Studying the Method of School-enterprise Cooperation to Promote the Vocational Education

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Abstract—This paper has analyzed the current situation and innovative mode of school-enterprise cooperation. Then, taking the cooperation example, Liugong-Liuzhiyuan with the construction machinery global customer experience center, this paper introduces the characteristics of the school-enterprise cooperation, including the joint formulation of cooperation mechanism, the joint construction of international professional brand of the customer experience center, etc. Based on the customer-centered, this paper puts forward the connotation construction strategy of brand education in vocational colleges. However, it can effect to the development of vocational education technology and enhancing their attraction to society and enterprises.

Keywords—school-enterprise; brand education; customer-centered; vocational education

I. INTRODUCTION

With the rapid development of China's economy, it can develop in vocational education. But it can produce some more practical developing problems too. Such as educational transformation, brain drain, westernization of ideas and so on. Therefore, we must have the consciousness of establishing brand to get better development in the fierce competition. The outline of the national medium and long term education reform and development plan (2010-2020) clearly states that we should establish and improve the mechanism of school-enterprise cooperation led by the government, and guided by industry, participated with enterprises. It pointed out that the formulate laws and regulations to promote school-enterprise cooperation, and promote the institutionalization of school-enterprise cooperation [1]. Now, how to connect school-enterprise cooperation is the breakthrough and key point to solve a series of problems in the process of vocational education, industry and enterprise development [2].

II. THE STATUS OF COOPERATION

A. Lack of Institutional Guarantee

The existing school-enterprise cooperation system in China is not yet perfect. Mainly include, lacking of a strong legal system, and division of powers and responsibilities between the two sides of school-enterprise cooperation is not clear. At present, the legal basis is mainly the vocational education law, the education law and other systems related to school-enterprise cooperation, but there is no clear legal text of school-enterprise cooperation, decision-making system, funding guarantee mechanism, scientific research service mechanism, etc. in the process of implementing relevant laws and regulations, it is more or less affected by local protectionism, and it is difficult to follow and can’t be followed [3]. This will frustrate the enthusiasm of cooperation between enterprises and schools.

B. The Level of Cooperation is not Deep Enough

Existing systems and conscious enterprises are not very enthusiastic about school-enterprise cooperation. The purpose of enterprise cooperation is only to obtain more human resources, but neglect the social responsibility of personnel training. In the aspect of participating in school personnel training and running schools jointly, the enthusiasm of enterprises is not high, the purpose of school-enterprise cooperation has not been achieved, and the win-win situation of school-enterprise cooperation has not been realized. At present, most of the school-enterprise cooperation in higher vocational colleges only stays in the short-term internship after students enter the factory. In this way, it is difficult to get a better harvest, and it is difficult to take the corresponding post after graduation.

C. Insufficient Innovation of Cooperation Model

At present, many higher vocational colleges have formed specific school-enterprise cooperation modes in many years' exploration, such as "order-based training", "factory-in-school", "going out, inviting in", "teacher-in-post practice", "technology promotion, transfer of results", "school-enterprise mutual cultivation" and so on. These modes are aimed at some higher vocational colleges. Some practical problems have been solved. But it can’t form institutionalization, lack of innovation, let alone systematic, comprehensive and in-depth cooperation. Some modes only stay on the surface. There are contradictions in the actual operation, or even a simple repetition. Enterprise has not really realized complementary advantages, resource sharing, mutual benefit and common development.

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III. INNOVATION OF COOPERATION MODEL IN VOCATIONAL COLLEGES

A. The Change of Cooperation Thought in Vocational Colleges

School-enterprise cooperation is an important way for vocational schools to cultivate high-quality skilled personnel and an important way to improve the strength of higher vocational colleges. The mode of school-enterprise cooperation needs to change the thinking of cooperation. We should consider the principle of serving regional economy, give full play to the advantages of regional resources and the characteristics of running schools. We should pay attention to the needs of enterprises, find the right entry point, and carry out all-round and deep-seated forms of cooperation with enterprises [4]. So as to form complementary resources, develop jointly and achieve win-win goals. At the same time, we should serve the principle of mutual benefit between enterprises and schools, “teaching as the center, enterprise as the focus”, and exchange services for development, which has led to the construction of schools and enterprise, and win-win situation for both sides. Enterprises should also participate in the research of school’s talent demand, the development of professional courses and the design of talent training programs and professional construction to jointly promote development.

B. Innovation of the Connotation of Cooperation in Vocational Colleges

School-enterprise cooperation should be based on the target orientation of market and social needs. Its essence lies in closely linking vocational education with economic and social development, taking the two-way participation of schools and enterprise. The basic connotations are as follows:

- Based on the cooperation of human resources, we should realize the innovation of talent training mode.
- By means of sharing resources and information, we can realize the mutual benefit between schools and enterprise.
- Technology service is the driving force to achieve win-win between schools and enterprises.
- Cultural exchanges as a link to achieve deep integration between schools and enterprises.

C. Widening the Field of School-enterprise Cooperation in Higher Vocational Colleges

The mode of school-enterprise cooperation in higher vocational colleges is a multi-level, multi-faceted and all-round development. The field of school-enterprise cooperation can be extended to various fields, such as cooperation in technology development, joint formation of educational groups, and joint formation of curriculum teaching system. For schools, they can give full play to the advantages of teaching and scientific research, actively participate in technological transformation and product development of enterprises, and overcome technical difficulties of enterprise. Taking the automobile engineering college of Liuzhou vocational and technical college as an example, in addition to the cooperation between engineering technology specialty and Liugong in establishing the global customer experience center for construction machinery, Liugong’s “order class” and wuling’s “order class” have been set up for the specialty of new energy technology and construction machinery respectively. The automobile body repair technology specialty has cooperated with Guangxi automobile group to build an automobile craftsman college and share the technical training. Training projects: sino-german SSAVE training courses for automotive testing technology specialty in cooperation with Germany; Cummins engine training base, SAIC GM Wuling new energy automobile base and other school-enterprise cooperation projects. Each specialty has established a characteristic school-enterprise cooperation mode, which jointly supports the development of the school-enterprise cooperation of the whole automotive engineering college.

IV. CREATION CHARACTERISTICS OF SCHOOL-ENTERPRISE COOPERATIVE BRAND

According to the original intention of cooperation between the two sides, after the completion of the Liugong-Liuzhiyuan construction machinery global customer experience center, it covers an area of about 60.

Liugong-Liuzhiyuan construction machinery global customer experience center is a grouped education and training center, which is set up by mutual investment. Jointly responsible for operating the profit and loss of customer centers, profits are owned by both parties. The two sides have also formulated relevant rules and regulations for the operation of customer centers, formulated a unified international standard personnel training model for professional and industrial docking, including the international training of Liugong global customers and the teaching model of Liuzhiyuan vocational college’s engineering machinery specialty, which are the implementation of unified personnel training standards. Through the mutual recognition and docking of graduation certificate and vocational qualification certificate, students’ employment ability can be improved [5]. The aim of the group is to jointly cultivate develop into a profitable training institution to realize the win-win principle of school-enterprise cooperation.

Form the beginning of the establishment of the customer center, the two sides have formulated an international brand to create a global customer center, unify the management of trademarks, jointly promote the brand of customer center to international construction machinery customers, improve the global popularity of customer experience center, and achieve the goal of leading the development and construction of global construction machinery. According to statistics, from the beginning of the establishment of the center to now, it has undertaken 12 batches of training for construction machinery personnel from India, Saudi Arabia, Australia, Norway, China and Liugong. It has received the teaching of two courses of Liuzhou vocational college students and hosted the Liugong global engineering machinery skills competition, which has achieved good results and benefits. The center also plans to set up several sub-centers has been preliminarily reached in Saudi Arabia, Ukraine, India and Nigeria. Meanwhile, Liugong and Liuzhou vocational colleges signed a cooperation framework
agreement with Saudi Arabia to jointly establish the first vocational university in Saudi Arabia.

V. PROMOTING THE BRAND EDUCATION CONSTRUCTION BASED ON THE GLOBAL CUSTOMER CENTER

A. Necessity of Brand Education Construction in Higher Vocational Colleges

Higher vocational colleges should establish a personalized characteristic education system to higher vocational education in our country is changing from traditional higher education to modern education concept. To achieve a historic leap, it is bound to bring a series of changes to higher vocational colleges, including the concentration of high-quality teaching resources, distinctive education, thus driving the development of brand education. Therefore, brand education is bound to be the foothold of the future development of higher vocational colleges.

B. Strategy of Brand Education Construction in Higher Vocational Colleges

1) Define the orientation of brand education construction

Tackling the international brand building of Liuzhou vocational and technical college as an example, this paper puts forward the development strategy of “International leadership, connotation upgrading and six modernizations to build a distinguished higher vocational and technical college”. By actively integration into the local economic and social development, and actively promoting the connotation building, the comprehensive strength of the school has been significantly enhanced. Brand education in higher vocational colleges should determine the focus and target orientation of school brand construction according to factors such as the actual situation of the school itself and social needs. Liuzhou vocational college and liugong work hand in hand to build a global customer experience center, which is bound to inject new vitality into the development of both sides, to inject new momentum into the economic boom of Liuzhou, and can be used as a breakthrough point in brand building of Liuzhou vocational and technical college.

2) Create a hard professional brand

Brand education in higher vocational colleges should first have a number of hard professional brands. Professional brands should focus on local industry needs and serve the economic development of the region. At the same time, according to its own advantages and industry characteristics, optimize the professional structure of higher vocational colleges. Therefore, higher vocational colleges should focus on developing the core competence of the courses that constitute the characteristics of the school, creating famous-brand specialty of Liuzhou vocational and technical college as an example, relying on the advantages of Liuzhou construction machinery industry, we cooperate with Liuzhou construction machinery Co., Ltd. to jointly build and maintain the development of construction machinery specialty, formulate the training mode of talents to meet the needs of enterprises, and train applied high-skilled professionals. Build an influential brand specialty of construction machinery in enterprises, industries, countries and even international.

3) Cultivating brand teachers with solid professional knowledge

In addition to building brand specialty, brand education in higher vocational colleges should also create a group of brand teachers with high ethics, profound knowledge literacy, strong teaching ability and excellent professional skills, that is, double-qualified teachers, and let these double-qualified teachers become the main force leading the trend of the industry. Higher vocational is also an important part of brand advantages of enterprises and their own resources, train a group of backbone teachers who can take responsibility, train a group of famous teachers, promote the development of other teachers and schools, and promote the brand building of schools.

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