

Study on the Internationalization of Liaoning Private Colleges under the Background of “the Belt and Road”

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Abstract—Completely implement the general requirement of “the Belt and Road” construction propelled by our country, and combine with the development characteristics of the education of private colleges in our province to conduct tentative discussion and research on our college talents cultivation mode of “go out” and advanced education mode of “bring in”. The research content of the subject is to conduct a deep research and discussion on the internalization of private colleges in our province and a deeper thinking of the whole education system of private colleges under the background of “the Belt and Road”. From the research background, research contents and research methods, this paper conducts a deep research and discussion on “go out” and “bring in”.

Keywords—under the background of “the Belt and Road”; Liaoning Province; private college; internationalization

I. INTRODUCTION

“The 13th Five-year Plan” of the People’s Republic of China put forward internationalized requirements for domestic vocational education. Completely carry out the general requirements for “the Belt and Road” construction propelled by our country and combine with the development characteristics of private college education in our province to conduct the tentative discussion and research on the talents cultivation of “go out” and advanced teaching mode of “bring in”. The research content of this subject is to conduct a deep research and discussion on the internationalization of private colleges in our province and a deeper thinking of the whole education system of private colleges in order to reach a new leap-forward development.

Reviewing the internationalization level of vocational education in China, we can see that although the internationalization activities of vocational education in China possess comprehensive types and specific objectives, during

the internationalization process, the bring-in of foreign experience and results is very large while the bring-out is few, which manifests the relatively strong one-way characteristic in communication; our country puts more emphasis on accepting advanced development experience and results for vocational education of international society but few of domestic experience and results are known or accepted by other countries, which manifests the weak universality of domestic vocational education; although the newly established projects in international cooperation and communication of domestic vocational education are increasing year by year, only few of universities and colleges participate in, which manifests the insufficient openness of domestic vocational education.

II. STUDY ON THE INTERNATIONALIZATION OF LIAONING PRIVATE COLLEGES UNDER THE BACKGROUND OF “THE BELT AND ROAD”

A. Research Background

Aiming at the research on internationalization school-running of Liaoning private colleges under the background of “the Belt and Road”, Dalian University of Technology and Dongbei University of Finance and Economics in our province have respectively conducted deep research on the theory and practice from “the perspective of how to improve the quality of talent cultivation” and “the selection of motivation, mode and path for internationalization of higher education”. At the same time, universities or colleges in other provinces and cities such as University of International Business and Economics and Jiangsu University have also conducted the research on personnel training paths in term of this activity.

The traditional educational pattern of regular colleges of higher learning is out of date, which cannot meet the development requirements of the era. So, the domestic internationalization of higher education has already become

the urgent requirements for education reform and development. The requirements of internationalized talents of “the Belt and Road” strategy is various. The complete and composite language skills, systematic and innovative thoughts and internationalized education idea and consciousness are all urgently required.

Although inside and outside of our province have all conducted the research on internationalization modes of university and college education under the background of “the Belt and Road”, the internationalization research on the education of private colleges is almost zero. Therefore, this subject will fill up the blank.

B. Significance and Research Value of the Subject

“The Belt and Road” strategy conforms to the requirements of the Chinese Dream and the Great Power Status put forward by President Xi, and even is the new opportunity and challenge for domestic economic development and take-off. The education internationalization of private colleges is an opportunity and also is a new starting point of opening the transformation of domestic education. The internationalization research on private colleges is an inevitable tendency of universities and colleges development, therefore it’s necessary to grasp these opportunities, feasibly analyze the problems they are facing and strive to innovate and keep trying so as to explore a school-running outlet and development mode belonging to Liaoning private colleges and let them build a new level and new characteristics.

III. THE CURRENT SITUATION OF THE INTERNATIONALIZATION OF DOMESTIC PRIVATE COLLEGES

A. The Strong Unipolarity of the International Communication of Domestic Vocational Education

Our country has developed internationalization activities for vocational education on levels of nation, provinces, local places and colleges and has established international cooperation and communication relations with over 30 countries from 5 continents in the world through approaches such as policy dialogue, cooperation in running schools, students’ communication, teachers’ communication & training, cooperative study, and general communication and visit. From 2010 to 2012, in cooperation and communication activities of vocational education in eastern areas in China with international institutions and Hong Kong, Macau and Taiwan, joint school-running accounts for the maximum part of 35%; In addition, communication and visit accounts for 27%; students’ communication and teachers’ communication respectively account for 13% and 10%.

Over years, the introduction of high-quality vocational education resources of international society has always been the main objective of internationalization of domestic vocational education. Since the reform and opening-up, in order to promote the reform and development of private education, our country has been constantly learning the experiences of developed countries and introducing experiences such as “dual system” of Germany, “vocational education of competence-based” of North America,

qualification frame system and training package of Australia, and quality guarantee system of England through many ways.

During the process of learning and referring to international social experience, domestic vocational education field actively explores and forms development experience for vocational education with Chinese characteristics such as “the link between secondary vocational schools and higher education colleges”, “collectivize school-running”, “the construction of model vocational colleges” and “the construction of vocational and educational parks” etc. These experiences promote the development of domestic vocational education, and also make certain contributions to the rapid development of domestic economic society.

International society is very interested in the development experience of vocational education in our country. Meanwhile, 70-80 minister-level officers of various countries attend “China Round-Table Conference”, however, because the reform and development experience of China’s vocational education lack systemic analysis in theory and practice, these contents cannot be introduced to international society, from which we can see that the communication during the internationalization process of domestic vocational education has relatively strong unipolarity.

B. The Poor Universality Results in the Difficulty of Going Abroad and School-Running

Cooperative school-running is the activity type often adopted by our country during internationalization of vocational education. In these projects of cooperative school-running, most of students are from China. After students finish the learning and reach the standard, in addition to obtain the associate degree of China, they can obtain the qualification certificates from foreign cooperative partners, including diploma, advanced diploma, associate degree and certificates, etc. The qualification certificates issued by cooperative partners can be considered as one of application bases of students who want to continue their education in the colleges in the countries or areas of cooperative partners. Although some of vocational colleges in China try to conduct school-running in foreign countries, this situation is rare, and there also are few foreign students who want to obtain the graduation certificates of vocational colleges in China, due to the poor universality of internationalization of vocational education in China.

C. The Vocational Colleges Participating in Cooperative Education Are Not Far-Ranging

The international cooperation of vocational education and communicative activities in China take on the increasing state. Although the growing rate is tremendous, higher vocational colleges participating in cooperative education in China are not far-ranging. In addition, although higher vocational colleges in some provinces also have cooperative school-running projects, the number of projects is still few. So to speak, the vocational education in our country is with small openness.

IV. RESEARCH MEASURES FOR INTERNATIONALIZATION OF LIAONING PRIVATE COLLEGES UNDER THE BACKGROUND OF "THE BELT AND ROAD"

Under new circumstances, how to develop the active role of internationalization research for the education of private colleges in our province is the important content for implementing "the Belt and the Road" strategy and motivating private colleges in our province to tentatively find suitable education mode, and is an important constituent part for the cultivation of international talents with international view who are good at seizing the opportunities and gaining the initiative in the global competition. In order to implement the spirits of "the Belt and Road" and the "go out" of service industry, our country needs to take the following measures to enhance the internationalization level of vocational education.

A. *Serve Enterprises with "Go Out" Services, Promote the Universality of Vocational Education Internationalization and Further Realize "Facility Connection"*

The universality of vocational education mainly reflects in that the contents such as the qualification, courses, systems and experience of vocational education can be accepted and used by other countries. For increasing the universality of vocational education, on one hand, the reform and development experience for vocational education in China shall be systematically analyzed, and when extracting professional education modes in China, seek the vocational education regulations embodied in the development of vocational education of China and actively introduce and popularize the regulations to international society and make efforts to enable the regulations to be known, accepted and used by other countries. During the construction of modern vocational education system, our country formulates a series of development experience for vocational education with Chinese characteristics which reflects the development laws of vocational education. For the summary of development experience of domestic vocational education, the reproducibility of experience shall be noticed. In addition, actively participate in the formulation of vocational education standards of international society or take the lead to develop high-quality vocational education standards to connect the qualification certificate standard and course standard for vocational education with the technical standard system of domestic enterprises and corresponding enterprises in regions and countries covered by "the Belt and Road".

B. *Actively Participate in "the Construction of Macro-Policy Communication System between Multilevel Governments" and Promote the Communication Level of Vocational Education to Further Realize "Policy Communication"*

"Policy dialogue" is an effective mode for promoting the mutual understanding between Chinese and foreign vocational education. The introduction of current situation of development and reform of vocational education in each country and the communication on the problems that all are interested in promote the understanding of respective vocational education between each other. If enterprises want to go out, the talents shall go ahead of the rest. The enterprises established in foreign countries often employ and cultivate

people of the countries where they are located. In order to smoothly conduct education and teaching, it's necessary to participate in communication work between governments and communicate vocational education systems of two countries to enhance the mutual understanding and obtain policy guarantee for international cooperation and communication of vocational education.

C. *Encourage More Domestic Vocational Colleges to Widely Develop the Cooperative School-Running, Teacher-Student Communication, Cooperation & Research with Regions and Countries Covered by "The Belt And Road" to Enhance the Openness of Vocational Education and Realize "the Understanding among People of Different Countries"*

Take full advantage of the possible opportunities provided by China Scholarship Council, Asian Infrastructure Investment Bank and import and export banks and motivate these vocational colleges and industrial enterprises in those provinces and cities to develop substantive cooperation between countries and regions covered by "the Belt and Road" together.

D. *Enhance Basic Ability and Construct the Professional Service Platform*

"The Belt and Road" involves so many countries and there exists large differences in socio-economic development status of these countries, among which, some of them are in the status of factor-driving development, some of them are in the status of efficiency-driving development and the others are in the status of innovation-driving development. The social systems of these countries are so different that it's necessary to cultivate a professional team of education experts who will focus on regions and countries covered by "the Belt and Road" to, in the long run, trace the current development situation and tendency of social and occupational education in these countries. Set specialized projects and collect occupational education data of relevant countries to form a database. Construct a professional service platform which can provide professional counseling services for vocational education under "the Belt and Road".

E. *Improve International Development Ideas of Higher Vocational Education*

Ideas are the guidance of action and only establishing internationalization ideas can higher vocational colleges work out a development approach for success. While international concept is that there shall be international strategy thoughts in college management and teachers and students shall possess internationalized vision and consciousness. The education of private colleges, especially the education internationalization work considering the education for overseas students as the important work is now at the frontier of hope, opportunity and challenge. Over many years, our province has been devoting itself to developing international communication and cooperation and exploring a series of specific methods to develop higher education under the wave of internationalization such as establishing cooperative school-running relations with foreign universities and colleges with

suitable conditions and introducing the foreign advantages and education characteristics into domestic colleges and letting cultivated students go to the world; organize and dispatch teachers of colleges to pay a visit to foreign universities and colleges with suitable conditions and conduct communication and cooperation between universities and colleges of both countries.

F. Establish A Teaching Team Possessing International Vision and Vocational Ability

The core of high-quality education resources lies in high-quality teachers. Only constructing the high-quality teachers can other elements be constructed and transformed in succession and can the internationalized and open-type talents be cultivated.

On the issue of how to improve the internationalized vision and occupational ability of teaching staff, we can implement in term of the following aspects: 1) pick over and employ high-quality teachers all over the world and employ international teachers in China; 2) focus on screening overseas returnees to pick over and employ the best; 3) employ foreign experts to work and live in colleges as visiting professors; 4) designedly organize existing teachers to go abroad for training and cultivation and to participate in international academic exchange and cooperative study.

G. Construct the Quality Standards Integrating with International Vocational Education

On one hand, through ways such as foreign countries visit, exchange and summer school etc, Chinese students can understand the world, expand their horizon and master the internationalized competitive abilities and encourage more students to take part in this activity, which not only enriches students' campus life but also lets students learn the advanced knowledge and teaching modes of western countries. On the other hand, we can invite some foreign experts and scholars to visit domestic colleges and convene relevant forums to let the foreign advanced teaching ideas collide and integrate with the modes of domestic private education, absorb the advantages of foreign teaching ideas and get rid of the disadvantages and finally sort out a set of internationalized college-running patterns suitable for private colleges and for better cyclic development and to cultivate more outstanding internationalized talents.

For the research assumption and innovation, based on the perspective of private colleges, under the general background of "the Belt and Road", the subject is to tentatively conduct the internationalized exploration and research. There are great differences between private and public universities and colleges. And the school-running patterns and teaching methods of public universities and colleges are inapplicable to private colleges, therefore private colleges shall combine with their own characteristics and current development situation to explore an approach belonging to themselves and it's even truer for the internationalization of private colleges. Current articles have not involved in the education internationalization research of private colleges, so this subject researches based on the deficiency to explore the new way and method for

international education and to enhance pertinence and effectiveness.

H. Deeply Cooperate with Transnational Enterprises to Improve the Talents Cultivation Mode of Higher Vocational Education

Neither the talents cultivation of higher vocational education nor the cultivation of internationalization quality of talents cannot be conducted without the cooperation between colleges and enterprises. Of course, in order to realize the objective, the selection of collaborative partners shall be noticed and select transnational enterprises as far as possible to develop cooperation because the internationalization degree of these enterprises is relatively high.

At present, a multitude of international enterprises devote themselves to the open-up of Chinese market such as some internationally well-known enterprises including Honda, Toyota and Starbucks etc and they need a mass of local talents in order to expand a broader market.

I. Construct An Internationally Compatible Quality Guarantee System

Quality guarantee system is an important basis of ensuring the cultivation quality of talents of higher vocational education. At present, the domestic quality guarantee system is mainly organized by administration department for education of the government for the assessment of cultivation work level of talents, while in developed countries, commonly the third parties are brought for the quality assessment of vocational education and have developed some mature practices. For example, outside universities and colleges, these kinds of institutions such as England's Higher Education Quality Committee (HEQC) & Quality Assurance Agency (QAA) and Australia's Australian Universities Quality Agency (AUQA) are built, responding to which, the internal quality assessment system are also established by higher vocational colleges in these countries to ensure their college's education and teaching quality. Higher vocational colleges shall actively refer to actions of foreign vocational colleges and construct a complete internal quality guarantee system to conduct the daily monitoring of the implementation process of work of education and teaching.

The internationalization of non-governmental higher education in our province manifests the exploration & innovation and harmonious development under the non-existent or existing internationalization mode. In actual work, it should strengthen the communication and cooperation with foreign universities and colleges, further improve the internationalization level of private colleges and blaze a new trail conforming to our countries' private colleges' teaching method and management system.

V. CONCLUSION

At present an important approach to developing current higher education is education internationalization, for the purpose of realizing the development and improvement of connotation construction of non-governmental higher education, our country is required to, via a door open to the

outside world, research and study international advanced ideas of private universities and colleges of the worldwide major countries to promote the internationalization of China's non-governmental higher education and enhance the connotation and brand construction of China's non-governmental higher education, only by which can private universities and colleges gain a firm foothold in the field of future higher education, and can they compete with domestic state-run universities and colleges to seek development.

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