

# Research on the Influence of Fiscal and Tax Incentive Policies on School-Enterprise Cooperation Investment of Industry-Education Integrated Enterprises

Feng Li<sup>1</sup> and Yinjia Miao<sup>2</sup>

<sup>1</sup>Chongqing Vocational College of Commerce, Chongqing, 401331, China

<sup>2</sup>Chongqing Vocational College of Electronic Engineering, Chongqing, 401331, China

## Abstract

With the continuous development of The Times, the social economy is also developing rapidly, and also put forward higher requirements for all aspects of talents. As an important way of talent training, school-enterprise cooperation plays an irreplaceable role in the development of industry-education integrated enterprises. For government departments, reasonable fiscal and tax policies should be formulated to encourage industry-education integrated enterprises to increase their investment in school-enterprise cooperation. Based on this, this paper conducts an in-depth research on the impact of fiscal and tax incentive policies on the school-enterprise cooperation investment of industry-education integrated enterprises.

## Keywords

Industry-education Integration Enterprises; Fiscal and Tax Incentive Policies; School-Enterprise Cooperation.

## 1. Introduction

School-enterprise cooperation of industry-education integrated enterprises is a very complex systematic engineering, with many characteristics such as multiple subjects and complex relations. It includes not only core stakeholders such as enterprises, schools and the government, but also many stakeholders such as industry associations, the public, enterprise employees, students and teachers. In addition, the school-enterprise cooperation of the industry-education integrated enterprises urgently needs the support and guidance of the government departments, and the fiscal and tax incentive policies are the most effective and important measures. When the government departments introduce and implement the fiscal and tax incentive policies, they will have different degrees of influence on the stakeholders of the school-enterprise cooperation. Therefore, for the industry-education integration enterprises, how to give full play to the incentive role of fiscal and tax policies, and pay attention to improving the quality of school-enterprise cooperation, has a very important practical value.

## 2. Overview of School-enterprise Cooperation

The so-called "school-enterprise cooperation" mainly refers to the cooperation mode jointly created by enterprises and schools. At the present stage, social competition is becoming more and more fierce, and the same is true in the education industry. In order to seek better development, all kinds of vocational colleges pay strict attention to the quality of education, adopt the form of mutual cooperation with enterprises, focus on improving the pertinence of talent training in strong enterprises, and pay attention to the effectiveness and practicality of talents. The essence of school-enterprise cooperation is a "win-win" form that attaches great importance to enterprise practice and school learning, the efficiency of talent training, and the

information resource sharing between enterprises and school enterprises. School-enterprise cooperation highly meets the basic needs of social development, connects with the market, establishes a cooperative relationship with enterprises, and realizes the organic combination of theory and practice.

### **3. Impact of Fiscal and Tax Incentive Policies on School-Enterprise Cooperation and Investment in Integrated Industry-Education Enterprises**

On the one hand, fiscal and tax incentive policies are conducive to promoting industry-education integrated enterprises to actively participate in school-enterprise cooperation. Under the premise of the current public fiscal policy, the government departments play various roles, and assume important responsibilities in social progress, public management, macro-control and other aspects, so they also cannot lack the supporting role of finance and taxation. Under the guidance and role of fiscal and tax incentive policies, it can not only promote the development of social economy to a large extent, but also properly deal with the various problems encountered by people in their daily life and work. As an important measure of national macro-control, fiscal and tax incentive policies play an important role in guiding and promoting the development of society towards a healthy direction. At the present stage, the main direction of the reform and innovation of the national finance management is to establish a collective financial system consistent with the socialist market economic system, and the national fiscal policy implemented can effectively meet the social and public demand. On this basis, public economics has replaced the modern finance science. Compared with the previous implementation concept of fiscal and tax incentive policies, it has also been extended and developed to a greater extent. At present, the fiscal and tax incentive policies implemented by our country include not only the financial advances of government departments, but also all aspects of social life. Actively carrying out school-enterprise cooperation is a key strategic measure for a certain region or country to achieve "fast and good" development. Contemporary social development has an urgent need for high-end technology. Therefore, the training of high-end talents should be taken as the main support object of fiscal and tax incentive policies. Specifically, only if the fiscal and tax incentive policies can be deeply integrated into the economic and social development, the comprehensive coverage of the fiscal and tax incentive policies can be realized, and the integrated industry and education enterprises can be better promoted to participate in school-enterprise cooperation.

On the other hand, fiscal and tax incentive policies are conducive to promoting the development of school-enterprise cooperation and optimizing the social talent structure. School-enterprise cooperation plays an irreplaceable role in the training process of high-level skilled personnel. Taking the socialist modernization construction as the fundamental goal, it promotes the national development model from rough to high-quality, and stores professional talents who master professional theoretical knowledge and rich practical experience. This needs to be adjusted by scientific and effective macroeconomic policies. At the same time, it should ensure the sustainability of policy supply and establish a long-term policy support system. In the national fiscal and tax incentive policy, the medium-and long-term system assignment fully meets the needs of industry-education integrated enterprises to participate in school-enterprise cooperation. The strong "external effect" has an effect on the school-enterprise cooperation, so it cannot realize the efficient allocation of various resources under the market mechanism. At this time, the government departments need to intervene scientifically in the way of public policy. For the macro-control, the most effective measure is the fiscal and tax incentive policies, which play a huge guiding role in the financial structure and expenditure. Structural tax system arrangement, tax adjustment level and other factors will greatly affect the

individuals in the microeconomic environment in all kinds of economic activities. For education integration enterprises to participate in school-enterprise cooperation, although will have the influence of the micro economic regulation, but under the action of the endogenous guiding function, under the guidance of fiscal and tax incentives, incentive policies, improve the stability of the relevant policies, improve the expectations of integration enterprise, and establish a stable, long-term school-enterprise cooperation development strategy. Therefore, the adjustment of school-enterprise cooperation of industry-education integrated enterprises through fiscal and tax incentive policies can strengthen the practicality of various policies, promote the high-quality development of school-enterprise cooperation, and optimize the current social talent system structure to a large extent to meet the development needs of industry-education integrated enterprises.

#### **4. Foreign Fiscal and Tax Incentive Policies for Reference**

In the process of encouraging enterprises to participate in school-enterprise cooperation, foreign countries usually follow the basic principle of "who benefits, who contributes", through the design of the corresponding enterprise fiscal and tax systems, and constantly improve the enthusiasm of enterprises to participate in school-enterprise cooperation.

First of all, the policy to guarantee the amount of school-enterprise cooperation funds. In foreign countries, the cost of school-enterprise cooperation is not entirely provided by the government departments, but a large proportion is provided by the enterprises themselves. For example, in July 1990, the Australian government specified that employers with annual revenues of over A\$226,000 needed to use 1% of their salary budget for staff training activities; in June 1991, this proportion was adjusted to 1.5%. As long as the employer does not meet the minimum requirements, the employer should pay the difference to the state according to law. In Germany, training and non-training enterprises should regularly pay the training fund, often based on the percentage of the total staff salary, usually within the range of 0.6% -9.2%; and then, the state will coordinate the funds, mainly used to promote school-enterprise cooperation. Secondly, formulate tax incentive policies for school-enterprise cooperation through legislation. From the perspective of tax incentives, the incentive policies of each country are also completely different. For example, the Australian government enacted the Appropriations (Technology and Continuing Education Funding) Act and the Vocational Education and Training Funding Act in 1989 and 1992, respectively. According to the specific content of the Training Guarantee Law (Amendment), the corresponding amount of tax can be reduced if the enterprise invests more than 5% of the total salary of the annual employee. In Germany, in order to encourage enterprises to participate in school-enterprise cooperation, a number of preferential tax policies are formulated, and all the expenses used by enterprises for education are listed as the cost.

Finally, financial compensation is directly provided for the cost of enterprises invested in school-enterprise cooperation. Under the premise of tax incentives, countries also provide corresponding direct compensation for the cost of investment in school-enterprise cooperation. For example, in Germany, if enterprises conduct vocational training, they can also apply for the corresponding amount of subsidies; the Enterprise Basic Law and the Federal Vocational Education Law clearly stipulate that enterprises participating in school-enterprise cooperation can usually receive 50% to 80% of their investment subsidies.

## **5. We Will Improve Fiscal and Tax Incentive Policies, and Encourage Industry-Education Integrated Enterprises to Increase Investment in School-Enterprise Cooperation**

### **5.1. Further Increase Support for Preferential Policies**

Government departments should further increase the support of preferential policies, focusing on strengthening the enthusiasm and initiative of industry-education integrated enterprises to participate in school-enterprise cooperation. First, government departments need to promptly formulate perfect implementation rules, fully implement the policies and guidelines related to school-enterprise cooperation issued by the central government, so that school-enterprise cooperation has higher feasibility and clear goals and tasks. Second, education departments should cooperate with PICC, tax and finance related units to jointly negotiate and formulate mature policy mechanisms for school-enterprise cooperation. Based on the actual situation of university-enterprise cooperation, from the perspective of legislation to determine the obligations, rights, role and status, standardize the behavior of the parties, enhance the cooperation initiative, protect the legitimate interests of the parties, promote the cooperation standardization and legalization, create a good external environment for university-enterprise cooperation, ensure the full implementation of university-enterprise cooperation incentive policy. Third, we should constantly optimize the fiscal and tax incentive policies on school-enterprise cooperation, and support and guide industry-education integrated enterprises to cooperate with schools and educate people together. Fourth, establish the "special support fund for school-enterprise cooperation", jointly funded by the government and the society, to support the construction of engineer training centers, public training bases and other cooperation platforms.

### **5.2. Fully Mobilize the Enthusiasm of Enterprises for Cooperation**

In order to comprehensively improve the enthusiasm of industry-education integration enterprises to participate in school-enterprise cooperation, we should first arouse the enthusiasm of enterprises for participation. In this regard, it is difficult to rely only on the financial allocation of government departments; some government leaders mistakenly believe that some industry-education integration enterprises have a low enthusiasm for participation, mainly because the government's economic measures are not in place, only need to give more funds to enterprises, their enthusiasm for participation will naturally increase. However, after the government implemented the project funding support policy, the enthusiasm of industry-education integration enterprises has not been greatly improved. When optimizing the fiscal and tax incentive policies, it is necessary to pay attention to the participation degree of the enterprise itself, and even include the initiative of the enterprise. If the enterprise is in a completely passive state, its reliability will be seriously affected in the specific work process. For the above improvement, the water pumping policy may be considered. The so-called "water pumping policy" mainly refers to the fiscal and tax policies adopted in case of economic changes. This method can effectively solve the passive situation of enterprises in school-enterprise cooperation. On the basis of the spontaneous mechanism of the market economy, a specific amount of funds is invested in the public form to achieve the policy goal of self-recovery. Just like the water in a well is poured into some water before pressing out more water, the basic principle is the same as the water pumping policy. In the process of improving the enthusiasm of industry-education integration enterprises, the principle of economics can also be borrowed. In formulating fiscal and tax incentive policies, we need to design reasonable water-pumping policies and give financial and tax incentives to enterprises, which can encourage more enterprises integrating industry and education to participate in school-enterprise cooperation.

### 5.3. Build a Community of School-Enterprise Cooperation and Interests

For industry-education integration enterprises, even though the current fiscal and tax incentive policies are large, they do not have much impact on the profits of industry-education integration enterprises; most enterprises do not fully understand the relevant incentive policies, which seriously affects their enthusiasm to participate in school-enterprise cooperation. This has also spawned a number of intermediary enterprises specializing in school-enterprise cooperation, and these enterprises provide systematic solutions for schools, so that the school is no longer troubled by the complex process of school-enterprise cooperation, and greatly improve the efficiency of school-enterprise cooperation. However, most of such intermediary enterprises are service-oriented enterprises, which are very different from the production enterprises required by school-enterprise cooperation. Some intermediary enterprises only create a simulated production environment, and students cannot fundamentally experience the culture and atmosphere of production-oriented enterprises, resulting in the low quality of school-enterprise cooperation. Therefore, it is necessary to build a community of interests of school-enterprise cooperation, give full play to the production advantages of enterprises and the policy advantages of schools as much as possible, and promote the orderly "implementation" of the fiscal and tax incentive policies formulated by the government. In the future, when formulating incentive policies, industry and education integration enterprises should be taken as the key support object to further improve the efficiency and quality of school-enterprise cooperation.

### 5.4. Constantly Optimize the Compensation Mechanism

Our country's school-enterprise cooperation development is relatively late, and most of the teaching plans are lagging behind. The conformist teaching mode seriously deviates from the pursuit of the industry-education integration enterprises to maximize the benefits, resulting in the industry-education integration enterprises are unwilling to actively participate in the school-enterprise cooperation. Government departments need to fully consider the interests of all aspects, develop to improve the participation enthusiasm support reward mechanism, optimize the compensation mechanism, make the integration enterprise in school-enterprise cooperation can obtain government support, realize social benefits and economic benefits of "win-win", and promote the development of university-enterprise cooperation.

## 6. Conclusion

To sum up, for industry-education integration enterprises, strengthening school-enterprise cooperation plays an extremely important role. It is found that fiscal and tax incentive policies have a positive impact on the school-enterprise cooperation investment of industry-education integration enterprises. In the new era environment, the government should actively refer to the successful experience of foreign, take further intensify preferential policy support, fully mobilize the cooperation enthusiasm of enterprises, construct enterprise cooperation interest community, constantly optimize the compensation mechanism, improve the fiscal and tax incentive policy, to promote the integration enterprises increase investment in school-enterprise cooperation.

## Acknowledgments

**[Fund Project]** 2020 Chongqing Municipal Education Commission Education Reform Project "Research on the Influence of Fiscal Incentive Policies on School-Enterprise Cooperation Investment of Industry and Education Integration Enterprises", No.202656; 2021 Humanities and Social Sciences Research Project "Influence of Fiscal and Tax Support in Encouraging Enterprises to fulfill the Social Responsibility of Vocational Education", No.21SKGH338.

## References

- [1] Song Wei. Path analysis of resource transformation of vocational college skills competition in industry-education integration and school-enterprise cooperation [J]. Intelligence, 2022 (31): 197-200.
- [2] Lanjie, Yang Zhenzhen. -- is based on the comparison of provincial policies [J]. Contemporary vocational Education, 2022 (03): 28-35.
- [3] Wang Zhaohua, Xu Shijian. -- based on NVivo [J]. Vocational and Technical Education, 2019,40 (18): 48-53.
- [4] Guo Jianru. -- System analysis of the institutional acquisition of higher vocational education resources in Zhejiang Province [J]. Research in Higher Education, 2015,36 (10): 56-63.