

Research and Reference on School-enterprise Cooperation Model of Dual Vocational Education in Germany

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Abstract: Through the comparative study of the school-enterprise cooperation mode of German dual-system vocational education and Chinese vocational education, the differences of school-enterprise cooperation between China and Germany are found out, and the successful experience of German dual-system enterprise-oriented vocational education is learned. Optimize and reform the school-enterprise cooperation mode of vocational education in China from the dimensions of multi-subject participation, multi-subject cooperation, multi-dimensional funding guarantee and multi-directional integration of skills certificates, so as to deepen the integration of industry and education in vocational education and school-enterprise cooperation in China, cultivate high-quality technical and skilled talents to promote the economic and social transformation and upgrading of China, and improve the quality of higher vocational education in China.

Keywords: German dual system; Vocational education; School-enterprise cooperation; Business owner type

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1. Comparative analysis of the school-enterprise cooperation mode between German dual vocational education and Chinese vocational education

1.1 German dual-system vocational education school-enterprise cooperation model

1.1.1 Historical sources of German schools and enterprises

The idea of dual education in Germany, which began in the Middle Ages with the idea of preserving the heritage of industrial skills, was purely corporate training - young apprentices followed their masters to learn artisan skills and develop the heritage. Later, after the struggle of trade unions, associations, chambers of commerce, and trade unions, vocational training was introduced into the framework of compulsory education in schools, and there began to be a “dual” form, one year in the field training of enterprises, and the other one year in vocational schools. In order to protect the rights and interests of trainees, Germany has successively issued three laws to restrict and regulate the dual system, which is the key element for the smooth implementation of the dual system^[1-2]. There are laws such as the Federal Vocational Education Law, the Federal Vocational Education Promotion Law and the Handicraft Regulations to protect the talent training of the dual system.

1.1.2 German school-enterprise dual operation mechanism

(1) Organization of vocational education

Germany’s “dual system” is that vocational schools and enterprises jointly complete the mission of education under the guarantee of government system. It is mainly reflected in the following aspects: the main body of education is school and enterprise; Students are both employees of enterprises and students of vocational schools; The funding source of schools is from the government, and enterprise training constitutes the main part of the vocational education system, and the expenses generated by training are mainly borne by enterprises.

Schools and enterprises cooperate to cultivate students' complete professional behavior ability. The school uses practical exercises as an aid to impart professional theoretical knowledge and cultivate students' professional quality. Enterprises in the real work situation with the aid of theoretical knowledge to train students vocational skills, students through production labor to learn advanced technology, use advanced machinery and equipment and complete practical training; The Federation of Commerce and Industry (IHK) or the Federation of Handicrafts (HWK) is responsible for the management of dual-system students, the organization of examinations, the implementation of examinations, the assessment of examinations and the issuance of vocational qualifications.

(2) Talent assessment and evaluation

First of all, the German dual system is an employment-oriented vocational education model that combines vocational schools and enterprises as the main training subjects. Students participate in 3-3.5 years of dual vocational training, complete theoretical courses, take module tests in the field of study, and register practical and theoretical learning in a lifetime volume. After being vetted by the Federation of Commerce and Industry (IHK) or Handicraft Industry (HWK), companies help students register for the completion exam. When students pass the national unified final examination (theory + practical operation), they will obtain the vocational qualification certificate. Students can continue to work in this occupation as a regular employee in the previous internship enterprises; Students can also look for other jobs, at this time students with vocational qualifications are more popular in the market, can find a satisfactory job.

1.2 Current situation of school-enterprise cooperation in vocational education in China

1.2.1 Sources of school-enterprise cooperation in vocational education in China

China's vocational education can be traced back to 1917, although the development of more than a hundred years, but in our country's status is relatively "marginal". The vast majority of students who choose vocational education are rejected by ordinary schools, and students and parents have a prejudice against the teaching quality of vocational education. Coupled with the fact that employers regard academic qualifications as an important criterion when hiring talents, vocational education has been further marginalized. In the implementation plan of the National vocational education reform issued by The State Council in 2019, it is confirmed that vocational education and general education are two different types of education and have the same important status, and it is proposed to promote employment and adapt to the needs of industrial development as the guidance, encourage and support all sectors of society, especially enterprises, to actively support vocational education, and focus on cultivating high-quality workers and technical skills.

1.2.2 Operation mechanism and current situation of school-enterprise cooperation in China's vocational education

At present, in the process of school-enterprise cooperation between vocational colleges and enterprises in China, schools are in the main position and become the active organizer and initiator of school-enterprise cooperation. The school-enterprise cooperation between schools and enterprises at different levels has achieved certain results and played an exemplary role, mainly through the following ways.

(1) School-enterprise cooperation on graduate employment and enterprise personnel recruitment

The school and enterprise signed an employment cooperation agreement to solve the employment problem of vocational college graduates.

(2) School-enterprise personnel training cooperation at the level of professional construction

In the process of designating the personnel training program, the school implements the double professional leader system, selecting and employing experts with solid theory and strong technical service ability from enterprises as professional leaders to fully participate in the professional construction and personnel training of vocational colleges.

2. Existing problems of school-enterprise cooperation in vocational education in China

2.1 The government lacks policy support and institutional mechanism building

The German government attaches great importance to vocational education and has adopted laws and regulations such as the Federal Law on Vocational Education and the Regulations on Handicraft Industry to unify the standards of vocational education in enterprises. The State Schools Act was passed to regulate the standards of vocational education in schools. Only under the unified legal framework, all stakeholders such as enterprises, schools, students and parents can jointly recognize vocational education and dual system, jointly exercise the rights granted by law, jointly undertake the corresponding legal obligations, jointly implement the standards of vocational education, and form a community of interests in vocational education. However, the top-level design of vocational education in our country is not scientifically clear, and there are defects and deficiencies in systematic design. How to guide the society to the degree of recognition of vocational college graduates, parents to their children's free choice of career support.

2.2 Functional deficiency of trade associations

There are two very important industry associations in Germany, which exercise the functions of vocational education consultation, vocational college students' vocational ability assessment, school-enterprise cooperation supervision and so on. The HWK (Handicraft Chamber of Commerce) is committed to promoting the overall development of the handicraft industry in its region, while balancing the interests of various handicraft industries and professions, legally representing all craftsmen in a region, with a total of 960,000 members by 2023. The other is the IHK (Chamber of Commerce and Industry), according to the law, all enterprises in Germany except handicraft enterprises, freelancers and agricultural enterprises must join a chamber of commerce and industry, by 2023, a total of 80 chambers of commerce and industry are public law bodies.

3. Learn from the German dual system of vocational education in China's school-enterprise cooperation model reform

In 2022, China promulgated a new Vocational education Law to encourage people from all walks of life to actively participate in vocational education, but it did not further clarify the rights of enterprises to participate in education and management. In order to further stimulate the enthusiasm and initiative of enterprises and schools in the process of school-enterprise cooperation, and make school-enterprise cooperation play a greater role in the process of school running and talent training, first of all, the government needs to establish a special school-enterprise cooperation management body (similar to the German Industry and Commerce Association IHK or the German Handicraft Association HWK). Instead of relatively scattered and detailed institutions such as various industrial associations, societies or industry-education alliances, the main body of school-enterprise cooperation management is endowed with corresponding regulatory functions, legal and policy support and financial support to ensure the smooth progress of school-enterprise cooperation. Secondly, the government should formulate corresponding development strategies according to the current situation of the province's industry, introduce more preferential support policies through strategic layout and development strategies, clarify the reward and punishment system of school-enterprise cooperation, use administrative means and laws and regulations to urge the main body of school-enterprise cooperation management to fulfill its responsibilities and obligations, and promote the effective development of school-enterprise cooperation. Finally, the government can also set up a special fund for school-enterprise cooperation, establish a corresponding training center for school-enterprise cooperation, and provide corresponding financial support and guarantee for the corresponding training center.

4. Step Summarize

From three aspects of historical background, operation mechanism and cooperation impetus, this paper makes an in-depth comparative study on the differences between the school-enterprise cooperation model of German dual system vocational education and that of Chinese vocational education, explores the main problems existing in the school-enterprise cooperation model of Chinese vocational education, draws on the successful experience of the school-enterprise cooperation of German dual system vocational education, and expounds the optimization reform plan of the school-enterprise cooperation model of Chinese vocational education. China's vocational education should be led by the government, restricted by laws and regulations, and supported by policy rewards and punishments, and establish a multi-dimensional collaborative school-enterprise cooperation mechanism with enterprises as the main body and industry associations as the guidance and supervision departments. On the one hand, multi-dimensional financial support should be provided for enterprises to undertake vocational education. Only on the premise of ensuring their own profits can enterprises regard the training of vocational education talents as a normal work. On the other hand, the skills certificate is connected to the post and integrated into the existing diploma system, so as to improve the social status of vocational education and form a closed-loop sustainable development management system based on the evaluation and feedback of talent training effects of enterprises. Only in this way can we truly provide a steady stream of high-quality technical and skilled talents and technical accumulation for regional economic development, and constantly enhance the core competitiveness of China's industrial economy in the global scope.

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