

Enlightenment from the New Paths of Overseas Education in Vocational Training of Multiple Countries

Ma Liwu, Liu Jinhan

Shenyang Normal University, Shenyang City, China

Since the reform and opening-up, China's vocational education has actively pursued a combined strategy of «bringing in» and «going out», vigorously promoting international cooperation and exchanges, and forming a diversified and flourishing cooperative landscape in the field of vocational education. However, on the whole, the internationalization level of China's vocational education is relatively low. Although there has been considerable output of educational programs in recent years, the overall focus is still on introducing international experience and educational models. The quality and scale of overseas vocational education in China need further enhancement. This paper analyzes in detail the overseas vocational education models of Germany, Japan, and Russia, and examines the experiences and characteristics of their overseas vocational education endeavors. Based on this, it proposes a series of targeted suggestions addressing the development challenges and opportunities of internationalization in China's vocational education. Reforms and innovations are suggested in areas such as school-enterprise cooperation, talent cultivation, and cooperative education, to improve the internationalization level and adaptability of China's vocational education.

Keywords: *vocational education; overseas education; belt and road initiative.*

In 2024, marking the beginning of the next glorious decade for jointly building the Belt and Road, China's vocational education has actively responded to the Belt and Road Initiative, with high-quality vocational colleges such as those under the national «Double High Plan» actively exploring overseas markets and seeking cross-border education models that align with enterprises' «going-out» strategy. Currently, domestic scholars have produced numerous research results on the development of overseas vocational education in China. Xiao Jun analyzed the necessity and existing issues of overseas education in *The Development Types, Characteristics, and Promotion Strategies of Overseas Vocational Colleges*, exploring the implementation path for talent cultivation in overseas education from three dimensions: educational philosophy, the cultivation system for talents with international characteristics, and the integration of international information teaching resources. Zhang Shu et al. conducted an empirical analysis of the practical paths for overseas education of vocational colleges in China based on 82 vocational colleges nationwide, proposing that top-down design should be emphasized, inter-school and school-enterprise synergistic effects should be leveraged, and national standards should be established to better promote overseas education in vocational colleges. Meanwhile, domestic scholars also focus on the overseas education experience of developed countries. Wang Xiangrong et al. reviewed and analyzed the overseas vocational education experience of developed countries such as Australia and the United Kingdom in *A Brief Discussion on the Overseas Vocational Education Experience of Developed Countries and Its Enlightenment to China*, providing experience for China's overseas education

endeavors. In general, current research in China concentrates on the study of overseas vocational education under the policy guidance of the Belt and Road Initiative, lacking a feasibility analysis of foreign education experience for China's education from specific fields. This paper will analyze the specific measures for overseas education in Germany, Japan, and Russia, aiming to provide references for specific teaching fields in China's overseas education.

I. Research Background of Overseas Vocational Education in China

1). The Development Reasons for Overseas Vocational Education in China

Policy Orientation of the Belt and Road Initiative. The massive overseas investments have made Chinese enterprises urgently need to cultivate a large number of local workforces with skilled techniques, familiarity with Chinese technical equipment and processes, understanding of Chinese culture, and proficiency in Chinese. The uneven development of vocational education in countries along the Belt and Road Initiative makes it difficult to support the demand for high-quality skilled talents in industrial frontlines. Local employees have limited Chinese language abilities and struggle to integrate with Chinese corporate culture. These factors have hindered the in-depth and sustainable development of Chinese enterprises locally, while also impacting the industrialization and improvement of people's livelihoods in the project-hosting countries. In the process of jointly building the Belt and Road Initiative, vocational education has always played an important role. By promoting cooperation in vocational education among countries participating in the Belt and Road Initiative, vocational education has cultivated a large number of international local technical and skilled talents for related countries and Chinese enterprises, promoting high-level development in China's foreign economic and trade cooperation and cultural exchanges.

The Need to Spread China's Cultural Strength. At the 20th National Congress of the Communist Party of China, General Secretary Xi Jinping specifically pointed out the need to «enhance the dissemination and influence of Chinese civilization, uphold the position of Chinese culture, tell China's stories well, disseminate China's voice well, present a credible, lovely, and respectable image of China, and promote Chinese culture to better go global». Vocational education has the dual functions of skill dissemination and cultural dissemination. The overseas establishment of Chinese vocational education is becoming a new support point for China's education opening-up and a new carrier for Sino-foreign economic, trade, and humanities exchanges and cooperation. The «going out» of Chinese vocational education standards can not only enhance the international influence of Chinese vocational education but also drive Chinese standards to go global.

Requirements for Building a Modern Vocational Education System. The Notice of the General Office of the Ministry of Education on Accelerating the Key Tasks for the Construction and Reform of a Modern Vocational Education System emphasized in July 2023 the formation of a batch of vocational education

standards, resources, and equipment systems with high international influence by 2025, continuously building the international brand of Chinese vocational education, establishing mechanisms for the cultivation, development, and promotion of international vocational education brand projects, and enhancing the international influence and competitiveness of Chinese vocational education. Improving China's capacity for overseas vocational education and promoting the internationalization of vocational education is the only way to build a modern vocational education system.

2). Overview of the Current Status of Overseas Vocational Education in China

Ma Shuchao, Vice President of the China Vocational Education Society, pointed out that higher vocational education has unique advantages in enhancing the international influence of Chinese education and represents a new track for enhancing China's international discourse power in education. In recent years, with the advancement of the Belt and Road Initiative, the pace of «going out» for China's vocational education has significantly accelerated. Data shows that from 2010 to 2022, the number of Sino-foreign cooperative vocational education projects grew from 313 to 1,034, covering more than 200 vocational colleges in 28 provinces, autonomous regions, and municipalities, which have established or signed agreements to construct over 400 educational institutions and projects in 75 countries and regions. These projects not only gradually expanded to cover more target countries but also span multiple regions from Asia to Africa, with countries along the Belt and Road Initiative occupying a dominant position. The cross-border output of Chinese vocational colleges mainly establishes overseas educational institutions based on their professional characteristics and the economic development and industrial structure of the host country, conducting overseas employee training for Chinese enterprises «going out» while also developing teaching resources for Asian and African countries. In addition, China has launched «Chinese + Vocational Education» special projects in more than 40 countries and regions, providing vocational education and training, as well as employment and development opportunities, for students from various countries.

Specifically at the implementation level, the ways for China's overseas vocational education include but are not limited to establishing overseas educational institutions such as Luban Workshops and conducting «Chinese + Vocational Education» special projects. These initiatives aim to promote youth employment and improve people's livelihoods in countries along the Belt and Road Initiative, becoming new carriers for Sino-foreign economic, trade, and humanities exchanges and cooperation. The main entities organizing overseas education are concentrated in eastern regions. From the perspective of the main bodies of overseas education, higher vocational colleges mainly come from economically developed regions in China such as Jiangsu Province, Zhejiang Province, Tianjin, Guangdong Province, Shandong Province, and Beijing, with 8 in Tianjin, 6 in Zhejiang, 5 each in Guangdong and Shandong, and 4 in Jiangsu.

Therefore, it can be seen that leveraging coastal locational advantages and the developed vocational education in these regions, higher vocational colleges conducting overseas education in conjunction with local enterprises "going out" is an inevitable result of education internationalization. The strategic deployment for overseas vocational education covers Asia, Africa, North America, Europe, and Oceania.

3). Deficiencies in China's Overseas Vocational Education

Currently, although the number of new overseas branch campus projects in China's «going out» strategy for vocational education has increased year by year, the regional distribution is actually uneven. Among the numerous countries selected for overseas education, Southeast Asian and African countries are still the main target countries for overseas education. The top five countries are Thailand, Cambodia, Myanmar, the United States, and Malaysia, which aligns with the Belt and Road Initiative. Subsequent strategic layouts should consider more comprehensive factors. Meanwhile, differing market demands and competitive environments are also issues that vocational education needs to face when «going out». Market demands vary across different countries and regions, necessitating in-depth understanding of the local job market and industry needs. At the same time, in the face of international competition, it is necessary to improve one's own education quality and international competitiveness. Additionally, the difficulty of cross-border cooperation and talent cultivation is also an issue that vocational education needs to consider when «going out». Cross-border cooperation requires resolving issues such as partner selection, cooperation modes, and benefit distribution. Talent cultivation needs to consider challenges in areas such as the internationalization of student training and the internationalization of the teaching faculty.

II. The Current Status and Characteristics of Overseas Vocational Education in Multiple Countries

1). Overseas Vocational Education in Germany

Germany began cultural and academic exchanges in the 1950s. Currently, Germany has established cultural and academic exchange relationships with nearly 200 countries. Supported by the German government and corresponding exchange institutions, German vocational colleges have accelerated their pace of cooperation with other countries worldwide. For example, the Sino-German «dual system» cooperation began as early as the 1980s, with the joint establishment of the Nanjing Construction Vocational and Technical Training Center. Subsequently, multiple Sino-German «dual system» projects in vocational education were launched in China, involving international metropolises such as Beijing and Shanghai, as well as prefecture-level cities such as Wuxi, Suzhou, and Wuhu. In addition to strong government promotion, the overseas implementation of the German vocational education «dual system» also leverages various non-governmental organizations and other international organizations. For instance, vocational colleges collaborate with the German Academic

Exchange Service and establish corresponding offices both domestically and internationally. In this process, vocational colleges have accumulated substantial practical experience in their overseas «dual system» education, contributing to its overseas promotion and forming a virtuous cycle. In the overseas expansion of German vocational colleges, deep school-enterprise cooperation has become the mainstream model, significantly promoting the internationalization of German vocational colleges. German vocational colleges have enhanced their status and influence in the international community through overseas education and the establishment of corresponding branches. Today, German multinational companies still adopt the «dual system» training model, providing practical operation opportunities for a large number of students from higher vocational colleges.

2). Overseas Vocational Education in Japan

Japan's vocational education is relatively developed and has implemented various effective measures early on to promote the internationalization of vocational education and overseas education. In 1956, Japan's Council for Education proposed the idea of international exchanges. In 1972, the Japan Economic Research Institute suggested piloting internationalization in the field of education. In 1988, the Japanese educational community formally acknowledged the important status of «education internationalization». In 2006, Japan's newly enacted Basic Law on Education officially mentioned overseas education and international cooperation, meaning that overseas education and international cooperation have become important components of Japan's education development strategy, and also indicating that overseas vocational education in Japan holds an equal status with domestic education. This initiative effectively promoted the expansion of overseas education and international cooperation in Japan's vocational education. The overseas promotion model of Japanese vocational education is relatively clear. In the 2016 budget, the Japanese Ministry of Education, Culture, Sports, Science and Technology, based on world economic development trends and to support the development of vocational education in various countries and expand the overseas market for vocational education, regarded vocational education exports as a crucial part of Japan's education package exports. While conducting overseas education and international cooperation, communication and exchanges between vocational colleges and government and enterprise sectors were strengthened, realizing the sharing of relevant information.

3). Overseas Vocational Education in Russia

Currently, Russia is in a stage of steady and slow development for its overseas education. According to the Russian Federation's Ministry of Education and Science, as of 2017, Russia had established 72 overseas educational institutions in 23 countries, distributed across Asia, Europe, and the Middle East. The forms of Russia's overseas education have gradually become standardized, and the Russian federal government has become clearer and more detailed

regarding the purposes, functions, and requirements of overseas education. The newly revised Federal Law on Education of Russia, which took effect in 2013, states the purposes of international cooperation in the field of education at three levels: first, to expand the possibilities for federal citizens, foreign citizens, and stateless persons to receive education; second, to coordinate the collaborative relationships between the Russian Federation and foreign countries and international organizations in the development of education; and third, to improve the mechanisms for the development of international and domestic education. Meanwhile, surrounding these purposes, the law further clarifies the specific directions for international cooperation, including jointly formulating and implementing educational and scientific research plans with foreign countries or international organizations; conducting cooperative scientific research, conducting basic and practical scientific research in the field of education, and jointly carrying out innovative activities; and participating in the implementation of educational programs in a collaborative form. Additionally, the Federal Law on Education specifically addresses «foreign branches or representative offices» of Russian educational organizations in the interpretation of its clauses, stipulating that the establishment, abolition, and economic activities of such overseas educational institutions must comply with the local laws and regulations of the host country. Overseas cooperative education is an effective measure for the overseas development of Russian vocational education.

In recent years, Russian higher vocational education institutions have actively established cooperative relationships with international educational institutions and enterprises, strengthening exchanges and cooperation with foreign educational institutions. This international cooperation not only contributes to the innovative development of Russian higher vocational education but also helps improve education quality and student employment rates. Russian higher vocational education institutions have signed cooperation agreements with many internationally renowned universities, conducted teacher and student exchange programs, jointly carried out research projects, and jointly hosted academic conferences and lectures. This cooperation helps Russian higher vocational education institutions align with international advanced educational ideas and teaching methods, enhancing teaching and research capabilities. Strengthening international cooperation with Russian higher vocational education is an important measure to promote its development, helping to improve education quality, accelerate the process of education modernization, and promote Russian vocational education globally.

III. Enlightenment and Reference from New Paths for Overseas Vocational Education in China

1). School-Enterprise Cooperation

German vocational education is renowned for its unique «dual system» model, emphasizing school-enterprise cooperation in talent cultivation and the close integration of theory and practice in the «dual» educational philosophy and

teaching principles. German vocational education focuses on enterprise needs, closely cooperates with enterprises, and provides students with internship and practical opportunities. When conducting overseas education, relevant educational institutions typically cooperate with local enterprises and governments, combining the «dual system» model with local realities.

Firstly, cooperation with local enterprises. When German vocational education institutions conduct overseas education, they usually establish cooperative relationships with local enterprises. This cooperation facilitates resource sharing between the two parties and enhances the practicality and relevance of vocational education. Collaborating with enterprises allows for an understanding of local enterprise needs and market dynamics, thereby designing vocational education curricula that better meet local actual demands. Secondly, cooperation with local governments. When German vocational education institutions conduct overseas education, they usually establish cooperative relationships with local governments. Government support is conducive to the smooth implementation of vocational education projects and helps disseminate and promote vocational education ideas. By cooperating with the government, German vocational education institutions provide assistance in areas such as technical support and teacher training to improve the overall level of local vocational education. Thirdly, combining the «dual system» model with local realities. When conducting overseas education, German vocational education institutions integrate their unique «dual system» vocational education model with local realities. This means that in terms of curriculum setting, internship projects, etc., German vocational education institutions fully consider local culture, industrial characteristics, and market demands to ensure the successful implementation and sustainable development of vocational education projects.

2). Talent Cultivation

Japanese vocational education values the transmission and development of craftsmanship culture, focusing on students' internal growth while enhancing their external skills. When conducting overseas education, Japanese vocational education institutions usually establish partnerships with local educational institutions to disseminate their vocational education models and experiences, supporting the improvement of education quality and teacher development. Japanese vocational education emphasizes the cultivation of professional ethics and practical abilities. When conducting overseas education, Japanese vocational education institutions typically establish cooperative relationships with local educational institutions, sharing their vocational education philosophies and experiences, especially in terms of professional ethics and practical abilities. They actively share their ideas and successful cases in cultivating professional ethics and practical abilities, which helps other countries understand the characteristics and advantages of Japanese vocational education. In skills training, Japanese vocational education emphasizes the cultivation of students' teamwork awareness, sense of responsibility, innovative spirit, etc., and implements this philosophy into

cooperation projects to ensure the cultivation of talents with comprehensive qualities. Additionally, Japanese vocational education emphasizes the integration of industry, academia, and research, encouraging cooperation among enterprises, schools, and research institutions. When conducting overseas education, Japanese vocational education institutions actively promote cooperation with local industries and research institutions to improve the practicality and relevance of vocational education. In terms of teaching methods, they focus on practical operation and experimental teaching to enhance students' practical and hands-on abilities.

3). *Cooperative Education*

In the field of vocational education, China and Russia have conducted extensive cooperation around tourism, railways, machinery, and other related majors, including the exchange of students, overseas education, short-term study visits, and skill competitions, forming a relatively stable cooperation model. Currently, it is a crucial period for deepening the comprehensive strategic partnership for a new era between China and Russia. Facing the challenges brought by digital transformation, establishing stable cooperative partnerships is crucial. To this end, China and Russia can cooperate and develop around the following three aspects. Firstly, actively promote mutual understanding at the policy level regarding vocational education between China and Russia. Based on a full understanding of digital transformation by both parties, cooperation mechanisms should be established to jointly carry out educational projects and training programs. Secondly, jointly discuss and establish digital talent cultivation programs, conduct cross-school and school-enterprise cooperation, and provide students with diversified learning and practical opportunities. At the same time, establish transnational networks and cross-institution cooperation platforms in the field of vocational education to facilitate teacher and student exchanges, curriculum development, and research cooperation. Additionally, promote the mutual recognition of vocational education qualifications between China and Russia to facilitate the flow of talents.

Thirdly, strengthen cooperation in the field of vocational education informationization. With the acceleration of digital transformation, information technology has become an important driving force for the development of vocational education. China and Russia can cooperate in developing educational resources and platforms, sharing successful experiences in informationization construction, and jointly promoting the application of emerging technologies such as artificial intelligence and big data in vocational education.

In summary, the internationalization of vocational education is an inevitable trend. By analyzing the overseas vocational education experiences of Germany, Japan, and Russia, we can draw valuable enlightenment and references for the new path of China's overseas vocational education. School-enterprise cooperation, talent cultivation, and cooperative education are crucial aspects to consider. By strengthening cooperation and exchanges with international

vocational education institutions, actively exploring new cooperation models, and constantly innovating educational concepts and methods, we can promote the sustained and healthy development of China's overseas vocational education.

IV. Conclusion

In summary, the internationalization of vocational education is an important trend in the current global education development. By analyzing the overseas vocational education experiences of Germany, Japan, and Russia, we can draw valuable enlightenment and references for the new path of China's overseas vocational education. To overcome the challenges faced by China's overseas vocational education, we should enhance cultural communication and understanding, improve language teaching and learning, optimize educational resource allocation, and promote recognition and acceptance of overseas vocational education qualifications. Only through continuous innovation and cooperation can we promote the sustained and healthy development of China's overseas vocational education and contribute to the prosperity and development of global vocational education.

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About the authors:

Ma LIWU, Doctor of Education, Professor, Scientific Director of Graduate School, Shenyang Normal University (China, 110034, Shenyang, Huanghebei Avenue, 253), e-mail: maliwu1211@sina.com

Liu JINHAN, postgraduate student of the School of Educational Sciences, Shenyang Normal University (China, 110034, Shenyang, Huanghebei Avenue, 253), e-mail: maliwu1211@sina.com

Просветление о новых путях обучения за рубежом в многонациональном профессиональном обучении

Ма Ливу, Лю Цзиньхан

Шэньянский педагогический университет, г. Шэньян, КНР

После реформ и открытости профессиональное образование Китая активно следовало комбинированной стратегии «привлечения» и «выхода», энергично продвигая международное сотрудничество и обмены и формируя разнообразный и процветающий кооперативный ландшафт в области профессионального образования. Однако в целом уровень интернационализации профессионального образования Китая относительно низок. Несмотря на то, что в последние годы был достигнут значительный объем образовательных программ, общее внимание по-прежнему уделяется внедрению международного опыта и образовательных моделей. Качество и масштаб зарубежного профессионального образования в Китае нуждаются в дальнейшем улучшении. В этой статье подробно анализируются зарубежные модели профессионального образования Германии, Японии и России, а также рассматриваются опыт и характеристики их зарубежных усилий в области профессионального образования. На основе этого предлагается ряд целевых предложений, направленных на решение проблем развития и возможностей интернационализации в профессиональном образовании Китая. Предлагаются реформы и инновации в таких областях, как сотрудничество школ и предприятий, развитие талантов и кооперативное образование, с целью повышения уровня интернационализации и адаптивности профессионального образования Китая.

Ключевые слова: профессиональное образование, зарубежное образование, инициатива «Один пояс, один путь».

Об авторах:

Ма ЛИВУ, доктор в области образования, профессор, научный руководитель аспирантуры, Шэньянский педагогический университет (КНР, 110034, г. Шэньян, Проспект Хуанхэбэй, 253), e-mail: maliwu1211@sina.com

Лю ЦЗИНЬХАН, аспирант Школы педагогических наук, Шэньянский педагогический университет (КНР, 110034, город Шэньян, Проспект Хуанхэбэй, 253), e-mail: maliwu1211@sina.com

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