

The Problems of the Effectiveness of School-Enterprise Cooperation in Vocational Education in the Context of Industry-Education Integration and the Measures to Enhance it

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Abstract

The development of vocational education cannot be separated from the cooperation between schools and enterprises. Looking at the process of integration of production and education between schools and enterprises, there are differences between the two in terms of logic and position. Colleges and universities focus on project research with the premise of professional skills education and training, while enterprises emphasize the cultivation of talents to promote the efficient development of enterprises. School-enterprise cooperation has fallen into the strange circle of “different dreams in the same bed”, and in the long run, school-enterprise cooperation will become a mere formality, and even a crisis of interruption will occur. In order to build a good mode of industry-industry fusion and improve the coupling degree of cooperation between schools and enterprises, certain improvement measures should be taken in the process of industry-industry fusion to establish a sound operation mechanism, improve the cooperation platform between schools and enterprises, and create a good cooperation culture and ecology, so as to make the cooperation between schools and enterprises realize sustainable development.

Keywords: School-Enterprise Cooperation, Effectiveness, Measures

Introduction

Taking an overview of the development history of vocational education in China, the integration of production and education school-enterprise cooperation is still based on the main stage of vocational education and has become the focus of vocational education development. Through literature review, observation and interviews, the problems arising from the cooperation between schools and enterprises have been gradually presented. Therefore, in order to build a good mode of integration of industry and education and improve the coupling degree of cooperation between schools and enterprises, it is necessary to take a variety of measures in the process of integration of industry and education, establish a sound operation mechanism for school-enterprise cooperation, improve the platform for cooperation between schools and enterprises, and (Chen, & Wang, 2019) create

a good cultural ecology of cooperation, so as to make school-enterprise cooperation realize sustainable development.

Problem Statement

Against the background of globalization and the rapid development of information technology, school-enterprise cooperation has become an important way for colleges and universities and enterprises to share resources, complement each other's strengths and develop together. However, although university-enterprise cooperation plays an important role in promoting the integration of education and industry, cultivating applied talents and promoting the transformation of scientific and technological achievements, there are still many problems and challenges in actual operation. The paper outlines the issues surrounding the effectiveness of school-enterprise cooperation within the context of industry-education integration in vocational education. While collaboration between universities and enterprises is vital for developing applied talents and bridging the gap between academia and industry, challenges such as misalignment of objectives, uneven cooperation depth, and ineffective cooperation mechanisms persist. This study systematically analyzes these issues, aiming to identify effective strategies to enhance cooperation, increase alignment, and ensure long-term sustainability.

Research Objective

Problems affecting the effectiveness of school-enterprise cooperation and measures to improve the effectiveness of school-enterprise cooperation are derived from the targeted interviews so as to improve the effectiveness of school-enterprise cooperation and the effect of school-enterprise cooperation.

Research Methodology

This paper utilizes methods such as literature review and interviews

Results

Problems Affecting the Effectiveness of School-Enterprise Cooperation in Vocational Education Industry-Teaching Integration

Problems in Talent Cultivation

(a) Insufficient integration of talent training programs with enterprise standards

School-enterprise cooperation talent training program development have certain requirements and procedures, we will require that before the talent training program set the requirements of the school teachers will visit the relevant enterprises in the same industry, and at the same time organize the school teachers and enterprise experts to discuss the school-enterprise cooperation professional corresponding to the future employment field of the labor demand, according to the demand situation and combined with the school-enterprise cooperation professional characteristics and positioning of their own set of talent training program, and according to the expert's The program will be revised according to the experts' guidance. However, at present, the cultivation of students in school-enterprise cooperation lacks due procedures, and a standardized procedure for the formulation of talent cultivation programs has yet to be formed, which is not good in science and rigor. In fact, when formulating talent training programs, schools do not carry out the requirements of talent training programs for school-enterprise cooperation in accordance with the

stipulated requirements to formulate, and the talent training programs for school-enterprise cooperation students are not sufficiently integrated with the standards of enterprises.

(b) Poor integration of training objectives and teaching content with real job requirements

At present, the professional curriculum of vocational colleges and universities is generally based on the subject knowledge system as the basis of the “big and wide” professional curriculum, which can meet the diversified needs of students, but it is obviously inconsistent with the objective of the talent training program of school-enterprise cooperation, industry-teaching integration, and the cultivation of the spirit of craftsmen who need to be proficient in the operation, understand the process, know how to manage, collaborate well and be able to innovate. The purpose of talents is obviously inconsistent. The current teaching content design can not fully meet the requirements of the job demand knowledge for higher vocational school-enterprise cooperation students. The teaching method of school-enterprise cooperation students is basically the same as that of ordinary students, which is not conducive to the mastery of students' practical knowledge.

(c) Insufficient school-enterprise integration of teaching resources and production resources of enterprises (including teaching materials)

Teaching resources are materials and other resources that can be utilized for effective teaching and learning, usually including loose-leaf teaching materials, teaching aids, etc. However, the current school-enterprise cooperation is not sufficiently integrated between the teaching resources and the production resources of enterprises. At present, many schools take advantage of the school-enterprise cooperation to publish some school-enterprise cooperation teaching materials and teaching resources, so as to improve the depth and breadth of school-enterprise cooperation. However, in reality, the school-enterprise cooperation teaching materials and teaching resources are generally based on our school textbooks to revise the previous textbooks, the so-called school-enterprise cooperation textbooks in the content of a slight change or basically no change, and finally just add the name of the enterprise is the name of the school-enterprise cooperation textbooks, but such a textbook for the new technology, the new technology involved in the relatively little or no, or However, such teaching materials have relatively little or no coverage of new technologies and processes, or the updating of technologies and processes is relatively slow and cannot meet the needs of enterprises for talent training.

(d) Curriculum development and construction of the curriculum system is not in line with industry and education

As the enrollment scale of vocational colleges and universities is expanding rapidly, the development and construction of school-enterprise cooperation courses need to invest a lot of human, material and financial resources, there is no corresponding financial support at the national policy level, and vocational colleges and universities can hardly set up special funds for the development and construction of school-enterprise cooperation courses in order to ensure the normal funding of school running, which leads to the fact that vocational colleges and universities can only revamp the existing professional courses that are close to the existing ones as the school-enterprise cooperation courses. The so-called school-enterprise cooperation courses are only the so-called school-enterprise cooperation courses. These so-called school-enterprise cooperation courses are only a replica of traditional

courses, and the contents of the courses do not introduce typical production cases, not to mention reflecting the work process of the positions.

Lack of Comprehensive and Effective Legal System Protection

a) Lack of effective legal system guarantee for school-enterprise cooperation in the integration of industry and education

Schools and enterprises are in different fields, in order to ensure mutual benefit and common development, (Huo L.J, 2019) to promote close cooperation between the two sides, and therefore should be in the search for common support points, matchmaking to build a harmonious platform for the two sides, but also for the details of the platform involved in the details of the issue also need to be considered thoroughly, can not be ignored. At present, the regulations issued by the government are still at the stage of macro-control. The actual regulations related to intellectual property rights belonging to school-enterprise cooperation, risk division, fund allocation, resource optimization, etc. are still lacking in substance and operability, resulting in the lack of a good and effective legal environment for the cooperation between the two sides, which may make it difficult to define the responsibilities of the two sides or affect the motivation of the two sides to carry out the cooperation due to the responsibility issue when the problem arises. Laws and regulations related to vocational education are still at the stage of macro-control. The actual regulations on intellectual property rights belonging to school-enterprise cooperation, risk division, fund allocation, resource optimization, etc. are still lacking in substance and operability, resulting in the lack of a good and effective legal environment for cooperation between the two sides, which may make it difficult to define the responsibilities of both sides or affect the enthusiasm of cooperation between the two sides due to the responsibility problem when it arises.

At present, the legal system is not perfect, China's current relevant laws and regulations mainly have the following problems: the Vocational Education Law lacks operability and implementability; there is no education administrative regulation on vocational education industry-teaching fusion and school-enterprise cooperation; local legislation on vocational education industry-teaching fusion and school-enterprise cooperation lacks creativity, and the government and the relevant departments do not have regulations and rules that are specifically applicable to vocational education industry-teaching fusion and school-enterprise cooperation. The government and relevant departments do not have regulations specifically applicable to vocational education industry-teaching integration school-enterprise cooperation. On the whole, the current legal provisions are mostly flexible, the responsibilities of each party are general and not very operational, the preferential provisions are not quantified, the punishments are few and vague, and the relief provisions are missing, which is far from the requirements of the legal system such as attractiveness, mandatory nature, operability, governmental nature, industrial nature, local nature, long-lasting nature, supervisibility, and pertinence, etc. The government, schools, and relevant departments in the school-enterprise cooperation have no specific regulations applicable to school-enterprise cooperation in vocational education.

In school-enterprise cooperation, the responsibilities of the government, schools and enterprises are not clearly delineated, and the connection is difficult to be smooth.

First of all, the situation in which the education sector moves forward in isolation has not changed. Vocational education industry-teaching integration school-enterprise cooperation involves a number of departments such as education, industry and information technology, finance, human resources and social welfare, and the establishment of the State Council's inter-ministerial joint conference system of vocational education work. This meeting in the composition, the convenor as the lead unit, the number of meetings held each year, reform and development work, etc. have working arrangements, to identify major problems and targeted introduction of policies to regulate are of great significance. At the same time, also assume the function of supervising and checking the implementation of vocational education policies and measures to promote the formation of vocational education industry-teaching integration of school-enterprise cooperation. But still not out of the leadership in charge of education work is responsible for, the education sector to lead the vocational education industry-teaching integration of school-enterprise cooperation ideas.

Secondly, the main body of interest has not formed a cooperative community. The root cause is that the interest concerns of the main body of interests have not been effectively safeguarded. First, the dilemma that needs to be clarified still exists. Such as: the inner theoretical mechanism is still not solved, the operation of the lack of scientific theory and effective guidance; lack of incentives, school-enterprise cooperation is not enough internal drive; school-enterprise positioning has not undergone a fundamental change, the depth of integration is difficult to achieve; the main body of participation in their respective rights and responsibilities are not clear enough positioning. Secondly, there are conflicts in the interests of each subject. (Liu Y D, 2019) ① Government interest claims. The motive of the government to promote the integration of production and education and school-enterprise cooperation is to realize the modernization of vocational education through the integration of production and education and school-enterprise cooperation, and then realize the modernization of education. As mentioned above, in view of the lack of relevant laws and regulations, the lack of a sound system of financial allocations and incentives, and the difficulty in realizing relevant tax and credit preferences, both schools and enterprises have more than enough capacity to carry out cooperation. ② industry interests. The interests of the industry as an intermediary organization plays a role in coordinating and guiding the integration of industry and education school-enterprise cooperation. However, due to the lack of laws and regulations to support, resulting in the lack of binding school-enterprise cooperation, it is difficult to play a predetermined role. (iii) Enterprise interest claims. Due to the failure crisis of school-enterprise cooperation policies, the lack of enterprise cost sharing and compensation mechanism, and the lack of smoothness of the relevant operation mechanism, the enthusiasm of enterprises in university-enterprise cooperation of industry-teaching integration is much lower than that of higher vocational colleges and universities. ④ The interests of higher vocational colleges and universities. When higher vocational colleges and universities participate in the process of university-enterprise cooperation in the integration of production and education, their interests are expected to be realized by the government, industry and enterprises in fulfilling the responsibilities and obligations of university-enterprise cooperation in the integration of production and education in vocational education, however, they neglect to reflect on themselves, that is, whether they can satisfy the reasonable needs of the enterprises in the integration of production and education in the cooperation of the university-enterprises.

(b) Lack of monitoring and evaluation mechanism in the process of industry-teaching integration

As the process of integration of education and industry involves several subjects, such as schools, enterprises and students, it is easy to have the problem of unclear obligations in the actual operation process.(Luo, R. 2019). Whether it is carried out in accordance with the agreement on school-enterprise cooperation, and how effective it is in the implementation process, the soundness of the monitoring and evaluation mechanism is needed to ensure the effectiveness of the cooperation process. The lack of monitoring and evaluation mechanisms in the specific implementation of the process of integration of industry and education will lead to the implementation of the system is not in place, schools and enterprises to participate in the lack of motivation and other problems.

3, the effectiveness of vocational education industry-teaching integration school-enterprise cooperation policy implementation is not high

Vocational education industry-teaching integration school-enterprise cooperation policy should be formulated to see its effectiveness. But the reality is that the original design function of vocational education industry-teaching integration school-enterprise cooperation policy has not reached the expected goal in the implementation process. Specific manifestations: First, symbolic implementation, the lack of concrete and effective practical action; second, additional implementation, that is, the implementation of vocational education industry-industry integration of school-enterprise cooperation policy only after the implementation of the department and personnel to add some non-text entries; third, distortion of the implementation of the policy, that is, stealing and changing the type of “implementation” of the policy formulation of the original intention of the problem; fourth, mechanical implementation of the policy, that is, out of context, raw materials, and so on, and so forth. Third, distorted implementation, i.e., “implementation” of the original intent of the policy; fourth, mechanical implementation, i.e., implementation of the policy taken out of context and copied.

4, the actual situation of vocational education industry-teaching integration school-enterprise cooperation is a big gap with the ideal target

First, it is reflected in official documents. In the Notice of the State Council on the Issuance of the Implementation Plan for National Vocational Education Reform (Guo Fa [2019] No. 4) (hereinafter referred to as the “Plan”), it is pointed out that it is still necessary to further accelerate the construction of a modernized vocational education system. Several Opinions of the General Office of the State Council on Deepening the Integration of Industry and Education (Guo Ban Fa [2017] No. 95) pointed out that “due to the influence of various reasons, there is a gap between talent cultivation and market demand, and the problem of ‘two skins’ still exists in terms of the structure, quality, and level of talent. “. The second is the reflection of government officials. Chen Baosheng, Minister of Education, pointed out: Vocational education has problems that need to be solved in terms of schooling philosophy and social philosophy, education and teaching, and content construction.” Ge Daokai, the former director of the Department of Vocational Education of the Ministry of Education, also believes that there has been no fundamental change in the low social recognition of vocational education. Thirdly, the disclosure of important media. An article in People’s Daily points out that the development of vocational education is still facing the challenges and problems of “biased social awareness, narrow channels for the development

of technical and skilled talents, weak attractiveness of vocational education, and low enthusiasm of enterprises in running schools". At present, the phenomenon of the disconnection between vocational education and the needs of enterprises is still relatively serious.

5. The social evaluation of the effectiveness of school-enterprise cooperation in the integration of vocational education and industry needs to be improved

Despite the establishment of a platform for school-enterprise cooperation, the promotion of diversification of cooperation methods and approaches, and the further play of the effective role of the platform, there are also problems such as the lack of cooperation articulation, the lack of long-term mechanism, single cooperation, ineffective cooperation, and unsound operation mode and management mechanism. Most of them believe that the policy of reforming the institutional mechanism of vocational education industry-teaching integration and school-enterprise cooperation has not been well implemented; the public does not have a high evaluation of the strength of the supervision of the implementation of the relevant policies, and nearly 40% of the respondents believe that the supervision of the implementation of the policies is average or ineffective; in addition, there is also a large gap between the time of teacher's enterprise practice, which is lower than the requirements of the relevant policies, and the proportion of part-time teachers to full-time teachers and the relevant requirements. In terms of the effectiveness of the policy to improve the level of development guarantee, there are problems such as significant differences in education funding input, vocational education development needs and student allocation in different places. In short, in the primary stage of the development of school-enterprise cooperation, problems such as weak internal drive of enterprises, unsustainable professional construction, and formal integration of industry and education are common.

Measures to Enhance the Effectiveness of the Quality of School-Enterprise Cooperation in Vocational Education Industry-Teaching Integration

1. School-enterprise cooperative education

a) Standardize the procedure of formulating training programs: School-enterprise cooperation must be rooted in Chinese fertile soil, so the formulation of talent training programs should take "Chinese characteristics" as a guiding principle throughout the talent training programs, and high quality education is the development vision of school-enterprise cooperation with Chinese characteristics.¹ The talent training programs of school-enterprise cooperation majors should embody the principle of combining higher education and vocational training. Talent cultivation program of university-enterprise cooperation majors should reflect the principle of combining higher education and vocationality. The formulation of talent cultivation program should follow the law of growth of engineering and technical talents, highlighting the students' mastery of knowledge and skills, enabling them to solve complex problems in real work scenarios; at the same time, they should have good professional ethics and professional conduct. We should focus on the formation of students' practical skills is throughout the overall idea of talent training programs; talent training programs in the curriculum, teaching process and other elements should reflect the combination of theoretical and practical. In the process of formulating the talent training program, the proportion of public basic courses and professional courses, theoretical teaching and practical teaching should be reasonably arranged, and the overall design of teaching activities. The setting of talent training program should combine normative and

individualization; normative means that the talent training program should be set based on the national teaching standards of vocational education and vocational code, and combined with the characteristics of the specialty; the talent training program of school-enterprise cooperation should also meet the diversified individual needs of the students, such as increasing the proportion of elective courses in the curriculum, so that students can choose the courses they want to study according to their own interests and future employment planning. For example, the proportion of elective courses should be increased in the curriculum so that students can choose the courses they want to study according to their interests and future employment plans.

(b) Innovative teaching organization: the teaching organization of school-enterprise cooperation students can not be copied from ordinary students, which is not conducive to the cultivation of school-enterprise cooperation students, we need to innovate the form of teaching organization, to build a school-enterprise dual tutor post teacher with apprenticeship as the main form of teaching organization. Comprehensive docking enterprise job skills needs, from teaching objectives, teaching content, teaching team and assessment and evaluation and other aspects of the construction of modular teaching system, the implementation of systematic teaching based on the work process.

c) Multiple subjects jointly participate in the evaluation of educational evaluation is the process of value judgment on whether educational activities to meet the needs of society or individuals ②, through the evaluation of the information obtained to diagnose the stage of student learning and improve the teacher's teaching methods and teaching programs; innovative assessment and evaluation methods: the establishment of a scientific and reasonable evaluation system of students' academic performance is the key to ensure the quality of school-enterprise cooperation.

d) Teaching materials and teaching resources are an important part of the education and teaching process, undertaking the important task of transferring knowledge and skills [7]. It is necessary to deepen the integration of industry and education, and develop teaching materials and teaching resources that meet the needs of enterprises and can highlight the characteristics of vocational education. In order to prepare teaching materials and teaching resources that meet the needs of enterprises, first of all, the school and the enterprise jointly form a writing committee, which is responsible for the preparation of related matters. Then, the university and enterprises will participate in extensive research, including the latest development trend of the industry, new technologies, new processes, new techniques and the needs of the audience of the teaching materials. The results of the research will be summarized and organized, and the preparation plan will be formulated according to the results of the research.

Improve the Legal System of School-Enterprise Cooperation

Improve the legal system of school-enterprise cooperation China must learn from foreign legislative experience, enhance the mandatory nature of the legal system of school-enterprise cooperation, strengthen the main position of enterprises, emphasize the dynamic and timely nature of school-enterprise cooperation legislation, and pay attention to the innovative nature of school-enterprise cooperation legislation and other experiences. Facing up to the shortcomings that the national school-enterprise cooperation laws are too macroscopic and principled, and stay in general advocacy, lacking in substance, operability, rewards and punishments, and mandatory. In addition, attention should also be paid to the insufficient connection between the legal provisions on university-enterprise cooperation

for industry-education integration in the Education Law, the Vocational Education Law and the Teachers' Law and the relevant laws such as the Enterprises Law and the Taxation Law, as well as to the lack of systematic, complete, comprehensive and systematic provisions on university-enterprise cooperation in the Labor Law and the Higher Education Law and the lack of reasonable provisions on university-enterprise cooperation in the Education Law, the Teachers' Law and the Vocational Education Law, which have impeded the development of such cooperation. The provisions of the Education Law, the Teachers Law and the Vocational Education Law on school-enterprise cooperation are not reasonable and other problems that hinder the effectiveness of school-enterprise cooperation, so as to accurately improve China's legal guarantee system of school-enterprise cooperation, and to provide a rigid legal basis for improving the effectiveness of China's school-enterprise cooperation.

(a) The content of the law should be complete. The type and importance of vocational education should be emphasized in accordance with the law, and the rights and responsibilities of the government, industries, enterprises, and vocational colleges and universities should be clearly defined. Establish a free system for rural secondary vocational education and improve the vocational education system; clarify the responsibility, standard and strength of input; clarify the responsibility of enterprises for the development of vocational education, and establish an employment access system; increase the legal responsibility provisions, rationalize the management system, and comprehensively guarantee the legal dignity of the main body of vocational education, industry-teaching integration and school-enterprise cooperation practice.

3. Innovate the governance mode of school-enterprise cooperation for industry-teaching integration in vocational education.

Vocational education industry-teaching integration school-enterprise cooperation linkage mechanism is a prerequisite for promoting joint participation and extensive cooperation among all stakeholders. Only by building a platform of shared benefits can we solve the long-standing problems of insufficient enterprise enthusiasm, the phenomenon of "two skins", and the low level of cooperation in the process of vocational education industry-teaching integration school-enterprise cooperation.

4. Innovation of vocational education industry-teaching integration school-enterprise cooperation platform

(a) Build a community of interests between schools and enterprises. A school-enterprise community of interest consists of the government, industry, enterprises and vocational colleges and universities, and is a third-party entity with the same goals of mutual dependence, shared responsibility, shared benefits, and co-financing (capital, technology, personnel, facilities, plants, premises, etc.) of construction. It is a comprehensive information platform that provides cooperation information, carries out cooperation projects, supplies high-quality resources, conducts talent training, scientific and technological research and development, and matches enrollment and employment.

(b) Building an industry-education community alliance. The government plays multiple roles in vocational education industry-teaching integration and school-enterprise cooperation. In terms of institutional design, it is necessary to make vocational colleges and universities truly important bases for talent training and technological innovation, and to make enterprises the mainstay of vocational education industry-teaching integration and school-enterprise cooperation, so that they can take the initiative to integrate with vocational colleges and universities in depth. To this end, the government should promulgate relevant rules and

regulations, regularly issue guidelines for the development of various industrial technologies, and use financial subsidies to promote active integration based on projects, and ultimately form a joint innovation alliance for university-enterprise cooperation in the integration of industry and education in vocational education. At the operational level, the government should play the role of coordinator and coordinator, and build a multi-party collaborative education organization to realize the integration of vocational education and industry in collaborative education. Industries should shoulder their social responsibility and take into account their own development paths to clarify the interactive relationship with vocational colleges and universities. (Liu, Y. 2019) Through building school-enterprise training centers and cooperating in research and development, they can continuously improve their ability to cope with industrial changes. Vocational colleges and universities should make it clear that university-enterprise cooperation is not a simple addition or superposition, but a kind of integrated, systematic and holistic innovation, so as to realize fundamental changes in the training mode of talents and the transformation of scientific research results, and thus promote the high-quality development of higher vocational education.

5. Innovative organization of school-enterprise cooperation for industry-teaching integration in vocational education

Vocational education industry-teaching integration school-enterprise cooperation involves many departments, and in order to facilitate effective operation, countries have set up corresponding management organizations, such as Germany's Industrial Cooperation Committee and the United States' Cooperative Education Association. However, as a long-term strategy in China, the inter-ministerial joint conference on vocational education is only responsible for the related matters. Our government can learn from the results of countries with rich relevant experience and put the establishment of a specialized agency on the agenda, with a person in charge of it, to create a good political atmosphere and formulate favorable policies for vocational education, industry-teaching integration and school-enterprise cooperation, to coordinate and push forward all the work, and to coordinate the relevant decision-making, consulting, management and services.

6. Establishing a synergistic mechanism for the main elements of school-enterprise cooperation in vocational education industry-teaching integration.

Only by establishing a government-industry-enterprise-school synergistic mechanism can we coordinate the pattern of integrated development of education and industry, strengthen the important role of enterprises as the main body, and push forward the reform of the talent training mode of integration of production and education.

(a) Establish a mutually beneficial and win-win demand-dynamic mechanism The mutually beneficial and win-win demand-dynamic mechanism consists of two parts: the external demand-dynamic mechanism and the internal demand-dynamic mechanism. The former is composed of legal regulations, policy system, public recognition, public opinion atmosphere, market demand, etc. The latter is based on the common demand of the government, industry, enterprises, vocational colleges and universities and other stakeholders who have the closest and most direct contact with vocational education, UEI, and school-enterprise cooperation. The relationship between the two is interactive and mutually influential. The former provides the impetus and leadership for the development of the latter; the latter, in turn, promotes the positive development of the former. In terms of specific measures, the government should give full play to its special functions of policy formulation and leadership, resource allocation and macro-integration and planning, and guide all relevant bodies to

jointly build a modernized small business cooperation mechanism and promote its orderly and efficient operation. Based on their own demand for talents, industrial enterprises should take the initiative to assume the main responsibility for the integration of vocational education into school-enterprise cooperation and cultivate the technical and skilled talents needed by industrial enterprises. As for vocational colleges and universities, they should utilize various academic research resources such as faculty, technical equipment, etc., to solve the problems in each link of the market ecological chain for the enterprises, and improve the comprehensive competitiveness of the enterprises. (Hao, T., & Shi, W. 2019).

b) Establishing an incentive guarantee mechanism for funding input Only by establishing an incentive mechanism for funding input for vocational education industry-teaching integration school-enterprise cooperation, (Luo, R.Z, 2019) can vocational education industry-teaching integration school-enterprise cooperation work have a continuous operation of inexhaustible system to guarantee the power. First, the establishment of the government financial investment-based financial guarantee mechanism, in order to support the vocational education industry-teaching integration school-enterprise cooperation work. For example, countries such as Germany, the United Kingdom, the United States and Australia have formulated funding support policies and set up special funding grants to accelerate their development. According to the spirit of the Program, governments at all levels are required to institutionalize financial inputs and comprehensively consider issues such as scale, cost and quality. Local governments, for their part, should further clarify funding standards. Secondly, a diversified social investment promotion mechanism should be established. Realistically speaking, the security of capital, value preservation and appreciation have made it possible for a large amount of social capital to enter the field of vocational education, and the excellent quality of vocational colleges and universities in terms of value preservation and appreciation is also a hot area of concern for social capital. This makes it possible for the government to attract a large amount of idle social capital into the field of vocational education, at least in some projects. Therefore, the policy of "promoting enterprises and social forces to organize high-quality vocational education" should be put into practice by looking for points of convergence of interests between the needs of local governments and social capitals, and effectively removing bottlenecks in the integration of social capitals and vocational education.

(c) Establishing incentive mechanisms for preferential tax policies In response to the problems of the preferential tax policy for school-enterprise cooperation in the integration of industry and education in vocational education, such as the unreasonable conditions for granting tax exemptions and waivers, the insufficient attractiveness of the preferential tax policy, the inadequacy of the legal system on preferential tax policies, and the irrationality of tax policies for enterprises to run schools, on the one hand, it is necessary to clarify the preferential tax policy for vocational schools and the preferential tax policy for social forces. On the one hand, we should clarify the preferential tax policy for vocational schools and the preferential tax policy for social forces; on the other hand, we should appropriately lower the entry conditions for enjoying preferential policies, so that schools and enterprises can feel "feasible"; furthermore, we should expand the scope and strength of the tax preferences, so that schools and enterprises can feel "motivated".

d) Construct enterprise cost sharing and compensation mechanism In the process of school-enterprise cooperation, enterprises are dominated by their economic logic, and when their economic interests do not reach the expected results, speculation may occur in the process of cooperation, resulting in school-enterprise cooperation being reduced to a mere formality.

In order to mobilize the enthusiasm of enterprises to participate in school-enterprise cooperation, a cost-sharing and compensation mechanism can be constructed to promote the smooth progress of the integration of industry and education. Specific measures include: building a cost-sharing mechanism. In the process of school-enterprise cooperation, the equipment, resources and labor costs involved in the internship platform provided by enterprises shall be subsidized by the government after assessment and allocation of funds proportionally; and the construction of a cost compensation mechanism.(Xie, Y., Ma, J., Shen, R., & Zhao, Y. 2019) In the process of school-enterprise cooperation, the government can assess and provide risk compensation for losses incurred by enterprises as a result of school-enterprise cooperation that cannot be resolved through measures such as risk diversification, hedging and transfer; the government pays for service projects. In order to stimulate enterprises to increase their participation in school-enterprise cooperation and reduce the burden on enterprises, the government can purchase service projects that are beneficial to vocational education through reasonable assessment in order to improve the integration of industry and education.

Research Gaps

This study builds on previous research on industry-education integration, which has identified various models of collaboration and their limitations. However, existing literature often focuses on individual issues or lacks empirical evidence on the long-term impact of university-industry collaboration. Building on these findings, this study provides a comprehensive analysis of the factors influencing the effectiveness of collaboration and identifies the lack of standardized, actionable operating mechanisms. This study fills this gap by proposing specific improvement measures to improve legal support, curriculum development, and collaboration strategies.

Conclusion and Discussion

In summary, to improve the effectiveness of school-enterprise cooperation, it is necessary to start from the fact that we have deeply analyzed the current situation of school-enterprise cooperation in vocational education and its problems. The study shows that the current school-enterprise cooperation has many deficiencies in talent training programs, curriculum, legal and institutional safeguards, and responsibility-sharing mechanisms. These problems lead to the actual effect of school-enterprise cooperation fails to meet the expected goals, affecting the overall quality and effectiveness of vocational education.

Contribution

The motivation of this study is to enhance the alignment between vocational education programs and industry needs, ensuring that graduates possess the relevant skills and knowledge to enter the workforce directly. By proposing practical measures to improve the legal framework and integrate educational and industrial resources, this study contributes to the construction of sustainable and effective school-enterprise cooperation models, which can serve as a blueprint for other educational institutions and policymakers. The results of this study provide valuable insights into optimizing the policy framework, which is critical for government agencies and vocational education institutions to successfully implement school-enterprise cooperation that responds to the dynamic needs of the labor market.

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