of school management.

Its core connotation includes the following aspects:

(1)Internationalization of management concepts. This paper proposes that vocational colleges should establish a global vision and open awareness, take international advanced standards as the benchmark, and integrate the concept of opening up into all aspects of school management, so as to lay a solid ideological foundation for high-level opening-up and international cooperation.

(2)Internationalization of management system and mechanism. Vocational colleges are supposed to formulate and improve management systems and operational procedures suitable for international cooperation, standardize the workflow of foreign-related affairs, and realize the institutionalization and standardization of international education management.

(3)Internationalization of teaching and student management. It is recommended that vocational colleges introduce advanced international teaching models, evaluation methods and student management experience, optimize the talent training system, and continuously improve the quality of applied talent cultivation.

(4)Internationalization of teacher team construction. Vocational colleges should strengthen the international training and overseas exchange of teachers, build a team of teachers with strong professional competence and excellent cross-cultural communication skills, and provide talent support for the internationalization of education management.

(5)Internationalization of cooperation and development mode. This paper holds that vocational colleges should carry out multi-level and multi-field international cooperation projects, innovate cooperation models, and form a sustainable international cooperation ecosystem to expand the influence of school-running.

(6)Internationalization of quality assurance and evaluation. Vocational colleges are expected to establish a quality evaluation system in line with international standards, improve the monitoring and feedback mechanism of international projects, and realize the closed-loop management of the whole process of international cooperation.

In essence, the internationalization of vocational education management is a comprehensive and

systematic reform. It is not a simple superposition of international elements, but a deep integration and innovative development based on the actual situation of the school. It requires vocational colleges to break through the traditional management mode, break the inherent thinking pattern, and realize the organic integration of localization characteristics and international standards in the management process.^[2]

2.2 Strategic Value of Internationalization of Vocational Education Management

First, it is conducive to promoting the high-quality development of vocational education. International advanced management experience helps vocational colleges optimize internal governance structure, improve decision-making efficiency and management level, and provide institutional guarantee for connotation construction. In the process of vocational education reform, many problems such as professional setting, curriculum construction and teaching reform can be effectively solved by learning from international mature models.

Second, it is conducive to enhancing the ability of vocational colleges to serve regional industries. Through international cooperation, colleges can connect with global industrial standards and advanced technology, promote the integration of industry and education, and better serve local economic transformation and industrial upgrading^[1]. For example, by introducing international advanced professional standards and curriculum systems, vocational colleges can more accurately cultivate talents needed by emerging industries and key industries.

Third, it is conducive to improving the international competitiveness of technical talents. In the context of economic globalization and international production capacity cooperation, enterprises need a large number of technical talents with international vision, cross-cultural communication ability and mastery of international technical standards. The internationalization of education management helps to cultivate such talents, so that students can better adapt to the international development of enterprises and enhance their employment competitiveness and career development potential.

Fourth, it is conducive to expanding the international influence of vocational colleges. Through international cooperation projects, joint training programs, overseas exchanges and other forms, colleges can enhance their visibility and social recognition, and build characteristic international education brands. For vocational colleges in the process of transformation and upgrading, a high level of internationalization has become an important symbol to reflect the comprehensive strength of the school.

3. Current Situation and Practical Dilemmas of Vocational Education Management Internationalization

3.1 Insufficient Top-level Design and Strategic Planning

Many vocational colleges regard internationalization as a symbolic work or a short-term task, rather than an important part of the school's long-term development strategy. The top-level design is insufficient, and there is a lack of systematic and long-term planning for the goal, path, key projects and safeguard measures of internationalization. Some leaders and managers lack in-depth understanding of international education policies, international rules and cooperation models, resulting in the lack of clear positioning and development direction of internationalization work.

In practice, some vocational colleges only carry out international cooperation projects due to assessment needs or peer pressure, without combining their own professional advantages and development goals. Such internationalization work often lacks sustainability and actual effect, and it is difficult to form a long-term driving force for the development of the school.

3.2 Imperfect Management System and Operation Mechanism

The institutional system supporting international cooperation is not complete. Many colleges lack special management systems for foreign-related project approval, foreign teacher introduction, overseas study, curriculum introduction, fund use and quality supervision. The management process is not smooth, the responsibilities are not clear, and the work efficiency is low^[3]. The coordination between internal departments is insufficient, and the phenomenon of fragmented management exists, which affects the smooth development of international cooperation.

For example, the introduction of foreign courses needs the joint participation of international exchange department, academic affairs office, secondary colleges and other departments. However, due to the lack of a sound coordination mechanism, there are often problems such as unclear division of labor and inconsistent progress, which reduces the quality and efficiency of project implementation.

3.3 Shortage of Professional International Management Team

At present, most of the administrators engaged in international exchange work in vocational colleges are transferred from teaching or other administrative posts. They lack systematic training in international education management, cross-cultural communication, foreign-related project operation and foreign language application ability. There is a serious shortage of professional international exchange teams with international vision, familiar with international rules and rich practical experience. This has become an important bottleneck restricting the improvement of internationalization level.

Many international cooperation projects require professionals to carry out negotiation, docking, implementation and supervision. However, the lack of professional teams leads to many projects staying in the shallow communication stage, and it is difficult to carry out in-depth cooperation. At the same time, the lack of professional ability also increases the operational risk of international projects.

3.4 Single Mode of International Cooperation and Lack of Deep Integration

Many vocational colleges' international cooperation still stays at the level of short-term visits, student exchanges, simple introduction of textbooks or hiring foreign teachers. The deep-level cooperation such as joint major construction, curriculum system co-development, teacher co-construction, talent joint training, vocational skill certification and industrial cooperation is relatively scarce. The integration of international resources with professional construction, curriculum reform and talent training is insufficient, and the actual effect of cooperation is limited.

This superficial cooperation mode cannot really improve the connotation development level of vocational colleges. It is difficult for students to truly contact international advanced technology and standards, and it is difficult for teachers to improve their professional ability through in-depth international exchanges.

3.5 Lack of Scientific Quality Evaluation and Supervision Mechanism

There is a lack of perfect quality evaluation index system for international cooperation projects. It is difficult to scientifically and objectively evaluate the implementation effect, capital benefit, contribution to professional construction and talent training quality of international projects. The supervision and feedback mechanism in the later stage of the project is not in place, resulting in some projects staying in form and difficult to form a sustainable development model.

Without effective evaluation and supervision, international cooperation projects may become face projects. It is impossible to summarize experience in time and find problems, which is not conducive to the continuous improvement and optimization of internationalization work^[4].

4. Realistic Demands of Internationalization of Vocational Education Management

4.1 Policy Demands

National policies clearly encourage vocational colleges to “introduce high-quality foreign educational resources”, “carry out high-level international cooperation”, “connect with international professional standards” and “improve the international competitiveness of vocational education”. These policies put forward clear and specific requirements for the internationalization of education management, and provide policy support and development opportunities for vocational colleges to carry out internationalization work.

Vocational colleges should take the initiative to adapt to policy guidance, take internationalization as an important part of education and teaching reform, and promote the high-quality development of schools through high-level opening up.

4.2 Industrial Development Demands

With the deepening of economic globalization and the continuous advancement of international production capacity cooperation, more and more enterprises carry out transnational operations and international cooperation. These enterprises need a large number of high-quality technical and skilled talents who understand international rules, have cross-cultural communication ability and master international technical standards and vocational norms. This puts forward urgent practical demands for the internationalization of vocational education management and talent training.

Vocational education is closely linked to the industry. The internationalization of the industry inevitably requires the internationalization of vocational education. Only by aligning with international industrial standards in management and teaching can vocational colleges better serve the international development of enterprises.

4.3 Development Demands of Vocational Colleges

The competition among vocational colleges is increasingly fierce. The level of internationalization has become an important indicator to reflect the comprehensive strength and school-running level of colleges. Promoting the internationalization of education management is conducive to breaking through the bottleneck of development, enriching the connotation of school running, enhancing core competitiveness and realizing high-quality development.

For vocational colleges under the background of vocational education reform, internationalization has become an important way to improve their school-running level and social influence.

4.4 Talent Growth Demands

With the improvement of social and economic development level, students and parents pay more and more attention to the international vision, comprehensive quality and employment competitiveness of talents. The internationalization of education management can provide students with more cross-cultural communication opportunities, overseas exchange platforms and diversified development paths, and meet the needs of students' personalized and diversified growth.

Students' demand for international development has become an important driving force for the internationalization of vocational education management.

5. Paths to Promote the Internationalization of Vocational Education Management

5.1 Innovate Management Concepts and Strengthen Strategic Top-level Design

First, vocational colleges should take internationalization as an important part of the school's development strategy, and incorporate it into the overall development plan, annual work key points and performance evaluation system. It is necessary to break the traditional closed management thinking, establish an open and inclusive development concept, and truly regard internationalization as an important engine to drive the high-quality development of the school.

Second, it is recommended that vocational colleges strengthen the international awareness training of leading cadres, managers and teachers to form a consensus on opening up and collaborative promotion. By means of special lectures, study visits and experience exchange, vocational colleges can enhance all staff's understanding of vocational education internationalization and foster a favorable atmosphere for its advancement.

Third, vocational colleges should integrate their professional characteristics, industrial strengths and regional orientation to define the orientation, goals and key priorities of internationalization, and develop phased and actionable implementation plans. For example, colleges with advantages in advanced manufacturing can focus on cooperation with foreign high-level vocational colleges in related fields, so as to achieve targeted and characteristic international development.

5.2 Improve the Institutional System and Standardize the Management of International Cooperation

First, vocational colleges should establish and improve special management systems for international cooperation, including foreign-related project approval and management, foreign teacher

introduction and management, overseas study and exchange management, international curriculum introduction and management, fund use and reimbursement management, etc. Vocational colleges should formulate clear and standardized work processes to ensure that all international work has rules to follow.

Second, vocational colleges should clarify the responsibilities of each department, optimize the work process, realize the standardization and institutionalization of foreign-related work, and improve work efficiency. Vocational colleges should establish a special leading group for internationalization work, strengthen the coordination and linkage between the international exchange department, academic affairs office, personnel department, finance department, secondary colleges and other departments, and form a joint force for international development.

Third, vocational colleges should establish a risk prevention and control mechanism for international cooperation, strengthen the review and supervision of foreign partners, projects and funds, and ensure the standardized and safe development of work. In the process of international cooperation, vocational colleges should pay attention to abiding by relevant national laws and regulations and school rules and systems to prevent various risks.

5.3 Strengthen Team Building and Improve the Professional Ability of Managers

First, vocational colleges should strengthen the training of foreign-related administrators, carry out special training on international education policies, cross-cultural communication, project operation, English application and other contents, and improve their comprehensive quality. Vocational colleges should regularly organize international exchange administrators to carry out business learning and skill training to keep up with the latest development trends of international education.

Second, vocational colleges should introduce talents with overseas study experience, international education experience or foreign-related work experience, and optimize the team structure. By introducing high-level talents with international background, vocational colleges can drive the improvement of the overall professional level of the international management team.

Third, vocational colleges should encourage administrators to participate in international academic conferences, overseas visits, foreign-related training and project practice, accumulate practical experience and expand international vision. Vocational colleges should support administrators to carry out exchanges and learning with domestic and foreign excellent vocational colleges, and continuously improve their practical ability in international cooperation.

5.4 Optimize Cooperation Modes and Promote Deep Integration of International Resources

First, vocational colleges should select high-quality foreign vocational colleges, educational institutions and enterprises to establish long-term and stable cooperative relations. In the selection of partners, vocational colleges should pay attention to the matching degree with their own professional characteristics and development needs, and avoid blind cooperation.

Second, vocational colleges should promote deep-level cooperation such as joint major construction, curriculum co-development, teacher co-construction and talent joint training. Through in-depth cooperation, vocational colleges can truly introduce high-quality international educational resources into the whole process of talent training.

Third, vocational colleges should carry out student exchange programs, dual-degree training, overseas internships and international vocational skill certification. Vocational colleges should provide students with more opportunities to go abroad and broaden their international vision.

Fourth, vocational colleges should introduce international advanced teaching concepts, teaching methods and curriculum resources, and integrate them into the whole process of talent training. Vocational colleges should combine international advanced standards with local actual conditions to form a talent training mode with both international level and local characteristics.

5.5 Integrate International Elements and Improve the Level of Teaching Management

First, vocational colleges should develop bilingual and English-taught courses to promote the internationalization of curriculum teaching. Specifically, some key and characteristic courses should be selected for bilingual or English instruction, which helps enhance students' foreign language

application capabilities and professional international communication skills.

Second, it is necessary for vocational colleges to introduce internationally advanced teaching modes, including project-oriented, competence-oriented, and work process-oriented teaching. By transforming the traditional teaching mode, focusing on student-centered education, and emphasizing the cultivation of practical and innovative abilities, the teaching effect can be effectively improved.

Third, vocational colleges should strengthen the international training of teachers, supporting them to pursue further studies overseas, conduct cooperative research, and engage in teaching exchanges. Teachers should also be encouraged to participate in international academic exchanges and scientific research cooperation, so as to enhance their international professional competence and teaching standards.

Fourth, vocational colleges should promote the integration of international professional standards and technical norms into curriculum standards and teaching evaluation systems. This practice will align talent training standards more closely with international requirements and improve the adaptability of talents in international positions.^[2]

5.6 Establish a Quality Assurance Mechanism and Promote Sustainable Development

First, vocational colleges should construct a scientific and perfect quality evaluation index system for international cooperation projects, covering dimensions such as project implementation, resource integration, teaching effect, talent training, and social benefits. The evaluation indexes should be operable and capable of truly reflecting the actual effect of international cooperation.

Second, vocational colleges should strengthen the whole-process supervision and tracking evaluation of international projects, and timely summarize experience and identify existing problems. A dynamic monitoring mechanism should be established to conduct full-process tracking and evaluation of the progress and effect of international projects.

Third, vocational colleges should establish a feedback and improvement mechanism to form a closed-loop management of "planning - implementation - monitoring - feedback - improvement", thereby promoting the sustainable and high-quality development of internationalization work. Based on the evaluation results, vocational colleges should timely adjust and optimize international cooperation projects to continuously improve the quality and level of internationalization.

6. Conclusion

Under the background of comprehensively deepening the reform of vocational education and promoting high-quality development, the internationalization of vocational education management is an important way to improve the modernization level of vocational education and cultivate high-quality technical and skilled talents with international competitiveness. At present, vocational colleges still face practical dilemmas such as insufficient top-level design, imperfect institutional mechanism, shortage of professional teams, single cooperation mode and lack of quality evaluation system.

To promote the internationalization of vocational education management, we should take the innovation of management concepts as the guide, the construction of institutional system as the guarantee, the construction of professional teams as the support, the optimization of cooperation modes as the starting point, and the establishment of quality assurance mechanism as the support. We should adhere to the combination of introduction and going out, theory and practice, standardization and characteristics, and systematically promote the internationalization of education management.

In the future, with the continuous advancement of vocational education reform and the continuous expansion of educational opening up, the internationalization of vocational education management will play a more important role. Vocational colleges should base on reality, face the future, actively explore and practice, constantly summarize and improve, and strive to improve the level of international education management, so as to make greater contributions to the construction of a modern vocational education system with Chinese characteristics and the cultivation of more high-quality technical talents.

The internationalization of vocational education management is a long-term and arduous task, which requires continuous exploration and practice. Only by always taking the improvement of talent training quality as the core, taking the service industry development as the orientation, and taking

international cooperation as the path, can vocational colleges embark on a high-level, characteristic and sustainable international development road.

References

- [1] *European Centre for the Development of Vocational Training. Trends in International Cooperation in VET. Cedefop, 2020.*
- [2] *United Nations Educational, Scientific and Cultural Organization. Global Convention on the Recognition of Qualifications concerning Higher Education. 2019.*
- [3] *OECD. Skills for Global Competitiveness: Internationalisation of Vocational Education and Training. OECD Publishing, 2021.*
- [4] *Cedefop. European Quality Assurance Reference Framework for VET (EQARFVET). Publications Office of the European Union, 2021.*