

# Study on the Dilemma of Stakeholder Cooperation in Modern Apprenticeship

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## Abstract

The government (prefecture level city), industry system, enterprises and vocational colleges are the main stakeholders of modern apprenticeship, but there are difficulties in their cooperative participation in modern apprenticeship, which hinders the effective development of modern apprenticeship. This paper studies the dilemma of government (prefecture level city), industry system, enterprises and vocational colleges to participate in the modern apprenticeship, which provides an important theoretical and practical basis for promoting the Modern apprenticeship.

## Keywords

Modern Apprenticeship; Stakeholders; Cooperation Dilemma.

## 1. Introduction

At present, the modern apprenticeship system has entered the promotion stage, and has achieved good results from the pilot to the normal. However, the stakeholders, namely the government (prefecture level city), industry system, enterprises and vocational colleges, are also facing some practical difficulties and problems.

## 2. Difficulties of Government (Prefecture Level Cities) Participating in Cooperation

### 2.1. The Policy Environment for Modern Apprenticeship has not Yet Formed

The system to guarantee and promote the effective operation of modern apprenticeship is not perfect. The lack of incentive and restraint mechanism for enterprises and the lack of motivation for enterprises to participate in modern apprenticeship. The legal status of apprentices is not clearly defined, and the legal status, allowance and safety responsibility of apprentices are not clearly defined.

### 2.2. The Current Preferential Policies are not Attractive Enough for the Pilot Enterprises

According to the current tax law of the state, the reasonable expenditure related to the income actually incurred by the enterprise for receiving students' internship, as well as the staff education expenses incurred by the enterprise, shall be deducted from the calculation of taxable income according to law. However, from the actual situation, there is still a big gap between the preferential benefits enjoyed by enterprises through the policy and the cost of training apprentices.

### 2.3. Local Funds can not Meet the Needs of Pilot Work

In order to carry out the modern apprenticeship education model reform, we need to give a certain scale of funding support. From the actual situation of pilot operation, local investment can only maintain small-scale and short-term pilot work. Especially in the past two years, a huge amount of funds have been invested in the construction of Jilin Vocational Education

Industrial Park. It is difficult to meet the needs of funds if we want to fully implement the modern apprenticeship system in the professional fields with strong practicality and technology in vocational schools.

#### **2.4. The Running Mode of Vocational Schools is Restricted by Policy**

Compared with basic education school, vocational school has its particularity. At present, the State advocates promoting the integration of production and education, and the establishment of non-profit internship enterprises in vocational schools is an indispensable supplement to the deep integration of production and education. However, at present, the relevant departments of the state have no specific policies to promote the implementation, or there are still some policy barriers. The path of vocational schools to set up non-profit enterprises is not smooth. At present, the local government, at least at the municipal level, cannot break through.

#### **2.5. There is a High Rate of Apprenticeship Turnover, and There is no Corresponding Legal Policy to Restrict it**

Contemporary young apprentices have a weak sense of integrity. After receiving the training of modern apprenticeship, they are vulnerable to external temptation to change jobs and do not abide by the service agreement signed with the enterprise before. And when leaving, most of them do not follow the turnover process, but choose to leave directly. For enterprises, it is difficult to accept it, which greatly reduces the enthusiasm of enterprises to invest in modern apprenticeship.

### **3. Dilemma of Industry System Participation and Cooperation**

#### **3.1. In Some Industries, Production is Limited and Enrollment is Difficult**

Taking the coal industry as an example, due to the limited production of the industry, it is difficult to recruit students. However, with the rise in coal prices, the industry is gradually warming up, and there is still room for demand for skilled personnel in coal mining enterprises. How to effectively improve the quality of personnel training and meet the needs of enterprises through modern apprenticeship training is an urgent problem to be solved.

#### **3.2. The Recognition of Modern Apprenticeship in Some Industries is not High**

For a long time, the thought of valuing general education, neglecting vocational education and emphasizing theory and application has occupied the mainstream, and the social identity of apprentices is relatively low. Students, parents and society are lack of deep understanding of modern apprenticeship, and think that participating in modern apprenticeship is not school, and there are prejudice and conflict against modern apprenticeship.

#### **3.3. The "Blue Collar" have not been Given Due Respect in Society**

The "blue collar" group has low social recognition and can not be treated correctly. In addition, the working environment of skilled talents is usually not superior, and the skilled talents' job satisfaction is also low, which leads to that the major of modern apprenticeship pilot is not favored by students and recruitment is difficult.

### **4. Difficulties of Enterprises Participating in Cooperation**

#### **4.1. It is Difficult to Implement the Tax Relief Policy**

It is difficult to implement the tax relief policy that enterprises should enjoy when training apprentices. The tax reduction and exemption policy that enterprises should enjoy when accepting apprentices is still lack of specific implementation rules, which affects the enthusiasm of some enterprises to participate in the pilot work of modern apprenticeship.

#### **4.2. The Understanding of the Essence of Modern Apprenticeship is not Deep Enough**

Some enterprises simply understand modern apprenticeship as school enterprise cooperation, lack of in-depth research on modern apprenticeship, and fail to grasp the "dual" characteristics of modern apprenticeship. Modern apprenticeship requires that schools and enterprises jointly educate people and share responsibilities. Not all school enterprise cooperation is modern apprenticeship.

#### **4.3. The Problem of Capital Cost Sharing Needs to be Solved**

The cost sharing problem of modern apprenticeship needs to be solved. In modern apprenticeship, the cost that enterprises need to bear is not low, which undoubtedly brings certain cost pressure to enterprises (especially small and medium-sized enterprises) to carry out modern apprenticeship.

#### **4.4. Some Enterprises are Afraid of Difficulties, and it is Difficult to See the Input-output Ratio in a Short Time**

The purpose of modern apprenticeship is to train professional skills of apprenticeship in real training environment. Whether it is the construction of training environment, the introduction of training equipment or the training of training teachers, all need to invest a huge amount of money. However, training is a long-term investment and can not see the timely income and return. The enterprise investment is too large to bear, which will also be a difficult problem for many enterprises to implement modern apprenticeship.

#### **4.5. The Enthusiasm of Enterprises Needs to be Improved**

On the one hand, some enterprises lack the strategic consciousness of reserving reserve talents. They attach importance to the recruitment of skilled talents, but neglect the cultivation. They often fail to respond enthusiastically to the cooperation willingness and cooperation behavior of the school. On the other hand, enterprises are value oriented, facing the fierce competition in the market, and it is difficult to continue the cooperation with the school work. In order to consider the immediate interests and undertake the pilot work of modern apprenticeship, it is necessary to arrange internship positions for apprentices, provide tutors for apprentices, and pay corresponding salaries for students to live in, which increases the direct cost. However, the apprentices trained by consuming human, material and financial resources are likely to lose after the contract expires, which increases the indirect cost. In addition to the industry leading enterprises which have a large demand for applied technical talents, the majority of small and medium-sized enterprises generally "have more heart than strength" to participate in modern apprenticeship education, and lack of high, sustained and stable investment. At the same time, the guiding role of industry associations has not been fully played.

#### **4.6. Some Enterprises are Unable to Implement the Master Subsidy**

The pilot work of modern apprenticeship is the basic system to promote the integration of production and education, and to speed up the cultivation of talents in short supply in enterprises. Part time teaching for enterprise managers and technicians has become the norm. However, in the actual process of pilot work, with the fluctuation of the market, the understanding of enterprises is not in place, which leads to the failure to implement the subsidy for these personnel. Teachers' enthusiasm for participation is not high, and the quality of teaching can not be guaranteed.

#### **4.7. Sometimes it is Difficult to Synchronize the Production Process of Enterprises with the Teaching Implementation Regulations of Schools**

When the enterprise can arrange apprentices to enter the enterprise, the school can not send them. When the enterprise is not good at arranging the apprentices into the enterprise, the school hopes to send them into the enterprise. And student apprentices in the enterprise work practice time is intermittent, the enterprise is not easy to vacate the post to apprentice students, and before long, they have to spend a lot of energy to arrange people to fill the post vacancy after the students leave, which brings great burden to the enterprise management.

#### **4.8. There is no Surplus or Shortage of Enterprise Personnel, Which Will Objectively Affect the Apprenticeship Training**

China has entered the era of human resources shortage. The normal production of enterprise personnel are insufficient, and there will be no surplus. Enterprise personnel work under great pressure, which often leads to the phenomenon that they are unable to guide their apprentices and affect the cultivation of apprentices.

### **5. Difficulties in Cooperation of Vocational Colleges**

#### **5.1. The Mode of Running a School is Restricted by Policy**

The running mode of vocational schools is restricted by policy. Compared with basic education school, vocational school has its particularity. At present, the State advocates promoting the integration of production and education, and the establishment of non-profit internship enterprises in vocational schools is an indispensable supplement to the deep integration of production and education. However, at present, the relevant departments of the state have no specific policies to promote the implementation, or there are still some policy barriers. The path of vocational schools to set up non-profit enterprises is not smooth. At present, the local government, at least at the municipal level, cannot break through.

#### **5.2. The Relevant Theoretical Understanding Needs to be Further Improved**

In the process of promotion, we found that a small number of front-line personnel have a relatively vague understanding of modern apprenticeship. For example, what is the difference between apprenticeship and modern apprenticeship? What is the core of modern apprenticeship? Is it teaching mode, talent training mode or teaching concept? Is its purpose only focusing on ability training? Promotion of modern apprenticeship and school enterprise cooperation, integration of industry and education, and so on what kind of relationship is the order training? And so on, we need to further organize the study and clear understanding in the future, so as to ensure the scientific and legal practice.

#### **5.3. Some Pilot Schools are Afraid of Difficulties**

Based on the effective promotion of modern apprenticeship, many conditions are needed. Some pilot universities retreat from difficulties, have a wait-and-see attitude, and have a weak sense of actively doing something and creatively solving problems. Some pilot enterprises are passive in the aspects of school enterprise association and education, lack of regular communication with schools, and the construction of talent cost sharing mechanism It is weak. The enthusiasm of some pilot enterprises to actively participate in the construction of professional curriculum system, the reform of professional teaching content and the development of teaching materials is not high, and the practical advantages have not been brought into full play.

#### **5.4. "Double Tutor" Team Needs to be Strengthened**

The school tutors have weak practical experience, less time for tracking apprenticeship practice, and insufficient time for guiding students to combine practice with theory and stabilize

students' practice status. There are few high-level "double qualified" teachers in secondary vocational schools. Although the proportion of "double qualified" teachers in secondary vocational schools in our city reaches 94.06%, due to the lack of authoritative standards and methods for the identification of "double qualified" teachers, the practical ability of teachers still needs to be further improved. In addition, most of the teachers in the enterprises have not received special education and teaching training, the ability and level of tutoring students are limited, the teaching and scientific research ability is weak, and the ability of effective technology and management docking with enterprises is lacking, and the quality of talent training can not be effectively guaranteed.

### **5.5. The Process of Enrollment and Employment Integration Needs to be Strengthened, and the Implementation of Enrollment and Recruitment is Difficult**

Recruitment is difficult to implement. The modern apprenticeship system is still in the pilot stage. At present, students are mainly selected from sophomores to participate in apprenticeship study. The employees recruited by enterprises can not be directly changed into students of higher vocational colleges, and the problem of student status cannot be solved. Under the current enrollment policy, higher vocational colleges can't recruit students independently, and enterprises in key pillar industries and emerging industries that can't recruit employees who have reached the level of secondary vocational schools, secondary vocational schools and technical schools can't recruit a certain number of ordinary full-time enrollment plans in higher vocational colleges, so it's difficult to realize recruitment that is to recruit students.

### **5.6. Lack of Corresponding Apprenticeship Teaching Materials, The Course Content is not Detailed Enough**

Due to the high confidentiality requirements of typical post technology in pilot enterprises, the cooperative development of teaching materials by both schools and enterprises can not be realized. The investigation and analysis of typical tasks of typical jobs in enterprises can not be realized. Combining with the requirements of production tasks and post capacity of enterprises, it is difficult to develop corresponding project task courses and compile teaching materials.

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