

Research on Existing Problems and Countermeasures in School-enterprise Cooperation in Private Higher Vocational Colleges

-- Taking Guangdong Province as an Example

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Abstract: From the characteristics and significance of school-enterprise cooperation and the important way that school-enterprise cooperation is suitable for the transformation and development of private vocational colleges and universities, this paper expounds the necessity of implementing school-enterprise cooperation in Guangdong private vocational colleges and universities. From the four aspects of schools, students, enterprises and society, this paper analyzes the problems existing in the cooperation between enterprises of private vocational colleges and universities in Guangdong. Put forward four strategies of cooperation between enterprises of private vocational colleges and universities in Guangdong: reform of talent training model based on cooperation between schools and enterprises; To construct a reasonable and effective cooperative operation mechanism for schools and enterprises; Strengthen the school connotation construction, improve talent competitiveness; To create a good social environment for cooperation between schools and enterprises.

Keywords: Private Vocational College; School-enterprise Cooperation; Problem; Countermeasure.

1. Introduction

In the context of world industrial transfer and transformation and upgrading, a new round of scientific and technological revolution has accelerated the arrival of the digital era, promoted unprecedented changes in the economy and society, and profoundly changed the comparative advantages between countries. Guangdong Province has seized the opportunity and actively deployed industrial transformation, upgrading and structural adjustment, but the shortage of professional talents has hindered industrial development. Private vocational colleges shoulder the important task of cultivating technical and technical talents for industry enterprises. Only through school-enterprise cooperation can we better improve the quality of talent training, effectively enhance regional influence, and promote school transformation, upgrading and sustainable development.

2. The Necessity of Implementing School-enterprise Cooperation

School-enterprise cooperation is closely related to the school-running positioning and talent training goals of higher vocational colleges, and is an important way for school transformation and development. The distribution of private higher vocational colleges in Guangdong is basically consistent with Guangdong's economic and industrial clusters, providing strong talent support for the construction of the Guangdong-Hong Kong-Macao Greater Bay Area and the development of urban agglomerations, and serving regional economic and social development. According to statistics, there are 93 higher vocational colleges in Guangdong Province in 2022, including 26 private higher vocational colleges, accounting for 27.96%, playing a decisive role in

higher vocational education in Guangdong. Under the new situation of industrial transformation and upgrading in Guangdong Province and the transformation and development of higher vocational colleges, it is necessary to study school-enterprise cooperation in private higher vocational colleges in Guangdong.

2.1. Characteristics and Significance of School-Enterprise Cooperation

School-enterprise cooperation is a mutually beneficial and win-win cooperation between schools and industry enterprises in many aspects such as talent cultivation, resource sharing, training exchanges, and scientific research popularization. School-enterprise cooperation means that school-enterprise cooperation has reached an inseparable level. Specifically, it has the following salient features: First, school-enterprise cooperation achieves consistency and mutual benefit in talent training goals; second, school-enterprise cooperation in terms of teachers, equipment, etc. Multi-field resource sharing realizes the optimal utilization of school-enterprise resources; thirdly, school-enterprise win-win is also the most stable and long-term situation of school-enterprise cooperation.

The significance of school-enterprise cooperation: first, it can innovate the talent training model. The professional nature of higher vocational education determines that vocational colleges must be oriented to the talent needs of industry and enterprise positions, and use school-enterprise cooperation to carry out targeted talent training; second, it can innovate The form of talent supply can shorten the training process of urgently needed talents for enterprises through school-enterprise cooperation and the integration of industry and education; third, it can innovate the way of transformation and development of schools and enterprises. Whether it is the German dual system [1] or the modern apprenticeship system

with Chinese characteristics [2], both are through schools. Enterprise-enterprise cooperation explores and practices the transformation and development of schools and enterprises. Therefore, school-enterprise cooperation is an important way suitable for the transformation and development of private higher vocational colleges.

2.2. School-enterprise Cooperation Promotes the Transformation and Development of Private Higher Vocational Colleges

(1) Characteristics of running schools in Guangdong private higher vocational colleges. Compared with public higher vocational colleges, private higher vocational colleges in Guangdong have their own characteristics: first, the investment entities are diversified, and private higher vocational colleges are mainly invested and organized by individuals, enterprises or industry institutions; secondly, private higher vocational colleges run schools. The models are diverse, such as Guangdong Southern Vocational College's "education-based" model, Guangdong Country Garden Vocational College's "industry-based learning" model, the private Hualian College's "joint-stock" model, and Guangzhou Nanyang Polytechnic College's "Vocational Education Group" model; third, private higher vocational colleges have more flexible autonomy in running schools than public ones, and can flexibly adjust organizational structures, reform talent training models, optimize teaching staff and fund allocation, etc.

2) It is necessary for private higher vocational colleges to choose school-enterprise cooperation for transformation and development. Private higher vocational colleges carry out talent training based on the talent needs of industry and enterprise positions. The quality of talent training is reflected by the company's actual job ability. It is a general trend for higher vocational colleges to carry out school-enterprise cooperation to jointly educate people. First of all, private higher vocational colleges, as the lowest level of higher vocational education, accept the worst students but have to cultivate outstanding talents, which is very difficult. However, targeted talent training through school-enterprise cooperation can shorten the mastery of technical skills required for corporate positions. Time to improve the quality of employment; secondly, based on school-enterprise cooperation, private higher vocational colleges can change their school-running ideas and concepts, innovate talent training models, carry out curriculum reforms, optimize dual-teacher teams, and enhance social service capabilities. Through school-enterprise cooperation, organically combine the education chain with the industrial chain, open up key links such as the curriculum system, teaching team, teaching platform and teaching model in talent training, form a school-enterprise dual-subject operating mechanism, and educate people accurately to ensure mutual benefit and win-win results between schools and enterprises. Therefore, it is necessary for private higher vocational colleges to choose school-enterprise cooperation as a way of transformation and development.

3. Current Status of School-enterprise Cooperation Research

In China, most scholars believe that "schools are hot and enterprises are cold" is the most common problem in school-enterprise cooperation [3]; and they believe that the key to

solving this problem is to improve the school-enterprise cooperation system [4]. Yin Jinjin, Tao Xia, Li Xian and others have studied and learned from the construction of school-enterprise cooperation systems in vocational education in Germany, the United States, Japan, the United Kingdom, Australia and other countries [5-7]. Outside China, scholar Oviawe believes that cooperation between vocational education and the private sector is a long-term mechanism for the development of vocational education [8]; scholar Emmenegger proposed six core tasks for school-enterprise cooperation, which are system development, content determination, funding, and training. Service organization, supply and demand matching, monitoring, review and certification, etc., and pointed out that cooperation between actors such as schools, governments, enterprises and intermediary organizations is crucial [9]; scholars Remington and Yang summarized the national school-enterprise cooperation in China, the United States and Russia. The experience of cooperation cases points out that a good history of cooperation in the past, the supervision of intermediaries and the execution of agreements, as well as face-to-face communication between government, schools and enterprises can help overcome the drawbacks of liberalization [10]. Cognard, Billett, Remington and others have studied the many measures taken by countries around the world to attract enterprises to participate in vocational education and training in terms of economy, policy, culture and other aspects [11-13]. Based on the comprehensive research literature on school-enterprise cooperation, except for some European countries where dual systems are relatively successful, school-enterprise cooperation is also a thorny issue in other countries.

4. Analysis of School-enterprise Cooperation Issues in Private Higher Vocational Colleges

In view of the existing problems in school-enterprise cooperation in private higher vocational colleges in Guangdong, we mainly analyze them from four aspects: schools, students, enterprises and society.

4.1. Private Higher Vocational Colleges

Private higher vocational colleges all recognize the importance of school-enterprise cooperation, but in a social environment such as low corporate participation and immature policy support, private higher vocational colleges are not enthusiastic enough to carry out school-enterprise cooperation; private higher vocational colleges are in control. Under the premise of cost, for school-enterprise cooperation, emphasis is placed on policies but not implementation, limited exchange activities are organized, and the establishment of school-enterprise cooperation management institutions is relatively simplified and has unclear responsibilities. The process supervision is not in place, making it difficult to ensure that school-enterprise cooperation achieves the expected results; private high schools. Due to funding constraints, vocational colleges have problems such as unstable teaching staff, lagging curriculum content, and outdated practical training facilities. They cannot meet the training conditions of corporate talents. This is also the main obstacle for companies to be unwilling to participate in school-enterprise cooperation.

4.2. Students from Private Vocational Colleges

Students in private higher vocational colleges generally have poor theoretical foundations, weak self-control and understanding abilities, and are resistant to practical internships in enterprises. Moreover, most of the cooperative enterprises of private higher vocational colleges are small, medium and micro enterprises, and the internship positions are at the lowest level. The cumulative remuneration is low, students are slow to adapt to society when they first enter the society, and their enthusiasm for participation is not high. Some students even slack off during the internship and spread negative emotions, which affects school-enterprise cooperation.

4.3. Cooperative Enterprises of Private Higher Vocational Colleges

Problems on the enterprise side include: high turnover rate of students after internships, no return on investment in talent training, and enterprises no longer cooperate due to profitability considerations; most of the cooperative enterprises of private vocational colleges are small, medium and micro enterprises, and generally do not have training institutions, students lack career planning and systematic training in companies; the leaders of cooperative companies are mainly corporate personnel departments, school-enterprise cooperation lacks the intervention of corporate decision-makers, and cooperation often stops at the surface; corporate internship management systems are lacking, and the remuneration, There is a lack of supporting systems in important aspects such as career planning. Students choose to leave because they are not taken seriously. The high turnover rate makes companies unwilling to cooperate, making school-enterprise cooperation difficult.

4.4. Social Aspects

The government lacks substantive measures. Although it has introduced guidance policies and incentive measures for private higher vocational colleges to carry out school-enterprise cooperation, there is a lack of substantive guidance and norms in actual implementation. The encouragement policies are not implemented, and the management is loose and becomes a mere formality. Although there are plans or agreements for the practical internship process, there is a lack of third-party supervision agency. The lack of parent

participation in the school-enterprise cooperation link is not conducive to the supervision and protection of the rights and interests of students in internships.

5. School-enterprise Cooperation Strategies

School-enterprise cooperation is based on school-enterprise cooperation, with the active participation of schools, students, enterprises, society and other parties, to carry out in-depth cooperation in talent training, resource sharing, training exchanges and scientific research popularization, etc., to ensure mutual benefit and win-win between schools and enterprises way. In view of the existing problems in school-enterprise cooperation in private higher vocational colleges in Guangdong, the following strategies can be implemented to carry out school-enterprise cooperation.

5.1. School-enterprise Cooperation in Education

The industrial transformation and upgrading of Guangdong Province will inevitably bring about an increase in the level of talent demand. Private higher vocational colleges can solve the problem of talent supply side and industry talent by carrying out talent training model reforms such as "order training" and "modern apprenticeship" based on school-enterprise cooperation. The demand side is unable to adapt to the contradiction in structure, quality and level. Professional talent training model based on school-enterprise cooperation, as shown in Figure 1.

The significance of carrying out the reform of the talent training model based on school-enterprise cooperation is: first, the talent training subject of private higher vocational colleges is transformed into the dual subject of school and enterprise. The school sets up majors based on market orientation, develops talent training plans based on the talent needs of industry and enterprise positions, and combines Provide feedback on the quality of enterprise employment and reform the talent training model; the second is to highlight the importance of enterprises in talent training, let enterprises and schools complement each other's advantages, combine school professional learning with enterprise job training, and learn and practice in the dual environment of schools and enterprises, improve the quality of talent training.

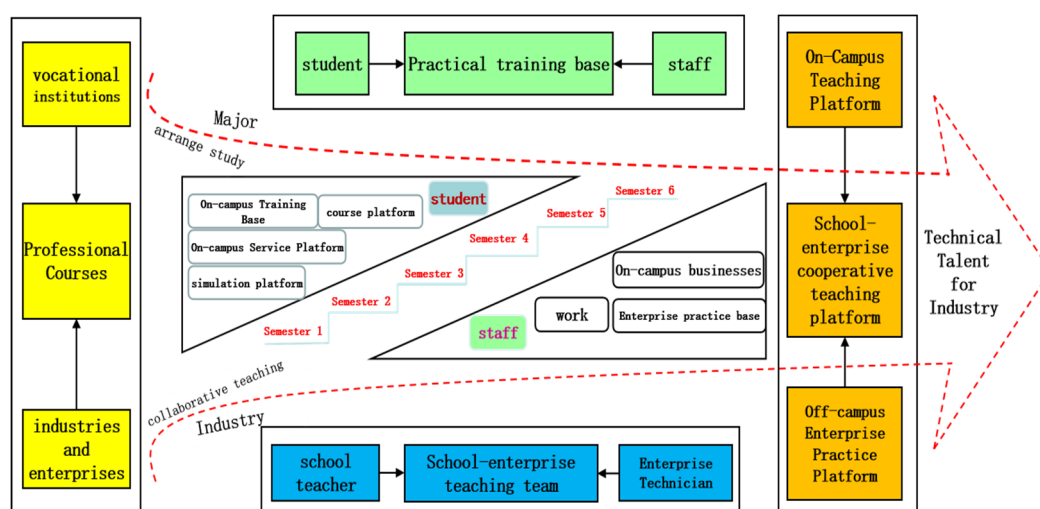


Figure 1. A typical school-enterprise cooperation talent training path

5.2. Improve the Operation Mechanism of School-enterprise Cooperation

To ensure that school-enterprise cooperation reaches a deep level of integration, schools and enterprises need to jointly formulate and implement a school-enterprise cooperation operating mechanism. Focusing on school-enterprise cooperation, schools and enterprises jointly set up school-enterprise cooperation management agencies, formulate and promulgate relevant rules and management systems, coordinate relevant matters during school-enterprise cooperation, and establish school-enterprise cooperation guarantee mechanisms and coordination mechanisms [14]. Schools are responsible for educating students and serving society. Enterprises participate in school-enterprise cooperation for economic benefits. School-enterprise cooperation allows schools to improve the quality of talent training and enterprises to obtain human resources. Schools and enterprises can find points of convergence of interests of both parties and cooperate at multiple levels to form benefit sharing relationship to form an effective dynamic mechanism for school-enterprise cooperation. Innovate a scientific and reasonable school-enterprise cooperation evaluation mechanism, which is evaluated by school-enterprise cooperation participants or third parties to examine the quality, existing problems and maturity of school-enterprise cooperation, and effectively improve the quality of each link of school-enterprise cooperation through evaluation feedback to ensure that schools Enterprise cooperation.

5.3. Strengthen the Construction of School Connotation

(1) Private higher vocational colleges should strengthen supporting construction, clarify the management philosophy and positioning of running schools, take school-enterprise cooperation as the basis, follow the laws of education and social development, reform the talent training model, build a curriculum standard system, improve practical teaching conditions, and achieve professional Connect with job standards, integrate the learning environment with the job environment, and cultivate technical skills talents needed by industry enterprises.

(2) Strengthen the construction of teaching staff and create a stable and reasonable "dual-qualified" teaching staff. The teaching staff of private higher vocational colleges has poor stability and lacks practical experience. In order to create a stable and reasonable "dual-qualified" teaching staff, it is necessary to strengthen training for existing teachers, encourage further study and training in enterprises, and introduce high-level skilled talents from outside the school and part-time teachers from enterprises under the protection of income, housing and other welfare policies. Optimize the teaching staff to meet the talent training needs of school-enterprise cooperation.

(3) Improve practical teaching conditions and strive to build a multi-functional on-campus practical training base. Practical teaching conditions include the construction of on-campus and off-campus practical internship bases. Under the premise of school-enterprise cooperation, practical teaching conditions will be improved and an on-campus practical teaching base integrating teaching, training, external services, certification, etc. will be built, with supporting positions. A comprehensive and well-managed off-campus practice base

helps students combine theory with practice, improve their professional quality and technical skills, and promote school-enterprise cooperation.

(4) Create a good social environment for school-enterprise cooperation. School-enterprise cooperation requires government policy and institutional support, as well as the participation and supervision of industry associations and parents. The government has introduced policies to encourage school-enterprise cooperation, which can increase the enthusiasm of schools and enterprises to carry out school-enterprise cooperation and effectively mobilize the resources of both parties to serve talent training. The participation of industry associations and parents in school-enterprise cooperation is conducive to the supervision and standardization of practical internships and promotes the healthy development of school-enterprise cooperation. In addition, a convenient and practical school-enterprise cooperation platform or industry alliance should be established to promote school-enterprise cooperation with the organization as a link.

6. Conclusion

School-enterprise cooperation is an important way for the transformation and development of private higher vocational colleges. Carrying out school-enterprise cooperation promotes the reform of talent training models and is conducive to improving the quality of talent training. Private higher vocational colleges in Guangdong are facing increasing external competitive pressure. The quality of transformation and development determines their own survival and development. By studying existing problems and implementation strategies in school-enterprise cooperation, the connotation of private higher vocational colleges can be promoted. Construction, transformation and upgrading.

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