

The Realistic Dilemma and Safeguard Mechanism of Double Subjects in School-Enterprise Cooperation in Colleges and Universities

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Abstract: School-enterprise cooperation “double-subject” is a new strategic choice for higher education in our country and a measure to ensure the quality and characteristics of applied higher education. “Double-subject” school running has the attribute of cross-border governance, rich connotation and extension, and specific value and goal, structure and function. Despite years of theoretical research and practical construction, the “double-subject” mode of higher education school-enterprise cooperation still faces difficulties such as lack of policies and legal incentives for enterprises to participate in the “double-subject” mode of education, imperfect mechanism system of the “double-subject” mode of education in higher education, and lack of execution. It is necessary to construct a guarantee mechanism from the aspects of perfecting the legal regulation mechanism, establishing the interest-driven mechanism, information sharing mechanism and perfecting the supervision and evaluation mechanism, so as to realize the effective promotion of the “double-subject” school-enterprise cooperation.

1. Introduction

Colleges and universities shoulder the important responsibility of training high-quality skilled talents, and have been actively exploring the promotion of vocational education reform and innovation of talent training mode [1]. With the rapid development of China's social economy, various institutions of higher learning have begun to change, and the school-enterprise cooperation “dual-subject” school-running mode has gradually been adopted in schools. The use of this mode has not only injected new vitality into the development of institutions of higher learning, but also realized the promotion effect of higher education on enterprise activities [2]. After more than five years of theoretical research and practical construction, the “double-subject” education mode of higher education school-enterprise cooperation has formed many successful models. School-enterprise cooperation “double subjects” is a new strategic choice for higher education. Through the distribution of power and the sharing of responsibilities, it injects new vitality into school-enterprise cooperation and poses challenges to the original education system [3]. Therefore, it is of great significance to promote the reform of higher education and deepen the personnel training mode to understand the value of the “dual-subject” school-enterprise cooperation, analyze the practical difficulties in the process of implementing the school-enterprise cooperation, and explore the guarantee mechanism of the “dual-subject” school-enterprise cooperation.

2. The Concept of School-Enterprise Cooperation “Double-Subject” School-Running Mode

The school-enterprise cooperation “double-subject” school-running mode is a new form of teaching governance, which is of great significance to the development of colleges and universities. From the perspective of public management, “dual-subject” school running is not only a new school-enterprise cooperation model, but also a new governance form [4]. However, strictly speaking, foreign countries do not have the concept of “double subjects” of school-enterprise cooperation. The concept of “double subjects” of school-enterprise cooperation is a statement put forward by domestic scholars after studying the way of “school-enterprise cooperation” in China's vocational education. It refers to the fact that in school-enterprise cooperation, enterprises and

schools are two subjects in cooperation respectively. School-enterprise cooperation “double subject” refers to the cooperation between higher vocational schools and enterprises. Schools train the required talents for enterprises, and enterprises provide employment opportunities for school students. The two achieve mutual benefits and win-win results, thus forming a good interactive governance structure. Therefore, in the school-enterprise cooperation, we should do a good job of equal docking, consider as a whole, let the excellent culture of the enterprise be integrated into the educational concept of the school, and take the high-quality resources such as the training base of the enterprise as the school-running resources, so as to interact with each other, construct a complete whole, and realize the optimal effect [5]. That is to say, in the process of school-enterprise cooperation, both the school and the enterprise are masters and participate in the whole process of vocational education personnel training. As a new form of education and governance, “dual-subject” education has its inherent and inherent attributes, as well as its preconditions, scope of application and cross-border attributes, which need to be set in advance.

3. An Analysis of the Realistic Dilemma of “Double Subjects” in School-Enterprise Cooperation in Colleges and Universities

After several reforms of vocational education in our country, vocational colleges have attached great importance to the work of school-enterprise cooperation and implemented various effective school-enterprise cooperation modes. Some schools set up off-campus practice bases in enterprises. However, after years of practice, there are still many problems to be solved between schools and enterprises. From the previous practice of university-enterprise cooperation in colleges and universities, combined with the current academic research results on university-enterprise cooperation, there are still the following difficulties in the “double-subject” school running of university-enterprise cooperation in colleges and universities.

3.1 The Government's Efforts to Promote School-Enterprise Cooperation Are Not Strong and the System Safeguard Measures Are Not Perfect

In the practice of school-enterprise cooperation, institutions of higher learning and enterprises, as different interest subjects, pursue different interest priorities. How to coordinate the interest relationship between the two and promote the smooth development of school-enterprise cooperation requires government departments to have strategic awareness and perfect system safeguard measures to promote school-enterprise cooperation. The implementation of this mode of running a school in institutions of higher learning needs to adhere to the principle of mutual benefit and win-win, realize real mutual benefit and win-win between enterprises and institutions of higher learning, provide intern jobs for schools, and contact with the most advanced equipment [6]. As an economic organization, it is the nature of enterprises to pursue profits. Before the state has issued comprehensive and systematic policies, regulations and specific measures to encourage enterprises to participate in the “double-subject” education mode, the policies and legal incentives for enterprises to participate in the “double-subject” education mode are lacking. At present, although the government has issued relevant policies and systems for school-enterprise cooperation, most of them are policy-oriented guiding regulations, which are not easy to operate and are not clear about the main rights and obligations of school-enterprise cooperation, division of responsibilities, financing, distribution of benefits, incentives, assessment and evaluation, etc. The goal of participating in running a school is to produce more products at lower cost, reduce the cost of employing people, and have better short-term economic returns while recovering the investment [7].

3.2 Industry Participation in School-Enterprise Cooperation “Dual-Subject” School-Running Enthusiasm is Not High, Lack of Motivation

The effective implementation of the “double-subject” school-enterprise cooperation requires not only the reform of the educational system in institutions of higher learning, but also the active participation of enterprises to establish a benign two-way interactive relationship and achieve a win-win situation. Judging from the current situation of school-enterprise cooperation in running schools

with “two subjects”, the enthusiasm of enterprises for participation is not high and the motivation is insufficient. The teaching concept of the school should be consistent with the employment concept of the enterprise, so as to ensure that the talents trained by the school are the talents needed by the enterprise. The teaching environment of the school should be consistent with the production and working environment of the enterprise to ensure that students can smoothly adapt to the life of the enterprise when entering the enterprise. However, in practice, the “dual-subject” education mode spontaneously formed by these grassroots units is keen to hold annual conferences, and the so-called school-enterprise cooperation expert committee or school-enterprise cooperation council will hold a joint meeting every year. The essence of school-enterprise cooperation is to establish an educational community spanning different fields. Educational community is a historic concept, which takes different forms in social changes and is the main orientation and paradigm of educational development in a certain period of time. Most enterprises do not realize that they are the biggest beneficiaries in training high-quality talents. In addition, their lack of social responsibility and long-term strategic planning of school-enterprise cooperation restrict the process of school-enterprise cooperation with “two subjects”. Enterprises hope that students will carry out relatively single practical activities to improve efficiency and reduce the occurrence of errors, while schools hope that students will fully exercise their skills, accumulate positive and negative experiences, and apply the acquired skills and knowledge more. This has made some enterprises less enthusiastic about participating in running schools.

3.3 The Strength of “Double-Subject” School-Enterprise Cooperation in Institutions of Higher Learning is Insufficient, and the Advantage of Attracting Enterprises to Participate is Not Obvious

Colleges and universities to carry out school-enterprise cooperation, mostly under the pressure of enrollment and employment, not from the height of training high-quality skilled professionals to understand the reality of school-enterprise cooperation in educating people targeted [8], serious lack of funding, is bound to affect the smooth progress of the cooperation in running schools. Schools and enterprises need to share human, material and equipment resources and manage students together. The school should negotiate with the enterprise and work out a common training goal so as to set up professional and technical courses required by the enterprise and realize the goal of talent training. Institutions of higher learning provide education for the society and strive to improve the training level of highly skilled talents. They pursue the long-term interests of the society, while enterprises provide services and products for the society, improve the quality of services and products, and pursue immediate economic interests. Many institutions of higher learning have not gone through sufficient market research when setting up their specialties and courses. It is very difficult for enterprises to participate in the formulation of talent training programs in institutions of higher learning. Therefore, cooperation in running schools is not attractive to enterprises. In the teaching process, enterprises are more cooperative with the school's teaching arrangements, while in the internship period, students will expose many problems in skills, knowledge and quality. Most institutions of higher learning have not really incorporated school-enterprise cooperation into their own talent training mode, which also means that a set of perfect and feasible cooperation mode has not been established between schools and enterprises, thus causing the “fragmentation” of school-enterprise cooperation content to become more and more serious.

3.4 The Running Mechanism of “Double Subjects” in School-Enterprise Cooperation is Not Perfect

At present, the school-enterprise cooperation “double subject” is still in the process of exploration, and its operation mechanism is not perfect. With the rapid development of China's economy and the rapid development of various industries, the need for professional talents is gradually increasing. Colleges and universities have become an important place for enterprises to cultivate talents. The training management mechanism is not perfect. Although most institutions of higher learning have established management systems for students' practical training, there are still

some problems, especially the lack of detailed quantitative standards for the specific requirements to be met by practical training and the lack of evaluation standards for practical training results. Due to lack of policies and legal incentives, enterprises are not keen to participate in the “double-subject” education mode of higher education. On the other hand, the trend of “administrative management” in institutions of higher learning is becoming more and more serious, which hinders the spontaneous “double-subject” education mode of higher education carried out by grass-roots organizations in institutions of higher learning. The “double-subject” school-running is mainly realized through the cross-border system platform between the school and the enterprise, through which the participating institutions and target enterprises are governed from inside to outside and from outside to inside. Although both institutions of higher learning and cooperative enterprises have their own evaluation systems, institutions of higher learning mainly evaluate teachers and students while enterprises evaluate employees. The education department only evaluates the teaching quality and professional development of colleges and universities, and cannot realize the evaluation and supervision of enterprises. The industry will feel that the training concept of the enterprise has not been implemented well in the teaching process, resulting in the quality of talents not fully meeting the requirements of the enterprise, thus questioning the effectiveness of this cooperation mode.

4. On the Guarantee Mechanism of “Double Subjects” in School-Enterprise Cooperation in Colleges and Universities

School-enterprise cooperation “double-subject” running a school is a systematic project, which needs the organic combination of government, industrial enterprises, institutions of higher learning and other parties. At the present stage, various enterprises need more and more technical talents, so implementing the “double-subject” school-enterprise cooperation mode can provide enterprises with a large number of technical talents, thus improving the quality of enterprise technical talents. The starting and continuous operation of the “dual-subject” governance between schools and enterprises need the common foundation of power, interests and identity, which form the necessary material and conceptual conditions for cooperative governance in interaction and mutual construction. How to overcome the current difficulties faced by the school-enterprise cooperation in running a school with “two subjects” and promote the healthy development of the school-enterprise cooperation in running a school with “two subjects” is a new topic to be solved urgently in vocational education, which needs to be realized by constructing an effective guarantee mechanism.

4.1 Perfect the Legal Norm Mechanism

In order to establish a guarantee mechanism for school-enterprise cooperation, we must first have the support of national laws. Germany's “dual system” of vocational education can become a model of school-enterprise cooperation system because it has a strong system of policies and regulations to provide protection. The evaluation standard of school talents should be connected with the quality standard of enterprises, so as to form a specific “teaching” system between enterprises and universities and further ensure the balance between schools and enterprises. Therefore, the current way to realize the “double-subject” education mode of higher education school-enterprise cooperation is mainly to work hard on the mechanism system and improve the execution force, and to promulgate and implement a comprehensive and systematic “double-subject” education mode law for higher education. The central government should carry out targeted top-level legal design for school-enterprise cooperation in vocational education, continuously improve the legal rules and regulations of vocational education, and thoroughly solve the problem of convergence between the Labor Law of the People's Republic of China, the Education Law of the People's Republic of China and other relevant laws and the Vocational Education Law of the People's Republic of China. Clearly define the form, organizational structure, assessment and reward of school-enterprise cooperation, as well as the responsibilities, rights and obligations of government, institutions of higher learning, industrial enterprises and other participants in the “double-subject” school-enterprise cooperation. The reform and innovation of

“two subjects” in school-enterprise cooperation will help to improve the scientificity of educational decision-making, promote the rational division of labor between universities and enterprises, and better realize the mission and goal of higher education through cooperative governance.

4.2 Establish an Interest-Driven Mechanism

The basic premise of school-enterprise cooperation in running a “dual-subject” school is that both sides of the school and the enterprise reach an agreement voluntarily, and the first thing to be solved is the motivation of cooperation. In school-enterprise cooperation, institutions of higher learning need to establish a sense of service. Therefore, it is necessary to establish an interest-driven mechanism to coordinate and meet the interests of enterprises in the “two subjects” of school-enterprise cooperation so as to effectively promote the development of school-enterprise cooperation. Schools can effectively improve the conditions of practice and training by making use of the investment of enterprises in capital, equipment and other aspects, and introduce the actual working situation of enterprises into classroom teaching, so as to enhance students' professional experience, improve students' interest in learning, and stimulate students' confidence in mastering skilled skills. During the formulation and implementation of the development strategy of vocational education, industry organizations must be involved, and vocational education school-enterprise cooperation committees at all levels should be established to be responsible for formulating service standards or product standards in the industry and the basic requirements of industry employees, and then they should be introduced into the school-enterprise cooperation system of vocational education. In accordance with the relevant provisions of the state, enterprises that deeply participate in school-enterprise cooperation, have standardized behaviors, achieved remarkable results, and have greater influence shall be commended and given corresponding policy support. The participation of enterprises in school-enterprise cooperation is taken as an important indicator for the selection of service-oriented manufacturing demonstration enterprises and other relevant demonstration enterprises [9]. In order to protect the public interest, the government needs to make overall plans for the development of higher education, play a balanced and coordinated role between schools and enterprises, and ensure that schools and enterprises are equal subjects in running schools.

4.3 Establish an Information Sharing Mechanism

Institutions of higher learning and enterprises have different educational resources and environments. School-enterprise cooperation “dual-subject” is to integrate different resources, promote the integration of resources, technology, information and other aspects of both sides, and train highly skilled talents. With a full-time executive manager, it is possible to fundamentally change many of the so-called school-enterprise cooperation in the early days. “Double-subject” running a school can truly realize the sharing of school-enterprise resources, reduce the uncertainty of the school's training objectives, provide a stable channel for students to obtain employment, and at the same time “tailor-make” enterprises to train the required talents to ensure the supply of suitable talents. Based on this, an information sharing mechanism should be established, “to encourage relevant departments, industries and enterprises to jointly build an interconnected information platform for school-enterprise cooperation, and to guide all kinds of social entities to participate in the platform development and realize information sharing” [10]. Industry organizations have unique advantages in the storage and collection of their own industry information. With the help of information analysis of big data, they can provide enterprises with high-quality information services. Among them, the key point is to truly make the school a “double subject” and to carry out in-depth cooperation with enterprises. Otherwise, the “double subject” will only be a form, and schools will still be unable to get out of the current predicament.

4.4 Improve the Supervision and Evaluation Mechanism

The quality of “double-subject” school-enterprise cooperation in colleges and universities is not only related to the quality of talent cultivation and development prospects in colleges and universities, but also affects the development interests of enterprises to a certain extent. From the

advanced experience of school-enterprise cooperation in developed countries, it can be seen that a sound supervision and evaluation mechanism is an important guarantee for in-depth cooperation between schools and enterprises. For example, for on-the-job training programs in school-enterprise cooperation enterprises, the quality inspection department can be requested to make objective and fair evaluation on the qualification rate, superior product rate, rejection rate, energy consumption rate, output rate and other indicators of relevant products before and after the training of relevant on-the-job employees in enterprises, so as to ensure the quality of the training. The educational governance process of “dual-subject” school running is jointly promoted by the actors of both school and enterprise, and institutions and enterprises are the core actors to promote this process.

With the help of matrix organization in management, the two organizations of enterprises and colleges and universities are merged together to form a matrix organization structure of “double-subject” education mode of higher education school-enterprise cooperation (see fig. 1), which can establish a sound mechanism system and enhance the execution of “double-subject” education mode of higher education.

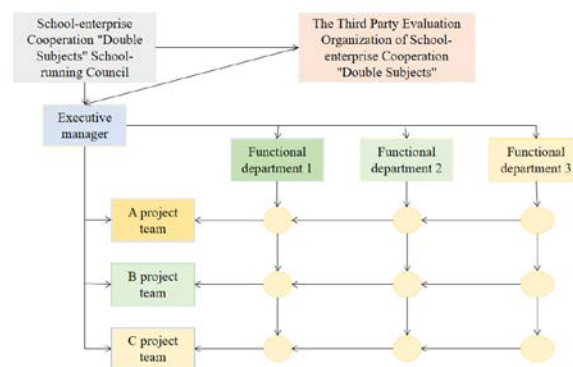


Fig.1 Matrix Organization Chart of “Double-Subject” Education Mode of Higher Education School-Enterprise Cooperation

In the supervision and evaluation system, the state should formulate detailed evaluation criteria for the quality of school-enterprise cooperation with “two subjects”. From the aspects of teaching process, practical training conditions, training results, organization and management, the monitoring and evaluation of school-enterprise cooperation “dual-subject” school-running quality is established on every link of cooperation. To make it have a unified goal and vision, and then in the management mode, goal realization, common construction, risk bearing and other aspects have a higher unity, effectively realize the coordinated distribution of interests, thus deepening the integration of industry and education, stimulate the vitality of vocational education.

5. Conclusion

Under the new situation, the school-enterprise cooperation “dual-subject” mode of running a school has created a new concept of school education in our country, and has provided a direction for the current reform and development of school education in our country. In view of the practical difficulties in its development, it is necessary to construct an effective guarantee mechanism to improve the quality and level of school-enterprise cooperation “dual-subject” in higher education and realize the goal of improving the quality of talent cultivation in higher education. In this regard, multi-subject cooperation is needed. The government subjects should do a good job in the system construction of school-enterprise cooperation, strengthen the implementation of policies, and scientifically guide the school-enterprise cooperation. It can not only realize the efficient management and control of human resources, but also meet the promotion of higher education to enterprise activities and economic activities, and is conducive to the macro-management of the government. The matrix organizational structure of the “dual-subject” school-enterprise cooperation in higher education is the best organizational model that enterprises can accept, and it is also the main way of the “dual-subject” school-enterprise cooperation in higher education at present.

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