

## Research on the Theory and Implementation Strategy of Mixed Ownership in Vocational Colleges

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### Abstract

**The mixed ownership school running in higher vocational colleges is the transfer, deepening and innovation of the mixed ownership economic form in the field of vocational education, is a major theoretical innovation and practical exploration in the field of vocational education under the background of the new normal of the economy, is an important breakthrough in the reform of vocational education system and mechanism.**

### Keywords

**Vocational college; Education; Strategy.**

### 1. Project background analysis

The decision of the CPC central committee on several major issues concerning comprehensively deepening reform, adopted at the third plenary session of the 18th CPC central committee, calls for "actively developing the mixed ownership economy." In the decision on accelerating the development of modern vocational education issued by the state council, "explore the development of joint-stock and mixed-ownership vocational colleges, and allow capital, knowledge, technology, management and other factors to participate in running schools and enjoy the corresponding rights. But as a new thing, the mixed ownership of vocational education to vocational education connotation, characteristics, development path, development bottlenecks, and a series of important theory and practice problems remains to be clarified, "mixed sector of the vocational colleges" practical policies to promote relatively slow, many are still on file or a plan, a real mixed sector of the pilot work in the field of vocational education is not much, a lot of exploring the core problems in stagnant because of policy is not clear.

According to the annual report published online in the provinces of higher vocational education quality, according to the national nearly 20 provinces in government documents clearly put forward the mixed ownership vocational colleges should actively explore, the ministry of education of the development of higher vocational education innovation action plan (2015-2018) "task (project) continues the list shows that there are 22 provinces, autonomous regions and municipalities directly under the project of" mixed ownership "is put forward. However, analysis of local vocational education work conference, issued the documents, "mixed sector of the vocational colleges" practical policies to promote relatively slow, many are still on the file or plan, really mixed sector of the pilot work in the field of vocational education is not much, a lot of exploring the core problems in stagnant because of policy is not clear. According to previous research, or because there is no theoretical guidance, done some vocational colleges, new for old wine, the university-enterprise cooperation projects before simple packaging, into a mixed ownership of running a school, or because there is no policy guidance, some of the shareholding system reform for vocational colleges to explore secondary college "more or less related transactions and gray arbitrage" to cancel.

### 2. Reality analysis of wenzhou education

Zhejiang province is the only pilot province for the comprehensive reform of private education in China, while wenzhou has become the pilot province for the reform of private education in China and is striving to build a demonstration area for the reform of private education in China. In 2015, the

implementation opinions of wenzhou municipal people's government on accelerating the development of modern vocational education (draft) (hereinafter referred to as "opinions") were published on the legal network of wenzhou municipal government, and opinions were solicited. The guideline pointed out that the city plans to develop mixed ownership schools in vocational education and guide and support vocational colleges to introduce social forces such as industries and enterprises to run schools. In addition, the guideline also suggested that the scale of higher vocational education should account for about half of higher education in the future. By 2020, there will be about 125,000 secondary vocational education students. About 45,000 students are enrolled in higher vocational education. More than 50% of secondary vocational graduates will be promoted to higher vocational colleges. In the "opinions", the biggest bright spot is the "plan to develop the mixed ownership school" is put forward, the purpose lies in not only break the public finances to support private education policy barriers, but the reality is that in 2016, had planned in the city vocational education conference printed on the vocational colleges to develop the mixed ownership measures for the implementation of educational reform, finally put on hold because of the conditions are not mature.

To sum up, the study on the mixed ownership of higher vocational colleges has a theoretical basis, and is faced with preliminary exploration of mixed ownership of higher vocational schools

The difficulties. This subject plans to carry on the theory discussion to the higher vocational college mixed ownership school, and carries on the practice exploration and the policy research, expects to the wenzhou

### **3. Research status and development trend at home and abroad (including intellectual property status)**

As I said, something completely new. At present, the research on mixed ownership vocational colleges is still in its initial stage, which lacks of theoretical refinement, summary and discussion, and the research results are not rich, which needs further in-depth research. However, once the proposal of "mixed ownership in running schools in vocational colleges" was put forward, it aroused wide discussion in the industrial field and vocational education circle. Others say it is not advisable to go too far when existing policies are unclear and laws are imperfect.

Guo Fei in "to develop a mixed sector of the economy and the reform of state-owned enterprises" (2015) argues that JueMingKun, Pan Qi, Zhu Jun in the explore the difficulties and countermeasures to develop a mixed sector of the vocational colleges, the article points out that the mixed ownership economy is reference reform experience, mixed sector of the vocational colleges refers to the state capital, collective capital, private capital, foreign capital in the different system of ownership, such as two or more subject to co-host the new education pattern, its essential character is a mixture of ownership and governance structure, make the different nature of the ownership, permeable integration into a new community of interests. However, they also admit that the concept of mixed-ownership vocational schools has been widely debated in the academic community and has not been proposed in the policy text for a long time. Wen-jie gao in the mixed sector of the vocational colleges: meaning and governance and its approach "(2015) argues that the mixed ownership vocational colleges refers to the capital formation by state-owned capital, collective capital, private capital JueMingKun, Pan Qi in" to develop a mixed sector of the vocational colleges' (2015) put forward to develop a mixed sector of the vocational colleges in five implementation. AnRongQuan (" explore some rational thinking of the mixed ownership vocational colleges ", 2015) (2016), This paper puts forward three ways: public vocational colleges introduce social capital, vocational colleges established by social forces introduce state capital, and different capitals cooperate to invest in new vocational colleges.

#### **4. How to realize diversified governance of mixed ownership in running schools in higher vocational colleges**

This involves how to "mix" and "mix" the subject object of mixed ownership in higher vocational colleges. Law gives the inscription in the conflicts of interests, to develop a mixed sector of the colleges and problems "(2016), to develop a mixed sector of the colleges and universities be careful, not optimistic, the mixed ownership level campus cooperation although brought benefits for the enterprise, but also for the conflict between the two sides increased, limit risk, and the mixed ownership institutions of governance, to stick to educational target, the limitation of university-enterprise cooperation and conflict in the face, clear enterprise to participate in the institutions of governance the bottom line. Hu wei put forward in the mixed ownership pilot to be standardized urgently (China education daily, March 15, 2016), iii.

#### **5. Research and development of contents and key technologies**

##### **5.1 Research and development content**

This research group studied and analyzed the bottlenecks and causes of obstacles in promoting mixed ownership in higher vocational colleges in the new situation, especially in the economically developed regions. Refer to the advanced experience of other regions.

##### **5.2 Theoretical connotation and boundary issues**

Aiming at the problem of insufficient cognition of the attribute and connotation of mixed ownership school reform in vocational colleges, this paper sorts out and clarifies the concept connotation and characteristics of mixed ownership school, as well as the "safe" boundary of mixed ownership school from the perspective of institutional economics, in order to avoid school running risks.

##### **5.3 Ownership of property rights and governance system in practice**

(1) literature research: by means of new media such as knowledge network, summarize and analyze the status quo and progress of promoting mixed ownership in higher vocational colleges in China and wenzhou, and sort out the rise and development of mixed ownership mode.

(2) investigation and research: taking the opportunity of participating in the compilation of the performance report of the implementation of the national higher vocational action plan and taking charge of the drafting of the performance report of the implementation of the action plan for innovation and development of zhejiang province, based on wenzhou, this paper discusses the current situation, problems, causes and due actions of the government, enterprises and universities in promoting mixed-ownership education.

(3) case study: on the basis of investigation, select the typical cases of promoting mixed ownership in higher vocational colleges, summarize and analyze the successful experience and shortcomings of the cases, and summarize the realization form and development path of mixed ownership.

#### **6. System design at the policy level**

On the one hand, the policy of mixed ownership schools at the national and provincial levels has been sorted out and analyzed. On the other hand, on the basis of theoretical research and practical exploration, the government's responsibilities and requirements have been clarified and policy Suggestions have been put forward, so as to give full play to the maximum efficiency of policies and effectively regulate schools.

#### **7. Key technologies:**

1) put forward reasonable and feasible countermeasures and Suggestions to guide and promote the development of mixed ownership schools in vocational colleges, highlighting the effectiveness and rationality of the Suggestions.

2) from the perspective of the practice of higher vocational colleges to develop the mixed ownership in wenzhou, studies the problems existing in the actual operation process and the main obstacle factors,

through the research interests of many role in running a school, find out the crux of the problem, so as to suit the remedy to the case, and puts forward the Suggestions to solve the problem, to explore vocational colleges promote mixed sector of the managerial role in serving local economic development, service for vocational education to provide some reference to the innovation practice of local economy.

3) from the perspective of institutional economics, sort out and clarify the concept, connotation and characteristics of mixed ownership schools, as well as the "safety" boundary of mixed ownership schools, avoid school risks, and provide institutional norms and guarantees for mixed ownership schools.

## **8. Targets achieved and application prospects**

### **8.1 Major technical and economic indicators**

1) put forward the realization approaches and policy Suggestions of carrying out mixed ownership education in higher vocational colleges

2) finish a research report

3) finish a high-quality paper

### **8.2 Application prospect**

1) further enrich and improve the theoretical research on promoting mixed ownership in vocational colleges, and conduct sufficient empirical research on the basis of relevant research.

2) take the practical research of wenzhou vocational colleges in promoting mixed-ownership education as the model, promote its application, and provide new ideas and experience for the innovative development of national vocational education and the cooperation between enterprises, universities and research institutes.

## **9. Research programme decomposition**

### **9.1 Research scheme**

This subject literature investigation, the present situation analysis, the overall research, case analysis and policy recommendations for the five basic steps, from the theoretical level and practical level and policy level combing the current situation of higher vocational education mixed all, for mixed sector of the multiple difficulties existing in the development of running a school, focuses on the connotation and the theoretical boundary issue, the property ownership and management system on the level of practice and policy level system design problems such as a breakthrough, eventually reach in theory connotation, the form and development strategy is put forward, in practice, investigation and preliminary exploration, classification guidance Suggestions on policies and effective regulation, In order to find the possible way out, put forward the countermeasures and Suggestions of the system innovation, and realize the positive interaction between the regional economic and social development and the effective supply of vocational education.

**9.2** By means of literature review, summarize and analyze the research status and progress of mixed ownership in vocational colleges in China and wenzhou, and discuss the relevant theories, connotations and characteristics in mixed ownership.

**9.3** By means of investigation, the status quo of mixed ownership schooling in vocational colleges is analyzed, and problems in the actual operation of mixed ownership schooling in vocational colleges are investigated, so as to provide effective data for the realization of mixed ownership schooling in innovative vocational colleges.

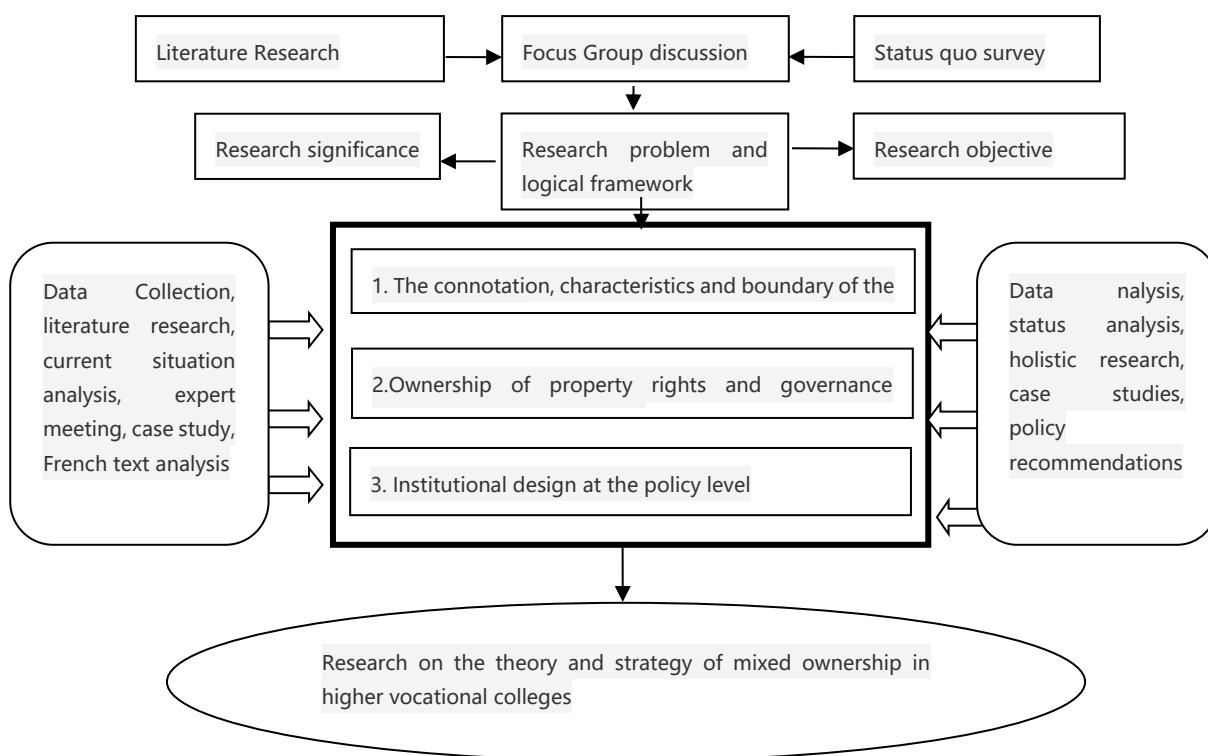
**9.4** By means of case study, the author summarizes the typical successful experience, analyzes the deficiencies, and verifies the main obstacles affecting the development of mixed-ownership education in vocational colleges.

**9.5** Focusing on the thoughts and countermeasures of industry-university-research cooperation, and exploring the governance mechanism and policy response in management of mixed-ownership schools in vocational colleges.

**10. Technical route**

The specific technical route is as follows, As shown in Table 1.

Table 1 Technical route



**11. Organization mode and topic decomposition**

**11.1 Mode of organization**

This research group adopts the research method of division of labor, cooperation and comprehensive integration. Under the coordination of the project leader, after the first discussion of all the members of the project division. Secondly, the research work is carried out separately. In the process of investigation and research, several mid-term discussions of the subject are held to exchange information and exchange materials and discuss the subject content together. Finally, according to the division of labor research report, on this basis, comprehensive integration, writing the general report, after several discussions, modification, the final completion of the general report. During the research process, I took the initiative to maintain contact with government agencies, industrial enterprises and vocational colleges to ensure that the research direction of the subject meets the actual needs.

**11.2** Topic decomposition: the total topic is divided into several sub-topics, and each sub-topic shall be responsible for the sub-topic. At each stage of the research, the person in charge of each topic summarizes the experience and puts forward the Suggestions for the next stage. Actively maintain contact with relevant parties to ensure that the research direction of the subject meets the actual needs.

**12. Schedule;**

Starting monthly schedule target requirements

2017.6-2017.7 members of the research group discussed the overall conception of the subject, completed the design of the research program, collected the subject literature, determined the subject framework and division of labor, and collected and prepared the preliminary materials

2017.8-2017.11 project launch, research, collate, analyze and analyze data, form content framework, and complete case analysis

2017.11-2018.12 mid-term evaluation and draft

2019.2-2019.12 solicit opinions from all parties, revise the draft and form research results

2020.2 apply for acceptance and submit one research report (no less than 30,000 words) and one thesis

### 13. Conclusion

Combined with the conditions of wenzhou local XXXX vocational and technical college practice of teaching as the pilot, from nature, property right, governance structure of the three big difficulty, exploring to promote higher vocational colleges and universities to develop a mixed sector of the countermeasures, the key to solve the existing policy under the condition of the effective realization form and way to mixed ownership of running a school, then put forward the policy recommendations of targeted, scientific guidance of wenzhou vocational colleges promote mixed ownership, effective activation of vocational education school vitality, dispel vocational education further so as to promote regional economic and social development and the development of vocational education.

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