

The path for promoting Sino-foreign cooperative education in higher vocational education

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Abstract: With the development of globalization, Sino-foreign cooperation in higher vocational colleges has become an important part of the internationalization of education. However, due to the differences in their respective cultures, education systems and governance mechanisms, Sino-foreign cooperation in running schools is facing many challenges and difficulties. How to coordinate the governance of Sino-foreign cooperative school programs, promote the positive interaction of multiple subjects, and achieve common development has become an urgent problem for us to solve. This paper will discuss the collaborative governance methods of Chinese-foreign cooperative educational projects in higher vocational colleges from three aspects of the motivation of collaborative governance, model construction and optimization path, and provide ideas and suggestions for the development and improvement of this field.

Key words: higher vocational colleges; Education; Chinese-foreign cooperation in running schools

1. The motivation of cooperative governance: The dilemma of Sino-foreign cooperative education in higher vocational colleges

1. The failure of unitary subject management driven by project

In Sino-foreign cooperative education, due to the project-driven result, the management system of higher vocational colleges shows a trend of unity, that is, “project positioning, project leadership, personnel coordination and financial management”. At this time, the original organizational structure, management process and personnel allocation of colleges and universities can not meet the needs of cooperative education, leading to the failure of management level. Moreover, due to the unified main management, the school also relies too much on the project management, the project leadership is mastered by the foreign party, the internal management is weakened, which brings certain risks to the university.

2. The loss of multiple subjects in open school running

In Chinese-foreign cooperation in running a school, the school is not only responsible for the education and management of its own students, but also needs to face the students and teachers from foreign schools. The participation of foreign students and teachers makes the running system of higher vocational colleges more diversified. However, because these foreign students come from different backgrounds and cultures, the management of the school has also brought many problems, such as the inadaptability of the management system, the difference of teaching methods, the difference of language and culture. At this time, how to solve the problem of dislocation of multiple subjects, strengthen communication with foreign schools, and improve the supervision of schools has become a difficult point in Chinese-foreign cooperation in running schools.

3. The misalignment of school-running goals in the interest game

Another dilemma of Sino-foreign cooperation in running schools is the misalignment of educational objectives. Higher vocational colleges often choose to cooperate with foreign schools that are not of high standards because of interest factors. For higher vocational colleges, although such cooperation can bring certain resource advantages and financial support, in the long run, such cooperation mode is not conducive to the development of higher vocational colleges. In order to achieve their own goals, some foreign schools may have some improper behaviors in the aspects of education quality, curriculum design and teaching methods. As time goes by, these problems will lead to mismanagement of educational goals, affect the reputation and quality of education of the school, and make the learning experience of students unsatisfactory.

2. Model construction of collaborative governance: governance mechanism of Sino-foreign cooperative education projects in higher vocational colleges

1. Influencing factors of collaborative governance

There are many influencing factors of collaborative governance, including policy environment, economic environment and cultural environment. On the one hand, the policy environment is one of the key factors affecting the Sino-foreign cooperative school-running projects. The formulation of relevant government policies will directly affect the promotion and development of Sino-foreign cooperative school programs. On the other hand, the change of economic environment will also have an impact on Sino-foreign cooperative school programs. For example, economic recession will make it difficult to guarantee the funding of Sino-foreign cooperative school projects, which will affect the development of the projects. In addition, the difference of cultural environment will also affect the operation of Sino-foreign cooperative school programs. Cultural differences in different countries may lead to difficulties in communication and coordination between cooperative teams.

2. Operation process of collaborative governance

The operation process of collaborative governance consists of three stages: prevention, response and error correction. In the prevention stage of a Sino-foreign cooperative school-running project, it is necessary to establish an effective governance mechanism, clarify the objectives and development plans of the project, and establish a set of scientific assessment system to ensure the smooth progress of the project. At the same time, in the response stage of Chinese-foreign cooperative school projects, the governance mechanism needs to find and solve the problems arising in the project in a timely manner. According to different problems, different governance strategies and measures should be formulated to reduce project risks as much as possible and ensure the smooth progress of the project. Finally, when mistakes are corrected in Chinese-foreign cooperative school-running projects, the governance mechanism needs to take timely measures to correct mistakes and establish corresponding cases to provide reference for future project advancement.

3. Ensuring the effectiveness of collaborative governance

The effectiveness guarantee of collaborative governance includes two aspects: system guarantee and talent guarantee. On the one hand, the system guarantee is the precondition to realize the effectiveness of collaborative governance. A set of scientific governance mechanism should be established, including governance process, governance norms and governance standards, to ensure the smooth progress of the project. On the other hand, talent security is also crucial to the effectiveness of collaborative governance, and professional talents are needed to be responsible for the implementation and governance of the project. The project leader should have a certain international vision and keen risk response ability, and be able to find and solve the problems encountered in the project in a timely manner.

3. The optimization path of cooperative governance of Chinese-foreign cooperative education projects in higher vocational colleges

1. Promote the positive interaction of multiple subjects and optimize the starting conditions with the consensus of goals

The success of Chinese-foreign cooperative programs in higher vocational colleges often depends on the degree of optimization of the initial conditions. In the process of realizing this goal, the most critical part is to promote the positive interaction of multiple subjects with the goal consensus, and then optimize the initial conditions. On the one hand, the relevant personnel of higher vocational colleges need to fully understand the cultural background, economic development level and social background of their partners, and carry out non-governmental diplomatic activities to promote mutual understanding and exchanges in all aspects. For example, domestic higher vocational colleges cooperate with universities in a certain country to carry out courses of a certain specialty, but the local teaching environment and cultural background are very different from those in a certain country. At this time, the relevant personnel of higher vocational colleges can give the partners a better understanding of the Chinese culture and education system through field investigations and student visits, so as to ensure that the cooperation between the two sides starts from the same starting point. On the other hand, it is necessary to maintain multiple communications and exchanges with partners before cooperation, so as to promote the positive interaction of multiple subjects. Through multiple talks and consultations, the two sides can reach a consensus and clarify the ways and contents of cooperation to ensure that the interests of both sides are fully guaranteed. For example, higher vocational colleges cooperate with universities in a certain country to carry out courses for a certain specialty, but the partner wants to use the textbooks and teaching methods of that country. At this time, higher vocational colleges need to fully communicate with partners, clarify the teaching concepts, teaching methods and textbook contents of both sides, and make detailed provisions in the cooperation agreement to ensure smooth cooperation.

2. To realize the “double engine” drive by organizational design and strengthen the leadership

(1) Double engine drive

The development of Sino-foreign cooperative educational projects in higher vocational colleges needs multi-party cooperation, among which the colleges and the partners are the two important subjects. We can compare them to a twin-engine airplane, in which the university is one engine and the partner is the other. Only when the two engines work together can the whole plane take off. Specifically, higher vocational colleges need to select special leading groups to formulate project plans and management systems. These leaders must understand various legal and compliance requirements and be experienced in foreign exchanges. At the same time, they need to fully communicate with partners, understand each other's needs, formulate cooperation plans, analyze risks, and ensure the smooth implementation of projects. It is worth mentioning that the communication between higher vocational colleges and their partners needs to establish a relationship of mutual trust, a common goal of both sides and a benign cooperative relationship of mutual benefit and win-win. Only in this way can the benefits of both parties be maximized in the process of project implementation.

(2) Strengthen leadership

The successful implementation of Sino-foreign cooperation in higher vocational colleges requires not only the efforts of the leading group, but also the support of various departments. Therefore, higher vocational colleges must strengthen their leadership in organizational design to ensure the coordination among all departments. In practical terms, higher vocational colleges need to establish a good organizational structure and administrative management system to allocate and manage the personnel and resources involved in these projects. In addition to the leaders, they also need to have special personnel responsible for the organization, implementation and management of the projects, as well as the coordination and training of other relevant personnel. In practice, higher vocational colleges can learn from the practice of cultivating outstanding talents, establish a team management system, formulate specific study, work and assessment plans, and implement management by objectives. In addition, leaders should coordinate cooperation among various departments,

formulate reward and punishment systems, and create a cultural atmosphere of mutual trust, cooperation and win-win results to enhance the efficiency and quality of project management.

3. Promote cross-border governance by jointly building policy systems and building institutional guarantees

Although Sino-foreign cooperation in higher vocational colleges has brought many advantages, there are certain risks and difficulties in it. It is necessary to establish a co-construction policy system to guarantee and standardize the system at the institutional level, so as to ensure the smooth promotion of the project and the stability of cooperation. The following four points are discussed: 1. Clarify the rights and obligations of both parties, so as to ensure the stability of the cooperative school-running projects. In the policy system, it is necessary to clarify the roles and responsibilities of the Chinese and foreign institutions in the cooperation. At the same time, the funds, time and human resources required for the cooperation project should be planned in detail and included in the policy system to ensure the sustainable development of the project. 2. Standardize and formulate according to the national policies of higher vocational education and the relevant provisions of international cooperation in running schools. When establishing the policy system, it is necessary to take into account the differences in domestic and foreign laws, administrative and educational policies, as well as the corresponding solutions, so that the policies are in line with international practices and the development trend of higher vocational education. 3. Establish the corresponding management mechanism. Including two-way joint cooperation mechanism between the two universities, project management mechanism, fund management mechanism and other supporting mechanisms. At the same time, the policy system should make clear the incentive measures and punishment measures for cooperation projects, and make timely correction and punishment for violations of cooperation regulations.

4. Information technology should be used to promote the close linkage of all links and smooth the coordination process

In the optimization path of cooperative governance of Chinese-foreign cooperative educational projects in higher vocational colleges, it is very important to use information technology to promote the close linkage of all links and smooth the collaborative process. Information technology has become an essential tool of modern management, which can greatly improve the efficiency of collaborative work and enhance the accuracy and scientificity of management. The following, will be elaborated on this point, and enumerate the actual case to illustrate.

On the one hand, information technology can play a closely linked role in all aspects of a project. In a Sino-foreign cooperative school-running project, there are many work links involved, such as project approval, enrollment, curriculum arrangement, teaching management and so on. If the work of each link is isolated, it is difficult to achieve efficient collaboration. However, if information technology is used, these links can be connected to form a closely linked network, so that all work can be carried out conveniently and efficiently. For example, now many schools have adopted the student information management system, students can choose courses, examination score, graduation thesis submission and other operations on it. All these operations are completed in one system. With the help of information technology, the interaction between students and teachers becomes closer. This is one of the cases where information technology helps all aspects to be closely linked.

On the other hand, information technology can also smooth the collaborative process. Collaborative management is a cooperative working style that requires communication and exchange among all parties. If the flow of information is not smooth, then collaborative work will be difficult to carry out. However, if information technology is used, the transfer of information becomes much easier. For example, using email, short message, wechat and other tools can make communication more convenient. In this way, the smooth flow of information can be maintained in all aspects of project management, so as to ensure efficient collaborative work. As another example, many schools now use web conferencing systems for teleconferencing. This way not only saves time and money, but also makes it easy for people from different districts to coordinate and communicate. This is another example of the smooth and collaborative process of information technology.

Conclusion: Sino-foreign cooperation in higher vocational colleges is an important embodiment of education internationalization and an important way to promote international exchanges and cooperation. However, in practice, Sino-foreign cooperative education projects are faced with various problems and challenges, and collaborative governance has become an important guarantee for the common development of the projects. This paper puts forward some ideas and suggestions from the three aspects of the motivation, model construction and optimization path of collaborative governance, hoping to play a certain guiding role in the development and improvement of Sino-foreign cooperative education projects and promote the internationalization process of higher vocational education.

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