

Internationalization Strategies in "Double High" Schools

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The Asian Conference on Education 2022
Official Conference Proceedings

Abstract

The internationalization strategy of dual-high schools refers to how higher education managers of a country, a region, or a school use different models and adopt different methods to achieve international educational goals, economic goals, and social goals. This study adopted the method of random stratified sampling and used the questionnaire survey method to select two universities from 56 double-high schools in the east, west, south, north, and central regions of China as the survey objects. Conduct a questionnaire survey on the strategic connotation, strategic construction, strategic measures, strategic concepts, and difficulties of strategic implementation of dual-high schools. Data analysis showed that the internationalization strategy of dual-high schools is still in the period of "institutional strategic planning". Although there was a definite international strategic plan and presentation, it only stayed on paper. To achieve this strategic goal of internationalization, the researchers concluded that dual-high schools need to have an awareness of international development, implementation of an international strategy, introduction of international courses, exchange mechanisms and supporting funds for international students, and an international vision at the principal level. The study provided a reference for internationalization strategies for managers of similar schools.

Keywords: Double High Schools, Strategic Connotation, Strategic Construction, Measures

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Introduction

In 2019, the State Council of China issued the National Vocational Education Reform Implementation Plan ". The plan proposed to implement the plan for high-level vocational schools with Chinese characteristics. The Ministry of Education and the Ministry of Finance would jointly study and formulate rules and implement them jointly. Leading reform, supporting development, Chinese characteristics, and world-class higher vocational schools. Referred to as " double high schools", the strategic goal of these schools was to cultivate a group of professional high-tech talents and enhanced the international competitiveness and international influence of China's higher vocational education.

The connotation of internationalization strategy

Foreign scholars had studied the connotation of the internationalization of higher vocational education in terms of the relevant objects and measurement standards of the internationalization of higher vocational education. For example, scholars such as Allem and Watt had studied the object and content of the internationalization of higher vocational education and proposed that the connotation of the internationalization of higher vocational education is the various activities, programs, and services that is related to international research (Dan Wang.2019) , international educational exchanges, and technical cooperation. The objects of internationalization of higher vocational education were institutions, courses, teachers, and international students. The standard of internationalization development was universality, communication, and openness. Xing Huang (2019) believed that the connotation of the internationalization development of dual-high schools included four aspects: international mobility of students, internationalization of courses, education for international students in China, Chinese and foreign students and cooperation in Running Schools.

International strategy construction

Foreign scholars mainly studied the internationalization strategy construction of higher vocational education from the four levels of colleges, teachers, students, and social production, put forward the implementation path of internationalization development, and constructed the internationalization strategy of higher vocational education For example, scholars such as Jane Knight had conducted research on the international development models of vocational education in different countries such as community colleges in the United States and TAFE vocational colleges in Australia and believed that the international development of higher vocational education requires different interest groups like students, teachers, trainers, and employers actively participate in and seek international cooperation. Therefore, it was necessary to guide teachers to participate in international teaching, research, and practice, cultivate students' cross-cultural communication skills and international literacy, and then improved the internationalization level of higher vocational education. Dunrong Bie (2022) believed that the internationalization strategy construction model of dual-high schools included " bringing in" and "going out" simultaneously, international innovation of academic organization mechanism, and international high-end internationalization expand.

International strategy

Strategy originally used in the military, also known as "military strategies" is a strategic guide to achieve the established military and political goals, based on the subjective and objective conditions of military struggle and the law of development and change, aiming at military

struggle of comprehensive planning and deployment, and used to guide military development. Later, the word "strategy" was extended to the field of education. For example, the American scholar Childress divided higher vocational education internationalization strategies into three types: the first was type A "institutional strategy" "planning", that is, the school incorporates internationalization into it when formulating the development strategy of the institution, and there was a definite internationalization strategic plan and statement, but it only stayed in writing; the second type was "clear document planning" of type B, that is, internationalization The goals and tasks could be clearly and expressed in the document planning, with long-term international strategic planning, but lack of short-term specific strategic implementation plans; The grassroots teaching and academic units of each college implemented the school's internationalization strategy, set up relevant education internationalization departments, and assigned relevant office personnel to handle education internationalization-related affairs. Yupu Zhao (2022) pointed out that the strategic measures for the internationalization of double-high schools included the cultivation of international talents, the improvement of internationalization-related mechanisms, and the continuous improvement of software and hardware infrastructure construction.

Based on the exploration and elaboration of the internationalization strategy of higher education or higher vocational education by different scholars at home and abroad, this research believed that the internationalization strategy of higher vocational education referred to the goal of higher education managers of a country, a region or a school to achieve internationalization. The means of educational goals, economic goals, and social goals, based on the internal and external conditions and environment of international development, and by the law of international development of vocational education, comprehensively plan and deploy international strategic connotations, strategic construction, strategic measures, strategic concepts, strategy implementation dilemma, to guide the development of internationalization strategies of schools in different regions.



Figure 1: Internationalization Strategy Model Diagram

Methods

This study adopted the method of random stratified sampling and used the questionnaire survey method to select 2 dual-high schools from a total of 56 dual-high schools in the east, west, south, north, and central regions of China, and a total of 10 schools were used as the survey objects. Microsoft Excel 2010 software was used for data analysis, and a strategic model for the internationalization of dual-high schools was formulated. In terms of awareness of international development, implementation of international strategies, the introduction of international courses, exchanged mechanism and supporting funds for international students, and international vision at the principal level. The study provided a reference for internationalization strategies for managers of similar schools. Realized the international educational goals, economic goals, and social goals of dual-high schools.

The questionnaire was constructed on Tencent's online platform. Using the 5G network signal, the WeChat application was used to push the questionnaire to the survey respondents, then analyzed and summarized the feedback survey data.

Subject of investigation

The surveyed schools in this study were 10 double-high schools with similar educational types, and the senior managers of the international cooperation and exchange centers of these schools were surveyed. These 10 schools were all members of high-level vocational schools with Chinese characteristics. To protect the privacy of the research subjects, the surveyed institutions used anonymous names, which were called schools A, B, C, D, E, F, G, H, I, and J. The 10 schools were A and B in the eastern region and C and D in the western region. Located in the southern areas E and F, located in the northern areas G and H. I and J were in the central area.

Investigation process

First, added the WeChat accounts of the senior managers of the international cooperation and exchange centers of the 10 dual-high schools. Then chatted with them online to gain a preliminary understanding of the operation of the internationalization strategies of these schools.

The senior managers of the international cooperation and exchange centers of these 10 schools agreed that their schools have the following characteristics: a clear internationalization strategy path, incomplete internationalization curriculum construction, few international students recruited, incomplete strategic planning and Management, the funds provided by the government were insufficient, and the use of funds must be approved at various levels.

Survey tools and data processing tools

The tool used in this study was the WeChat application developed by Tencent, which is a powerful application. For example, you could pay with digital currency which can manage your money, buy what you want, and order plane tickets, train tickets, and hotels. Neng had independently developed an online research tool, which includes a series of expressions that could be described, analyzed, and compared This survey used 5G network signals to send questionnaires to the respondents through mobile phones and they could open the program to

fill in the data online, then the program would automatically save the data. using Microsoft Excel 2010 software for data analysis, Microsoft Excel 2010 contains rich data processing functions and rich charting functions: such as automatically creating various statistical charts. Rich automation functions: auto-correct, auto-sort, auto-filter, etc. The ability of fast and accurate operation and convenient data exchange makes the processing and management of data more intuitive, more convenient, and easier to understand.

Investigation method

This study mainly collected data from the senior managers of the international cooperation and exchange centers of 10 schools through the following methods: First, each senior manager completed an online questionnaire, and these managers involved the director or deputy director of the center. The second was to interview the director of the center to gain an in-depth understanding of the school's internationalization strategy. The third was to discuss the preliminary results of the research with the center director or deputy director of each school. Each object of the survey was filled in the questionnaire according to the requirements Respondents did not need to score, they only need to select answers based on their school's international strategic construction, strategic initiatives, strategic concepts, strategy implementation difficulties, and questions.

Research results and discussion

This part mainly presented the specific survey results on the strategic connotation, strategic construction, strategic measures, strategic concept, strategy implementation difficulties, and problems of dual-high schools, each of which is presented in the form of a percentage. Considering the small sample size of this survey, the findings may not fully represent the real situation of the internationalization strategies of all dual-high schools.

Strategic connotation

In terms of the connotation of the internationalization strategy of dual-high schools, see the figure below.

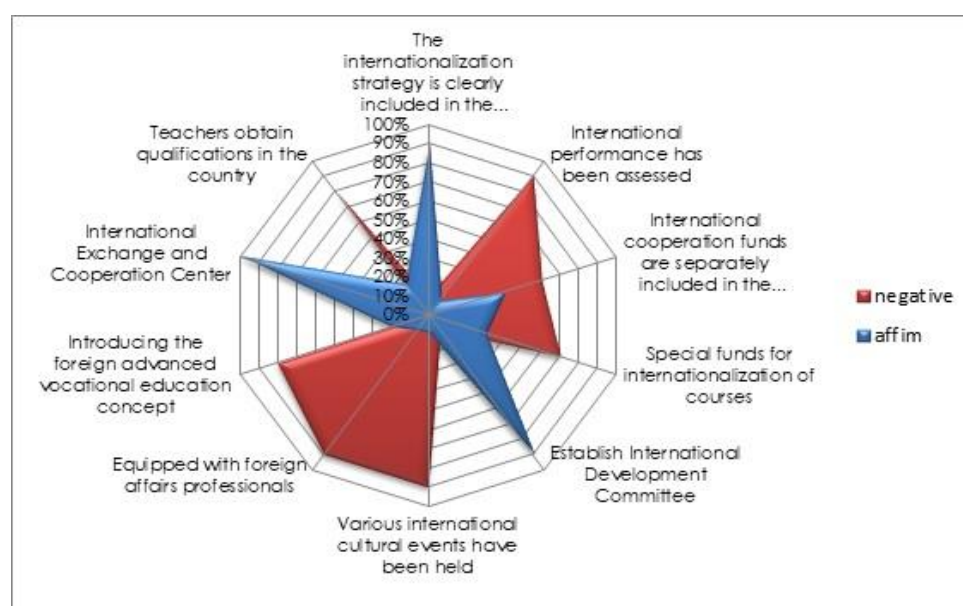


Figure 2: Strategic connotation

90% of the schools had explicitly included the internationalization strategy in the school's development plan, but only 10% of the schools had evaluated the achievements of internationalization development, and 40% of the schools had separately compiled the international cooperation funds into the school's annual budget. 4 schools are ABEF, they were located in the eastern and southern regions of China. 30% of the schools had special funding for the internationalization of courses. There were three ABE schools. 90% of them had established international development committees. However, only 10% of the schools had held various international cultural activities, 10% of the schools were equipped with Foreign affairs professionals, 20% of schools actively introduced foreign advanced vocational education concepts, and 100% of schools had independent international exchange and cooperation centers. Only 20% of teachers were foreign-educated. It was A and G schools.

The possible conclusion was that, although the internationalization strategy of dual-high schools had an independent international exchange and cooperation center, the internationalization strategy was included in the school's development plan, and an internationalization development committee was established, but there were very few full-time foreign affairs personnel, 90% of schools did not attach importance to the performance evaluation of international development, and very few schools had held various international cultural activities. The cost of internationalization of specially funded courses was very small, and the data proved that:

1. It was still in the "institutional strategic planning", which is, the school incorporates internationalization into it when formulating the college development strategy, and had a definite internationalization strategic plan and statement, but only in writing. (Meng ju. 2019).
2. International cooperation funds and funding costs were directly related to the region where the school is located. For example, the eastern region and the southern region were economically very good, and the teachers had foreign study experience and the city where the school is located. For example, the schools where A and G located were in international metropolises Beijing and Shanghai, these cities were very open and had many educational resources, so there were many opportunities for teachers to study abroad.

Strategic issues

In terms of the internationalization strategy construction of dual-high schools, see the figure below.

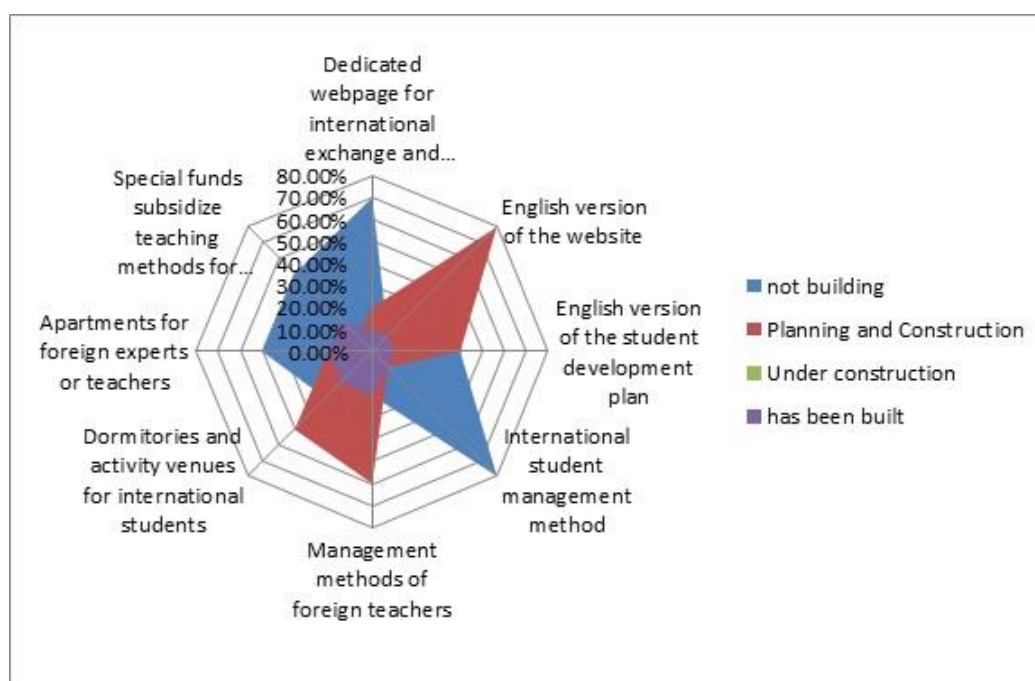


Figure 3: Strategic issues

There were 12 questions in this module, each question had 4 choices, not under construction, planning to build, under construction, and already built, the results were presented in the form of percentages, and the 12 questions were divided into three themes.

1. The theme of the level of informatization construction, only 10% of the total had built a dedicated webpage for international exchange and cooperation projects, only A school, 70% of schools chose not to build, 20% of schools chose to plan and build, and no school chose to be under construction, 20% of the schools were planned and constructed. These two schools were located in the southern region, and 70% of the schools were not under construction; 10% of the schools had completed the English version of the website. This was still A school. %, 10% if not constructed.

These data showed that the informatization construction in the internationalization construction of the dual-high school was very bad. There was no effective use of the informatization platform to build a bridge for cooperation and communication. The internationalization strategy construction was related to the financial level of the city and region where the school was located the way forward for strategic development.

2. On the subject of student and teacher management and construction level, only 10% of schools had completed the English version of the student training plan, 10% of the schools were in the process of completion, 40% of the schools had completed the planning, and 40% of the schools had clearly stated that they were not completed. In terms of management regulations for international students, 10% of schools had been built, no schools were under construction, 10% of schools were planning to build, and 80% of schools chose not to build. For example, in terms of teacher management and construction of foreigners, 20% of schools had been built, and no schools were under construction, 60% of schools were planned to be constructed, and 20% of schools chose not to build. In terms of the provisions for special funds to subsidize teachers to study abroad, 20% of schools had been built, 20% of schools were under construction, 10% of schools were planned to be built, and 50% of schools chose not to build.

It showed that the international construction of double-high schools lacked a corresponding management system for international students, and the lack of a scientific, reasonable, and standardized student management system would inevitably affect the level of international development of double-high schools. At the same time, it also showed that although the regulations on the management of experts and teachers in double-high schools were greater than those on the management of international students, the management and construction level of foreign experts and teachers was not high.

3. The theme of the construction of apartments and activity venues for international students and foreign teachers: 20% of the schools had built apartments for international students and foreign teachers, 10% of the schools were building apartments for foreign teachers, no school was building apartments for international students, and 50% of schools were planning to build apartments for foreign students 20% of schools plan to build apartments for foreign teachers, 30% of schools did not build apartments for international students, and 50% of schools did not build apartments for foreign teachers and activity places.

It showed that in the construction of living facilities, the daily life of foreign students and foreign teachers was very low. The proportion of dedicated apartment construction was relatively low, and it further showed that the importance of effectively achieving the goal of cultivating international talents in learning, communication, reference, and cooperation was not valued. Although there was a definite international strategic plan and statement, it is only written superior.

Strategic measures

Although China's higher vocational education had experienced two decades of rapid development, the exploration of internationalization strategy was still in its infancy. During this period, some international strategic measures had been vigorously implemented, such as hiring foreign language teachers, teachers, or managers to go abroad for professional training, and participating in cooperation projects with international organizations; but at the same time, some important measures that had not yet been implemented had been ignored. International initiatives such as international student study, overseas education, project cooperation, and mutual recognition of credits. This project was divided into two themes, focusing on strategic initiatives and neglected initiatives. There were 4 choices for each question, and each school could only choose one from the four answers of not implementing, preparing to implement, implementing, and implementing Answer questions.

1. The themes of strategic initiatives that are valued were shown in the figure below.

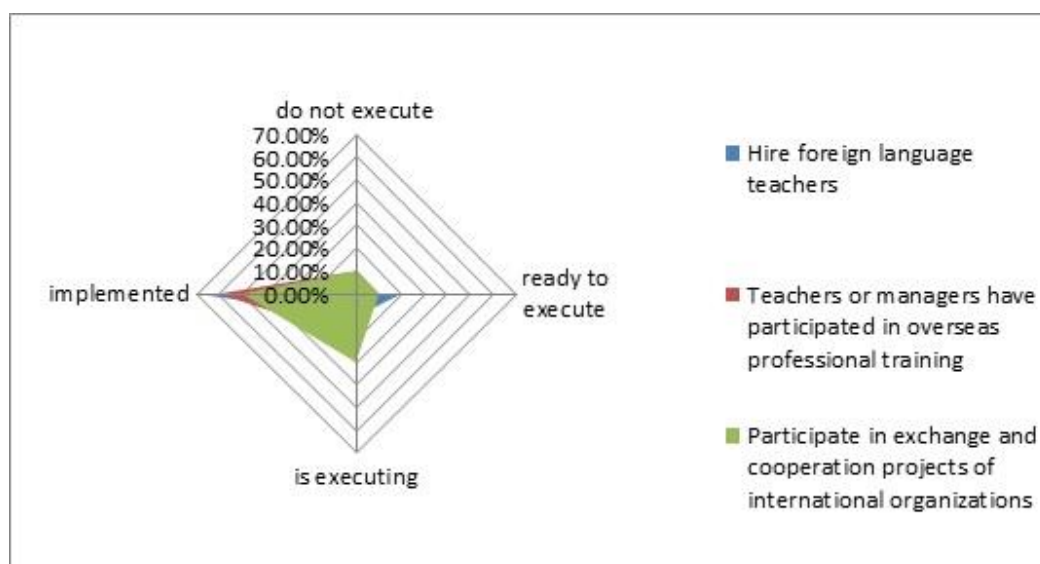


Figure 4: Pay attention measures

Among the many strategic measures for internationalization, 70% of schools with dual high schools were hiring foreign language teachers, 10% of schools were hiring foreign language teachers, 20% of schools were hiring, and no school was not ready to hire. In terms of teachers or managers who had participated in overseas professional training, 60% of schools had implemented it, only 10% had not implemented it, 60% of the dual-high schools had implemented the exchange and cooperation projects participating in international organizations, and 30% were implementing, preparing to implement, and not implementing each 10%.

The above data proved that double high schools attach great importance to hiring foreign language teachers. It attached great importance to the study of foreign languages, provided a better foreign language learning environment for teachers and students, was conducive to promoting in-depth exchanges and cooperation with foreign institutions, sponsors overseas professional training for teachers, and participates in exchange and cooperation projects with international organizations. It also proved that an important strategic measure for the internationalization of double-high schools was foreign languages.

2. The neglected initiative themes were shown in the figure below.

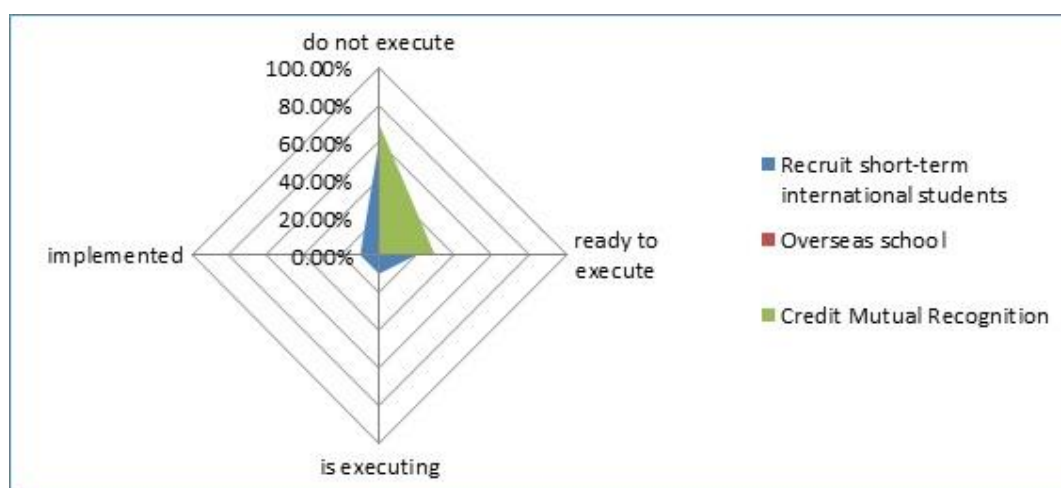


Figure 5: Ignore initiatives

International students studying and running schools overseas should be typical manifestations of the "export-oriented" internationalization strategy. However, the survey showed that 10% of schools recruit short-term international students, 10% of schools were recruiting, and 20% of schools were currently recruiting, 60% of schools did not enroll.

On the issue of running schools abroad, no schools were running schools abroad, 10% of the schools were cooperating, but had not yet recruited students, and 90% of the schools did not plan to run schools abroad.

Such data proved that the international schools of double-high schools were very weak in competitiveness, and they had not yet provided international students with good learning opportunities and living places. Therefore, it was impossible to attract more international students to study at the school. At the same time, the fact that there were no schools currently running schools abroad showed to a certain extent that dual-high schools did not have the conditions and capabilities to run schools overseas, and need to further enhance their international influence and strategic measures to enhance internationalization.

Regarding the issue of mutual recognition of credits, the survey showed that 0% of the schools had exchanged/recognized credits with foreign institutions, 30% of the schools were ready to exchange/recognize credits with foreign institutions, and 70% of the schools would not exchange/recognize credits with foreign institutions. Exchange/Mutual Recognition.

It showed that the dual-high school had not reached a consensus on student training with foreign schools, and lacks the goal of nationalized talent training to solve the problem of mutual recognition of credits, which hindered the international mobility of students and affects the improvement of students' international competitiveness.

Strategic Concept

In the strategic concept module, a total of 5 questions need to be answered, namely, the concept of international teaching reform, the concept of international integration, the introduction of high-quality educational resources, the active absorption of foreign advanced strategic concepts, and the cultivation of teachers with an international perspective. There were only two answers. You could choose, not approve or approve, as shown in the following figure:

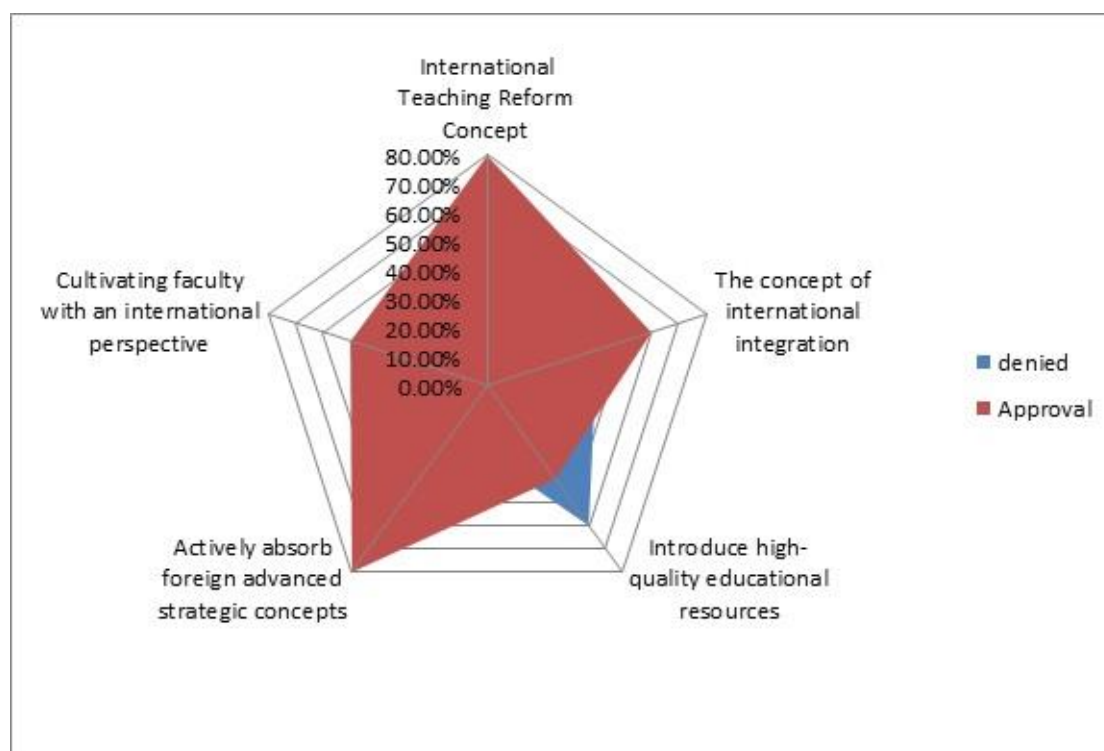


Figure 6: Strategic thinking

According to the survey, in terms of education and teaching reform and professional construction, 80% believe that the internationalization strategy concept promotes education and teaching reform, 60% believe that the internationalization strategy concept is in line with international standards, and 40% believe that the concept of introducing high-quality educational resources is actively absorbed. Foreign advanced strategic concepts account for 80%, and 50% of teachers with an international perspective are trained. These data show that the greatest value of the strategic concept of dual-high schools lies in promoting education and teaching reform; the improvement of the internationalization level of dual-high schools requires the same international strategy. In line with the concept, the dual-high schools recognized the strategic concept, but combined with the strategic measures and strategic construction, they did not translate the concept into practical work. It further illustrates that the dual-high school has a definite international strategic plan and statement, but this argument only stays on paper.

Difficulties and problems in strategy implementation

A total of 10 issues had been designed for the implementation of the strategy, including funding, self-development, professional structure, leadership concepts, foreign exchange, educational sovereignty, quality of students, the region where the school was located, employment, and quality of students. Each school could only select three of these 10 questions. Rounding out the top three were funding, the district the school was in, and the principal's perspective. Specifically as shown below.

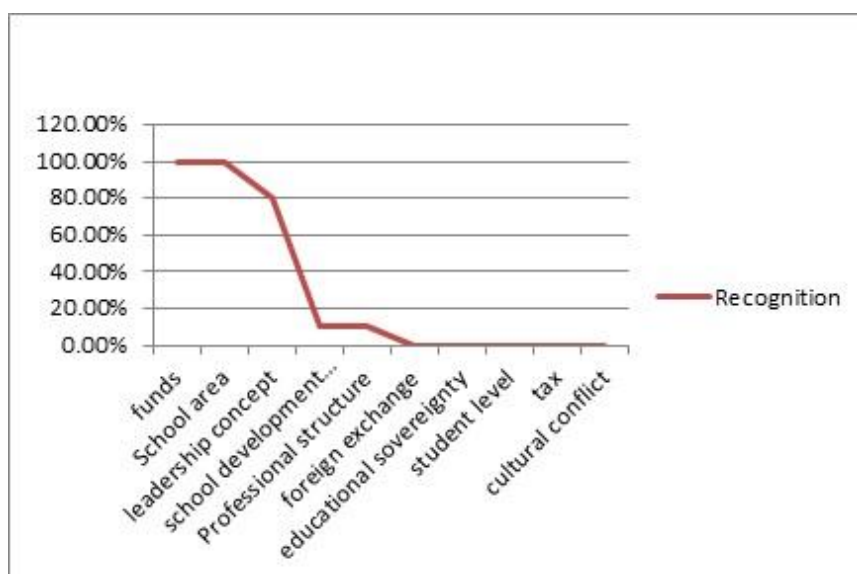


Figure 7: Difficult to implement

Funds

100% of the dual-high schools chose the answer of funding. Combined with several other surveys on funding in the questionnaire, funding was one of the main reasons that affect international exchanges and cooperation, which showed that the international development of dual-high schools was relatively prominent. It occupied a very important position in the internationalization strategy. However, it was unrealistic for the school to bear the full amount of funds (Heguang Ping.2021).

Many regions and departments lacked supporting preferential systems for cooperation with foreign parties, and the lack of follow-up funds were all obstacles that restrict the development of international education in higher vocational colleges. Driven by the government, schools, social organizations, and other related funds, colleges, and departments could raise special funds through multiple channels and participate in more international cooperation projects to obtain financial support.

The area where the school is located

The recognition rate of the region where the school was located is 100%. This data and many of the above-mentioned survey results also fully illustrated the importance of this issue. It also showed that the eastern and southern regions where the school was located have greater financial support from the government. The degree of openness was very high, and the informatization construction was very complete. Human, financial and material resources were relatively sufficient, and the internationalization strategy of the school was high.

Leadership concept

Leadership concept was an important issue in the process of strategy implementation, accounting for 80%. The survey data related to this include, to a certain extent, these data showed that the current dual-high school leaders' concept of internationalization strategy was still relatively weak, whether the leaders had an international education vision, and the concept of running a school had become the level of the dual-high education internationalization strategy. Important influencing factors.

Research conclusions

The results of this study showed that, at present, the internationalization strategy of dual-high schools was still in the period of "institutional strategic planning". Although there was a definite international strategic plan and statement, it was only written in writing, not implemented according to the plan, and the execution force was not strong. To improve the internationalization strategy level of dual-high schools, it was necessary to consider the ideological, organizational, human, material, create conditions for financial resources and other aspects, implement higher-level and stronger overall planning, absorb the school-running methods and excellent experience of foreign high-level vocational schools, create many high-quality, high-level cooperative education institutions and projects, and form a series of Chinese and foreign schools. Brand majors and demonstration courses and demonstration institutions of cooperative education introduce market funds, support the international development of education, join hands with internationally renowned enterprises, strengthen scientific research cooperation between schools and enterprises, adhere to opening to the outside world, and actively expand international cooperation and exchange classifications to promote the implementation of the internationalization strategy of dual-high schools. Deciphering the real influence of the region where the school was located on the school's internationalization strategy. The senior management of the school need to have the awareness of international development, the execution of international strategy, the introduction of international courses, the exchange mechanism and supporting funds for international students, and the international vision

The government should cultivate the relevant institutional elements of the international strategy of dual-high schools, and optimize the policy and legal environment for international development. Promoting the interconnection of innovative elements such as talent, technology, capital, and information. Making the internationalization of double high schools developed in a healthy, stable, and sustainable direction and release vitality. Realizing the international educational goals, economic goals, and social goals of dual-high schools.

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