

# The “Difficulty” and “Should” of School-Enterprise Cooperation in Vocational Colleges

## -- Based on the Implementation Background of China’s Vocational Education Law

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**Abstract:** School-enterprise cooperation is an inherent requirement for the development of vocational colleges, and it is also one of the strategic measures to promote national prosperity and strength. Based on the implementation of the Vocational Education Law of the People’s Republic of China, this paper discusses the feasibility of school-enterprise cooperation in vocational colleges, and explains the reasons for the difficulty of school-enterprise cooperation in vocational colleges from the school level, the enterprise level, the government level and the student level. Based on four aspects, the paper summarizes the “should” way of school-enterprise cooperation in vocational colleges.

**Keywords:** Vocational education; Vocational education law; School-enterprise cooperation

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## 1. Introduction

According to the Vocational Education Law of the People’s Republic of China amended on April 20, 2022, it can be clearly defined that vocational education is an important way to cultivate diversified talents, inherit technical skills, and promote employment and entrepreneurship<sup>[1]</sup>. But for now, the content of Chinese literature related to school-enterprise cooperation in vocational colleges mainly focuses on two aspects: First, it focuses on vocational colleges to develop talent training models through school-enterprise cooperation. For example, Liu Biao proposed to build an "internal and external double spiral" in vocational colleges, which is conducive to the construction and practice of talent training model<sup>[2]</sup>. Feng Ruqian et al. proposed to find a talent training model suitable for e-commerce based on school-enterprise cooperation in combination with the development of e-commerce in the college<sup>[3]</sup>. The second is to discuss the current situation and path of cooperation between vocational colleges and school-enterprises by combining different majors. For example, Guo Qiusheng et al. pointed out that the integration of industry and education and school-enterprise cooperation are effective ways to promote the construction of "engineering college"<sup>[4]</sup>. Yao Qian believes that under the background of school-enterprise cooperation, training hotel management interns with craftsman spirit is crucial for the development of enterprises<sup>[5]</sup>. It can be seen that there is a relative lack of domestic research papers on this aspect, in view of this, the study of this paper has a certain feasibility.

## 2. The reasons for the "difficulty" of school-enterprise cooperation in vocational colleges

Under the wave of the promotion of vocational education law, school-enterprise cooperation provides vocational colleges with a more realistic talent training channel. However, in the development of communication, there are deficiencies in the four main levels: schools, enterprises, governments and students.

### 2.1 The school level is insufficient

First, vocational colleges have a low awareness of school-enterprise cooperation. The cooperation mode between vocational colleges and enterprises is single, and most vocational colleges focus too much on the influence construction of colleges, resulting in the lack of enthusiasm for school-enterprise cooperation. Second, the training hardware facilities of vocational colleges are not up to standard. The knock-on effect of this is that the knowledge and technology learned by students cannot meet the talent requirements of social enterprises. Third, there is a shortage of "double-qualified" teachers in vocational colleges, and there are very few teachers with complete professional theoretical knowledge and skilled skills.

### 2.2 Insufficient enterprise level

First, the enterprise response policy momentum is low. Although the Chinese government has issued a series of policies to support the

integration of industry and education in vocational education, most enterprises have low responsiveness and momentum, resulting in insufficient motivation for school-enterprise cooperation [6]. Second, enterprises are driven by interests. The business goal of enterprises is to pursue profit maximization. In the process of cooperation with schools, enterprises often pay attention to the realization of their own interests [7]. Third, corporate responsibility consciousness is not strong. In the process of cooperation, enterprises often appear the phenomenon of responsibility evasion, which affects the smooth progress of school-enterprise cooperation.

### **2.3 The government level is insufficient**

First, the implementation is insufficient. On the macro level, the actual effectiveness of the government's implementation of national policies is low. At the micro level, the participation of local governments is low, and the measures to promote school-enterprise cooperation are still stuck in the stage of encouraging publicity. Second, the lack of corresponding supervision mechanism. Government supervision and management is not strong, and there is no effective supervision and management regulations for school-enterprise cooperation based on ethnic groups, regions, and towns, resulting in the absence of supervision, making the cooperation between vocational colleges and enterprises a unilateral act of both.

### **2.4 Insufficient student level**

First, the role change leads to physical and psychological inadaptation. Work pressure, interpersonal communication and other reasons make it impossible to quickly change from "student" to "employee" role. Second, the degree of knowledge and skills is low. Due to their young age and low cognitive level, vocational school students are slightly lacking in knowledge mastery [8]. The third is the lack of obedience. Some intern students do not obey the management regulations of the enterprise because they have no overall consciousness, which brings difficulties to the management of the industry.

## **3. The "should" way of school-enterprise cooperation in vocational colleges**

Schools, enterprises, government and students are the important "four dimensions" of school-enterprise cooperation. This paper, starting from these four dimensions, discusses the "should" way of the future development of school-enterprise cooperation in vocational colleges.

### **3.1 School: Improve the school's cognitive level and strengthen the school's hardware and software**

On the one hand, vocational colleges need to enhance the awareness of school-enterprise cooperation. Schools should communicate effectively with enterprises and make it clear that school-enterprise cooperation is an effective way to deepen their own development. On the other hand, vocational colleges need to establish corresponding hardware facilities. Timely upgrading of equipment can be more conducive to cultivating talents with two-way development of knowledge and skills. Finally, strengthen the software construction of vocational colleges. Enlarge the number and scale of "double-qualified" teachers; Improve the professional skill level of teachers; Realize the seamless connection between school and enterprise teachers.

### **3.2 Enterprises: strengthen the resource support of enterprises and establish a sense of corporate responsibility**

On the one hand, enterprises support schools with resources. Enterprise engineering and technical personnel should undertake the curriculum development and practical teaching of cooperative vocational colleges, vocational college teachers should undertake the continuing education of enterprise employees, and establish a two-way flow mechanism between vocational college teachers and enterprise staff. On the other hand, enterprises should establish a sense of responsibility to train technical talents for the country. Clarify what enterprises can do and what they can do, strengthen the normal communication between enterprises and schools, and give full play to the main function of enterprises.

### **3.3 Government: Strengthen the leading role of the government and improve the government supervision and management mechanism**

On the one hand, local governments should strengthen their leading role. According to the implementation background of the Vocational Education Law of the People's Republic of China, a school-enterprise cooperation operation mechanism shall be formulated in accordance with various ethnic groups and regions, the responsibilities and obligations of secondary vocational schools and enterprises shall be clearly standardized, and the docking of talents output and input shall be perfected. On the other hand, the government has strengthened supervision over the operation of school-enterprise cooperation. The implementation of phased, whole-process school-enterprise cooperation efficiency and quality reporting, and when the completion of school-enterprise talent docking, should be timely evaluation feedback.

### **3.4 Students: Build new positioning of students' self-cognition and improve students' knowledge and skills**

On the one hand, improve students' cognition of school-enterprise cooperation. Internship system can be carried out to lengthen the transition period of students' role change and strengthen the adaptability of vocational school students' role change. On the other hand, improve

the knowledge and skills of vocational school students. After entering the enterprise for internship, vocational school students should demand themselves as employees, strictly abide by and implement the operation process in the work process, look at the challenges in the work from the perspective of "learners", learn to improve themselves and enhance the ability to operate skills.

#### 4. Conclusion

In the future, how vocational colleges act and how they act will be the key factors for their deepening development. The integration of industry and education and the cooperation between schools and enterprises are important ports connecting schools and enterprises, and also important measures for the development of vocational colleges.

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