

Strategic Thinking on the Internationalization of Vocational Education in the New Era: Shanghai Aurora Vocational College International Cooperation Practice Exploration

Junjie Tao *, Min Ding

Shanghai Aurora Vocational College, Shanghai, CO 201908, China

* Corresponding author: Junjie Tao (Email: jj.tao@aurora-college.cn)

Abstract: Vigorously implementing the strategy of education internationalization is the need of the high-quality development of vocational colleges. It is necessary to further strengthen top-level planning and design, establish a school-wide international school-running mechanism, establish a personnel network from school-level to functional departments to secondary colleges, determine contacts, constantly deepen secondary management, strengthen the main role of secondary colleges in the internationalization of education. Through the practice and exploration of international education of Shanghai Zhendan Vocational College, this paper expounds the key promotion goals, clarifies the specific methods, and forms a further deepening strategic thinking.

Keywords: Education Internationalization; Exchange and Cooperation; Education Promotion; Employment Competitiveness.

1. Introduction

In the new era, the internationalization of vocational education should conform to the trend of globalization, enhance international competitiveness, serve the "Belt and Road" initiative, and promote international cooperation. We should optimize the professional setting, meet the market demand, strengthen the construction of teachers, and improve the teaching quality. At the same time, we will innovate the school-running mode, expand international cooperation channels, realize the integration of language and skills, and enhance international communication ability. The government should provide policy support and strengthen supervision and evaluation to ensure high-quality development of internationalization projects. Through these measures, vocational education will better integrate into the global education system, cultivate technical skills with international vision and cross-cultural communication ability, and contribute to the economic development of our country and the world. The internationalization of vocational education is not only a way to improve the quality of education, but also a bridge to promote cultural exchanges and enhance international friendship.

According to the requirements of the Opinions on Accelerating and Expanding the Opening Up of Education in the New Era issued by the Ministry of Education and other eight departments, grasping the important historical opportunity period of "further expanding the opening up of education", facing the major challenges of education internationalization in the post-epidemic era, fully grasping the new situation of international exchanges and cooperation in the post-epidemic era, actively adapting to the crisis into an opportunity, and attracting international high-quality education resources, The general idea of Shanghai Zhendan Vocational College is to make use of the regional advantages of Shanghai international metropolis, accelerate the process of international school running, and build an international

school brand. Education internationalization is the direction, at present, the school in many aspects there is still a large effort and improvement space, such as recruiting international students, mutual recognition of credits with foreign cooperative institutions, hiring foreign teachers, students studying abroad, study Tours, further study, and so on, there are some basic works to promote, such as IELTS, TOEFL training. The school attaches great importance to this aspect of work, and has set up an international exchange Office and an overseas center under it. At the same time, it is closely integrated with the recruitment and employment work, and requires the focus to move down, give play to the subjective initiative of the secondary school, and comprehensively promote this work.

2. Analyze the Current Situation, Consolidate the Foundation, and Enhance the Contribution of Education Internationalization to the High-Quality Development of the School

Starting from the basic statistics, the admission office of the school took stock of 37 cooperation projects with foreign colleges and universities over the years, indicating that Shanghai Zhendan Vocational College has a good foundation for international cooperation, including France, Japan, South Korea, Southeast Asia, Australia, the United Kingdom, Finland, and so on. The scope of cooperation covers almost all of our existing majors, and every student has opportunities. I have a clear understanding of the language requirements, admission thresholds, graduation certificates, study abroad years, degree acquisition, and costs (see the table below). However, in recent years, affected by internal and external factors, no project has made a scale and made a brand for the time being, and has become a highlight of enrollment publicity and a good way out for students.

Table 1. Shanghai Zhendan Vocational College International Cooperation Institutions and Related Requirements List:

Country	School	Dual certificates	Admission status	Diploma	Way
South Korea	Tongmyong University	Low language requirement (postable after level test, TOPIK level 2)	Ensuring admission	Dual certificates can be retained in service	College graduation, direct entry to university (1-year programme)
French	Groupe ESC Clermont-Graduate School of Management	French B2 or IELTS 5.5	Language adoption	Dual certificates can be retained in service	2-Year Master's Degree, 1-Year Bachelor's Degree
French	Groupe ESC Clermont-Graduate School of Management	None	Ensuring admission	Single certificate, not to be retained	3-Year AURORA Speciality + "0" Year ESC Undergraduate Programme
French	Groupe ESC Clermont-Graduate School of Management	None	Ensuring admission	Single certificate, not to be retained	No need to go abroad, Online-teaching
French	Groupe ESC Clermont-Graduate School of Management	None	Ensuring admission	Single certificate, not to be retained	1 Year ESC Master's or 3 Years ESC Master's Programme
USA	Shenandoah University			Dual certificates can be retained in service	3-Year AURORA Speciality + 1 Year of Undergraduate Studies in Shenandoah
Japan	TeikyoHeiseiUniversity	Japanese N2	Exams	Dual certificates can be retained in service	2-Year Master's Degree
Japan	Osaka University of Economics and Law	Japanese N2	Exams	Dual certificates can be retained in service	2-Year Master's Degree
Japan	Tokyo University of Social Welfare	Japanese N2	Exams	Dual certificates can be retained in service	2-Year Master's Degree
Japan	University of Marketing and Distribution Sciences	Japanese N2	Exams	Dual certificates can be retained in service	2-Year Master's Degree
Japan	Nagasaki University of Foreign Studies	Japanese N2	Exams	Dual certificates can be retained in service	2-Year Master's Degree
Japan	Josai International University	Japanese N2	Exams	Dual certificates can be retained in service	2-Year Master's Degree
Japan	Osaka Sangyo University	Japanese N2	Exams	Dual certificates can be retained in service	2-Year Master's Degree
Japan	Kyushu Kyoritsu University	Japanese N2	Exams	Dual certificates can be retained in service	2-Year Master's Degree
Japan	The Kyoto College of Information Science and Technology	Japanese N2	Ensuring admission	Dual certificates can be retained in service	2-Year Master's Degree
Malaysia	The National University of Malaysia	Score of 500 in TOEFL or 5.5-6 in IELTS or at least Level 3 in MEUT	Ensuring admission	Allowed to remain in service	1-Year Master's Degree
Malaysia	Infrastructure University Kuala Lumpur	IELTS 5	Ensuring admission	Allowed to remain in service	Two-Year Post-Secondary Education
Malaysia	UCSI University	IELTS 5 for undergraduate, IELTS 6 for masters	Ensuring admission	Allowed to remain in service	Two Years Post-Secondary Education
Australia	University of Adelaide College	IELTS 6-6.5	Exams	Dual certificates can be retained in service	2-Year Master's Degree
Australia	University of Canberra	IELTS 6-6.5	Exams	Dual certificates can be retained in service	2-Year Master's Degree, 1-Year Bachelor's Degree
Australia	University of Technology Sydney	IELTS 6-6.5	Exams	Dual certificates can be retained in service	2-Year Master's Degree, 1-Year Bachelor's Degree
Australia	University of Adelaide College	Average score 80+, IELTS 5.5 (5.0)	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	6 Months Pre-masters, 1-2 Years Masters
Australia	University of Technology Sydney	Average score 65+, IELTS 6.5 (6.0)	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	1-3 Year Undergraduate Programmes
Australia	University of Canberra	Average score 60+, IELTS 6.0, available for beta testing.	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	6 Months Pre-masters, 1-2 Years Masters
South Korea	Sejong University	TOPIK Level 4	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	1 Year of Korean Language Study, 1-2 Years of Undergraduate Studies

Japan	Toyo University	Domestic N2 certificate in Japanese, EJU exam in Japan, Japanese score of 300 or above	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	1 Year Matriculation + 3 Years Undergraduate
Singaporean	Curtin Singapore	IELTS 5.5 or 50 on the internal test	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	2-Year Undergraduate Programme
Malaysia	University of Nottingham Malaysia	IELTS 6.0	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	3-Year Undergraduate Programme
UK	University of Chester	IELTS 6.0 (no less than 5.5 in all categories)	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	1 Year Master's Degree
UK	University of the West of England	IELTS 6.0 (no less than 5.5 in all categories)	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	1 Year Master's Degree
UK	University of Stirling	IELTS 5.5	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	3 Months Pre-masters (online programme, can be taken in third year), 1 Year Masters
UK	University of Nottingham	Average score 80+, IELTS 5.0(4.5)	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	1 Year Pre-masters (online programme, can be taken in the third year of study), 1 Year Masters
UK	Durham University	Average score 80+, IELTS 6.0	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	1 Year Pre-masters, 1 Year Masters
UK	University of Liverpool	Average score 80+, IELTS 5.0 (4.5)	Language test	Dual certificates accredited by the Ministry of Labour and Welfare	1 Year Pre-masters (online programme, can be taken in the third year of study), 1 Year Masters
Finland	Finnish Foundation Programme	Finnish B1.2	Language test	Accreditation by the Ministry of Foreign Affairs (MFA)	8 Months Online Finnish Language Study or 2 Months Offline Finnish Language Study in China + 4 Months Offline Finnish Language Study in Finland

In the face of the current situation, the school organized an international cooperation promotion meeting, hoping to gather wisdom and wisdom to make this work on the original basis, produce results and improve indicators, so as to enhance the contribution of education internationalization to the high-quality development of the school. To further expand the channels of cooperation and exchange, the number of overseas cooperative universities should not be expanded indefinitely to a certain extent, but should be in-depth and solid, and each professional college and well-known universities abroad should have one or two comprehensive and deep-level cooperation partners; The proportion of students going overseas for study exchange (elective overseas courses) and mutual recognition of credits with foreign (overseas) universities should be greatly increased; We should strive to recruit international students, so that the campus is flowing with the atmosphere of many cultures, which is conducive to cultural exchange and integration.

3. According to the Situation, Classified Policies, to Provide Support and Services for the Improvement of Students' Academic Qualifications and Employment Competitiveness

After the school scale and cooperation level have reached a certain level, the grade and level of international cooperation should be upgraded, and the cooperative schools should be loud. To make full use of the advantages of students'

good family economic conditions and strong desire to improve their academic qualifications, the school should do a good job in two aspects: on the one hand, further expand Sino-foreign cooperative education projects, expand professional layout, improve training quality, focus on creating some cooperative projects, hire some foreign teachers, introduce some quality courses, and open up more communication channels. Including student exchange and so on; On the other hand, to provide consultation and services for students' individual development, such as IELTS training, etc., the school has signed a cooperative unit to facilitate students to have training, consultation, study tour, exchange and other opportunities without leaving the school. At the same time, it is necessary to further actively integrate into regional economic and social development, provide support for local international talents, and improve the quality of talent training for Chinese-foreign cooperation in running schools. The existing majors that have been enrolled should be renewed in the post-epidemic era.

4. Cultivate Projects, Expand Their Influence, and Promote Professional Construction and Internationalization of Scientific Research

International elements should be reflected in the talent training program, and efforts should be made to develop and build some training projects and high-quality courses, with some well-known foreign teachers. Applying for a new major

should be integrated into the national vision. The school is encouraged to hold or undertake influential international academic conferences in the field, establish high-level international cooperative research platforms (international joint laboratories) with foreign universities and research institutions, and faculty and researchers participate in international industry-university-research cooperation projects, and strive to form a number of internationally influential scientific research cooperation results. For example, the psychological base project built by the school over the years, we let a group of teachers go abroad through this platform to study and train in universities such as Oxford and Cambridge, and radiate to the Yangtze River Delta and even the whole country, so that many teachers benefit, get training opportunities, go abroad and broaden their horizons.

5. Learn From and Use Resources to Further Broaden the New Path of International Talent Training

After accumulating a certain amount of experience, the school can also expand overseas schools. The stone of the mountain can attack jade, the practice of other provinces and cities is worth our learning, such as Jiangsu Economic and trade vocational and technical college led to open Nanyang red bean college; Tianjin Higher Vocational College has run Luban Workshop in Southeast Asia and other regions, using the school's high-quality educational resources to train technical talents for the Belt and Road countries, which is widely welcomed, but also enhance the influence of the school, further broaden the idea of international talent training, and open up a new path. On the basis of the original experience of Sino-foreign cooperation in running schools, if possible in the future, the university may also use resources to establish overseas education or teaching sites of the University, set up overseas talent training, scientific and technological innovation and cultural exchange bases, build more platforms for international talent training, and enhance the international influence of the university. At the same time, it also serves domestic enterprises to go out and provide them with the talents they need.

6. Strengthen the Planning, the Whole School Linkage, and Give Play to the Autonomy and Initiative of Professional Schools in Foreign Cooperation and Exchange

From the school level, it is necessary to further strengthen top-level planning and design, establish a school-wide international school-running mechanism, establish a personnel network from school-level to functional departments to secondary colleges, determine contacts, constantly deepen secondary management, strengthen the main role of secondary colleges in the internationalization of education, and promote Sino-foreign cooperation in running schools and the education and teaching management of international students. And the center of gravity of international exchange and cooperation has moved down to further exert the autonomy of professional colleges in foreign cooperation and exchange. At the same time, it is necessary to make it clear that studying abroad is the concept of high-

quality employment. In the career planning course, consultation services are provided to students who are interested in studying abroad, and questionnaires are collected throughout the school to provide targeted guidance and help. Some undergraduate colleges as long as the candidates IELTS, TOEFL to achieve a certain score, the promotion can be exempted from the written test, these favorable policies for students to study is undoubtedly good news, to make full use of, there is gold in the policy. It is necessary to provide the student work office, Youth League Committee, counselor, student Union, etc. to let students fully understand this information, so as to provide help for their study, study abroad, and high-quality employment.

The internationalization of vocational education is not only the key to improving the quality of education, but also an important way to cultivate talents with global vision, and promote international cooperation and exchanges. This process will help our vocational education integrate into the global system and inject international elements into the economic development. The government should continue to support and supervise to ensure the quality of internationalization projects. The internationalization of vocational education is helping to build a closer community of shared future for mankind.

References

- [1] Z. Lin and Y. Y. Liang, "Current Situation and Development of Vocational education internationalization in China," *Modern Vocational Education*, vol. 5, pp. 22-23, Feb. 2019.
- [2] Q. Y. Wu, "Thoughts on the internationalization of Vocational education in Suzhou," *New West*, vol. 27, pp. 82-83, Sep. 2018.
- [3] Y. Q. Chen and Y. J. Wu, "Discussion on countermeasures for the internationalization of Vocational education in China from the strategic perspective of 'One Belt and One Road'," *Science and Technology Wind*, vol. 18, pp. 43, Jun. 2018.
- [4] S. Liang and X. P. Wu, "Analysis on the internationalization policy of Australian vocational education," *China Higher Education Research*, vol. 5, pp. 97-103, May. 2019.
- [5] W. S. Chen, "Finnish Vocational Education Internationalization Path and its reference: From the perspective of stakeholder Theory," *Vocational and Technical Education*, vol. 22, pp. 68-72, Aug. 2018.
- [6] L. Huo, "The Path and thinking of the internationalization development of vocational education under the background of 'One Belt and One Road'," *Modern Vocational Education*, vol. 22, pp. 86-87, Aug. 2017.
- [7] Y. Q. Zhang, "Strategic Thinking on the International Development of Vocational Education," *Soochow University*, vol. 01, May. 2010.
- [8] W. Jiang, "Research on the internationalization Development of Vocational Education in China under the background of 'One Belt and One Road'," *Hubei University of Technology*, vol. 01, Jun. 2018.
- [9] X. F. Mo and P. Y. Wang, "Research on the problems and solutions of the internationalization development of vocational education," *Guangxi Education*, vol. 11, pp. 10-11, Mar. 2015.
- [10] F. Li, "Inspiration from the internationalization of Vocational education in developed Countries to the reform of Higher Vocational Education in Jiangsu," *Journal of Sanmenxia Vocational and Technical College*, vol. 3, pp. 32-35, Sep. 2013.