

The Path of Higher Vocational Talent Cultivation with Integration Industry and Education from the Perspective of Stakeholders

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Abstract: *The integration of industry and education is the only way for the high-quality development of vocational education. Based on the stakeholder theory, this paper discusses the interests of different stakeholders and the existing problems in talents cultivation integrating industry and education of higher vocational colleges. It analyzes "dual system" model of Germany, the "apprenticeship" system of the United Kingdom and "CBE" talent training model in the United States. In view of the advanced experience of foreign countries and from the perspectives of different stakeholders, it proposes the talent training path with integration of industry and education in China's higher vocational education.*

Keywords: *stakeholders, integration of industry and education, talent training path*

1. Background

The integration of industry and education is the only way for the high-quality development of vocational education. In order to promote the reform and development of vocational education, Chinese government has promulgated and implemented a series of guiding documents, clarified the direction and objectives of vocational education reform, and put forward new requirements for vocational talents cultivation. In the process of talent training, vocational colleges need to promote the integrated development of production, education and research, and actively cooperate with research institutions and enterprises to create good conditions for vocational talents cultivation who can meet the needs of social development [1]. With further development of industry and education integration, the goals for vocational education have undergone new changes, the problem of talent training and industrial development separation has been solved through constructing an innovative mechanism to help cultivation of vocational talents and industrial development [2]. This paper focuses on the research on the integration model of industry and education in higher vocational education, and analyzes the value of the integration model of industry and education from different participants, so as to achieve the goal of talent cultivation.

2. Analysis of the concept and basic theory of the integration of industry and education

From a broad view, "industry and education integration" is to combine education with concerning industries and to cultivate talents in a targeted manner, which meet the industry's needs and achieve the goal of educating people. Specifically, the integration of industry and education is the coordinated development of the government, enterprises and universities, jointly serving talent training and forming a good interactive relationship, with full play of respective advantages. There are many stakeholders in the integration of industry and education, including enterprises, governments, colleges, etc., under the guiding role of industry and education integration, and create conditions for the coordinated development of multiple subjects.

3. Stakeholders in the integration of industry and education

Frederick (1988) analyzed the stakeholders in industry and education integration in his research, and his conclusion showed that the government, industry, enterprises, colleges and other entities are included to contribute to the goal of integration of industry and education.

Colleges are mainly responsible for talent training, who taken the demand for talents of enterprises and industries as an important guide to cultivate outstanding talents to meet the needs of various

industries. The government plays an important role in improving teaching conditions. Enterprises cooperate with colleges to provide students with internship positions, which can not only reduce its costs but also obtain advanced technology for better development. The interests of teachers and students is to improve personal development. For the government, by building an efficient industrial chain with industry and education integration, it will point out the direction for the transformation and development of enterprises, and create a good environment for regional economic development and promote the cultivation of outstanding human resources. The purpose of the industry's participation is to obtain preferential policy support from the government, who could provide a steady impetus for the innovation and development of the industry, and achieve better goal of value creation [3].

4. Analysis of industry and education integration under the stakeholder theory

The interests of different stakeholders are different. Nowadays the depth and sustainability of cooperation is not enough, and the current problems of industry and education integration are mainly manifested in the following aspects.

4.1 Lack of "double-qualified" teachers

Higher vocational teachers lack practical training in enterprises, but enterprise personnel lack classroom teaching experience, curriculum and textbook research and professional construction. In addition, higher vocational teachers and students do not have strong enthusiasm for participation, and the level of cooperation is not high.

4.2 Inefficiency of college-enterprise integration

The threshold for cooperation between colleges and enterprises is high, and both sides lack endogenous motivation due to the lack of government supporting policy and guidance. Vocational colleges only expects to get a practical teaching base, while enterprises only try to get preferential policies from the government.

4.3 Lack of government and industry involvement

In the current process of the integration of industry and education, there is a lack of government and industry participation, and the role of the government and industry cannot be fully played, which limits the achievements of industry and education integration.

5. Foreign Countries Talent Training Model in Industry and Education Integration

5.1 Germany's "dual system"

Germany's "dual system" talent training model is operated by the joint efforts of the whole society. It is led by enterprises and operated by relevant parties and companies with the different roles and cooperation, focused on practice. It supervised by relevant industry associations, and managed by the government.

Guilds are intermediaries between vocational colleges, businesses, governments and apprentices. Companies set their own recruitment criteria and training content, which are regulated by guilds. The college's curriculum is workflow-oriented and reinforces the concept of professional competence. The combination of theoretical and practical teaching increases students' theoretical knowledge and personally experience and improve their professional skills. The government provides policy support and financial subsidies. In addition, it is also necessary to build a good guarantee system to help the cultivation of professional talents.

5.2 British "apprenticeship"

The implementation of the "apprenticeship" system in the UK is supported by the government, which can guide the talent training of vocational colleges based on the needs of industry. Experienced mentors can be arranged to guide trainees in theoretical, business and cultural knowledge, and the trainee can be provided with job opportunities and continuously improve their professional skills.

The characteristics of enterprise autonomy are significant. The industry's participation in vocational education is not enough, and there is lack of unified supervision and certification of vocational qualifications. Thus, British government has intervened in businesses by taking the apprenticeship tax. Higher vocational education is market-oriented, small in scale, but implements a qualifications and credit system structure, which mainly served enterprises and focused on ability development. The government guarantees the quality of vocational education through taxes, such as the apprenticeship tax.

5.3 The CBE model of the United States

The CBE model emphasizes the cultivation of general skills, with technical preparation projects as the carrier, vocational ability training as the basis, and curriculum standards as the mediator to realize the joint training of technical and skilled talents.

It invites representative industry experts to determine the job ability and talent training goals, and the college formulates the syllabus according to the training goals and job capabilities. Enterprises and colleges jointly develop teaching plans, focusing on the cultivation of vocational abilities required for the position. In terms of the construction of industry-college relations, the United States has established an industrial classification system and provided 16 career clusters that reflect the new direction of education, including academic, technical skills and knowledge required for continuing education and career development, thus effectively improving the level of industry and education integration in vocational education.

6. Suggestions on the training path of talents integrating industry and education in higher vocational education

6.1 Operate College "Open to the market"

Introduce market rules and market-oriented operation, it is to guide vocational colleges to adapt to market demand. Using the leverage of the market, it tends to formulate reasonable goals and guide vocational colleges to better implement of educating students. With strengthen cooperation in various stakeholders, it will give full play to the advantages of the integration mechanism of industry and education, and improve the quality of talent training under the supervision of multiple parties.

Vocational education has a demand for teachers, students and the capital. Higher vocational education should not only be macro-regulated by the government, but also be market-oriented and improved the quality through competition. It should conform to the long-term planning of the regional economy and social development, with attention to new industries and technologies. Using social resources, the college should actively cooperate with enterprises and cultivate outstanding talents in a targeted manner which required by enterprises and meet their needs. It needs continuously optimize professional and practical courses, thus to improve the talent training's quality.

6.2 Establish a "double-qualified" teacher team

Establish a double division training base. In the process of cooperation between vocational colleges and enterprises, companies can provide practice bases to create favorable conditions for the teachers' practical experience and professional skills, so as to better educating people and cultivate more outstanding talents.

Higher vocational education can also invite some experienced enterprise backbones to colleges to teach students for practical skills, and create favorable conditions for the interaction and cooperation between colleges and enterprises, making up each part's shortcomings and achieve win-win goals.

6.3 Establish a long-term cooperation mechanism

It is necessary to promote the further development of the industry and education integration in the context of education reform, and through the long-term cooperation mechanism, it can connect various stakeholders, giving full play to their respective advantages, and jointly achieve the goal of talent education.

College and the enterprise, both sides can cooperate in scientific research projects, which to improve transformation efficiency of scientific research. Enterprises use facilities and equipment, while

vocational colleges use human resources. Only in this way, they can jointly set up a technology research and development center in line with market demand. The two sides can also reach a research and development cooperation agreement, constantly improving the benefits sharing mechanism. A collaborative quality assessment system is also important, as it can timely locate the problems existed in all parties and take timely measures to solve and optimize the talent training program.

6.4 Strengthen the supply and guidance of government policies

Using the system to empower industry and education integration, the government needs to continuously improve the system and provide more policy-level supports, accelerating the pace of industry and education integration. In addition, it need to formulate a core individual interest management system, implementing dual-qualified teacher training in college-enterprise cooperation, strengthening the performance appraisal system and achieve better incentive results.

The government should continuously improve its serving functions, and expand the coverage of industry-education integration system, improving support policies and reducing negative impact caused by social obstacles, and achieve a stable situation of coordination.

6.5 In-depth integration of enterprises and industries

Using of the advantages of industry associations, it needs to promote the cooperation between the industry and enterprises in terms of building a mutual trust and cooperation system. It should form a good coordinated development force and give full play to their respective advantages, creating a favorable condition for industry and education. At the same time, the supervision of industry associations should also be fully exerted, supervising the government policies implementation and enterprise technology transformation. It should take talent training's quality as an important basis for enterprise evaluation, and guide enterprises to actively participate in the integration of production and education.

7. Conclusion

The integration of industry and education plays an important role in improving the quality of talent training and coping with the problem of talent shortage. In the integration of industry and education, involving different stakeholders, with different interests and demands, in the integration of industry and education, how to coordinate the relationship between all parties is very critical, which will affect the joint force of the integration of industry and education, and it is necessary to establish a diversified coordination mechanism, and provide an important guarantee for talent training.

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