

Research on Localized Talent Cultivation Approaches in Higher Vocational Colleges

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Abstract: With the implementation of China's "Belt and Road" Initiative, large and medium-sized Chinese enterprises have accelerated their "going-out" pace. Cultural and civilization conflicts frequently arise in countries along the "Belt and Road," and uncertainties in the political and economic environments where Chinese enterprises operate have led to increased difficulties and risks for their overseas operations. Localized talent cultivation is an important part of enterprises' localization strategies, helping enterprises reduce operating costs and enhance market competitiveness. Vocational colleges, as bases for technical talent cultivation, can precisely match market demand through cooperation with enterprises, providing enterprises with high-quality talents who understand specialties, possess technical skills, and have an international perspective. At the same time, they offer local young people a broad practical platform and internships and employment opportunities, enhancing the practicality and social value of education and promoting the prosperous development of local economies and societies.

Keywords: Chinese enterprises; Internationalization; Localized talent cultivation

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1. Introduction

In recent years, as international economic and trade rules have accelerated their restructuring, global economic risks have risen significantly. Interwoven geopolitical factors have made Chinese enterprises "going out" face a more sensitive overseas investment environment. Facing new challenges in the new situation, if Chinese enterprises want to "go out" with high quality, they must enhance their localized operation level, transforming from mere "builders" to "participants" in the economic and social development of the host country, sharing development achievements with the people of the host country or region and achieving a win-win situation ^[1]. Against this backdrop, domestic universities and colleges have actively explored new paths for localized talent cultivation, providing localized talent reserves for enterprises "going out" through the integration of industry and education as well as school-enterprise cooperation ^[2].

The General Office of the State Council has issued guiding documents such as the Opinions on Promoting

the High-quality Development of Modern Vocational Education and the Opinions on Deepening the Reform of the Modern Vocational Education System, clarifying that vocational education should serve the “Belt and Road” strategy and cultivate skilled talents urgently needed for the “Belt and Road,” which is an important task in advancing the reform of the modern vocational education system. It is particularly important and urgent to promote the organic integration of the vocational education chain with the global industrial chain, achieving efficient localized talent cultivation aligned with the human resource needs of Chinese enterprises going global ^[3].

2. The necessity of localized talent cultivation

The “Belt and Road” Initiative proposes integrating existing resources from all parties and exploring practical cooperation with countries and regions along the “Belt and Road” in areas such as youth employment, entrepreneurial training, vocational skills development, social security management, and services ^[4]. Strengthening localized talent cultivation in enterprises is the core content of enhancing the international business competitiveness of Chinese enterprises going global. As the scale of Chinese enterprises going global continues to expand, further enhancing their localized operation capabilities and sharing the development achievements of the “Belt and Road” with the people of countries and regions along the route is an inevitable requirement for the high-quality and sustainable development of the “Belt and Road” ^[5].

With the implementation of China’s “Belt and Road” Initiative and the accelerated “going-out” pace of Chinese enterprises, cultural and civilization conflicts frequently arise in countries along the route. The uncertainties in the political and economic environments of the countries and regions where Chinese enterprises operate have increased the difficulties and risks for their overseas operations. Cultivating localized high-quality and highly skilled talents to promote localized management and operations has become an urgent issue that Chinese enterprises need to address to become bigger and stronger locally.

2.1. Localized talent cultivation provides human resource support for Chinese enterprises going global

There are many developing countries along the “Belt and Road.” Constrained by local economic development levels, the education level, vocational skills, and overall professional quality of the populace are relatively low, making it difficult for Chinese enterprises going global to recruit excellent technical and management personnel in the countries where they operate. The scarcity of human resources hinders the development of various business activities. It takes a long time to cultivate overseas talents who understand the politics, economy, and culture of different countries and possess comprehensive abilities such as project management, language, and cross-cultural communication ^[6]. Chinese expatriate employees are unfamiliar with local policies, social customs, and working environments, and there are language communication barriers and cultural conflicts with foreign employees, limiting the advantages of localized operations and hindering the development of Chinese enterprises’ international business. In summary, recruiting and cultivating a group of technical and management talents who understand languages, are proficient in specialties, are familiar with international situations and local policies, and have a friendly attitude toward China is an inevitable requirement for Chinese enterprises to “go out” with high quality ^[7].

2.2. Localized talent cultivation provides hematopoietic functionality for local socioeconomic development

A large number of Chinese enterprises going global focus on hiring, training, and developing local employees.

Relying on overseas projects under construction, they have carefully planned and designed a two-phase strategy aimed at cultivating skilled and management talents, which not only provides a solid talent guarantee for project implementation but also continuously inputs talents to meet local social development needs ^[8]. In recent years, Chinese enterprises in the international engineering field have been optimizing and upgrading their business structures, which not only requires strengthening the training of local employees but also expanding employment channels. This enables Chinese enterprises to achieve high-quality and sustainable development, address local employment issues, promote economic prosperity and talent cultivation, and realize mutual benefit and win-win development between enterprises and local societies ^[9]. By massively hiring and cultivating local talents, Chinese enterprises have transformed from mere engineering constructors to participants in international economic and social development, which will further deepen cooperation with local industries and contribute to regional economic development ^[10].

2.3. Localized talent cultivation helps enhance enterprises' localized operation level

By implementing localized talent cultivation strategies, enterprises can not only establish a certain image locally but also attract more talent from other regions to join them. The joining of these talents not only sets a positive example for employees within the enterprise but also better inspires employees to enhance their self-efficacy and enthusiasm for career development ^[11]. Especially in an era of global political and economic turbulence, rising economic risks, and continuous political challenges. The government should respond to these challenges by issuing relevant policies that encourage multinational corporations to strengthen cooperation with local enterprises, not only providing more employment opportunities for residents but also enabling the foreign population to have better options, thereby driving sustained economic growth. A localized talent strategy not only helps enterprises better integrate into the local society and establish stable community relationships but also brings unique competitive advantages to enterprises, allowing them to stand out in the fierce market competition ^[12].

3. Localized talent cultivation approaches

The “going out” of vocational education should adhere to the principles of “integration of industry and education, school-enterprise cooperation,” with the main purpose of serving the overall diplomatic situation of the country and the localization development needs of enterprises going abroad. It aims to enhance the influence of China’s vocational education and promote the transformation of China’s vocational education from international cooperation forms, such as bringing in and going out, to exporting Chinese vocational education school-running standards, training standards, and value standards. By adhering to the principle of “education following industry, schools and enterprises going abroad together,” we should deepen the integration of industry and education and school-enterprise cooperation, serve industrial development through vocational education, and cultivate and train outstanding technical and skilled talents for Chinese enterprises going abroad to develop overseas ^[13].

3.1. Development of teaching resources

The active development of teaching resources that meet international standards and local educational backgrounds is key to localized talent cultivation. Vocational colleges should leverage their advantages in vocational education, connect with overseas vocational education syllabus standards, and develop teaching resources suitable for local educational backgrounds. Led by the development of international professional teaching standards, we should promote the adaptation of professional settings, course content, and teaching

processes to the actual needs of the cooperating country, forming a standard system and teaching plan applicable overseas. This provides local teachers and students with localized practical courses and also provides skills training for employees in related local industries. By exporting the advanced concepts and models of Chinese vocational education beyond national borders, we can cultivate local high-quality and high-skilled talents urgently needed by Chinese enterprises^[14].

3.2. School-school-enterprise joint cultivation

Chinese colleges and universities should connect with high-quality overseas universities to open enterprise-oriented classes at foreign partner universities. Based on industry and enterprise job requirements, the three parties (Chinese and foreign schools and enterprises) should jointly develop courses, textbooks, etc., to cultivate talents with a specific orientation. Guided by the principle of “mutual benefit and win-win results, shared responsibilities,” the three partners should jointly design talent training programs, establish professional teaching and curriculum standards, determine job specifications, select enterprise mentors, and implement detailed plans. This can build a stable school-enterprise cooperation mode under joint participation, realizing the optimal allocation of educational resources and common prosperity. Students can make choices based on their needs, better integrate into learning, understand the latest cutting-edge knowledge under the guidance of enterprise mentors, deepen their learning of theoretical knowledge under the guidance of teachers from their schools, and improve their skills under social rules. In addition, the three parties can jointly formulate strict job skill assessment and apprenticeship acceptance standards, reasonably arrange the learning of theory and practice, and the acquisition of vocational qualification certifications, thereby improving the construction of the teaching staff and forming a comprehensive and multi-level education cooperation system. For the teaching team at foreign universities, a training plan covering Chinese vocational education concepts, professional skill improvement, and practical enterprise case analysis should be customized. This allows teachers to comprehensively improve their teaching and practical abilities through core professional course lectures, technical process practical training, curriculum demonstration observations, participation in practical projects, and enterprise field visits, thereby laying a solid foundation for the development of international cooperation training programs.

3.3. Construction of overseas practical training bases

In the process of Chinese enterprises “going out,” the lack of local talents with an international perspective has hindered business expansion, directly affecting the competitiveness of Chinese enterprises in the international market. Poor professional quality among local employees, outdated training equipment, and a lack of training teachers have led to ineffective local training. The three parties (Chinese and foreign schools and enterprises) can cooperate to build on-campus practical training bases at foreign universities. Enterprises provide advanced equipment, technical guidance, and real projects. Chinese colleges and universities arrange professional teachers to assist in guiding practical training, and foreign universities are responsible for site management and student organization. By sharing practical training resources, we can provide a real professional practical operating environment for students from cooperating universities and foreign employees of enterprises. Students participate in enterprise projects at the practical training bases to enhance their practical abilities. Strengthen cross-cultural training to promote communication and understanding among domestic and foreign partners; use technologies such as big data and artificial intelligence to optimize practical training content and methods; explore market-orientated operation modes to achieve the long-term sustainable development of practical training bases; expand cooperation with more countries and regions to build a practical training network covering the globe, based on

localization, incorporate international elements to cultivate talents with a global perspective, helping students quickly adapt to job requirements after graduation, addressing the demand for local technical and skilled talents shortages in enterprises' overseas development, and enhancing the international influence of vocational education.

3.4. Skills training

Driven by the “going out” strategy, numerous enterprises actively expand overseas markets. To better integrate into the local society and utilize local human resources, establishing training bases overseas and implementing localized training has become a trend. Localized training not only helps improve the skills and quality of local employees, enhances enterprises' competitiveness locally, but also promotes cultural integration, laying a solid foundation for enterprises' long-term stable development.

Determine training directions and key areas based on local industrial development trends, labor market demands, and actual enterprise needs, and design practical and easy-to-master training courses covering technical skills, language abilities, professional qualities, and an international perspective. Establish a training faculty team combining foreign and domestic, full-time teachers, and enterprise experts. Conduct skills training for locals in the real working environment of overseas practical training bases. Establish a vocational training system covering the entire life cycle to help youth master practical skills, enhance their employability, and meet their sustainable development needs. This helps local employees quickly adapt to project construction requirements, fills gaps in local labor markets in relevant professional skill areas, contributes to local employment and economic development, and ensures the smooth progress of enterprise projects.

Disclosure statement

The authors declare no conflict of interest.

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