

Under the Background of Double Height Construction, the Research on the System and Mechanism Reform of School-Enterprise Cooperation

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Abstract: In 2018, Liaoning Province has issued a series of major educational development policies on promoting the supply-side structural reform of the high and middle schools and the "double high" plan. The core idea is to restructure the resources of higher education. To make it more in line with the industry and the economic and social development in Liaoning demand for talent, science and technology. School-enterprise cooperation is the only way to reform the running system and mechanism of higher vocational colleges. Its development should be combined with local industries and development needs. The reform of the system and mechanism of running schools in higher vocational education can attract willing and powerful enterprises related to the major majors of the school to participate in running schools, Realize the diversification of school-running subjects. And then achieve real integration of industry and education through school-enterprise cooperation, Lay a foundation for training technical talents.

1. Introduction

Since the 18th National Congress of the Communist Party of China, vocational education has received more and more attention and attention. The state has issued a series of documents, including the decision of the state council on accelerating the development of modern vocational education and opinions on deepening the reform of education system and mechanism. In 2019, the state council issued "the national vocational education reform implementation plan". The reform and development of vocational education in the new era has been formally rolled out. In response to national policies, Liaoning province has accelerated the supply-side structural reform of high schools and other schools, A series of major educational development policies, including the "double high school" plan, The core idea is to reform and reorganize the higher education resources to make them more in line with the needs of talents and science and technology for Liaoning's industrial and economic and social development.

"Opinions on Deepening the Reform of Educational System and Mechanism" pointed out that "it is necessary to improve the system and mechanism for improving the quality of vocational education, and emphasize the need to improve the educational mechanism of combining virtue and repair, work and study"^[1]. The most effective solution to achieve this goal is school-enterprise cooperation. Under the background of "double high" construction, the research on the reform of the school system mechanism based on school-enterprise cooperation, from the three aspects of system construction, vocational education group construction and mixed ownership secondary school construction, elaborates three aspects of institutional mechanism reform, and absorbs through reform. Deliberate and capable enterprises participate in running schools, realize the diversification of the main body of the school, and then realize the true integration of production and education through school-enterprise cooperation, laying the foundation for cultivating technical and skilled talents.

2. The Realistic Gap of the System And Mechanism of Running Schools

After years of reform and development, Liaoning Equipment Manufacturing Vocational and Technical College has a certain foundation in the construction of the school system and mechanism, but the reform of the school system and the "Office of the State Council on the deepening of the integration of production and education" (State Council issued [2017] 95 "The initiative in the document "to fully mobilize the enthusiasm and initiative of enterprises to participate in the integration of production and education, strengthen policy guidance, encourage prior trials, promote supply and demand docking and process reengineering, and build a long-term mechanism for school-enterprise cooperation"^[2] There is a distance, the main difference is:

School-enterprise cooperation system and mechanism construction needs to be further improved. The breadth of the role of the school-enterprise cooperation council and the professional steering committee needs to be expanded; the depth of school-enterprise cooperation needs to be deepened; student-oriented, service industry enterprise workstation construction needs to be promoted^[3].

There is insufficient motivation for multiple subjects to participate in running schools. In the work of vocational education group, it is not enough to rely on group-based education to carry out internships and employment for students; the closeness of sharing teaching resources between enterprises and schools is not high; the ability to use the background of the group to transform scientific research results is insufficient.

The mode of school-enterprise cooperation is relatively simple, the integration of schools and enterprises is not high, and the cooperation between professional and enterprise is not enough. The ability to explore the construction of mixed ownership and joint-stock secondary schools needs to be improved.

3. The Construction Goal of the School System and Mechanism

Through the construction of "Double High", a cooperative education system and a cooperative education mechanism with "government-led, industry guidance, deep interaction between enterprises and schools, and students as the main body" will be formed, which will significantly improve the quality of personnel training and social service capabilities of our university^[4].

School-enterprise cooperation system and mechanism construction. The construction of the school-enterprise cooperation management method, the "School-enterprise cooperation training base construction and management measures", the "School-enterprise joint construction core curriculum implementation measures" and the "School-enterprise cooperation post-internship management measures" and so on. Revised the charter of the School-Enterprise Cooperation Council. Construction of 5 professional steering committees. The number of cooperative enterprises has reached 150, and each major has deep cooperation with one or two enterprises. The key professions have established deep cooperative relationships with large and medium-sized enterprises.

Construction of a vocational education group. Working closely with the group members to promote the internship and employment of the enterprises in the group, build educational resources with other group units, and jointly carry out research and technical research with member companies within the group, and ensure Liaoning in the three-year construction period. The equipment manufacturing vocational education group has become a provincial-level demonstration vocational education group, and strives to become a national-level demonstration vocational education group.

Mixed ownership of secondary college construction. The survey completed the construction of a mixed-ownership college and established the construction of a mixed-ownership secondary college.

4. Construction Initiatives

4.1. Innovative School-Running System and Mechanism, the System First.

The Outline of the National Medium- and Long-Term Education Reform and Development Plan proposes: "To establish and improve the school-running mechanism of government-led, industry guidance, and enterprise participation, formulate laws and regulations for promoting school-enterprise cooperation, and promote the institutionalization of school-enterprise cooperation"^[5]. It can be seen that school-enterprise cooperation requires a long-term mechanism to ensure stable and cooperative relations between schools and enterprises, and to form institutionalization and regularization. Formulate the "Measures for the Management of School-enterprise Cooperation". The management methods elaborate on the precautions and related contents in the process of cooperation between colleges and universities from the aspects of cooperation mode, cooperation content, organization management, cooperation project management, recognition and accountability. The school-enterprise cooperation project is dynamically managed to ensure the good results of school-enterprise cooperation^[6]. Formulate the "Measures for the Construction and Management of School-enterprise Cooperation Training Bases", "Measures for the Implementation of Core Curriculum for Schools and Enterprises to Co-Build" and "Administrative Measures for School-enterprise Cooperation Post-job Internship" to ensure the continuous and healthy development of school-enterprise cooperation and maintain the school and enterprise Legal rights.

Give full play to the role of the School-Enterprise Cooperation Council and the Professional Steering Committee. The School-Enterprise Cooperation Council will hold an annual meeting to sort out the school-enterprise cooperation work, formulate the work plan for the next year, and participate in the effective gathering of enterprises and schools through the annual meeting. Professional construction and curriculum construction. All majors have established the "School-enterprise Cooperation Professional Construction Steering Committee". The committee consists of industry experts, enterprise technicians, professional leaders and backbone teachers. It meets at least once a year to formulate the charter of each professional steering committee and pass the formulation of the charter. Institutionalize the job responsibilities of the professional construction steering committee and promote the healthy development of professional construction.

Through the formulation of the system, we will effectively guarantee the promotion of deep cooperation between schools and enterprises, improve the co-cultivation of talent cultivation between schools and enterprises, and establish a talent training model that manages risks and social responsibilities.

4.2. Relying on the Vocational Education Group to Deepen the Cooperation between Schools and Enterprises.

Group-based schooling aims to realize the sharing of high-quality educational resources such as teaching resources, teachers, equipment, etc., with one or two schools as the leading institutions^[7], taking into account all levels of hospitals with similar development intentions, similar professional backgrounds or similar The school, the school community formed by the group, the group management school absorbs the willingness to undertake social responsibility, and the enterprises that cooperate with the school join in and jointly develop the community of destiny for effective cooperation in personnel training, professional construction, teacher construction and curriculum construction. The important significance and function of the vocational education group is to promote and deepen the cooperation between schools and enterprises, and carry out in-depth school-enterprise cooperation on the basis of the original school-enterprise cooperation. The reform of the school-running system based on school-enterprise cooperation is mainly carried out in three aspects.

4.2.1 Cooperate with the group companies to internship and employment.

In July 2015, Liaoning Equipment Manufacturing Vocational Education Group, led by our

school and Shenyang Vocational and Technical College, was established. In order to achieve the goal of resource sharing and cooperative development of equipment manufacturing vocational education, our school has extensively carried out contacts with members of the group, and has developed a total of 20 companies within the group as a cooperative enterprise for internship and employment of students in our college. As of November 2017, the number of students in the group reached 136 in the group, and the number of students in the group reached 546 in the group. In 2018, combined with the construction of the school's double high, the goal is to achieve 300 post-internship positions and 100 jobs in the vocational education group. As of November 2018, the number of students in the group reached 179 in the group, and the number of internships in the group of 2016 students reached 308.

Work closely with group members to build teaching resources such as curriculum standards, teaching materials, training guides, and training software.

The construction of teaching resources is an important part of higher vocational teaching. The construction of teaching resources based on school-enterprise cooperation is based on industry standards and is jointly developed by enterprise experts and school teachers. It can solve the mismatch between teaching resources and actual corporate work. Teaching resources are inconsistent with industry standards. Under the background of group-run schools, enterprises and schools within the group work together to build project-based textbooks, multimedia resources, curriculum resource packages and resource platforms.

4.2.2 Conduct scientific research with companies within the group

We have carried out extensive research activities focusing on scientific and technological development, scientific research activities, and transformation of results. The secondary colleges will use the science and technology team and the enterprise R&D department as the team to build a research and innovation team to realize technology accumulation and school-enterprise collaborative innovation, and strive to achieve 2 to 4 patents for teachers, 1 to 2 technical improvements, and 2 scientific and technological achievements. To 4 items.

4.3. Innovating the System and Mechanism of Running a School, Deepening the Cooperation between Schools and Enterprises.

The ultimate goal of the reform of the system mechanism of higher vocational education is to solve the practical problem of the “last mile” of student employment, and to build a bridge of communication between enterprises and schools, so that real education and enterprise needs can be truly connected.

Establish an enterprise workstation or school-enterprise integration studio

The establishment of enterprise teacher workstations or school-enterprise integration studios must meet industry standards and industry requirements to achieve a truly complementary development of schools and enterprises. The workstation employs industry-influenced enterprise experts as the workstation leader and professional leader, and forms a “double leader” model with the school's professional leaders to carry out professional planning and professional construction. The workstation members are composed of full-time teachers such as full-time teachers, cooperative enterprise experts, and engineering technicians. The workstation undertakes student internships, internships, and order training to guide students and employees to participate in skill competitions. Provide support for school teachers to study, train, and guide students. The full-time and part-time teachers undertake scientific research projects such as enterprise technology research and provide technical support and services for enterprises.

Mixed ownership establishment of secondary colleges

On February 26, 2014, Premier Li Keqiang deployed the task of accelerating the development of modern vocational education at the State Council executive meeting, clearly stating that “actively support all types of school-running institutions to hold private vocational education through sole proprietorship, joint venture, cooperation, etc.; Mixed-ownership vocational colleges are allowed to participate in schooling and enjoy corresponding rights with elements such as capital, knowledge, technology, and management. Exploring the mechanism of mutual entrustment management and

purchase of vocational colleges organized by public and social forces, vocational colleges and universities have the same legal status as public vocational colleges, and promote the common development of public and private vocational education^[8]. On May 2nd of the same year, the State Council officially promulgated the "Decision on Accelerating the Development of Modern Vocational Education" (Guo Fa [2014] No. 19), and published the exploration of joint-stock and mixed-ownership vocational colleges in the form of government documents, allowing capital, Educational elements such as knowledge, technology, and management participate in running schools and enjoy corresponding rights.

At present, the secondary colleges of mixed ownership system in Liaoning Province are in a blank stage. Some colleges are exploring deep-level school-enterprise cooperation with the color of small mixed ownership. The cooperation content provides some training conditions, teachers and courses for enterprises. The distribution of tuition fees in a certain proportion has essentially the nature of mixed ownership, but there is no legal person registration.

For our school, it is a long-term process to build a real mixed-ownership secondary school. In this process, it will face a proportion of investment, benefit distribution, management methods, mechanism construction, and talent training mode. Construction and many other issues^[9], Under the background of "double high" construction, the school tries to establish a secondary college or industry college with mixed ownership characteristics as a "pilot reform" project. After several years of construction, integration and development, it can finally realize the true meaning of mixed ownership. The college, with the construction of a mixed-level secondary school, promotes the reform of the school-running system.

5. Summary

Under the background of "double high" construction, the reform of the school-running system mechanism based on school-enterprise cooperation has established a communication platform between higher vocational colleges and enterprises, and through the innovation and reform of the school-running system, truly realizes the "funding of schools and enterprises", that is, the docking profession Position, build a curriculum system; Docking work tasks, setting learning situations; docking corporate culture and cultivating professional accomplishments; Docking the workplace environment and building a training base; Docking the enterprise master and creating a team of double divisions. Let students really grow up in practice and provide more high-quality talents for the construction of old industrial bases in Northeast China.

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