

Practice Exploration of International Development of Higher Vocational Colleges Against the Background of "the Belt and Road Initiative"*

Ming Zeng

Hunan Modern Logistics College
Changsha, China

Abstract—In the context of the construction of "the Belt and Road Initiative" and the great effort made by the country to implement the "Double High-level Project" which aims at the construction of about 50 high-level higher vocational colleges and 150 high-level professional groups, the internationalization of higher vocational colleges is accelerating. Based on this, by studying the practice of Hunan Modern Logistics College in its exploration on the development path and methods of internationalization, this paper explores a set of concrete methods for the internationalization development of higher vocational colleges. The study unfolds mainly from the establishment of cooperation mechanism, deepening of bilateral cooperation in running schools project, the project of teachers' internationalization promotion, international exchanges and cooperation, through practice and summarizes the experience for reference. This will be of enlightening significance to the international development of China's higher vocational education and similar higher vocational colleges.

Keywords—"the Belt and Road Initiative"; higher vocational college; internationalization; Sino-German cooperative education

I. INTRODUCTION

With the development of economic globalization and the in-depth implementation of "the Belt and Road Initiative" construction, the logistics industry has ushered in a new development opportunity. The internationalization process is speeding up, the pace of enterprises "going out" is accelerating, and the demand for technical and skilled logistics talents with international vision, command of international rules and innovative ability is increasing day by day. As the only full-time vocational college taking modern logistics as the leading major, Hunan Modern Logistics College, in order to cultivate international high-end skilled logistics talents with international awareness and local national spirit, good professional quality and familiar with domestic and international environment and able to meet the needs of economic development and social needs, vigorously carries out international exchanges and cooperation. It expands the space for Chinese-foreign cooperation in

running schools, adhering to the goal of "first-class in the province, leading the industry, being well-known in China and with an international perspective". It has educational goals with "international vision" and implements the philosophy of "feature, quality and internationalization" in Chinese-foreign cooperation in running schools. Taking Sino-foreign cooperative education projects as the carrier, it aims to promote the internationalization concept of logistics education, such as administrators, teachers and students, promote the international exchange and cooperation of the college, and realize the internationalization of teaching concept, partial internationalization of professional courses, and internationalization of logistics personnel training mode. Exploring the path and method of international development of higher vocational colleges provides important inspiration and guidance for similar higher vocational colleges, which can promote the deep integration of higher vocational education into the construction of "the Belt and Road Initiative" and improve the ability and level of serving it. Based on this, to realize the internationalization development of higher vocational education, especially the internationalization construction of colleges and universities in the central and western regions, it is urgent to sum up a set of experience and practices in academic exchange, teacher development, student internship, mechanism construction and other international construction through existing development practices.

II. ESTABLISHING A PLATFORM FOR COMMUNICATION AND A LONG-TERM MECHANISM FOR COOPERATION

In order to establish a long-term mechanism for international exchanges and cooperation and ensure the sound and rapid development of various projects, the college actively builds a platform for international exchanges. First, through competent departments, it connects with the international resources of the Asian office, the west Asia office, the European office and the Oceania office under the Department of Commerce of Hunan Province. Second, through the platform and resources of the co-founder of college, international exchange center under the China federation of logistics and purchasing, and the resources of the multinational enterprise of Hunan Modern Logistics Vocational Education Group, which is led by the college, the

*Fund Project: Research Result of the Hunan Province Education Science Planning Project (Project No.: XJK016QZY008)

cooperation and exchange with foreign countries are be effectively launched to enhance the efficiency of international cooperation in running schools.

III. CHINA-GERMANY COOPERATION IN RUNNING SCHOOLS IS DEVELOPING IN DEPTH AND BREADTH AND HAS ACHIEVED REMARKABLE RESULTS

A. *Implementation of Professional International Teaching Standards*

In recent years, the college has attached great importance to the open international talent training system and the international cooperative mode of running schools, extensively expanded the platform of international vision for teachers and students, actively introduced advanced teaching concepts, and shared educational resources. Through nearly 6 years of experience in Sino-German cooperative education and teaching implementation, the college has tried and implemented international teaching standards in the major of logistics management. It has worked out a talent training program integrated with international teaching standards, conducted systematic teaching and training with German experts for students majoring in logistics management, and explored the implementation methods of international teaching standards. The first is to implement the "laddering" segmented "dual-system" talent training mode. That is, with reference to the "dual system" concept of Germany, some class hours are arranged in off-campus training bases for teaching, so that enterprises and schools cooperate with each other and all teaching contents of the course system can be completed in the form of working and studying alternately. The second is to adopt the German logistics professional training mode and modular curriculum system. The college strengthens personnel training, actively explores interactive teaching methods with business cases as the carrier, and adopts foreign language teaching materials used by logistics majors in internationally renowned vocational colleges for bilingual teaching in some introduced courses, and makes full use of the network platform for mixed teaching. During the construction of international professional teaching standards, it learns from foreign advanced logistics training models and teaching concepts, improves the teaching system, optimizes the teaching connotation, and promotes the improvement of the professional talents' ability.

B. *Setting up Ways for Students to Improve Their Practical Skills*

In April 2012, the "Project of Sino-German International Cooperation to Cultivate International High-end Talents in Logistics Management Education" launched by Hunan Modern Logistics College and the University of Applied Science, Germany was officially approved by the provincial education department and put on record by the Ministry of Education. In June of the same year, it began to recruit students, and has enrolled 7 grades of students so far. Among them, the students of Grade 2012 and Grade 2013 have all passed the German language test, and all the students of the first two grades have gone abroad. This proves that through sending students to study in Germany in batches, the college

has found a new way for students to improve their practical skills in the aspect of dual subsection training, and the students who are trained have distinctive characteristics of "good command of foreign language", "strong skills" and "internationalization".

C. *International Recruitment and Mutual Use of Teachers Has Been Carried Out*

In order to ensure the quality of personnel training in the Sino-German cooperative education program, the school employs at least two professional foreign teachers from the German side every year to teach international courses such as "Intercultural Communication", "Rhetoric", "Cooperative Conflict Resolution" and "Fundamentals of Macroeconomics" in German. Since 2011, the college has invited more than 10 German leaders and teachers to give lectures and exchanges, and sent more than 10 teachers to German universities for training and lecturing.

D. *Implementing the Segmented "Dual-system" Talent Training Mode Reform*

Through the development of Sino-German cooperative education project, the successful experience of "dual system" talent training mode of Germany is introduced and used for reference. In combination with years of professional construction practice of logistics management (international logistics) of the college, 3+2 specialized communication mode is adopted to implement the segmented "dual system" talent training. That is to say, students are trained in the localized dual system mode for three years in China, and in the second two years in the original Germany "dual system" talent training mode in Germany, which initially forms the "laddering" segmented "dual system" international logistics talent training mode with characteristics of the college.

E. *German Modular Curriculum System and High-quality Education Resources Are Introduced*

The Sino-German cooperation in running schools project comprehensive docks the Germany curriculum system and curriculum standards, sets up courses strictly in accordance with the requirements of modular courses, comprehensive introduced the course notes, lesson plans, video courses and other resources of the "Intercultural Communication", "Rhetoric", "Cooperative Conflict Resolution" and "Fundamentals of Macroeconomics" and other German courses, and is making plans to gradually introduce MOOC remote teaching resources through information means and build a transnational real-scene teaching platform.

F. *Curriculum Exchange and Credit Recognition Have Been Realized*

Students in the Sino-German cooperative education project that have received the junior college diploma will be promoted to the German bachelor's degree program after passing the German language test, and these courses will be directly linked to the German bachelor's degree program. Since the German side recognizes the 120 professional credits of domestic study (180 credits are required in the stage of bachelor's degree), and students only need to take

the remaining 60 credits after they get to Germany. After completing the required credits, they will get the bachelor's degree of German economics recognized by both Chinese and German governments.

G. Opening up the International Promotion Channel for Higher Vocational Students

The first two grades of students have all been enrolled in the University of Applied Science, Germany and entered the professional courses of bachelor's degree. If qualified, they can obtain the bachelor's degree in German economics, which is recognized by both Chinese and German governments. They can also continue to apply for a master's degree in Germany, Germany and other EU countries, and obtain the opportunity to work in Germany and EU and enter the management of German-funded enterprises back home. This has opened up the international promotion channel for students in vocational education and effectively promoted the employment level of them.

excellent teachers, the college has cultivated a number of teachers with international vision through the interactive communication mode of "going out and bringing in". Since 2011, more than 280 person-times of teacher have been sent to the United States, Germany, the United Kingdom and other 10 countries and regions for exchange and study in different forms, such as exchange, training and visiting, etc. (see "Table I" for details). Among them, 160 person-times went to the United States, Germany, the United Kingdom, Australia and other countries³ with developed education for training. Through Sino-German cooperation in running the school, 5 German teachers with German background and German enterprise working experience have been regularly employed. Teachers from German universities and colleges were invited to teach for more than 10 times, and 3 returned professors or doctors are introduced (see "Table II" for details). Up to now, the internationalization rate of faculty has reached 42%. A number of teachers who are qualified for the teaching of international courses are trained to effectively improve the overall quality of teachers and promote the further promotion of international professional teaching.

IV. IMPLEMENTING THE PROJECT OF FAMOUS TEACHERS UPGRADING TO CREATE AN INTERNATIONAL TEAM OF TEACHERS

In order to strengthen international communication and improve the internationalization level of famous teachers and

TABLE I. LIST OF INTERNATIONAL TRAINING AND EXCHANGE OF TEACHERS IN RECENT 10 YEARS

Serial number	Country (region)	Time	Person-time	Forms of learning
1	the US	2013-2017	29	Exchange and academic visit
2	the UK	2015-2018	50	Training and academic visit
3	Germany	2013-2018	31	Training and academic visit
4	Australia	2016-2018	50	Training
5	Singapore	2014	2	Training
6	Japanese	2013	1	Exchange
7	Hong Kong	2012	78	Exchange and training
8	Taiwan	2011	45	Exchange learning
Total			286	

TABLE II. INTRODUCTION OF TALENTS WITH OVERSEAS EDUCATION BACKGROUND AND INVITATION OF FOREIGN TEACHERS FOR LECTURING IN THE PAST 10 YEARS

Serial number	Country (region)	Number of people	Condition	Time	Form
1	the UK	1	Professor	2010	Introduction
2	Hong Kong	1	Phd	2015	Introduction
3	Germany	1	Master	2012	Introduction
4	Germany	4	Phd	2014-2016	lecturing
5	the US, Germany, Hong Kong, Taiwan, Singapore, Korea	15	Professor	2011-2016	giving lectures

V. INTERNATIONAL EXCHANGES HAVE BLOSSOMED IN AN ALL-ROUND WAY, WITH HIGHLIGHTS IN COOPERATION PROJECTS

As can be seen from "Table III", since 2011, 13 kinds of exchanges and cooperation projects have been concluded, 3 of which has been implemented, namely, the "Sino-German international cooperation to Cultivate International High-end Talents in Logistics Management Education Project" jointly established by Hunan Modern Logistics College and the University of Applied Science, Germany,

the project of "Teacher Training and Scientific Research Project" jointly established by the college and Derby University, UK, and the cooperation and exchange training program co-started with Singapore. Five international cooperation projects have been signed and are being implemented: the "3+1+1 apprenticeship program" with the Derby University, "3+2+1 cooperation programs" with Humber College of Canada and the Eastern Institute of Technology of New Zealand", and overseas internship and study tour programs with The Hong Kong Polytechnic University, American Center for Education of Singapore, the University of Applied Science, Germany and other

universities. Three international cooperation projects have been signed and are in progress: Singapore, South Korea and Thailand. The prominent features in the cooperative education, gradually enhanced scope and depth of cooperation projects, constantly improved working mechanism, gradually integrated Chinese and western

teaching concepts and relaxed cultural conflicts, and steady progress in various cooperation projects of the college have exerted a far-reaching influence on the promotion of international exchanges and cooperation and effectively enhanced the international popularity of the college.

TABLE III. LIST OF INTERNATIONAL COOPERATION AND EXCHANGE UNITS AND PROJECTS

Serial number	Cooperative and exchange unit	Country (region)	Time	Cooperation field
1	the Derby University	the UK	2014	Faculty training, cooperation in running schools, scientific research
2	University of Wisconsin-River Falls	the US	2013	Overseas study tour
3	Silicon Valley University (San Jose)	the US	2011	Academic visit and training of teachers
4	the University of Applied Science, Germany and other universities	Germany	2011	Cooperation in running schools, overseas study tour
5	Humber College	Canada	2014	Cooperation in running schools, overseas study tour
6	American Center for Education	Singapore	2014	Student internship and teacher training
7	Institute of Materials Management	Singapore	2012	Overseas study tour of students and training of teacher
8	Anyang University of Science	Korea	2012	Exchange and training of teachers
9	Eastern Institute of Technology	New Zealand	2015	Cooperation in running schools, overseas study tour
10	Universiti Tunku Abdul Rahman	Malaysia	2015	Cooperation in running schools, overseas study tour
11	Dhurakij Pundit University	Thailand	2015	Cooperation in running schools, overseas study tour
12	Tajen University	Taiwan	2013	Exchange and training of teachers
13	The Hong Kong Polytechnic University	Hong Kong	2015	Exchange and training of teachers

VI. CARRYING OUT TRANSNATIONAL TRAINING PROJECTS AND PROVIDING ACCURATE SERVICE FOR "THE BELT AND ROAD INITIATIVE"

Entrusted by the Ministry of Commerce and the Department of Commerce of Hunan Province, the college has carried out the second phase of the leadership training course for senior executives of state-owned enterprises in developing countries. More than 200 students from more than 30 countries, including Myanmar, Panama, Palestine, Venezuela and Nepal, have received the training. Employing expert teachers to launch special courses and lectures, guiding the students to go to the Lens Technology, SANY, Broad Homes and other enterprises, and organizing students to visit Guangzhou and Shenzhen have all made students have a more direct understanding of China's achievements since the reform and opening up, gain a comprehensive view of China, experience Chinese culture and feel the development of China, so as to provide reference for development and management of their domestic enterprises. The holding of these training courses will further enhance the traditional friendship between China and developing countries, provide an effective platform for China to establish long-term and stable good-neighborly and friendly relations with other developing countries, and is one of the important measures to promote the implementation of "going out" strategy and "the Belt and Road Initiative" in Hunan and even the whole country.

VII. CONCLUSION

In general, international cooperation in running schools not only enhances the communication with other countries in the world, but also puts more emphasis on improving its own ability, that is, improving the core competitiveness of the school in the aspects of constructing teaching system, reforming teaching management, building teaching staff and carrying out system construction. As far as Hunan Modern Logistics College is concerned, international cooperation in running schools not only improves its school-running level, but also enables the faculty and staff to have a more open and inclusive concept and vision of international school-running. It also provides students with opportunities to receive advanced western higher education by learning advanced foreign teaching experience and improving curriculum structure. Through unremitting efforts in practice and exploration, methods and results have been achieved in Sino-German cooperative education, international teachers training, international exchange of students, joint education of talents and other aspects, which has improved the level of personnel training and international popularity, and promoted the progress of Sino-foreign cooperation in running schools in the logistics industry. This conforms to the talent demand of the international development of China's logistics industry, promotes the international business of large enterprise logistics and regular logistics enterprises, strengthens the ability and level of serving "the Belt and Road Initiative" construction, and provides

experience and practical guidance for other colleges and universities to carry out international education.

Management (Lecture Notes in Management Science Volume 49) [C]. 2015

REFERENCES

- [1] Zeng Yuxiang, Chen Jianhua, Zeng Ming. Exploration of the mode of International Logistics Talents in Sino-Foreign Cooperative Education [J]. Education Teaching Forum. 2017 issue 07.P28-29. (in Chinese)
- [2] Fang Yang, Rong-qin Zhang. Based on "the Belt and Road" Exploration of Higher Vocational Education Internationalization [J]. DEStech Transactions on Social Science, Education and Human Science. 2019, 6(1).
- [3] Ying Zhao, Fan Yu. Internationalization of Higher Vocational Education in Yunnan Province Under the Belt and Road Initiative [J]. 3rd International Symposium on Asian B&R Conference on International Business Cooperation (ISBCD 2018). 2019, 54(3).
- [4] Ma Yan. Strengthening the Concept of Supply Side and Adhering to the Principle of Integration of Industry and Education [J]. China Higher Education. (in Chinese)
- [5] Dong Hongliang. Exploration of International Teaching Management in the Context of Sino-Singapore Cooperative Education [J]. Knowledge Economy. (in Chinese)
- [6] Zhai Zhangfen, Wu Qiong. Teaching Quality Guarantee and Countermeasure for Higher Vocational Colleges Facing Foreign Educational Experience [A]. Proceedings of 2018 International Conference on Education and Cognition, Behavior, Neuroscience (ICECBN 2018) [C]. 2018
- [7] Zhang Qi-ying. Research on the Practical Plights and Optimized Paths of Mixed Ownership in Higher Vocational Colleges [A]. Proceedings of 2nd International Seminar on Education Research and Social Science (ISERSS 2019) Advances in Social Science, Education and Humanities Research, VOL. 322 [C]. 2019
- [8] Liu Yanjie, Wang Xiaozong, Rui Zhibin. Seeking Innovation and Development to Write a New Chapter of Vocational Education — Comprehensive Report of 2017 Tianjin Vocational Education Activity Week [J]. Chinese Vocational and Technical Education. (in Chinese)
- [9] Zeng Ming. Research on the Development Status and Countermeasures of Sino-German Cooperation in Running Schools in Higher Vocational Logistics Management [J]. Modern Economic Information. 2017, 07, p65-68. (in Chinese)
- [10] Muladi, A. P. Wibawa, K. M. Moses. A study of the impact of cooperation between vocational high school and industries in Malang City [J]. Journal of Physics: Conference Series, 2018, 1028(1).
- [11] D. H. Bezugliy, Y. P. Sharov. The project approach in management for development and cooperation of enlargement local communities [J]. Aspekti Publīcnogo Upravlinā, 2015, 3 (9/23).
- [12] Qin Pinde. The current situation and Innovation of Human Resource Management in Higher Vocational Colleges in the "Internet +" era [A]. Proceedings of 2019 5th International Conference on Economics, Business, Finance, and Management (ICEBFM 2019) [C]. 2019
- [13] Huo Xiaoyi. Research on the Influencing Factors in the Cooperative Ecological Vocational Educational System [A]. Proceedings of 2016 3rd International Conference on Management Innovation and Business Innovation (ICMIBI 2016 V57) [C]. 2016
- [14] Namchul Lee. Vocational Education, Green Skills and Future Green Jobs [A]. Conference Abstract Book of BIT's 6th Low Carbon Green Growth Earth Summit-2016, BIT's 6th Annual New Energy Forum-2016 [C]. 2016
- [15] Guo Zaizheng. Practical Application of Target Management in Performance Appraisal of Higher Vocational Colleges [A]. Proceedings of 2018 5th International Conference on Business, Economics and Management (BUSEM 2018) [C]. 2018
- [16] He Fei. The Practice Ways of the Production-learning Combination Idea in Higher Vocational Education [A]. Information, Business and