On the Risk Analysis and Prevention Mechanism of Higher Education

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Keywords: Education risk; Risk management; Coping strategy; Guarding mechanism.

Abstract. Education risk research has become the requirement of the current national security situation, the reference of the current situation of education development and the responsibility of rich theory. The research on college education risk is of great significance, but it is still in its infancy in China. This paper aims to further discuss how to identify risks, analyze risks qualitatively and quantitatively by referring to the mature risk management methods of other industries and starting from the analysis and research on the characteristics and types of educational risks, and propose feasible risk coping strategies and prevention mechanisms.

Introduction

This is an era of ubiquitous risks. In various fields such as politics, economy, society, medical care, and science, various types of risk issues have penetrated into every aspect. As a special social practice, education has the same risks that cannot be ignored, and has distinctive characteristics different from other fields. In the process of education reform and development, the formulation of various decisions should not only consider the benefits and costs of education, but also draw on the social risk theory as a reference to formulate the feasible advancement of educational risk research and preventive measures. This is a realistic and extremely important need in the field of education in the context of the rapid transformation of today's society.

Our Country Education Risk Present Situation

On January 21, 2019, a leading cadre at the provincial and ministerial level’s special seminar was held, the Conference Theme was "insisted on thinking of the bottom line and focused on prevention and resolution of heavy problems." Xi Jinping delivered an important speech at the opening session of the seminar on major risks, and made a profound analysis and clear requirements on preventing and defusing major risks in politics, ideology, economy, science and technology, society, the external environment, and party building. In particular, in the field of politics and ideology, should attach great importance to the young generation of ideological and political work and improving the ideological and political work system, innovating ideological and political work content and form, and education to guide the youth to form correct world outlook, the outlook on life, values, strengthen the socialist road with Chinese characteristics, theory, system and cultural self-confidence, ensure that the younger generation to become qualified builders and successors of socialism [1].

As an important base to cultivate the healthy growth of the young generation—colleges and universities, in the context of social transformation, are facing the impact on the traditional education model and values, the original ecological balance of education is broken, and the education transformation increases the risk of education, and may bring more serious adverse consequences. In the process of education reform, all kinds of colleges and universities need to always establish risk awareness: learn to identify risks, analyze risks, calmly do research and guidance mechanism to deal with all kinds of risks and challenges, which is the realistic demand of education security, and also an important guarantee of social security and stability.

At present, the research on educational risk in China is still in the initial extensive stage, which mainly focuses on the following fields: the research on the risk of educational choice, the research
on the risk of educational investment, etc. the social background determines that many problems in
education are multiple problems, which cannot be solved only by education itself, because they are
related to both inside and outside the education system [2]. Therefore, the study of educational risk
must break through the single analytical perspective and the traditional theoretical framework, need
to draw lessons from various risk management tools and methods, clarify the essence of the
contradiction behind educational risk, and seek more practical and universal risk prevention
measures.

Education Risk Analysis

Education is an important window of society, but the research on educational risk lags behind the
research on social risk. To some extent, we can learn from the existing risk research theories in
other sectors of society.

In the fields of finance and IT, risk management, as an extremely important link in project
management, runs through the planning, execution and monitoring process in the project
management process group. The main activities involved include planning risk management,
identifying risks, implementing qualitative and quantitative analysis, planning and implementing
risk response, and supervising risks. A mature risk management process helps to increase the
probability and influence of positive risks and reduce the probability and influence of negative risks,
thus increasing the probability of project success [3]. In the field of education, we often find that
many colleges and universities lack complete risk management mechanism, and education risk is a
weak point in the field of education research, which needs to be developed and improved.

Clarify the Types of Educational Risks

In the general process of social risk analysis, some tools are often used to construct risk
categories and identify potential risk sources. A hierarchical presentation helps the team clarify all
possible sources of risk and is useful for identifying risks or categorizing identified risks. And in the
field of education, due to the complex, involving wide objects, situations should adjust measures to
local conditions, when classifying the combination of different schools, teachers and students, to
choose the right means of classification, such as using the risk classification framework, build risk
breakdown structure, or make writing category list, probability and impact matrix, hierarchy figure
(bubble chart), and other tools.

Ni Juan and other scholars classified the risks in the field of education in China according to
different dimensions and based on the current situation of educational risks in China. According to
risk takers, education risks can be divided into different types of education risks, such as national
social level, school organizational level and family individual level. According to the areas affected
by education risk, it can be divided into global education risk and regional education risk.
According to the formation time, it can be divided into temporary education risk and long-term
education risk. According to the degree of possibility, it is divided into high probability education
risk and low probability education risk. According to the severity of the consequences caused by
educational risks, it can be divided into major risks and general risks. According to the subject of
inducing educational risk, it can be divided into natural and artificial. According to the sources of
educational risk, there are three types of risk points: original risk points in the field of education,
induced risk points outside the field of education, or interwoven risk points inside and outside the
field of education [4].

Recognize the Characteristics of Educational Risks

Educational risks should first have the common characteristics of general risks, such as global,
sudden, hidden and cumulative [5]. Once it happens, it will have a positive or negative effect. Our
objective is to exploit or reinforce positive risks (opportunities) and to avoid or mitigate negative
risks (threats). Threats that are not properly managed can cause problems, but opportunities can be
more rewarding. Perfect risk management system, is not to eliminate all risks or avoid blindly, but
according to the different risk probability and impact, take appropriate risk analysis tools and methods, by weakening the driving factors of negative mutation, strengthen the driving factors, positive mutation probability and maximize the overall objectives, keep exposure within an acceptable range. This is especially true for educational risks. Under the influence of the complex internal and external environment, both the school itself and all educators are faced with risks of different types and sizes all the time. Should be according to the situation of school characteristics, the teachers and students practical considerations, such as setting up reasonable risk threshold, within the limited time, clear priorities, priority high-risk sexual, influence, or the risk of damaging, and focus on whether will cause secondary risk and residual risk, etc., to keep the overall level of risk is always under control.

At the same time, the education risk has the characteristics different from the general risk, such as regional, complexity, dispersion and so on [4]. The field of education is closely related to politics, economy, social science, culture and other aspects. Political risks and ideological risks, as well as the confusion of diverse cultures and values will all lead to the complexity of educational risks. Risks such as education quality and resource allocation are highly correlated with regional differences, such as the decline risk of teachers' stability and education quality in the poor western regions due to the backward economy and poor living environment. The diffusivity of educational risks mainly changes. Although some educational activities take place in individuals, they may affect thousands of households, thus causing different reactions from more relevant parties. Although some educational problems occur locally, they may spread to other regions or even to the whole.

Research on the classification and characteristics of risks in the field of education can help to more accurately analyze possible educational risks. Establish appropriate risk prevention mechanism and guidance measures, so as to ensure the safe and healthy operation and development of education, safeguard social stability and optimize the interests of all parties.

**Education Risk Prevention Mechanism**

**Based on Education, Learn from the Classics**

The risks presented in the field of education often affect the long-term development of individuals, families, society and even the whole country. Behind it lie problems such as unbalanced economic development, backward political reform and conflict of social values. Therefore, in the face of risks in the field of education, the establishment of prevention mechanism should not only base on the basic fact of education, but also broaden the horizon, flexible thinking, learn to learn from the successful experience and excellent results of other industries and other countries. What needs to be paid attention to is that qualitative risk analysis has a lot of individual subjectivity, and the bias in this process should be paid attention to and corrected. In more accurate and high-quality risk analysis, various quantitative analysis methods will be used. Quantitative risk analysis is mainly used to quantify the risk exposure of the overall project and provide quantitative risk information. Professional risk analysis software and professional knowledge are usually used, such as Monte Carlo simulation method commonly used in data analysis [5]. The quantitative risk analysis model is run by thousands of iterations of computer software. Sensitivity analysis to determine which individual risks or other sources of uncertainty have the greatest potential impact on results, etc. Decision tree analysis, using the decision tree to choose the best among several alternative action plans. In addition, quantitative risk analysis also requires additional time and cost
investment. Therefore, qualitative or quantitative analysis should be selected based on the specific risk situation and comprehensive consideration and assessment.

In the field of education, the education risk, due to its unique characteristics such as regional, complex and diffuse, often involves a wide range and has a deep impact. At the present stage, there is a lack of relevant researches, such as the absence of management plan, poor applicability of preplan, limited action subjects, imperfect coordination mechanism and so on. It is more necessary to adopt professional and efficient risk analysis methods, exfoliate, layer upon layer dissolve. With the help of effective risk analysis methods and tools and the establishment of a unified and complete list of risk priorities, universities and educators will not feel helpless when facing numerous risks. At the same time, the research and learning of risk incident handling examples in related fields at home and abroad can also improve the research ability of educational risk prevention mechanism.

**Overall Consideration, Appropriate Choice**

Education risk involved in a wide range of related parties, more common with schools, teachers and students, parents, experts and scholars, and education departments, etc., so in planning and risk response, risk response and risk monitoring a series of process, should fully consider the various elements and the realistic condition, choose the most suitable solutions and measures for the implementation of a kind of risk.

Planning an educational risk response is, by and large, the process of developing options, selecting strategies, and agreeing on responses. The risk response plan should combine the existing list of risk priorities, match the importance of various types of educational risks, be able to meet challenges economically and effectively, be realistic and feasible in the current social context, and obtain the consent of all relevant parties. In the face of various possible consequences and their prevention and response strategies, it is often necessary to select the scientific and reasonable optimal plan based on the opinions of all parties and the actual situation, and the corresponding responsible person should be appointed to complete the implementation process. It should be pointed out that the response to educational risks can generally be as follows.

If the identified educational risk is not within the scope of influence of the department or unit, or beyond its own authority, it shall report to the superior leaders or units in time, and make a detailed explanation of the risk; For some high-priority educational threats with high incidence and great impact, measures should be taken to avoid or mitigate the threat, eliminate the cause of the threat as much as possible, or change the target that will be negatively affected, so as to completely eliminate or mitigate the impact of the threat; In the education risk response, the third party can be used to transfer the risk and bear the impact of the threat. The most common way is to purchase insurance and use the guarantee letter to transfer the attribution and responsibility of the specific education risk to the third party. For low-priority threats, or threats that cannot be dealt with economically and effectively in an effective way, we can take risks and assume threats, but in this process, attention should be paid to regularly review the risks to ensure that no significant changes have taken place. All kinds of possible situations should be taken into consideration in an overall way. Sound communication should be made between the subjects of education risk management and relevant parties of education interests, appropriate strategies for coping with education risks should be selected, and at the same time, the planning and implementation process should be fully ensured to be transparent and open [6].

According to the established education risk response plan, the responsible person or responsibility team should be appointed to clarify how the risk management subject can play the role of the subject, reasonably allocate the risk responsibility of each subject, and study how to actively guide and enhance the awareness and ability of relevant units and personnel to participate in emergency handling of emergencies. Meanwhile, effective supervision should be carried out in the whole process, and the accountability mechanism for educational risk points can be studied and established, and relevant information such as risk reports can be summarized regularly, so as to timely update the risk list and evaluate the effectiveness of the risk management process.
Conclusion

As an extremely important and special risk in the current risk society, educational risk has attracted the attention of scholars at home and abroad. China needs more professional and effective risk management methods to deal with the initial stage of the research on educational risk.

The research on the classification and characteristics of risks in the field of education will help to more accurately analyze possible educational risks and provide guidance for the subsequent establishment of appropriate risk prevention mechanism and guiding measures.

Based on the essence of education, and drawing lessons from the mature risk management processes in the financial industry and IT field, seek for the establishment of prevention mechanism suitable for education risk research: identify and prioritize risks, conduct quantitative analysis with computer-aided means, formulate coping strategies for different risks and supervise their implementation.

References


