

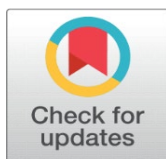


# RESEARCH ON STRATEGIES FOR IMPROVING THE GOVERNANCE EFFICIENCY OF INTERNATIONAL COOPERATIVE EDUCATION

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## ABSTRACT

Governance includes the state, the private sector, and civil society, all of which play an important role in sustained human development. The state constructs a feasible political and legal environment, the private sector creates employment and income opportunities, civil society assists in political and social interaction, and mobilizes various forces to participate in economic, social, and political activities. Vocational education is a product of social development, the development of human civilization, and can also be said to be a product of human self-development. And it is a product of development to a special period. Vocational education benefits society, and society can also benefit from vocational education. Promoting social development is a necessary and sacred duty of vocational education. Building an international cooperation platform for vocational education based on regional advantages, development strategies, pillar industries, and talent needs is a key component of the reform of the vocational education system construction. In this context, how to improve the governance system of vocational undergraduate cooperative education, enhance governance efficiency, and provide internal support for the high-quality development of vocational education has become an urgent problem to be solved. This article is based on Sino foreign cooperative education for vocational undergraduate students, studying the basic connotation, specific characterization, and improvement strategies of governance efficiency, providing theoretical support for building a high-quality Sino foreign cooperative education system for vocational education.

**Keywords:** Cooperative Education, Governance Efficiency, Vocational Education, Strategies

## 1. INTRODUCTION

Sino foreign cooperative education is the main form of cross-border education in China, an important component of China's education opening up to the outside world, an innovative model of cross-border education internationally, and an important component of China's higher education. It has played a positive role in promoting higher education reform, promoting international development, expanding talent training channels, and meeting the diverse and high-quality education needs of the people, making significant contributions. In recent years, Sino foreign cooperative education has steadily developed. There are over 1000

Sino foreign cooperative educational institutions and projects with undergraduate degrees and above, as well as over 900 specialized institutions and projects nationwide. After more than ten years of exploration, the core module of the regulatory system for Sino foreign cooperative education has been preliminarily established, and the qualification evaluation system for Sino foreign cooperative education has become relatively mature. It has established an evaluation brand with Chinese characteristics and international influence, and has achieved gratifying results in promoting standardized education.

Higher vocational undergraduate education is a type of full-time undergraduate education, with a bachelor's degree. The combination of vocational and regular undergraduate programs constitutes the full-time undergraduate level of China's higher education system. In 2021, there were a total of 32 undergraduate level vocational schools in China, including 10 public ones, with 41400 vocational undergraduate students enrolled and 129300 students enrolled. By 2025, the enrollment scale of vocational undergraduate education shall not be less than 10% of the enrollment scale of higher vocational education. Enable more vocational school graduates to receive high-quality vocational undergraduate education. As an important carrier of education opening up to the outside world, although Sino foreign cooperative education has achieved significant achievements in undergraduate colleges, how to improve the governance system of vocational undergraduate cooperative education, enhance governance efficiency, and provide internal support for the high-quality development of vocational education is the key issue to be addressed in this article.

## 2. GOVERNANCE

Governance includes the state, the private sector, and civil society, all of which play an important role in sustained human development. The state constructs a feasible political and legal environment, the private sector creates employment and income opportunities, civil society assists in political and social interaction, and mobilizes various forces to participate in economic, social, and political activities [Grollmann and Rauner \(2022\)](#), [Stasz et al. \(2022\)](#), [Balatti and Falk \(2022\)](#), [Rashedul et al. \(2022\)](#), [Lamamra and Masdonati \(2022\)](#), [Li \(2022\)](#), [Wang and Wen \(2022\)](#), [Djatkiko \(2022\)](#), [Gu \(2022\)](#), [Gurtner et al. \(2022\)](#).

The United Nations Development Programme believes that the basic elements of governance are: participation and transparency; Equality and integrity; Rule of law and accountability; Strategic foresight and effectiveness; Consensus; Efficiency.

The purpose of governance is social justice, ecological sustainability, political participation, economic effectiveness, and cultural diversity.

The four characteristics of governance summarized by the United Nations Global Governance Committee are highly representative and authoritative: governance is not a set of rules or an activity, but a process; The foundation of the governance process is not control, but coordination; Governance involves both the public and private sectors; Governance is not a formal system, but a continuous interaction.

## 3. VOCATIONAL EDUCATION

Vocational education refers to the educational activities implemented to equip the educated with comprehensive qualities such as professional ethics, scientific culture, professional knowledge, and technical skills required for engaging in a certain profession or career development. Vocational education and general

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education are different types of education, with equal importance. They are important components of the national education system and human resource development, and are important ways to cultivate diverse talents, inherit technical skills, and promote employment and entrepreneurship. Vocational education is an important component of the education system and a fundamental project for cultivating high-quality talents [Gallagher \(2022\)](#), [Triki et al. \(2022\)](#), [Gao et al. \(2022\)](#), [Han \(2021\)](#), [Hamzah et al. \(2021\)](#), [Xue \(2021\)](#), [Abramovskikh et al. \(2021\)](#), [Liang \(2022\)](#), [Li et al. \(2022\)](#), [Luimes \(2023\)](#).

Vocational education includes vocational school education and vocational training. Vocational school education is academic education, divided into secondary and higher vocational school education. Vocational training is non academic education, including pre employment training, apprenticeship training, on-the-job training, reemployment training, entrepreneurship training, and other vocational training [Xue \(2022\)](#), [Ebrahimi et al. \(2022\)](#), [Zhou \(2022\)](#), [Breuer and Baumert \(2022\)](#), [Ogbuanya and Shodipe \(2022\)](#), [Tielman et al. \(2022\)](#), [Luteijn et al. \(2022\)](#), [Cattaneo et al. \(2022\)](#), [Cui \(2022\)](#), [Chuan and Ibsen \(2022\)](#).

The purpose of vocational education is to cultivate applied talents and socialist laborers and builders with a certain level of cultural and professional knowledge and skills. Compared with general education and adult education, vocational education focuses on the cultivation of practical skills and practical work abilities.

Vocational education is a product of social development, the development of human civilization, and can also be said to be a product of human self-development. And it is a product of development to a special period. Vocational education benefits society, and society can also benefit from vocational education. Promoting social development is a necessary and sacred duty of vocational education.

The purpose of vocational education is to meet individual employment needs and the objective needs of job positions, thereby promoting the development of social productivity and accelerating the adjustment and transformation of the national industrial structure.

Compared to basic education, vocational education has its own characteristics. In summary, the essence of vocational education should include at least four aspects:

Firstly, putting people first; Secondly, teaching students according to their aptitude; Thirdly, scientific management; The fourth is cultural shaping.

Putting people first is to fully mobilize the enthusiasm of all teaching staff, forming a strong atmosphere of taking the school as home, teaching as pleasure, and teachers as pride. The second is to fully respect students' subject consciousness, establish their subject status, and fully leverage their subject role. For example, some schools allow students to serve as class teacher assistants and principal assistants, actively and scientifically participating in the management of school affairs is a highly innovative attempt. It can not only cultivate students' sense of ownership and participation, but also improve their work ability and management level. This itself is one of the important contents of vocational education.

Vocational undergraduate education, also known as undergraduate vocational education, refers to vocational education at the undergraduate level, which is a supplement to vocational education at the undergraduate level. The pilot construction of vocational undergraduate education is different from the construction of ordinary applied universities, and its basic structure is a close combination of knowledge, skills, and quality.

Vocational undergraduate education is an education that extends from within vocational education and is conducted entirely in accordance with the laws of vocational education talent cultivation. Vocational undergraduate education is essentially practical and professional in nature.

Dual system universities in Germany, specialized vocational universities in Japan, and science and technology universities in the UK are all educational institutions for vocational undergraduate education. Although there is no specialized vocational undergraduate education entity in the education system of some countries, professional forms of vocational undergraduate education actually exist. Many majors at TAFE College in Australia have undergraduate degrees. Vocational undergraduate education in the United States exists in universities, some of which even have high levels of education, such as Purdue University. Purdue University has two colleges, namely the School of Engineering and the School of Technology. Due to the beginning of differentiation in the demand for engineering and technical talents in society, relying solely on engineering colleges cannot fully meet the demand for engineering and technical talents. The school established the Technical College in 1964. Universities and colleges in France also implement vocational undergraduate education, which is called "undergraduate level technical education" and is awarded university technical diplomas. It can be seen from their commonly used concepts that the content of vocational undergraduate education in these countries is generally biased towards technology application, that is, students in this kind of education learn General technology of the industry rather than the skills required by a single job [King and Greenberg \(2019\)](#), [Lin and Dan \(2022\)](#), [Du et al. \(2022\)](#), [Yun and Kyong \(2023\)](#), [Saddington and Saddington \(2023\)](#), [Zhi-Tao et al. \(2022\)](#), [Huber et al. \(2022\)](#), [Khoirunnisa and Almahendra \(2022\)](#), [Fosu \(2022\)](#), [Mayer-Schnberger \(2022\)](#).

The promulgation of the professional setting documents for vocational undergraduate education only solves the administrative licensing problem of the implementation of vocational undergraduate education. Correspondingly, an evaluation system suitable for vocational undergraduate education should be established. If the evaluation standards for ordinary undergraduate education are simply transplanted, it will be difficult to adhere to the talent cultivation characteristics of vocational undergraduate education. In this sense, vocational undergraduate education aims to cultivate technical talents who can directly find employment in enterprises and immediately bring economic benefits to the enterprise. They need to be competent for either operational positions with technical complexity or application technology positions that provide technical solutions for frontline operators.

To make vocational undergraduate education the leader in the construction of modern vocational education system. As the highest level of education in the current vocational education system, the development of vocational undergraduate education should strive to avoid the phenomenon of "foundation shrinkage" that occurs during the high transfer of vocational education qualifications.

Integrated training is becoming a new trend in vocational education talent cultivation. To cultivate higher level technical and skilled talents, it is not enough to only hold vocational undergraduate education. It is also necessary to connect vocational education at all levels and establish a sound modern vocational education system, so that learners can accumulate learning in this system. This requires accelerating the construction of the vocational education college entrance examination system, so that vocational undergraduate education has a way to recruit students from secondary vocational schools.

#### 4. IMPROVING THE EFFECTIVENESS OF EDUCATIONAL GOVERNANCE

The correct understanding and reasonable definition of the theoretical connotation of improving the effectiveness of educational governance is the logical starting point for further in-depth research, as well as the internal basis for analyzing the crux of the problem and selecting the implementation path.

The effectiveness of educational governance is a key indicator for measuring the degree of achievement of educational governance goals, and its essential connotation is the degree of matching between the actual behavior of educational governance subjects and governance goals. Improving the effectiveness of educational governance is to enhance the effectiveness of the educational governance process and the achievement of governance goals. Specifically, it includes the following aspects.

Firstly, entering the stage of high-quality development, interpreting the essential connotation of improving the effectiveness of educational governance cannot be separated from its unique macro policy context and practical background. On the one hand, the proposal of improving the effectiveness of educational governance is a reflection and correction on the "efficiency oriented" and "one-sided pursuit of short-term performance oriented" education governance practices since the reform and opening up. In the field of educational governance, the quality and effectiveness of governance have received unprecedented attention. Educational governance has shifted from being limited to pursuing one-sided, short-term efficiency or performance in a certain field or stage, to emphasizing the systematic, holistic, balanced, and sustainable aspects of educational governance. On the other hand, interpreting the improvement of educational governance efficiency should be in line with the context of educational governance modernization, which is ongoing rather than completed. Therefore, in the context of modernization of educational governance, the effectiveness of educational governance should also be ongoing rather than completed, and improving the effectiveness of educational governance is also a continuous process.

Secondly, the interpretation of the connotation of improving educational governance efficiency cannot be separated from the goal of modernization of educational governance, which leads to the improvement of educational governance efficiency. The evaluation of the effectiveness of educational governance and the selection of the path to achieve it must be aligned with the modernization goal of educational governance. The main goal of modernization of education governance is to form a new pattern of education governance with the participation of the whole society. The main tasks include: building a complete system of education laws and regulations, improving the implementation and supervision mechanism of education laws, and improving the level of education legalization; Transform the way the government manages education, strengthen the government's overall planning of education, and improve the level of government management services; Strengthen the construction of school regulations and improve the governance structure of schools; Improve the system of public participation in educational decision-making, establish a system of social participation in school management, and form a new pattern where parents, communities, industry associations, and other social forces jointly participate in school governance. Under the guidance of the modernization goal of educational governance, the current focus on improving the effectiveness of educational governance should be on addressing the institutional and institutional obstacles, conflicts of interest, and power conflicts

that arise during the process of educational reform and development, ultimately forming a new pattern of educational governance with the participation of the entire society.

Thirdly, to explain the connotation of improving the effectiveness of educational governance, it is not only necessary to consider the macro policy context and governance goals, but also to inquire about the value stance and pursuit behind them. Human behavior is always completed within certain values, which are the spiritual driving force of educational governance behavior. This also means that if the values of the diverse subjects involved in educational governance contradict the value pursuit of modernization of educational governance, it will inevitably lead to inefficient or ineffective governance. Therefore, in order to enhance the effectiveness of educational governance, it is necessary to attach importance to the basic value proposition of modernization of educational governance and its value guidance for diversified governance actions in the process of educational governance, so as to transform correct values into educational governance behaviors, and strengthen top-level design with the correct values as the guidance. The basic value proposition of the modernization of education governance is to "adhere to the people centered value concept and fundamental position, take the people's sense of gain, happiness, security and satisfaction as the standard", and adhere to the purpose of education Serve the People.

## **5. CHALLENGES IN EDUCATION GOVERNANCE**

From the perspective of educational governance practice, although years of government reform have been committed to promoting functional transformation and streamlining administration and delegating power, there are still unclear boundaries of power and responsibility between the government and educational administrative departments in educational governance, such as "offside", "absence", and "dislocation".

On the one hand, the government or education administrative department goes beyond their own scope of authority and directly undertakes affairs that could have been managed by the market, society, or grassroots schools, leading to management "offside", that is, managing things that should not be or cannot be managed well.

On the other hand, "offside" management will inevitably lead to centralized management by certain government departments, and it will also cause some "vacancy" problems in education affairs management, that is, the things that should be managed are not well managed. Moreover, educational governance is complex, involving various levels of government vertically and multiple functional departments at the same level of government horizontally, including educational administrative departments. During the operation of these departments, due to the blurry boundaries of power and responsibility between departments, there may also be "misalignment" issues. This "dislocation" is manifested not only in the vertical substitution of the functions of the higher-level government over the lower level government, but also in the horizontal overlapping and overlapping of functions among government departments at all levels, unclear division of powers, mutual shifting of responsibilities, or multi management, resulting in a vacuum zone where relevant business functions become unmanaged.

The gap in education development between regions and between urban and rural areas is still significant, and issues such as imbalance, disharmony, and inadequacy are still prominent; On the other hand, there are still shortcomings in education such as rural education, preschool education, and vocational education.

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The risks and challenges brought about by the complex and volatile internal and external development environment, as well as the hot and difficult issues arising from the reform and development of education, require the government to strengthen its macro-control ability and avoid localization, decentralization, fragmentation and involution of education governance. However, there is a significant gap between the efforts of the central and provincial governments to coordinate education reform and development, as well as the efforts of education administrative departments to coordinate education among the same level of government, and effectively addressing the risks and challenges brought by the internal and external development environment.

The internal governance structure of the school is not perfect, and the governance capacity needs to be further improved.

Affected by multiple internal and external factors, school governance still faces issues of imperfect governance structure and insufficient governance capabilities. At present, the decision-making power of most schools is held in party and government office meetings or party and government joint meetings composed of school party and government leaders and middle-level cadres, with the principal being the main decision-maker. Some school principals lack democratic awareness and have a serious personal authoritarian style. In the current school system, there is a lack of effective mechanisms for balancing and supervising the power of principals, making it difficult for teachers and staff to effectively intervene in school management work. The Teacher's Congress and Parent Committee are important components of the school's internal governance structure. However, for a long time, there has been a lack of clear and operational institutional details on what kind of power the teacher's congress should have, how to exercise its power, which school affairs should be decided by parents, how parents should participate in decision-making, what role universities and other research institutions should play in the education and teaching reform of primary and secondary schools, and how to play their role. This has led to some schools' teacher representative meetings and parent committees being virtually non-existent.

In addition, despite continuous progress in the construction of school regulations, a pattern of "one school, one constitution" has been formed. However, there are still many problems in the construction of school bylaws and related systems, including: "Some schools do not fully integrate their own school's actual situation in the process of formulating bylaws and related systems, resulting in serious 'borrowing'; the construction of school bylaws and related systems is not democratic and open enough; the school bylaws and related systems conflict with laws and regulations, or different rules and regulations conflict and contradict each other.

In the process of social organizations participating in educational governance, on the one hand, the public recognition of social organizations is not high. "Ordinary people would rather believe in extensive administrative evaluation than scientific market evaluation, which makes it very difficult to carry out social organization evaluation business." On the other hand, the independence and professionalism of social organizations are not strong, and relatively independent social organizations still need to be fully developed and transformed.

The political dominance of social development determines the high dependence of social organizations in political and social relations from the beginning. Every social organization belongs to a specific supervisory unit; certain functions of the social organization are a downward shift of its supervisory department functions; most of the funds of the social organization are entirely or partially dependent on

the affiliated units of the social organization. The lack of independence and professionalism has also led to doubts about the fairness and objectivity of social organizations' participation in education evaluation and education quality certification to some extent.

With the change of major social contradictions, the promotion of the reform of streamlining administration and delegating power to the lower levels of government, and the rapid development and application of modern information technology, the problem of fragmentation in education governance has become increasingly prominent. On the whole, the fragmentation problem in education governance includes not only the fragmentation of functions caused by bureaucratic organizations, but also the fragmentation caused by the simplification of government administration and decentralization and the use of modern information technology.

On the one hand, in a sense, the fragmentation of education governance stems from the bureaucracy based on the division of power and stratification. The hierarchical power matrix relationship formed by the hierarchical system can easily lead to bloated government organizational structures, lower level or grassroots organizations "perfunctory" and "negative" in the implementation process of education policies, education administrative departments and other government departments arguing and shifting blame, communication is not smooth, departmental division, decentralization of powers, self governance, and multiple political outlets.

On the other hand, inappropriate educational decentralization measures may aggravate the short-term behavior of local governments and social forces, which may lead to the intensification of fragmentation of educational governance. For example, if the educational decentralization of the superior government breaks through the carrying capacity of the subordinate organs or schools, decentralization will not only increase vitality and mobilize enthusiasm, but will become a burden for the subordinate organs and schools, and "fragmentation" governance will also become an inevitable choice for the subordinate organs or schools to perform their educational functions. Moreover, if the power is excessively delegated to schools, markets or social organizations without effective supervision over schools, markets, educational intermediary organizations, etc., it will inevitably weaken the government's ability to make overall planning and regulation of education and intensify the fragmentation of governance.

In addition, modern information technology and improper use of information data will also lead to governance of fragmentation. Obviously, the development and application of modern information technology have provided important technical support for information sharing. However, if there are conflicts between information protection and information sharing, such as sectarianism or short-sighted governance, the information platform between governments or even different departments of the same institution is not unified, and the information channel is not open, then there will be fragmentation problems such as information asymmetry, information loss, fragmentation, confusion, which will seriously affect the communication, exchange and cooperation between multiple subjects.

## **6. GOVERNANCE EFFECTIVENESS OF COOPERATIVE EDUCATION**

Building an international cooperation platform for vocational education based on regional advantages, development strategies, pillar industries, and talent needs



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is a key component of the reform of the vocational education system construction. In this context, how to improve the governance system of vocational undergraduate cooperative education, enhance governance efficiency, and provide internal support for the high-quality development of vocational education has become an urgent problem to be solved. This article is based on Sino foreign cooperative education for vocational undergraduate students, studying the basic connotation, specific characterization, and improvement strategies of governance efficiency, providing theoretical support for building a high-quality Sino foreign cooperative education system for vocational education.

As a concept within the scope of management science, governance effectiveness places greater emphasis on lawful administration and service objectives. Unlike the top-down power operation of government governance, governance is an interactive management process that mainly implements the management of public affairs through cooperation, consultation, and partnership. Efficiency is the degree to which work objectives are achieved, and efficiency, effectiveness, and effectiveness are the reference objects for measuring the level of efficiency. The efficiency, effectiveness, and effectiveness of governance are related to governance evaluation. The most basic connotation of governance effectiveness is the degree to which goals are achieved, or the degree to which specific task requirements are expected to be met. The governance effectiveness of Sino foreign cooperative education is determined by the governance of Sino foreign cooperative education, whether it can achieve the educational goals set by Sino foreign cooperative education, such as introducing high-quality foreign educational resources, learning from each other's strengths and weaknesses, and learning from each other.

Sino foreign cooperative education, as an activity that requires government administrative permission, first and foremost involves governments at all levels with approval authority. Secondly, it also involves Chinese educational institutions, foreign educational institutions, Chinese citizens, and other social organizations or individuals. The participation of the above roles determines the multiple attributes of Sino foreign cooperative education. Due to the approval led by the Chinese government and the participation of Chinese educational institutions, the basic attribute of Sino foreign cooperative education is public welfare. However, due to the participation and intervention of foreign educational institutions and third parties, its economic and market attributes have been added. The multiple attributes of Sino foreign cooperative education determine the diversity of its governance subjects. In addition to the government, Chinese and foreign universities, students, and third-party intermediaries, there are also other stakeholders such as parents, graduate employers, as well as social intermediary organizations entrusted by the government to carry out quality evaluation or certification of Sino foreign cooperative education, and foreign education quality assurance institutions. Given the multiple attributes of Sino foreign cooperative education and the characteristics of multiple governance entities, its governance is a complex process that requires attention to the conflict coordination and joint participation of multiple entities such as government, schools, parents, students, employers, and social intermediary service organizations in cooperative education. Therefore, the specific manifestations of governance effectiveness are also multifaceted.

In the context of vocational undergraduate construction, the key to achieving high-quality resource absorption and integration, carrying out high-level and exemplary Sino foreign cooperative education, cultivating a group of new generation with international vision and global competitiveness, promoting

domestic and foreign dual circulation, and better serving economic and social development lies in improving the governance efficiency of Sino foreign cooperative education. This article will study improvement strategies from four aspects: institutional construction, system construction, capacity construction, and evaluation construction, based on the basic connotation and specific characteristics of Sino foreign cooperative education in vocational undergraduate education.

**Research on Development and Construction:** It is necessary to study the institutional guarantees required for Sino foreign cooperative education in vocational undergraduate education, study the laws and regulations of Sino foreign cooperative education, increase the reform of educational authority, and improve the legal foundation for improving educational practice and governance efficiency.

**Research on System Construction:** To study the issues of the main body of Sino foreign cooperative education in vocational undergraduate education, and to build a diversified governance system based on system construction, providing a clear governance approach for improving the governance efficiency of Sino foreign cooperative education.

**Capacity building research:** To study the issue of the ability of Sino foreign cooperative education in vocational undergraduate education, and to enhance the ability of diversified governance through capacity building as a guarantee. Through the entire process and timely problem-solving, to enhance the effectiveness of educational governance.

**Research on Evaluation Construction:** Study the evaluation of Sino foreign cooperative education in vocational undergraduate education, apply new technologies to promote the reform of Sino foreign cooperative education evaluation, achieve visibility of the evaluation process and results, and enhance the satisfaction of governance efficiency.

## 7. CONCLUSION

Promoting the internationalization of vocational education should focus on improving the quality, status, and attractiveness of vocational education. On the one hand, it is necessary to promote the reform and innovation of vocational education and educational models through the opening of vocational education; On the other hand, international exchange and cooperation in vocational education should be utilized to broaden the career development and talent choices of vocational education students.

To run vocational education well, vocational education institutions need to have greater autonomy and flexibly adjust their curriculum and talent cultivation methods according to social needs. This also requires timely learning from the experience of developing vocational education in various countries and applying it to their own vocational education.

Internationalization is a two-way street, and the internationalization of education is not only about "inviting in", but also about "going out". Establishing a credit mutual recognition mechanism, promoting international cooperation in vocational education, recruiting international students in vocational colleges, and exchanging students from domestic vocational colleges with foreign vocational colleges are important means to improve the quality of vocational education and create a new image of vocational education.

In this paper, we study the basic connotation, specific characterization, and improvement strategies of the governance efficiency of Sino foreign cooperative education in vocational undergraduate education, which will provide theoretical

support for building a high-quality Sino foreign cooperative education system in vocational education. This article studies the strategies for improving the governance efficiency of Sino foreign cooperative education in vocational undergraduate education from four aspects: institutional construction, system construction, capacity construction, and evaluation construction. It aims to improve the quality assurance system, enhance the ability of diversified co governance, construct a governance pattern with multiple participants, and effectively improve the governance efficiency of Sino foreign cooperative education. This has strong practical significance and promotion value.

## CONFLICT OF INTERESTS

None.

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