

Exploration and Practice of “Government-School-Enterprise” Cooperative Education Mode Under the Background of Rural Revitalization

Haopu Sun*

Chengdu Technological University, Chengdu 610031, China

*Corresponding author: Haopu Sun, hopecool0308@sina.com

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Abstract: In recent years, with the upgrading and transformation of the rural industrial structure, rural revitalization has emerged as a crucial strategy for China’s rural development. Talent has become the key factor in driving rural revitalization forward. Against the backdrop of rural revitalization, the imperative to enhance the quality of rural personnel training and cultivate professionals who possess a deep understanding of agriculture, harbor an affinity for rural life, and champion the cause of rural development has become a paramount concern for colleges and universities. In this context, this paper undertakes an analysis of the value implications of the “government-school-enterprise” cooperative education model within the framework of rural revitalization. Furthermore, it outlines a roadmap for the construction of the “government-school-enterprise” cooperative education model, offering valuable insights for future endeavors in this area.

Keywords: Rural revitalization; Government, school, and enterprise; Cooperative education mode; Exploration; Practice

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1. Introduction

Currently, after years of exploration and practical implementation, colleges and universities have made significant strides in constructing the government-school-enterprise linkage education model. This endeavor has resulted in continuous improvements in the quality of education and personnel training, thereby contributing to the enhancement of human resources and serving as a robust foundation for poverty alleviation efforts. However, despite these achievements, the issue of an imperfect government-school-enterprise linkage education model persists, particularly in the context of rural revitalization initiatives ^[1]. Hence, there is a pressing need to delve deeper into research, elucidate the internal dynamics of government-school-enterprise linkage education, overcome practical challenges, and establish a comprehensive model. By doing so, we can cultivate a substantial number of high-caliber talents essential for rural revitalization.

2. Value implications of the “government-school-enterprise” coordinated education model

2.1. Facilitating local economic development

Within the “government-school-enterprise” collaborative education model, the government assumes the role of providing clear directives, requirements, and support, thereby fostering close cooperation between enterprises and universities. This collaboration aims to cultivate highly skilled talents aligned with industrial planning and social-economic objectives. The objectives are twofold. Firstly, the government, beginning with the rural industrial layout, formulates talent training plans to ensure their execution within colleges and universities. Secondly, enterprises play a pivotal role in personnel training, leveraging educational institutions to secure high-quality human capital reserves, thus fostering their long-term or sustainable development. The clarity of talent training goals within educational institutions enhances the precision of educational activities. Ultimately, this model ensures a “triple win” scenario, benefiting the government, schools, and enterprises alike, thereby providing a robust impetus for local economic development ^[2].

2.2. Advancing the objectives of talent training

In rural areas, the focal point of economic and social development lies in the local industrial landscape. Hence, colleges and universities must align talent training goals with the industrial development of rural areas. Concurrently, as enterprises evolve, their demands for skilled professionals escalate. Tailoring talent training to suit the industrial characteristics of rural regions is pivotal to ensuring enterprises access a stable talent pool. Consequently, enterprises should actively engage with colleges and universities to establish practical training bases, co-create curricula tailored to industry demands, and provide technical expertise in relevant fields ^[3]. Simultaneously, educational institutions should prioritize government and enterprise requirements, optimize personnel training modes, and deliver high-quality talents that meet societal needs.

2.3. Fostering higher education reform

Within the framework of college education reform, the primary prerequisite is the establishment of a “government-enterprise-university” collaborative education mechanism characterized by mutual respect, cooperation, and support ^[4]. This collaborative mechanism guides college personnel training to be more focused and targeted, nurturing industrial technological proficiency through tailored curriculum design, practical training bases, and vocational colleges. This integration ensures colleges and universities closely align with local economic and enterprise development. Furthermore, conducting pertinent social research empowers the government to provide robust support for professional and curriculum design at colleges and universities, thus ensuring the sustainable advancement of higher education personnel training.

3. Under the backdrop of rural revitalization, constructing a “government, school, and enterprise” collaborative education model pathway

3.1. Establishing and enhancing the collaborative education mechanism to foster a community of shared destiny

Primarily, it’s imperative to establish and refine a driving mechanism. For colleges and universities to contribute effectively to the ongoing rural revitalization strategy, it’s essential to recognize the interconnected and dynamic nature of the relationships among the government, educational institutions, and enterprises. Building a dynamic mechanism for government-school-enterprise cooperation and education involves clarifying the needs and interests of each stakeholder, orchestrating their interactions, and igniting their intrinsic motivation. This

endeavor aims to forge a genuine community with a shared destiny ^[5].

Secondly, establishing and refining incentive mechanisms is crucial. To proactively engage government bodies, schools, and enterprises in relevant endeavors, it's vital to enhance existing incentive systems and spur active participation. Government entities should align policies with the requirements of the rural revitalization strategy, promulgating corresponding laws and regulations while delineating the roles and responsibilities of stakeholders. Furthermore, clarifying terms such as discounted loans, tax incentives, and financial subsidies for enterprises involved in collaborative education is essential. Based on this, a collaborative education incentive mechanism, guided by the government and involving universities and enterprises, should be established.

Lastly, establishing and refining coordination mechanisms is imperative. University-enterprise cooperation and the fusion of industry and education constitute interdisciplinary education, necessitating solutions to challenges like functional redundancy among government departments and inadequate enterprise participation. By enhancing coordination mechanisms, leveraging resources from various sectors such as education, rural agriculture, finance, and the Development and Reform Commission, and eliminating inherent barriers among stakeholders, colleges and universities can streamline operations and maximize impact ^[6].

3.2. Emphasizing adaptation to local conditions and enhancing the impact of collaborative education

Initially, there will be a gradual transition from aggregation to integration. All stakeholders should proactively raise awareness, foster a collective mindset, and reinforce the “double recruitment and double introduction” mechanism. This initiative aims to enhance the rural industrial landscape by refining the talent structure. Moreover, bolstering organizational leadership is paramount. Regular meetings should be convened to address challenges stemming from government-school-enterprise collaboration or social services. Simultaneously, comprehensive planning should be undertaken to delineate overarching goals and annual work plans for such collaborations. In practical terms, timely coordination is essential to address the dynamics and issues between educational institutions and local governments. This facilitates the translation of cooperative efforts into tangible developmental outcomes, effectively aligning with rural revitalization strategies ^[7].

Furthermore, it's crucial to enhance support systems for talent, technology, and finances while refining the relevance of talent recruitment mechanisms. Universities should leverage science and technology councils and alumni associations to bolster scientific innovation in rural areas, attract talent, and refine talent acquisition processes. In tandem, the establishment of talent recruitment brokerage teams, built upon existing science and technology councils, can further elevate the quality of high-level talent recruitment. Collaboratively, universities and enterprises should maximize the roles of industry associations and alumni networks, establishing robust systems for extensive engagement and resource exchange to facilitate the flow of research assets ^[8].

Secondly, fostering a community of shared interests between schools and enterprises is paramount. By leveraging community resources, barriers hindering efficient collaboration between educational institutions and enterprises can be dismantled, thereby deepening the impact of school-enterprise cooperation. In this community-building process, colleges and universities should engage government agencies and industry players to jointly establish school-enterprise boards of directors, ensuring resource consolidation and shared accountability. This continual optimization of the developmental trajectory aligns colleges and universities with the evolving needs of their respective industries ^[9].

3.3. Deepening the impact of government-school-enterprise cooperation and establishing a rural revitalization industry college

The establishment of a College of Rural Revitalization Industry serves as a pivotal mechanism to deepen

government-school-enterprise cooperation, leveraging the unique educational strengths of each entity to nurture talent for rural revitalization. This initiative presents a novel pathway for fostering high-quality economic development in rural areas ^[10]. Universities, drawing upon their institutional ethos and educational assets, should harness the guiding influence of local governments in rural industrial development and talent cultivation, capitalizing on their resource integration capabilities. Departing from conventional training approaches, universities should proactively forge strategic alliances with local governments and agriculture-related enterprises, establishing the Rural Revitalization Industry College as a collaborative platform for government-school-enterprise cooperation and education. This initiative addresses the scarcity of rural educational resources and fulfills the demand for skilled personnel in rural settings.

Moreover, the College of Rural Revitalization Industry can adopt a flexible teaching model, encompassing a blend of agricultural immersion and academic learning, coupled with practical work experience. This approach, characterized by “learning by doing,” continually diversifies the training methodologies, catering to the evolving needs of students ^[11]. Furthermore, targeted programs, such as modern apprenticeships, skills enhancement workshops, and continuing education initiatives, cater to specific demographics like migrant workers, aspiring farmers, and retired servicemen. These tailored training programs not only innovate learning methodologies but also enhance the efficacy of talent development within colleges.

3.4. Harnessing policy guidance for a mutually beneficial environment and win-win outcomes

To foster an environment conducive to mutual benefit and win-win outcomes, policymakers must capitalize on their directive role, orchestrating a comprehensive framework for government-school-enterprise collaboration. Firstly, the government’s role in “meta-governance” should be maximized to craft a top-level blueprint for cooperative endeavors between government, schools, and enterprises. This entails meticulous planning at the macro level, laying the groundwork for effective implementation of collaborative measures. Moreover, there is a pressing need to delineate the categories of colleges and universities, emphasizing the development of agriculture-related disciplines and recognizing their pivotal role in advancing rural revitalization. Establishing a paradigm that envisions the concurrent modernization of all facets of rural life is imperative ^[12].

Secondly, policy guidance should be bolstered to enhance the government’s pivotal role as a catalyst for change. Government bodies, while prioritizing people-centric policies, must align their efforts with the broader goal of rural economic revitalization. By embracing the “five revitalization” strategy and pinpointing areas and demographics in need, policymakers can devise targeted poverty alleviation measures that address underlying systemic issues.

Lastly, leveraging the government’s role as a driving force is essential to fortify the foundation of government-school-enterprise cooperation in education. Against the backdrop of the rural revitalization strategy, policymakers must not only ramp up resource allocation but also challenge antiquated notions of dependence and inertia ^[13]. Embracing innovative communication channels such as the Internet and social media platforms can facilitate widespread education and outreach efforts, particularly in underserved areas. Implementing tailored initiatives to alleviate poverty through education in a methodical and phased manner is paramount.

3.5. Enhancing personnel training programs through school-enterprise collaboration

College personnel training programs should prioritize a blend of theoretical and practical teaching methods, with a focus on disciplinary characteristics, guided by the principles of “demand-driven, innovative thinking, and quality development” ^[14]. By aligning with the ethos of corporate culture and the requirements of rural economic development, current talent training schemes must be refined to nurture highly skilled individuals

with exceptional creativity. Here's how:

In the first year, students should delve into their chosen majors, gaining a comprehensive understanding of the training modalities, developmental trajectories, and industry landscapes to foster a keen interest in learning. During the sophomore year, students consolidate their foundational knowledge while engaging in practical learning experiences within collaborative enterprises under the tutelage of instructors. This dual approach not only exposes students to cutting-edge industry insights but also enables them to bridge the gap between academia and industry.

By the junior year, with a solid academic footing established over two years, the focus shifts to honing vocational skills. Theoretical teaching predominates in knowledge dissemination, complemented by practical application facilitated through industry partnerships. Students are encouraged to participate in school-enterprise cooperation projects, where theoretical teachings are reinforced through hands-on experiences. Initially, college instructors lead theoretical teachings, gradually transitioning to industry experts for practical training.

In the final year, students are urged to immerse themselves in enterprise-based practical training, leveraging their accrued theoretical knowledge to bolster practical skills. Emphasis is placed on cultivating professional qualities, thereby enhancing overall competency and preparing students for meaningful contributions to rural revitalization efforts. This approach ensures students realize their potential, continually enhancing their holistic capabilities to better serve the goals of rural revitalization ^[15].

4. Conclusion

In conclusion, rural revitalization stands as a pivotal strategy in China's rural development, necessitating the active engagement and support of all stakeholders. To this end, the collaboration of schools, government, and enterprises can be enhanced through the following avenues: establishing and refining collaborative education mechanisms to foster a shared future community; tailoring efforts to local conditions to amplify the impact of collaborative education; advancing government-school-enterprise cooperation to establish rural revitalization industry colleges; leveraging policy leadership to foster a mutually beneficial environment; and optimizing personnel training programs through school-enterprise collaboration.

By leveraging these strategies, the educational advantages inherent in government-school-enterprise cooperation and education can be fully realized, resulting in a holistic improvement in students' capabilities. This, in turn, will better equip them to serve the goals of rural revitalization, injecting renewed vigor into China's rural economic development.

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