

Innovative Development of Vocational Education in Guangxi under the RCEP Framework

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Abstract: Within the RCEP framework, vocational education in Guangxi faces significant opportunities and challenges. This paper proposes strategies in three aspects: industry-education integration, faculty development, and internationalized teaching. To deepen industry-education integration, emphasis is placed on collaborative research and development with businesses, establishing diverse collaboration models, and refining the school-enterprise cooperation mechanism in conjunction with government and industry. Strengthening faculty development involves improving salaries, facilitating faculty exchanges with ASEAN universities, and supporting professional development to attract and retain outstanding teachers. In terms of internationalized teaching, advocating collaboration with ASEAN nations to jointly offer courses, promoting credit recognition, and addressing educational system differences and language barriers are crucial. The establishment of strict teaching quality standards and assessment mechanisms is also emphasized. Through these strategies, vocational education in Guangxi aims to better adapt to the globalization trend within RCEP, cultivate talent with enhanced international competitiveness, and actively contribute to regional economic and social development.

Keywords: RCEP, Guangxi, Vocational Education

1. Introduction

In the context of accelerating globalization, regional economic integration has become a key force driving global economic development. The Regional Comprehensive Economic Partnership (RCEP), covering one-third of the world's population and three-quarters of GDP through a free trade agreement, aims to reduce tariff barriers, promote service and investment facilitation, and further propel regional economic integration. The implementation of RCEP not only facilitates economic cooperation and exchange among member countries but also has profound implications for global economic stability and development.

Chongzuo City in Guangxi, located on the border between China and Vietnam with a 533-kilometer-long boundary, serves as one of China's most convenient land gateways to ASEAN and boasts numerous border ports. The implementation of RCEP will tighten economic and trade connections between China and the ASEAN region, particularly for southwestern border provinces with

ASEAN, and Guangxi, positioned at the southern end of mainland China, uniquely connected to ASEAN by land and sea, becomes a forefront and gateway for China's open collaboration with ASEAN.

In this context, vocational education, as a crucial pillar supporting regional economic development, plays an indispensable role. Firstly, vocational education is a vital avenue for cultivating high-quality skilled talents, the core force propelling regional economic development. Through vocational education, students gain practical operational skills and theoretical knowledge, providing essential talent support for the development of industries within the region. Secondly, vocational education enhances the overall quality of the workforce, promoting social fairness and stability. By offering diverse educational opportunities, vocational education enables more individuals to acquire professional skills and knowledge, increasing employment opportunities and elevating living standards. This contributes to narrowing the wealth gap and maintaining social harmony and stability. Additionally, vocational education promotes industrial upgrading and innovation within the region. With continuous technological advancements and adjustments in industrial structures, vocational education can timely update its curriculum, nurturing talents adaptable to the new economic landscape. This not only aids in driving industrial upgrading within the region but also stimulates innovative vitality, enhancing the competitiveness of the regional economy.

In summary, vocational education holds irreplaceable importance in regional economic development. Through the cultivation of high-quality skilled talents, elevation of workforce quality, and promotion of industrial upgrading and innovation, vocational education robustly propels sustained development and social progress in the regional economy.

2. Literature Review

Zhao J believe that the signing of RCEP will deepen economic integration in the Asia-Pacific region, enhance trade among member countries, and positively impact global economic recovery and development, creating opportunities for higher vocational education.^[1] In the face of evolving regional economies and industrial upgrades, Zhang San and March L J argue that higher vocational institutions must adapt by flexibly adjusting program offerings and educational models to align with emerging market demands.^{[2][3]} Zhang Bo et al. contend that under the backdrop of RCEP, the cultivation of ASEAN students in China presents new opportunities and challenges. Institutions are adopting a collaborative training model to enhance educational quality and international competitiveness. Optimization strategies include increasing training efforts, refining regulatory mechanisms, expanding training channels, and deepening international cooperation, contributing to the construction of the China-ASEAN community of shared destiny and the internationalization of higher education.^[4] Liu H and Zhao Q assert that, as a member of RCEP and a prominent global economic and educational influence, China must prioritize the cultivation of exceptional talents through high-quality education, making a substantial contribution to global education integration.^[5] Zhang Yimin and Sun Jie argue that under the backdrop of the high-quality joint construction of the "Belt and Road," Sino-ASEAN vocational education cooperation faces new opportunities. However, challenges such as unclear cooperation objectives, weak cohesion among stakeholders, scattered policy support, and a monotonous collaboration approach

exist. To advance deep cooperation, it is essential to clarify cooperation goals, strengthen stakeholder responsibilities, integrate policy tools, and diversify collaboration methods. These strategies hold significant importance for the high-quality development of vocational education. ^[6]Wang Min, Zhou Huamin, and Wang Lan highlight that with the formal implementation of the Regional Comprehensive Economic Partnership (RCEP), the agreement has brought numerous conveniences to economic trade in the region. However, a talent gap has emerged to meet the demands of this developmental trend, particularly for individuals with international perspectives and professional skills. Undergraduate vocational education plays a crucial role in talent development, prompting vocational colleges to actively adjust talent development paths to align with the needs of RCEP, especially in ASEAN countries. To address these challenges, reforms are needed in top-level design and exploration of new pathways for international talent development. This approach aims to better cultivate technical and skilled professionals suitable for RCEP needs, further supporting education services for RCEP and addressing the shortage of high-quality technical and skilled professionals in China, providing a foundation for serving the construction of RCEP in the ASEAN region. ^{[7][8]} Li Mingwan, Zhang Sihong, and Hu Shuang emphasize that language services play an indispensable role in the implementation of RCEP, serving as a crucial element in constructing the China-ASEAN community of shared destiny. Guangxi, as a vital gateway for connectivity between China and ASEAN countries, possesses abundant language resources, offering extensive opportunities for the development of language services oriented towards ASEAN. However, Guangxi still faces shortcomings in language service development strategies, utilization of language resources, and the application system. Therefore, there is a need to strengthen Party leadership, promote new developments in language services, and create a new landscape for language services. ^{[9][10]}In summary, the Regional Comprehensive Economic Partnership (RCEP) has positively influenced economic integration, trade, and global economic recovery, bringing new opportunities for higher vocational education. To meet market demands, schools need continuous reforms to enhance the adaptability of talent development. In the process of education, it is essential to comprehensively consider the training needs of both ASEAN international students and domestic students, encompassing comprehensive development in language, technical skills, and internationalization. These studies will contribute to advancing reforms in vocational education.

3. Significance of Innovative Development of Vocational Education in Guangxi under RCEP

Against the backdrop of accelerating globalization, the development of vocational education in Guangxi has undergone various stages. In the early stages of reform and opening up, Guangxi gradually established a vocational education system, primarily focusing on secondary vocational education. With economic development and adjustments in industrial structures, the scale of vocational education in Guangxi has expanded, the quality of education has continuously improved, and there has been a shift towards higher vocational education. Currently, the vocational education system in Guangxi is relatively well-established, encompassing secondary vocational schools and higher vocational colleges. The number of schools and enrolled students has significantly increased, and there is a more diverse range of majors covering multiple fields such as industry, agriculture, commerce, and humanities. Despite achieving certain accomplishments, challenges persist, including inadequate teaching facilities in some

schools, a shortage of qualified faculty, and mismatches between some majors and market demands. Overall, vocational education in Guangxi is evolving and improving but needs to address these issues further to better serve regional economic development.

Under the RCEP framework, the innovation and development of vocational education in Guangxi hold significant importance. Firstly, with the implementation of RCEP, economic cooperation between Guangxi and ASEAN countries will become closer, leading to a growing demand for talents with international perspectives and professional skills. Therefore, through innovation and practical approaches, vocational education in Guangxi can cultivate highly skilled talents more aligned with market demands, contributing to the stable development of the regional economy. Secondly, the innovation and development of vocational education in Guangxi contribute to enhancing its international competitiveness. Within the RCEP framework, vocational education in Guangxi can leverage cooperation and exchange mechanisms among member countries to introduce advanced educational concepts and teaching resources. Strengthening collaboration with foreign vocational schools, promoting the renewal of educational philosophies, and improving teaching methods will enhance the international competitiveness of vocational education in Guangxi. Additionally, the innovation and development of vocational education in Guangxi have positive effects on promoting cultural exchange and people-to-people connectivity. Vocational education is not only a place for cultivating professional skills but also a bridge for cultural dissemination and friendship-building. Collaboration and exchange with vocational schools in RCEP member countries can facilitate mutual understanding and recognition between different cultures, foster friendships among people, and lay the foundation for peace and development in the region.

In conclusion, the innovation and development of vocational education in Guangxi under the RCEP framework are crucial for nurturing internationally competent high-skilled talents, enhancing international competitiveness, and promoting cultural exchange and people-to-people connectivity. Therefore, vocational education in Guangxi should seize the opportunities presented by the RCEP framework, actively engage in innovation and practical initiatives, and make greater contributions to the sustained development of the regional economy and the realization of people-to-people connectivity.

4. Opportunities and Challenges of Vocational Education in Guangxi under RCEP Background

In the context of the implementation of RCEP, the economic and trade cooperation between Guangxi and ASEAN countries is poised to deepen, presenting broader prospects for the development of vocational education in Guangxi. Seizing this opportunity, Guangxi has the chance to enhance collaboration and exchange in the field of vocational education with ASEAN countries, aiming to elevate the international influence of vocational education. However, as external openness expands, vocational education in Guangxi will encounter intense competition from the international market. Consequently, to adapt to the upgraded trade rules and standards within the RCEP framework, vocational education in Guangxi needs to strengthen alignment with industries, elevate the quality and adaptability of talent development. Simultaneously, considering the educational disparities among member countries under the RCEP framework, vocational education in Guangxi must enhance its internationalization, catering to

diverse educational needs more effectively.

4.1 Industry-Education Collaboration

In the context of RCEP, vocational education in Guangxi faces both significant opportunities and challenges, with school-enterprise cooperation standing out as a critical area. Firstly, Guangxi's proximity to ASEAN countries provides a unique geographical advantage for school-enterprise collaboration. Sharing similar cultures, histories, and customs creates a natural bridge for businesses to integrate into the local society and market. This cultural connection facilitates a better understanding and adaptation to the local environment, promoting mutually beneficial outcomes in school-enterprise cooperation. Secondly, with the implementation of RCEP, Guangxi's agriculture, manufacturing, and service sectors have opportunities for deep collaboration with ASEAN countries. This implies that enterprises and educational institutions can explore new technologies and products collaboratively, conducting targeted personnel training to enhance competitiveness and cooperation benefits. In this process, vocational education institutions in Guangxi play a crucial role in supporting the development of highly skilled talents responsive to international collaboration needs.

Despite the abundant opportunities, Guangxi faces several challenges in school-enterprise cooperation. One such challenge is the relatively lower levels of experience and technological expertise. To address this, Guangxi needs to deepen the integration of theoretical research and practical applications, ensuring that academic research outcomes better serve industrial development. Additionally, the mechanisms for school-enterprise cooperation in Guangxi are not yet robust enough, with collaboration forms being relatively singular and lacking depth and breadth. Enterprises often have lower participation levels, placing schools in a passive position. To unlock the full potential of school-enterprise cooperation, Guangxi must strive to enhance and expand collaboration mechanisms, making them more comprehensive and profound. In addressing this issue, attention should be given to the interactivity and balance of school-enterprise cooperation. Schools and enterprises should maintain close interaction, jointly devising cooperation plans to ensure a balanced interest for both parties. Fostering students' practical abilities and adapting to international market demands are crucial goals of school-enterprise cooperation, and Guangxi needs to focus on the quality of practical education in cooperation, improving students' hands-on skills.

In conclusion, vocational education in Guangxi, under the backdrop of RCEP, has the potential to achieve internationalization in talent development and enhance the international competitiveness of industrial development through strengthened school-enterprise cooperation. Leveraging geographical and cultural advantages while addressing existing challenges in cooperation, vocational education in Guangxi could become a significant engine driving regional economic development, injecting new vitality into RCEP cooperation.

4.2 Faculty Development

Under the RCEP framework, vocational education in Guangxi faces both new opportunities and a series of challenges in the construction of its teaching staff, particularly in terms of education

cooperation and exchange with ASEAN countries. With the increasing trade and investment, the ties between Guangxi and ASEAN countries have become closer, leading to a high demand for professionals proficient in ASEAN languages and cultures. To seize this opportunity, Guangxi can consider implementing targeted measures, such as introducing outstanding teachers from ASEAN countries and promoting teacher exchange programs with ASEAN countries, to achieve diversity and internationalization in its teaching staff.

Firstly, introducing outstanding teachers from ASEAN countries is a crucial approach to diversifying Guangxi's teaching staff. By bringing in education experts with knowledge of ASEAN languages and cultures, not only can the language proficiency of students be enhanced, but strong support can also be provided for the international development of schools. This initiative not only contributes to deepening students' understanding of ASEAN countries but also injects new disciplinary and cultural elements into vocational education in Guangxi.

Secondly, implementing teacher exchange programs with ASEAN countries will be a vital means to promote the internationalization of the teaching staff. By establishing collaborative relationships with educational institutions in ASEAN countries, Guangxi can facilitate mutual teacher exchanges and encourage the sharing of teaching experiences. This not only helps expand teachers' international perspectives but also enhances their cross-cultural communication and collaboration skills, promoting the effective integration of educational resources in the ASEAN region.

Despite favorable conditions provided by policy support and market demand for the construction of Guangxi's teaching staff, challenges still exist. Firstly, compared to other regions in China, the remuneration level in Guangxi may be relatively lower, potentially affecting the attractiveness and retention rates of teachers. Secondly, cultural differences and disparities in educational systems with ASEAN countries may pose challenges to the construction of the teaching staff.

Facing new opportunities and challenges, vocational education in Guangxi, through continuous improvement in the construction of its teaching staff, can further enhance its internationalization. This, in turn, contributes to the sustainable development of the regional economy by nurturing talents with increased global competitiveness.

4.3 Internationalized Teaching

Under the implementation of RCEP, Guangxi has encountered valuable opportunities to establish a broader platform for internationalized teaching. The close economic cooperation has led to a growing demand for professionals proficient in ASEAN languages and cultures. In this context, Guangxi has immense development potential, and it can achieve this by strengthening educational cooperation with ASEAN countries, collaboratively advancing curriculum development, credit recognition, and joint training programs. This will provide students with more opportunities for internationalized learning while deepening cooperation with ASEAN countries.

Firstly, Guangxi can actively engage in educational cooperation with ASEAN countries by organizing joint international academic conferences, educational exchange activities, and promoting the sharing of

educational resources. This facilitates the attraction and cultivation of a faculty team with international perspectives, thus enhancing the level of internationalized teaching. Secondly, Guangxi can enhance curriculum development in collaboration with ASEAN countries. By co-offering professional courses involving ASEAN culture, language, and business, students can benefit from a richer academic experience. Additionally, promoting a mechanism for credit recognition allows students to flexibly participate in cross-school cooperation, expanding their academic horizons.

However, in the realm of internationalized teaching, Guangxi faces several challenges. Firstly, there are differences in the education systems of ASEAN countries, requiring flexibility and adaptation to ensure the seamless progress of internationalized teaching. Schools need high adaptability and innovation in collaboration to provide teaching content closer to international standards.

Secondly, communication with ASEAN countries may encounter language barriers. Guangxi needs to strengthen language training to improve the communication skills of teachers and students in a multilingual environment, ensuring accurate information transmission for effective teaching progress.

Moreover, ensuring educational quality does not decline while internationalizing is a key concern. This requires the establishment of a scientific assessment system, the introduction of exemplary internationalized teaching practices, and continuous efforts to improve educational quality, ensuring comprehensive student development in internationalized learning.

Finally, as cooperation with ASEAN countries deepens, there may be an increase in student mobility. Guangxi needs to implement measures to address this challenge, including strengthening students' awareness of safety, establishing a sound student service system, and ensuring that students receive adequate care and support while studying abroad.

In summary, Guangxi has enormous development potential in internationalized teaching. Through flexible cooperation mechanisms and comprehensive educational reforms, it can construct a more internationalized teaching platform within the RCEP framework. This will contribute to cultivating talents with international perspectives and competitiveness, propelling vocational education in Guangxi to higher levels.

5. Strategies for Vocational Education in Guangxi under RCEP

With the formal implementation of the Regional Comprehensive Economic Partnership (RCEP), vocational education in Guangxi enters a vibrant new era. As a crucial hub for China's close collaboration with ASEAN, Guangxi holds a unique position and strategic advantage within the RCEP framework, presenting unprecedented opportunities and challenges for vocational education. This historic transformation not only propels deeper economic and trade cooperation between Guangxi and ASEAN nations but also imposes new developmental demands on vocational education in Guangxi. Faced with the challenges and opportunities of globalization, how Guangxi's vocational education innovatively evolves to better align with the trends of the RCEP era becomes an urgent question. Hence, a series of practical strategies should be proposed to guide Guangxi's vocational education toward a new developmental journey.

5.1 Deepening Industry-Education Integration

Firstly, vocational colleges in Guangxi will intensify collaboration with enterprises, focusing on joint research and development of new technologies and products tailored to meet the demands of the ASEAN market. Within the RCEP framework, schools and enterprises will capitalize on collaborative opportunities, sharing research and development resources to enhance technological proficiency and innovation capabilities. To precisely address industry needs, there will be adjustments to program offerings, incorporating additional relevant courses and training content to ensure graduates possess practical skills closely aligned with the market.

Secondly, diverse collaboration models will be established, including co-building training bases and integrating industry, academia, and research. This comprehensive involvement in talent development collaboration will not only improve the quality and practicality of education but also foster sustainable development and technological innovation within enterprises. Through the establishment of training bases, students will have the opportunity to gain real-world experience in actual work environments, better adapting to vocational requirements.

Thirdly, vocational colleges in Guangxi will collaborate with the government and enterprises to enhance the mechanisms and policy environment for industry-education collaboration. The government will provide support through measures such as tax incentives and financial assistance to encourage more corporate participation. Clearly defined implementation rules and assessment criteria will be formulated to specify the rights and responsibilities of both parties, ensuring the quality and effectiveness of collaboration.

Lastly, continuous improvement and evaluation of industry-education collaboration projects will take place, collecting feedback and making necessary adjustments. Through regular assessments and experience summaries, schools and enterprises can continually refine collaboration models and mechanisms, enhancing the effectiveness and sustainability of cooperation. This series of strategies aims to make industry-education collaboration more systematic and targeted, driving innovation and development in vocational education in Guangxi, and providing students with a higher quality and more practically relevant educational experience.

5.2 Strengthening Faculty Development

To attract and retain outstanding teaching resources, vocational colleges in Guangxi should first enhance teachers' salary packages to make them more competitive in the domestic market, thereby inspiring teachers' enthusiasm and creativity. Building on this foundation, active promotion of faculty exchanges with universities in ASEAN countries will be pursued, establishing exchange platforms to strengthen interaction and collaboration between teachers on both sides. Support will be provided for teachers to participate in international academic conferences, research projects, and other activities to broaden their international perspectives and enhance their professional competence.

To support teachers' professional development, the schools will offer clear career development paths and promotion opportunities, encouraging teachers to achieve higher accomplishments in their

respective fields. Special emphasis will be placed on supporting teachers in undertaking research projects related to ASEAN countries, providing necessary research resources and financial support to elevate research and academic standards. To better manage and utilize faculty resources, the schools will establish a database of teachers from ASEAN countries, promoting information sharing and communication, enhancing mutual understanding and collaboration between teachers on both sides, and facilitating educational cooperation and exchanges between Guangxi and ASEAN countries.

Lastly, regular evaluations and feedback mechanisms will be implemented for faculty development projects. By collecting opinions and suggestions, continuous improvement of strategies and measures will be pursued to enhance the overall quality and standards of the faculty team. Encouraging teachers to provide suggestions will stimulate their participation, fostering ongoing improvement and optimization of faculty development. This comprehensive set of strategies aims to build a more competitive and internationally oriented faculty team, laying a solid foundation for the development of vocational education in Guangxi.

5.3 Expanding International Exchanges and Cooperation

To foster educational cooperation between Guangxi and ASEAN countries, schools should prioritize the development of joint programs, credit recognition, and collaborative training projects with ASEAN nations, providing students with more opportunities for internationalized learning. During this process, it's crucial to adapt flexibly and bridge the differences in educational systems with ASEAN countries to ensure smooth implementation of internationalized teaching. Addressing language communication barriers can be achieved by strengthening language training, offering ASEAN language courses, and enhancing the cross-cultural communication abilities of both faculty and students.

Secondly, Guangxi should establish stringent teaching quality standards and evaluation mechanisms, actively promoting exchanges and collaboration with universities in ASEAN countries. Prioritizing student safety and rights, establishing a sound student management system, and enhancing communication mechanisms with ASEAN countries are necessary steps. To facilitate cultural exchange and understanding, organizing cultural exchange courses and activities will deepen the cultural identity of faculty and students.

Lastly, regular assessments and feedback for internationalized teaching programs should be conducted, encouraging faculty and students to provide suggestions and opinions to continuously improve the quality and effectiveness of internationalized education. Through the formulation and implementation of these strategies, Guangxi is poised to deepen its cooperative relations with ASEAN countries and cultivate a greater number of talents with international perspectives and competitiveness.

6. Conclusion

In conclusion, the innovative development of vocational education in Guangxi under the RCEP framework presents unprecedented historical opportunities. Following an in-depth exploration of industry-education integration, faculty development, and internationalized teaching, this paper proposes a series of practical strategies. Firstly, in terms of industry-education integration,

strengthening collaboration with enterprises will propel vocational education in Guangxi to better serve local industries, fostering a deep integration of technological innovation and talent cultivation. Secondly, the strategies for faculty development will provide robust support in attracting and retaining outstanding educators, enhancing the international profile of faculties in vocational institutions in Guangxi and contributing to the improvement of educational quality and academic standards. Lastly, the strategies for internationalized teaching will facilitate the broader integration of vocational education in Guangxi into the global education system, providing students with richer learning opportunities and nurturing talent equipped with international perspectives and competitiveness. Looking ahead, Guangxi's vocational education should consistently implement these strategies, making continual adjustments for optimization to meet the challenges of the globalized era. Only through the comprehensive advancement of industry-education integration, faculty development, and internationalized teaching can vocational education in Guangxi embrace a more brilliant future amidst the waves of the RCEP era. Serving as a crucial engine for regional development in the tide of global economic integration, vocational education in Guangxi will not only offer more opportunities for students but also make a significant contribution to the sustainable development of the local socio-economic landscape.

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