

# The development direction of school-enterprise cooperation in vocational colleges is viewed from the Implementation Plan for the integration of Production and Education in Vocational Education (2023-2025)

Juekun Huang

Guangdong Teachers College of Foreign Languages and Arts, Guangzhou 510640, China

**Abstract:** The concept of “integration of production and education” was first put forward in the Decision of The State Council on Accelerating the Development of modern vocational Education in 2014; In 2017, “Several Opinions on Deepening the integration of production and education” will further deepen the integration of production and education to upgrade to a national strategy, and the integration of production and education has also become the main idea of China’s vocational education reform and human resources development. In 2023, The State Council promulgated the Implementation Plan for Enhancing the Integration of Production and Education in Vocational Education (2023-2025) (later referred to as the Implementation Plan) to point out the direction for the development of school-enterprise cooperation in higher vocational colleges. The author combined with their own work content through the school’s school-enterprise cooperation work cases according to the “implementation Plan” related content to talk about some shallow opinions.

**Key words:** school-enterprise cooperation; Integration of industry and education; Current situation;

## 1. Background

In recent years, with the development of China’s economy and the adjustment of industrial structure, the demand for high-quality skilled personnel has become increasingly urgent. However, vocational education generally has the problem of being out of step with social needs, which leads to the phenomenon of difficult employment for graduates and difficult recruitment for enterprises. In order to solve this problem, promote the reform of vocational education and improve the quality of personnel training, The State Council issued the Implementation Plan for the Integration of Production and Education in Vocational Education (2023-2025).

## 2. The interpretation of the Implementation Plan

The Implementation Plan puts forward the concept of comprehensively deepening the integration of industry and education, closely combining industry and education, and realizing the effective utilization of educational resources; Encourage enterprises to participate in the teaching reform of higher vocational colleges, build practical training bases, and incorporate the actual needs of enterprises into the curriculum system; Strengthen the construction of double-qualified teachers and improve the overall quality of teachers; Promote enterprises to participate in practice and training, provide internship positions for students, and improve the quality and effect of practice and training; Encourage higher vocational colleges and enterprises to jointly carry out industry-university-research integration projects to jointly promote technological innovation; Establish a scientific and reasonable evaluation system, and conduct regular evaluation of school-enterprise cooperation in higher vocational colleges; To provide policy support and guarantee for university-enterprise cooperation, such as financial capital investment, tax incentives, etc.

The “Implementation Plan” defines the development direction and goal of the cooperation colleges, and provides clear guiding ideology for school-enterprise cooperation; Improve the quality of personnel training, through deepening the cooperation between schools and enterprises, to meet the needs of enterprises for high-quality and skilled talents; The curriculum has been optimized, so that the course content is closer to the actual needs of enterprises, and the practical operation ability and innovation ability of students have been improved; Strengthen the construction of the teaching staff, improve the practical teaching ability of teachers, so that teachers can better guide students; It has promoted the integrated development of production, learning and research, and promoted enterprises and schools to jointly carry out technological innovation and improve the level of technological research and development; A scientific and reasonable evaluation system has been established to ensure the smooth progress of school-enterprise cooperation; It provides policy support and guarantee for university-enterprise cooperation and creates favorable conditions, which is conducive to the sustainable development of school-enterprise cooperation.

## 3. Analysis of the current situation of school-enterprise cooperation in higher vocational colleges

Table 1 Development history of school-enterprise cooperation in higher vocational colleges

Time	What to work with
Initial stage (1980s-1990s)	School-enterprise cooperation mainly focused on internship and practical training. Enterprises and schools signed internship agreements and arranged students to do internship in enterprises
Development stage (early 21st century - 2010s)	School-enterprise cooperation has gradually expanded to curriculum development, teacher training, training base construction and other aspects, and the forms of cooperation have become diversified
Deepening stage (2010s to now)	School-enterprise cooperation has been further deepened, and the integration of production and education has become the main development direction. Enterprises participate in curriculum design and teaching practice, and jointly train talents with higher vocational colleges

The main modes of school-enterprise cooperation in higher vocational colleges can be divided into three kinds of order-type training, double tutorial system and integration of production and education. Order-type training is mainly for enterprises and schools to sign an order training agreement, customized courses according to the needs of enterprises, students receive training in the actual working environment during the internship, after graduation can directly enter the enterprise work; Double tutorial system for school teachers and enterprise experts as mentors, to combine theory and practice guidance for students, improve students' practical ability and employment competitiveness; The production-education integration mode is for enterprises and schools to jointly develop courses and training bases, carry out production-education integration projects, provide practical work scenarios for students, and improve students' employment competitiveness.

Although the development of school-enterprise cooperation in higher vocational colleges is flourishing at present, there are still many problems. First of all, the depth of cooperation is insufficient, some of the school-enterprise cooperation still stays at the surface level, lack of substantive cooperation content, it is difficult to achieve the real sense of integration of industry and education; Secondly, the participation of enterprises is not high, some enterprises do not pay enough attention to the cooperation between schools and enterprises, the participation is not high, resulting in poor cooperation results; The third is the lack of practical ability of teachers, some teachers in higher vocational colleges lack practical experience, it is difficult to provide students with practical working environment training, affecting the effect of school-enterprise cooperation; As for the lack of policy support, the school-enterprise cooperation needs to be improved at the policy level, and the relevant support policies need to be further refined and implemented; Finally, the evaluation system is not perfect, the current evaluation system of school-enterprise cooperation is not perfect, the lack of effective evaluation indicators and methods, it is difficult to objectively evaluate the effect of school-enterprise cooperation.

#### **4. The “Implementation Plan” to promote the school-enterprise cooperation in higher vocational colleges**

The promotion effect of the Implementation Plan on school-enterprise cooperation in higher vocational colleges is divided into six aspects: the first policy support, which clarifies the state's support for vocational education, encourages enterprises to participate in vocational education, and provides policy guarantee for school-enterprise cooperation. This helps enterprises to participate more actively in school-enterprise cooperation and promote the integration of production and education; Second, to optimize the curriculum system, vocational colleges are required to combine the needs of enterprises and industrial development trends, adjust the curriculum system, and strengthen practical teaching links, which will help improve the pertinence and effectiveness of school-enterprise cooperation and meet the needs of enterprises for talents; Thirdly, optimize the teaching staff: emphasize that vocational colleges should introduce enterprise experts with practical experience as part-time teachers, improve the practical ability of the teachers, help to improve the practical teaching level of teachers, and further promote the in-depth development of school-enterprise cooperation; Fourth, deepen the integration of production and education, and clearly require enterprises and vocational colleges to establish stable cooperative relations, jointly develop courses and training bases, and carry out production-education integration projects, which will help realize the sharing of resources and complementary advantages of both schools and enterprises, and improve the quality of talent training; Fifth, strengthen scientific research cooperation, put forward that higher vocational colleges should strengthen scientific research cooperation with enterprises, promote innovative education, help to expand school-enterprise cooperation from talent training to scientific research cooperation, and realize the integrated development of production, study and research; The sixth is to promote international exchanges and cooperation, which requires higher vocational colleges to strengthen exchanges and cooperation with international vocational education institutions, introduce advanced educational concepts and practical experience, which will help improve the international competitiveness of higher vocational colleges and further promote the development of school-enterprise cooperation.

#### **5. Case study**

Guangdong Vocational College of Foreign Languages and Arts gives full play to its professional advantages to carry out various forms of school-enterprise cooperation with leading enterprises in the industry. The School of Catering and Tourism of the University has carried out in-depth cooperation with 171 companies including White Swan Hotel, Guangzhou Restaurant and Sofitel Sunrich Hotel in building industrial schools and training bases. Led the establishment of Guangdong Catering Vocational Education Group; Guangdong “Cantonese Cuisine Master” Industrial College was established jointly with Guangdong Catering Technicians Association and Guangzhou Restaurant, and was approved as a provincial project in 2022; Jointly developed two “1+X” certificates of Guangdong cuisine preparation and Guangdong food preparation with Guangdong Catering Technicians Association and related enterprises, which were selected and announced by the Ministry of Education in the fourth batch; Together with the White Swan Hotel and other famous enterprises, held the “Cantonese Chef” vocational skill level certificate teacher training and skill appraisal, carried out the order class training and modern apprenticeship pilot, and jointly cultivated highly skilled talents for the catering industry in Guangdong province.

Focusing on the goal of “excellent training mechanism, strong training teachers, practical enterprise practice and good training effect”, we strive to create a “double master” teacher training base with professional characteristics of Guangdong Teachers College of Foreign Languages and Arts catering, and are committed to training senior “double master” teachers who understand the development trend of catering industry, have solid professional knowledge, exquisite operational skills and rich practical experience. Innovate the cooperation mechanism of “co-construction, co-integration, co-application and sharing”, give full play to the respective advantages of the member units, under the sound and sustainable guarantee mechanism, realize the three-way linkage of “school-industry-enterprise”, build a high-level training expert team led by famous teachers and chefs, and jointly organize high-quality “double teacher” teacher training. Standard the professional post standards of enterprises, integrate the new technology, new technology and new norms of the industry, and jointly develop training courses and training course resources; By means of professional skills upgrading, skill competition, post visiting and

enterprise practice, the offline and online hybrid training mode of “enterprise + practice” is carried out to improve teachers’ professional ability, technical skill level, teaching research and reform ability, and train teachers’ scientific research ability to solve enterprises’ technical problems; Strengthen training management and post-training tracking, and build a hierarchical and progressive, unique training brand.

The school will focus on the dual training needs research, program design, training implementation, training evaluation, effect tracking and other aspects, strengthen the whole process, comprehensive, full time management, to build a hierarchical and unique training brand.

The school will adapt to the needs of “double-qualified” teachers at different levels in a variety of forms. It adopts the combination of expert lectures, special seminars, task-driven, participatory training, on-the-job practice, online study, base inspection and exchange, case package and actual combat and other training methods to meet the training needs of teachers’ professional knowledge, practical skills, vocational education theory, teaching and teaching reform.

The “double-qualified” teacher training course system adapted to different levels should be constructed in a hierarchical and progressive form. Adhering to the training concept guided by the “post professional ability” course of enterprises and combining with the development track and actual needs of teachers’ professional growth, the course objectives, course content, course evaluation and other links are carefully designed, and the hierarchical and complete and accurate training course system is established in line with the law of professional growth and development of dual-teacher in vocational colleges.

The dynamic iterative training course system is established with the precise orientation training method. Attach importance to the needs of the training objects, conduct in-depth research and systematic analysis before training through questionnaires, interviews, preliminary ability assessment, etc. Based on the research results, scientifically design the training theme, goal, content, form, etc., so as to fully meet the actual needs of the development stage of dual-teacher. Establish a dynamic mechanism integrating pre-training diagnosis, in-training adjustment and post-training tracking, and update the iterative training course system in time according to policy requirements and training needs.

## 6. Development direction of school-enterprise cooperation in higher vocational colleges

From the Implementation Plan, it is not difficult to see that the state’s attitude towards the integration of industry and education is aimed at promoting the two-way interaction between vocational education and industrial development. To be specific, priority is to give priority to the development of advanced manufacturing, new energy, new materials, biotechnology, artificial intelligence and other industries need a number of emerging majors. To speed up is to speed up the construction of nursing, health care, childcare, housekeeping and other talents in short supply of professions. Transformation refers to the transformation and upgrading of a number of traditional specialties in metallurgy, medicine, building materials, textile and other fields. Withdrawal and consolidation refers to the withdrawal and elimination of those majors with oversupply, low employment rate and the disappearance of vocational jobs. The main purpose is to promote the formation of a professional system that closely links the industrial chain and innovation chain, and effectively achieve that “disciplines follow the industry and majors revolve around demand”. Therefore, it is more necessary to carry out school-enterprise cooperation in accordance with the following five aspects called for in the document. First, strengthen policy support and guarantee. The government should issue more policies and measures to support school-enterprise cooperation, increase investment in school-enterprise cooperation projects, and provide incentives such as tax incentives and financial support for enterprises to participate in vocational education; Second, to optimize the allocation of resources and cooperation mode, higher vocational colleges should carry out multi-level and multi-field cooperation with enterprises according to their own advantages and characteristics, and schools should make full use of existing resources to build training bases and research and development centers with enterprises to achieve resource sharing; Third, to enhance the level of cooperation between teachers and enterprises, higher vocational colleges should strengthen the interaction with enterprises, encourage teachers to participate in enterprise projects, improve teachers’ practical ability and teaching level, schools can also invite enterprise experts to participate in curriculum design and evaluation, improve the curriculum and enterprise needs of the degree of fit; To innovate the talent training system and curriculum, higher vocational colleges should take the market demand as the guide, adjust the curriculum and training program, increase practical teaching links, pay attention to training students’ practical ability and innovation ability, and jointly carry out cooperation models such as order-type training and double tutorial system with enterprises to improve the quality of talent training; Actively carry out international exchanges and cooperation, and introduce advanced foreign vocational education concepts and practical experience. Through cooperation with international vocational education institutions, colleges can improve their international influence and provide students with more opportunities for international development.

### Bibliographic References:

- [1] Juan Shen, Kun Wang. Research on implementation progress, problems and countermeasures of “Production-education integration” policy in vocational education in China [J]. China Vocational and Technical Education, 2021, No. 778(18): 55-64.
- [2] Xianchao Tang. Research on construction of quality evaluation index of Production-education integration in higher vocational colleges [D]. Hubei University of Technology, 2021.
- [3] Peng Liu. Study on the impact of industry-university-research cooperation policy on university-enterprise collaborative innovation performance [D]. Zhengzhou University, 2021.
- [4] Likai Wang. High vocational and high Quality Development under the background of “Double High Plan” : Practice pattern and promotion strategy [D]. Tianjin Vocational and Technical Normal University, 2023.

#### About the Author:

Huang Juekun, male, Laboratory engineer, School Enterprise Cooperation and Practical Training Management Department, Guangdong Teachers College of Foreign Languages and Arts, Guangzhou 510640, China. His research interests include School-enterprise cooperation, Construction of practical training conditions, Off-campus practical teaching Base, Practical Training Base, Public Practical Training Center for college students.