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## RESEARCH ON THE IMPACT OF GOVERNMENT, INDUSTRY AND ACADEMIA ON THE CULTIVATION OF “CHINESE + VOCATIONAL SKILLS” TALENTS UNDER THE BACKGROUND OF CHINA-LAOS VOCATIONAL EDUCATION COOPERATION

Zheng Shen , PHD Candidate  
China International Language and Cultural College,  
Kirk University, Bangkok, Thailand, 10220  
E-mail: 15685678931@163.com

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### Abstract

Based on the triple helix theory, a theoretical model of the China-Laos government-industry-academic participation, teachers' teaching and industry-university-research capabilities, international students' subjective initiative and the impact of “Chinese + vocational skills” talent training was constructed, and the teacher-student correlation was proposed. Ability is hypothesized as a mediating variable and tested through structural equation modeling. The theoretical discussion and empirical research of the paper deepens the research on “Chinese + vocational skills” talent training.

*Keywords:* Triple Helix Theory; Government - Industry - Academic Participation; China-Laos Vocational Education Cooperation; “Chinese + Vocational Skills” Talent Training

## 1. INTRODUCTION

Under the Belt and Road Initiative, international Chinese education has flourished, and the international status of Chinese has been increasingly enhanced. At the same time, Chinese companies have accelerated their efforts to go abroad and widely participate in international economic and trade cooperation. Vocational education has also played an important role in serving Chinese companies'

“going global” and has trained a large number of local high-quality technical and skilled talents. However, the development of vocational education in countries along the Belt and Road is uneven, and it is often difficult to support the industry’s demand for high-quality and high-skilled talents. Under this situation, it is particularly important to promote the coordinated development of international Chinese education and vocational education “going global” (Ma Jianfei, 2021). In September 2020, the “Action Plan for Improving the Quality and Cultivating Vocational Education (2020-2023)” (Jiaozhicheng [2020] No. 7) issued by the Ministry of Education and nine other departments pointed out that “the international influence of vocational education should be enhanced and the ‘Chinese + vocational skills’ project should be promoted.” Since then, “Chinese + vocational skills” education has gradually become a hot research topic.

China and Laos have good neighborly relations and a long tradition of exchanges and cooperation. Since the establishment of diplomatic relations between China and Laos more than 60 years ago, cooperation in various fields such as politics, economy, education and culture has been continuously deepened. With the support of national policies, Chinese higher vocational colleges actively play their role in international exchanges and cooperation, take the “Belt and Road” construction and China-Laos vocational education cooperation as an opportunity to strengthen China-Laos vocational education exchanges, explore vocational education community cooperation models, and promote High-quality development of vocational education in the new era.

The triple helix theory focuses on how the three main bodies of government, industry, and academia (represented by colleges and universities) can play their respective roles, take market demand as an opportunity, and form a triple helix relationship of mutual influence, close connection and spiral rise among the three main bodies of government, industry and academia around the theme of knowledge production and transformation. The triple helix system of government, industry and academia also provides a new perspective for the research on the cultivation of “Chinese + vocational skills” talents. Faced with the new situation of deepening exchanges and cooperation in vocational education between China and Laos, more and more local governments in China have introduced favorable policies, led industry enterprises and a number of Chinese higher vocational colleges to build a platform for the gathering of vocational education resources between China and Laos, and laid a foundation for the cultivation of “Chinese + vocational skills” talents. Chinese higher vocational colleges use characteristic majors and advantageous majors to recruit Lao international students. By establishing overseas branches and vocational and technical education training bases in Laos, providing systematic academic education for Lao international students in China, and combining language training with professional skills training, the cultivation of “Chinese + vocational skills” talents will be strengthened. Industry enterprises also participate in the formulation of talent training goals, the development and design of courses, and the co-construction of practical training bases to provide internship positions for “Chinese + vocational skills” talents.

## 2. THEORETICAL ASSUMPTIONS

Related to “Chinese + Vocational Skills” is still in its infancy. Due to the short research time, there are few books and high-level academic papers on the “Chinese + Vocational Skills” project, and

there are only a handful of theories that can provide guidance in the existing literature, so theoretical hypotheses are obtained by analyzing the practice of Chinese universities. This study selects China Tongren Polytechnical College as a case to study the impact of government, industry, and academia on the cultivation of “Chinese + vocational skills” talents in the context of China-Laos vocational education cooperation. Tongren Polytechnical College is the first vocational college to recruit international students in Guizhou Province, China. As of March 2024, a total of 532 international students from Laos have been recruited, and 369 high-quality technical and technical talents of various types have been trained for Laos. With the support of relevant policies of Chinese governments at all levels, Tongren Polytechnical College has cooperated with the Lao Ministry of Education and Luang Namtha. The Provincial Department of Education, the Lao Vocational Education Research Institute, etc. have carried out multi-level pragmatic exchanges, cooperated with the Lao Babasa Technical College to build overseas branches, and jointly built overseas vocational skills training centers and practical teaching bases with Chinese-funded enterprises in Laos to “go global”. Overseas branch in Laos, Chinese-funded enterprises in Laos explore a new era of China-Laos vocational education innovation and development cooperation practice model of “co-discussion, co-construction, sharing and win-win”, and jointly promote the implementation of the “Chinese + Vocational Skills” talent training project. The “Innovation and Practice of the International Student Talent Training Model of “Three Energy Progressive Four-wheel Drive Five-in-One” formed on this basis won the second prize of the 2022 China Vocational Education National Teaching Achievement Award.

## **2.1 Government, Industry and Academia Participation and the Goal of “Chinese + Vocational Skills” Talent Training**

By analyzing this case, we can find that: (1) The Chinese and Lao governments have strengthened in-depth exchanges in the field of education by signing cooperation agreements and plans. The Lao government has actively strengthened cooperation and exchanges with Chinese universities. The Chinese government has formulated education policies and plans, determined the goals of international student talent training, standardized admissions, made detailed explanations of education and management, and provided corresponding resources and scholarship support. In addition, it has also promoted international exchanges and cooperation by building platforms to attract international students to study in China and learn Chinese and vocational skills. (2) In order to meet its own development needs, the Chinese-Laos industry has actively deepened school-enterprise cooperation with Chinese universities. Industry enterprises and universities have jointly formulated “Chinese + vocational skills” talent training plans, jointly participated in the training process, and jointly evaluated the training quality, cultivating Lao technical and skilled talents who understand Chinese, have strong skills, have feelings, and can adapt to the ever-changing needs of the industry, so as to support and promote the prosperity and innovation of the industry. (3) Chinese universities have set up special institutions to provide organizational guarantees for the training of “Chinese + vocational skills” talents. Optimize the curriculum system, innovate the talent training model for international students, strengthen the teaching staff, jointly build “overseas branches” between Chinese and Lao universities, jointly train technical and skilled talents, carry out online “Chinese + vocational skills” training, organize various activities, etc., to lay a solid language and skills foundation for the training of “Chinese + vocational skills” talents.

Based on the above analysis, this study hypothesizes:

**H1:** China-Laos government participation has a positive impact on the “Chinese + Vocational Skills” talent training goal.

**H2:** China-Laos industrial participation has a positive impact on the “Chinese + Vocational Skills” talent training goal.

**H3:** China-Laos university participation has a positive impact on the “Chinese + Vocational Skills” talent training goal.

## 2.2 China-Laos Political, Industry-Academic Participation and Related Abilities of Teachers and Students

(1) The Chinese government provides special funds for international exchange for international student scholarship programs, international talent training programs, and international education exchange programs. Special funds provide financial support for teachers' learning and training, helping teachers to continuously improve their teaching ability and professional level. The government's scholarships are conducive to stimulating the learning initiative and enthusiasm of international students and enhancing their subjective initiative. (2) China-Laos industry provides practical support for teachers' teaching. During their training in enterprises, teachers can combine theoretical knowledge with practical application to improve their teaching and industry-university-research capabilities. China-Laos industry can also provide internships and practice bases for international students to enhance their professional awareness and practical operation capabilities. At the same time, the support of the industry can also provide students with employment guidance and career planning support, so that students can better understand career development paths and employment opportunities and improve their subjective initiative. (3) China-Laos universities provide teaching resources and facilities, academic support and guidance, teacher training and professional development, and take corresponding incentive measures to help improve teachers' teaching ability, update teaching concepts and teaching methods, and improve teaching effectiveness. Chinese universities have issued relevant policies for enterprises to encourage teachers to use winter and summer vacations to work in enterprises to improve their industry-university-research capabilities. In addition, a scholarship evaluation system has been established. In order to obtain scholarships, international students will transform pressure into an effective internal driving force, actively learn and participate in skill competitions, which will enhance their subjective initiative to a certain extent.

Based on the above analysis, this study hypothesizes:

**H4:** China-Laos government participation has a positive impact on teachers' teaching and industry-university-research capabilities.

**H5:** China-Laos government participation has a positive impact on international students' subjective initiative.

**H6:** China-Laos industry participation has a positive impact on teachers' teaching and industry-university-research capabilities.

**H7:** China-Laos industry participation has a positive impact on international students' subjective initiative.

**H8:** The degree of participation of Chinese and Laotian universities has a positive impact on teachers' teaching and industry-university-research capabilities.

**H9:** China-Laos university participation has a positive impact on international students' subjective initiative.

### 2.3 Relevant Abilities of Teachers and Students and the Goal of Cultivating Talents with “Chinese + Vocational Skills”

(1) The teaching ability of teachers is directly related to the improvement of teaching quality. Teachers with good teaching ability can use appropriate teaching methods and strategies to create a positive learning atmosphere, stimulate the learning interest and initiative of international students, and improve teaching effectiveness. In addition, teachers' industry-university-research ability can help international students get in touch with actual work and research projects, combine theoretical knowledge with practical applications, provide international students with practical opportunities, and cultivate their practical ability and problem-solving ability. In short, teachers' good teaching and industry-university-research ability is conducive to the realization of the “Chinese + vocational skills” talent training goal. (2) The subjective initiative of international students can stimulate their learning motivation and prompt them to actively participate in the learning process, rather than just passively accepting the teacher's indoctrination. They can independently set learning goals, make learning plans, and actively seek resources and opportunities to support their own learning. The subjective initiative of international students plays a vital role in the realization of the “Chinese + vocational skills” talent training goal.

Based on the above analysis, this study hypothesizes:

**H10:** Teachers' teaching and industry-university-research capabilities have a positive impact on the “Chinese + Vocational Skills” talent training goal.

**H11:** International students' subjective initiative has a positive impact on the “Chinese + Vocational Skills” talent training goal.

(3) It was previously discussed that China-Laos government-industry-academic participation has a positive effect on teachers' teaching, industry-university-research capabilities, and international students' subjective initiative (A → B). It also clarified that teachers' teaching and industry-university-research capabilities, international students' Subjective initiative has a positive impact on the “Chinese + Vocational Skills” talent training goal (B → C), while China-Laos government-industry-academic participation has a positive impact on the “Chinese + Vocational Skills” talent training goal (A → C). This means that the impact of China-Laos government-industry-academic participation on the “Chinese + Vocational Skills” talent training goal will be realized through the transmission of teachers' teaching and industry-university-research capabilities, and the subjective initiative of international students (A → B → C).

Based on the above analysis, this study hypothesizes:

**H12:** Teachers' teaching and industry-university-research capabilities play a mediating role in the relationship between China-Laos government participation and the “Chinese + Vocational Skills” talent training goal.

**H13:** The subjective initiative of international students plays a mediating role in the relationship between China-Laos government participation and the “Chinese + Vocational Skills” talent training goal.

**H14:** Teachers' teaching and industry-university-research capabilities play a mediating role in the relationship between China-Laos industrial participation and the “Chinese + Vocational Skills” talent training goal.

**H15:** International students' subjective initiative plays a mediating role in the relationship between China-Laos industrial participation and the "Chinese + Vocational Skills" talent training goal.

**H16:** Teachers' teaching and industry-university-research capabilities play a mediating role in the relationship between China-Laos university participation and the "Chinese + Vocational Skills" talent training goal.

**H17:** The subjective initiative of international students plays a mediating role in the relationship between China-Laos university participation and the "Chinese + Vocational Skills" talent training goal.

### 3. RESEARCH DESIGN

#### 3.1 Variable measurement

This study uses SEM to design a model and test hypotheses for the relationship between China-Laos politics, industry, and academia and the goal of talent training for "Chinese + vocational skills". AMOS24.0 software is used to implement SEM modeling, and SPSS27.0 software is used to verify the hypothesis. This paper draws on existing research results (see Table 1) when selecting variable measurement items. Likert five-level scales are used, and different levels of scores are given from 1 to 5 from "completely inconsistent" to "completely consistent".

#### 3.2 Questionnaire

In order to increase the rationality and validity of the questionnaire, first, experts and scholars from higher vocational colleges were invited to evaluate the questionnaire and make suggestions. Second, we solicited the opinions of relevant experts from the Foreign Affairs Office of Tongren City, Guizhou Province, China, and the International Exchange and Cooperation Office of the Education Department of Luang Namtha Province, China. Third, we solicited opinions from the management staff of Laos Tongji Hospital and Laos Oriental Hospital. Finally, after a small-scale pre-test, the questionnaire was optimized again and the final version of the questionnaire was determined. The distribution of questionnaires for this survey began in June 2023. A total of 328 questionnaires were recovered, and 22 invalid questionnaires with consistent answers were deleted. In the end, there were 306 valid questionnaires, and the questionnaire validity rate was 93.29 %, the sample size meets the requirements for large samples using structural equation model analysis.

### 4. DATA ANALYSIS AND HYPOTHESIS TESTING

#### 4.1 Reliability and Validity Testing

It can be seen from Table 2 that the Cronbach's  $\alpha$  coefficients are all above 0.7, the factor loadings corresponding to each measurement index are all greater than 0.5, the convergent validity AVE is greater than 0.5, and the component reliability CR is greater than 0.6, passing the reliability and validity tests.

**Table 1** Definition of latent variables and observed variables.

Latent Variables	Measurement Standard	Indicator Reference Source
China-Laos government participation	<p>The Chinese government has issued policies on international student training and “Chinese + vocational skills” education (Z1).</p> <p>China and Laos signed a cooperation agreement and plan to strengthen cooperation and exchanges in the field of education (Z2).</p> <p>The Chinese and Laotian governments actively build a cooperation and exchange platform to promote “Chinese + vocational skills” education (Z3).</p> <p>The Chinese government provides scholarships and other financial support for “Chinese + vocational skills” education (Z4).</p>	<p>Ma Jianfei (2021); Geng Hu and Ma Chen (2021); Zhang Chengxia (2017); Research and case analysis of this study.</p>
China-Laos industry participation	<p>China-Laos enterprises provide internships and jobs (Q1).</p> <p>Chinese-Laos enterprises and Chinese universities strengthen school-enterprise cooperation and jointly build teaching and training bases (Q2).</p> <p>Chinese-Laos enterprises and Chinese universities collaborate to cultivate local technical talents with “Chinese + vocational skills” in Laos (Q3).</p>	<p>You Yong (2021); Geng Hu and Ma Chen (2021); Ma Jianfei (2021) Research and case analysis.</p>
China-Laos university participation	<p>Chinese and Laotian universities strengthen cooperation in running schools and jointly cultivate talents with “Chinese + vocational skills” (G1).</p> <p>Chinese universities optimize the curriculum system and carry out “Chinese + vocational skills” training for relevant Lao personnel (G2).</p> <p>Chinese universities build a team of dual teachers with “Chinese + vocational skills” (G3).</p> <p>Chinese universities develop teaching materials related to “Chinese + vocational skills” (G4).</p> <p>Chinese universities have introduced incentive policies (G5).</p>	<p>Liu Zhenping, Zhang Liping (2019); Zhang Chengxia (2017); You Yong (2021); Research and case analysis.</p>
Teacher teaching and industry-university-research capabilities	<p>College teachers have basic knowledge of Chinese and vocational skills (J1).</p> <p>College teachers can use a variety of teaching methods and have classroom teaching management capabilities (J2).</p> <p>College teachers who participated in or guided international student skills competitions won awards (J3).</p> <p>College teachers are trained in enterprises and have certain practical experience and teaching and research capabilities (J4).</p>	<p>Zhang Runzhi (2018); Zeng Meiyang and Ma Wanchang (2000); Liu Yousheng and Chen Dubin (2017); Yan Ke and Ma Ning (2023); Meng Yuan and Shang Ruofan (2022); Research and case analysis of this study.</p>

*(continues)*

**Table 1** Continued.

Latent Variables	Measurement Standard	Indicator Reference Source
International students' subjective initiative	International students can study independently (S1). International students have strong motivation to learn (S2). International students participated in skills competitions and won awards (S3).	Zimmerman, BJ (2000); Deci, EL & Ryan, RM (2000); Fredricks, JA, Blumenfeld, PC, & Paris, AH (2004) ; Research and case analysis of this study.
“Chinese + Vocational Skills” talent training goals	International students must master basic Chinese knowledge and pass at least HSK level 4 (M1) before graduation. International students master basic professional and technical knowledge (M2). Barrier-free Chinese communication for international students (M3). International students' professional and technical capabilities are enhanced and they are well received by employers and society (M4). International students understand Chinese culture and have a certain sense of identity (M5).	According to Bloom's educational goal classification theory, the “Chinese + vocational skills” talent training goals have been divided into knowledge goals, ability goals, and emotional goals. In actual training, “Chinese + vocational skills” talents are not only proficient in Chinese, but also have superb technical skills. This study divides the knowledge objectives of “Chinese + Vocational Skills” talent training into Chinese language knowledge and professional skill knowledge. Ability objectives are divided into Chinese language application ability and professional and technical ability. The emotional goal of talent training is the recognition and identification of Chinese culture.

## 4.2 Hypothesis testing

From Table 3, the fit indexes all meet the standards and the model fit is good. Table 4 is the test results of the structural model.

From Table 4 and Fig. 1, the standardized path coefficient between the Chinese-Laos government participation and the “Chinese + vocational skills” talent training goal in the model is 0.189, and the P value is 0.000. Hypothesis H1 is supported.

China-Laos industrial participation and the “Chinese + Vocational Skills” talent training goal is 0.202, and the P value is 0.002. Hypothesis H2 is supported.

China-Laos university participation and the “Chinese + Vocational Skills” talent training goal is 0.275, and the P value is 0.000. Hypothesis H3 is supported.

The standardized path coefficient between China-Laos government participation and teachers' teaching and industry-university-research capabilities is 0.110, and the P value is 0.082, which is greater than 0.05, indicating that China-Laos government participation is not significant on teachers'



**Table 2** Reliability and Validity Test Results.

Variable	Measurement Standard	std	AVE	CR	Cronbach $\alpha$
China-Laos government participation	Z1	0.791	0.6662	0.8886	0.888
	Z2	0.837			
	Z3	0.805			
	Z4	0.831			
China-Laos industry participation	Q1	0.845	0.6581	0.8522	0.863
	Q2	0.789			
	Q3	0.854			
China-Laos university participation	G1	0.831	0.6552	0.9047	0.904
	G2	0.816			
	G3	0.793			
	G4	0.826			
	G5	0.780			
Teacher teaching and industry-university-research capabilities	J1	0.803	0.6439	0.8785	0.878
	J2	0.798			
	J3	0.830			
	J4	0.778			
International students' subjective initiative	S1	0.813	0.532	0.7696	0.755
	S2	0.779			
	S3	0.573			
"Chinese + Vocational Skills" talent training goals	M1	0.828	0.5998	0.8568	0.869
	M2	0.746			
	M3	0.771			
	M4	0.750			
	M5	0.689			

**Table 3** Model Fit Index.

X <sup>2</sup> /df	AGFI	TLI	CFI	IFI	GFI	NFI	RMSEA
1.457	0.895	0.969	0.974	0.974	0.916	0.921	0.039

teaching and industry-university-research capabilities. There is a positive impact, so hypothesis H4 is not true.

The standardized path coefficient between China-Laos government participation and international students' subjective initiative is 0.213, and the P value is 0.002, so hypothesis H5 is supported.

**Table 4** Estimated Parameters of the Structural Model in the Overall SEM Model.

Effect Path	Estimate	SE	CR	P
Teachers' teaching and industry-university-research capabilities ← China-Laos government participation	0.110	0.056	1.739	0.082
International students' subjective initiative ← China-Laos government participation	0.213	0.043	3.065	0.002
Teachers' teaching and industry-university-research capabilities ← China-Laos industry participation	0.320	0.058	4.816	***
International students' subjective initiative ← China-Laos industry participation	0.320	0.046	4.327	***
Teachers' teaching and industry-university-research capabilities ← China-Laos university participation	0.276	0.064	4.119	***
International students' subjective initiative ← China-Laos university participation	0.224	0.048	3.117	0.002
"Chinese + Vocational Skills" Talent Training Goal ← China- Laos government participation	0.189	0.049	3.309	***
"Chinese + Vocational Skills" Talent Training Goal ← China- Laos industry participation	0.202	0.055	3.151	0.002
"Chinese + Vocational Skills" Talent Training Goal ← China- Laos university participation	0.275	0.058	4.424	***
"Chinese + Vocational Skills" Talent Training Goal ← Teachers' teaching and industry-university-research capabilities	0.174	0.059	2.849	0.004
"Chinese + Vocational Skills" Talent Training Goal ← International students' initiative	0.188	0.094	2.761	0.006

The standardized path coefficient between China-Laos industrial participation and teachers' teaching and industry-university-research capabilities is 0.320, and the P value is 0.000. Hypothesis H6 is supported.

The standardized path coefficient between China-Laos industrial participation and international students' subjective initiative is 0.320, and the P value is 0.000. Hypothesis H7 is supported.

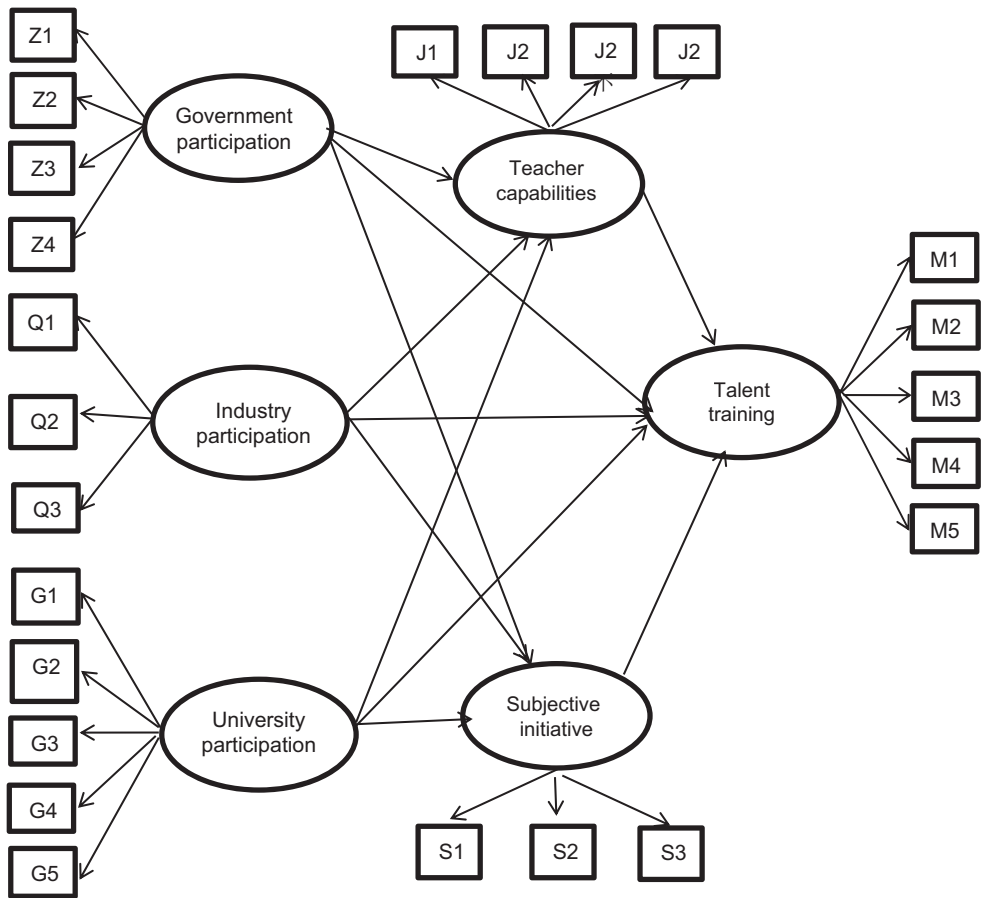
The standardized path coefficient between China-Laos university participation and teachers' teaching and industry-university-research capabilities is 0.276, and the P value is 0.000. Hypothesis H8 is supported.

The standardized path coefficient between China-Laos university participation and international students' subjective initiative is 0.224, and the P value is 0.002. Hypothesis H9 is supported.

teachers' teaching and industry-university-research capabilities and the talent training goal of "Chinese + vocational skills" is 0.174, with a P value of 0.004. Hypothesis H10 is supported.

international students' subjective initiative and the talent training goal of "Chinese + vocational skills" is 0.188, with a P value of 0.006. Hypothesis H11 is supported.

Next, the Bootstrapping mediation test method of Preacher and Hayes (2008) was used to set 5000 iterations and a 95% confidence interval estimate of the mediation effect. If the interval estimate does not contain 0, it means that the mediation effect is significant. If the direct effect is not significant and the indirect effect is significant, it indicates complete mediation; if the direct effect is



**Fig. 1** The overall SEM model of China-Laos government-industry-academic participation, teachers' capabilities, international students' subjective initiative and the impact of "Chinese + vocational skills" talent training

significant and the indirect effect is significant, it indicates partial mediation; if the total effect is not significant, it indicates that the mediation effect is not established.

The results are shown in Table 5. Teacher teaching and industry-university-research capabilities do not have a significant mediating role in China-Laos government participation and talent training goals. The effect value is 0.016,  $p > 0.05$ , and the 95% confidence interval condition is shown as  $[-0.005, 0.046]$ , including 0, assuming H12 is not established.

The subjective initiative of international students has a significant mediating role in the China-Laos government participation and talent training goals. The effect value is 0.047,  $p < 0.05$ , and the 95% confidence interval is shown as  $[0.01, 0.103]$ , not including 0, Hypothesis H15 is supported.

Teachers' teaching and industry-university-research capabilities have a significant mediating role in China-Laos industrial participation and talent training goals. The effect value is 0.044,  $p < 0.05$ , and the 95% confidence interval is shown as  $[0.005, 0.086]$ , not included 0, hypothesis H13 is supported.

**Table 5** Bootstrap Mediation Effect Test Results

Path	Effect Size	Bias-Corrected 95%CI		
		Lower	Upper	P
Talent training goals ← Teacher teaching and industry-university-research capabilities ← China-Laos government participation	0.016	-0.005	0.046	0.158
Talent training goals ← International students' subjective initiative ← China-Laos government participation	0.047	0.01	0.103	0.013
Talent training goals ← Teachers' teaching and industry-university-research capabilities ← China-Laos industry participation	0.044	0.005	0.086	0.014
Talent training goals ← International students' subjective initiative ← China-Laos industry participation	0.034	0.005	0.079	0.028
Talent training goals ← Teachers' teaching and industry-university-research capabilities ← Participation of Chinese and Laotian universities	0.051	0.011	0.11	0.018
Talent training goals ← International students' subjective initiative ← Participation of Chinese and Laotian universities	0.039	0.007	0.095	0.018

The subjective initiative of international students has a significant mediating role in China-Laos industrial participation and talent training goals. The effect value is 0.034,  $p < 0.05$ , and the 95% confidence interval is shown as [0.005, 0.079], not including 0, Hypothesis H16 is supported.

Teachers' teaching and industry-university-research capabilities have a significant mediating role in China-Laos university participation and talent training goals. The effect value is 0.051,  $p < 0.05$ , and the 95% confidence interval is [0.011, 0.11], not included 0, hypothesis H14 is supported.

The subjective initiative of international students has a significant mediating role in the participation of universities in China and Laos and the goal of talent training. The effect value is 0.039,  $p < 0.05$ , and the 95% confidence interval is shown as [0.007, 0.095], not including 0, Hypothesis H17 is supported.

## 5. CONCLUSION AND IMPLICATIONS

This paper starts with the characteristics of the triple helix system of government-industry-university, integrates the triple helix theory into the analytical framework of "Chinese + vocational skills" talent training, and strives to explore the ways and laws of "Chinese + vocational skills" talent training from a new perspective. Through empirical research, this paper obtains the following conclusions and inspirations:

- (1) The degree of participation of China-Laos government, industry and academia has a significant positive impact on the training of "Chinese + Vocational Skills" talents. The higher

the degree of participation of the government, industry and universities in the process of “Chinese + Vocational Skills” talent training, the more it can enrich the ways of cultivating “Chinese + vocational skills” talents, promote the effective allocation and organic integration of various resources in the cultivation of “Chinese + vocational skills” talents, and facilitate the cultivation of “Chinese + vocational skills” talents.

(2) The subjective initiative of international students has a significant mediating effect in the relationship between “China-Laos political, industry and academic participation - “Chinese + vocational skills” talent training goals”. Teachers’ teaching and industry-university-research capabilities have a significant mediating effect in the relationship between “China-Laos industry-university participation - “Chinese + vocational skills” talent training goals”. Teachers’ teaching and industry-university-research capabilities do not have a significant mediating role in the China-Laos government participation and talent training goals.

Only by fully stimulating the intermediary role of teachers’ teaching and industry-university-research capabilities and the subjective initiative of international students can the role of China-Laos government-industry-university participation in “Chinese + vocational skills” talent cultivation be more complete.

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