
The practice and research on the win-win school-enterprise cooperation mode linked by assets

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Introduction

The evolution of China's vocational education school-enterprise cooperation

Before the 1990s, China was in the time of planned economy, most of the enterprises are state-owned, there was no need to keep cost of the cooperation between schools and enterprises, the cooperation was arranged by the government, schools provide technological services for enterprises and enterprises accept students to practice unconditionally. The graduates are distributed to different enterprises by government. The graduates from vocational schools are welcomed by enterprises.

After 1990s, the goals of the enterprises changed from completing the assigned tasks by the government to maximization of profit. The relationship between enterprises and school became a relationship of interest. Enterprises started to say no to the request of accepting students to practice. Schools felt panic and found no way out, schools could only provide education behind closed doors, and the distance between the vocational education and production became larger and larger. The quality of graduates and teachers were lowering down.

Entering the 21st century, along with the fast development of Chinese economy, enterprises and schools both felt serious lack of high quality human resources. On the one hand, enterprises could not employ suitable new employees, on the other hand, graduates of schools could not meet the need of enterprises, unemployment rate of the newly graduated students were high. The time for redeveloping the mode of constructing unions between schools and enterprises to run vocational education together is coming.

In the "market economy" environment, both enterprises and schools recognize the importance of training personnel through the school-enterprise cooperation, but businesses still have concerns in the investment in vocational education and training for their "future" employees, they worried that after three years study (vocational education, 3 years), their trained graduates will work for other businesses. Therefore, we need to explore a totally new enterprise-school cooperation mode to attract businesses to join vocational education in the "market economy" environment to give attention to both the near-term returns of enterprises and long-term supply of human resources for enterprises.

Property as links, clarification of property rights, the productibility practicing training bases were established, which are the production bases of enterprises, the real production training bases for students, the research institute for teachers to do research and services.

Case Description:

1: From 2006, we started to establish a "Beixin Software Park" together with enterprise. School provided hardware and spaces for students practice and enterprise

manufacturing and enterprise provided research projects, administrative mode, engineers, administrative members and workers. Teachers from related departments form teaching group and research institutes with members from enterprises. The Software Park can meet the needs of enterprise for production, at the same time, it can be used for students to do their practice work. Now there are three enterprises in the Software Park which have established the software technology research institute, animation technology application research institute and multimedia technology research institute. Now there are about 130 students working full time inside the Park who are from 4 different classes. There are about another 400 students who do their practical work in the Park for 12 weeks each year.

Year	Information Engineering Dept.	Digital Media Dept.	Computer Engineering Dept.	Software Engineering Dept.	Financial Administration Dept.
2008	216	51	230	132	
2009	171	47	237	205	
2010	215	101	197	253	
2011		64	68	255	45

Table 1: Students numbers for doing the internship practice in the Beijing Software Park.

2: From September of 2007, we started to establish the “Beixin Cultural Creative Media Center” inside the famous 798 Creativity Art Park, the reason why we built the Beixin Cultural Creative Media Center inside the 798 Creativity Art Park is that there is a good art environment there. This center was built by the college and Beijing Zhengdong Group (a shareholder of the 798) together. In 2008, the Zhengdong Group finished the building construction, this solved the problem of lacking the space for studio of our college. In 2009, we installed the related equipments inside the studio. Our college is responsible for the managing work of the center. The center is a complete audio and video products production plant, able to complete the whole process of recording, sound recording, post-editing. It is the video production professional training base of our college. The base employed two professional arts companies to do the business, undertaking a variety of audio and video program production project. The professional equipments and market running mode provide our students with real work practice opportunities. Students can get familiar with the real program making process and do their practice work according to the real work process here.

Year	TV Station Number	Program Number
2009	9	22
2010	16	145

Table 2: Recording TV programs reception numbers in Beixin Cultural Creative Media Center

3: We established “the Beixin-Choiceway Mold Design and Manufacturing Base”. The cooperation combines research work and manufacturing together, we built inside the campus the Mold Design research institute, teachers and staff from enterprise do the research projects together inside the institute to provide the services for enterprise directly. Students can do practice work in the institute and manufacturing plant, the manufacturing plant can provide enough practice positions for students and they can

provide enough technical guidance for students too.

Possibility of experience share

The above introduced school-enterprise cooperation achieved the win-win goals of the schools and enterprises, so it can be sustained, developed long-term, and it can attract more enterprises to join. Now there are several joint projects are brewing.

Through cooperation with enterprises, schools can get real production projects and research topics from enterprises, get to know the work flow, production organization, production processes and quality standards and get to know the quality and technical requirements for their staff.

Management staff, engineering and technical personnel and skilled workers from enterprise directly involved in the school curriculum design, new technologies teaching and practical program guidance. Students trained under the guidance of technical staff from the enterprise in accordance with enterprise standards, their technical capacity increases gradually up to standard of participating in the actual production projects of enterprises.

Through doing real-production projects, teachers and students have gained valuable work experience in the process, their professional ability improved. The "5" teaching reform goals eventually realized, they are teaching, study and doing integration, program standard professionalization, social-oriented quality assessment, full range diathesis cultivation and educational resources diversification.

To meet the needs of business models of practice teaching, we make the following two adjustments of curriculum. First, set a special time to do the practice teaching, we made time available for practical teaching each semester for two weeks to a month, twelve weeks in the fifth semester for productive training; second, teaching cases and training projects are from the actual production projects. This adjustment is actively supported and vigorously promoted by the government and has also been recognized by the enterprises.

Through cooperation, enterprises can reduce the input of space and equipments to help enterprises solve the financial difficulties encountered by expanded reproduction. Equipments support and high grades students joining reduce production costs and increases profitability. Meanwhile, teaching and research activities carried out jointly with the school can also help enterprises to continuously reflect on and improve their management, organization and production technology, greatly enhance the scientific management level of business. Many research projects can be carried out with a relatively small investment when school teachers participate in and provide support. Companies can also train and select new future employers through cooperation.

This model of school-enterprise cooperation clearly defines its property rights.

Who input, who own, it is not a shareholding system. Both sides made clear their respective responsibilities and interests, their respective needs and benefits. From cooperation, schools can not only improve the quality of teaching, but can also gain a certain share of the profits which will sure to be used for equipments maintenance and re-investment.

In short, input the state granted special teaching funds in construction of school enterprise cooperation bases is more conducive to the cultivation of students.