

Research on the "Government-led, Project-driven, Platform-Supported" Military-civilian Collaborative Education System and Mechanism

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Abstract. Aiming at the outstanding problems of scattered projects, scattered systems, and incomplete mechanisms in the process of military-civilian integration and collaborative education, taking military-civilian collaborative education as the research object, the security system is designed from the macro, meso and micro levels, and the financial guarantee, project Operation, information management and other mechanisms to ensure the long-term and high-quality operation of military-civilian integration and collaborative education.

Keywords: Military-civilian integration; Institutional mechanism; Talent co-education.

1. Introduction

The military-civilian integration development strategy is a major strategic deployment established by the Party Central Committee and the State Council in the new era, and plays an important role in leading and supporting the strategy of strengthening the country through science and technology and rejuvenating the country through science and education. The National Defense Education Law of the People's Republic of China requires that military enlightenment education be carried out in the preschool education stage, and national defense education should be carried out in primary and secondary schools and higher education. Military-civilian integration and collaborative education can rivet the national talent goal, improve the system and mechanism of national defense education, and improve the quality of education for all.

2. The current status and characteristics of military-civilian integration and collaborative education

The military-civilian integration and collaborative education have been carried out vigorously and have achieved certain results. But there are still some problems. First, the vocational enlightenment education for military personnel in primary and secondary schools is almost blank, military training and other educational resources are seriously insufficient, and the national defense education activity system is incomplete; The "demand side" does not meet the needs of preparing for war; third, the system and mechanism of directional training of non-commissioned officers has not been straightened out, there is a lack of teaching standards and system construction, military and civilian colleges cannot effectively connect and share resources, and there is a relative relationship between non-commissioned officers training colleges and universities. Closed, teaching and research cannot be fully focused, etc.; Fourth, high-quality vocational education resources in our province are almost blank in terms of serving active-duty military-related vocational education, and the promotion of military combat effectiveness and pre-retirement skills reserves is lacking; Fifth, the education, training and placement of retired military personnel The work lacks top-level design, and most of the high-quality education and training and employment and entrepreneurship resources of higher vocational education have not yet smoothly entered the field of employment and entrepreneurship services for veterans.

The existence of the above problems, to excavate the deep-level connotation, is the first problem of the system and mechanism, and the second is the problem of scientific implementation. Explore a government-led military-civilian integrated education system and implement a project-based

management model for different types of education, which will further improve the institutional environment for joint efforts to educate people, continuously improve the management level, and standardize the operation of the training model, and effectively enhance military-civilian coordination Education quality.

3. The current status and characteristics of military-civilian integration and collaborative education

In order to serve the national "military-civilian integration" strategy, implement the spirit of the State Council's "National Vocational Education Reform Implementation Plan" and Shandong Province's "Opinions on Promoting the Innovative Development of Military-Civil Integration", innovate the military-civilian joint education system and mechanism for military talents, and help the reform of the army and the world-class Army building.

3.1 is the need to implement the national military-civilian integration policies and documents.

Since 2012, the Ministry of Education, the National Defense Mobilization Department of the Military Commission, and the Political Work Department have jointly piloted the targeted training of non-commissioned officers. The Jundong [2018] No. 12 document clearly pointed out that relying on national education resources and local ordinary colleges and universities (mainly refers to higher vocational colleges) Targeted training of non-commissioned officers is an important deployment for the implementation of the internship chairman to accelerate the establishment of a military-civilian integration innovation system and build a military powerhouse. important practice.

3.2 is in line with the needs of the direction of the national vocational education reform.

In large, medium and small colleges and universities, it is necessary to equip military personnel to undertake the task of national defense education, and to enhance the national defense awareness of primary and secondary school students. The "National Vocational Education Reform Implementation Plan" just announced by the State Council clearly stated for the first time that military-related vocational education should be included in the national education system, and at the same time, the national policy on the training of sergeant students should be implemented. It is also necessary to strengthen the training and treatment of directly recruited sergeant students. It is necessary to support retired military personnel to improve their academic qualifications, and to give interviews or bonus points when participating in academic promotion examinations, to promote veterans to receive education and training, and to do a good job in the implementation of veterans' work. The non-commissioned officer training colleges make full use of the non-commissioned officer education platform to effectively integrate the multi-source resources of the military and local areas, and have made many attempts in the training of direct recruited non-commissioned officers, the training and placement of retired soldiers, and the national defense education for large, middle and primary school students.

4. Carry out the path of military-civilian collaborative education

4.1 Construct a "government-led, multi-participation" military-civilian integration collaborative education innovation center.

The military-civilian integration collaborative education innovation center is for primary and middle school students and military vocational enlightenment education, national defense education in schools at all levels, targeted training of non-commissioned officers vocational education, college pre-service education and training, active duty military vocational skills training, retired military skills training and academic qualification improvement, etc. Not-for-profit social groups, contractual cooperatives, and military human resource sharing platforms that conduct policy research and

guidance services. The military-civilian integration collaborative education innovation center is a specific system and system for organization, decision-making, supervision and other activities in practical work.

From a macro perspective, the first is to establish a military-civilian integration education center to establish a leadership system at the macro national level to coordinate national work. Its composition should include the State Council, the Central Military Commission, etc. When implementing the top-level system design, it should also be implemented in the Ministry of Education, the General Political Department of the People's Liberation Army, and leading institutions such as major military regions and provincial military regions. At the meso-level implementation level, it is first necessary to establish a leadership organization composed of local armed forces, school leaders, and military leaders to coordinate the management of military-civilian integration and collaborative education, and establish relevant working groups to coordinate and handle military-civilian integration and education work, national defense education. The daily work of training is carried out, and working institutions responsible for military, politics, culture, management, etc. are constructed in a targeted manner. From the micro-implementation level, from the perspective of students' self-education, build student unions, league branches, simulated party branches, societies and student associations to carry out national defense education self-management, national defense education propaganda work, and national defense education practice activities

Based on the center as a platform, we will carry out military-civilian integration and collaborative education in accordance with the four major modules of school national defense education, directional non-commissioned officer education, active military skill reserve, and retired military training and employment. Government-led, enterprises, schools, military and other departments participate, forming a collaborative education community with platforms as bridges, talent training as the support, and technical skills training as the carrier.

4.2 Build a "project-driven, multi-party collaboration" mechanism for military-civilian integration and collaborative education.

Give full play to the leading role of local governments, actively introduce preferential policies, and smooth various operating mechanisms.

Establish a financial guarantee mechanism. The military-civilian integration and collaborative education funds are included in the national and provincial special financial support, and the "annual financial budget is set up, and funds are raised through multiple channels. Diversified sources of funds can be appropriately explored, and measures such as "military-civilian integration special funds" are adopted to run the "center". Provide financial security.

Implement the project-driven mechanism, take talent training as the goal, take the project as the carrier, sign agreements such as project implementation orders, and organically integrate multiple functions such as directional training of non-commissioned officer education, national defense education for college students, militia reserve, education and training for retired soldiers, and dual support and joint construction. , as well as relevant hardware conditions such as non-commissioned officers' characteristic military camps and cultural venues and non-commissioned officers' quality development training bases, to jointly promote various military-civilian integration work in the field of talent training, and provide professional team support and hardware environment guarantee for the operation of the "center". Clear operating mechanism. Clarify the relationship between responsibilities and rights, enhance the sense of belonging of the members of the center, highlight the status of the main body, and standardize the cooperative behavior. Straighten out the follow-up and implementation of project implementation, system implementation and risk prevention and control in terms of responsibilities and procedures. Research and design systems to provide organization, personnel, funds and institutional guarantees for the efficient operation of the center.

Targeted training of non-commissioned officers, as a typical example of military-civilian integration and collaborative education, should establish a corresponding mechanism. The joint training mechanism carries out order training according to the actual needs of the non-commissioned

officer positions, collaboratively establishes training objectives, and formulates talent training programs to ensure seamless connection between talent training and use. Regular consultation mechanism. The college regularly conducts discussions and demonstrations with army guidance and training institutions and front-line troops on training content, skill requirements, and military and political qualities. Implement a resource sharing mechanism, and both parties share resources in terms of talent training concepts, education and teaching theories, teaching management systems, teaching teams, and teaching resources.

4.3 Develop a modular collaborative education information platform

According to the functions of military-civilian integration and collaborative education, it will be divided into four major modules: primary and secondary school students, non-commissioned officers, college students, active military personnel and retired military personnel. The research will be classified, standards will be formulated, and the top-level design of military-civilian integration and collaborative education will be strengthened. An information exchange mechanism will be established, and the two parties will conduct information communication and exchange feedback on the construction and reform of non-commissioned officers' majors, education and teaching management, and non-commissioned officers' in-school learning, growth and development. Based on the "Internet + Module" thinking, covering physical and mental quality, political performance, military skills, military records and other information, build a platform for military and civilian co-construction and sharing, government-led, coordinated by relevant departments, build information release, resource sharing, enlightenment education, A collaborative education information service platform that integrates national defense education, pre-service education, academic education, skills training, job placement, and entrepreneurial support. Build an information network system shared by both the military and the locals to provide services for national defense education and military human resource training.

5. Conclusion

The outstanding problems of scattered projects, scattered systems, and incomplete mechanisms in the process of military-civilian integration and collaborative education, based on theoretical research and current situation analysis, take military-civilian collaborative education as the research object, build a three-level management system, establish fund guarantee, resource sharing, project-driven and other mechanisms to further enhance the power of military-civilian integration and joint education to ensure the long-term and high-quality operation of military-civilian integration and joint education.

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