Construction and Practice of Running School through Vocational Education Group and Sharing Public Training Bases—Taking Public Base Construction in Chengdu Tourism Vocational Education Group as an Example

Xiao-fei HUANG
Chengdu Polytechnic, Huayuan Town, Xinjin County, Chengdu City, Sichuan Province, China, 611433

Keywords: Vocational education group, Shared public base, Construction, Practice

Abstract. Running school through vocational education group is closely related to the development of regional economy. The operation and construction provide great talent support and intelligence guarantee for the regional economic development. However, due to the different departments, ownership of property rights and the pursuit of most vocational education groups in China, the vocational education groups are eager to look for the basis and link of the combination of school and enterprise, schools, and the sharing of resources. The principle of intensive co-construction and sharing resource advocated by the construction of shared public training base not only conforms to the trend of regional economic development, but also solves the core foundation of running school through vocational education group and establishes the resources link between school and enterprise, school and school, which is an important measure to integrate resources and nurture vocational talents in the current mode. This paper explores the construction idea and operation mechanism of the shared training base of vocational education group.

Vocational education group is an educational group formed by vocational colleges and enterprises to realize resource sharing, complementary advantages and cooperative development whose main tasks are to promote school-enterprise cooperation, deepen teaching reform, broaden service functions and meet the needs of students, so as to create a vocational education that integrate personnel training, teaching and scientific research, staff training, skills appraisal, project research and development, information consultation and technical services. Due to the different departments, ownership of property rights and the pursuit of most vocational education groups in China, the vocational education groups are eager to look for the basis and link of the combination of school and enterprise, schools, and the sharing of resources after the establishment of many vocational education groups in China. The principle of intensive co-construction and sharing resource advocated by the construction of shared public training base not only conforms to the trend of regional economic development, but also meets the requirements of running school through vocational education group, which is an important measure to integrate school-enterprise resources and nurture vocational talents in the current mode. As the core of vocational education construction, how to better play its leading role in training outstanding talents and local economic construction is crucial research content of running school through vocational education group for training base.

Status Analysis about Training Resources Sharing of Vocational Education Group

The practice of China's vocational education group started in 1990s. In 2005, the Decision of the State Council on Developing Vocational Education and the Key Points of Vocational Education Work of the Ministry of Education in 2006 formally proposed to explore a new mechanism for the development of vocational education. On the basis of promoting the integration and restructuring of vocational school resources in various places and industries, regional or professional vocational education groups are be further established to develop scale, grouping and chain education. Up to now, China has had some experience in the special research and practice about construction, operation and management of sharing resources in vocational education groups. Liaoning, Jiangsu, Fujian and other provinces have been involved. Specific operation includes the following methods:
Sharing Resources between Schools and Enterprises

The resource sharing between schools and enterprises in the group mainly includes training base sharing and professional teachers sharing.

Schools-Enterprises Jointly Build Employment Base for Students
Each school of the group connects an enterprise as the bases for students' internship and employment, and arranges students to take post practice every year. Enterprises give priority to recruiting graduates, so as to realize the “zero distance” connection between personnel training and enterprise employment. However, the enterprise still takes using workers as its goal, and the schools are still in “one-to-one” cooperation mode. The sharing and teaching function of the group-enterprise base has not been realized yet.

Schools -Enterprises Jointly Build Training Base for Staffs
The group or school sent professional backbone teachers to the enterprise for pre-job training, skills enhancement training, professional quality training for their staffs in response to the needs of the enterprise. The employee will get the corresponding professional qualification certificate at the end of the training term, which realizes the running schools through group to provide personnel assistance for the development of local social economy. At present, this kind of cooperation is greatly influenced by the concept of business operators and the overall level of teachers. There is no complete curriculum construction and a closed training system.

Schools Integrate Enterprises to Run School through Clustering
Schools and leading enterprises, under the guidance of the government, establish teaching and production bases, which integrates “research and teaching, learning, doing and production” as a whole, learning-by-doing, teaching by research to promote students to obtain skills, save costs for enterprises and increase efficiency. Such co-construction projects must be supported by the government and there are only a few among domestic groups.

Schools-Enterprises Jointly Build the Order Class
Schools and enterprises signed an order cooperation agreement. Students selected by enterprises are compiled classes independently and the class is named as the enterprise. The enterprise set up special scholarships, and both schools and enterprises jointly study the training objectives, teaching plan, literacy training, training practice and other projects of the class. This kind of cooperation can be customized to deliver “targeted” talents to enterprises. However, most of such cooperation in China is superficial at present. Enterprises sign agreements only to meet the needs of hiring employee. Few cooperative enterprises are truly involved in the process of student training and can provide shared training courses.

Cooperation of Sharing Resources between Schools
Resource sharing between schools in the group mainly includes the sharing of curriculum development resources, practice training equipment and so on.

Sharing Curriculum Resources among Schools
Led by the group, colleges and universities develop curriculum standards and textbooks. Taking unified curriculum standards and curriculum resources sharing as a link to integrate the schools together to change the traditional mode of acting of one's own free will in vocational education management, and promote cooperation between vocational schools. However, due to the various influences of the region, there are some differences in educational management concepts and personnel training objectives among schools, resulting in most of the shared curriculum has not been implemented after construction.

Sharing Training Equipment Among Schools
The group joint resources from schools, and the training facilities and practice venues of schools are used together. With the sharing of practical training equipment as a link, some backward schools restricted by region and funds can keep up with the new needs of the industry, and cultivate technical and skilled personnel to meet the demands of modern economic development. However, due to the high utilization rate of high-quality schools, the low rate of access they can give to other
schools in need makes such sharing only “occasional” collaboration although they have good equipment.

**Bottleneck Analysis about Training Resources Sharing in Vocational Education Group**

To sum up, China's vocational education group has gradually formed a complementary horizontal connection between schools and enterprises and vertical connection between colleges and universities after more than ten years of development in the talent training chain. However, most of the vocational education groups in China are still social organizations, and although there are many ways of cooperation in training resources within the group, but most of them are still in the stage of limited cooperation with low degree of integration of resources. The interaction of sharing training resources with production and teaching integration has not been realized yet. There are still many bottlenecks in the development of group training resources sharing.

**The Limited Policy Support from Government**

At present, there is no clear definition of the status, operation authority and business scope of vocational education groups in China's laws and regulations; and there is a lack of clear definition of the responsibilities, rights and obligations of the various actors of running schools through group; government subsidies, purchasing services, student loans, fund incentives, donation incentives, personnel flow between enterprises and colleges and universities and so on are the same. Secondly, the third party evaluation system of running school through group has not yet been established. Only by breaking through the policy barriers and resolving the deep factors that restrict the operation of vocational education groups, can the normal operation of vocational education groups and the effectiveness of running schools by groups be realized.

**Sharing Resources between Schools and Enterprises is Unattractive**

As the enterprise is a profit-making economic organization, its business purposes are essentially different from school objectives. Enterprises participate in teaching cooperation mostly for the purpose of recruiting employees or interns. Under the social background of tense employment, cooperative enterprises pay more attention to how many graduates can be hired every year. Therefore, enterprises are not too enthusiastic about providing facilities, venues and other resources to cooperative schools. On the contrary, enterprises believe that teaching resources of school and corporate culture or operating standards are different, and are not interested in using shared bases opened by the school. They use the bases only for coordination. Therefore, enterprises always have cooperative inertia in the school-enterprise cooperation of group.

**There are Obstacles in Sharing Resources between Schools**

As the vocational education group is only a loose “free association”, the original subordinate relationship of the vocational schools within the group, the nature of property rights and the status of teachers and staff remains unchanged, so the schools are still self-management and self-responsible in the allocation of teachers and asset. Although there are policies to guarantee the use and sharing of assets, teachers and teaching soft resources in the management of vocational education groups, schools are more likely to use resources in a place and time-limited and conditional way for the sake of their own interests. Therefore, there are still many big obstacles to sharing in practice even if the asset management convention of vocational education group has stipulations on shared assets.

**The Sharing Mechanism of School-Enterprise Cooperation Is Defective**

At present, due to the different incentives and types of participation, there are significant differences in motivation and degree of involvement in the construction of vocational education groups in China. Some members regard the participating group as a way to expand the development, reserve and utilization of their own human resources or a kind of social responsibility for public welfare. Therefore, although the operation mechanism of school-enterprise co-construction, co-management
and sharing has been formed, there is still a lack of substantive practice in establishing a long-term mechanism of school-enterprise cooperation, searching for win-win points from all sides and really promoting the deep integration and long-term development of school-enterprise.

**The Training System of Integration of Production and Education is Defective**

There are some problems in group shared training education, such as insufficient function of main factors, inaccurate orientation of sharing training, low integration with enterprise standards or training mode, lack of matching training programs, courses and textbooks under the background of integration of production and education. There has not yet formed a talent training system that integrates industrial and technological cooperation.

**Construction and Operation of Countermeasures and Suggestions on Sharing Training Base in Vocational Education Group**

To ensure the benign operation of the resources of group training base in the course of construction, use and management of training base, various management mechanisms should be established and perfected to guarantee the normal teaching, production and scientific research of group members, realize the sharing of resources, promote the cooperation between schools and enterprises, and gradually form a new mechanism of talent cultivation including the personnel co-cultivation, process co-management, results and risk sharing.

**Establish and Improve Policy Guarantee System**

The government should play a leading role in overall planning and rational layout. First of all, introduce more policies and systems to support and encourage the running school through groups, and back the operation of vocational education groups by using multiple levers such as evaluation, investment, appropriation, tax policy, purchase of education and training. Secondly, encourage and guide enterprise resources to education, open up enterprise investment channels, adopt the approach of “government-led, win-win of school-enterprise” increase the investment in running schools through groups by multiple channels; formulate relevant income policies for school and enterprise investment and investment risk sharing mechanism among government, industry associations, schools and enterprises to form the good atmosphere where vocational education actively serves enterprises and enterprises actively support vocational education.

**Build and Improve Information Sharing Platform**

The members of the vocational education group, especially the leading schools, should break the departmental and regional boundaries, reallocate the scattered and spare resources and set up the concept of “big vocational education” according to the status of resources of all parties in the group. Innovation and excellence should be achieved in the allocation and integration to formulate resource utilization plans and paid use and management systems. The group's goals of sharing cultural concepts, standards, information, human resources, educational resources, training resources, management techniques and means should be realized to bring the group's cluster effect into full play.

**Build and Improve the Sharing Management Mechanism of Training**

**Establish the School-Enterprise Coordinating Organization of the Shared Training Base**

Set up an independent coordinating organization with the participation of the school-enterprise members. It is mainly responsible for organizing, coordinating and guiding the construction, exchange and cooperation, training and cultivation of member units, the effective sharing of teaching resources, and the cooperation and sharing of practice education bases, etc.

**Establish the System of Joint Meeting in the Shared Training Base between Schools and Enterprises**

Set up the system of joint meeting of groups participated by the competent departments and the members of schools and enterprises, hold regular meetings, study and solve the major problems in
the development of vocational education groups in time, and strengthen the overall guidance, coordination, supervision and evaluation of the work of vocational education groups.

**Establish an Operation Mechanism of Shared Training Base for School Enterprise Education and Teaching**

In order to ensure the realization of the group's work objectives, enhance the group's brand and competitiveness, the group should establish and implement a variety of mechanisms of comprehensive operation. Firstly, schools and enterprises jointly establish an effective forecasting and warning system for talent demand; Secondly, build a market demand-oriented curriculum development and evaluation mechanism according to the requirements of industry, enterprises and learners; Thirdly, build the process management and timely evaluation mechanism of school running quality, and implement the supervision, feedback, reward and punishment system. Fourthly, set up the practice teaching resources sharing platform between the schools and enterprises to provide more convenient channels for students or employees to become a useful person quickly. Fifth, create mutual recognition system among the inter-school, school-enterprise practice curriculum credit and internship time; Sixth, establish sharing platform for teacher exchange, training, mutual employment among inter-school and school-enterprise.

**Build and Improve the New Mechanism for Training Talents of Sharing and Integration of Production and Education**

Under the system of integration of production and education, we should follow the principle of multi-subject, self-organization and collaborative sharing to construct a new mechanism for training talents.

**Establish a “Dual Function” Operation Mechanism of Shared Training Base**

School-enterprise cooperation combines professional education and entrepreneurship education, and school-government-enterprise cooperation create a shared, entrepreneurial base to realize the goal of a shared base which is also the entrepreneurial incubation base and construct the curriculum and practice mechanism with the integration of professional education and entrepreneurship education in group-shared training base.

**Form an Operation Mechanism for Production, Study, Research and Use of Shared Training Base**

Based on the shared base, an alliance of production-learning-research cooperation is formed with its unique advantages such as benefit and risk sharing, and an innovation platform of production-learning-research cooperation among all units in the group is built, which will provide a platform for universities and enterprises in the group to carry out production-learning-research cooperation. At the same time, we should establish the promotion mechanism for the transformation of scientific and technological achievements in school-enterprise cooperation, guide and encourage the teachers in the group to serve the enterprise actively, and the backbone of the enterprise to participate in scientific research projects, so as to create a team of experts and R&D composed of school-enterprise personnel in the group, to enhance the innovative ability of school-enterprise cooperation in the vocational education group.

**Establish a New Mechanism for Jointly Training Talents of Sharing Base**

The sharing base should actively explore new forms of joint training of enterprises and schools, and build an overpass for personnel training. Firstly, give full play to the advantages of each member of the school-enterprise in group, further expand the implementation of personnel training model of work-study alternation, job practice, school-enterprise cooperation through the mutual engagement of school-enterprise personnel, training exchanges, sharing textbooks, resources and information in sharing training base, to achieve zero distance between personnel training and use. Secondly, we should encourage the joint training between schools to create the mode and standards for higher and secondary vocational school personnel training. The higher and secondary vocational schools in group work in cooperation, adopt segment culture mode and connect organically to form good conditions for the graduates of secondary vocational school to accept higher education.
Construction and Practice of Public Training Base in Chengdu Tourism Vocational Education Group

Since the Chengdu Polytechnic and Chengdu Cultural Tourism Development Group jointly led the establishment of Chengdu Tourism Vocational Education Group in June 2009, under the leadership of the Chengdu Municipal Party Committee and the city government, they have taken serving Chengdu and coordinating urban and rural comprehensive reform pilot construction as the aim and persisted in serving for vocational education with the joint efforts and participation of all the members of the group. After 10 years of construction, the group has successfully run the major of tourism vocational education on the platform, realizing the scale, intensiveness and efficiency of regional tourism vocational education, and forming a cooperative school-running mechanism of “talent education, process co-management, responsibility and achievement sharing” between schools and enterprises.

The Formation of School and Enterprise Cooperation System and Mechanism in Vocational Education Group

Establish the group council, special committee, secretariat and other organizations, formulate the group charter, basically determine the council, the organizational structure and responsibilities of three special committees of personnel training committee, professional construction committee and production-education-research cooperation committee and 24 systems for group operation and management, dynamic adjustment, personnel training, project cooperation and team building.

Set up a Sharing Public Bases in Vocational Education Group

The group has built a “Chengdu Tourism Vocational Education Group Public Base” (Group Training Hotel), and the base is open to all members of the schools and enterprises. The original separate teaching and training resources between schools and enterprises are changed through the infrastructure of public base to set up new foundation and link for shared resources between schools and enterprise.

Form the Operation and Management Mechanism of the Sharing Public Bases in the Vocational Education Group

The group created a public base management and operation platform website. Schools and enterprises can make reservations through the platform, apply for various kinds of practice, meetings, training and other projects. The construction of the operation platform has changed the original unplanned and non-standard temporary management mode of the group base, and realized the new mechanism of talent co-cultivation that is intensive co-construction and resource sharing advocated by regional resources construction.

Form Talent Co-cultivation System and Standard between Schools and Enterprise of Sharing Public Base in Vocational Education Group

The group has formed a series of personnel training programs, courses, textbooks, assessment and selection standards, which integrates college teaching, enterprise training, industry research, innovation and entrepreneurship. It has changed the original teaching of scattered training course between the schools and enterprises, effectively realized the establishment of the inter-school training course system connecting the secondary and higher vocational education, and also set up a high-quality training sharing platform of industry and enterprise. The standard curriculum system serves the schools and enterprises, promotes exchanges and cooperation among member units, and improves their quality of professional skills teaching.

Establish a Quality Monitoring Mechanism for Public Training Bases

With the advantages of deep integration between schools and enterprises, the sharing training base has jointly developed an effective talent demand forecasting and warning system to realize effective public resources education management and information management procedures and guarantee the quality of education services of the schools and enterprises.
The Chengdu Tourism Vocational Education Group has formed a multi-level, multi-channel grouping school-running throughout the province, urban-rural integration. With the public base as the carrier, the group actively builds a regional public platform for vocational education in which schools and enterprises share high-quality resources and jointly educate and employ talents. At present, the project operation mechanism of school-enterprise cooperation and production-marketing has been preliminarily established. The group has established the operation and management mechanism of the public training base, the school-enterprise training system, the talent demand of “receiving orders” from enterprises, the development of science and technology, and the operation mechanism of “issuing orders” to colleges and universities. The group keeps up with the pace of industrial development, and is gradually realizing deep cooperation between education and industry, schools and enterprises, giving full play to the platform role of sharing training resources integration.

References


