

Foreign education policy practices, core training, and international exchange and cooperation among Chinese vocational teachers

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Abstract

Higher vocational education, as a vital component of the higher education system, possesses the unique attributes of both higher education and vocational education. In the context of internationalization, higher vocational education serves as a crucial source of training for applied skills and talents. It is imperative that the training of theoretical knowledge and practical skills in higher vocational education keeps pace with the evolving demands of the global job market. The study of the internationalization of vocational education is intricately linked to the development of higher vocational schools and the advancement of higher vocational education in our country. This study employed descriptive research method to investigate the application of Foreign Education Policy Practices, Core Training, and International Exchange and Cooperation in the internationalization of vocational education. The study aimed to describe the profile of respondents in terms of sex, age, years of working, and educational attainment; determine the foreign education policy support in terms of policies and regulations, financial support, international project development, and publicity support; assess the vocational core training as to knowledge, language and vocational skills training; identify international exchange in terms of student, teacher, and educational resources; test the differences in responses when grouped according to the profile; test the relationships among the variables of policy support, training services, professional exchange; and propose an effective amendment scheme for vocational education towards internationalization. The study used a sample of 425 teachers of different genders, ages, years of service, and levels of education from higher vocational schools to evaluation. It was found out that majority of respondents are females aged 36 to 45, working for 11 to 15 years, and obtaining a master's degree having better assessment than others. The result shows that a significant relationship exists and implies that the better the foreign education policy practices, the better the vocational core training; the better the foreign education policy practices, the better the international exchange; the better the vocational core training, the better the international exchange. Based from the results of the study, countermeasures to adapt to the development of vocational education were proposed.

Keywords: internationalization, vocational education, policy practices, core training, international exchange, cooperation

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1. Introduction

The trend of internationalizing vocational education worldwide is evident. Through the vocational education credit transfer mechanism, the European Qualification Framework, and other measures, the European Union has realized the unified standard of European vocational qualifications, creating conditions for the employment mobility and lifelong learning of European workers. As an essential member of the European Union, Germany's vocational education enjoys a high reputation worldwide. In order to promote the reform of the internationalization of vocational education, Germany has realized the compatibility and docking with the European vocational education system by reshaping the vocational qualification certification, reforming the degree system, and building the lifelong learning qualification framework. Australia has issued the National Strategy for International Education 2025 and other documents to ensure the standardization and quality of the internationalization of vocational education by legal means and set up a particular functional organization for the internationalization of vocational education - Education International Development Agency to be responsible for foreign aid programs, including overseas aid for vocational education and training. In addition, the United States, Japan, and other countries have also built international vocational education systems that meet their development needs through education system reform, international curriculum development, and social support. The global development trend of world vocational education is unstoppable.

Foreign education policy is an integral part of the policy of vocational education, and It is also the policy basis and action guide for all kinds of vocational colleges and universities at all levels to carry out international exchanges and cooperation in vocational education (Wang, 2018). The foreign education policy of vocational education has contributed significantly to the internationalization of vocational education. The policy of foreign education of vocational education is a guideline for vocational colleges to carry out internationalization. Foreign education policy needs to reflect the urgent requirements for internationalization policies of vocational education in different periods, regions, and cultural backgrounds to guide vocational institutions in carrying out international exchanges and cooperation. The existence of policy makes the development of education in a certain period have a basis and direction, and vocational education is an essential type of education; internationalization is an indispensable and vital element in its development, which requires that any policy formulation on the internationalization of vocational education must be in line with the status quo and law of the internationalization development of vocational education. Foreign education policy, the perspective of internationalization, refers to a series of prescriptive, guiding, opinion, and planning policies formulated and promulgated by education authorities at all levels or relevant government departments to strengthen exchanges and cooperation with vocational education in various countries, including activities such as cooperation in running schools, recruiting international students, dispatching international students, and training foreign teachers(Wang, 2018).

Students should be educated holistically, focusing on language proficiency and developing knowledge and vocational skills, that is core training. Occupational core competence can be divided into two categories: occupational method competence and occupational social competence. Career method ability includes self-learning, information processing, digital application, and other skills, which are the primary development abilities of individuals to acquire new knowledge and skills in their careers. Professional social ability refers to the ability to communicate with others, cooperate with others, work and live together, including communication with others, cooperation with others, problem-solving, innovation, foreign language applications, etc. Individuals can actively communicate with others coo, operate with others in a particular workplace environment, and achieve work goals. The career core competency system is not closed but can also add some increasingly important competence modules in the workplace, such as leadership, executive, individual, and team management.

First of all, the cultivation of foreign language ability is an indispensable skill in modern society. With the development of globalization, having good communication skills in foreign languages can broaden students' horizons, enhance cross-cultural communication ability, and provide a broader space for future career development. Secondly, cultivating knowledge-ability is an integral part of students' comprehensive quality. Students should master various knowledge areas and develop critical thinking and problem-solving skills through a comprehensive curriculum. This will help students excel academically and lay a solid career foundation. Finally, vocational competency development is one of the ultimate goals of education. Students should enhance their professional skills in specific fields and develop professionalism such as teamwork and leadership through practical experience, internship opportunities, and career-oriented training. Such comprehensive training aims to make students more competitive in the future workplace and able to adapt to the rapidly changing social and professional environment.

The concept of international exchange and cooperation in higher vocational colleges has yet to be universally defined. Some scholars believe that the global exchange and cooperation of higher vocational education is the internationalization of higher vocational education. Some scholars also concluded from the practical links that international exchanges and cooperation in higher education can be summarized into the following six aspects: paid services carried out through cooperation, personnel exchanges, cooperation in running schools, sharing teaching resources, cooperative scientific research activities, and services provided through the Internet (Lin, et. al.,2003). Based on the form of international exchange and cooperation in higher vocational colleges, other scholars proposed that personnel exchange and cooperation, Sino-foreign cooperation projects, and sharing of educational resources and paid services are essential components of international exchange and cooperation in higher vocational colleges (Mo, et. al.,2019). In the literal sense, communication means that one gives what one has to the other, while cooperation means working together or accomplishing something together for a common purpose. Whether it is communication or cooperation, two or more subjects have their interest demands, and the main goals pursued by each subject may be the same or different. Still, each subject produces communication and cooperation to realize its interests.

With the in-depth development of globalization, international exchanges and cooperation have become the engines of joint development in all fields. In this context, vocational education is crucial for cultivating practical skills and adapting to market needs. It focuses more on connecting with the international world, drawing on the latest education concepts and resources. Chinese vocational education actively involves internationalization and promotes academic and cultural exchanges between students across national boundaries. Through international exchange programs, students will interact with their peers from different countries, broaden their horizons, and enhance their understanding of different cultures. This communication not only helps to improve the students' language communication skills but also develops the skills of cross-cultural cooperation, which provides valuable experience for their future in the global workplace. In the communication between teachers, China's vocational education has strengthened the professional exchanges and cooperation between teachers through cooperation with the international education community. Teachers are involved in international seminars and training programs, sharing teaching experience and education concepts, thereby improving the level of teaching. This kind of transnational teacher communication not only helps to introduce international advanced education ideas and methods but also provides more innovative ideas for China's vocational education and promotes the continuous progress of education teaching. The international exchange and cooperation of education resources are essential to China's globalization of professional education. By sharing advanced vocational skills training resources, high-quality textbooks, and advanced education technology with other countries and regions, China's professional education can better meet the market needs and improve the international competitiveness of the trained professionals. This resource exchange cooperation helps to build a more open, diverse education system and promotes the globalization of education in China.

In the current trend of globalization, Chinese vocational education teachers play a crucial role in international exchanges and cooperation. They not only need to cope with the educational trend of internationalization but also actively participate in the global education community to promote the development of vocational education in China. China's vocational education teachers play a bridging role in foreign policy support. The open policy

formulated by the government provides a broad international exchange platform for vocational education and encourages teachers to participate in international projects and cooperate sincerely. Teachers play a crucial role in developing students' competencies, especially in preparing students to be globally competitive. Through international exchange programs, teachers can guide students to broaden their subject knowledge, improve their language communication skills, and develop intercultural cooperation skills. Professional communication effectively allows teachers to improve their level and introduce advanced educational ideas. In international cooperation, Chinese vocational education teachers can continuously expand their professional horizons and absorb advanced international vocational education concepts and practical experience by participating in international seminars and cooperative research projects.

This study aims to explore the policy practices of China's vocational education in terms of internationalization and analyze the potential impact of these policies on China's vocational education system, especially internationalization, by studying the situation of core literacy training of students, evaluating the practical effectiveness of these training activities in improving students' professional skills and students' academic achievement in the context of internationalization; To explore how vocational education in China can optimize educational concepts and explore teaching practices through international exchange and cooperation programs, and the role and challenges of these activities in promoting education internationalization. Based on the above findings, specific suggestions are put forward to optimize the existing international development of vocational education and improve the quality and international competitiveness of China's vocational education.

Objectives of the Study - This study determined the Foreign Education Policy Practices, Core Training, and International Exchange and Cooperation Among Chinese Vocational Teachers. More specifically, it determined the foreign education policy support in terms of policies and regulations, financial support, international project development, and publicity support; assessed the vocational core training as to knowledge, language and vocational skills training; identified international exchange in terms of student, teacher and educational resources; tested the relationships among the variables of policy support, training services, professional exchange; and based from the findings, proposed a program for vocational education internationalization in China.

2. Methods

Research Design - This study employed a descriptive approach to get a comprehensive understanding of, illustrate, clarify, or confirm the specific circumstances of a certain group. The researched event or circumstance remained unaltered by any modification or control exerted by the researcher; instead, the researchers directly observed and quantified it. Descriptive research was utilized to gather information in order to identify topics that may require additional comprehensive or advanced inquiry. Quantitative descriptive study involves quantifying factors using numerical terms. The study goals dictate the use of a descriptive quantitative design to gather data from the participants. Subsequently, data analysis was conducted to provide a description and explanation of the Chinese vocational teachers. The study utilized a survey consisting of descriptive questions to examine the participants' foreign education policy practices, core training, and international exchange and cooperation. Since the majority of the papers mentioned were initially written in Chinese, the crucial material that was analyzed was translated into English. In order to enhance the dependability of the translation, the researcher corroborated the translation by consulting two other researchers who possessed proficiency in both Chinese and English. The names of particular vocational education institutes were translated based on the names displayed on their official websites. When translated, several titles could seem to refer to universities or technical institutions, but in Chinese, they really refer to higher vocational institutes.

Participants of the Study - The researchers meticulously employed a random sample technique to select 425 vocational teachers from a pool of over 80 vocational institutions in China. The selection was based on the teachers' ability and willingness to answer the questionnaire carefully, ensuring the highest quality of data. The anticipation was that these selected individuals would provide the most insightful data and thoughtful questionnaire answers. Additionally, these volunteers were drawn from various Chinese areas and institutions. Some of these

establishments were private universities, while others were state universities. Their rankings ranged wildly from high to low. These individuals might be a good representation of Chinese vocational college instructors.

Instrument of the Study - The instrument used in this study had four main components: a section on basic information and three questionnaire instruments. In the section on basic information, participants were asked to answer their gender, age, years of working and Educational Attainment. Sections three through five are each three questionnaires with four options, in order: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The second questionnaire is about foreign language policy practices, which is "China's foreign education policy research" by Jiang (2020). The scale is divided into four dimensions: Policies and Regulations, Financial Support, International Project Development and Publicity Support. Acted as the main source of information to uncover the perspectives on foreign language policy practices in China by participants. The third questionnaire deals with core training, which is "Research on vocational core quality and training of higher vocational students" by Sang (2020). The scale is divided into three dimensions: Knowledge Training, Language Training and Vocational Skills Training. Acted as the main source of information to uncover the perspectives on student talent development in China by participants. The fourth questionnaire deals with International Exchange and Cooperation, which is "Research on international exchange and cooperation in Chinese higher vocational colleges" by Huang (2019). The scale is divided into three dimensions: Student exchange, teacher exchange and Educational resource exchange. Acted as the main source of information to uncover the perspectives on International Exchange and Cooperation in China by participants. Furthermore, the instrument was subjected to validation by an expert and undergone reliability testing. The indicators of each variables were considered reliable: Policies and Regulations (0.901); Financial Support (0.807); International Project Development (0.778); Publicity Support (0.902); Knowledge Training (0.850); Language Training (0.834); Vocational Skills Training (0.743); Student exchange (0.834); Teacher exchange (0.861); Educational resource exchange (0.820).

Data Gathering Procedure - Five Chinese scholars with extensive experience in vocational education research then assessed the comprehensibility of the topics and made a number of suggestions. In the final English and Chinese versions used in this study, each questionnaire was set up with 20 items. The original questions were translated into Chinese before to administration due to the fact that Chinese is the primary language of each participant. The researcher recognizes the importance of controlling this action because employing unambiguous language is a critical aspect of questionnaire design. It is vital for convincing participants to provide accurate answers by minimizing any ambiguity in sentences. Even the slightest degree of ambiguity can significantly influence participants' interpretations and responses, as demonstrated by Tourangeau et al. (2019) and Galesic et al. (2019). After selecting three questionnaires, they were validated by 30 experts with extensive experience in Chinese vocational institutes. The advisors were presented with a concise report assessing the survey's validity, which they were asked to review and approve for the pilot test. To ensure the highest level of reliability and validity, the researcher translated every question on the questionnaire and filled out the Chinese and English versions. The survey was then entered into Questionnaire Star. The investigator obtained approval from the participating educational institutions and teachers, provided clear guidelines about the study's purpose, and assisted the participants before they completed the surveys. The researcher distributed the questionnaires using the Questionnaire Star platform for the pilot test. Questionnaire Star was used to collect data from 425 pilot test participants. The data was then forwarded to a statistician for reliability and validity validation, along with the study objectives, thesis title, and questionnaires.

Data Analysis - To perform data analysis, the following statistical tools were used. Frequency and percentage distribution were utilized to describe the profile of the respondents in terms of sex, age, years of working and educational attainment. Weighted means and ranking were used to determine the foreign education policy support in terms of policies and regulations, financial support, international project development, and publicity support; assess the vocational core training as to knowledge, language and vocational skills training; identify international exchange in terms of student, teacher and educational resources. The result of Shapiro-Wilk Test revealed that p-values of the main variable was less than 0.05 which means that the data set is not normally distributed. Therefore, Mann Whitney U test for two groups was used as part of the non-parametric tests to determine the significant

differences. Likewise, Spearman rho was used to test the significant relationship of the treated variables. In addition, post hoc test was also conducted. The following Likert Scale was used in assessing the variables: 3.50-4.00 = Strongly Agree; 2.50-3.49 = Agree; 1.50 – 2.49 = Disagree; and 1.00 – 1.49 = Strongly Disagree. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05 and 0.01.

Ethical considerations - Before commencing this investigation, full informed permission was acquired from all participants. The researcher provided a comprehensive explanation of the study's objective to ensure that participants had a complete understanding of the consequences of their participation. Participants were guaranteed that their privacy would be safeguarded, and all gathered data would be maintained in strict confidence. Before initiating the study, the researcher acquired consent from both the participants and their respective educational institutions by ethical requirements. The participants were informed that the surveys did not ask for their identities, and any information they submitted would be kept completely secret, with no chance of it being revealed in any situation. Before completing the pilot test, the researcher furnished participants with a thorough synopsis of the study's goals. Participants were assured that their anonymity would be strictly maintained, and any data obtained from the surveys would be exclusively utilized for academic reasons. Participants were notified that they had the opportunity to discontinue their involvement in the study at any point if they experienced discomfort.

3. Results and discussion

Table 1
Summary Table on Foreign Education Policy Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
Policies and Regulations	2.62	Agree	4
Financial Support	2.65	Agree	1.5
International Project Development	2.65	Agree	1.5
Publicity Support	2.64	Agree	3
Composite Mean	2.64	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The table presents the respondents' assessment of the Summary Table on Foreign Education Policy Practices. The composite mean of 2.64 indicates that the respondents agreed in general. Among the items cited, Financial Support and International Project Development obtained the highest mean score of 2.65, followed by Publicity Support.

Financial support, with a weighted average of 2.65, ranked joint 1.5 among all the indicators considered, indicating that, in the view of participants, financial support was one of the most critical factors in implementing foreign education policy practices. This high ranking highlights the importance of financial support in internationalizing vocational education. Financial support is regarded as the basis for the internationalization of vocational education, as all educational and international cooperation activities require financial support (Liu, 2023). Adequate financial resources can ensure the proper implementation of planned international projects, support teacher training, and enhance international exchanges and cooperation. The high rating, tied for first place, indicates that participants believe that ensuring adequate funding is critical in all policy practices. This may be because financial support is seen as the basis for achieving policy goals and programs. This ranking may reflect the view that financial investment is directly related to the quality of education and the level of internationalization of teacher training. With adequate financial support, internationalization efforts in vocational education may be expanded. The high ranking also implies the need for strategic use of financial resources to ensure the effectiveness and efficiency of investments, especially in international cooperation and exchange programs. The importance of financial support is also related to the project's sustainability. Continuous and stable funding flows can guarantee the success of long-term projects, which is particularly important for international exchanges and cooperation in vocational education (Guo, 2018).

With a weighted average of 2.65, international project development is tied for 1.5, as important as "financial

support." This indicates that participants generally view the development of international programs as a critical element in foreign education policy. The high ranking underscores the centrality of international programs in promoting the internationalization of vocational education. This may mean that participants believe that through international programs, vocational education can enhance global competitiveness, adaptability, and innovation. The joint first ranking reflects that international project development is an important strategy to achieve international cooperation and exchange. This may include international exchange programs for students and faculty, two-way learning and training programs, and international collaborative research. The indicator is also important because it is directly linked to the core training of teachers. International programs allow professional teachers to learn new educational concepts, teaching methods, and technical skills, which are essential to enhancing their professional development. Seeing "international program development" as a priority indicator may also mean that participants want to see resources allocated to projects with real impact that significantly improve the quality and effectiveness of vocational education.

Publicity support, with a weighted average of 2.64, ranks 3rd among all indicators. This indicates that participants generally believe that propaganda is essential to foreign education policy, although it is not considered the most critical element. Participants believe advocacy plays a vital role in the internationalization of vocational education and policy practice but may not be as central as financial support and international program development. Effective publicity strategies can enhance the visibility of vocational education internationalization and the attractiveness of international exchange and cooperation projects. This ranking may reflect that the effectiveness of advocacy is critical to increasing participation in international cooperation and exchanges. However, other factors, such as financial support and project quality, may limit its impact. Although publicity is ranked third, this also points to the possibility of upgrading communication strategies, especially in effectively communicating the advantages and outcomes of the internationalization of vocational education. Higher vocational colleges should make more efforts to publicize the outstanding achievements of China's economic and social development and the fruitful achievements of higher vocational education (Li, 2020). Propaganda is not only external but also internal. Advocacy must engage international partners and participants and ensure that education policymakers, professional teachers, and students at home are aware of and support these policies. The rankings may also indicate that advocacy needs to be more profound and comprehensive, covering policies and opportunities, actual teaching outcomes, and the experiences of teachers and students.

Meanwhile, Policies and Regulations (2.62) rated the least. Ranking No. 4 indicates that while policies and regulations are necessary, participants may not see them as the most critical drivers for internationalizing vocational education. This may be because policies may be easier to implement with other support, such as financial and advocacy support. This ranking may reflect a gap between policy formulation and implementation in reality. Although the policy has been formulated, the implementation and effect in practice may not be satisfactory. In a rapidly changing international education environment, more than static policies and regulations may be required to address emerging challenges and opportunities. This could lead to policy becoming less important in practice. Policies and regulations cover a broader range of areas, and specific issues encountered in internationalizing vocational education must be addressed in greater depth. In terms of strategic priorities and specific strategies, it is necessary to formulate systematic and scientific strategic development plans, improve the construction of relevant policies and regulations, increase funding investment and improve the investment mechanism, establish a quality evaluation system with multiple participation, strengthen scientific research forces and improve platform construction (Shi, 2018). While policies and regulations are necessary, they may be seen as more strategic and supportive factors rather than the main drivers of internationalization directly. The foundation of internationalization is thin, the starting point is low, and the difficulty is great, so it is necessary to do an excellent job in the strategic planning and top-level design of third-party evaluation internationalization. Improve the laws and regulations on the internationalization of third-party evaluation; Introduce and innovate the international concept of third-party evaluation; Construct a third-party professional evaluation institution with international characteristics to promote the internationalization of third-party evaluation of higher vocational education (Luo, 2019).

Table 2
Summary Table on Vocational Core Training

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Knowledge Training	2.67	Agree	1
2. Language Training	2.66	Agree	2
3. Vocational Skills Training	2.63	Agree	3
Composite Mean	2.65	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The table provides summary information on the three main aspects of vocational core training: knowledge, language, and vocational skills training. The composite average was 2.65, showing a generally positive attitude towards all three aspects of vocational training. The slight differences in scores point to respondents' belief that different types of training carry different weight in career development. The knowledge training (2.67). ranking first. Followed by language training (2.66) and least assessed is vocational skills training (2.63).

"Knowledge Training" ranked first with a weighted average score of 2.67. In vocational education, knowledge training usually refers to the education of theoretical knowledge for students. This may include professional theory, basic theory, and other knowledge related to the profession (Xu, 2020). Such training is essential for students to understand the careers they will be engaged in. Therefore, the priority of knowledge training is considered to be the highest, probably because it provides the necessary theoretical foundation to enable students to understand and master vocational skills. The first place in knowledge training may also be related to the current foreign education policy. Furthermore, "Language training," with a weighted average score of 2.66, came in second. Language skills are often seen as critical competencies in vocational education, especially in globalization and international communication (Xu, 2019).

Language training is near the top ranking, reflecting its high emphasis on vocational education. As vocational education becomes increasingly international, students must have good language skills to adapt to multilingual environments, participate in international projects, and compete in the global labor market. Students' language skills training is likely aligned with international educational and industry standards. As vocational education becomes increasingly exposed to the international education system, students need to understand better and use foreign languages to receive foreign educational resources and practices. China's foreign education policy is likely to emphasize the development of language competence as a critical training area. This may reflect the need for cooperation with international partners in China's vocational education sector and the desire to train students to become professionals with an international perspective. At the same time, professional teachers' experience in international exchange and cooperation directly affects the language they teach students. A high ranking means teachers must have sufficient language teaching skills to pass on international best practices and ideas to their students. Although language training has a higher weighted average score, it still ranks lower than knowledge training. This may mean that further investment and improvements in language training are needed to ensure that students can communicate and work effectively in an international environment.

"Vocational skills training," with a weighted average score of 2.63, ranks lowest among the three indicators. A slightly lower rating for vocational skills training may point to some challenges in meeting international standards. Students may need more practical experience or exposure to more internationally advanced technologies and methods to ensure that their skills are in line with the needs of the global Labour market (Du, et. al., 2024). This ranking may reflect how current foreign education policies emphasize vocational skills training in practice. While language and theoretical knowledge are essential, there is a need to ensure adequate training in practical skills in policy implementation.

Table 3 presents the respondent's assessment of the Summary Table on International Exchange. The composite mean of 2.65 indicates that the respondents agreed in general. Among the items cited, educational resource exchange obtained the highest mean score of 2.66, followed by Teacher and student exchange. The table shows that the exchange of educational resources among international exchanges is the most important because it is directly related to the quality and efficiency of education. Though slightly lower, Teacher and student exchanges

are still considered necessary because they help build cross-cultural connections and understanding and promote the richness and diversity of the educational experience.

Table 3
Summary Table on International Exchange

Indicators	Weighted Mean	Verbal Interpretation	Rank
Student exchange	2.64	Agree	3
Teacher exchange	2.65	Agree	2
Educational resource exchange	2.66	Agree	1
Composite Mean	2.65	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The weighted average of Educational resource exchange, which is 2.66 ranking 1, which means that respondents consider educational resource exchange to be the most important in three aspects: student exchange, teacher exchange, and educational resource exchange. This ranking highlights the importance of exchanging educational resources in international exchanges. This may reflect a view that resource exchange is critical to improving the quality of education, promoting knowledge sharing, and supporting teacher and teacher development. Internationalization is a significant development strategy for seeking long-term development of vocational education. All higher vocational colleges need to dig deeper into the connotation of cooperation, formulate long-term plans, integrate all resources, carry out reasonable layouts, increase cooperation efforts, and implement two-way exchanges (Wei, 2018). This ranking suggests that foreign educational policy practices should focus on more effectively promoting the international exchange of educational resources. This may involve developing cooperative agreements to facilitate resource sharing, providing financial support, and establishing online repositories.

The weighted average of Teacher exchange, which is 2.65, ranking second, indicating that teacher exchange is considered the second most important among student exchange, teacher exchange, and educational resource exchange. Although teacher communication is not at the top, it is still considered crucial. This indicates that, in the context of globalization, training higher vocational teachers with an international vision is an effective way to promote the development of higher vocational education (Shen, 2019). Moreover, Student exchange, which has a weighted average of 2.64 in this table, ranks third. This means that among the three indicators of "student exchange," "teacher exchange," and "educational resource exchange," student exchange is considered to be a relatively unimportant aspect. Although student communication ranked lowest in this survey, it still received a positive rating of "agree." This suggests that while it may not be a top priority, student communication still contributes positively to the quality of education. In the context of the internationalization of higher education, student exchange programs are a new form and an essential component of international exchanges and cooperation among universities, and one of the effective ways to realize student internationalization (Ma, et. al.,2020).

Table 4
Relationship Between Foreign Education Policy Practices and Vocational Core Training

Policies and Regulations	rho-value	p-value	Interpretation
Knowledge Training	.920**	0.000	Highly Significant
Language Training	.915**	0.000	Highly Significant
Vocational Skills Training	.919**	0.000	Highly Significant
Financial Support			
Knowledge Training	.938**	0.000	Highly Significant
Language Training	.935**	0.000	Highly Significant
Vocational Skills Training	.926**	0.000	Highly Significant
International Project Development			
Knowledge Training	.931**	0.000	Highly Significant
Language Training	.929**	0.000	Highly Significant
Vocational Skills Training	.921**	0.000	Highly Significant
Publicity Support			
Knowledge Training	.935**	0.000	Highly Significant
Language Training	.933**	0.000	Highly Significant
Vocational Skills Training	.925**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 shows the association between Foreign Education Policy Practices and Vocational Core Training. The computed r-values indicate a robust direct correlation; the resulting p-values were less than the alpha level. Results show that a significant relationship exists and imply that the better the foreign education policy practices, the better the vocational core training. Strong policies and regulations may ensure that vocational training programs meet high standards and are consistently updated to reflect the labor market's needs. This could make vocational programs more relevant and effective. The General Schedule Qualification Policies (2022) highlighted the importance of considering education, degrees, and credentials in Federal employment. Furthermore, the OECD (2023) emphasized the challenge of improving educational outcomes and the need for vocational education and training to better connect to the world of work. In summary, better foreign education policy practices likely provide a more supportive environment for vocational core training to thrive, with better resources, standards, and international collaboration leading to more effective training outcomes.

Table 5
Relationship Between Foreign Education Policy Practices and International Exchange

Policies and Regulations	rho-value	p-value	Interpretation
Student exchange	.915**	0.000	Highly Significant
Teacher exchange	.912**	0.000	Highly Significant
Educational resource exchange	.917**	0.000	Highly Significant
Financial Support			
Student exchange	.919**	0.000	Highly Significant
Teacher exchange	.921**	0.000	Highly Significant
Educational resource exchange	.931**	0.000	Highly Significant
International Project Development			
Student exchange	.924**	0.000	Highly Significant
Teacher exchange	.924**	0.000	Highly Significant
Educational resource exchange	.935**	0.000	Highly Significant
Publicity Support			
Student exchange	.919**	0.000	Highly Significant
Teacher exchange	.924**	0.000	Highly Significant
Educational resource exchange	.928**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 presents the association between Foreign Education Policy Practices and international exchange. The computed r-values indicate a robust direct correlation; the resulting p-values were less than the alpha level. This means that a significant relationship exists and implies that the better the foreign education policy practices, the better the international exchange. Effective policies and regulations will likely facilitate international exchange by creating a framework that supports student and teacher mobility. Clear policies can simplify visa processes, establish credit transfer systems, and ensure quality assurance, all of which contribute to more successful student, teacher, and educational resource exchanges (Castro et al., 2018). Adequate funding is essential for supporting international exchange programs. It can provide student scholarships, cover travel and accommodation expenses, fund collaborative research projects, and ensure that financial barriers do not hinder the exchange of teachers and resources. This support can make international exchanges more accessible and sustainable (Fan, et. al.,2019). Participation in international projects can bolster international ties and create opportunities for exchange. Such projects can lead to partnerships between educational institutions in different countries, facilitate cultural exchange, and promote sharing of knowledge and educational resources. Publicizing international exchange opportunities can raise awareness among students and faculty, increase participation rates, and attract external funding or partnerships. A well-publicized exchange program can also enhance the institution's international reputation, making it more attractive to potential international partners (Lin, 2019). The correlations suggest that robust and supportive education policies create an environment where international exchanges are more likely to be successful. This could be because these policies directly facilitate exchanges or create an overall quality education system more conducive to such activities. The results suggest that when foreign education policy practices are well-designed and implemented effectively, they significantly enhance the scope and quality of international exchange programs.

Table 6
Relationship Between Vocational Core Training and International Exchange

Knowledge Training	rho-value	p-value	Interpretation
Student exchange	.931**	0.000	Highly Significant
Teacher exchange	.932**	0.000	Highly Significant
Educational resource exchange	.948**	0.000	Highly Significant
Language Training			
Student exchange	.930**	0.000	Highly Significant
Teacher exchange	.935**	0.000	Highly Significant
Educational resource exchange	.939**	0.000	Highly Significant
Vocational Skills Training			
Student exchange	.926**	0.000	Highly Significant
Teacher exchange	.926**	0.000	Highly Significant
Educational resource exchange	.941**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

The table displays the association between vocational core training and international exchange. The computed r -values indicate a robust direct correlation; the resulting p -values were less than the alpha level. This shows that a significant relationship exists and implies that the better the vocational core training, the better the international exchange. High-quality vocational training can make students more attractive candidates for exchange programs, as they bring valuable skills and knowledge to the host institutions. Similarly, well-trained teachers with solid vocational knowledge are likely to be more sought after for exchange programs, allowing for a better exchange of teaching methodologies and professional expertise. Practical vocational training often requires up-to-date and industry-relevant resources. Institutions that invest in high-quality training materials are more likely to engage in resource exchanges to keep their programs competitive (Li, et. al., 2023). Proficiency in multiple languages can be crucial to vocational training in an increasingly globalized workforce. Students from programs emphasizing language training may be more successful in international exchanges. Teachers with strong language skills are better equipped to communicate in a multicultural educational environment, making them valuable participants in teacher exchanges.

The exchange of language training resources can help improve the language curriculum, which is often integral to vocational training in international contexts. Students with robust vocational skills are likely to benefit more from international exchanges, as they can apply their practical skills in diverse settings, learn new techniques, and bring valuable insights to their home countries (Yang, et. al., 2023). Vocational educators with a solid practical skill set are excellent candidates for international teaching opportunities, as they can offer hands-on experience and insights into industry practices from different regions. Institutions that provide high-level vocational skills training may have advanced tools, technologies, and methodologies that could be highly beneficial in an educational resource exchange program, promoting innovation and improvement in vocational education globally. In essence, high-quality vocational core training increases students' and teachers' attractiveness and competitiveness for international exchange programs. Institutions providing such training are more likely to have the resources and capabilities to participate effectively in international exchanges (Wu, et. al., 2020). As a result, there is a virtuous cycle where better vocational training leads to more successful exchanges, which can lead to further improvements in vocational training through the influx of new skills, knowledge, and resources.

Table 7
Proposed Internationalization Program for Vocational College in China

Key Result Area	Objectives	Strategies/ Activities	Success Indicators	Persons Involved
Foreign Education Policy Practices	1.System Flexibility: Policies need to be adaptable to rapidly incorporate international standards and practices.	1.Curriculum Internationalization: Integrate international standards and practices into the curriculum.	1.Attaining Target Number of International Partnerships: 4-5 foreign institutions.	Government Agencies, Foreign Partners, Students, Industry Experts
1.1 Policies and Regulations	2.Language and Cultural Training: Regulations should mandate comprehensive language and cultural training as part of vocational education. 3.International Collaboration Frameworks: Clear and	2.Faculty and Student Exchanges: Establish exchange programs with international institutions. 3.Foreign Language Training: Include foreign language training, particularly English,	2.Graduate Employment in Global Market: 60 percent of employment rate of graduates in international companies or overseas. 3.Student and Faculty Exchange Numbers: 60 percent of participants in	

	<p>streamlined frameworks for international collaborations, including partnerships and exchange programs, should be established.</p> <p>4. Quality Assurance: Implement quality assurance mechanisms that are benchmarked against international standards.</p> <p>5. Funding and Resources: Allocate adequate resources for internationalization initiatives, including scholarships for study abroad programs and funding for joint international research projects.</p> <p>6. Regulatory Support for Overseas Opportunities: Create supportive policies for students and educators to participate in overseas internships, training, and exchange programs.</p>	<p>as part of the curriculum.</p> <p>4. International Partnerships: Collaborate with foreign institutions and industries for knowledge and resource sharing.</p> <p>5. Overseas Internships and Apprenticeships: Provide opportunities for students to gain practical experience abroad.</p>	<p>exchange programs.</p> <p>4. Accreditation by International Bodies: Gaining recognition or accreditation from respected international educational organizations.</p>	
<p>2. Vocational Core</p> <p>2.1 Training Vocational Skills Training</p>	<p>1. Global Skill Alignment: Align vocational skills with international standards to enhance global employability and competitiveness.</p> <p>2. Cross-Cultural Proficiency: Cultivate cross-cultural understanding and communication skills among trainees.</p> <p>3. Technological Advancement: Incorporate cutting-edge technologies and practices from around the world into vocational training.</p> <p>4. International Networking: Build a network of international connections for students and institutions, facilitating global career opportunities.</p>	<p>1. Curriculum Reform: Revise curricula to include international standards, new technologies, and foreign language training, particularly in English.</p> <p>2. International Partnerships and Exchanges: Establish partnerships with foreign vocational institutions for student and faculty exchange programs.</p> <p>3. Faculty Development: Train faculty in international teaching methods and cross-cultural communication.</p> <p>4. Overseas Internships and Workshops: Facilitate overseas internships and workshops for students to gain hands-on experience in international settings.</p> <p>5. Global Competitions and Projects: Encourage participation in international competitions and collaborative projects.</p>	<p>1. Employment in International Firms: 60 percent of graduates employed in international companies or working abroad.</p> <p>2. International Accreditation: Achieve accreditation from recognized international vocational education bodies.</p> <p>3. Exchange Program Participation: 80 percent of students in international exchange programs.</p> <p>4. Feedback from International Partners: Regularly obtain feedback from international partners on the quality and relevance of the training programs.</p>	<p>Policy Makers, Student, Foreign Partners, Industry Experts</p>
<p>3. International Exchange</p> <p>3.1 Student exchange</p>	<p>1. Cultural and Skill Exchange: Enhance the intercultural competence of students and expose them to diverse vocational skills and methodologies.</p> <p>2. Global Network Building: Foster a global network for students, creating long-term professional relationships.</p> <p>3. Language Proficiency Improvement: Improve foreign language skills, essential for global job markets.</p> <p>4. Best Practice Adoption: Encourage the adoption of international best practices in vocational training and education.</p>	<p>1. Establishing Exchange Agreements: Develop partnerships with international vocational institutions for student exchange programs.</p> <p>2. Language and Cultural Preparation: Offer pre-departure language and cultural orientation courses for outbound students.</p> <p>3. Scholarships and Financial Support: Provide scholarships or financial support to facilitate student participation in exchange programs.</p> <p>4. Integration Support: Ensure support for incoming exchange students, including language assistance and cultural integration programs.</p> <p>5. Alumni Networks: Utilize alumni networks for mentoring and supporting exchange students.</p>	<p>1. Number of Exchange Agreements: 80 percent of international exchange agreements with vocational institutions.</p> <p>2. Student Participation Rates: 60 percent of students participating in exchange programs annually.</p> <p>3. Post-Exchange Evaluations: Positive feedback from students and host institutions regarding the exchange experience.</p> <p>4. Language Proficiency Gains: Improvement in foreign language skills as measured before and after the exchange.</p> <p>5. Career Impact: The influence of exchange programs on the subsequent employment or educational opportunities of participants.</p>	<p>Educational Policy Makers, Students, Host Institutions and Families, Industry Partners</p>

4. Conclusions and recommendations

Respondents generally agree with the internationalization policy of vocational education, and there are slight differences in satisfaction among various dimensions. Such differences may be related to the direct impact, visibility, and specific implementation details of different policy practices. The overall score suggests that current policy practices play a positive role in the internationalization of vocational education but also offer directions for future improvements, particularly in policy, regulation, and public engagement. Respondents are generally optimistic about the three aspects of vocational training.

Knowledge training is slightly ahead of language training and vocational skills training. This may reflect that in China's vocational education system, the transfer of theory and professional knowledge is considered an essential foundation for career success. At the same time, language ability is an indispensable skill in the context of globalization. Although vocational skills training is vital, it needs to catch up in the evaluation. It may indicate that practical skills need to improve in teaching resources, methods, or valuable opportunities compared with theoretical knowledge and language training. Among international exchanges, the exchange of educational resources is the most important because it is directly related to the quality and efficiency of education. Though slightly lower, teacher and student exchanges are still considered necessary because they help build cross-cultural connections and understanding and promote the richness and diversity of the educational experience. There is a highly significant relationship among the three variables, implying that the better the foreign education policy practices, the better the vocational core training; the better the foreign education policy practices, the better the international exchange; better the vocational core training, the better is the international exchange. Chinese vocational education should enhance the Internationalization Program on Foreign Education Policy Practices, Core Training, and International Exchange and Cooperation.

Policymakers may assess and optimize the allocation of financial resources to ensure that they effectively support teacher training and international cooperation; promote the participation of enterprises and industries and form a diversified financial support system; establish long-term partnerships with international educational institutions to jointly develop curricula and training programs; strengthen the development of international programs, especially those that enhance vocational teachers' core training and global communication capabilities. Effective public relations strategies may also be employed to improve the international visibility and influence of vocational education. Colleges may deepen the content of knowledge training. More language practice courses focusing on professional terms and practical dialogues may be set up for international exchanges and cooperation to enhance students' functional application abilities. They may also strengthen collaboration with enterprises to provide students with more internships and valuable operation opportunities. Their training content and methods may be regularly evaluated, feedback through questionnaires, interviews, and observations should be obtained, and the teaching plan should be adjusted accordingly.

Cooperation and sharing of international educational resources among Chinese teachers may be strengthened, such as developing shared curriculum resources, teaching methods, and assessment tools to improve the quality and internationalization of vocational education; expand the scale of teacher exchanges and enhance teachers' international vision and teaching ability through visiting scholar programs and joint training; and promote greater student participation in international exchanges through increased scholarships, internships, and dual degree programs. Students may change the traditional learning concept and learn purposefully under the guidance of teachers, efficiently, and meaningfully according to the reformulated career plan. Based on this study's findings, the proposed internationalization program may be studied, implemented, and evaluated after its implementation to assess its effectiveness and make any necessary adjustments. Future researchers may increase the number and variety of respondents by looking into more teachers from different vocational schools to compare the differences in terms of females and males in Foreign Education Policy Practices, Core Training, and International Exchange and Cooperation.

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