



THE SCHOOL-ENTERPRISE COOPERATION IN HIGHER VOCATIONAL EDUCATION OF GUANGDONG PROVINCE

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Abstract

This article aimed to study the school-Enterprise Cooperation of higher vocational education in Guangdong Province. The data were collected using the Ethnographic Futures Research technique by interviewing 17 juries of experts. The instrument for collecting data was an unstructured interview, which was analyzed by content analysis. The research results were found as follows: The School-Enterprise Cooperation of Higher Vocational Education in Guangdong Province consisted of 10 dimensions, 85 variables: 1) Laws and regulations, 2) Policy Support, 3) Capital investment and resource allocation, 4) Curriculum Setting and Teaching Reform, 5) Teachers and professional training, 6) Training base and practice platform, 7) Employment guidance and career planning, 8) Scientific research cooperation and technological innovation, 9) Quality supervision and evaluation mechanism, and 10) Information exchange and resource sharing.

Keywords: School-Enterprise Cooperation; Higher Vocational Education; Higher Vocational Education; Guangdong Province

Introduction

Higher vocational education is an integral part of China's vocational education system and an essential channel for cultivating high-quality technical and skilled personnel. The development of higher vocational education requires comprehensive cooperation between schools and enterprises. As a national school-enterprise cooperation guiding policy, the Ministry of Education and six other departments jointly issued the "Measures to Promote School-Enterprise Cooperation in Vocational Schools." This document clearly outlines the promotion of in-depth cooperation between vocational schools and enterprises regarding policies and funding. The "National Vocational Education Reform Implementation Plan" issued by the State



Council in 2019 emphasized, under the guidance of promoting the integration of industry and education and the dual education of school and enterprise, that practical teaching hours in vocational schools should account for more than half of the total teaching hours, and on-the-job internship periods are generally six months. Half of the professional teachers should be double-qualified. The government strongly supports vocational education policies. The research topic on school-enterprise cooperation in higher vocational education in Guangdong Province holds significant importance in various aspects. Firstly, it signifies progress and innovation within the higher vocational education system. An in-depth exploration of the school-enterprise cooperation mechanism can better understand current industry trends and corporate demands, providing a scientific basis for optimizing professional programs, teaching content, and training methods. Significance of the study: The research topic on school-enterprise cooperation in higher vocational education in Guangdong Province holds significant importance in various aspects.

We only focus on the development of some top vocational colleges and excellent students and the support of the government's macro policies for school-enterprise cooperation. In that case, it is too early to conclude that China's vocational education has developed to a higher level and that vocational colleges and enterprises have achieved in-depth cooperation. There are still obvious problems in school-enterprise cooperation in higher vocational education, including insufficient depth and breadth of cooperation. The functional view of higher vocational education mainly focuses on training high-tech talents, and there are few cases of all-around and multi-level cooperation between schools and enterprises. Second, the form of school-enterprise cooperation is relatively simple. It mainly focuses on order cultivation, base construction, and post-internship. The proportion of students participating in other forms of cooperation could be higher, and various school-enterprise cooperation modes need further exploration. (Zhao, G.Z., 2018), the cooperation platform is not yet perfect due to the lack of fixed exchange places, specialized organizations, and continuous interactive platforms, especially the lack of explicit cooperation norms and necessary cooperation funds; higher vocational colleges and enterprises have not set up a standard cooperation organization, joint organization, or management department.

Research Objectives



To identify the school-Enterprise Cooperation in higher vocational education of Guangdong Province.

Research Methodology

This research used the ethnographic futures research (EFR) technique. It was divided into three steps: Step 1, Preparatory, where the researcher reviewed and analyzed related literature; Step 2, Process, where the researcher employed the Ethnographic Futures Research (EFR) technique by interviewing 17 experts; and Step 3, reporting of research findings.

Data collection

A total of 17 EFR interviews were conducted in this study, and they all started with a specific structure. Once the interview begins, it offers a fair amount of flexibility and openness. The purpose of each interview is to discover perspectives from experts on the school-Enterprise Cooperation in higher vocational education of Guangdong Province. Each interview was recorded, transcribed, analyzed, and summarized.

Data analysis

The researcher will summarize the data obtained from interviews with 17 experts. Then, according to the data obtained from the expert interviews, the researcher will construct various dimensions related to school-enterprise cooperation in higher vocational education in Guangdong Province and list the corresponding variables according to the contents of each dimension. Finally, the researcher will conclude and recommend based on the results of the analysis.

Results

This study aimed to identify the school-Enterprise Cooperation in higher vocational education in Guangdong Province. It found that The school-enterprise cooperation in higher vocational education in Guangdong Province is composed of 10 dimensions and 85 variables: 1) Laws and regulations, 2) Policy Support, 3) Capital investment and resource allocation, 4) Curriculum setting and teaching reform stakeholder theory, 5) Teachers and professional training, 6) Training base and practice platform, 7) Employment guidance and career planning, 8) Scientific research cooperation and technological innovation, 9) Quality supervision and evaluation mechanism and 10) Information exchange and resource sharing.

Discussions



Given the school-enterprise cooperation in higher vocational education in Guangdong Province, the researchers summarized the results into ten dimensions and 85 variables based on in-depth interviews with experts. During the interviews, it was found that the ten dimensions are essential for future cooperation and support the research of existing literature and theories.

1. Laws and regulations: It is crucial to clarify and guarantee the rights and responsibilities of both parties. This requires a stable legal environment and clear laws and regulations. Experts also express that a transparent and stable legal framework can ensure that the rights and interests of partners are protected, reduce risks for both parties, and bring sustainability to cooperation. Therefore, the legal and regulatory dimensions align with the views on protecting partners' rights and interests, Revising and improving the laws and regulations related to vocational education, clearly defining the rights and obligations of school-enterprise cooperation, and providing legal protection. This will provide a stable and predictable legal environment for school-enterprise cooperation and enhance the confidence and investment of both parties. This is consistent with the research of George Hodge et al. (2007), who pointed out in "Public-Private Partnerships: An International Performance Review" that a clear legal framework helps increase the transparency and predictability of public-private partnership projects, thereby improving the success rate of projects.
2. Policy Support: The government incentivizes both parties by formulating and improving policies to support school-enterprise cooperation, such as tax incentives and cooperative project subsidies. The formulation of these policies is consistent with the incentive mechanism in PPP theory, which emphasizes that policy incentives can effectively promote cooperation between the public and private sectors. The government should formulate tax incentives for enterprises to participate in vocational education. For example, enterprises can enjoy tax exemptions if they provide equipment and financial support to schools. This will encourage more enterprises to participate actively in school-enterprise cooperation projects. This is consistent with the research results of Grimsey and Lewis (2004). They pointed out in "Public Private Partnerships: The Worldwide Revolution in Infrastructure Provision and Project Finance" that tax incentives are essential to encourage the private sector to participate in public projects, which can significantly reduce the cost of enterprise participation and increase its enthusiasm for participation.
3. Capital investment and resource allocation: Through joint investment by the government and enterprises, special funds are established to support school-enterprise cooperation projects, solve the problem of school funding shortage in teaching equipment, training base



construction, etc., and ensure the smooth development of cooperation projects. This emphasizes that by integrating multiple resources, the risks in cooperation can be effectively shared, and the optimal allocation of resources can be achieved. Encourage the government and enterprises to jointly invest and establish a joint funding mechanism to ensure that cooperative projects have sufficient funding sources. The resource dependence theory emphasizes that by integrating multiple resources, the implementation of cooperative projects can be effectively supported, and the economic pressure on all parties can be reduced, Sercombe, (2011).

4. Curriculum setting and teaching reform stakeholder theory emphasizes that the needs and expectations of all stakeholders should be fully considered during decision-making and implementation. By jointly designing courses with enterprises, the course content can be aligned with industry needs, thus improving students' employment competitiveness and professional quality. The curriculum setting and teaching reform in the cooperation between higher vocational schools and enterprises in Guangdong have achieved a deep integration of education and industry through close collaboration between schools and enterprises; this is consistent with Freeman's (1984) research, which pointed out in Strategic Management: A Stakeholder Approach that close cooperation among stakeholders can ensure the effective allocation of resources and the precise matching of needs. Invite enterprise experts and industry technical backbones to participate in course development and teaching activities;

5. Teachers and professional training: By having corporate professionals participate in school teaching or teachers working in enterprises, the teaching staff's practical ability and industry knowledge can be improved, thereby cultivating high-quality talents that better meet the needs of enterprises. The teaching staff and professional training in the cooperation between Guangdong's higher vocational schools are in line with D'Este and Parkman's (2011) description of the collaborative theory, which involves inviting organizational experts, technical personnel, and senior executives to lecture at universities, sharing real-world experiences and the latest industry trends, and enhancing the professional knowledge of teachers and students.

6. Training base and practice platform: Guangdong's higher vocational education provides students with a natural working environment and practice opportunities by jointly building and maintaining training bases through schools and enterprises, improving students' practical operation capabilities and quickly adapting to their jobs after graduation. This view is consistent with Han and Yue (2016). The resource integration and sharing theory in PPP theory emphasizes that by integrating resources from multiple parties, the risks in



cooperation can be effectively shared, and the optimal allocation of resources can be achieved.

7. Employment guidance and career planning: Stakeholder Theory emphasizes that the needs and expectations of all relevant stakeholders should be fully considered during the decision-making and implementation process. This view is consistent with Hodge and Greve (2007). The cooperative benefit maximization theory and stakeholder theory emphasize that all parties' interests can be maximized through cooperation. The multi-party collaboration theory emphasizes that the various stakeholders in a complex system can achieve common goals through collaboration and resource sharing;

8. Scientific research cooperation and technological innovation: Stakeholder theory emphasizes that all parties' interests can be maximized through cooperation. Through the collaboration between schools and enterprises to carry out scientific research projects, jointly overcome technical difficulties, achieve technological innovation, promote the combination of academic research and industrial development, promote the industrialization of scientific research results, and improve corporate competitiveness. This view is consistent with Donaldson and Preston's (1995) cooperative interest maximization theory in stakeholder theory. The collaborative theory emphasizes that the various stakeholders in a complex system achieve common goals through collaboration and resource sharing.

9. Quality supervision and evaluation mechanism: Stakeholder Theory emphasizes that in organization and project management, the needs and expectations of all stakeholders must be identified and met to ensure the success and sustainability of the project. Establishing a scientific quality supervision and evaluation mechanism in school-enterprise cooperation ensures the quality and effectiveness of the project through regular inspections and evaluations. This view is consistent with the Ministry of Education's (2002) mention in the "Balanced Scorecard" that performance evaluation is a bridge connecting strategy and execution, consistent with expert opinions. Project completion is an intuitive indicator for consistently measuring school-enterprise collaboration results. And finally,

10. Information exchange and resource sharing: By establishing an information exchange platform for school-enterprise cooperation, we can promote information exchange and resource sharing between the two parties, improve resource utilization efficiency, reduce duplication of investment, and promote the in-depth development of cooperation. Develop an integrated school-enterprise cooperation information platform to publish and share the latest developments, project information, resource requirements, etc., of school-enterprise cooperation in real time and promote information symmetry and efficient resource use. This is consistent with the research



of Bryson et al. (2006), who pointed out in "The Design and Implementation of Cross-Sector Collaborations" that constructing an information platform can significantly improve information symmetry and resource-sharing efficiency. Regularly hold school-enterprise cooperation exchange meetings or seminars to provide a platform for direct communication between schools and enterprises, sharing cooperation experiences, and exploring cooperation opportunities.

Conclusion

The School-Enterprise Cooperation of Higher Vocational Education in Guangdong Province composed of 1) Laws and regulations, 2) Policy Support, 3) Capital investment and resource allocation, 4) Curriculum Setting and Teaching Reform, 5) Teachers and professional training, 6) Training base and practice platform, 7) Employment guidance and career planning, 8) Scientific research cooperation and technological innovation, 9) Quality supervision and evaluation mechanism, and 10) Information exchange and resource sharing.

Suggestions

1) To improve vocational education legislation: revise and improve relevant laws and Regulations on vocational education, clarify the rights and obligations of school-enterprise cooperation, provide legal guarantees, and enhance the stability and long-term nature of cooperation.

2) To establish a special school-enterprise cooperation fund and fund excellent projects. Public bidding ensures that cooperative projects have sufficient funding sources.

3) To develop a comprehensive school-enterprise cooperation information platform: integrate project information, cooperation dynamics, and resource needs, promote information symmetry, and efficiently use resources.

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