

Research on Sustainable Development Strategies for International Cooperation Projects in Higher Vocational Colleges under the Background of "Double High" Construction

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Abstract

This paper discusses the sustainable development strategies of international cooperation projects in higher vocational colleges under the "Double High Plan" background. Then, based on this, it analyzes the current situation and types and characteristics, effectiveness evaluation, and challenges of international cooperation projects in higher vocational colleges. The research found out that international cooperation projects in higher vocational colleges have attainment attributes of fine results concerning improvement in education quality and internationalization, but challenges in management of projects and faculty. Based on the four aspects-guarantee of education quality, innovation of the models of international cooperation, integration of industry and education, and cooperation between schools and enterprises-the paper raises strategies to improve the sustainable development of Projects and summarizes successful projects through case analysis. This paper contends that sound assurance mechanisms for quality, innovative models of cooperation, and strengthened cooperation are three major keys to achieving sustainable development in higher vocational colleges' international cooperation projects.

Keywords

Higher Vocational Colleges; International Cooperation Projects; Sustainable Development; Double High Plan; Education Quality Assurance.

1. Introduction

1.1. Research Background and Importance

The "Double High Plan" is a fundamental plan of the Chinese government toward high-quality, internationalized higher vocational education. This will be done through increased input in finance, perfecting policy support, and enhancing international cooperation. The plan is to push the development of higher vocational colleges into high-level vocational education institutions. Higher vocational colleges have played a great role in cultivating skilled talents and promoting regional development. Under this background of the "Double High Plan," how to achieve the sustainable development of international cooperation projects for higher vocational colleges has been a very important subject of current research.

Indeed, international cooperation in higher vocational education is helpful not only in terms of the importation of advanced educational concepts and teaching resources but also in enhancing the international outlook and comprehensive quality of students; it meets the global economic demand for highly skilled talent. Yet, at the moment, higher vocational colleges face numerous challenges in the actual operation process of international cooperation projects. Problems include poor project management and imperfect cooperation mechanisms. Research on how to develop effective strategies for sustainable development under such a background is very

significant for rising applied ability and international competition in higher education. In addition, the main problems in transnational cooperation projects of higher vocational colleges are a shortage in teaching staff, uneven resource distribution, and incomplete management mechanisms, which have directly and seriously hampered the health and sustainable development of cooperation projects [1][2]. Therefore, exploring the way forward for sustainable development of higher vocational colleges' international cooperation projects through systematic research and strategy analysis does have great practical significance for promoting the reform of higher vocational education and improving the level of international cooperation.

1.2. Research Objectives

This study aims to explore the sustainable development strategy of international cooperation projects in higher vocational colleges under the background of the "Double High Plan". Specific objectives include:

① Analyze the types and characteristics of existing international cooperation projects in higher vocational colleges and evaluate their effectiveness;

Identify and analyze the main challenges and problems faced by international cooperation projects;

② From the perspective of sustainable development, propose strategies to improve the education quality and guarantee mechanism of international cooperation projects in higher vocational colleges, innovate international cooperation models, and strengthen industry-education integration and school-enterprise cooperation;

③ Through the analysis of successful cases at home and abroad, provide feasible policy recommendations and implementation paths for the sustainable development of international cooperation projects in higher vocational colleges.

This study will combine theoretical analysis and practical cases, and comprehensively use a variety of research methods, striving to provide systematic and forward-looking strategic support for higher vocational colleges to achieve sustainable development of international cooperation projects under the background of the "Double High Plan".

2. Theoretical Basis and Literature Review

2.1. Sustainable Development and Higher Vocational Education

The importance related to sustainable development in higher vocational education has gained more and more attention, especially from the standpoint of the "Double High Plan". Higher vocational education is supposed to equip students with practical skills so that it can adapt to the needs of a changing labor market at a fast pace. It is, in this perspective, that education assumes prominence for sustainable development because it offers not only a protection to the environment but also considers comprehensively the trilogy dimensions of society, economy, and environment. Available research indicated that integrating the concept of sustainable development into vocational education could improve students' professional qualities and social responsibility. For example, one of the researches revealed that sustainable pedagogies can substantially develop students' capacities in innovation and solving problems [3]. In addition, vocational education colleges introduce sustainable development content into curriculum design, which helps cultivate students' adaptability and innovation in future careers [4].

In specific practice, sustainable development in vocational education is mainly achieved through curriculum and teaching methods. For example, using project-based learning can not only enhance students' practical ability, but also pay attention to the rational use of resources and environmental protection during project implementation [5]. Moreover, teaching should

also aim at increasing students' ability in systematic thinking so they could put the problems in a holistic and long-term perspective and hence help them be better prepared to meet complex environmental and social challenges in their future careers [6]. Generally speaking, applying education for sustainable development into higher vocational education not only enhances students' competitiveness in employment but also serves for strong support for continuous social development.

2.2. International Cooperative Education Theory

International cooperative education is an important field of higher vocational education, not only offering the sharing of educational resources but also enhancing students' international vision and comprehensive quality. The major theories related to international cooperation in education include those focused on cross-cultural exchange, international curriculum design, and the management of projects from transnational cooperation. As reflected in relevant research, it is found that through diversified education models and resource sharing, international cooperative education can improve the teaching quality and student learning effects synchronously. For example, adding international perspective and cross-cultural content to international course design can help students better understand career needs and industry standards in the context of globalization [7].

In specific implementation, international cooperative education projects usually include teacher-student exchanges, joint research projects, and international training. Such projects require effective management and coordination to achieve better interests and objectives of all parties involved. For instance, some research points out that the successful international cooperation and definite project is based on distinct goals and detailed plans continuously improving in the quality of the project with regular evaluation and feedback [8]. In addition, international cooperation education should also focus on cultivating students' cross-cultural communication skills so that they can communicate and cooperate more freely in a globalized professional environment [9].

2.3. Policies and Practices Related to the "Double High Plan"

The "Double High Plan" is one of the important policies promulgated by the Chinese government to upgrade the quality and international competitiveness of higher vocational education. The key objective of this plan is to build a number of high-level vocational colleges and professional groups in order to meet the demand for high-quality technical and skilled talents in economic and social development. It is under this background that higher vocational colleges need reform and innovation to improve education quality and school management [10]. Obviously, the "Double High Plan" has done a lot to promote the quality improvement and internationalization of higher vocational education. For example, advanced concepts and technologies to be introduced in teaching will greatly enhance the education quality and students' employability of higher vocational colleges.

In the concrete practice, the "Double High Plan" focuses on industry-education integration, school-enterprise cooperation, and international education. These would be the key aspects in further development. The integration of industry and education with school-enterprise cooperation can effectively hold together these two aspects of education with industrial needs and greatly promote students' practical abilities and employment competitiveness [11]. Moreover, international education is an important part of the "double-high plan". By cooperating with foreign institutions and enterprises, higher vocational colleges can introduce advanced education resources and management experience from abroad to raise the level of school running and international influence [12]. For instance, some studies point to the fact that, through an international cooperation project, students of higher vocational colleges could broaden their international horizons, improve their cross-cultural communication ability, and enhance their cooperation competence [13].

3. Current Status of International Cooperation Projects in Higher Vocational Colleges

3.1. Analysis of Project Types and Characteristics

There are various kinds of international cooperation projects in higher vocational colleges, mainly including student exchange projects, teacher training projects, and joint education projects, as well as international scientific research cooperation projects. Student exchange programs are usually topically oriented towards short- and long-term exchanges. Through the establishment of cooperative relationships with foreign units, students shall be arranged to study and practice in cooperative units. This kind of project has the following characteristic: Students can directly access educational resources and different countries' cultural environments, which helps to broaden their international horizons and cross-cultural communication skills. The main objective of the teacher training project is to enhance teaching level and scientific research capability of our teachers through advanced foreign teaching concepts and methods. This kind of project involves the characteristic that includes the improvement in teachers' international literacy and teaching quality by means of professional training and academic exchanges.

Joint education projects are the education projects set by higher vocational colleges jointly with foreign institutions, including dual degree programs and cooperative course projects. Such a kind of project is characterized by the provision of quality learning resources, improvement of students' competitiveness in work, and increase of their internationalization level through resource sharing and complementary advantages between the two schools. Ordinarily, international scientific research cooperation projects are realized through various forms of cooperation with foreign scientific research institutions and universities on joint scientific researches and technological innovations. This kind of project has the characteristic of improving the level of scientific research and innovation abilities through cross-border cooperation in scientific research and promoting discipline construction and technological progress of higher vocational colleges.

3.2. Project Effectiveness Evaluation

In this regard, higher vocational colleges have consummated remarkable achievements in international cooperation projects on improvement in educational quality and international competitiveness. First, it effectively enhances the cross-cultural communication skills and international perspective of students in the student exchange program, increasing employment competitiveness under globalization. Besides learning advanced technologies and management experiences in other countries, students who participate in an international exchange can also foster their ability to think independently and solve problems. Second, through teacher training programs, teachers' teaching levels have obviously shifted, paving the way in scientific research ability. This involves allowing teachers to grasp and master the latest concepts in education and new teaching methods at the international level, enhance classroom teaching effectiveness, and raise abilities in scientific research and innovation through participation in some form of international training and academic exchanges.

The joint school-running project has also yielded positive results in talent training and the construction of disciplines. Through such foreign cooperation, it can be found that students will gain access to more diversified educational resources and learning opportunities, which is conducive to enhancing professional quality and practical abilities. Meanwhile, the Sino-foreign joint education project can help enhance international multicampus higher vocational education and increase the popularity and reputation of the school. International scientific research cooperation projects, hence, are some ways in which tech innovation and transformation of scientific research fruits are realized. Through transnational scientific

research cooperation, realization is reached; that is, higher vocational colleges have achieved very important scientific fruits in many aspects, benefiting technical progress and industrial upgrading.

3.3. Challenges and Problems Faced

Although international cooperation projects have typically yielded impressive results in colleges of higher vocational education, a lot of challenges and problems creep up during the implementation process. First and foremost, one major problem is an inadequate mechanism for management and coordination of projects. Because projects concerning international cooperation involve many interests, it is relatively hard to manage and coordinate a project. Problems like poor communication and unreasonable resource allocation often occur and influence the smooth implementation of the project and its effectiveness. Insufficient teaching staff and language barriers are another two challenges that international cooperation projects tend to be confronted with. Some higher vocational college teachers lack overseas teaching experience and long-term study experience in English-speaking countries, so it is hard to be qualified in teaching and research of international cooperation projects. This badly influences the quality of the projects.

Another critical factor constraining the growth of international cooperation projects is lack of support in terms of finance and policy. Generally speaking, international cooperation projects represent huge capital investment that some higher vocational colleges cannot afford. Many national and local government policies are also insufficiently supportive of the international cooperation projects of higher vocational colleges, lacking systematic policy guidance and guarantee measures for their sustainable development. Finally, cultural differences and differences in management systems bring about some challenges to international cooperation projects. During the implementation of a project, it is rather difficult to express and manage across cultures; cultural conflicts with management dilemmas are easy to happen, influencing the smooth progress and effectiveness of the project.

4. Strategic Analysis from the Perspective of Sustainable Development

4.1. Education Quality and Guarantee Mechanism

This improvement in the educational quality of higher vocational colleges' international cooperation projects is a guarantee for the success and sustainable development of the project. A comprehensive quality assurance mechanism needs to be formed; then, supervision and appraisal at all aspects in a project need to be conducted. It shall comprise strict evaluation of curriculum, teaching methods, and teaching staff, and student learning effects to ensure teaching quality up to international level. Secondly, it organizes internal reviews and external reviews regularly. The domestic and foreign experts should be invited to conduct independent assessments of the project and discover the problems, then rectify them in time. Besides, we should also be concerned about the continuous training and development of teachers and strive to improve their teaching level and international literacy by introducing advanced foreign teaching ideas and techniques. Meanwhile, there needs to be a strengthening of academic support and service to students, diversified learning resources and assistance, so that these can be completed successfully with good experiences in learning.

4.2. Innovation in International Cooperation Models

While at the higher vocational college, it innovates models of international cooperation as a strategic way for the sustainable development of projects on international cooperation. First, we shall further diversify forms of cooperation with partner institutions, such as jointly running schools, double degree projects, international internships, and scientific research cooperation. All these shall be enhanced for greater attractiveness and competitiveness through diversified

forms of cooperation. Second, expanded cooperation with top-ranked foreign universities and enterprises shall be done to make long-term and stable cooperative tie-ups possible for sharing high-quality educational resources and practical opportunities. Modern information technology shall also be integrated to promote a hybrid teaching model that combines online and offline, developing online courses and virtual laboratories, which will break through time and space limitations in order to expand coverage of international cooperation. Finally, we should set a high value on cultural exchange and integration, organize a variety of forms for intercultural exchange activities, enhance cross-cultural understanding and adaptability among students and teachers, and create good cultural conditions for international cooperation projects to proceed smoothly.

4.3. Integration of Industry and Education and School-enterprise Cooperation

It is believed that the integration of industry schools and cooperation between schools and enterprises are two main ways of promoting the sustainable development of higher vocational college international cooperation projects. First, the establishment of a close mechanism of cooperation among enterprises, inviting them to set curricula, conduct teaching practice, and evaluate projects so as to ensure that what is studied will have industrial contacts; through corporate internship and project cooperate, students can practice their skills in a real work environment and increase employment competitiveness. Second, it is necessary to vigorously develop the integration of industry and education, establish industrial colleges or joint laboratories, introduce real enterprise demands and technological progress again into teaching practice, and further integrate education with industry. Besides, we should vigorously pursue financial and technical support from enterprises, establish school-enterprise cooperation funds and scholarship projects, absorb more top-quality enterprises to cooperate with us, and develop international cooperation projects together. Finally, we should attach importance to the construction of long-term mechanisms for school-enterprise cooperation and thereby create regular channels for communication and feedback. In this way, the content and form of the cooperation can be adjusted and perfected in time, which will ensure the continuity and effectiveness of the work.

5. Case Studies

5.1. Case Selection Criteria and Methods

In order to deeply explore the sustainable development strategies of international cooperation projects in higher vocational colleges, this study selected some successful international cooperation projects at home and abroad as case analysis objects. The selection criteria for these cases include:

The project has achieved significant results: The selected cases have achieved significant results in terms of education quality improvement, internationalization level, student and teacher satisfaction, etc., which can reflect the sustainability and influence of the project.

Strong representativeness: The cases cover different types of higher vocational colleges and cooperation models, are widely representative, and can provide reference for other higher vocational colleges.

Data availability: The selected cases must be supported by detailed project data and relevant literature for in-depth analysis and discussion.

Innovation and replicability: The case is innovative in terms of cooperation model, management mechanism, etc., and its successful experience is replicable to a certain extent, and can provide practical guidance for other higher vocational colleges.

Research methods mainly include document analysis, field visits and expert interviews. First, through literature search and analysis, international cooperation project cases that meet the

above criteria were selected; secondly, on-site visits were made to some higher vocational colleges to understand the specific implementation and management models of their international cooperation projects, and to collect information from project leaders and participants. Interview data; finally, experts in the field of education are invited to evaluate and analyze these cases, and summarize the successful experiences and challenges faced by the projects in terms of education quality, management mechanism, and internationalization level.

5.2. Analysis of Successful Cases at Home and Abroad

Case 1: Online international cooperation project for vocational educators in Scotland and Finland

Vocational educators in Scotland and Finland have carried out cross-border vocational education cooperation through the COLIGE online cooperation project. This project aims to enhance the global educational capabilities of professional educators through online collaboration. Program evaluations indicated that participants experienced significant improvements in learning mechanisms such as identity, attunement, reflection, and transformation, although these mechanisms were not universally experienced. Through online cooperation, vocational educators have been effectively improved in cross-cultural communication and professional development, providing solid support for cultivating students to enter the global labor market [14].

Case 2: International education projects in Denmark, Russia and Norway

Higher education institutions in Denmark, Russia and Norway collaborate on an international education project in the subject "Innovation Management". The project promotes students' intercultural skill development and personal growth by simulating real professional research situations. During the implementation of the project, students' cross-cultural understanding and adaptability are enhanced through diverse teaching activities and cultural experiences. A student satisfaction survey conducted after the project showed that participants were highly satisfied with the project overall, especially in aspects such as skill development, personal growth and course quality [15].

Case 3: Marketing professional course development in cooperation between Chinese higher vocational colleges and Coca-Cola Company

A Chinese vocational college cooperated with The Coca-Cola Company to develop a progressive marketing professional course based on job capabilities. Through joint research and data analysis with enterprises, the project team designed a curriculum system that meets industry needs and conducted practical demonstrations on campus. The results show that this curriculum system has significant effects in improving students' vocational skills and practical abilities, and has successfully achieved a close integration of education and industry needs [16].

Case 4: Teacher Development Project for International Health Professions Educators

International health professions educators promote innovation in educational methods and curriculum through faculty development programs. Project analysis shows that educators in different countries have differences in project focus and implementation effects, but overall, the project has achieved remarkable results in improving teaching quality, promoting collaboration and research interests. The high rate of program diffusion and impact on faculty, students, and courses suggests that faculty development programs are an effective strategy for driving institutional change in resource-limited settings [17].

Case Five: Internationalization of Australian Vocational Education and Training

Vocational education and training (VET) in Australia promotes the internationalization of education by attracting large numbers of international students. Research shows that the diversity of international students brings new challenges and opportunities, prompting teachers to transform their teaching practices to adapt to the global flow of skills and

knowledge. By cooperating with educational institutions in other countries, Australian VET has made significant progress in improving teaching quality and student employability, demonstrating the great potential of international education [18].

These case analyzes show that when higher vocational colleges carry out international cooperation projects, they should focus on innovative cooperation models, establish sound quality assurance mechanisms, promote cross-cultural exchanges and communication, and strengthen in-depth cooperation with enterprises to achieve sustainable development of projects. . These successful experiences provide valuable reference and reference for other higher vocational colleges to promote international cooperation projects in the context of the "Double High Plan".

6. Conclusion and Future Work

6.1. Main Conclusion

This paper, based on an analysis of the existing conditions, challenges, and strategies of sustainable development of international cooperation projects in higher vocational colleges, summarizes the following main conclusions in the context of "Double High Plan": they are student exchange, teacher training, joint school running, international scientific research cooperation, among others. These projects have made impressive achievements in terms of quality of education and levels of internationalization. Second, most remarkable international cooperation projects are provided with full quality assurance mechanisms, innovative models for cooperation, and tight industrial-educational integration that better equips students with vocational qualifications and international competitiveness. Future research, based on the conclusions and limitations drawn from this study, can further look deeper into the following aspects. Finally, although international cooperation projects face many challenges during the implementation process, such as imperfect management mechanisms, insufficient teachers, and cultural differences, through scientific strategies and effective management, these challenges can be effectively dealt with, thereby achieving the project's sustainability. Continuous development.

6.2. Future Research Directions

First, the research sample will be increased to include more types of higher vocational colleges and international cooperation projects to enhance the representativeness and universality of the research. Second, the combination of field surveys with interviews will be conducted to get much first-hand data, make an in-depth analysis of the process of implementing projects and specific operation, provide more cases, and offer detailed empirical data for further studies in this regard. Further research should focus more on such adaptation strategies and how to promote international cooperation projects in varied cultural backgrounds, especially ways to break through obstacles, realize the sharing of resources, and complement advantages in cross-culture communication and collaboration. Finally, comparative research can be carried out to analyze the similarities and differences in international cooperation projects of higher vocational colleges in different countries and regions, so as to provide more reference for the internationalization of global higher vocational education.

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