

Research on Collaborative Governance in Higher Vocational Colleges with Mixed Ownership from the Perspective of Integration of Industry and Education

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Abstract: Deepening the integration of industry and education in vocational colleges requires breaking through in the reorganization of cooperative property rights. The current collaborative governance in vocational colleges faces a single operational management entity and a shallow degree of industrial intervention; There are issues such as unclear property rights subjects and difficulty in defining property rights ownership. It is necessary to promote the joint construction of mixed ownership education platforms by schools and enterprises, promote the reform of separating management and operation in vocational colleges, and promote the high-quality development of mixed ownership vocational colleges from the perspective of industry education integration.

Keywords: Integration of industry and education; Mixed ownership vocational colleges; School enterprise cooperation

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1. Connotation of the concept of integration of production and education

Higher vocational education mainly focuses on vocational and technical skills education, which shows that the link between higher vocational education and industry is very close. Therefore, the concept of the integration of production and education is to further deepen the connection between higher vocational colleges and industrial development. The report of the 19th National Congress emphasized “improving the vocational education and training system, deepening the integration of industry and education, and cooperation between schools and enterprises.” The integration of industry and education means that vocational colleges should focus on the needs of regional industrial development, dynamically optimize the professional structure, closely combine industry and education, give full play to the functions of talent training, scientific research and science and technology services, and improve the quality of talent training^[1]. At the same time, vocational colleges train professionals in related fields according to industrial development, avoid talent waste and occupational asymmetry, and further deepen our country’s talent training mode to promote industrial development.

2. Characteristics of mixed ownership higher vocational colleges

2.1 The School-Enterprise Education Goal is Consistent

The concept of mixed ownership first appeared in the economic field, the core implication of mixed ownership in the economic field is to open the state-owned capital to the private capital, and form a diversified investment body in an economic organization. This is highly similar to the mixed ownership of higher vocational colleges in essence. The mixed ownership higher vocational colleges have broken the dilemma of the dual division of the private subject and the public subject. Mixed ownership reform is not only the reform of the school-running system, but also involves innovative breakthroughs in the governance structure, education and teaching methods, and the construction of teachers, which is of great significance for optimizing the school-running system of China’s planned higher vocational colleges and the management system of administrative higher vocational colleges, realizing the deep integration of

production and education, and solving the contradiction between talent supply and demand.

2.2 Promote the Construction of Mixed Ownership

In the mixed ownership system of higher vocational colleges, the school shall provide professional qualifications; Cooperative enterprises invest capital with real production projects. The two reconstruct the curriculum system based on real production projects, cooperate to declare or build a “production-learning integration” major, and jointly develop professional curriculum systems and teaching implementation plans. School teachers and enterprise teachers cooperate with each other to implement curriculum teaching, highlight the competency-based vocational education concept, jointly train students’ real job technical skills, and jointly promote professional construction^[2]. The joint construction of mixed-ownership majors by schools and enterprises has strong flexibility, and enterprises can train urgently needed professional and technical talents with higher vocational colleges according to their own advantages, so as to solve the problem of weak technical strength of enterprises.

2.3 School-Enterprise Co-Construction of Mixed Ownership Secondary College

Higher vocational colleges will invest in intangible assets such as school-running qualifications, teaching software, course resources, teaching materials, and project-based teaching cases, while cooperative enterprises will invest in teaching hardware, site construction, enterprise technology, equipment, and capital. Both schools and enterprises will clearly define the two core elements of asset share and income distribution, and build a mixed ownership secondary college based on professional groups. The mixed ownership secondary college is different from the training oriented industrial college, which has the professional group of enrollment qualification, and implements the technical skill training at the higher vocational level through school-enterprise cooperation. Implement the two main bodies of the school and the enterprise, establish and practice a set of governance system of “leadership by the school Party committee, decision-making by the council, coordination and supervision by the management committee”, formulate the charter and school running standards of the mixed-ownership secondary college, clarify the two core elements of the asset share and income distribution of the school and the enterprise, and constantly innovate and improve the mixed-ownership school management system. Mixed-ownership secondary colleges can effectively expand the space of higher vocational colleges, which can not only train the talents needed by enterprises, but also effectively solve the problem of insufficient investment in running schools of local higher vocational colleges.

3. The analysis of the problems in the construction of industrial colleges in higher vocational colleges under the background of the integration of production and education

3.1 The Main Body of Operation Management is Single, and the Degree of Industrial Involvement is Shallow

Industrial college exists as a component of higher vocational colleges, its management and assessment are completed by higher vocational colleges, there is no third-party supervision; Most of them take a certain major as the support point, and adopt the ordering and naming methods to train students, improve professional skills and train teachers. This kind of ordering industrial college is flexible in the process of cooperation, without increasing the staff size, and the investment of enterprises is relatively limited. Due to the lack of sufficient corporate resources and the investment of full-time personnel, as well as the low recognition of students, many times only let students stay in the internship post on the superficial level of cooperation, and do not let students really participate in it. Therefore, the actual situation of industrial structure colleges and universities is that enterprises are too little involved, schools do not train students according to the development needs of enterprises, and the two sides do not conduct in-depth discussions on talent training and formulate training programs, which leads to the shortage of talents in enterprises and the low employment rate of school students.

3.2 The Subject of Property Rights is Not Clear, and it is Difficult to Define the Ownership of Property Rights

The essence of market transaction is property rights transaction, clear ownership of property rights is the prerequisite for the realization of cooperative property rights operation, protection of property rights and sharing of cooperative surplus distribution can play an incentive role for property rights subjects. However, at present, the approval procedures for the establishment of industry-education integration entities in cooperation between higher vocational colleges and enterprises are cumbersome and restricted by multi-department policies and systems. These external interference cause disputes in the property rights arrangement between the two sides. The definition of property right is an important problem in the integration of industry and education. Although the education department has issued encouraging documents, due to the lack of specific operating rules, it is often difficult for the school’s foreign property rights cooperation projects to be approved by the competent authorities or financial departments. The integration project of

industry and education must have the integration of different ownership attributes and different subject property rights, which requires the market to play the function of allocating resources. However, because higher vocational colleges and their competent departments are very concerned about whether state-owned assets will be lost, and because there is no ready-made policy provisions for reference, it is difficult to effectively implement the division of property rights and the division of income distribution proportion. Taking the common industrial college model as an example, the school relies on the practical training base, research and development center, training center and other platforms to carry out personnel training, application technology development, “1+X” certificate verification and social services, the two sides of the site facilities, internship and scientific research equipment, professional personnel, intangible assets and other technical resources investment can not be clearly defined property rights.

4. Analysis of collaborative governance path of mixed-ownership higher vocational colleges from the perspective of integration of production and education

4.1 School-Enterprise Co-Construction of Mixed Ownership Education Platform

Colleges and universities should adhere to the “deep cooperation” concept of integration of production and education, and the school-enterprise co-construction teaching factory (enterprise) model, that is, the enterprise will build part of the production line in the school or transform the enterprise into a teaching factory, and implement the “practical integration” and “practical practice” combined mode of talent training. Vocational colleges can take mixed-ownership running schools as an important way to deepen the integration of industry and education and school-enterprise cooperation, build a mixed-ownership running school system and mechanism of “schools cultivate talents and enterprises obtain benefits”, and encourage and advocate teaching units to provide enrollment majors and teachers in accordance with the basic principles of equality and voluntarism, complementary advantages, clear rights and responsibilities, and win-win cooperation. Enterprises invest funds in the construction of teaching sites, teaching hardware and software, etc., and jointly hold mixed-ownership second-level colleges, majors, productive training bases and other mixed-ownership education platforms.

4.2 Promote the Reform of Separating Management from Office in Higher Vocational Colleges

Higher vocational colleges should establish and perfect the government education investment system and the government purchase education service system according to the principle of the joint-stock reform, the government should separate the management of higher vocational colleges. It is beneficial to establish the property right system of higher vocational colleges to distinguish the government’s investment function and the function of undertaking education funds effectively. First, the education administrative department on behalf of the government to manage higher vocational colleges, according to the number of higher vocational colleges to train talents, levels and quality of training and scientific research projects undertaken, in the form of purchasing education services to pay education funds and scientific research funds to mixed-ownership higher vocational colleges, the school will use this part of the funds as school income. Second, with reference to the mode of supervision and management of state-owned assets of state-owned enterprises, a centralized management organization for state-owned assets of higher vocational colleges is established to standardize and rationalize the government’s investment system and mechanism for higher vocational colleges, conduct education investment on behalf of the government, and exercise the responsibilities, rights and obligations of state-owned shareholders of mixed ownership higher vocational colleges as investors of state-owned capital.

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