Analysis on Logistics Dual-qualified Teachers’ Construction of Higher Vocational Education Under the Belt and Road Initiatives in Yunnan

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Abstract. Under the belt and road initiatives strategy, Yunnan has a unique geographical advantage that is the only one province in China that can communicate with Southeast Asia and South Asia from land. Taking this opportunity, Yunnan has become the open “frontier” from the “end”. Higher vocational colleges in Yunnan attach great importance to the construction of dual-qualified teachers’ team, but there is still no uniformity in dual-qualified teachers’ qualification, system guarantee and incentive. In this paper, the authors analyze the existing problems of dual-qualified teachers in higher vocational logistics major in Yunnan, and put forward the necessary competency structure of logistics dual-qualified teachers according to the strategy of the belt and road initiatives. At last, the paper presents concrete countermeasures and suggestions with reference value.

1. Introduction

Under the belt and road initiatives strategy, Yunnan is connected to the Silk Road Economic Belt northward and to the Maritime Silk Road southward. Yunnan is an important point connecting China, South Asia, and Southeast Asia, thus, it plays a significant role in “the Belt and Road” Initiative. The unique geographical advantages highlight Yunnan’s position in the belt and road initiatives. Yunnan has 25 international ports with trading partners covering the world [1]. It is generally agreed by all parties that the biggest bottleneck in Yunnan’s participation in the belt and road initiatives is the facilities interoperability and logistics operations [1]. In the future, the logistics industry is bound to play an increasingly important role in Yunnan.

National Medium and Long-term Education Reform and Development Plan (2010-2020) made it clear to strengthen double-qualified teachers and training base construction, enhance the basic ability of vocational education. Currently, it is generally accepted that double-qualified teachers in higher vocational colleges refer to vocational teachers who possess good professional ethics, high education and professional theoretical level, and strong practical experience or practical skills. The current views of researches on the construction of double-qualified teachers in higher vocational logistics major are as follows: according to Guo Mingde, the construction system of “double-qualified” teachers in higher vocational logistics management specialty must rely on the development of talent demand in the logistics industry of one region [2]; Ye Jinzhu presents that logistics double-qualified teachers should focus on social services, and so on [3]. At present, the research on the construction of logistics double-qualified teachers is difficult to define. General vocational colleges usually define a double-qualified teacher as a teacher who has double certificates (i.e. college teacher qualification certificate, professional qualification certificate) [4,5]. However, up to now, the state canceled 13 vocational certificates of logistics, of which 1 entry certificate, 12 level evaluation certificates, which leads difficulties to define logistics double-qualified teachers. If we define logistics double-qualified teachers by working hours of logistics business, we need establish and improve the corresponding regulations to protect the rights and interests of the teacher under the period of business workout time. Furthermore, if we want to...
motivate teachers to practice in the logistics enterprises so as to improve their practical teaching ability, we need to improve the corresponding incentive mechanism of logistics dual-qualified teachers, reflecting the difference treatment between the dual-qualified and the non-dual qualified, especially in professional promotion.

2. Analyzing on Position of Logistics Dual-Qualified Teams in Higher Vocational Education

Logistics personnel who can meet the needs of the community can be roughly divided into four types: theoretical research, decision-making, management and practical operation. In the social talent demand system, among the four types of logistics talents, the demand for the third and fourth types is the largest. Logistics management personnel’s responsibility is to manage logistics operations and the main content of its work is to plan, organize and operate specific projects based on customer requirements; actual operational logistics personnel are front-line operations staff, Its main work is engaged in the goods, sorting, stacking, loading and other logistics activities.

The task of logistics major in higher vocational education is to train the third and fourth categories technical personnel. Higher vocational students should be familiar with the actual operation and master logistics system operating processes.

So, we must carry out the corresponding curriculum system development, and develop work-study curriculum system with the goal of logistics operation management based on actual operation. Of course, this course system must serve regional logistics where higher vocational colleges are located. In order to achieve this goal, we must vigorously develop logistics double-qualified teachers.

3. The Competency Structure of Logistics Dual-Qualified Teachers in Yunnan Higher Vocational Education

Under the Belt and Road Initiatives, Yunnan, as a bridgehead for South Asia and Southeast Asia, focuses particularly on the interconnection of infrastructure and the international and domestic logistics operations. In addition, the logistics industry in Yunnan is in the process of changing from traditional logistics to modern logistics. New logistics technologies, logistics equipment and logistics theories are emerging constantly. And the major categories of logistics cover some related majors such as customs clearance and international freight transportation, chain management. In this paper, we present the competency structure of logistics dual-qualified teachers in Yunnan higher vocational education, as shown in Figure 1.

Figure 1. The competency structure of logistics dual-qualified teachers.

In the figure, the theoretical knowledge of the logistics industry mainly refers to the seven logistics functions system, namely warehousing, transportation, distribution, packaging, distribution processing, handling, logistics information technology. The professional expertise in the field of logistics industry mainly refers to the professional ability required for each job in the logistics field.
including both the operation ability and the management ability of the logistics process. Theoretical knowledge of relevant industries mainly refers to the basic knowledge of logistics related specialties. The logistics theoretical and practical teaching ability refers to organizing theory and practice teaching process after grasping of the other three aspects, explaining the courses in layman’s language combined with the actual work of modern logistics companies and designing our practical teaching. It is noteworthy that the four links in the figure is a dynamic circulation structure with the new logistics technology, logistics theory emergence, rather than stagnant, thus forming the competency structure of logistics dual-qualified teachers.

4. Dual-Qualified Teacher Team’s Construction of Logistics Major of Higher Vocational Education in Yunnan Based on the Belt and Road Initiatives

So, under the national strategy of the Belt and Road Initiative, how can higher vocational colleges in Yunnan build their own logistics double-qualified teachers? We present the following suggestions to strengthen it.

4.1 Cooperating certification with the typical logistics industry business, whether there is a double qualification as an important reference is used to identify a logistics dual-qualified teacher

Although the country has canceled the vocational qualification of logistics class, but this does not mean that there is no need for logistics certification. We can collaborate with large, industry-leading logistics companies to develop certification courses based on typical logistic jobs, and certify teachers and students as a standard for logistics double-qualified teachers.

4.2 Improving the incentives and security mechanisms about double-qualified teachers to encourage them to carry out business practices, especially professional promotion

Nowadays, higher vocational colleges in Yunnan encourage the construction of double-qualified teachers, but they are not reflected in the treatment. In particular, colleges still adopt the professional promotion model of university, higher vocational colleges do not have the independent right, and the double-qualified teacher has nothing to do. We need to formulate specific measures for the actual needs, to ensure that teachers are willing to work for the enterprise.

4.3 Recruiting engineers and other technical personnel from logistics enterprises and institutions to enrich the logistics teacher team, rather than recruiting fresh graduates

The current recruitment of teachers in higher vocational colleges mainly favors at university graduates, and tends to choose highly educated graduates, for example, logistics professional teacher recruitment conditions is logistics professional master’s degree or above. So, our new teachers have no business experience and practical skills, but our training goal of higher vocational logistics is mainly train skilled and applied talents, not a research-oriented. We suggest that we can recruit outstanding practical and experienced engineers and technicians from logistics enterprises and institutions to enrich the teaching staff to a certain percentage.

4.4 Culturing logistics double-qualified teachers systematically and structurally

We know that logistics professionals involved in many positions, including all the logistics business posts and logistics-related positions of production and sales business. We think that we should culture our logistics double-qualified teachers systematically and structurally in Yunnan. That is, we determine the main course and logistics practice content for each teacher, of course, the main course and logistics positions are consistent, and then select the appropriate typical logistics companies to work out, such as transportation, warehousing and distribution or logistics information technical business.

4.5 Dispatching teachers to learn advanced foreign logistics management experience

Southeast Asian countries have obviously attracted manufacturing facilities in the world because
of their low cost of human resources. For example, Vietnam, which borders Yunnan, in recent years has attracted foreign capital and introduced world famous manufacturing enterprises through land and tax incentives, including even China’s manufacturing enterprises. Under the Belt and Road Initiative, trade logistics between China and Southeast Asian countries will pass through Yunnan. The dual-qualified teachers training of logistics major in Yunnan higher vocational colleges should be inclined to send teachers abroad to learn advanced foreign logistics management experience and logistics technology, such as Japan’s production logistics.

5. Conclusion

Under the Belt and Road Initiatives, Yunnan’s logistics industry will usher in tremendous opportunities for development, but also pose challenge to train logistics professionals in Yunnan. The construction of logistics dual-qualified teachers of higher vocational education in Yunnan is more important. We must find the right position, formulate practical policy, lay the foundation for logistics dual-qualified teachers’ construction in Yunnan, and also define the logistics dual-qualified teachers with regional characteristics.

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