

Study on the path of higher vocational colleges serving “Belt and Road” enterprises

Shanshan Li, Yonggang Lin

Weifang Vocational College, Weifang 261000, China

Abstract: On the basis of comprehensively elaborating the necessity of strengthening enterprise service of higher vocational colleges under the “Belt and Road” initiative, this paper analyzes the existing problems of higher vocational colleges serving “Belt and Road” enterprises, including the lack of overall design and policy guarantee for international education, the lack of perfect school-enterprise collaborative benefit sharing mechanism, and the lack of ability to help enterprises “go global”, and proposes to optimize the top-level design. Complete policy guarantee; Improve the school-enterprise coordination mechanism to build a vocational education community under the Belt and Road Initiative; And strengthen their own service capacity building and other measures to continuously improve the service level of vocational colleges and help more “Belt and Road” enterprises to “go global”.

Key words: higher vocational colleges; “One Belt and One Road” enterprises; Service capability

1. The necessity of higher vocational colleges to strengthen enterprise services under the Belt and Road Initiative

1. Enterprises “go out”, the demand for suitable human resources is increasing

With the deepening of the Belt and Road Initiative, it has developed into a large-scale cooperation platform on a global scale. As an important construction body, it is mainly targeted at less developed countries and regions in the “Belt and Road” strategy. Most of these countries and regions have a low level of economic development, the foundation of vocational education is extremely weak, and the quality of the labor force can not meet the needs of “going global” enterprises. For example, the State Grid of China, AVIC International and other enterprises found in the process of investigating Kenya, a country along the “Belt and Road”, that they are faced with the following two prominent problems in recruiting workers: First, when the enterprises send personnel to Kenya for related work, not only the cost of employment is high, but also there are cultural and language barriers; Second, some local technical personnel have poor mobility, low skill level, and low recognition of domestic enterprise culture. Even if we strengthen the retraining of local technical personnel, there are still problems of low institutionalization and standardization. Therefore, in order to better serve enterprises “going global”, higher vocational colleges should continuously improve their service capabilities, while providing enterprises with efficient productivity, speed up the training of local talents, provide human resources support for enterprises “going global”, and help enterprises continue to improve their economic benefits with high-quality services.

2. It is conducive to building an international brand of Chinese vocational education

Vocational colleges undertake many functions such as personnel training, cultural communication and scientific research. With the deepening of the “Belt and Road Initiative”, higher vocational colleges continue to learn and draw on the international advanced vocational education concepts, school-running experience and management mode, and gradually integrate with the international standards in school-running concepts, major offerings and curriculum development, and the international influence of curriculum standards and teaching resources has been continuously improved, forming an international Chinese vocational education brand with Chinese characteristics. Such as Luban Workshop, Chinese Workshop, Future Africa Project, etc., have strongly promoted the overseas promotion and communication of China’s vocational education.

3. The advantages of training localized technical talents in higher vocational colleges

As the economic development level of some countries along the “Belt and Road” is relatively backward, for students in these countries, if they can enter the local Chinese enterprises, they can not only have access to the cutting-edge technology of the industry, but also get a higher income. However, one of the biggest obstacles in front of them is whether their professional skills are competent for relevant jobs in Chinese enterprises, and this has become a strong “motivation” for them to go out to study and improve their professional skills. In addition, the continuous improvement of China’s comprehensive national strength, stable political situation, good economic development trend, and policy support for international students also have great appeal to students from countries and regions along the “Belt and Road”.

2. The status quo of higher vocational colleges serving “Belt and Road” enterprises

1. Lack of overall design and policy guarantee for international education

At present, vocational schools are exploring ways to run schools overseas, set up overseas workstations, send teachers to conduct foreign aid training, and form vocational education alliances to “go to sea”, so as to promote “Chinese + skills” vocational education and export teaching resources and standards. However, on the whole, the internationalization of vocational education is still in its initial stage, and it still needs to be further explored and improved in terms of overall design and policy guarantee. Although some vocational colleges have carried out the relevant work of recruiting and training international students, the overseas students they cultivate are still mainly language students and self-supporting students, and the number of in-depth international cooperation projects is relatively small.

2. Lack of perfect school-enterprise collaborative benefit sharing mechanism

At present, most of the higher vocational colleges in our country still carry out the school-running system led by the local education department. However, under the market economy system, higher vocational colleges are mainly set up by industrial departments or state-owned enterprises. With the deepening of vocational education reform, the leading role of local education departments in the vocational education system will continue to weaken, and the organizational foundation of school-enterprise cooperation is gradually disintegrating. Under the market economy system, how to reconstruct the school-enterprise cooperation relationship and make higher vocational colleges better serve the “Belt and Road” enterprises still needs to be explored. Secondly, the lack of perfect school-enterprise cooperation system, has not yet established a long-term management mechanism. For example, in the process of school-enterprise cooperation, the relationship between higher vocational colleges and enterprises is misaligned in the preparation of curriculum standards and the allocation of teachers. What enterprises need is skilled professionals, and they often assign jobs with low technical content to students in higher vocational colleges. Vocational colleges, on the other hand, hope that enterprises can provide students with professional skills in the field of work. The misalignment of this relationship will seriously affect the sustainable development of school-enterprise cooperation under the Belt and Road Initiative.

3. Higher vocational colleges lack the ability to help enterprises “go global”

At present, an important reason restricting the service enterprises of higher vocational colleges to “go global” is the lack of cross-cultural education, which is reflected in the following points: First, higher vocational colleges have not yet formed a complete cross-cultural education system. In addition to English and other public language courses, other professional courses in higher vocational colleges have not been integrated with international culture, law and other topics. Moreover, online education resources and high-quality courses have great limitations, which makes it difficult for students to timely understand the international development trend of professional fields. Second, some higher vocational colleges have failed to transform the cross-cultural needs of “going global” enterprises into cross-cultural educational resources, including vocational qualification norms, industrial norms and cutting-edge technologies of countries along the “Belt and Road”. Third, there is a lack of teachers who can carry out cross-cultural teaching tasks. Cross-cultural communication activities require teachers to have the relevant literacy and ability of cross-cultural communication. In recent years, the foreign language level of teachers in higher vocational colleges has been continuously improved, but few teachers are really able to take on the task of bilingual teaching, and the quality and ability of teachers in cross-cultural communication is difficult to cultivate in a short time. In recent years, in order to reserve teachers for the international promotion of “Chinese + Vocational Skills” and cultivate high-quality composite teachers with an international vision and adapt to the international teaching environment, the Sino-Foreign Language Exchange and Cooperation Center of the Ministry of Education has commissioned the Non-ferrous Metal Industry Talent Center and Nanjing Polytechnic University to carry out the training of “International Chinese Language Teacher Certificate”, and the vocational colleges have responded positively. They have selected and sent outstanding professional teachers to participate in the training and obtain certificates.

3. Vocational colleges to serve the “Belt and Road” enterprise path exploration

1. Optimize top-level design and complete policy guarantee

Relevant departments should, in accordance with the Notice on Adjusting the Policy of Awards and Grants of Vocational Colleges, further expand the coverage of awards and grants of vocational colleges, raise the subsidy standards, and give the same scholarship treatment to enrolled international students under the premise of good “entrance gate” for international students, selecting high-quality students and carrying out assimilation management on campus. Secondly, according to the development level of vocational colleges, education authorities can select some schools to carry out the recruitment and cultivation of international students, so as to provide reference for the large-scale development of international students’ education in vocational colleges. For some higher vocational colleges that carry out international students’ education, the state should provide corresponding support in terms of policies and funds, so as to help them carry out their international students’ training work in high quality. Thirdly, governments at all levels should give full play to their leading role, organize local leading enterprises and higher vocational colleges with good development momentum to establish an “international alliance of industry and education”, and jointly participate in the training of international students, so as to better meet the needs of “going global” enterprises for localized talents. Finally, all provinces, cities and regions should combine the development of local vocational education, increase support for the training of international students in vocational colleges, so that vocational colleges can better serve the local “going out” enterprises.

2. Improve the school-enterprise coordination mechanism and build a vocational education community under the Belt and Road Initiative

In the process of participating in the construction of the “Belt and Road”, the difficulty of hiring workers is still a common problem faced by these “going global” enterprises. In view of this problem, higher vocational colleges should give full play to their own advantages, establish school-enterprise cooperation and coordination mechanism with “going out” enterprises, carry out diversified school-enterprise education, and jointly participate in the training of localized technical and skill talents in countries along the “Belt and Road”, so as to meet the needs of “going out” enterprises and promote the international development of higher vocational colleges. It also creates more job opportunities for international students. In 2016, a vocational college in Chongqing established the International Thinking School in cooperation with ZTE Corp., which is committed to the training of ICT students from countries along the “Belt and Road”, and actively explored the school-enterprise cooperation investment mechanism and benefit distribution plan. In the process of cooperation, the two sides have built a productive training base on campus, set up a mixed teaching team, and designed and positioned the training objectives,

training programs and curriculum system for international students based on international standards of ICT, forming a training mechanism for international students from countries along the “Belt and Road” with university-enterprise resources sharing, responsibility sharing and results sharing.

3. Strengthen their own capacity building, and serve the “Belt and Road” enterprises to go global

(1) Develop a cross-cultural curriculum

In the process of serving “going global” enterprises, carrying out diversified cross-cultural education and training can effectively promote the improvement of talent training quality. On the one hand, higher vocational colleges can cultivate cross-cultural talents by providing formal teaching training. On the other hand, vocational colleges can also provide short-term training for local employees of enterprises in countries along the “Belt and Road” to meet their skills upgrading needs. For example, a vocational college in Beijing, relying on the Beijing “Belt and Road” National Talent Training Base project, provides short-term training services for managers and technical backbones of enterprises along the “Belt and Road” countries. According to the needs of enterprises and students’ interests, the school has customized relevant courses including electric welding, CNC lathes, electrical automation PLC control system and programming, drone measurement basic course, industrial robot basic course, Chinese language course, martial arts course, brush calligraphy course, etc., so that students can experience Chinese culture and understand China’s national conditions while learning vocational technical skills and management skills. After returning to China, the school has received a good response in local enterprises.

(2) Cultivate international teaching staff

In order to better serve “going global” enterprises, higher vocational colleges should actively seek cooperation with “going global” enterprises, build teacher training bases with them, arrange professional teachers to enter the training bases for training or temporary training, so as to promote the international development of teachers’ professional skills. On this basis, higher vocational colleges should also actively build a “double teacher” teaching team composed of foreign experts, enterprise experts and school teachers to realize the complementary resources of the three parties, effectively improve the international competitiveness of the teacher team, and play a greater role in serving “going out” enterprises.

In short, under the background of the “Belt and Road” initiative, higher vocational colleges should actively respond to the call of the state, combine the employment needs of “going out” enterprises, optimize the top-level design, improve the school-enterprise coordination mechanism, formulate cross-cultural courses, strengthen the cultivation of national teachers, constantly improve their service capabilities, and better serve more “going out” enterprises along the Belt and Road. To promote the continuous improvement of the international influence of vocational education in China.

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