

Exploration on the Internationalization Model of Vocational Education in Yunnan under the Background of "One Belt and One Road"

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Abstract: Under the background of "one belt and one road", the internationalization of vocational education in Yunnan is facing unprecedented opportunities. However, the internationalization process of vocational colleges in the province is at a relatively preliminary stage, and the research on this topic is still near blank. Starting from the location advantage of Yunnan Province under the strategic framework of "one belt and one road", this paper analyzes the opportunities, current situation and existing problems faced by the internationalization of vocational education in Yunnan, and puts forward some new models worth exploring and practicing for this topic, which has certain reference significance for promoting the practice of internationalization of Yunnan vocational colleges. Finally, the author puts forward the problems that vocational colleges themselves can not solve at present, but must face, for everyone to discuss together.

1. The Opportunities and Current Situation of the Internationalization of Vocational Education in Yunnan Province

1.1 Opportunities for the Internationalization of Vocational Education in Yunnan Province.

At the end of 2013, the strategic concept of "one belt and one road" was put forward. In early 2015, the National Development and Reform Commission, the Ministry of Foreign Affairs and the Ministry of Commerce jointly issued the "Vision and Action for Promoting the Construction of the Silk Road Economic Belt and the 21st World Maritime Silk Road". Accordingly, Chinese enterprises began to invest and cooperate with nearly 50 countries along the "one belt and one road" zone, and the "one belt and one road" economic zone was open. In April 2016, "Some Opinions on Opening Education to the Outside World in the New Period" was issued. In July, the Ministry of Education issued the "education action" to build the "one belt and one way" economic zone, putting forward a new pattern of education opening to the outside world. The new national strategy and economic development situation put forward new requirements for the internationalization of education in China. Higher education, as the most important stage of talent cultivation, is facing new opportunities and challenges for international development. Vocational education, as an important part of higher education, has an irreplaceable advantage in cultivating skilled talents with high cultural quality, and naturally becomes an important export force for talents in the "one belt and one way" strategy.

Yunnan Province is located in the junction of East Asia, Southeast Asia and South Asia. It can reach Hanoi, Bangkok, Singapore and Yangon through the Pan-Asian Railway, communicate with the Indian Ocean through Myanmar and Bangladesh, and then connect with Europe in the northwest and Africa in the southwest. Such unique geographical advantages make Yunnan one of the most important hub of the "one belt and one way" strategy. In the process of implementing the strategy of "one belt and one road", many industries in Yunnan have more advantages than those in other provinces in terms of resource possession, information exchange and policy support. Therefore, with the increasing demand for technical and skilled talents, vocational education in Yunnan Province is facing excellent opportunities for internationalization.

1.2 Current Situation of Research on the Internationalization of Vocational Education in Yunnan Province.

According to the report of "Survey on the Internationalization Development of 100 Vocational Colleges" in 2014, only 3.23% of the 100 vocational colleges surveyed are from the western region, so the results have little reference significance for the internationalization status of Yunnan vocational colleges. The information of existing member units of the China Association for International Exchange of Education shows that only 3 of the 41 Vocational Colleges in Yunnan Province have joined the association, accounting for only 7.3%. In addition, there are only two papers related to the internationalization of Vocational Education in Yunnan Province in China HowNet (<http://kns.cnki.net>). It can be seen that there is almost no research on the internationalization of Vocational Education in Yunnan Province. Under the double advantages of the unprecedented urgent need and the excellent opportunities, for internationalization of Vocational Education in Yunnan Province, there is still a considerable gap between the current situation and the theoretical expectations of it.

2. Current Situation of Internationalization of Vocational Colleges in Yunnan Province

With the introduction of the strategy of "one belt and one road" and the policies on Vocational Education in the country, it has entered a new stage of development. The concept of internationalization of vocational education has been deeply rooted in the hearts of the people. Vocational education in Yunnan Province is also actively responding to the call of the state, and has set up specialized institutions for international exchanges to promote the process of international exchanges and cooperation. However, due to late start, lack of successful experience to learn from, and the immature policy system, the internationalization of vocational education is still at a relatively elementary stage, and it can not really reach the goal of delivering talents to the economic cooperation projects under the "one belt and one way" framework.

2.1 The Concept of Internationalization is Deeply Rooted in People's Hearts, but there are Few Successful Landing Cases that can be Popularized.

Referring to vocational education, "internationalization" has become an inevitable strategic planning and development trend. However, in the process of practice, for many reasons, most vocational colleges stay in the establishment of specialized agencies, the establishment of rules and regulations, the contact with overseas related institutions, the inspection of similar institutions abroad, and the signing of cooperation agreement. There are few projects that can really train front-line talents for the development of economic cooperation under the "one belt and one way" framework. The goal of internationalization of vocational education can not be really achieved.

2.2 Short-term Exchange Programs Dominate, while Deep-Level Education Programs are Scarce.

It is understood that most of the international exchange projects in Yunnan Vocational Colleges belong to short-term study tours. Whether teachers and students sent abroad for training or foreign students brought in, their duration of study and communication is usually not longer than three months. Apart from the successful implementation of a few cross-border vocational skills training and appraisal projects in Yunnan Vocational and Technical College of Communications, the international exchanges of most other institutions are focused on short-term projects such as cross-border visits and short-term tours. Moreover, in the course of short-term project training, the understanding of foreign traditional culture, the teaching of daily language and the tour of local representative landscape account for most of the content of curriculum arrangement, then the teaching of real technical skills is extremely limited. Therefore, at the present stage, the significance of international exchange projects in terms of "momentum" and "efficiency" is more than the significance of personnel training and transportation.

2.3 The Curricula of Foreign Students are not Scientific Enough, and the Introduction of Diploma Education is Less.

Due to the lack of clear standards and norms, there are only a few demonstration projects for the training of foreign students in the province. But even for those projects, there were no clear and standardized curriculum and vocational qualification standards. They were completed by the understanding of the relevant leaders of colleges. Although some achievements have been made, there is still a long way to go to truly achieve the goal of international talent training. Therefore, most of the foreign students studying in Vocational Colleges in the province are non-academic education students. Their willingness to obtain the academic certificates or relevant qualification certificates of Vocational Colleges in the province is weak.

3. Innovation of Internationalization Model of Vocational Education in Yunnan Province

3.1 Pay close Attention to the Government's Trend, Meet the Exact Demand of Talent Export, and Look for Cooperation Opportunities.

Under the strategic framework of "one belt and one road", local governments are responding to the call of the state to implement cooperation in different projects. As a hub for radiating South Asia and Southeast Asia, Yunnan has been active in cooperation with Singapore, Malaysia, Thailand, Burma, Laos, Vietnam and other countries along the way, whether they are government or non-governmental organizations. This kind of cooperation will inevitably put forward new requirements for talent supply. Vocational colleges need to pay close attention to all kinds of cooperation, understand the real needs of the project for talents, and adjust their own personnel training programs, so as to solve the problem of inconsistency between talent output and demand, from the root. At the same time, vocational colleges can also seek opportunities to cooperate with the government and adopt order-based training. On the one hand, it can solve the problem of employment of domestic graduates abroad, on the other hand, it can also provide precise supply services for enterprises invested abroad, so as to truly achieve the purpose of education serving economic development and improve the internationalization level of Vocational Education in Yunnan province.

3.2 Taking Chinese Language Teaching As the Medium, Introduce Students from East and South Asian Countries.

Based on the cooperation projects between enterprises in China and countries in East and South Asia, precise export of vocational college graduates is a way to export vocational education talents. However, from the perspective of overseas joint ventures, in addition to the cumbersome formalities and increased costs, there is still a difficult problem to solve--the incompatibility caused by the lack of understanding of local culture and customs by domestic personnel. Even if the enterprise can avoid and reduce the risk of conflict with careful and rigorous management, the ignorance of local culture can easily lead to the failure of all kinds of business. Therefore, it is the best choice to select some local employees. It is a good way to absorb local employees who meet the needs of enterprises and send them back to domestic vocational colleges for targeted skills upgrading and language and culture training. As long as it is properly operated, this method is beneficial to vocational colleges, employing enterprises and talents themselves.

3.3 Seek Cooperation Opportunities with Overseas Counterparts to Train Talents Urgently Needed by Local Enterprises.

Select overseas cities in which government and enterprise cooperation projects are relatively concentrated. Visit and investigate local equivalent institutions, and seek opportunities for cooperation in running schools. Once successful, resources can be shared to the greatest extent and targeted personnel training and output can be achieved at the lowest cost. Under this mode, we can achieve in-depth cooperation in such ways as teacher assignment, student exchange and cooperative school building. While schools provide qualified talents for enterprises, the needs of enterprises will

in turn prompt colleges and universities undertaking the task of personnel training to optimize their teaching system and improve the quality of personnel training.

3.4 Optimize the Talent Training System and Improve the Quality of it.

It is not difficult to find that most vocational schools lack objectivity and scientificity in the process of professional cluster construction. This makes the talent training of vocational colleges divorced from the real needs of social employment. And also, according to the existing professional talent training programs and standards of vocational colleges, in addition to the compulsory subjects prescribed by the Provincial Department of Education, the arrangement of many courses does not highlight the key quality and skills needed for the major. Obviously, in the process of formulating talent training program, the phenomenon of "emphasizing reference rather than investigation" is quite common. Therefore, the output of some professional talents in vocational colleges can not really meet the needs of employment, and graduates lack employment competitiveness. In terms of training foreign students, vocational colleges in the province generally stay at the level of culture and language teaching. They have no fixed teaching systems or standards, no specialized teachers, no fixed operation and evaluation process, but temporary organization team to receive short-term students. Such a teaching system, of course, is not enough to support vocational colleges to go abroad, nor to attract foreign students to China for academic education. If vocational colleges want to truly internationalize, they need to work hard first on the quality of their own talent training. This includes the continuous improvement of professional construction planning, personnel training program, management control process, teachers, cultural concepts and other aspects.

4. Some Thoughts

The above-mentioned modes of internationalization of Vocational Education in Yunnan Province are all based on the premature design of relevant policies, systems, standards and norms of national vocational education. However, if vocational education wants to become a talent training base that truly serves the needs of social and economic development, exists for a long time and plays a role, unified standards and clear policy guidance are indispensable. Therefore, both the government and the vocational colleges themselves need to actively work and explore, and both sides need to maintain close cooperation and high consistency.

4.1 Provincial Governments Need to Give Full Play to their Own Advantages.

Open up international channels for vocational colleges, and gradually eliminate barriers to convergence through consultation with foreign government agencies on threshold issues such as standards, norms and processes. At the same time, in terms of funds and information exchange, the government needs to provide adequate support for vocational colleges, so as to truly implement the support for vocational education.

4.2 Vocational Colleges Need to Face up to Their Inherent Shortcomings.

Actively and continuously revise, and constantly improve their quality of running schools. At the same time, they should actively respond to the government's call and take the initiative to undertake the necessary social service tasks, so as to accumulate experience and promote their all-round development.

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