

Discussion on the Realistic Dilemma and Development Countermeasures of Mixed Ownership in Higher Vocational Education

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Abstract: The reform of mixed ownership system in higher vocational colleges is a bold attempt, and it is also a key step in the development of higher vocational colleges, and it is also an inevitable demand for social development. However, there are many bottlenecks in the current school reform process, which restricts the reform of higher vocational colleges. This has led to far less than expected results. Therefore, it is very necessary to recognize the real dilemma and explore relevant development strategies.

1. Introduction

The "Decision on Accelerating the Development of Modern Vocational Education" issued by the State Council clearly states that "exploring the development of joint-stock systems and mixed-ownership vocational colleges allows for the participation of capital, knowledge, technology, management and other factors in running schools and enjoying corresponding rights." Deepen the reform of the system and mechanism, and stimulate the vitality of vocational education. At the same time, this is also the sign that "mixed ownership" has officially moved from the economic field into the field of education. The first thing to do is to explore the mixed ownership of vocational education. This is not only an extension of the expansion of mixed ownership, but also a breakthrough in the school system and school philosophy. However, the results achieved in the actual process are not satisfactory, and we should conduct more in-depth research and exploration.

2. The Realistic Dilemma of Mixed Ownership in Higher Vocational Colleges

Mixed ownership is a reform and innovation in the field of vocational education, and it is the development needs of higher vocational colleges. As far as the current situation is concerned, there are many difficulties in the reform process [2].

2.1 Problems in running a school

For a long time, higher vocational colleges have been influenced by the traditional concept of running a school. The concept of non-public and private development has been deeply rooted in the hearts of the people. The mixed ownership system is funded by the capital of different ownership systems. It is precisely to break through the traditional ideas and bring new opportunities for the

development of higher vocational colleges. Influenced by the traditional concept of running a school, public colleges and universities hope to promote the development of education and teaching through mixed ownership reform, but at the same time worry that they will be weakened by their own control capabilities. Private colleges are also worried that they will lose control of the school because of reforms. It can be seen that breakthroughs in non-public and private thinking and the breaking of the traditional single school-running system still need to be resolved. This is an important step in promoting the reform of mixed ownership in higher vocational colleges.

The reform of the mixed ownership system in higher vocational colleges is an unprecedented new exploration. How to plan, how to proceed, and the prospects for reform are the focus of attention. Among them, the following aspects are more important, the basic direction of reform and development of mixed-ownership schools in higher vocational colleges; the property rights structure, investment income and high of mixed-owned ownership schools in the two higher vocational colleges The property rights protection system of vocational colleges; the implementation mode and reform degree of mixed ownership in the three higher vocational colleges. These are urgently needed for theoretical researchers to conduct in-depth analysis.

2.2 School system

The mechanism of mixed ownership system in higher vocational colleges is not mature enough. First of all, it is not clear that the legal person attributes of the mixed vocational colleges are unclear, which determines the status and treatment of the organization and its members. The current law does not have clear provisions on the legal personality of mixed-ownership institutions. In addition, the ownership of property rights is still unclear. The participation of a variety of ownership capital involves the circulation and trading of property rights. The transfer of capital and the flow of production factors require clear institutional guarantees. Finally, there are some problems with how the governance mechanism is more diversified. The diversification of investment entities means that higher vocational colleges cannot be carried out in a single mode like the traditional school-running model. How to maintain the balance of power of all parties' capital, how to divide responsibilities, and how to benefit each other are urgent problems to be solved.

The above are several important aspects of the problems in the process of running a mixed ownership system in higher vocational colleges. As far as the current situation is concerned, the relevant reforms in higher vocational colleges need to formulate more appropriate development strategies and solve a series of problems in the course of practice.

3. Related development strategies to solve the real dilemma

To break through the bottleneck of mixed ownership reform, we must grasp the following basic core requirements: focus on cultivating high-quality talents, and focus on solving the three basic problems of the nature of running a school, the relationship of property rights and the structure of governance.

3.1 Mixed Ownership Higher Vocational Colleges Should Pay Attention to the Quality of Talent Cultivation

Two or more entities of different natures will invest tangible assets or intangible assets in higher vocational colleges, jointly run schools, and diversify their property rights. This is a major feature of mixed ownership. Under this circumstance, we must clearly understand that the first step is to integrate state-owned capital with non-public capital. Secondly, all parties involved should enjoy the corresponding other rights such as equity, and more importantly, we must be soberly It is

recognized that the purpose of encouraging the state to encourage social capital to participate in higher vocational colleges is to stimulate the vitality of running a school and improve the quality of professional and technical personnel.

In the current environment, due to the lack of relevant policies, when social capital participates in cooperation, it will naturally worry that its rights and interests cannot be guaranteed. Therefore, if you want to mobilize the enthusiasm and determination of enterprises to participate in higher vocational education, it is necessary to carry out corresponding institutional innovations. The role of social capital in running education plays a positive role. As long as it is conducive to cultivating more outstanding professional and technical personnel, any form of mixed ownership education can be tried.

The mixed ownership system in higher vocational colleges can promote the improvement of the internal governance structure of the institutions, establish a more scientific and modern institution system, and can avoid improper government intervention to a certain extent. The implementation of the mixed ownership policy is conducive to more comprehensive and in-depth cooperation and development between various social capitals and schools. The involvement of various capitals can also help higher vocational colleges integrate various social resources, which in turn attracts more social capital to participate in higher vocational education. The most important thing is that the social capital investment can bring forward the frontier knowledge and technology of the industry enterprises. Integrating these into the education and teaching can greatly promote the high-quality training of talents in higher vocational colleges.

3.2 Solving the Countermeasures to Develop the Main Problems in the Running of Mixed Ownership Higher Vocational Colleges

The first is to clearly define the nature of running a vocational college. Mixed ownership higher vocational colleges are neither purely private colleges nor full public institutions. Due to the participation of social capital, the legality of the legal person is unknown, which may lead to the school not enjoying the relevant preferential policies. At the same time, it is suspected that there is a loss of state-owned assets in the running of mixed-ownership vocational colleges. Therefore, with regard to the existence of this problem, several suggestions are put forward here: after the reform of the ownership system, the higher vocational colleges should re-register the identity, the for-profit institutions should be registered as corporate legal persons, and the non-profit institutions should be registered. For the non-profit reform of higher vocational colleges, because of the different proportion of state-owned assets, they can be divided into public or private enterprises, enjoying the same legal status and various policies as traditional public institutions.

The second is to clearly distinguish the ownership of ownership in higher vocational colleges. The participation of social capital generally has the idea of gaining a win-win situation in both public welfare and asset income. The public welfare and non-profit of higher vocational education cannot allow social capital to get paid directly from mixed ownership. Under such a contradictory state, it is necessary to clarify the method of obtaining social capital interest claims as soon as possible. For example, local governments and education departments can issue relevant regulations to enable social capital to obtain income from school balances after school reform. At the same time, we must also define the property rights of higher vocational colleges, clarify the ownership of property rights, evaluate the various assets of the school, clarify the hardware capital, intellectual capital and human capital, avoid the loss of state-owned assets, and mobilize the enthusiasm of social capital. The change in property rights provides relevant basis. After that, we must establish a fair and orderly platform that facilitates the transfer of capital and the flow of production factors, so that the capital and interests of all investors can be efficiently transferred.

The third is to solve the governance structure of mixed ownership institutions. The reform of mixed ownership higher vocational colleges is a complicated project. For some related issues of governance structure, the government and the main body of the school are actively explored to accumulate experience. First of all, we must realize that the capital investment of different ownership systems is not necessarily the same in the reform of colleges and universities. It can be divided into mixed-ownership institutions with public ownership or non-public ownership. Secondly, capital of different ownership can be Schools can be run at different levels. For example, at the school level, they can also run schools at the secondary level. In the end, the core purpose of mixed ownership is to stimulate the vitality of public vocational colleges [2].

3.3 The practice form of mixed ownership of higher vocational colleges

All along, the focus of education in higher vocational colleges is at the local level. The reform of mixed ownership is not a one-step process. The system is complex and the process is cumbersome. Therefore, the support and exploration of local governments are urgently needed, and the actual situation after all aspects of practice is accumulated. Valuable experience in policies and regulations.

A major task of the reform of mixed ownership higher vocational colleges is to stimulate the vitality of running schools. Judging from the current status of national education policy and local higher vocational education, the reform of running schools with mixed ownership in higher vocational colleges can mainly take the following forms: the introduction of social capital into public higher vocational colleges and the introduction of state-owned capital into private higher vocational schools. Colleges and universities and different ownership capitals jointly invest in the construction of new higher vocational colleges [3].

If social capital can be smoothly introduced into public higher vocational colleges, it can achieve the purpose of stimulating the vitality of running public higher vocational colleges. Under this circumstance, public ownership is the mainstay, supplemented by social capital. It has the advantages of not changing the nature of the original school, still being public ownership, the school still enjoys certain government preferential policies, and the teacher's identity may not change. However, there may still be many deficiencies such as the ambiguity of property rights, the loss of state-owned capital, and the loss of discourse power in social capital concerns. For the solution of these problems, we need to explore more detailed and in-depth forms of school implementation. As far as the current development of higher vocational colleges is concerned, there are mainly the following centralized implementation forms: (1) Public higher vocational colleges attract social capital to run schools, and mix at different levels of colleges and universities, that is, not only at the school level but also at the level of secondary colleges. Most are at the secondary level. The state encourages social capital to invest in the hardware resources of colleges and universities, and also supports public institutions to hand over certain professions to social capital for running schools and establish secondary colleges with mixed ownership. (2) Public higher vocational colleges directly reform and become mixed-ownership institutions. For public higher vocational colleges that have difficulties in running the school, they can refer to the relevant measures for enterprise restructuring, clear the assets of public institutions, and assign them to the teachers and managers of the corresponding shares, so that the faculty and staff can participate in the management of the school. Obtain a certain income and improve the investment system, management system and operational mechanism of higher vocational colleges after the reform. (3) Hand over the private colleges with weak educational ability to the public vocational colleges. For some private higher vocational colleges with difficulties in running schools and poor management, the assets of colleges and universities can be liquidated, hardware assets are invested in public

institutions, and the management of the schools is divided according to the proportion of shares. The original public institutions of the public institutions remain unchanged. The equity remains unchanged.

In addition, the introduction of state-owned capital into private institutions is based on social capital, supplemented by public ownership capital, with the advantages of clear property rights, flexible mechanisms and high enthusiasm for running schools. However, there are also a series of related issues that are unclear in the nature of running a school, lack of laws and regulations, and the identity of the original faculty and staff. There are mainly the following implementation forms for this: (1) Local governments, public higher vocational colleges and enterprises jointly run schools. The local government is familiar with the industrial development and needs of the region, and can use the capital such as land to participate in shares. The public higher vocational colleges can acquire the soft power capital of teachers, talent management and patent knowledge, while the enterprises can provide production equipment, etc. The cooperation of hardware facilities, such mutual cooperation can allow all parties to capital to play their respective advantages, not only can achieve a win-win situation, but also greatly stimulate the enthusiasm of running a school. (2) Local undergraduate colleges, higher vocational colleges and enterprises jointly run schools. Undergraduate colleges have the scientific system of professional knowledge to focus on theoretical teaching, vocational colleges have the advantage of vocational practice teaching, and enterprises can participate in the relevant process of personnel training, the three are interrelated and mutually beneficial. (3) Higher vocational colleges carry out international development, cooperate with foreign vocational education institutions, learn the excellent experience of foreign related education work, and cultivate excellent professional talents for China's "Belt and Road" strategy [4].

4. Conclusions

Mixed education reform in higher vocational colleges is the general trend and the inevitable demand of social development. Although the development at this stage is not perfect enough, with the continuous exploration of educators and the adoption of scientific development countermeasures, it is inevitable that mixed ownership will be run. The reforms have achieved the results we expect.

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