

The Institutional Dilemma of School Enterprise Cooperation and the Way to Solve It

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Abstract: “Integration of Industry and Education, School Enterprise Cooperation” as the Basic Principle of Accelerating the Development of Vocational Education in the New Era, is an Important Way of the Development of Vocational Education in China and Vocational Education in the New Era to Better and Faster Development, Inseparable from the Cooperation with Enterprises the Development of Enterprises is the Cornerstone of the Development and Survival of Higher Vocational Education, and the Steady and Long-Term Development of Higher Vocational Education is the Basis of Promoting the Development of Enterprises Although the “Integration of Industry and Education, School Enterprise Cooperation” is Highly Valued At the National Level, Many Enterprises Are “Talking about Color Change”, with Low Enthusiasm Only by Finding out the Crux and Making a Breakthrough Can We Find the Right Medicine and Reform and Optimize.

1. Introduction

The Report of the 19th National Congress of the Communist Party of China Clearly Points out[1]: “Improve the Vocational Education and Training System, Deepen the Integration of Industry and Education, and School Enterprise Cooperation.” the Action Plan for Vocational Skills Improvement (2019-2021) Issued by the General Office of the State Council Also Clearly Points out That the Continuous Development of Vocational Skills Improvement Actions, the Improvement of Targeted Effectiveness of Training, and the Overall Improvement of Workers' Vocational Skills and Employment and Entrepreneurship Ability Many Kinds of Documents and Spirits Issued by the State Have Repeatedly Stressed the Importance of Vocational Integration of Industry and Education and School Enterprise Cooperation, But So Far Many Enterprises Are Generally Not Highly Motivated in the Face of School Enterprise Cooperation Some Enterprises Think That Participating in School Enterprise Cooperation Will Increase the Operating Cost of the Enterprise Invisibly, and Will Also Face the Safety Risk of Students' Internship Therefore, in This Context, the Integration of Industry and Education is Just a Matter of Paper, and School Enterprise Cooperation is Mostly in the Form, Which Leads to Obstacles and Difficulties in School Enterprise Cooperation and Collaborative Education.

2. Problems Existing in the Integration of Industry and Education and the Cooperation between Schools and Enterprises at This Stage

2.1 The System Design of Integration of Industry and Education and School Enterprise Cooperation is Still Lacking

At Present, the Mechanism of Industry Education Integration, as a Kind of Social and Industrial Spontaneous Behavior, Although the Government Has Recognized the Importance of Industry Education Integration, It Has Not Set Up a Special Organization for Unified Guidance and Deployment, and How to Effectively Solve the Problem of Low Participation of Enterprises is Still Lack of Guiding Spirit and Organizational Management Organization the Division of Some Rights and Responsibilities in the School Enterprise Cooperation is Also Not Clearly Defined, and the Specific Operation Plan is Also Lack of Practicality, Resulting in a Large Number of Enterprises

Hesitant and Cautious Wait-and-See as a Result, There Are Many Difficulties in the Integration of Vocational Education and School Enterprise Cooperation.

Table 1 Comparison of Different School Enterprise Cooperation Systems

Region	Britain	Singapore	Hong Kong
Publish time	2016.5	2016.6	2016.9
Supervisor	FCA	MAS	HKMA
Test subject	Financial institution	FinTech	Local Bank
Application of Technology	Big Data, Block Chain, Artificial Intelligence, Mobile Payment, Electronic Transaction	Artificial intelligence	Digital Identity Recognition
Test Quantity	42	1	15

2.2 Lack of Perfect Government Regulation and Supervision Mechanism

Under the influence of the thought of “education is the highest” in the social environment, the current social cognition of higher vocational education is still rigid and one-sided, and there are some misunderstandings on Higher Vocational Education by public opinion and individuals.

2.3 Enterprise Participation Level

Enterprises do not have a positive understanding of the integration of industry and education from the perspective of ideology Enterprises, as the main participants in market competition, take their economic interests as the fundamental starting point, and it is a long process to cultivate talents, which will cause the instability of cost-benefit ratio in the short term. However, in the long term, many of the human resources of enterprises are college students, and the students of Vocational Colleges account for a large proportion of them. If we look for them aimlessly from the talent market, we will also It will cost a lot.

The integration of industry and education and school enterprise cooperation can only be achieved through the efforts of both sides[2]. If only relying on the unilateral contact between the school and the enterprise, it will cause the school and the enterprise to act independently At the same time, school enterprise cooperation is generally random, lacking an effective and standardized platform for contact and organization If there are some problems and contradictions between schools and enterprises, they can not be solved and repaired well, which leads to the “abortion” of school enterprise cooperation, and may also cause adverse effects on other school enterprise cooperation institutions in the region.

2.4 School Level

The integration of industry and education and school enterprise cooperation are mostly in the form. In the new era and new situation, higher vocational colleges are also under pressure and requirements from many sides[3]. Many higher vocational colleges only follow the trend blindly. However, whether the integration of industry and education is in line with the overall strategic plan of the school and beneficial to the overall development of the school is not well understood And Research on the hasty cooperation, resulting in a large number of “face engineering.”

Table 2 Standard Types And Cycles of Different Regional Systems

Region	Britain	Singapore	Hong Kong
Application area	Investment Management, Payment and Liquidation, Market Infrastructure, Financing	Investment management	Market infrastructure
Audit criteria	It is helpful to solve the problems of financial industry; enterprises have perfect exit mechanism; enterprises have a sense of social responsibility and can create social value.	Favorable to consumers and investors; able to solve major problems at present; Market promotion plan has been formulated after the completion of the test.	Innovative products and services; complete response to risks
Business type	Retail of Financial Institutions Products such as Intelligent Investment, Electronic Money Platform, Software Platform, Banking Insurance, etc.	Intelligent Insurance Accounting	Fast Payment, Virtual Bank, Application Programming Interface to Identify Customers by Voice and Vein
Test cycle	Six months	Elasticity	Depending on the project

The lack of understanding of school enterprise cooperation and integration of industry and

education in the school itself lags behind in terms of professional talent training objectives, curriculum and professional guidance, and fails to set up and guide strictly in accordance with the requirements of integration of industry and education. On the other hand, some enterprises and schools also jointly hold relevant school enterprise cooperation bases or platforms for the integration of industry and education[4]. However, most of the operation and maintenance of these platforms are relatively rough and arbitrary, and they do not really have a valuable effect. As a result, schools and enterprises are still independent and do not interfere with each other, so it is difficult to form a real integration of industry and education.

3. Put Forward Some Suggestions for the Problems in the Integration of Industry and Education and the Cooperation between Schools and Enterprises

3.1 Organizational and Institutional Level

We should accelerate the integration of industry and education, and strengthen institutional organization “Several opinions of the general office of the State Council on deepening the integration of industry and education” clearly stipulates[5]: “gradually improve the participation of industrial enterprises in school running, improve the diversified school running system, and comprehensively implement the coordinated education of schools and enterprises.” The promulgation of this document is of great significance to promote the integration of industry and education, and improve the enthusiasm of enterprises to participate in school enterprise cooperation. We need to build and improve the legal norms and implementation plans for the integration of industry and education, school enterprise cooperation and vocational education. In terms of top-level design, we should be farsighted, practical and realistic, and set up supporting facilities and systems according to the specific conditions of the new era and new situation, so as to provide reasonable, favorable and powerful documents and spiritual basis for their cooperation. At the same time, it is also necessary to establish a special organization for unified guidance and deployment, constantly improve the government regulation and supervision mechanism, combine the characteristics of local vocational colleges, and issue corresponding policies, so as to truly achieve win-win cooperation between schools and enterprises.

3.2 Enterprise Level

Enterprises need to focus on the long-term, change their ideas, and become a new type of enterprise with both interest tendency and social responsibility. The relevant documents of the State Council have repeatedly stressed that enterprises should be continuously encouraged to participate in the reform of higher vocational education and the integration of industry and education in various forms, so as to further enhance the status of enterprises in the integration of industry and education[6]. In the process of school enterprise cooperation, although the funds invested by the enterprise can not bring high profits, in the long run, with the support of policies and the cooperation of relevant colleges and universities, the enterprise can get a steady stream of high-tech talents in the process of deepening the cooperation between the school and enterprise. The enterprise participates in the whole process of its training, reduces the cost of capital training talents, and reduces the total cost of the enterprise. To maximize the benefits.

3.3 School Level

In the new era and new situation, in order to better enable students to keep up with the pace of the times, it is bound to require schools to set up majors and courses in accordance with the needs of enterprises and talents, scientifically set up majors and courses in accordance with the relevant requirements and nodes of the integration of industry and education, school enterprise cooperation, and the actual situation and characteristics of enterprises, and gradually form a dynamic adjustment mechanism of majors and courses. System, improve students' learning and practical ability as a whole.

“Expert type” and “double type” teachers' team are the elites and excellent talents in higher

vocational colleges, which can play a positive leading role and demonstration effect[7]. They actively participate in the teaching process, which can not only make students feel the high-quality teaching and practice effect, but also drive other teachers to continuously improve the teaching and research effect, and achieve the connotation of school enterprise cooperation from the aspects of teacher management and teaching.

4. Actively Deepen the Reform of Teaching System

As the key force of vocational education reform, higher vocational colleges should conduct in-depth research and Analysis on the economy and industry of the region, strictly follow the market and enterprise demand as the guide, reasonably formulate talent training programs, and actively study training methods that meet their own characteristics, such as “1 + X certificate” pilot, modern apprenticeship and other methods Strive to cultivate application-oriented craftsmen and technical talents suitable for the development of modern economy.

4.1 Schools and Enterprises Do Not Pay Enough Attention to School Enterprise Cooperation

Schools need to change the teaching mode to improve students' practical ability and comprehensive quality. Many higher vocational colleges have established cooperative relationship with enterprises, but it is often just a formality and has no practical effect. From the perspective of the current employment situation, many graduates of higher vocational colleges have very good academic performance, but they can't complete the work tasks in time and effectively when they come to the actual work post, which is difficult to adapt to the work intensity. Although the original intention of higher vocational colleges is to cultivate skilled talents for the society, due to the lag of teaching theory and the lack of in-depth cooperation between schools and enterprises and other reasons, students do not have real skills and lack of understanding of the talent needs of enterprises[8]. For enterprises, this cooperation has not reached the expected goal of training talents for enterprises; for schools, it has not effectively improved the comprehensive quality and practical ability of students. The fundamental reason is that the two sides do not pay enough attention to the school enterprise cooperation, which leads to the school enterprise cooperation does not play its due role. School enterprise cooperation in higher vocational colleges is a win-win cooperation mode. For the school, it can increase students' practical training opportunities[9]. On the one hand, it can enable students to test the knowledge and theory they have learned in practical work, deepen their understanding of theoretical knowledge, and enhance their practical operation ability by drawing lessons from one example and drawing inferences from three examples. On the other hand, school enterprise cooperation can enable students to accumulate practical experience by contacting the society Make career planning in advance to avoid not finding a job after graduation.

4.2 Less Interaction between Schools and Enterprises

Under the mode of school enterprise cooperation, students can enter the enterprise to participate in practical training, improve practical skills, teachers or researchers can also enter the enterprise to conduct field research, visit and study, so as to improve the practical teaching ability of school teachers; the enterprise can also send special personnel to enter the campus to teach professional practical courses to students, and improve the innovation and entrepreneurship ability of students[10]. However, at present, the flow of personnel between Higher Vocational Colleges and enterprises is less, the interaction is not strong, and the cooperation between schools and enterprises is often in the form, which has not achieved the expected effect.

4.3 Nsufficient Cooperation and Supervision of Relevant Departments on School Enterprises

At present, with the transformation of education mode and the change of social demand, the number of schools participating in school enterprise cooperation is increasing, and there will be a series of problems in the cooperation between schools and enterprises, but there is a lack of laws and regulations or policy standards as the standards to solve the problems. The lack of relevant departments' supervision and policies or standards leads to the lack of in-depth cooperation between

schools and enterprises, and the problems are accumulating, which seriously affects the cooperation between schools and enterprises in higher vocational colleges.

5. Conclusion

The cooperation between Higher Vocational Colleges and enterprises and the integration of production and teaching is an important means to boost economic development, and also an important way to cultivate excellent high-tech talents in the new era and new situation. School enterprise cooperation and integration of industry and education is a long-term project, which needs the concerted efforts and close cooperation of the government, enterprises and higher vocational colleges in order to really move forward. At the same time, the school should continue to learn from other countries with rich experience, enrich and improve China's vocational education policies and specific measures.

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