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The Impact of Entrepreneurial Resilience on Opportunity Identification —— The Mediating Role of Entrepreneurial Learning

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The Impact of Entrepreneurial Resilience on Opportunity Identification —— The Mediating Role of Entrepreneurial Learning

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Abstract

As market uncertainty intensifies, entrepreneurs face growing developmental challenges, and entrepreneurial resilience has become a critical capability for navigating crises and achieving counter-cyclical growth. Furthermore, the ability of entrepreneurs to accurately identify and grasp opportunities stands as a crucial factor for sustainable development. This study aims to explore the impact of entrepreneurs' entrepreneurial resilience on opportunity identification, with entrepreneurial learning serving as the mediating variable, and verifies the moderating role of environmental dynamism in this relationship. Firstly, the thesis explores the effects of the multi-dimensional aspects of entrepreneurial learning on entrepreneurs through a literature review. Secondly, it investigates the impact of entrepreneurial resilience on opportunity identification by means of entrepreneurial environment analysis, entrepreneur interviews, and questionnaire surveys. Based on social learning theory, this study examines and tests the influence of entrepreneurial resilience on opportunity identification, focusing on the mediating role of entrepreneurial learning and the moderating mechanism and boundaries set by environmental dynamism. Through an empirical study involving 344 young entrepreneurs from five entrepreneurial platforms in China, this paper arrives at the following research conclusions:

1. Entrepreneurial resilience exerts a significantly positive impact on opportunity identification.
2. Entrepreneurial learning plays a notably mediating role between entrepreneurial resilience and opportunity identification.
3. The moderating variable of environmental dynamism has a significantly positive influence on the relationship between entrepreneurial resilience and opportunity identification.
4. The moderating variable of environmental dynamism significantly and positively affects the relationship where entrepreneurial resilience influences opportunity identification through the mediating role of entrepreneurial learning.

The conclusions of this study confirm the value premise of entrepreneurial resilience for opportunity identification. Specifically, when entrepreneurs operate in environments characterized by high levels of environmental dynamism, entrepreneurial resilience exerts a more positive impact on opportunity identification through the mediating role of entrepreneurial learning.

Keywords: *Entrepreneurial Resilience; Opportunity Identification; Entrepreneurial Learning; Environmental Dynamism*

1. Introduction

As the uncertainty in the business environment intensifies and market dynamics become more pronounced, aspiring entrepreneurs are set to confront even more formidable challenges. How to identify favorable entrepreneurial opportunities amidst the current volatile market conditions and high environmental dynamism has emerged as a critical research topic (Hao, Chen et al., 2024). The entrepreneurial journey is fraught with challenges and difficulties, necessitating that entrepreneurs possess the ability to bounce back from adversity (Bernard & Barbosa, 2016). This is particularly crucial during unexpected events, such as the Sino-US trade friction. A single piece of news can send ripples across the entire economic market, introducing significant uncertainties and risks for entrepreneurial ventures. Nevertheless, amidst such an environment, numerous opportunities still abound, akin to the "darkness before dawn." For entrepreneurs to sustain operations and thrive under these circumstances, they must swiftly recover from adverse factors and proactively identify and capitalize on favorable opportunities (Xie, Jiang et al., 2025). Therefore, resilience exerts a crucial influence on entrepreneurs' opportunity identification. Fotoki (2018) posits that entrepreneurs endowed with resilience are better equipped to cope with threats and challenges posed by the business environment, thereby achieving entrepreneurial success. Resilience is regarded as a personal trait of entrepreneurs and a catalyst that spurs entrepreneurial actions (Korber & McNaughton, 2018). Consequently, entrepreneurial resilience has garnered widespread attention.

In recent years, entrepreneurial research has witnessed rapid development, with scholars exploring its causal relationships at multiple levels, including the individual, team, and organizational levels. Entrepreneurial resilience has a notable impact on entrepreneurial success, entrepreneurial intention, entrepreneurial performance, and opportunity identification (Ayala & Manzano, 2014; Korber & McNaughton, 2018). From the team perspective, the interaction between the resilience of entrepreneurial teams and adversity plays a crucial role in driving the sustainable development of enterprises (Xie et al., 2025). Entrepreneurial resilience differs from general psychological resilience in that its contextual focus lies in the entrepreneurial process and outcomes (such as opportunity identification, firm survival, and growth), and it emphasizes action and adaptation amidst limited resources and high uncertainty (Li & Ling, 2021). Entrepreneurial resilience can enhance entrepreneurial success, entrepreneurial intention, and entrepreneurial performance in highly uncertain environments (Ayala & Manzano, 2014; Korber & McNaughton, 2018). Although research on entrepreneurial resilience from the perspective of individual traits still has limitations, most studies have demonstrated that entrepreneurial resilience drives entrepreneurial behavior and helps organizations and individuals secure new opportunities (Mo, Wang et al., 2025). At present, research on entrepreneurial resilience primarily focuses on individual traits. During the entrepreneurial process, the resilient traits of entrepreneurs play a crucial role. Entrepreneurs can leverage their entrepreneurial resilience to generate new ideas and create new knowledge through learning when confronted with challenges (Xiang, Zhu et al., 2025). Additionally, entrepreneurial resilience assists entrepreneurs in acquiring relevant resources and seizing opportunities (Wang, Chen et al., 2025). The novel formation mechanisms and boundary conditions of individual entrepreneurial

resilience in relation to opportunity identification necessitate further exploration and empirical validation.

Social learning theory (proposed by Bandura) centered around the triadic reciprocal determinism, emphasizes the interaction among individual cognition, behavior, and the environment. It elucidates the acquisition and change of complex social behaviors through mechanisms such as observational learning, imitation, vicarious experiences, and self-efficacy. This study situates entrepreneurial resilience, entrepreneurial learning, and opportunity identification within this framework, transforming emotions amid environmental dynamism into observable cognitive and behavioral changes. Ultimately, these changes lead to a mechanism for opportunity discovery and creation, forming a theoretical chain that is both process-oriented and empirically testable. Individuals' prior knowledge and behavioral experiences enhance the effectiveness of observational learning, while self-efficacy amplifies the demonstrated impact of learning on opportunity identification.

Entrepreneurial learning is an indispensable component of the entrepreneurial process. Exploitative learning revolves around the acquisition of knowledge based on existing knowledge, technologies, processes, and paradigms, emphasizing the refinement, selection, optimization, standardization, and efficient execution of current capabilities. In contrast, exploratory learning is a self-directed approach to exploration and discovery, underscoring the active participation and in-depth contemplation of learners (Ali, 2021). Entrepreneurs are typically highly sensitive to opportunities, and such environmental stimuli may trigger their intense enthusiasm for learning, thereby enabling them to grasp new resources and knowledge (Zhao, Liu et al., 2025). In highly dynamic environments, entrepreneurs with high entrepreneurial resilience are more likely to take proactive actions. Through entrepreneurial learning, they integrate existing knowledge and technologies to refine effective methods, and by engaging in exploration and contemplation, they identify more innovative solutions to seize opportunities (Hu, Gu et al., 2018; Shabbir, Danish et al., 2021). Environmental dynamism may serve as a boundary condition influencing the effect of entrepreneurial resilience on opportunity identification through entrepreneurial learning.

Based on social learning theory, this study investigates entrepreneurs from five domestic entrepreneurial platforms to explore the formation mechanism and boundary conditions of entrepreneurial resilience's impact on opportunity identification. The potential contribution of this research lies in its explanation of the formation of entrepreneurial opportunities from the perspective of entrepreneurial resilience and its examination of the moderating effect of environmental dynamism through entrepreneurial surveys. This approach not only enhances our understanding of how entrepreneurs identify opportunities during the entrepreneurial process and inspires them to do so more effectively but also academically supplements empirical research on entrepreneurial resilience in the field of entrepreneurship.

2. Theories and Hypotheses

2.1 Entrepreneurial Resilience and Opportunity Identification

Entrepreneurial resilience represents an extension and application of the concept of resilience from the field of psychology to the entrepreneurial context. It reflects the level of psychological resilience that entrepreneurs exhibit when confronted with threats and challenges (Corner, Singh et al., 2017; Yao, Li et al., 2021). Therefore, varying levels of individual resilience can lead to different attitudes, behaviors, and performance outcomes. Some individuals are capable of recovering relatively quickly from adverse events, withstanding high levels of disruptive changes, and responding successfully, whereas others may struggle to bounce back promptly and could even spiral into a state of prolonged decline (Zhang & Li, 2020). Entrepreneurial resilience, as a positive form of psychological capital, enables entrepreneurs to better adapt to environmental changes and ignite their entrepreneurial passion, thereby exerting a positive influence on entrepreneurial success. Entrepreneurial resilience refers to the recovery capacity of entrepreneurs in the face of the dynamic process of difficulties and challenges (Bonanno, 2005; Connor & Davidson, 2003; Newman, 2005; Zhang & Li, 2020). Entrepreneurs must promptly challenge their goals and respond to emerging unexpected events. Consequently, entrepreneurial resilience becomes increasingly vital, particularly as it pertains to the ability to function effectively when confronted with entrepreneurial adversities, stress, and uncertain circumstances (Fisher, Maritz et al., 2016). Meanwhile, adversity can, to a certain extent, be regarded as a triggering condition for psychological resilience, while positive adaptation and successful coping can be seen as the positive outcomes of psychological resilience (Chen & Qiu, 2020). The ability to maintain psychological and emotional stability and flexibly adapt to uncertainty after experiencing significant losses and setbacks can assist entrepreneurs in cultivating positive emotions (Corner et al., 2017; Yao et al., 2021).

Opportunities represent unmet market demands, underutilized resources, or capabilities. Opportunity identification delineates the methods by which individuals recognize novel, desirable, and feasible business ideas. It embodies an individual's need to seek out business opportunities and stands as a crucial component of any entrepreneurial process (Ozgen & Baron, 2007; Fultz & Hmieleski, 2021). Only by identifying potential and valuable opportunities can entrepreneurs enhance their likelihood of achieving success (Kuratko, Fisher et al., 2021). Conversely, embarking on entrepreneurship blindly not only fails to achieve entrepreneurial goals but may also lead to severe financial losses. For successful entrepreneurs, the ability to identify and select appropriate entrepreneurial opportunities stands out as one of the most crucial competencies (Tabares, Chandra et al., 2021). Entrepreneurs, by their very nature, are individuals capable of identifying, evaluating, and leveraging their personal capabilities, which provides the foundation for entrepreneurial endeavors (Filser, Tiberius et al., 2023). Entrepreneurs with a high level of entrepreneurial resilience demonstrate a greater tolerance for environmental dynamism. Even when facing adversity, they can respond with a positive attitude (Hayward, Forster et al., 2010). Only through continuous exploration in the market can they identify valuable opportunities and drive ongoing development.

Hypothesis 1: Entrepreneurial resilience has a positive impact on opportunity identification.

2.2 The Mediating Role of Entrepreneurial Learning

Learning serves as a pivotal factor in enhancing entrepreneurship and constitutes a significant

driving force behind entrepreneurs' success (Wang & Hsu, 2014). Exploratory learning and exploitative learning exert distinct impacts on entrepreneurs. Exploratory learning represents a process in which entrepreneurs, based on their existing experiences and knowledge, reorganize and create groundbreaking knowledge systems. In contrast, exploitative learning is a gradual process through which entrepreneurs expand and refine their accumulated experiences and knowledge (Politis, 2005). Exploratory learning is crucial for the exploration of new knowledge and learning endeavors, whereas exploitative learning contributes to the enhancement of existing knowledge and learning practices (Dost, Pahi et al., 2019; Lee, Kim et al., 2017; Su, Li et al., 2011).

According to social learning theory, emphasis is placed on the roles of observational learning, imitation, vicarious reinforcement, and self-efficacy in the acquisition of behaviors. Bandura posits that social learning represents an integrated process combining information-processing theory and behavior reinforcement theory. Individuals learn a variety of behaviors through attentive observation and imitation (Wood & Bandura, 1989), thereby constructing their own cognitive frameworks. Entrepreneurs with high entrepreneurial resilience maintain self-efficacy and goal commitment amid adversity. They proactively observe and imitate effective strategies demonstrated by role models, leveraging vicarious reinforcement to reduce trial-and-error costs. Subsequently, they transform adversity experiences into actionable knowledge structures and cognitive frameworks, enhancing their sensitivity to subtle signals and novel combinations. Ultimately, this manifests as superior levels and quality of opportunity identification.

Hypothesis 2: Entrepreneurial learning serves as a mediating relationship between entrepreneurial resilience and opportunity identification.

2.3 The Moderating Role of Environmental Dynamism

The dynamic changes in the environment manifest as an increase in business risks. This represents the objective situation confronting today's entrepreneurs, posing tremendous challenges to their survival and development (Adomako, Opoku et al., 2018). The uncertainty and volatility within the environment can lead to instability and fluctuations in market demand. Entrepreneurs are required to continuously monitor these changes and promptly adjust their products and services accordingly (Hu et al., 2018; Shabbir et al., 2021). In a competitive environment, new competitors emerge incessantly. To survive and thrive amidst fierce competition, entrepreneurs must enhance their competitiveness and continuously commit to innovation and improvement (Do, Budhwar et al., 2022). For entrepreneurs, environmental changes may impose higher psychological stress upon them. When confronting an uncertain future and risks, they are required to shoulder responsibilities and endure pressure (Visser & Scheepers, 2022). Environmental dynamism renders opportunities more intangible, while limited resources persistently impact start-ups' opportunity identification and entrepreneurial performance (Aldrich, Ruef et al., 2020; Yang, Bao et al., 2020).

Entrepreneurship is a complex and tortuous process, with its outcomes influenced not only by the personal factors of entrepreneurs but also by the external business environment (Prince, Chapman et al., 2021). Environmental dynamism stands out as the most prominent feature of a firm's external environment. It is a complex and multidimensional concept that describes

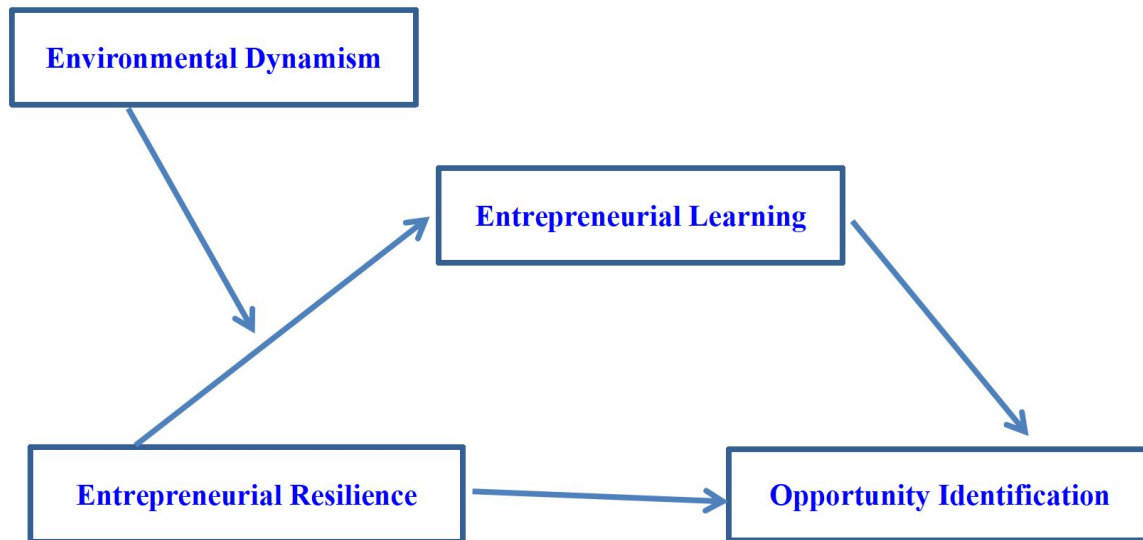
situations where the occurrence of future events or changes is difficult to predict, posing inevitable challenges that entrepreneurs must confront during the entrepreneurial process (Brouthers, Brouthers et al., 2002). When there exists a discrepancy between the information available and the information required, entrepreneurs perceive environmental dynamism (Milliken, 1987). In today's era of economic globalization, firms are facing escalating competitive pressures, with markets and customer demands in constant flux, leading to an increasing array of challenges posed by environmental dynamism. In the face of high levels of environmental dynamism, entrepreneurs need to proactively understand customer needs, adapt more flexibly to environmental changes, and make timely decisions. Entrepreneurs with strong entrepreneurial resilience are better equipped to accomplish these tasks (Duchek, 2018). Entrepreneurial resilience refers to the ability to withstand adversity, swiftly adapt to changes, and overcome challenging circumstances. When environmental dynamism is high and markets are rapidly evolving, the information available to entrepreneurs often remains ambiguous. To achieve entrepreneurial success under such conditions, entrepreneurs must promptly adjust their goals and strategies, keeping pace with the ever-changing market dynamics (Bullough & Renko, 2013).

Entrepreneurship necessitates thorough consideration of how environmental changes impact a company's resources and capabilities (Teece, Peteraf et al., 2016). A highly dynamic environment is characterized by escalating uncertainty, where market conditions, political landscapes, and economic situations become unpredictable (Brychko et al., 2023). Due to the difficulties in prediction and control, risks and challenges increase significantly, while potential opportunities in the market may become more concealed and less conspicuous (Yoruk & Jones, 2023). Resilient entrepreneurs are unafraid of difficulties and challenges, exhibiting a high tolerance for uncertainty. They are capable of adapting to the constantly evolving external environment, thereby making more thorough preparations for success. Possessing robust entrepreneurial resilience also entails continuous learning and keen observation of market changes, enabling a deeper understanding of future trends and the identification of demand gaps (Magistretti, Sanasi et al., 2023). In a highly dynamic environment, entrepreneurial learning represents the optimal approach to leveraging entrepreneurial resilience, as persistent learning enables entrepreneurs to uncover new opportunities. While dynamic environments present risks and challenges, they also offer opportunities for innovation and transformation. Consequently, entrepreneurs place greater emphasis on observational learning to identify market opportunities and flexibly adjust their entrepreneurial actions to achieve superior outcomes (Lysova & Khapova, 2019). Based on this, we propose Research Hypothesis 3 and Research Hypothesis 4.

Hypothesis 3: Environmental dynamism moderates the relationship between entrepreneurial resilience and entrepreneurial learning. Specifically, under high levels of environmental dynamism, entrepreneurial resilience exerts a stronger influence on entrepreneurial learning; conversely, under low levels of environmental dynamism, its impact on entrepreneurial learning is weaker.

Hypothesis 4: Environmental dynamism positively moderates the mediating role of entrepreneurial learning in the relationship between entrepreneurial resilience and opportunity identification. That is, under high levels of environmental dynamism,

entrepreneurial resilience has a more positive impact on opportunity identification through entrepreneurial learning.



3. Methodology

3.1 Research Approach

This study employs a questionnaire survey method to primarily investigate the impact mechanism and boundary conditions of entrepreneurial learning on opportunity identification. The respondents are all entrepreneurs from domestic youth entrepreneurship platforms, all of whom possess entrepreneurial experience. These entrepreneurs are forging their own business paths on entrepreneurship platforms, which offer a range of corresponding entrepreneurial services, including entrepreneurship policy consultation, entrepreneurial training, industrial and commercial services, patent services, financial services, and tax services. Questionnaires were distributed to entrepreneurs on these platforms via the online survey platform Wenjuanxing. The research methodology adheres to the Helsinki research model. All respondents were fully informed about the purpose and procedures of the study and voluntarily participated in the online survey.

3.2 Participants

All respondents were sourced from domestic entrepreneurship platforms. A total of 465 questionnaires were distributed, with 344 valid responses collected. Among the respondents, 62% were male and 38% were female. Males are more inclined to pursue entrepreneurship. The respondents were predominantly young individuals, with 77.9% of the entrepreneurs being under

the age of 30. The majority of the respondents had received higher education, among whom 75.9% held a bachelor's degree or above. The entrepreneurial fields covered a wide range of industries, with manufacturing (29.7%), education and training (11.6%), and the internet sector (10.8%) accounting for relatively high proportions.

3.3 Measurement

The measurement of entrepreneurial resilience (ER) was conducted using a four-item scale adapted by Vaughn G (2004) to evaluate the level of entrepreneurial resilience among entrepreneurs. The specific items include statements such as, "I look for creative ways to alter difficult situations." All items were rated on a 5-point Likert scale (where 1 indicates strongly disagree and 5 indicates strongly agree). In this study, the Cronbach's alpha coefficient for the ER scale was 0.778.

The measurement of entrepreneurial learning (EL) was carried out using a twelve-item scale adapted by Lubatkin (2006) to assess the extent of entrepreneurial learning among entrepreneurs. The specific items include statements such as, "I am committed to improving product quality and reducing costs." All items were rated on a 5-point Likert scale (where 1 indicates strongly disagree and 5 indicates strongly agree). In this study, the Cronbach's alpha coefficient for the EL scale was 0.835.

The measurement of opportunity identification (OI) was conducted using a three-item scale adapted by Ozgen Eren (2007) to evaluate the degree of opportunity identification among entrepreneurs. The specific items include statements such as, "While engaging in daily activities, I notice potential new venture ideas around me." All items were rated on a 5-point Likert scale (where 1 indicates strongly disagree and 5 indicates strongly agree). In this study, the Cronbach's alpha coefficient for the OI scale was 0.623.

The measurement of environmental dynamism (ED) was conducted using a three-item scale adapted by Hoogh (2005) to assess entrepreneurs' perceptions of the degree of environmental dynamism. The specific items include statements such as, "The entrepreneurial environment is highly challenging for me." All items were rated on a 5-point Likert scale (where 1 indicates strongly disagree and 5 indicates strongly agree). In this study, the Cronbach's alpha coefficient for the ED scale was 0.837.

3.4 Statistical Analysis

The data were analyzed using Spss 26.0, Amos 26, and Process 4.0, primarily involving confirmatory factor analysis, correlation analysis, tests for mediating effects, moderation effects, and moderated mediation effects.

4. Results

4.1 Descriptive Statistical Analysis

The results of the correlation analysis are presented in Table 1. When controlling for the influences of gender, age, education level, industry, and years of entrepreneurial experience,

entrepreneurial resilience exhibits a positive correlation with both entrepreneurial learning ($r = 0.483$, $p < 0.01$) and opportunity identification ($r = 0.485$, $p < 0.01$). Additionally, entrepreneurial learning demonstrates a positive correlation with opportunity identification ($r = 0.461$, $p < 0.01$).

Table 1
Mean, Standard Deviation and Correlation Statistics(n=344)

	Mean	SD	1	2	3	4	5	6	7	8	9
n											
1.Gender	1.378	0.486	1								
2.Age	2.922	0.835	-0.092	1							
3.Edu	1.971	0.712	0.007	-0.195**	1						
4.Industry	4.994	3.980	0.175**	-0.243**	0.120*	1					
5.Year	3.526	1.402	-0.156**	0.454**	-0.189**	-0.326**	1				
6.ER	4.113	0.661	-0.070	-0.063	0.146**	-0.068	0.048	1			
7.EL	3.902	0.676	-0.111*	-0.010	0.142**	0.001	0.043	0.483**	1		
8.OI	3.732	0.601	-0.062	-0.095	0.152**	0.097	0.005	0.485**	0.461**	1	
9.ED	4.070	0.596	-0.002	0.011	0.094	0.024	0.108*	0.530**	0.577**	0.574**	1

* $p < 0.05$ ** $p < 0.01$: ER: Entrepreneurial Resilience; EL: Entrepreneurial Learning; OI: Opportunity Identification; ED: Environmental Dynamism

4.2 Validity Analysis

The measurement scales selected for this study are all classic scales widely used both

domestically and internationally. Relevant research reports indicate that these scales for the research variables exhibit good reliability and validity, thereby ensuring the content validity of the scales from the perspective of scientific sourcing. Through confirmatory factor analysis, the study treats the four variables in this paper as the main model, while incorporating other variables into competing models using the following methods, and then compares the goodness-of-fit between the main model and the competing models.

Table 2
Discriminant Validity Test(n=344)

Model	Factor Combination	χ^2	df	χ^2/df	IFI	CFI	GFI	RMSEA
Four-factor model	ER、EL、OI、ED	213.156	98	2.175	0.950	0.949	0.928	0.059
Three-factor model	ER+EL、OI、ED	386.118	101	3.823	0.875	0.874	0.862	0.091
Two-factor model	ER+EL+OI、ED	516.799	103	5.017	0.818	0.817	0.816	0.108
Single-factor model	ER+EL+OI+ED	616.282	104	5.926	0.775	0.773	0.784	0.120

Note: ER: Entrepreneurial Resilience; EL: Entrepreneurial Learning; OI: Opportunity Identification; ED: Environmental Dynamism

By comparing the goodness-of-fit indicators between the main model and each competing model, it can be observed that the main model, with a χ^2/df value of 2.175, outperforms all competing models across all goodness-of-fit indicators. Consequently, the four-factor main model is deemed the optimal choice, indicating that the four variables—entrepreneurial resilience, entrepreneurial learning, opportunity identification, and environmental dynamism—exhibit satisfactory discriminant validity.

4.3 Hypothesis Testing

Hypothesis 1 posits that entrepreneurial resilience has a positive impact on opportunity identification. As shown in Table 2, the influence of entrepreneurial resilience on opportunity identification is significant ($\beta = 0.311$, $SE = 0.047$, 95% CI [0.218, 0.404]). Thus, Hypothesis 1 is supported.

Hypothesis 2 proposes that entrepreneurial learning mediates the relationship between entrepreneurial resilience and opportunity identification. As demonstrated in Table 2, the indirect effect of entrepreneurial resilience on opportunity identification through entrepreneurial learning is significant ($\beta = 0.121$, $SE = 0.030$, 95% CI [0.079, 0.194]). Entrepreneurial resilience can facilitate entrepreneurs' identification of opportunities through the mechanism of entrepreneurial learning. Therefore, Hypothesis 2 is supported.

Table 3
Direct Effect and Indirect Effect (n=344)

	Path	Effect	SE	LLCI	ULCI
Direct Effect	ER $\rightarrow$ OI	0.311	0.047	0.218	0.404
Indirect effect	ER $\rightarrow$ EL $\rightarrow$ OI	0.121	0.030	0.079	0.194

Note: LLCI: Lower Level of 95% Confidence Interval, ULCI: Upper Level of 95% Confidence Interval.

Hypothesis 3 suggests that environmental dynamism positively moderates the relationship between entrepreneurial resilience and entrepreneurial learning. As shown in Table 3, the interaction term between entrepreneurial resilience and environmental dynamism is significant ($\beta = 0.240$, $SE = 0.046$, 95% CI [0.149, 0.330]). Environmental dynamism plays a positive moderating role in the relationship between entrepreneurial resilience and entrepreneurial learning. In a highly dynamic environment, the impact of entrepreneurial resilience on entrepreneurial learning is stronger. Hypothesis 3 is supported.

Table 4
Moderating Effect and Moderated Mediation Effect (n=344)

Variable	Moderating Effect						Mediated Moderating Effect			
	Int_1	Effect	SE	p	LLCI	ULCI	Index	SE	LLCI	ULCI
ED		0.240	0.046	0.000	0.149	0.330	0.213	0.047	0.121	0.306

Note: ED: Environmental Dynamism; LLCI: Lower Level of 95% Confidence Interval, ULCI: Upper Level of 95% Confidence Interval.

Hypothesis 4 posits that environmental dynamism, through entrepreneurial learning, positively moderates the indirect effect of entrepreneurial resilience on opportunity identification,

suggesting that this relationship is stronger under high environmental dynamism. As illustrated in Table 3, the moderating effect of environmental dynamism on the indirect influence of entrepreneurial resilience on opportunity identification via entrepreneurial learning is significant ($\beta = 0.213$, $SE = 0.047$, 95% CI [0.121, 0.306]). Furthermore, as shown in Table 4, when verifying the moderated mediation, it is evident that under high environmental dynamism, entrepreneurial resilience exerts a more positive impact on opportunity identification through entrepreneurial learning. Hence, Hypothesis 4 is supported.

Table 5
Conditional Effect (n=344)

ED	ER -> EL					ER -> EL-> OI			
	Effect	SE	<i>p</i>	LLCI	ULCI	Effect	SE	LLCI	ULCI
L	0.163	0.049	0.000	0.066	0.260	0.135	0.050	0.036	0.234
H	0.317	0.055	0.000	0.208	0.425	0.291	0.056	0.182	0.401

Note: ER: Entrepreneurial Resilience; EL: Entrepreneurial Learning; OI: Opportunity Identification; ED: Environmental Dynamism; LLCI: Lower Level of 95% Confidence Interval, ULCI: Upper Level of 95% Confidence Interval.

5. Conclusion

Through a survey of 344 members on Chinese entrepreneurial platforms, this study examined the impact mechanism and boundary conditions of entrepreneurial resilience on opportunity identification. The research findings indicate that entrepreneurial learning serves as a mediating factor in the relationship between entrepreneurial resilience and opportunity identification. Specifically, entrepreneurial resilience can enhance opportunity identification through entrepreneurial learning. Moreover, environmental dynamism positively moderates the relationship between entrepreneurial resilience and opportunity identification. Under conditions of high environmental dynamism, both the direct and indirect impacts of entrepreneurial resilience on opportunity identification are stronger. These research hypotheses have been validated.

5.1 Theoretical Implications

Based on social learning theory, this study validates both the direct and indirect impacts of entrepreneurial resilience on entrepreneurs' opportunity identification, highlighting the significant value of entrepreneurial learning for entrepreneurs (Mehrabian & Russel, 1974). This finding is consistent with previous related research (Hu et al., 2018; Shabbir et al., 2021; Fultz &

Hmieleski, 2021; Triansyah et al., 2023). Entrepreneurial learning not only enables entrepreneurs to acquire a broad range of knowledge and skills but also provides them with a deeper understanding of the markets and industries in which they operate. This, in turn, helps entrepreneurs better exploit business opportunities and develop strategies for growth (Amankwah-Amoah et al., 2019). Particularly, entrepreneurial learning, characterized by an autonomous learning style involving observation, imitation, and active exploration, can enhance entrepreneurs' capabilities. Meanwhile, entrepreneurial learning theory posits that during the learning process, entrepreneurs are encouraged to actively discover knowledge and cultivate innovative thinking (Ali, 2021). Entrepreneurs can identify and discern business opportunities and venture capital risks through exploitative learning and exploratory learning. As market uncertainty increases, entrepreneurs are required to make rapid decisions and take actions in complex environments, which provides a crucial foundation for the development and growth of enterprises (Shabbir et al., 2021).

SEntrepreneurial resilience promotes opportunity identification through entrepreneurial learning, further validating social learning theory. Centered on the triadic reciprocal determinism, which emphasizes the interaction among individual cognition, behavior, and the environment, resilient behaviors drive continuous entrepreneurial learning. In the context of environmental dynamism, entrepreneurs can become more astute at identifying opportunities through learning, thereby enabling spontaneous creative behaviors (Hu et al., 2018). Consequently, the findings of this study reveal that entrepreneurs with entrepreneurial resilience traits are more inclined to observe, learn, experiment with new things, challenge new opportunities, and actively seek high-return opportunities under conditions of high environmental dynamism (Graciano, Lermen et al., 2023).

5.2 Managerial Implications

Entrepreneurs are astute thinkers and observers, adept at recognizing and seizing opportunities. Simultaneously, they are resilient challengers and courageous individuals who not only comprehend risks but also possess the ability to manage them, thereby avoiding excessive losses. When the market experiences significant fluctuations, entrepreneurs tend to adopt a more conservative stance. The research findings indicate that in a highly dynamic environment, entrepreneurs with resilient traits adopt an active learning approach to organize their thoughts and analyze the market. When opportunities arise, they are better positioned to identify them and achieve entrepreneurial success. In the post-pandemic era, as global friction intensifies and consumer habits and people's understanding of life undergo profound changes, entrepreneurs can no longer rely solely on past experiences to judge newly emerging markets. Both the external and internal environments have undergone concurrent changes. Under such circumstances, only entrepreneurs with entrepreneurial resilience can persist in learning, continuously observe, and think critically amidst adversity and a dynamic environment. Once they identify a new direction and secure new resources, they can promptly discern valuable opportunities and achieve entrepreneurial success. Therefore, entrepreneurial resilience represents a crucial capability in today's market environment, enabling entrepreneurs to seize opportunities and realize their entrepreneurial goals.

6. Limitations and Future Research

This study has the following limitations: The use of self-assessment scales in this research may lead to an overestimation of the impact of entrepreneurial resilience on opportunity identification. In future studies, the risk of common method bias can be further controlled by employing diverse research methods, such as considering paired observers, conducting in-depth interviews, and experimental research (Podsakoff, MacKenzie et al., 2003). All data in this study were collected from members of Chinese entrepreneurial platforms. Given that Chinese culture places a strong emphasis on stability and risk aversion, with attitudes that differ markedly from those in many other countries (Rohrmann & Chen, 1999), the findings of this study may possess certain unique implications.

Future research could delve into the impact mechanisms and boundary conditions of entrepreneurial resilience on opportunity identification among entrepreneurs from diverse backgrounds. Cross-cultural comparative studies would contribute to a more comprehensive explanation of entrepreneurial opportunity identification. Furthermore, this study solely elucidates the formation of opportunity identification from the perspective of entrepreneurial resilience within entrepreneurial behavior. Given that the formation mechanisms of entrepreneurial emotions and risk preferences as individual traits are intricate, discussions from multiple angles—including macro-environmental factors, organizational climate, leadership traits, and personal characteristics—would foster a deeper understanding of entrepreneurial resilience.

Declaration of competing interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Research on Cultivating Cross-border HR Compliance Talents in the GBA from the Perspective of Institutional Costs

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Research on Cultivating Cross-border HR Compliance Talents in the GBA from the Perspective of Institutional Costs

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Abstract

The unique structure of "one country, two systems, three jurisdictions" in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) has led to systematic disparities in labor laws across the three regions in core areas such as contract termination, social security, and dispute resolution, significantly increasing the institutional transaction costs associated with cross-border employment. However, in the current vocational education for cultivating Human Resource Management (HRM) professionals, there are prevalent issues such as curriculum standards being confined to a single legal jurisdiction and a lack of teaching on cross-jurisdictional compliance practical skills. This results in a talent supply that struggles to meet the needs of enterprises in reducing institutional frictions. This paper conducts a comparative analysis of legal conflicts across the three regions and, by integrating the pain points of enterprises in cross-border compliance, deconstructs the core competency requirements for human resource compliance professionals in the new era. In response to this, this paper proposes countermeasures for the vocational education reform in the Greater Bay Area: Firstly, reconstruct the curriculum system by establishing a knowledge map of the "Panoramic View of Labor Laws in Guangdong, Hong Kong, and Macao," transforming legal disparities into core teaching modules. Secondly, innovate the talent cultivation model by deepening industry-education integration and developing digital practical training projects based on blockchain evidence preservation and cross-border dispute resolution. This study aims to provide theoretical support and practical approaches for enhancing vocational education's capacity to serve regional economic integration and for cultivating high-quality human resource compliance professionals who can adapt to cross-border legal environments.

Keywords: *Guangdong-Hong Kong-Macao Greater Bay Area; Human Resource Compliance; Institutional Transaction Costs; Integration of Industry and Education; Cultivation of Composite Talents*

I. Introduction

As a crucial component of China's national strategy, the Guangdong-Hong Kong-Macao

Greater Bay Area is driving regional economic integration and cross-border cooperation. However, due to the disparities in legal systems among the three regions, cross-border human resource management encounters numerous challenges. The Greater Bay Area encompasses three distinct legal systems: the continental law, common law, and a hybrid legal system. Differences in labor contracts, social security, and labor dispute resolution, among other aspects, have become bottlenecks restricting the efficient flow of human capital.

The existing literature primarily focuses on comparative studies of legal systems and research on multinational talent management, yet there remains a scarcity of studies specifically targeting the Guangdong-Hong Kong-Macao Greater Bay Area. Schuler, Jackson, and Tarique (2011) pointed out that global talent management encounters multiple legal and cultural challenges, while Tarique and Schuler (2010) argued that multinational labor laws impose higher demands on unified management models. Zhu (2024) noted that the conflicts in legal rules among the three regions within the Guangdong-Hong Kong-Macao Greater Bay Area have led to increased labor costs for enterprises. Moreover, the current policies predominantly rely on administrative cooperation and lack the support of a high-level legal framework. Xie (2020) emphasized that when the central government attempts to coordinate the legal systems of the three regions within the Guangdong-Hong Kong-Macao Greater Bay Area, it is prone to falling into the dilemma of "overstepping" or "underperforming," making it challenging to strike a balance between local autonomy and unified rule of law.

This study aims to fill this research gap by uncovering the dynamic causal chain of "legal disparities → transaction costs → corporate responses." It explores how legal coordination mechanisms and micro-level human resource management innovations within enterprises can facilitate the flow of talent capital across the region and promote coordinated economic development. Meanwhile, this paper also places particular emphasis on the pivotal role of vocational education in bridging cross-border labor laws. It proposes that innovations in vocational education can serve as a crucial means to address disparities in labor laws and facilitate the mobility of talent.

II. Disparities in Labor Laws and Associated Challenges

1) Overview of the Labor Legal System

As part of the mainland legal jurisdiction of China, Guangdong Province has established a systematic labor legal framework grounded in national legislation, including the Labor Law of the People's Republic of China (2018), the Labor Contract Law of the People's Republic of China (2007), and the Social Insurance Law of the People's Republic of China (2010). This framework is further supplemented by local regulations, such as the Regulations on Work-Related Injury Insurance in Guangdong Province (2011) and the Regulations on Wage Payment in Guangdong Province (2005), among others. Among them, the Labor Law establishes the fundamental principles governing labor relations, encompassing essential elements such as labor contracts, working hours, wages, and occupational safety. The Labor Contract Law regulates the procedures for the formation, performance, and termination of labor contracts, thereby strengthening the protection of labor rights and interests. The Social Insurance Law mandates

the establishment of five major social insurance schemes: pension, medical, work-related injury, unemployment, and maternity insurance. The Regulations on Wage Payment in Guangdong Province clarify provisions regarding wage calculation, payment timelines, and liability for wage arrears, while also instituting a "wage arrears security fund" system. Additionally, the Regulations on Work-Related Injury Insurance in Guangdong Province refine the criteria for work-related injury identification, standards for compensation benefits, and procedures for dispute resolution.

Hong Kong adheres to the common law tradition, characterized by a combination of statutory law and case law. Its labor legal framework centers on key statutes such as the Employment Ordinance (Cap. 57, 1997), the Minimum Wage Ordinance (Cap. 608, 2011), and the Mandatory Provident Fund Schemes Ordinance (Cap. 485, 2000), with an emphasis on contractual freedom and judicial interpretation. Among these, the Employment Ordinance stipulates fundamental provisions concerning employment contracts, wage payments, leave entitlements, and termination compensation, covering full-time, part-time, and temporary workers. The Minimum Wage Ordinance establishes a statutory minimum wage regime, while the Mandatory Provident Fund Schemes Ordinance mandates that both employers and employees contribute 5% of the employee's monthly salary to a Mandatory Provident Fund (MPF) account.

Macao's legal system bears a profound influence from Portuguese law, with its labor legal framework primarily composed of the Labor Relations Law (Law No. 7/2008, 2008), the Social Security System (Law No. 4/2010, 2010), and the Framework Law on Employment Policy and Labor Rights (Law No. 21/2009, 2009). Among these, the Labor Relations Law strictly mandates that dismissal must be based on valid grounds and establishes corresponding compensation standards. The Social Security System institutes a dual-tiered social security framework, encompassing a contributory "Social Security Fund" and a non-contributory "Social Welfare Allowance." Furthermore, the Framework Law on Employment Policy and Labor Rights explicitly prohibits unreasonable discrimination on grounds such as gender, age, or disability, while safeguarding the preferential employment rights of local residents.

The legal systems in the three regions are all committed to safeguarding workers' rights and maintaining market order. However, due to differences in their respective legal traditions, legislative philosophies, and administrative frameworks, various coordination challenges and potential conflicts persist in practical implementation. These issues not only complicate corporate labor management but also create barriers to cross-border labor mobility. Specifically, in the context of talent flow across Guangdong, Hong Kong, and Macao, legal disparities may drive up mobility costs for workers transitioning between different jurisdictions. Vocational education plays a pivotal role in this process. Through vocational education programs, workers can acquire knowledge and understanding of labor regulations across different jurisdictions, enhancing their ability to recognize and navigate legal disparities. This enables them to respond flexibly to varying legal requirements in practical work scenarios. Vocational education not only mitigates compliance risks arising from legal differences for workers but also improves their adaptability and regulatory compliance in cross-border employment contexts. Specifically, vocational education can assist workers in gaining a deeper understanding and mastery of legal provisions across different regions by developing cross-regional labor law courses or specialized

training programs. For instance, courses on the formation and termination of labor contracts could be offered, with particular emphasis on the differences in these areas among Guangdong, Hong Kong, and Macao. Additionally, regarding variations in social security systems and labor dispute resolution mechanisms, vocational education can help workers comprehend the regulations of different jurisdictions and provide them with corresponding legal response strategies. Through such an educational system, workers can better adapt to the challenges of the cross-border labor market, enhance their ability to move between different jurisdictions, and provide strong support for the economic integration of the Guangdong-Hong Kong-Macao Greater Bay Area and the development of its cross-border labor market.

II) Reconstruction of Teaching Content for Cross-Jurisdictional Labor Law: Core Differences and Skill Requirements Analysis

Labor law, serving as the institutional cornerstone for regulating labor relations and safeguarding workers' rights, constitutes the core content of human resources management education in the Greater Bay Area. However, the systemic differences in labor laws across Guangdong, Hong Kong, and Macao have created multiple standards in practice. This poses a significant challenge to vocational education: the traditional single-jurisdiction teaching model can no longer equip students with the compliance skills required for cross-regional scenarios. Therefore, specialized practical training modules must be developed to address the following core differences.

Contract Formation and Termination. As the foundational document establishing employment relationships, labor contracts exhibit significant variations across different jurisdictions. Guangdong Province has formulated explicit regulations regarding the form, content, and indefinite-term contracts of labor agreements based on the Labor Contract Law. Specifically, Article 10 mandates that a written labor contract must be concluded upon the establishment of an employment relationship; failure to do so obligates the employer to pay the employee double wages on a monthly basis, as stipulated in Article 82. Concurrently, Articles 12-15 classify contracts into fixed-term, indefinite-term, and task-based contracts. Article 14 mandates that after two consecutive fixed-term contracts are concluded without gross misconduct on the part of the employee, an indefinite-term contract must be entered into. In Hong Kong, under Section 5 of the Employment Ordinance, there is no mandatory requirement for labor contracts to be concluded in written form; oral agreements are deemed valid. However, employers are obligated to provide written terms of employment within one month of an employee's commencement (Section 44A). Employees are classified as having a "continuous contract" (defined as working continuously for 4 weeks with at least 18 hours per week, as per Section 4) to determine their eligibility for long-term employee benefits (such as severance pay and annual leave). In Macao, Article 16(1) of the Labor Relations Law stipulates that all labor contracts must be concluded in writing, clearly specifying core terms including job position, remuneration, and working hours. Article 17 categorizes contracts into fixed-term (with a maximum duration of 2 years) and indefinite-term contracts; if a fixed-term contract is renewed for more than two years, it automatically converts into an indefinite-term contract (Article 17(4)).

The termination of labor contracts represents one of the most sensitive and intricate aspects of

labor relations management. Notable disparities exist among Guangdong, Hong Kong, and Macao in terms of the legal grounds for contract termination, criteria for economic compensation, and dismissal procedures. These differences pose considerable legal risks and operational challenges for enterprises when engaging in cross-regional employment practices. In Guangdong Province, the conditions for contract termination and economic liabilities are stipulated in accordance with the Labor Contract Law. Enterprises can only terminate contracts under the statutory circumstances outlined in Article 39 (termination due to employee fault), Article 40 (termination without employee fault), and Article 41 (economic layoffs). Furthermore, according to Articles 46-47, when an enterprise unilaterally terminates or concludes a labor contract, it is required to pay compensation. Hong Kong follows the common law principle of “freedom of contract” under the Employment Ordinance, permitting employers to terminate employment relationships without cause (Section 6). However, failure to provide advance notice requires payment equivalent to the notice period’s remuneration (Section 6A). Additionally, when an employee has served continuously for over 24 months and the position is abolished, severance pay of two-thirds of the monthly salary is payable for each year of service (Section 31B). In Macao, the Labor Relations Law imposes stringent restrictions on dismissal. Article 70(1) specifies that an employer can only dismiss an employee for “justifiable reasons,” such as serious misconduct by the employee or necessary adjustments to the employer’s business operations. If the employer fails to prove the justifiability of the dismissal (Article 70(3)), they are required to pay compensation of up to 18 months’ wages or reinstate the employment relationship. The core differences in the termination of labor contract relationships among the three regions are illustrated in Table 1 as follows:

Table 1
Comparison of Differences in Labor Contract Termination

Region	Conditions for Dismissal	Standards for Economic Compensation
Guangdong Province	1. Dismissal due to fault: It is required to prove “serious violation of rules and regulations” or “the impossibility of fulfilling the labor contract”;	1. Economic compensation: It shall be paid at a rate of N times the monthly wage based on the employee’s length of service (where N represents the years of service, and for any period less than 6 months, it shall be calculated as 0.5 year), with the maximum amount not exceeding the total wage for 12 months.
	2. Economic layoff: It is necessary to file for record and give priority to retaining specific personnel.	2. Compensation for unlawful dismissal: It shall be twice the amount of the economic compensation. 3. Failure to provide advance notice: An additional month’s wage shall be paid as compensation.

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Hong Kong	1. Common law principle: An employer may dismiss an employee without reason.	1. Payment in lieu of notice: It is equivalent to the remuneration for the notice period.
	2. Procedural obligation: Comply with the notice period (typically ranging from 7 days to 1 month) or make a payment in lieu of notice.	2. Severance payment: For employees with continuous service of no less than 24 months whose positions are abolished, the payment shall be calculated as two-thirds of the monthly salary for each year of service, with a maximum cap of HKD 390,000, determined by a statutory formula.
Macao	1. Dismissal with just cause: It is necessary to demonstrate that the employee has committed "serious dereliction of duty" or that there is a necessity for business restructuring within the enterprise.	1. Compensation for reasonable dismissal: Pay basic wages for 7 days for each full year of service.
	2. Unreasonable dismissal is deemed as "wrongful dismissal".	2. Compensation for wrongful dismissal: The maximum payment shall be equivalent to 12 months' wages, or the labor relationship may be restored. The specific calculation is based on the formula: length of service $\times$ 1.5 times the monthly salary.

Data source: Compiled based on the laws of the three regions

For human resources management practices, these inconsistencies pose challenges of increased corporate management costs and heightened compliance risks. In cross-border employment scenarios, companies must draft three legally compliant documents for the same employee, with the risk of labor disputes rising due to discrepancies in clause wording. Cross-border enterprises face "dual compliance" pressures when dismissing employees. For vocational college students, current textbooks are largely confined to mainland China's Labor Contract Law, resulting in gaps in their understanding when dealing with cross-border business operations. For instance, the dual-litigation case arising from the dismissal of a Hong Kong executive by a tech company in Zhuhai in 2022 illustrates that HR professionals often lack the computational capability for "dual compliance." Therefore, curriculum reform should incorporate a practical training project on "cost calculation for cross-border dismissals," aiming to teach students how to simultaneously meet the "statutory grounds" stipulated in mainland regulations and the "compensation standards" in Hong Kong and Macao.

Social Security System. The social security system constitutes the core safeguard for workers' fundamental rights and interests, and also serves as a vital component of enterprises' compliance management in labor relations. Significant differences exist among Guangdong, Hong Kong, and Macao in terms of social security system structure, contribution rates, coverage scope, and benefit standards, reflecting distinct orientations in welfare protection philosophies and policy implementation across these regions.

Guangdong Province is built on the foundation of the "Five Insurances and One Housing Fund" system, emphasizing comprehensive coverage and mandatory participation to primarily safeguard against risks related to old-age pensions, medical care, unemployment, work-related injuries, and maternity. In contrast, Hong Kong relies on the Mandatory Provident Fund (MPF) scheme and public medical services, lacking an unemployment insurance program. Macao, on the other hand, adopts a dual-tier social security system, which encompasses both a contributory "Social Security Fund" and provides universal free medical care along with non-contributory "social welfare payments." Table 2 summarizes the key differences in the social security systems among Guangdong, Hong Kong, and Macao.

In the process of integrating cross-regional social security systems, enterprises and workers face numerous challenges, primarily manifested in the following aspects: ① Duplicate contributions and loss of benefits due to differences in social security systems. Cross-border workers may end up paying social security contributions in multiple locations and are unable to withdraw their contributions upon leaving a job or returning to work locally. ② Unequal standards for pension and medical benefits directly impact workers' willingness to relocate, with mid-to-high-level talent particularly inclined to choose Hong Kong and Macao regions offering more generous benefits. ③ Insufficient data interoperability and information sharing increase compliance costs for enterprises while exposing employees to risks of information delays and misreporting during multi-location enrollment processes. Vocational education should develop practical training software called the "Greater Bay Area Compensation and Social Security Calculator," focusing on cultivating students' comprehensive planning capabilities to handle cross-border social security transfers, avoid duplicate payments, and design supplementary commercial insurance plans for expatriate employees. This addresses the current issue where graduates "can only calculate fixed salaries but lack the ability to develop flexible solutions."

Table 2
Comparison of Core Differences in Social Security Systems

Project	Guangdong Province	Hong Kong	Macao
Pension Insurance	The basic pension insurance for urban employees (comprising a pooled fund and individual accounts) requires enterprises to contribute 14% and individuals to contribute 8%. Pension benefits can be claimed after cumulative contributions have been made for 15 years.	Mandatory Provident Fund (MPF): Both employers and employees contribute 5% each (with a cap on the portion of monthly salary exceeding HKD 7,100). At the age of 65, individuals can opt for a lump-sum withdrawal or monthly payments, and the fund can be transferred across different employers.	Social security fund: The employer makes full contributions. Individuals who reach the age of 65 and have made contributions for at least 5 years are eligible to receive pension benefits, with the benchmark pension amounting to 50% of the local minimum wage.

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Medical Insurance	Provincial coordination: Hospitalization (70-90% reimbursement) + Outpatient care (50-70% reimbursement). Personal account contributions: 2% of salary base + employer contribution refund.	Public healthcare system with daily hospitalization fees as low as HKD 150 (free for Comprehensive Social Security Assistance recipients), plus voluntary supplementary medical insurance covering private hospitals.	Universal free basic healthcare, with no charge for general outpatient and emergency services at public hospitals. The social security fund provides a daily hospitalization allowance of MOP 800 (capped at 15 days per year).
Unemployment Insurance	The contribution rates are 1.5% for enterprises and 0.5% for individuals. Unemployment benefits are calculated at 90% of the local minimum wage, provided that the recipient has been involuntarily separated from their job and has made contributions for a full year. The maximum duration for receiving these benefits is 24 months, and during the period of unemployment, individuals are eligible to apply for a skills enhancement subsidy.	There is no independent unemployment insurance system in place. Instead, the Comprehensive Social Security Assistance (CSSA) Scheme is available (subject to an assets test, with an average monthly subsidy of approximately HK\$4,000). Additionally, the Employees Retraining Board offers free vocational training courses.	Unemployment benefits are contingent upon a minimum of one year's insurance participation and active job-seeking efforts. The allowance is set at 50% of the individual's average wage over the past six months, with a maximum payment duration of 60 days.
Cross-border applicability	Hong Kong and Macao residents are eligible to enroll in the pension insurance program. While pension insurance contributions can be transferred across provinces, they are not interoperable with Hong Kong and Macao accounts.	Applicable only to employment relationships in Hong Kong. Cross-border work arrangements require separate negotiation of supplementary retirement plans. Hong Kong seniors may use their elderly allowance at designated nursing homes in Guangdong.	Non-Macao residents employed in Macao (such as foreign workers) are only covered by work injury insurance. The Guangdong-Hong Kong-Macao social security agreement permits the use of Macao medical insurance at select hospitals in Zhuhai.

Data Source: Compiled based on the laws of the three regions

Labor Dispute Resolution Mechanism. The labor dispute resolution mechanism serves as a vital means for maintaining harmonious labor relations and safeguarding the legitimate rights and interests of enterprises. Significant differences exist among Guangdong, Hong Kong, and

Macao in dispute resolution procedures, jurisdictional authority, and judicial remedies. Guangdong Province implements a model where labor arbitration serves as a prerequisite procedure, requiring workers to undergo arbitration before filing a lawsuit. Hong Kong adopts a more streamlined process, permitting workers to directly initiate proceedings at the Labor Tribunal. Macao conducts preliminary mediation through the Labor Affairs Office of the Public Security Police Force, with cases failing mediation referred to the Court of First Instance for adjudication. Table 3 summarizes the key differences in the labor dispute resolution mechanisms across Guangdong, Hong Kong, and Macao.

Table 3
Comparison of Differences in Labor Dispute Resolution Mechanisms

Dimension	Guangdong Province	Hong Kong	Macao
Dispute Resolution	Negotiation → Arbitration → Litigation (Mandatory arbitration as a prerequisite) Application within one year	Negotiation → Direct submission to the Labor Tribunal Case resolution within 30-45 days	Mediation → Court Proceedings Mediation period: 30 days Court proceedings: 6 – 12 months
Jurisdiction	Priority given to the place of contract performance or the location of business registration	The place where the contract is signed or where the work is performed shall prevail.	Place of business of the employer or place where the dispute arose
Judicial Remedies	Strong enforceability (subject to inclusion on the list of dishonest entities); Low cost (arbitration is free of charge).	Simplified procedures (no attorney representation permitted); high mediation rate	Mediation is inefficient (40% success rate); Litigation is slow (averaging 18 months).
Cross-border Dispute Resolution	Choice of applicable law within the Greater Bay Area; Hong Kong recognizes civil judgments (excluding labor disputes).	Cross-border cases may be transferred to the High Court, where ILO conventions may be invoked.	Foreign workers must litigate in Macao; judgments face challenges in cross-border enforcement.

Data Source: Compiled based on the laws of the three regions

In practice, enterprises face the following primary challenges when handling cross-border labor disputes: ① Jurisdictional conflicts and unclear applicable laws. Differences in jurisdictional determination standards across jurisdictions often trigger disputes between enterprises and employees over jurisdiction. ② Lengthy arbitration and judicial procedures with high costs increase the time expenditure for enterprises in dispute resolution. ③ Significant

difficulties in cross-jurisdictional enforcement of judgments create obstacles for enterprises when enforcing rulings across different legal systems. Currently, vocational education curricula rarely cover practical operations such as "foreign-related jurisdictional objections" or "cross-border service of process." Teaching reforms should incorporate mock trial sessions to simulate scenarios involving "litigation in two jurisdictions over a single case," thereby training students in practical skills to mitigate corporate legal risks through the use of mediation, jurisdictional objections, and other strategies at the early stages of disputes.

Wage Payment and Minimum Wage. The wage payment system and minimum wage framework constitute vital components safeguarding workers' fundamental rights. Significant disparities exist among Guangdong, Hong Kong, and Macao in wage payment methods, minimum wage standards, and adjustment mechanisms, reflecting divergent approaches to labor protection principles and policy orientations across the three regions. Guangdong Province's wage payment system emphasizes stability and standardization, enforcing mandatory minimum wage standards and implementing strict penalties for wage arrears. Hong Kong adopts a more flexible approach, permitting daily or weekly wage settlements with a statutory minimum wage calculated on an hourly basis. While Macao implements a monthly minimum wage, certain industries retain significant flexibility in wage payment practices. The core differences among the three regions in wage payment and minimum wage are shown in Table 4:

Table 4
Comparison of Differences in Wage Payment and Minimum Wage Standards

Region	Wage Payment Cycle	Minimum Wage Standard	Mechanism for Penalizing Unpaid Wages
Guangdong Province	Monthly payment	2,300 yuan/month	Payment of 50%-100% compensation in addition
Hong Kong	Can be settled on a daily/weekly/monthly basis, with a maximum interval of 31 days	40 Hong Kong dollars/hour	Maximum fine of 350,000 Hong Kong dollars and imprisonment for up to 3 years
Macao	Principally monthly payment, with some industries settled on a weekly basis	7,000 Macao patacas/month, with exemptions for domestic and disabled employees	A daily fine of 2% of the unpaid amount, with a maximum fine of 100,000 Macao patacas

Data Source: Compiled based on the laws of the three regions

In practice, enterprises generally face challenges arising from differences in wage payment standards and minimum wage policies when managing cross-regional employment. These challenges are mainly reflected in the following aspects: ① The complexity in determining minimum wage standards. There are significant differences in the calculation units and application scopes of minimum wage standards among Guangdong, Hong Kong, and Macao, which can easily cause confusion in cross-border employment scenarios. ② The difficulty in coordinating diverse payment methods. Hong Kong and Macao permit relatively flexible

payment methods, which adds operational complexity to enterprise cross-border management. Vocational colleges should incorporate a "cross-regional shift scheduling" module into the Attendance Management course to train students in designing attendance systems that comply with the laws of both regions. Specifically, in the context of flexible employment scenarios, students should learn how to leverage the flexible working hour regulations in Hong Kong and Macao to optimize corporate labor costs while avoiding breaching the legal boundaries in the Mainland.

Working Hours and Overtime Pay. The management of working hours and overtime constitutes a critical aspect of labor relations management. Significant disparities exist among different jurisdictions concerning standard working hours, payment for overtime, and flexibility in working hours. In accordance with the Labor Law, Guangdong Province has clearly stipulated the standard daily working hours, overtime wages, and the system of comprehensively calculated working hours, with an emphasis on the comprehensive protection of workers' rights and interests. Hong Kong adopts a more flexible approach to working hour management but lacks a unified statutory standard for working hours, relying mainly on industry practices and employment contracts. Macao implements a 48-hour workweek and strictly regulates overtime conditions and compensation standards for night work through its Labor Relations Law. Table 5 summarizes the disparities in working hours and overtime pay among Guangdong, Hong Kong, and Macao:

Table 5
Comparison of Differences in Working Hours and Overtime Pay

Region	Standard Working Hours	Overtime Pay	Special Terms and Exceptions
Guangdong Province	≤ 8 hours per day, ≤ 40 hours per week	Not less than 150% on weekdays; priority given to compensatory leave on rest days, with 200% pay if compensatory leave is not possible; not less than 300% on statutory holidays, which cannot be replaced by compensatory leave.	Comprehensive calculation of working hours requires approval from the labor administration department.
Hong Kong	At least one day off after every 5 consecutive hours of work; ≥ 30 minutes rest every day	No mandatory overtime multiplier on weekdays; no mandatory multiplier on rest days, with compensatory leave or negotiated compensation required; statutory holidays off require normal wages plus overtime pay.	Employees may waive rest days in writing as per arrangements.
Macao	≤ 48 normal working hours per week	1.2 times on weekdays for daytime overtime, 1.5 times for night overtime; 1.5 times on rest days.	Daily overtime is capped at 3 hours, with annual cumulative overtime not exceeding 24 days.

Data Source: Compiled based on the laws of the three regions

In practice, enterprises face the following challenges in cross-regional working hour management: ① Increased management costs due to differing working hour standards. Significant variations in standard working hour regulations across jurisdictions require enterprises to establish multiple sets of scheduling and attendance management rules, directly leading to higher management costs; ② Complex overtime pay calculations. While Guangdong Province has clear standards for overtime pay, Hong Kong and Macao permit greater contractual freedom. Companies must calculate overtime pay rates separately for each jurisdiction, making errors in the calculation process highly likely and potentially triggering labor disputes; ③ Legal constraints on flexible employment arrangements. Guangdong has established mature systems for comprehensive working hour calculations and flexible working hour arrangements, whereas Macao imposes more restrictions on flexible employment, complicating cross-border employee management for businesses. In teaching, the concept of "multi-calendar shift scheduling management" should be introduced to cultivate students' ability to balance the holiday entitlements of employees from different regions (such as coordinating Easter holidays for Hong Kong employees with adjusted holidays for mainland employees). This represents an advanced level of cross-cultural human resource management competence.

Leave Policy. The leave policy serves as a crucial indicator for assessing the welfare level of laborers and constitutes a key aspect of labor contract management. There are notable disparities among Guangdong, Hong Kong, and Macao in terms of annual leave, statutory holidays, and paid sick leave, particularly with regard to the cumulative criteria for annual leave, the duration and payment ratios of maternity leave and paternity leave.

Guangdong Province has established standardized annual leave and statutory holidays in accordance with national regulations. In contrast, Hong Kong primarily relies on public holidays and grants employers a relatively high degree of autonomy in leave arrangements. Macao's leave policy is comparatively more human-oriented, offering greater protection particularly in terms of sick leave and maternity leave. Table 6 provides a comparative overview of the major holidays in Guangdong, Hong Kong, and Macao.

Table 6
Comparison of Differences in Leave Policy

Type	Guangdong Province	Hong Kong	Macao
Annual Leave	5-15 days (granted in segments every 10 years)	7-14 days (granted every 5 years)	6-14 days (gradually increasing to 9 years cumulatively)
Statutory Leave	11 days (unified national holidays)	17 days (including Buddha's Birthday, Easter)	22 days (including local folk festivals)

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Sick Leave	3-24 months (long-term medical period)	(long-term treatment)	Annual leave deduction or 4-12 days with pay (cap at 150 Hong Kong dollars/day)	30 days with full pay
Marriage Leave	3 days (as stipulated)	(as legally)	At the discretion of the enterprise (usually 3 days)	3 days with full pay (for first marriage)
产假	98 days with pay		14 weeks at 80% wage	70 days with full pay
陪产假	15 days compulsory		Not legally stipulated (5 days for government employees)	5 days compulsory
哺乳假	1 hour per day (until the child reaches 1 year old)		Flexible negotiation	1 hour per day (with double pay)
育儿假	10 days per year (before the child reaches 3 years old)		At the discretion of the enterprise	Negotiable deduction from annual leave

Data Source: Compiled based on the laws of the three regions

In practice, enterprises face the following key challenges when managing leave systems: ① Conflicting standards for annual leave and sick leave: Significant differences exist across jurisdictions in calculating annual leave entitlements and sick leave pay, often leading to misunderstandings and disputes in cross-border employment contracts. Particularly, variations in sick leave pay rates create substantial uncertainty for enterprises managing leave across regions; ② Differences in statutory holidays complicate scheduling. Hong Kong and Macao have substantially more statutory holidays than Guangdong Province. When scheduling cross-border employees, companies must account for distinct holiday requirements across jurisdictions, frequently resulting in scheduling conflicts or payroll calculation errors; ③ Inconsistent maternity and paternity leave policies: Macao offers more generous maternity and paternity leave provisions, while Guangdong Province and Hong Kong maintain more conservative policies. These disparities create significant gaps in employee rights protection when workers move between jurisdictions, impacting employee satisfaction and corporate labor costs.

Work-Related Injury Recognition and Anti-Discrimination Standards. The criteria for recognizing work-related injuries directly impact the protection of workers' rights and interests as well as the compliance costs for enterprises. There are notable differences among Guangdong, Hong Kong, and Macao in terms of the scope of work-related injury recognition, burden of proof,

and compensation standards. Guangdong Province adopts the principle of “burden of proof reversal,” placing the primary burden of proof on employers and incorporating traffic accidents occurring during commutes into the scope of work-related injuries. Hong Kong, however, requires employees to provide evidence of employer negligence or equipment defects. Macao strictly limits coverage to injuries occurring during working hours and within the workplace, and requires submission to the “Health Examination Committee” for medical assessment. Table 7 compares the recognition and benefits of work-related injuries across Guangdong, Hong Kong, and Macao.

Table 7
Comparison of Differences in Work Injury Determination and Benefits

Item	Guangdong Province	Hong Kong	Macao
Coverage Scope	Non-primary responsibility accidents during work hours and commuting	Limited to workplace and locations designated by employer	Approved working periods/physical locations
Burden of Proof	Employer bears full responsibility for providing evidence	Initial proof by employee; employer cannot be completely exempt from responsibility	Employees bear the burden of proving the facts of the injury; employers bear the burden of proving intent.
Compensation Calculation	Disability compensation graded according to unified wage; 20 times the disposable income in case of death	Full coverage of medical expenses + 80% of income difference (up to 24 months); upper limit of disability compensation: 96 months' salary + HKD 662,000	In case of death/total disability = monthly salary × 120 times (≤ MOP 1.134 million)
Time Limit	Application within 1 year	Compensation within 2 years/3-year compensation in case of death	Mandatory report within 24 hours

Data Source: Compiled based on the laws of the three regions

The scope of anti-discrimination systems and the strength of remedies are directly linked to workers' equal employment rights, yet significant disparities exist in legislative levels and judicial practices across Guangdong, Hong Kong, and Macao. Article 3 of the Employment Promotion Law of the People's Republic of China (2015) on the mainland explicitly prohibits discrimination based on ethnicity, race, gender, or religious beliefs, but lacks regulations against implicit discrimination such as based on educational background or age; Hong Kong's Sex Discrimination Ordinance (Cap. 480, 1996) and Disability Discrimination Ordinance (Cap. 486, 1996) adopt a “decentralized legislation + Equal Opportunities Commission oversight” model, extending protections to marital status, sexual orientation, and family medical history; Article 4 of Macao's Framework Law on Employment Policy and Labor Rights merely prohibits “any

discriminatory restrictions affecting equal employment opportunities” in principle, with specific enforcement dependent on judicial case-by-case discretion.

Enterprises face the following challenges in cross-regional anti-discrimination management: inconsistent legislative standards and significant disparities in enforcement effectiveness. In cross-regional work injury recognition and compensation, enterprises primarily encounter challenges such as disputes over rights arising from differences in the scope of work injury recognition, resulting in noticeable gaps in rights protection for cross-border workers across different jurisdictions. Courses on recruitment and employee relations management must strengthen the cultivation of “international compliance thinking.” In current teaching practices, students often set inappropriate barriers (such as age or gender restrictions) in simulated recruitment scenarios due to insufficient understanding of Hong Kong's anti-discrimination regulations. Vocational education reforms should incorporate teaching modules like “non-discriminatory job advertisement writing” and “diversity workplace management” to enhance students' professional competence.

Right to Collective Labor. The right to collective labor serves as a crucial legal safeguard for workers to express collective demands and protect their rights and interests. It also functions as a key indicator for measuring labor market fairness and corporate social responsibility. Significant disparities exist among Guangdong, Hong Kong, and Macao in terms of the right to form labor unions, the effectiveness of collective bargaining, and dispute resolution mechanisms. Guangdong Province emphasizes the government's guiding role in trade union activities under the Trade Unions Law of the People's Republic of China (2021), with trade unions possessing legally defined coordination and oversight functions. Hong Kong, adhering to the common law tradition, grants workers the rights to freedom of association and collective bargaining through the Trade Unions Ordinance (Cap. 332, 1971), with negotiated agreements carrying contractual force. While Macao recognizes the right to collective bargaining, its actual implementation rate remains low due to cumbersome administrative procedures. Table 8 provides a summary of the legal frameworks and practical characteristics concerning collective labor rights in Guangdong, Hong Kong, and Macao.

Table 8
Comparison of Differences in Right to Collective Labor

Comparison Dimension	Guangdong Province	Hong Kong	Macao
Legal Basis	Article 6 and Article 20 of the <i>Trade Union Law</i>	Article 4 of the <i>Trade Unions Ordinance</i> (Cap. 332)	Article 33 of the Labor Relations Law (Law No. 7/2008)

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Right to form a union	Enterprises bear a “duty to support” and must obtain approval from higher-level trade unions.	Employees can register independently without employer consent, and a minimum of 30 people is required for registration.	A system of free declaration is adopted, but filing with the Labor Affairs Bureau is required, and after filing, it is subject to administrative supervision.
Collective bargaining effectiveness	Collective contracts take effect after being filed with the labor administrative department.	Contractually binding and enforceable by court order	The validity of agreements requires court approval, and enforcement rates remain low.

Data Source: Compiled based on the laws of the three regions

In practical management, enterprises face the following primary challenges in managing cross-regional rights to collective labor: inconsistent standards for union formation require companies to address varying union establishment requirements when operating across different jurisdictions; disparities in the effectiveness of collective bargaining undermine the validity of negotiated agreements; and complex dispute resolution mechanisms heighten legal risks for enterprises in cross-regional labor disputes. Faced with Hong Kong's powerful trade unions and collective bargaining mechanisms, students accustomed to mainland China's union model often find themselves at a loss. Instruction should incorporate training in “collective bargaining techniques” and “labor-management communication skills,” equipping students with the ability to maintain harmonious labor relations within complex industrial settings.

III) The Theoretical Logic of Vocational Education Reform: A Deconstruction from a Law and Economics Perspective

Regional disparities in labor law systems across Guangdong, Hong Kong, and Macao essentially constitute typical “institutional frictions,” whose economic effects are primarily manifested as transaction cost losses in factor mobility. One of the core functions of vocational education is precisely to reduce these institutional transaction costs by supplying human capital equipped with specialized skills.

Coase, in his work *The Problem of Social Cost*, pointed out that when the transaction costs generated by laws exceed the institutional optimization benefits, the market will suffer from efficiency losses (Coase, 1960). For instance, the mandatory differences in labor contract forms across Guangdong, Hong Kong, and Macao (with Guangdong requiring written contracts while allowing oral agreements in the latter two regions) compel enterprises to incur additional notarization and authentication expenses. These non-productive expenditures generate no substantive value but nonetheless drive up the marginal costs of cross-border employment. From

the perspective of vocational education, the high level of such costs largely stems from the "lack of professional talent." When enterprises lack HR professionals with technical skills well-versed in the laws of multiple regions, they have to rely on costly external legal services. By cultivating graduates through vocational education reform who are adept at handling cross-regional compliance matters, enterprises can essentially internalize their external transaction costs into lower human resource management costs, thereby enhancing the operational efficiency of the regional economy.

Becker (1964) emphasized that specific investments in human capital are crucial for achieving productivity improvements. The "incompatibility" of legal systems across the three regions (such as the non-interoperability of social security systems) constitutes a "hidden institutional tax" (North, 1990) that impedes the mobility of talent. The current dilemma lies in the fact that the human capital supplied by the vocational education system in the Greater Bay Area exhibits characteristics of "jurisdictional segmentation"—students proficient in mainland laws are unfamiliar with Hong Kong laws, and vice versa. This mismatch between educational supply and industrial demand has intensified the "regional fragmentation" of the labor market. Therefore, restructuring the curriculum system to cultivate compound talents equipped with "cross-jurisdictional general knowledge" and "practical operational skills" represents the fundamental approach to eliminating implicit institutional barriers and achieving Pareto improvement in human capital across the Greater Bay Area.

In summary, legal conflicts among the three regions are not merely a matter of legal coordination but also the logical starting point for reforming vocational education content. Only through educational innovation can a new "balance point for skills and talent" be established, thereby effectively supporting the integrated development of the Greater Bay Area.

III. Strategies for Vocational Education: Curriculum Restructuring and Practical Training Innovation

The complexity of cross-border labor relations has led to significant disparities among Guangdong, Hong Kong, and Macao in terms of legal application, dispute resolution procedures, and enforcement effectiveness. In the face of this industry-wide challenge, vocational education cannot merely confine itself to teaching within a single jurisdiction. Instead, it must embark on curriculum restructuring and innovate practical training models to cultivate compound technical and skilled talents capable of adapting to the environment of "one country, two systems, and three jurisdictions".

1) Curriculum Restructuring: From "Legal Conflict" to "Teaching Modules"

The legal conflict in cross-border labor relations essentially involves the concurrent application of territorial and personal jurisdiction principles across jurisdictions, which places exceptionally high demands on students' legal logical reasoning.

Firstly, a teaching module on "Identification of Cross-Jurisdictional Legal Conflicts" will be introduced. There is a direct conflict between the rule of "priority of the law of the worker's workplace" established in Article 43 of the Law on the Application of Laws to Foreign-Related

Civil Relations on the mainland, the jurisdictional discretion under Hong Kong's common law, and the mandatory application provisions in Article 3 of Macao's Labor Relations Law. A dedicated section on "Conflicts of Law Application" should be incorporated into the Labor Law Practice course. Drawing on the coordination experience outlined in Article 8 of the EU's Rome I Regulation, students will be instructed on how to mitigate risks through "party autonomy" clauses when drafting cross-border contracts. The teaching focus should shift from the mere rote memorization of legal provisions to the cultivation of capabilities in "legal selection and application." For instance, students should be trained to discern when to apply the "law of the place of actual performance" and when to apply the "law of the place of business registration."

Secondly, a practical training course on Digital Legal Skills should be developed. In response to the challenges of difficult evidence collection and mutual recognition in cross-border labor disputes, the industry is actively exploring technological empowerment approaches. By keeping abreast of cutting-edge industry trends, a course titled Digital Compliance in Human Resources Management will be launched. This course will integrate a blockchain-based evidence simulation system, enabling students to practice real-time blockchain storage of cross-border labor contract signings, attendance records, and salary payments. Through this hands-on training, students will develop cross-disciplinary skills that combine technological expertise with legal proficiency. Drawing on the pilot initiatives of "cross-border courts" in Qianhai and Hengqin, a simulated video trial environment will be established within the training laboratory. This setup aims to familiarize students with the "one-stop" cross-border litigation model, enhancing their practical capabilities in assisting enterprises with jurisdictional disputes and conducting remote court proceedings.

Thirdly, a "Greater Bay Area Labor Standards Unified Textbook" should be developed. Given the current situation where "case-by-case breakthroughs" have been made in places like Hengqin and Qianhai, yet systematic standards remain lacking, vocational colleges should collaborate with industry associations across the three regions to compile the Compliance Guide for Labor Employment in the Guangdong-Hong Kong-Macao Greater Bay Area as a school-based textbook. The compilation of this textbook should establish a teaching benchmark that adheres to the principle of "the law of the place of actual performance as the norm, with exceptions favoring worker protection," thereby helping students develop a unified perspective on employment compliance within the Greater Bay Area.

II) Innovation in Practical Training Models: Skill Development Based on Work Processes

To address the legal risks and management costs enterprises face in cross-regional employment, higher vocational colleges should deepen industry-education integration. By transforming corporate management challenges into practical training projects for students, they can achieve precise alignment between talent development and industrial demands.

Firstly, establish a "Guangdong-Hong Kong-Macao Employment Big Data" industry-education integration practical training base. The enterprise demand for constructing cross-regional information platforms presents an opportunity for school-enterprise collaboration. Schools may collaborate with Greater Bay Area human resources service providers to establish practical training bases and integrate authentic corporate compliance systems. Students can

leverage AI models to analyze judicial rulings from Guangdong, Hong Kong, and Macao, thereby distilling "compliance red lines." By operating HR SaaS systems for simulated exercises, they can complete closed-loop operations encompassing the entire process of cross-regional contract management, payroll calculation, and social insurance contributions. This approach effectively addresses the persistent educational challenge of "theoretical knowledge without practical operational skills."

Second, implement project-based learning (PBL) under the dual-system contract management model. For industry practices involving a "main contract plus regional supplementary agreements," conduct project-based learning (PBL). Incorporate authentic corporate case studies and require students to work in groups to design a "contract package for cross-border expatriate employees." Under the guidance of legal consultants (part-time instructors), students must draft supplementary agreements that clearly specify the applicable laws and jurisdictional courts, while also establishing a contract review mechanism. Through practical exercises, the focus is placed on cultivating students' capabilities in risk anticipation and legal document drafting.

Third, implement "1+X" certificate training and social services. Vocational colleges should fulfill their social service functions by addressing corporate internal training needs. Develop vocational skill level certificates such as "Greater Bay Area Compensation Tax Specialist" or "Cross-Border Labor Relations Coordinator." On one hand, core provisions from the Employment Ordinance and the Labor Relations Act are incorporated into certification assessments; on the other hand, faculty teams are deployed to enterprises to deliver specialized training on legal risk prevention for incumbent HR professionals, achieving an integrated approach to pre-employment training and post-employment development.

Fourth, enhance comprehensive competencies in "compensation design and cross-cultural mediation." Addressing regional disparities in compensation and benefits, introduce a module on "cross-regional compensation structure design" to teach students how to balance fairness and competitiveness for employees across different areas through "regional supplemental agreements." A campus-based "Labor Dispute Simulation Mediation Center" should be established to simulate conflict hotspots in cross-regional employment scenarios. Students should be encouraged to apply psychological and legal knowledge to conduct internal mediation at the nascent stage of disputes, thereby cultivating "mediation-oriented" HR professionals with high emotional intelligence and legal acumen.

IV. Conclusion and Prospects

This paper systematically reviews the core differences in the labor law systems of Guangdong, Hong Kong, and Macao, and, from the perspective of vocational education, delves into the new challenges these differences pose to the cultivation of talent in the fields of international business and human resources management. Research indicates that the systemic disparities in the legal systems within the Greater Bay Area not only elevate corporate compliance costs but also highlight the lagging nature of current vocational education in cultivating cross-jurisdictional legal professionals. In response to this issue, this paper proposes a vocational education strategy centered on "curriculum restructuring + practical training innovation." This

study breaks through the traditional static analytical paradigm of legal comparison and constructs a vocational education reform logic that follows the sequence of "institutional differences—skill gaps—pedagogical responses."

Future research and practice in vocational education can further deepen in the following directions: ① Promote mutual recognition of qualification frameworks. Drawing on the experience of the European Union, explore a mechanism for mutual recognition of professional qualifications in human resource management among Guangdong, Hong Kong, and Macao, and advance the implementation of a "single certificate valid throughout the Greater Bay Area." ② Establish a collaborative and shared teaching resource repository. Utilizing digital technologies, promote the establishment of cloud-based teaching resource repositories among institutions and enterprises across the three regions, enabling mutual access to social security data and sharing of legal case studies. ③ Further deepen the cross-regional apprenticeship system by exploring pilot programs for a "Cross-Regional Modern Apprenticeship Scheme" within the Greater Bay Area. This initiative will enable students to acquire theoretical knowledge in Guangdong and subsequently engage in rotational practical training at enterprises in Hong Kong and Macao, thereby achieving a truly seamless integration in the cultivation of talent.

Declaration of competing interest

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从帮扶实践到服务赋能：职业院校教师社会服务胜任力模型构建与验证——以粤黔协作背景下的教育帮扶实践为例

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摘要

在国家职业教育改革与东西部协作的双重政策驱动下，职业院校教师的社会服务角色从边缘走向核心，其胜任力水平成为衡量职业教育适应性与贡献度的关键指标。本研究基于“意识-能力-机制”三维理论框架，旨在构建并验证一个适用于中国语境的职业院校教师社会服务胜任力模型。研究采用混合方法，首先通过文献分析、行为事件访谈法与德尔菲专家咨询法，构建了一个包含“社会服务意识”、“社会服务能力”与“社会服务机制运用”3个一级维度、9个二级维度及31项具体行为指标的胜任力模型。随后，以粤黔协作中顺德中专帮扶台江职校旅游专业部的实践为深度案例，运用该模型对参与帮扶的教师社会服务实践进行质性分析，验证模型的有效性与解释力。研究发现，成功的教师社会服务实践深度契合了三维模型，表现为强烈的“责任驱动与价值认同”意识、“多元整合与创新转化”能力，以及对“政策-平台-评价”机制的娴熟运用。案例中，“竞赛育人”、“非遗活化”与“产教融合生态链构建”等关键行动，不仅是帮扶成效的体现，更是教师社会服务胜任力的生动实践。本研究首次系统构建并实证检验了职业院校教师社会服务胜任力模型，为教师专业发展、院校评价考核及政策制定提供了科学的理论依据与可操作的工具，推动了社会服务从“软性要求”向“可测量、可培养、可激励”的核心专业能力转型。

关键词：职业院校教师；社会服务；胜任力模型；粤黔协作；教师专业发展

1. 引言

在全球化与产业变革加速的背景下，职业教育的社会功能被赋予新的内涵。职业院校不再是封闭的“知识传授场所”，而是日益成为服务区域经济社会发展、促进技术技能积累与创新的“

开放式平台”。《国家职业教育改革实施方案》（国发〔2019〕4号）明确要求职业院校“依据自身特点和人才培养需要，主动与企业在人才培养、技术创新、就业创业、社会服务、文化传承等方面开展合作”。此后，“提质培优行动计划”、“双高计划”等一系列政策持续强化了职业院校及其教师履行社会服务的责任与使命。教师，作为职业教育活动的直接实施者与关键行动者，其社会服务胜任力的高低，直接决定了职业院校服务功能的实现程度与质量。

然而，与政策的强烈呼吁相比，职业院校教师社会服务的实践现状却面临诸多挑战。研究指出，当前职业院校教师普遍存在社会服务意识薄弱、将其视为教学科研之外的“副业”（丁馨，2021）；服务能力结构单一，难以应对企业技术研发、工艺改进、高端培训等复杂需求（任宝波等，2023）；服务顶层规划不够、政策倾斜不足、管理制度不配套（丁馨，2021）。究其根源，在于对“职业院校教师社会服务胜任力”这一核心概念缺乏清晰、系统、可操作的界定与解析。现有研究或停留于宏观政策解读，或侧重于单一服务形式的经验总结，未能从教师个体特质、行为表现与组织环境互动的整体视角，构建一个具有广泛解释力和指导性的理论模型。这种理论上的模糊性，导致院校在教师培训、绩效考核、职称评聘中无据可依，教师发展缺乏明确导向，严重制约了职业教育社会服务功能的深化。

与此同时，东西部协作国家战略为观察和研究职业院校教师社会服务胜任力提供了一个独特的“实践场域”。在“造血式”帮扶理念指导下，东部地区职业院校的教师团队深入西部学校，其工作内容远超传统意义上的“支教”，广泛涉及专业建设规划、课程体系开发、师资队伍培养、校企资源链接、非遗文化传承、社区技能培训等多个维度，本质上是一种高强度、综合性的社会服务实践。粤黔协作背景下，广东省佛山市顺德区中等专业学校（以下简称“顺德中专”）对口帮扶贵州省台江县中等职业学校（以下简称“台江职校”）旅游专业部的案例，正是这样一个典型。帮扶教师团队在将东部先进教育理念与资源“输血”的同时，更致力于激发西部院校内生动力，构建可持续发展机制，这一过程淋漓尽致地展现了社会服务所需的多维胜任力。因此，该案例成为检验和丰富社会服务胜任力理论模型的宝贵素材。

基于以上背景，本研究旨在解决三个核心问题：（1）职业院校教师有效履行社会服务职责，究竟需要哪些具体的胜任特征？这些特征如何结构化？（2）所构建的胜任力模型能否有效解释和评估教师在真实、复杂服务情境（如东西部协作帮扶）中的行为与成效？（3）基于模型，如何为职业院校教师社会服务能力的培养、评价与激励提供系统性建议？为此，本研究首先通过质性研究方法，构建职业院校教师社会服务胜任力的理论模型；继而以粤黔协作帮扶案例为对象，运用模型进行深度剖析与验证；最后，结合研究发现，提出提升教师社会服务胜任力的实践路径与政策启示。本研究不仅有助于填补该领域系统性理论研究的空白，更致力于产出可应用于院校管理实践的工具性成果，推动职业院校教师角色从传统的“教学者”向“教学-服务-创新”复合型专

家转型，从而更好地赋能职业教育高质量发展，服务国家战略与区域需求。

2. 文献综述

2.1 社会服务的内涵演进与政策要求

职业院校的社会服务职能，其内涵随经济社会发展和职业教育定位的变化而不断丰富。早期，社会服务多被理解为面向社区的技能培训或科普活动。随着产教融合、校企合作的深化，其内涵扩展至直接服务于产业发展，包括技术研发、工艺改造、咨询诊断、员工培训等（周海英，2015）。《现代职业教育体系建设规划（2014-2020年）》首次将“服务需求”作为基本原则，明确了服务经济社会发展和人的全面发展的双重目标。近年来，在“双高计划”和“职业教育提质培优行动计划”推动下，社会服务被提升到与人才培养、科学研究同等重要的地位，强调要“打造技术创新服务平台”，“提升对区域经济发展的贡献度”。政策话语的演变，反映出国家对职业院校发挥更直接、更高效经济社会功能期望的不断提升。

在此背景下，对教师个体的社会服务能力提出了明确要求。《深化新时代职业教育“双师型”教师队伍建设改革实施方案》提出，“双师型”教师不仅要具备教学能力，还要具备“相应的专业实践能力、科技研发能力和社会服务能力”。许多省份在职业院校教师职称评审标准中，逐步增加了社会服务成果的权重。然而，政策文本中的要求多为方向性和原则性描述，如“积极开展社会服务”、“取得良好社会效益”，缺乏具体、可观测、可衡量的行为标准，导致在落地执行时存在理解和操作的巨大差异。

2.2 教师社会服务能力的构成要素研究

学术界对于职业院校教师社会服务能力的具体构成进行了多方面探讨。早期研究倾向于列举能力项目。例如，刘红（2010）认为应包括技术研发能力、成果转化能力、培训指导能力和组织协调能力。周海英（2015）则将其归纳为技术服务能力、培训服务能力、文化服务能力和公益服务能力四个维度。这些研究初步勾勒了能力的大致轮廓，但要素之间逻辑关系不清，且未区分内在特质与外在行为。

近年来的研究开始尝试更具结构化的分析。丁馨（2021）从“知、情、意、行”四个心理过程出发，提出社会服务能力涵盖服务认知、服务情感、服务意志和服务行为。任宝波等人（2023）基于对高职院校专业带头人的调研，构建了包含“产业洞察与需求分析能力”、“技术研发与转化应用能力”、“项目策划与组织实施能力”、“沟通协调与资源整合能力”和“社会影响与效益评估能力”多维模型。这些研究开始关注能力背后的认知与动机因素，以及能力发挥所需的过程性技能。

国外研究提供了不同的视角。例如，芬兰在国家职业教育教师能力标准中，明确将“社会联系与网络构建能力”、“工作生活合作能力”作为核心（Finnish National Agency for Education, 2018）。欧盟的“职业教育教师与培训者能力框架”强调教师需具备“与工作世界和社区合作”、“应对多样性并促进包容”的能力（Cedefop, 2020）。这些框架将社会服务能力视为教师专业角色的内在组成部分，并置于广泛的社会协作网络中加以考量。然而，其制度环境（如企业深度参与职业教育的传统）与中国存在差异，需进行本土化调适。

2.3 社会服务胜任力模型研究进展

“胜任力”概念自McClelland（1973）提出以来，被广泛用于描述导致个体在特定岗位上取得卓越绩效的深层次特征集合，包括知识、技能、自我概念、特质和动机等。将胜任力模型应用于教师专业发展，特别是职业教育教师领域，已成为国际趋势（Tigelaar et al., 2004）。

目前，专门针对职业院校教师社会服务胜任力的模型研究尚处于起步阶段。例如，顾敏艳，杨灿&王亚南（2025）尝试将推拉理论应用于分析高职教师社会服务能力，构建了学校推力、个体拉力、学校粘力、个人阻力的四力模型。然而，这些研究要么理论构建不够系统，缺乏严谨的实证检验；要么仅针对某一特定类型院校或教师群体（如专业带头人），普适性有待验证。

总体而言，现有研究存在以下局限：（1）概念碎片化：对社会服务能力的构成众说纷纭，缺乏一个整合了内在特质、外显行为和情境因素的统一理论框架。（2）实证研究匮乏：多数研究为理论思辨或现状调查，缺乏通过严谨质性方法（如行为事件访谈、德尔菲法）构建模型，并运用案例或量化数据进行验证的完整研究链。（3）“研用脱节”：研究成果往往停留在学术论文层面，未能转化为可供院校管理者、教师培训者直接使用的评估工具或发展指南。

基于此，本研究旨在超越简单的要素罗列，构建一个根植于中国职业教育实践、融合国内外相关理论精髓、并经过实证案例验证的、系统化的职业院校教师社会服务胜任力模型，以回应理论与实践的双重需求。

3. 研究设计：胜任力模型的构建

3.1 理论基础与框架雏形

本研究初步提出“意识-能力-机制”三维分析框架，作为构建胜任力模型的理论基础。该框架认为，卓越的社会服务表现，是教师个体内在的“服务意识”、外显的“服务能力”与对外部“支持机制”的认知和利用三者共同作用的结果。

意识层：指驱动教师主动参与并持续投入社会服务活动的内在心理特质和价值观，是行为的原动力。包括社会责任感、职业使命感、市场敏锐度、创新意愿等。

能力层：指教师完成具体社会服务任务所必需的知识、技能和行为组合，是意识转化为成果的桥梁。包括专业技术能力、项目运营能力、沟通协调能力、学习迁移能力等。

机制层：指教师对所在组织及外部环境中的政策、制度、平台、资源等支持性条件的认知、理解和运用能力。卓越的教师不仅能适应机制，更能主动利用甚至优化机制来促成服务目标。包括政策解读与运用能力、校企合作网络构建与维护能力、资源整合与配置能力等。

这一框架将教师置于“个体-组织-环境”的互动系统中，避免了将社会服务能力简单视为静态技能集合的局限。

3.2 研究方法与步骤

模型构建采用循序渐进的混合研究方法，确保模型的科学性、严谨性与实践相关性。

步骤一：文献分析与初始指标池建立。系统梳理国内外关于职业院校教师社会服务、教师胜任力、产教融合等相关文献，以及国家、省市相关政策文件。结合“意识-能力-机制”框架，初步提炼出约50项可能的胜任力指标，形成初始指标池。

步骤二：行为事件访谈（Behavioral Event Interview, BEI）。采用目的性抽样，选取了10名在职业院校社会服务方面被公认为绩效优异者（如成功主持横向课题、为企业解决重大技术难题、组织实施有广泛影响的社区培训项目的教师），以及5名长期与职业院校合作并对其教师服务能力有深刻见解的企业高管或技术总监。使用STAR法则进行半结构化深度访谈，收集他们在成功或失败的社会服务事件中的具体行为、结果、想法和感受。访谈平均时长约90分钟，全部录音并转录为文字稿，获得约15万字的文本资料。

步骤三：主题分析与指标提炼。运用Nvivo 12软件对访谈文本进行编码分析。采用扎根理论的思路，进行开放式编码、主轴编码和选择性编码。经过三轮编码和团队讨论，从文本中自然涌现出关键主题，并将其归纳、整合到“意识-能力-机制”的三维框架下，形成包含3个维度、9个要素、35项具体行为描述的修订版指标集。

经过上述研究过程，最终构建的职业院校教师社会服务胜任力模型如下表所示（篇幅所限，仅展示二级维度和部分代表性三级指标）

步骤四：德尔菲专家咨询（Delphi Method）。邀请由8人构成的专家组，包括3名职业教育研究学者（教授/研究员）、3名来自不同地区和国家示范校的职业院校管理者（校长/教学副校长）、2名来自文旅业、信息技术业的企业资深专家（技术总监/人力资源总监）。通过两轮匿名问卷咨询，请专家对各项指标的重要性、可观察性进行5点量表评分，并提出修改意见。第一轮回收后，计算各项指标的平均分、标准差和变异系数，删除共识度低的指标，并整合专家提出的重叠或模糊指标。将修改后的指标集进行第二轮咨询，直至专家意见趋于一致。最终确定了包含3个一级维

度、9个二级维度、31项具体行为指标（三级指标）的胜任力模型，并获得了各一级、二级维度的权重系数。

3.3 职业院校教师社会服务胜任力模型

一级维度 (权重)	二级维度	三级指标（示例）
A. 社会服务意识 (0.30)	A1. 责任驱动与价值认同	1. 认同职业教育服务社会是教师本职工作的延伸,而非额外负担。 2. 关注区域产业发展动态,主动思考专业能为社会解决什么问题。 3. 在服务过程中,注重维护学校声誉和职业教育形象。
	A2. 成就导向与主动性	1. 认同职业教育服务社会是教师本职工作的延伸,而非额外负担。 2. 关注区域产业发展动态,主动思考专业能为社会解决什么问题。 3. 在服务过程中,注重维护学校声誉和职业教育形象。
	A3. 创新思维与跨界	7. 善于将教学中的新理念、新方法应用于解决企业或社区实际问题。 8. 愿意尝试将不同领域(如文化、旅游、技术)的知识进行融合创新。 9. 对新兴业态和技术保持好奇,并思考其社会服务应用场景。

(接上表)

B. 社会服务能力 (0.50)	B1. 专业技术与实践能力	10. 掌握本专业领域前沿的实践技能和操作规范，能胜任高水准的技术指导。 11. 具备将理论知识与复杂现实问题相结合，提出可行性解决方案的能力。 12. 能够根据服务对象（如企业员工、社区居民）特点，调整技术传授的语言和方式。
	B2. 项目策划与运营能力	13. 能够独立或牵头完成社会服务项目的需求调研、方案设计、预算编制。 14. 有效管理项目进度、资源与风险，确保项目目标达成。 15. 具备项目成果的总结、提炼和展示能力（如撰写报告、制作案例）。
	B3. 沟通协调与资源整合能力	16. 能够与不同背景（企业、政府、社区、同行）的服务对象进行有效沟通，清晰表达专业意见。 17. 善于在校内外协调人力、物力、信息等资源，为服务项目提供支持。 18. 能够建立和维护有利于社会服务开展的合作伙伴网络。
	B4. 学习迁移与适应能力	19. 在服务过程中，能快速学习新知识、新技能，弥补自身能力短板。 20. 能够将在社会服务中获得的新经验、新案例反哺到日常教学中。 21. 能够适应不同地域、文化环境下的服务要求，调整工作策略。

(接上表)

C. 社会服务机制运用 (0.20)	C1. 政策理解与运用能力	22. 熟悉国家及地方关于职业教育社会服务、产教融合、科技成果转化等相关政策。 23. 能够利用政策为服务项目争取合法性、资源或税收等优惠。 24. 能够将政策精神转化为具体的服务行动方案。
	C2. 院校制度利用与影响能力	25. 清楚了解本校关于教师社会服务的激励、考核、成果认定等制度。 26. 能够合理利用现有制度（如折算课时、奖励绩效）为参与服务的师生争取权益。 27. 能通过实践成效，为学校优化相关制度提供建设性意见。
	C3. 平台构建与维护能力	28. 善于利用已有的校企合作平台、产业学院、实训基地等开展社会服务。 29. 能够参与或牵头搭建新的社会服务平台（如技术服务中心、社区学院）。 30. 注重与服务对象建立长期、稳定的合作关系，维护平台生命力。 31. 能够处理服务过程中可能涉及的知识产权、利益分配等复杂问题。

表1 职业院校教师社会服务胜任力模型

该模型明确了三个维度并非孤立存在，而是相互关联、相互促进的有机整体。“意识”是引擎，“能力”是车轮，“机制运用”则是导航与润滑剂。权重分配（意识0.30，能力0.50，机制

0.20) 反映了专家组共识：卓越的社会服务表现，坚实的能力基础是核心，但缺乏强烈的内在驱动和有效利用环境支持的智慧，能力也难以充分发挥。此模型为后续的案例分析与实践应用提供了清晰的评估框架。

4. 案例验证：粤黔协作中教师社会服务胜任力的实践剖析

为验证上述模型的有效性与解释力，本章选取粤黔协作背景下佛山市顺德区中等专业学校（下称顺德中专）帮扶台江县中等职业学校（下称台江职校）旅游专业部的实践作为深度案例分析对象。该案例历时2年，涉及2轮次的骨干教师团队介入，服务内容综合性强（涵盖专业建设、师资培养、课程开发、竞赛指导、校企对接、非遗传承等），成效显著且资料翔实，是观察教师社会服务胜任力综合运用的理想情境。

4.1 案例背景与概况

根据国家东西部协作战略和广东省、贵州省的统一部署，佛山市顺德区对口帮扶黔东南州台江县。教育帮扶是其中的重要组成部分。顺德中专作为广东省高水平中职学校建设单位，其高星级饭店运营与管理专业群是省高水平专业群，被指定对口帮扶台江职校的旅游服务与管理专业（群）。台江职校位于少数民族聚居区，旅游专业是服务当地“文旅兴县”战略的重点专业，但存在师资力量薄弱、课程体系滞后、实训条件不足、与产业对接不紧密等发展瓶颈。

自帮扶关系建立以来，顺德中专派出骨干教师赴台江职校开展“嵌入式”帮扶。帮扶工作超越了传统的听课评课和讲座分享，深度嵌入到专业部的日常运行和长远发展中。本案例分析主要聚焦于帮扶骨干教师（同时也是课题组成员）的社会服务实践。

4.2 基于胜任力模型的案例分析

运用构建的“意识-能力-机制”三维胜任力模型，对帮扶团队在台江职校的关键服务实践进行解构。

4.2.1 意识层：从“任务执行”到“价值共创”的驱动升华

帮扶初期，支教团队可能将此次任务视为一项上级安排的、阶段性的“支教”工作（任务执行视角）。然而，成功的帮扶教师迅速超越了这一层面，展现出模型所强调的深层意识特征。

责任驱动与价值认同（A1）：支教团队深刻认识到，帮扶不仅是“输血”，更是帮助西部院校建立“造血”机能，是阻断贫困代际传递、促进区域协调发展的教育责任体现（郭红军 & 刘佳琪，2021）。他们认同，将顺德在产教融合、技能竞赛等方面的成功经验进行适应性转化并扎根台江，其价值远大于完成一项短期任务。例如，他坚持“打造一支带不走的队伍”的理念，将培养本地

师资置于核心位置。

成就导向与主动性 (A2): 面对东西部教育观念、资源条件的巨大差异, 团队成员没有消极等待或照搬照套, 而是主动作为。例如, 在发现台江职校教师对教学能力竞赛有畏难情绪后, 支教教师主动设计并实施了“新苗赛-菁英赛”分层竞赛赋能计划, 并引入“三阶打磨法”, 将备赛过程转化为系统的教学能力提升过程。这种“主动设计干预方案”而非“被动响应需求”的行为, 源于强烈的成就导向。

创新与跨界思维 (A3): 支教团队最具特色的实践在于将“非遗文化传承”与“旅游专业建设”进行跨界融合。他意识到, 台江丰富的苗族非遗文化(如芦笙、苗绣、姊妹节)不仅是旅游资源, 更是专业差异化发展的核心优势和思政育人载体。由此催生了“非遗社团项目化运营”、“吉尼斯纪录挑战”、“非遗研学课程开发”等一系列创新举措, 将社会服务从单纯的技术技能输送, 升华为文化赋能与品牌共创。

4.2.2 能力层: 多元复合能力的综合展现

在具体服务行动中, 帮扶团队全面运用了模型能力层的各项要素。

专业技术与实践能力 (B1): 支教团队凭借自身在酒店服务、餐饮管理、导游讲解、茶艺等方面的过硬专业技能, 为台江职校师生进行示范教学和精准指导。例如, 竞赛教练依据国赛、世赛标准, 重构实训模块, 显著提升了学生技能水平, 实现了学生竞赛省级一等奖“零的突破”。

项目策划与运营能力 (B2): 整个帮扶过程可视为一个大型的“专业建设与社会服务综合项目”。支教团队系统地进行了需求诊断(问题分析阶段)、方案设计(主要做法阶段)、资源筹措(链接顺德企业捐赠)、过程管理(定期交流、阶段评估)和成果固化(申报省级示范项目、开发校本教材)。其中, “挑战最大规模芦笙合奏吉尼斯世界纪录”活动, 更是一个典型的、需要精密策划、组织、协调和风险控制的复杂文化项目, 充分展示了项目运营能力。

沟通协调与资源整合能力 (B3): 这是贯穿始终的核心能力。支教团队需要: 1) 与台江职校领导、教师深度沟通, 建立信任, 达成发展共识; 2) 与当地教育部门、文旅部门沟通, 争取政策支持; 3) 与顺德后方学校、顺德餐饮协会、旅行社等企业沟通, 跨区域导入资金、设备、导师、实习岗位等资源(累计引入价值1.5万元物资, 对接110个大湾区实习岗位); 4) 协调校内不同专业、社团的学生共同参与大型活动。这种在东西部之间、政校行企之间穿针引线的能力, 是服务成功的关键。

学习迁移与适应能力 (B4): 帮扶教师团队并非简单输出, 而是持续学习。他们需要快速理解苗族文化、当地产业发展现状和教育生态, 将顺德经验进行本土化改造。例如, 他将顺德“美食之都”的资源与台江“非遗文化”结合, 共同开发《粤黔美食文化导赏》课程, 这是一个典型的迁移创新过程。同时, 他们将帮扶中遇到的新问题、积累的新案例, 带回顺德进行反思, 反哺本

校的教学改革与科研。

4.2.3 机制层：对“政策-平台-评价”系统的娴熟驾驭

帮扶团队的成功，离不开对多层次支持机制的深刻理解和创造性运用。

政策理解与运用能力 (C1)：团队深刻把握了“国家东西部协作”、“职业教育东西协作行动计划”、“技能贵州”等各级政策的精髓。他们不仅利用政策为帮扶行动赋予了合法性和资源支持，更精准地将帮扶工作与“省级示范性人才培养方案”等项目申报挂钩，将服务成果转化为可见的、被制度认可的建设成效，为台江职校争取到了关键的发展资源。

院校制度利用与影响能力 (C2)：在顺德中专内部，团队积极汇报争取，将帮扶工作纳入学校重点任务，确保了后方在师资调配、经费保障上的支持。在台江职校，他们通过显著的工作成效，潜移默化地影响着当地学校的管理理念和制度文化，例如推动学校更加重视技能竞赛的育人作用、更积极开展校企合作，客观上参与了受援学校内部制度的优化。

平台构建与维护能力 (C3)：团队工作的核心成果之一，就是构建了一个可持续的“政-校-行-企-社”协同育人平台。这个平台不仅包括物理空间的实训基地共建，更包括：1) 校际联盟平台：建立了顺德中专与台江职校常态化交流机制；2) 校企合作网络：将顺德优质餐饮、文旅企业资源与台江职校、乃至黔东南州相关企业链接起来；3) 文化传承与创新平台：通过非遗社团和吉尼斯纪录活动，将学校专业建设与地方文化社区紧密连接。团队注重建立长期合作关系，而非“一锤子买卖”，确保了平台的持久活力。

4.3 案例总结：模型的有效性验证

通过对台江职校帮扶案例的深度剖析，本研究发现，帮扶团队取得显著成效的关键行动与策略，几乎都能在“意识-能力-机制”三维胜任力模型中找到对应的、高强度的特征表现。案例证实：

模型的完整性：模型所涵盖的维度与要素，足以描述和解释在复杂、综合的社会服务情境中，教师取得成功所需的核心特质与行为。那些未被模型涵盖的、被认为重要的因素，在案例分析中并未显现。

模型的动态性：案例显示，三个维度在实践中是交织互动、动态循环的。强烈的“服务意识”驱动教师去学习和提升“服务能力”，并在实践中积极寻找和利用“支持机制”；而对“机制”的有效运用，反过来又巩固了服务成果，增强了教师的“成就感”和“主动性”，形成了正向强化循环。

模型的解释力：该模型不仅解释了“做了什么”（能力），更揭示了“为什么愿意做且能坚持做”（意识），以及“如何借助环境力量做得更好”（机制），提供了一个比单纯罗列能力项

目更为深刻和全面的分析视角。

模型的实践性：案例中的具体做法（如以赛促教促学、非遗课程开发、跨区域校企资源对接），都可以视为模型中某些胜任特征（如B2项目策划、A3创新思维、C3平台构建）在特定情境下的行为体现，这为将模型转化为可观察、可评估的教师行为标准提供了现实参照。

因此，粤黔协作帮扶案例有力地验证了本研究所构建的职业院校教师社会服务胜任力模型的有效性与现实相关性。

5. 讨论：从模型到实践的启示

基于胜任力模型的构建与案例验证，本研究对职业院校教师社会服务能力的认识、培养与评价，提出以下系统性启示：

5.1 重新定义社会服务能力：从“附加项”到“核心素养”

传统观念中，社会服务常被视为教师教学、科研之外的“附加项”或“软任务”。本模型表明，有效的社会服务需要教师具备一种高度综合的“核心素养”，它融合了专业精深度、项目领导力、跨界沟通力、政策洞察力和强烈的价值使命感。这种素养与高水平技术技能人才培养的要求内在统一。一个能成功为企业解决技术难题的教师，必然能将最前沿的实践案例带入课堂；一个能出色组织社区培训的教师，必然更懂因材施教。因此，院校必须从根本上转变观念，将社会服务胜任力作为“双师型”教师内涵的关键组成部分，纳入教师专业发展的核心目标体系。

5.2 构建“三维一体”的教师发展支持体系

基于模型的三个维度，院校应构建全方位的支持系统，促进教师社会服务胜任力的整体提升。

意识唤醒与价值塑造：通过组织教师深入学习国家职业教育改革政策、开展校情区情教育、宣传优秀教师服务典型案例、将服务贡献与师德评价挂钩等方式，持续激发教师的社会责任感、职业荣誉感和服务内在动机。组织教师赴企业、社区挂职锻炼，沉浸式体验社会需求。

能力系统化培养与认证：改变零散、随机的培训模式，依据胜任力模型的能力层要素，设计模块化、进阶式的培训课程。例如，开设“横向课题申请与项目管理”、“技术成果转化实务”、“跨文化沟通与谈判”、“职业教育政策解读与应用”等专题工作坊。探索建立教师社会服务能力“微认证”制度，对教师在不同服务项目中展现出的特定能力进行记录与认证。

机制优化与平台赋能：院校管理层是关键。必须进行顶层设计，改革教师评价与激励制度，将社会服务成效明确纳入绩效考核、职称评聘、评优评先体系，并设计科学的积分量化办法（可参考模型指标）。搭建多样化的社会服务平台，如公共实训中心、社区学院、技能大师工作室等，

为教师“练兵”提供舞台。简化校企合作、成果转化的校内审批流程，设立社会服务专项基金，为教师“走出去”提供经费和时间保障。

5.3 开发基于模型的诊断与评价工具

模型的价值在于其可测量性。下一步，可以基于模型的31项三级行为指标，开发《职业院校教师社会服务胜任力自评/他评量表》、《教师社会服务行为观察记录表》等诊断工具。这些工具可用于：1) 教师自我诊断：帮助教师认清自身在社会服务方面的优势与短板，制定个性化发展计划；2) 院校管理评估：用于新教师招聘考察、在岗教师定期能力评估、培训需求分析以及绩效考核中的社会服务维度评价；3) 项目成效评估：在教师参与重大社会服务项目前后进行测评，量化其能力成长变化。案例中帮扶团队的卓越表现，可以作为量表评分中“优秀等级”的行为范例参考。

5.4 关注东西部协作等特殊情境下的胜任力挑战

本案例揭示了在跨地域、跨文化的协作帮扶情境下，对社会服务胜任力的特殊要求被放大。例如，“学习迁移与适应能力(B4)”和“跨文化沟通能力(B3)”显得尤为重要。这对选派参与此类项目的教师提出了明确的能力倾向要求。同时，这也为教师提供了在极端情境下快速、综合提升社会服务胜任力的宝贵机会。院校应有意识地将东西部协作、对口支援等任务，打造为培养和锤炼骨干教师社会服务综合能力的“特种训练营”，并建立相应的选拔、支持与激励机制。

6. 结论与展望

本研究响应了职业教育改革对提升教师社会服务能力的迫切需求，通过严谨的质性研究与案例验证，首次系统构建并初步验证了一个包含“意识-能力-机制”三个维度、九个要素、三十一项行为指标的职业院校教师社会服务胜任力模型。该模型突破了以往研究的碎片化局限，提供了一个整合内在动机、外显行为与组织环境的系统性分析框架，具有较高的理论创新性和实践解释力。

以粤黔协作帮扶案例为镜，模型得到了生动映证。案例表明，成功的社会服务实践绝非偶然，其背后是帮扶团队在强烈责任与价值意识驱动下，综合运用专业技术、项目管理、资源整合等多维能力，并娴熟应用东西部政策、校际校企平台支持机制的结果。这一过程，正是教师社会服务胜任力从模型“文本”走向实践“画卷”的完整演绎。

本研究的实践意义在于“架桥”与“赋能”。它架起了宏观政策要求与微观教师行为之间的桥梁，将“提升社会服务能力”这一模糊指令，转化为清晰、可观测、可培养、可评价的具体胜

任特征。它为职业院校管理者提供了教师队伍社会服务能力建设的“路线图”和“诊断仪”，为教师个体指明了专业成长的“能力坐标”。最终成果《职业院校教师社会服务胜任力量化评价表》与《职业院校教师社会服务实施指南》（建议稿）等，旨在直接赋能院校管理与教师发展。

当然，本研究也存在局限。首先，模型虽经德尔菲法和案例验证，但其普适性仍需在未来通过更大范围的问卷调查、对不同地区、不同类型院校教师的测评来进一步检验和修正。其次，模型各维度、要素之间的相互作用机制，有待通过纵向追踪研究或结构方程模型等量化方法进行更精确的探查。最后，如何将模型完美地嵌入不同院校已有的教师发展和管理制度中，需要更多的行动研究与试点探索。

展望未来，职业院校教师的社会服务角色必将日益重要。期待本研究构建的胜任力模型能成为一个有用的起点，激发更多学者和实践者投身于这一领域的研究，共同开发更精细的测评工具、设计更有效的培训课程、探索更富激励性的制度安排，从而推动我国职业院校教师队伍整体社会服务胜任力的跃升，使职业教育在服务国家战略、支撑产业升级、促进共同富裕中发挥出不可替代的磅礴力量。

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制度—文化双轮驱动：德国双元制企业参与经验与我国现代学徒制优化路径研究

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制度—文化双轮驱动：德国双元制企业参与经验与我国现代学徒制优化路径研究

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摘要

现代学徒制是衔接职业教育与产业需求的关键模式，企业深度参与是其有效运行的核心支撑。德国以“双元制”为核心的现代学徒制，历经“法律筑基—质量升级—国际适配”的演进，通过“小额规则+精准激励”的制度设计与“微观认同+协同共识”的文化培育，构建了企业深度参与的稳定机制。我国现代学徒制虽经地方探索、国家统筹、试点深化至制度定型的发展阶段，初步形成“校企协同、双元育人”框架，但仍面临企业参与“浅层化、短期化”的现实困境，具体表现为制度层面“权责界定模糊、激励机制失衡”与文化层面“企业短期思维、技工认同薄弱”。本研究以“制度—文化双维度”为比较视角，结合广西4所职业院校的实地访谈数据，系统梳理德国双元制与我国现代学徒制的演进脉络，剖析德国企业深度参与的核心特征，最终构建“制度—文化双轮驱动”模型，提出明确校企权责清单、优化企业激励体系、重构师徒伦理、培育工匠精神等优化路径，为破解我国企业参与困境、推动现代学徒制高质量发展提供理论支撑与实践参考。

关键词：现代学徒制、德国“双元制”、制度—文化双维度、校企协同

1. 引言

随着产业升级加速与职业教育改革纵深推进，技术技能人才供给与产业需求错位的矛盾日益凸显，现代学徒制作为“校企双元育人”的核心模式，其重要性愈发凸显。企业作为产业需求的直接代表，其深度参与程度直接决定现代学徒制的育人质量与产业适配性。自20世纪60年代起，德国率先以“双元制”破解职业教育脱离实践的难题，通过法律固化企业主体地位、以精细

化激励激活企业内生动力，同时依托“职业荣誉感”与“协同共识”的文化积淀，形成企业深度参与的稳定生态，为全球现代学徒制发展提供了成熟范式。

我国自 21 世纪初开启现代学徒制探索，历经地方试点破冰、国家战略布局、试点范围拓展至制度定型的演进历程，2022 年修订的《中华人民共和国职业教育法》更以法律形式确立“中国特色学徒制”，明确企业主体地位。然而，实践中“校企协同松散”“企业参与意愿不足”“培养质量与产业需求脱节”等问题仍普遍存在，尤其在中小企业中，因培训成本高、权责界定不清、文化认同薄弱等因素，主动参与率不足 30%。这种“学校热、企业冷”的困境，既源于制度层面规则模糊与激励错位的刚性制约，也受限于文化层面短期思维与技工认同缺失的柔性阻滞，二者相互叠加形成恶性循环，严重制约现代学徒制的育人效能。

既有研究多聚焦中德现代学徒制的宏观制度对比，或单一维度剖析我国企业参与困境，对“制度—文化如何协同作用于企业参与”的机制性探究不足，且缺乏基于本土实践的实证支撑。为此，本研究以“制度—文化双维度”为分析框架，通过梳理德国双元制“企业深度参与”机制的演进逻辑与核心特征，结合广西 4 所职业院校的实地调研，系统解构我国现代学徒制企业参与的现实梗阻。在此基础上，构建“制度—文化双轮驱动”模型，提出兼具理论创新性与实践可操作性的优化路径，既是揭示现代学徒制“产业适配性”本质规律的必然要求，也是破解我国企业参与困境、推动职业教育高质量发展的现实需要。

2. 现代学徒制的演进脉络与企业参与机制的比较背景

现代学徒制作为衔接职业教育与产业需求的关键模式，其核心价值在于通过“学校—企业”双元协同实现技术技能人才的精准培养，而企业的深度参与则是该模式有效运行的核心支撑。自 20 世纪 60 年代起，面对产业升级催生的技术人才缺口与职业教育脱离实践的共性难题，德国率先以“双元制”为核心构建现代学徒制体系，通过制度设计固化企业主体地位，形成了兼具稳定性与实效性的运行机制。

我国现代学徒制自 21 世纪初开启探索，历经地方试点、国家统筹、体系完善至制度定型的演进历程，现已初步构建起“校企协同、双元育人”的框架，但在企业深度参与的动力机制、权责界定与保障体系等方面仍处于起步阶段。当前，我国职业教育面临“校企协同松散”“企业参与意愿不足”“培养质量与产业需求错位”等现实痛点，亟须借鉴国际成熟经验。其中，德国双元制职业教育体系中“企业深度参与”的核心运行逻辑，为我国构建契合本土产业发展格局与教育生态特征的现代学徒制体系，提供了具有实践价值的重要参照范式。

基于此，本文以“制度—文化双维度”为比较视角，系统梳理德国双元制与我国现代学徒制的演进脉络，聚焦德国企业深度参与的机制特征，既是揭示现代学徒制“产业适配性”本质规律

的必然要求，也是破解我国企业参与困境、推动职业教育高质量发展的现实需要。

2.1 德国双元制的演进与“企业深度参与”机制的形成

德国现代学徒制以“双元制”为核心，其政策演进始终围绕“强化企业主体地位、完善企业参与保障”展开，形成了“法律筑基—质量升级—国际适配”的递进逻辑，逐步构建起“企业深度参与”的制度框架与实践路径。

2.1.1 法律筑基：企业参与的权责法定化

“双元制”的制度雏形源于 1964 年《对职业培训和职业学校的鉴定》，而 1969 年《联邦职业教育法》的颁布，标志着企业在双元制中的核心地位通过法律得以固化，彻底改变了早期学徒制“自发实践”的松散状态。该法律明确两大核心规则：首先是权责边界清晰化。规定企业承担70%以上的实践培训任务，同时需要依据《职业教育条例》制定培训计划；职业学校仅承担每周 1-2 天的理论教学，并依据《职业教育框架教育计划》开展教学，形成“企业主导实践、学校支撑理论”的分工体系，避免“企业不愿带徒、学校脱离实践”的困境。其次是利益保障制度化。明确学徒每周在企业学习 3-4 天，企业需向学徒支付生活津贴，同时将行业协会纳入机制：由行业协会组织中期考试与毕业考试，既监督企业培训质量，也为企业参与提供了协同监督载体。这一法律设计从“责任强制”与“利益保障”双重视角，激活了企业参与的内生动力（关晶，2010）。

2.1.2 质量升级：企业参与的内容与激励精细化

在工业 4.0 技术深度渗透产业领域的背景下，技术迭代与产业升级对职业教育的适配性提出了更高要求。作为双元制职业教育的标杆国家，德国于 2019 年 12 月通过《职业教育现代化及加强职业教育工作法》，对《职业教育法》（Berufsbildungsgesetz, BBiG, 简称“BBiG”）进行系统性修订并于 2020 年 1 月 1 日正式生效。此次修订直指“企业培训质量与产业技术脱节”“学徒职业吸引力不足”等核心矛盾，通过制度创新进一步完善了企业深度参与职业教育的机制框架（Bundesregierung, 2019）。

修订案构建了三维度优化体系。其一，培训内容动态化机制。为破解技能传递与技术迭代不同步的问题，修订案强制要求教育企业将数字化技能纳入培训体系核心模块，并通过同步更新《职业教育条例》中的技能标准，建立培训内容与产业技术发展的联动调整机制，确保企业在技能传递中的前沿性优势。这一调整与德国联邦职业教育研究所（BIBB）提出的“职业教育 4.0”战略相呼应，直指数字化转型下的技能培养缺口。其二，报酬标准法定化机制。针对学徒岗位吸引力不足导致的“招徒难”问题，修订案首次以法律形式确立学徒最低月津贴制度，明确 2020 年起新签培训合同的第一学年最低津贴为 515 欧元，并逐年递增至 2023 年的 620 欧元，且随

培训年限按比例上调，从经济保障层面增强了职业教育的吸引力。其三，资格通道贯通化机制。为打破传统二元制“技术工人天花板”，修订案新增“职业行家”（geprüfte/r Berufsspezialist/in）高级职业资格等级，并配套设置“专业学士”等衔接资格，构建了纵向贯通的职业发展路径，显著提升了企业培训的长效价值（Bundesministerium für Bildung und Forschung, 2019）。这一阶段的改革方向，与下文提到的我国 2019 年《国家职业教育改革实施方案》提出的“产教融合、质量提升”目标形成了跨时空呼应。

2.1.3 国际适配：企业参与的人才供给渠道拓展

面对国内部分行业学徒岗位空缺率超 10% 的人才短缺问题，德国于 2024 年修订《技术移民法》，将二元制职业资格纳入技术移民认可范围，允许外籍人才凭二元制证书直接申请移民（Bundesministerium des Inneren, für Bau und Heimat, 2024）。这一政策不仅为企业解决了本土学徒供给不足的难题，更通过“移民政策绑定二元制”的设计，使企业参与的培训体系成为制度输出的载体，进一步强化了企业在二元制中的核心价值——从“本土技能培养”拓展至“国际人才储备”，完善了企业深度参与的外部支撑环境。

2.2 我国现代学徒制的政策演进与企业参与现状

我国现代学徒制的发展始终立足本土产业需求，历经“地方探索 — 国家统筹 — 试点深化 — 制度定型”的阶段，逐步推动“学校主导”向“校企协同”转型，但企业深度参与的机制仍待完善。

2.2.1 地方探索启动期：企业参与的初步尝试

2010年，江西新余市出台《职业教育现代学徒制试点工作方案》，成为国内首个系统性探索现代学徒制的地区（汤涇洪&卢建平, 2018）。该阶段因产业升级加速，传统职业教育“重理论、轻实践”的弊端凸显，新余市曾通过政策尝试构建“校企协同”框架，但受限于地方资源与制度配套不足，企业参与多为“被动配合”，尚未形成稳定的参与机制，仅为后续国家层面的政策设计提供了实证参考。

2.2.2 国家战略布局期：企业参与的顶层设计启动

2014年则成为我国现代学徒制纳入国家战略的关键节点：2 月国务院常务会议首次提出“校企联合招生、联合培养的现代学徒制试点”；5 月《国务院关于加快发展现代职业教育的决定》进一步明确“构建校企一体化育人机制”（国务院, 2014）；8月教育部《关于开展现代学徒制试点工作的意见》系统规范了“学校 — 企业 — 学徒”三方权责，要求基于企业生产需求设置岗位、将企业新技术融入课程，并明确学徒劳动报酬与安全保障（中华人民共和国教育部, 2014）。这一系列政策标志着企业参与从“地方自发”转向“国家推动”，但此时企业仍以“政策响应”

为主，主动参与的动力机制尚未形成。

2.2.3 试点范围拓展期：企业参与的多元协同探索

2015-2017年，政策重点转向扩大试点规模与激活企业参与。2015年7月，人力资源社会保障部与财政部联合推出《关于开展企业新型学徒制试点工作的通知》，首次提出“招工即招生、入企即入校、企校双师联合培养”模式，直接从企业人才需求视角设计学徒制（人社厅，2015）；同年8月，教育部遴选165家试点单位，涵盖行业企业、职业院校等多元主体，推动“企业参与标准制定”（教育部，2015）；2017年第二批203个试点单位进一步将智能制造等新兴产业纳入范围，尝试通过“一校多企”模式提升企业参与广度（教育部，2017）。但此阶段仍存在“企业参与程度不均”“部分企业仅提供实习岗位、未深度参与培养”等问题。

2.2.4 政策体系完善期：企业参与的保障机制优化

2018-2019年，政策聚焦“强化企业参与的制度保障”，逐步推动企业从政策被动响应向主动参与转变。2018年教育部第三批194个试点单位新增“产教融合型企业独立申报”类别，鼓励企业作为“双主体育人”直接参与试点（教育部，2018）；2019年《国家职业教育改革实施方案》明确提出“建设产教融合型企业”“完善校企合作成本分担机制”，通过政策激励降低企业参与成本，并要求建立“学徒权益保障制度”，从“成本补偿”与“风险防控”双重视角提升企业参与意愿（国务院，2019）。这一阶段，企业参与进程已逐步从“广度覆盖”向“深度协同”过渡，但相关政策文本在企业与院校的具体权责界定、激励细则等方面仍显模糊。

2.2.5 制度定型期：企业参与的法治化探索

2020年后，我国现代学徒制进入“法治化”阶段：2020年《中共中央关于制定国民经济和社会发展第十四个五年规划和二〇三五年远景目标的建议》提出“探索中国特色学徒制”，明确企业在“设岗育人”中的核心作用（新华社，2020）；2021年《关于推动现代职业教育高质量发展的意见》细化“企业设岗、校企共育”路径（中共中央办公厅等，2021）；2022年修订的《中华人民共和国职业教育法》以国家法律形式确立“国家推行中国特色学徒制”，明确“企业主体地位”与“激励政策制定”方向（教育部，2022）。至此，企业深度参与的法律框架初步形成，但在制度细节落地与文化共识构建上，仍与德国二元制存在差距。

上文系统梳理了德国二元制与我国现代学徒制的政策演进脉络。德国通过《联邦职业教育法》的多次修订，以“法律强制 + 质量优化 + 国际适配”构建了“企业深度参与”的基础框架，使企业从“培训主体”升级为“制度核心参与者”；我国则历经从地方探索到法治化的转型，逐步明确企业在现代学徒制中的主体地位，但在企业参与的动力机制、权责细则与保障体系上仍需完善。

值得注意的是，德国二元制中“企业深度参与”并非单纯依赖政策推动，而是源于制度设计

的“刚性约束与精准激励”，以及文化层面的“主体认同与协同共识”。二者共同构成企业持续参与的核心支撑。基于此，下文将聚焦德国二元制“企业深度参与”的核心特征，从“制度维度”解析其设计逻辑，从“文化维度”挖掘其形成基础，为后续提出我国企业参与机制的优化路径提供依据。

3. 德国二元制“企业深度参与”的制度－文化核心特征

根据上文对德国二元制演进脉络的分析可见，其“企业深度参与”机制的形成并非偶然，而是制度设计与文化积淀共同作用的结果。制度层面通过“小额规则”细化权责边界，并以“精准激励”激活企业内生动力；文化层面则依托“微观认同”与“协同共识”，构建了企业持续参与的社会生态。二者相互支撑，形成了德国企业深度参与现代学徒制发展的核心特征。下文将围绕制度与文化双维度展开分析，并以德国西门子公司与慕尼黑职业学校的合作为典型案例，阐释其运行逻辑。

3.1 制度维度：聚焦“小额规则 + 精准激励”

德国二元制中企业深度参与的制度基础，体现为一系列“小额规则”的精细化设计与“精准激励”的系统化实施。“小额规则”并非指规则琐碎，而是通过具体、可操作的条款明确企业参与的各项细节，避免权责模糊带来的执行障碍；“精准激励”则指向针对企业成本、收益与风险的差异化补偿机制，确保企业参与“有利可图”。

以《联邦职业教育法》为核心的制度体系，构建了企业参与的刚性框架。其中，该法不仅延续了早期法律中关于企业承担70%实践培训的规定，更在2020年修订版中进一步细化，要求企业依据《职业教育条例》制定个性化培训计划，并由行业协会监督培训质量与组织考试（Bundesministerium für Bildung und Forschung, 2019）。这些规则虽“小”，却有效规避了企业“重使用、轻培养”的短期行为。在激励层面，修订案首次设立学徒最低月津贴制度，并通过税收减免、培训补贴等经济手段降低企业成本。据统计，德国企业每年因参与二元制获得的直接与间接补贴约占培训总成本的20% - 30%，显著提升了企业参与的积极性（Bundesregierung, 2019）。

以西门子公司与慕尼黑职业学校的合作为例，西门子严格遵循《联邦职业教育法》与《职业教育条例》，为每位学徒制定为期3 - 3.5年的个性化培训计划，内容涵盖数字化制造、自动化技术等前沿模块。公司内部设立“培训中心”，配备专职培训师，并按照法律规定向学徒支付逐年递增的津贴。同时，西门子通过参与行业协会的考试设计，确保培训内容与产业技术同步更新（Siemens AG, 2021）。这种基于“规则+激励”的制度设计，使西门子每年培养近3000名学徒，

其中超过80%毕业后直接入职，形成了稳定的人才供给渠道（Bundesinstitut für Berufsbildung [BIBB], 2020）。

3.2 文化维度：聚焦“微观认同 + 协同共识”

除制度保障外，德国企业深度参与的文化根基同样不可忽视。“微观认同”体现为企业、职业学校、学徒及社会公众对双元制价值的普遍认可；“协同共识”则表现为各方在人才培养中的协作传统与信任机制。这种文化特征植根于德国长期形成的“职业荣誉感”与“社会伙伴关系”，是企业从“被动参与”转向“主动主导”的精神内核。

在企业层面，参与职业教育被视为履行“经济与社会 responsibility”的重要途径，而非单纯的成本支出。多数德国企业将培训投入视为长期人才战略的一部分，形成了“培养即投资”的文化认知。据德国工商大会调查，超过70%的企业认为参与双元制有助于提升品牌声誉与技术传承（DIHK, 2022）。在学校与学徒层面，职业学校教师普遍具备企业实践经验，课程设计紧密围绕企业需求，形成了“理论服务实践”的教学文化。学徒则对职业身份具有高度认同，将“技术工人”视为值得尊重的职业选择。

在西门子与慕尼黑职业学校的合作中，文化维度的作用尤为突出。西门子将“培训文化”纳入企业核心价值观，高层管理者直接参与学徒毕业典礼并颁发证书，强化了学徒的职业自豪感。学校教师定期赴西门子生产一线进行研修，确保教学内容与企业技术发展同步。此外，双方建立了“校企协同委员会”，由企业代表、学校教师与学徒共同参与，定期审议培训计划与实施问题，形成了基于信任的协同机制（Siemens AG, 2021）。这种“微观认同”与“协同共识”不仅提升了培训质量，更使西门子双元制项目成为德国职业教育输出的国际标杆。

综上所述，德国双元制中企业深度参与的核心特征，既依赖于制度层面“小额规则+精准激励”的刚性约束，也植根于文化层面“微观认同+协同共识”的柔性支撑。制度与文化的双轮驱动，使企业从“培训主体”升级为“制度核心参与者”，为我国构建本土化现代学徒制提供了重要参照。

4. 我国现代学徒制企业参与的现实困境：基于制度—文化双维与广西实践的映射分析

基于国内现代学徒制的理论框架分析以及实地调研发现，我国现代学徒制已初步形成“校企协同、双元育人”框架，但企业参与存在“浅层化、短期化”问题。依托制度—文化双维度，结合广西 4 所职业院校（2 所中职：ZA、ZB；2 所高职：GA、GB）的实地参观与深度访谈（表 1），可明确企业参与梗阻，为机制优化提供依据。

4.1 制度维度：规则模糊与激励错位的双重制约

制度供给的不完善是导致企业参与动力不足、协同效率低下的核心症结。从广西实践来看，制度层面的困境主要体现在“权责界定模糊化”与“激励机制失衡化”两个维度，二者共同构成企业深度参与的制度性壁垒。

4.1.1 校企权责界定模糊化：协作标准缺失引致“责任转嫁”

当前现代学徒制政策多为原则性表述，未对校企协同育人关键环节（实践课时占比、带教师资资质、安全责任划分等）制定可量化“权责清单”，导致协作缺乏刚性约束，形成“制度空转”。

实践中，这种模糊性首先表现为实践教学权责缺失——部分校企协议仅约定企业提供实训岗位，未明确核心技能培训内容与实践时长标准，企业倾向安排学徒从事低技能重复性工作，院校因无制度依据无法约束，导致核心技能传递断裂。其次，带教师资资质无刚性标准，受访地区企业中 60% 带教师傅为车间骨干兼职，未接受系统教学培训，仅采用模仿式教学，部分专业学徒实操达标率不足 50%。此外，安全风险责任界定空白，曾出现学徒实训受伤后，企业与院校因赔付主体争议导致协作破裂，企业后续缩减学徒接收规模。

这种设计本质是将育人责任隐性转嫁给企业，企业基于风险规避与成本控制，选择被动配合而非深度参与，正如 ZB 中职教务主任（ZB01）所言：“政策未明确企业权责边界，企业必然挑低风险、低成本工作，核心培训难以推进。”

4.1.2 激励机制失衡化：企业参与成本与收益的非对称性

激励机制“校强企弱”是制约企业参与的关键。实践显示，地方现代学徒制专项补贴 80% 流向院校（设备采购、教师培训），仅 20% 用于企业，且企业需满足“年接收学徒≥10 人”“设备投入≥50 万元”等硬性条件才能申领，导致区域中小企业参与率不足 30%。

从成本测算看，培养 1 名学徒年成本约 2 万元，政府补贴仅 5000 元，不足成本 25%，直接招聘熟练工成本更低，企业参与动力不足。同时，补贴申请流程繁琐，需提交 10 余项材料，审批周期 2-3 个月，中小企业因缺乏专人对接多放弃申领。此外，长期激励缺失，受访地区尚未建立“产教融合型企业”税收减免、用地优惠等政策，企业仅获短期小额补贴，无法形成长期收益预期，难以将学徒培养纳入人才战略。GA 高职院校实训主任（GA02）曾提到：“企业是追求利润最大化的市场主体，若参与现代学徒制仅能获得短期小额补贴，无法实现长期收益的补偿，仅靠政策号召难以推动企业深度参与。”

4.2 文化维度：短期思维与认同薄弱的深层阻滞

文化层面的认知偏差与协同共识缺失，是导致企业参与“短期化、表面化”的隐性因素。从

本次调研来看，文化困境主要体现在“企业短期导向思维”与“社会技工认同薄弱”两个维度，二者共同构建了企业参与的文化壁垒，使其难以将现代学徒制视为长期人才投资。

4.2.1企业短期导向思维：学徒培养的成本化认知

受访地区多数企业将学徒培训视为额外成本而非长期人才投资，普遍存在“担心学徒流失”“不愿投核心资源”的短视倾向。

一方面，企业培训内容避重就轻，仅教授基础操作技能，回避核心技能（如技术研发、管理能力）培训，担心培训后学徒跳槽导致投入沉没；另一方面，带教内生动力不足，仅30%企业设立带教专项奖励，多数将带教任务强加给技术骨干且不纳入绩效考核，师傅因占用工作时间无补贴，不愿传授核心技能。

尽管部分企业测算，学徒留任率60%可3年收回成本，且留任学徒技能匹配度更高，但多数企业因缺乏数据支撑与留任信心，仍选择直接招熟练工的短期策略。

4.2.2社会技工认同薄弱：技能价值“边缘化”加剧协同难度

社会层面对技工职业的低认同度，既导致现代学徒制优质生源短缺，也使企业参与现代学徒制的社会价值得不到认可，进一步削弱企业参与动力，加剧校企协同难度。

生源层面，ZB中职某专业现代学徒制计划招生50人仅录取32人，超60%学生因“家长认为技工地位低”“自身觉无发展前景”中途退出；GA高职优质学生倾向“专升本”，参与学徒制的多为“升学无望”群体，学习积极性低，增加企业培训成本。

企业层面，仅25%将带教纳入师傅职业发展评价，多数师傅视带教为额外负担，认为带教对晋升、薪资无影响，甚至影响生产任务，带教吸引力不足。正如ZA中职副校长（ZA01）所言：“缺乏尊重技能的文化氛围，仅靠政策推动，校企协同难以可持续。”

序号	院校编码	访谈日期	地区	访谈人员及职务	人员编码
1	ZA	2025.04.25	广西	副校长、合作企业负责人	ZA01-ZA03
2	ZB	2025.04.25	广西	教务主任、学校实训主任	ZB01-ZB02
3	GA	2025.04.26	广西	教务与实训管理处处长、合作企业人力资源部主任	GA01-GA04
4	GB	2025.04.26	广西	副校长、合作企业带教师傅	GB01-GB06

表1 受访者信息

上述实践调研表明，企业参与困境是制度缺陷与文化偏差“交互强化”的结果：制度的“权责模糊、激励失衡”使企业因“参与无依据、收益无保障”被动退出；文化“短期思维、认同薄弱”又降低企业对制度优化的期待，形成“制度不完善→企业参与意愿低→文化认同偏差加剧→制度优化缺乏基础”的恶性循环。

5. 模型核心逻辑与内涵界定

基于前文对德国双元制“制度—文化双维支撑”经验的剖析，以及我国现代学徒制（以广西实践为例）暴露出的“校企协同不足、企业参与被动、文化认同薄弱”等现实困境（Hua, 2019），为破解“制度不完善→企业参与意愿低→文化认同偏差加剧”的恶性循环，本章构建“制度—文化双轮驱动”成长路径模型（图 1）。

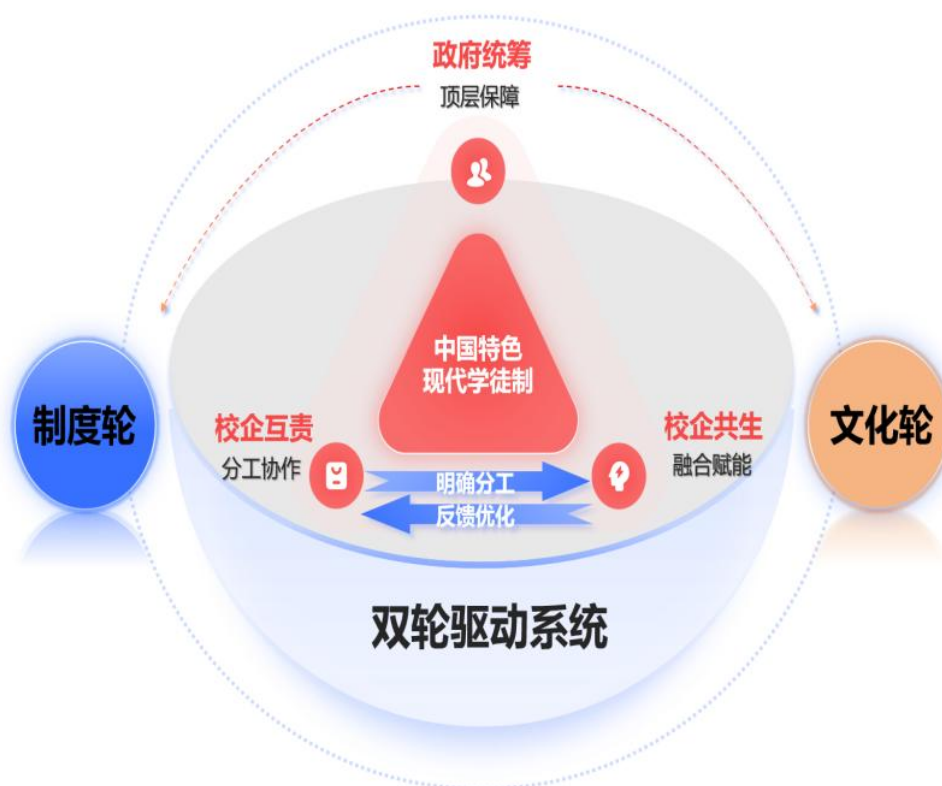


图 1 “制度—文化双轮驱动”成长路径模型

该模型以“政府统筹、校企互责、校企共生”为核心框架，通过“刚性制度供给”破解主体协同与利益平衡难题，通过“柔性文化培育”凝聚职业精神与育人共识，最终实现从“学校热、

企业冷”到“多元主体主动协同”的根本性转型。

5.1 模型构建的逻辑起点与核心框架

5.1.1 逻辑起点：困境回应与经验适配

模型构建的逻辑起点源于对本土现实困境的积极回应与国际经验的有序借鉴。在本土实践层面。模型直指广西实践中凸显的“制度权责模糊、激励失衡”与“文化短期思维、认同薄弱”等结构性问题，具体表现为近80%的财政补贴流向院校，中小企业参与率不足30%，以及约60%的学生因家长观念制约而中途退出等。这一现象并非个例，而是我国现代学徒制推行中“双主体权责虚化、双体系融合不足”的典型表征（徐海涛，2020）。为此，模型以“制度轮”与“文化轮”形成双维回应：前者聚焦明确权责边界、平衡成本收益，后者着力扭转认知偏差、培育社会认同，实现问题与对策的精准对接。在国际层面，模型借鉴了德国双元制中“法律筑基、文化支撑”的双轨逻辑，但并未简单移植其市场主导路径，而是结合我国政府主导职业教育的体制特征，强化政府在跨部门协同与文化引导中的统筹职能，以构建契合中国产业与教育现实的本土化模型。

5.1.2 核心框架：“政府统筹—校企互责—校企共生”的三角支撑

模型形成了“政府统筹—校企互责—校企共生”的三角支撑体系。政府作为规则制定者与资源协调者，承担跨部门政策整合、激励约束机制设计及文化传播引导等职能，为系统运行提供制度保障，这与我国“政府主导、多部门协同”的职业教育治理传统相契合。在校企互责层面，模型通过制度安排明确双方在教学实施与理论支撑中的职责分工，如设定实践课程比例与带教师傅资质标准，以规避传统“院校单极推动”模式下的责任虚化，回应了“双主体协同机制不完善”的核心痛点。在校企共生维度，则强调构建“教学共同体”，推动企业需求融入课程设计、院校理论反哺实践教学，实现双向赋能与深度融合。

5.2 制度驱动轮：刚性供给破解实践梗阻

制度驱动轮作为模型中的刚性供给机制，聚焦于破解我国现代学徒制实践中“协同低效、动力不足与标准缺失”等梗阻问题。其依托“跨部门协同机制、企业激励约束体系与双轨制培养标准”三大支柱，为企业深度参与提供可操作、可检验的制度基础。

5.2.1 跨部门协同机制：破解政策碎片化

针对政策碎片化问题，参考《加强和改进新时代中国特色企业新型学徒制工作方案》要求（职业能力建设司，2022），构建以教育部与人社部为双牵头单位、多部门参与的联席会议制度，并借鉴沧州市“一站式”服务平台经验，推动学徒培养全流程线上管理，实现权责明晰与流程优化（沧州市人民政府，2022）。

5.2.2 企业激励约束体系：平衡成本与收益

在企业激励体系设计上，依据《关于全面推行中国特色企业新型学徒制加强技能人才培养的指导意见》（职业能力建设司，2021）及2024年政策精神，建立以分级税收减免为核心的激励方案，将税收优惠与学徒留任率挂钩，并配套专项补贴与经费列支政策，补偿企业长期投入、激发其参与意愿。此外，通过内部协议与管理创新，如共同制定《学徒培养岗位说明书》、建立学徒价值评估机制、设计校企双端绩效激励方案等，将制度要求转化为可持续的合作行动，从而在权责对等、成本共担与收益共享的基础上，筑牢校企协同的制度根基。

5.2.3 双轨制培养标准：明确协作边界

借鉴德国“培训生”制度经验（Bundesministerium für Bildung und Forschung, 2019），针对“校企权责模糊、培养质量参差”问题，制定分层分类的刚性标准。

先从学徒身份双轨界定入手，明确16-18周岁学徒的“准员工”身份，由企业与学徒签订《学徒培养协议》替代劳动合同，规避用工风险。协议中需载明实践时长，例如：每周 3-4 天、核心技能模块、津贴标准；18周岁以上学徒按“企业员工”身份管理，签订劳动合同并约定“培训期”，切实达成身份清晰、校企权责对等的目标。在此基础上，依托行业协会牵头，联合龙头企业与职业院校共同开发《职业技能培训包》，体系化涵盖“通用素质、专业基础、岗位技能”三大模块，每个模块明确“学时占比、考核标准、带教资质”，解决“实践教学无标准、带教质量无保障”的问题。学分制弹性学制。

在此基础上，推行“学分积累与转换”制度，学徒完成“培训包”模块学习可获得相应学分，学分达标且通过行业协会组织的中期考试、毕业考试后，方可获得职业资格证书；针对企业生产需求或学徒个人特殊情况，允许申请“休学—复学”，将学制弹性调整为2-4年，既适配企业生产节奏，又保障学徒学习连续性。

5.3 文化驱动轮：柔性培育凝聚育人共识

文化驱动轮以“师徒伦理重构、工匠精神培育、多元文化传播”为实施路径，通过柔性引导扭转“企业短期思维、社会技工认同薄弱”的认知偏差，培育“德技兼修”的学徒制文化生态，为企业深度参与提供精神支撑。

5.3.1 师徒伦理现代化重构：摒弃依附关系，构建教学共同体

针对传统师徒制“人身依附、带教无激励”的问题，可参照河北化工医药职业技术学院的实践探索，构建以“平等协作、利益绑定”为核心的新型师徒伦理（许远，2022）。一方面通过双向选择与契约约束打破人身依附困局，由企业组织“师徒双向匹配会”，学徒根据技能兴趣选择师傅，师傅则结合学徒基础能力筛选徒弟，双方签订《师徒带教协议》，明确带教内容、带教周

期、考核标准，避免“强制指派、责任模糊”。

另一方面依托带教激励与资格挂钩激活师傅带教动力，将“带徒津贴”与学徒技能等级挂钩——学徒通过初级技能考核，师傅获相应津贴；通过中级考核，津贴提升；通过高级考核，津贴则达至某标准，且津贴由政府、企业按6:4比例分担；同时将“导师资格”纳入企业高技能人才评价体系，对具备3年以上带教经验且学徒留任率 $\geq 70\%$ 的师傅，优先获得“技能大师”称号、晋升技术管理岗位，解决“带教无收益、师傅不愿教”的痛点，推动师徒关系从传统依附式转向平等共赢式。

5.3.2 工匠精神培育体系：融入文化基因，强化技能认同

针对“社会技工地位低、学徒职业荣誉感弱”的现实困境，构建“课程—实践—赛事”三位一体的培育体系，从认知、情怀到价值认同层面层层递进，强化学徒的职业归属感。在课程体系中系统性植入职业文化要素，可在《职业技能培训包》框架下增设《中国传统技艺与职业精神》必修课程模块。该模块构建“传统伦理—现代实践”双维内容体系：前者涵盖鲁班技艺伦理、同仁堂诚信体系等传统手工业文明中的职业规范，后者选取“大国工匠”培育工程中的典型实践案例。通过“理论阐释+影像叙事”的教学组合策略，引导学徒基于历史维度与当代价值的双重认知，构建“技能成才”的职业身份认同。

在实践层面搭建精神传承平台，推动企业建立“技能大师工作室”，由行业领军人才担任负责人，每季度开展“名师带徒”活动——大师带领学徒参与技术攻关、工艺改良项目，让学徒在实践中体会“精益求精”的工匠精神；工作室定期举办“技能沙龙”，邀请退休老工匠分享行业经验，传承职业文化。

在赛事层面强化职业价值认同，组织学徒参与“全国职业院校技能大赛”“行业技能锦标赛”等高水平赛事，对获奖学徒给予相应奖励；同时推动赛事成果转化，将优秀学徒的技术方案纳入企业生产标准，让学徒感受到“技能创造价值”，提升职业自豪感与身份认同感。

5.3.3 多元文化传播载体：消解社会偏见，营造认同氛围

针对“家长视学徒为‘廉价劳动力’、企业育人价值不被认可”的认知误区，可通过多渠道传播扭转社会认知。搭建“全国现代学徒制成长档案平台”，对学徒从“入学—培训—就业”全周期轨迹实时跟进，涵盖技能等级证书、项目实践成果、企业评价等内容，档案向用人单位、职业院校开放，同时也让家长直观见证学徒技能提升清晰路径，消解“学徒质量无保障”的顾虑。由政府牵头定期举办“现代学徒制文化节”，设置“技能展演、企业育人典型宣传、家长开放日”三大核心环节：邀请家长走进企业实训基地，观看学徒实操演示、与优秀学徒及企业负责人面对面交流，亲身感受学徒的工作环境、成长空间与发展前景，通过“眼见为实”打破“技工地位低、学徒无前途”的刻板印象；同时集中展示企业育人案例与学徒成长成果，凸显企业在人才培养中

的主体价值。

构建全媒体宣传矩阵，联合主流媒体制作“学徒成长故事”纪录片，在短视频平台开设“我是学徒”话题，鼓励企业、学徒分享培训经历与就业成果；同时发布《现代学徒制发展白皮书》，公开企业参与率、学徒留任率、薪资水平等数据，用事实证明学徒制的育人价值，营造“尊重技能、认同学徒”的社会氛围。

综上，“制度—文化双轮驱动”模型通过制度轮破解实践梗阻、文化轮凝聚育人共识，再经协同机制实现双轮联动，最终可推动我国现代学徒制从“学校单极推动”转向“政府—企业—院校—学徒”多元协同，从根本上破解企业参与困境，为职业教育高质量发展提供可落地的实践路径。

6. 结论与展望

6.1 结论

本研究从制度与文化双维切入，系统揭示了企业深度参与现代学徒制的内在运行逻辑。德国双元制的成功，并非依赖单一政策推动，而是凭借“小额规则”与“精准激励”构建的刚性制度、“职业认同”与“协同共识”滋养的柔性文化形成双轮驱动。反观我国，企业参与现代学徒制的困境，本质是“制度失位”与“文化缺失”相互叠加、恶性循环的结果。权责界定模糊与激励机制失衡直接削弱企业参与动力，而短期功利思维盛行与职业教育社会认同不足则进一步侵蚀参与的深层根基。基于此，本文构建的“制度—文化双轮驱动”模型明确：唯有以刚性制度供给为校企协同强基赋能，以柔性文化培育为技能成才培根铸魂，才能从根源上破解“学校热、企业冷”的现实困局，推动现代学徒制实现从形式化合作向实质性共生的深层转型。

6.2 展望

未来研究可从以下维度进一步深化：其一，拓展实证研究的覆盖广度，开展跨区域、跨产业的对比分析，既检验“双轮驱动”模型的普适性，也优化其不同产业场景、区域发展水平下的适配性；其二，深化双轮互动机制的研究深度，重点探究不同制度工具如补贴政策、权责清单等对企业文化建构的具体作用路径，以及行业文化共识、企业职业价值观对制度执行效率的反向调节机制；其三，紧密追踪技术变革的重塑作用，聚焦人工智能、数字化转型背景下学徒培养内容的更新方向、培养方式的革新路径，以及“制度—文化”生态的演进规律，为构建适配未来产业需求的现代学徒制体系提供更具针对性的前瞻性指引。

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“职教出海”的战略框架与实施模式研究

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“职教出海”的战略框架与实施模式研究

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摘要

在“一带一路”倡议持续深化与中国企业加速全球布局的时代背景下，“职教出海”已从零散的国际交流项目，演变为一项旨在输出中国职业教育标准、模式与资源的系统性国家战略。本研究综合运用政策文本分析与文献计量分析，旨在系统构建其战略框架，并以四所职业院校为例，系统分析“职教出海”的落地实践模式。研究发现，“职教出海”的战略框架呈现出“国家顶层设计—区域/产业中观布局—院校/项目微观实践”的三层联动战略框架。实践层面，实施模式从早期的援外培训、校际合作，迭代演化为品牌统筹型、产教联培型、标准输出型及“中文+职业技能”融合型等多元模式集群，并正朝着数字化赋能、区域深耕与可持续发展方向深化。

关键词：职教出海；战略框架；实施模式；教育国际化

1. 引言：时代背景与研究缘起

随着“一带一路”倡议迈入高质量发展的新十年，以及《教育强国建设规划纲要（2024-2035年）》的颁布，中国教育的对外开放进入了统筹“引进来”与“走出去”的新阶段（[国务院，2025](#)）。在此进程中，“职教出海”作为职业教育服务国家战略的关键举措，其内涵与外延不断拓展。当前学术界对“职教出海”尚无统一定义，本研究结合既有政策与当前教育实践，认为“职教出海”是指推动职业教育走出去，鼓励职业院校积极参与国际交流与合作，推出具有国际影响力的专业标准、课程标准、教学资源，打造中国特色职业教育品牌，面向海外输出中国职业教育的特色和經驗，推动职业教育的国际化发展。它不再局限于传统的师生交流或课程引进，而是指中国职业教育体系伴随国家战略和企业全球化经营，主动、系统地向海外输出中国职业教

育的标准、资源、模式与服务，旨在培养本土化技术技能人才、服务国际产能合作、提升中国职业教育的国际影响力与话语权（程涛&王正青, 2023）。

从政策演进脉络观之，自2013年“一带一路”倡议提出以来，“职教出海”经历了三个清晰的阶段：2015年前的理论探索期，关注“合作办学”、“体系构建”；2015-2020年的实践落地期，“一带一路”、“鲁班工坊”成为热点；2020年后的提质增效期，“标准输出”、“数字化转型”、“产教融合”成为前沿议题。学者们对“职教出海”的关注也日益升温，研究视角涵盖国际化模式（刘晓&康梦云, 2025）、区域实践（史洪波&王屹, 2024）（姜威, 耿清政&韩荆柯, 2025）、可持续发展（王珩安&李玉博, 2025）、具体载体（唐继红, 周桐&黄遵红, 2024）及师资建设（张宇&辛秀兰, 2025）等多个维度。

然而，现有研究多侧重于现象描述、案例总结或单一维度分析，整体仍缺乏将宏观战略与微观实践进行系统性整合的研究。鉴于此，本文旨在回应以下核心问题：“职教出海”作为一个国家战略，其完整的战略框架如何构成？其实施模式经历了怎样的演进，并呈现出哪些创新趋势？通过对这些问题的探讨，本文期望为“职教出海”的学术研究提供一种整合性分析视角，并为政策制定与实践创新提供参考。

2. 研究热点与前沿演进分析

关键词作为表征文献核心内容的重要元素，其共现关系能够有效揭示特定研究领域的热点主题与发展脉络。本研究借助CiteSpace知识图谱工具，以“职教出海”为主题，对相关文献进行关键词共现、聚类及时间演化分析，以系统描绘该领域的研究格局与发展动态。

2.1 高频关键词共现分析

在CiteSpace中设置节点类型为“Keyword”，阈值设定为25，生成职业教育国际化与职教出海研究的关键词共现图谱（图1）。该图谱共包含299个节点、688.条连线，网络密度（Density）为0.0154。图中节点的形状与字体的大小越大就代表关键词出现的次数越多，在同一关键词上的连线数量越多表示该关键词与其他关键词的联系越紧密。在节点之中还存在着关键节点，关键节点是中介中心性超过0.1的节点。关键节点在知识网络中具有重要的结构控制与桥梁作用，能够反映研究领域的核心议题与发展导向。

本研究中识别出5.个关键节点，按中心性由高至低依次为：国际化（0.72）、高职院校（0.51）、职教出海（0.29）、职业教育（0.23）、高职教育（0.10）。此外，中心性排名前列的关键词还包括一带一路（0.07）、人才培养（0.07）、国际传播（0.06）、职业院校（0.04）、产教融合（0.04）、校企合作（0.03）。从出现频次来看，高职院校、一带一路、人才培养、对

策、双高计划、产教融合、发展路径、校企合作、合作办学、鲁班工坊等是出现频率最高的核心关键词，构成当前职教出海研究的主要议题。值得注意的是，部分高频关键词如“双高计划”“对策”“发展路径”“校企合作”“合作办学”“鲁班工坊”的中介中心性较低，说明它们在当前研究网络中更多作为独立议题或局部话题出现，尚未成为连接不同研究方向的枢纽。



图1 关键词共现图

2.1 社会服务的内涵演进与政策要求

图2为关键词共现分析后得到的关键词聚类图。关于聚类图，有两个指标来判断其是否合理，分别是Modularity（聚类模块值（Q.值））和Sihouette（聚类平均轮廓值（S.值））。一般认为， $Q > 0.3$ 意味着聚类结构显著，其次， $S > 0.5$ 。聚类就是合理的， $S > 0.7$ 意味着聚类是令人信服的。图2所示的聚类分析结果中，Q.值.=0.5029 >0.3 ，S.值.=0.848 $>0.7 > 0.5$ ，说明此聚类图是结构显著且合理令人信服的。



图2 关键词聚类图

通过LLR算法识别出9个主要聚类，依次标记为#0高职教育、#1高职院校、#2职教出海、#3职业教育、#4一带一路、#5高职、#6对策、#7职业院校、#8发展。各聚类之间连接较为紧密，反映研究主题具有较强的交叉性与系统性。其中，#4“一带一路”与#8“发展”的轮廓较大，说明多数研究在探讨职教出海时，注重将其置于“一带一路”倡议与国家发展战略框架下进行协同探讨。规模最大的聚类#0“高职教育”则突显了高职院校在职业教育国际化进程中的核心地位与研究集中度。

2.3 关键词时间线分析

为揭示研究热点的历时性演变，本研究进一步绘制关键词时间线图谱（图3）与突现关键词图谱（图4）。整体来看，职业教育国际化研究呈现出明显的阶段性演进特征：

2010年以前出现的关键词并不多，首次出现的关键词高职教育与国际化给予了最开始的基点。

紧接其后的2010—2015年之间，研究进入理论探索与体系构建期，有较多的关键词首次出现：合作办学、挑战与机遇、发展策略、人才培养、体系构建、对外交流、产业化、困境等词扎堆出现，反映了该阶段学界关注制度设计、路径探索与问题识别。

2015—2020年，随着“一带一路”倡议深入推进，研究重点转向实践落地与项目运营。一带一路、对外开放、实践探索、双语教师培训机制、鲁班工坊、茶叶企业、存在问题等关键词的浮现，标志着职业教育国际化从理论走向实践，海外办学项目、师资培训、校企合作案例不断丰富，并在实践中持续反思与优化。

2020—2025年这一阶段，研究进入提质增效与标准输出新阶段。中国职业标准、数字化转型、标准输出、产教融合、话语权、澜湄合作、双循环等词在这五年间尤其显眼。这表明我国职业教育国际化逐渐从“跟随企业出海”转向“主动布局引领”，重视标准建设、数字化转型与区域合作机制构建，“职教出海”的品牌效应与全球影响力日益增强。

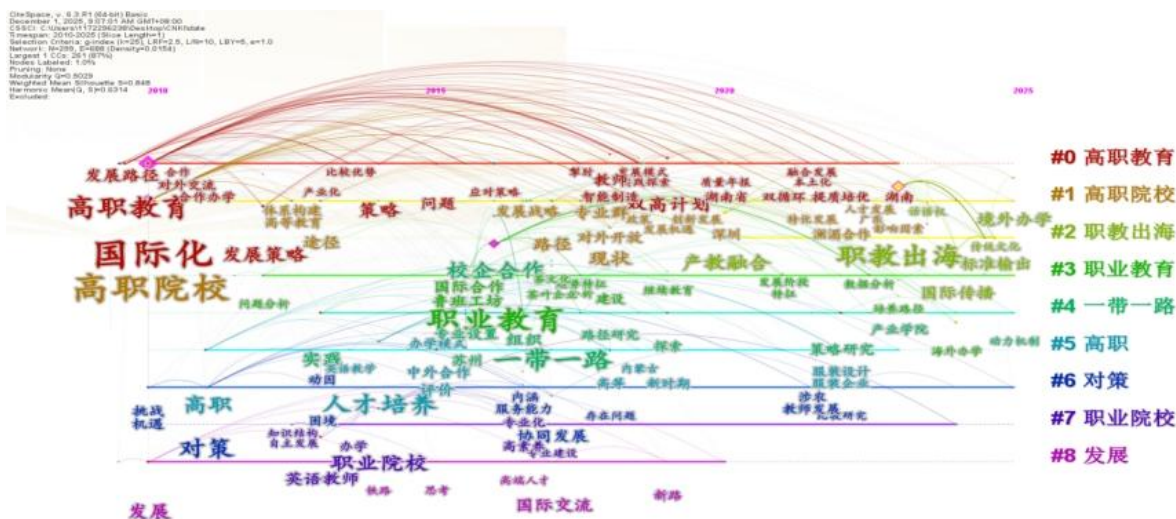


图3 关键词时间线图

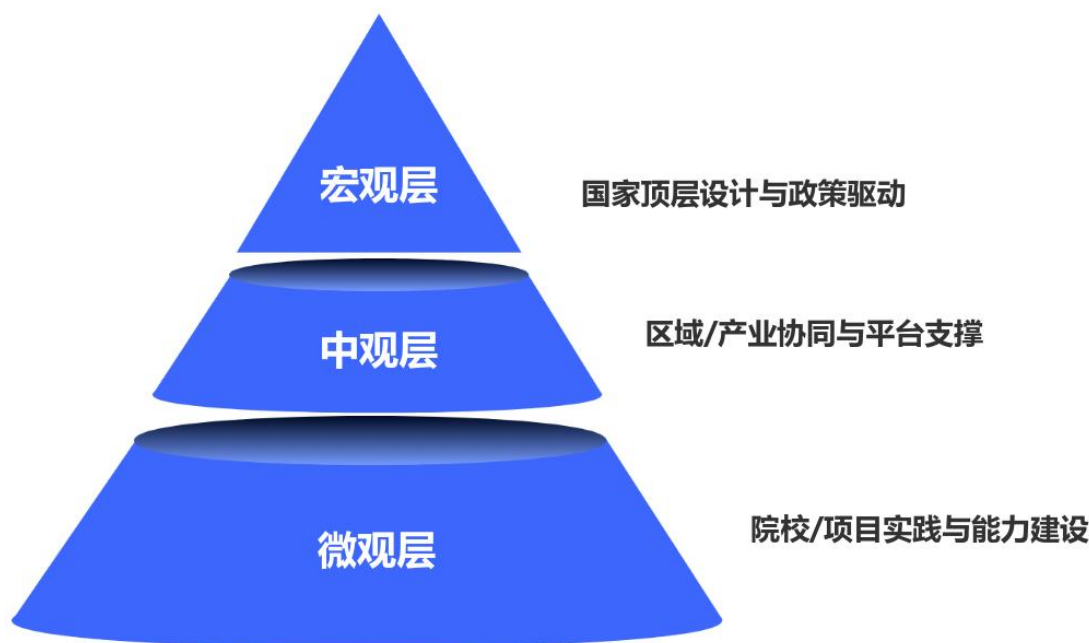
Top 23 Keywords with the Strongest Citation Bursts



图4 突现关键词图谱

3. “职教出海”的战略框架：三层联动与系统构建

“职教出海”并非职业院校自发的孤立行为，而是在国家意志主导下，多方主体协同参与的系统工程，其战略框架可解构为相互关联、动态互动的宏观-中观-微观三个层次。



3.1 宏观层：国家顶层设计与政策驱动

国家顶层设计为“职教出海”提供了根本遵循与方向指引。这一层面以服务国家外交大局和经济社会发展战略为核心目标。政策工具从早期纲领性文件《关于加快发展现代职业教育的决定》（国务院, 2024）、《推进共建“一带一路”教育行动》（教育部, 2016），逐步发展为体系化、精细化的行动方案。特别是《关于深化现代职业教育体系建设改革的意见》（国务院, 2022）明确提出“教随产出、产教同行”，标志着“职教出海”与产业国际布局的深度绑定。2024年以来，教育部领导多次提及设计“职教出海”2.0版本，按照“抓住两头、理顺中间”的思路，分区域、分国别进行精准布局，并致力于输出标准、资源和装备体系，显示出战略重心从“走出去”向“走进来”、“塑品牌”的升级，如2024年11月21日，吴岩在世界职业技术教育发展大会“产教融合推动职业教育高质量发展”平行会议上指出，职业教育和产教融合有三个必由之路（国务院, 2024）。

3.2 中观层：区域/产业协同与平台支撑

中观层是衔接国家战略与院校实践的桥梁，主要体现在区域协同和产教融合两个维度。在区域层面，各地依托地缘与产业优势，形成了特色鲜明的出海路径。例如，广西聚焦东盟，打造中国—东盟职业教育合作枢纽（史洪波&王屹, 2024）；山东提出建设“班·墨学院”，融合历史文脉与产业需求，探索新时期职教出海的山东方案（姜威, 耿清政&韩荆柯, 2025）。在产业层面，随着中国高端制造业的全球崛起，“职教出海”与产业链国际布局的同频共振日益紧密。行业协会、产教融合共同体、市域产教联合体等平台，在汇聚校企资源、对接海外需求方面发挥着不可替代的支撑作用。

3.3 微观层：院校/项目实践与能力建设

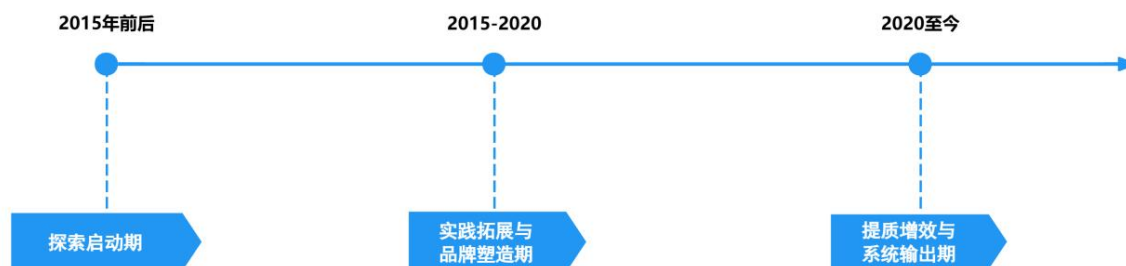
微观层是战略落地的“最后一公里”，核心行动者是职业院校和具体合作项目。这一层面的关键在于院校的国际化战略内生能力。教育部职业教育与成人教育司司长彭斌柏指出，国际化应从“外事活动”提升为院校整体发展战略，要求院校主动分析企业需求、融入学校发展规划、加强国际化师资队伍建设、提升项目运营与风险防控能力（彭斌柏, 2024）。实践载体也从早期的短期培训、援外项目，发展为以“鲁班工坊”为标杆，涵盖海外分校、合作办学、技能大赛、数字化资源平台等在内的多元矩阵。“鲁班工坊”的成功，正是微观项目在运营中探索出的“协同共生”逻辑的体现，即通过政、校、企、行多方共建，实现技术人才培养、教学资源开发与跨国产教融合的有机统一（唐继红, 周桐&黄遵红, 2024）。

4. “职教出海”的实践逻辑与实施模式

“职教出海”的蓬勃发展，背后有其深刻的内在演进逻辑。

4.1 阶段性演进逻辑

关键词时间线图清晰地印证了“职教出海”实践与研究的阶段性演进规律，从历时性角度看，这与政策脉络高度吻合（程涛&王正青, 2023）：



2015年前后，“职教出海”处于探索启动期，这一阶段以零散的援外培训和校际交流为主要形式，标志着中国职业教育国际化迈出了初步尝试的步伐。此阶段正值国家“一带一路”倡议提出之初，职业教育作为服务国家战略的重要组成部分，开始被纳入国际合作与交流的视野。根据CiteSpace图谱分析，此阶段的高频关键词包括“合作办学”和“发展策略”，反映了学界对职业教育国际化路径的初步探索。合作办学作为国际教育交流的重要形式，被视为引入国外优质教育资源、提升国内职业教育水平的有效途径。同时，发展策略的制定成为关键，涉及如何结合国家战略需求、优化资源配置、构建合作机制等方面。此阶段的实践主要以援外培训项目和校际交流为主，通过派遣教师团队、提供技术培训等方式，增强与合作伙伴国的互信与合作。其中，针对发展中国家开展的职业技能培训项目，不仅提升了当地劳动力的技能水平，也为中国职业教育赢得了国际声誉。然而，由于处于起步阶段，项目规模较小，缺乏系统性和持续性，更多处于理论探索和框架构思层面。政策层面，国家开始出台一系列鼓励职业教育国际化的文件，如《关于加快发展现代职业教育的决定》（[国务院, 2024](#)），为职业教育国际化提供了初步的政策依据。同时，通过参与国际教育组织、举办国际教育论坛等方式，加强与国际同行的交流与合作，为“职教出海”奠定了良好的外部环境。

随着“一带一路”倡议的深入实施，2015-2020年间，“职教出海”进入实践拓展与品牌塑造期。此阶段，职业教育国际化从理论走向实践，项目落地速度加快，模式探索不断深入，标志性品牌逐渐形成。此阶段的高频关键词包括“一带一路”和“鲁班工坊”，反映了研究与实践聚焦于项目落地、模式探索与标志性品牌打造。“一带一路”倡议为职业教育国际化提供了广阔的空间和机遇，促进了与沿线国家的深度合作。而“鲁班工坊”作为中国职业教育国际化的重要品牌，通过提供技能培训、技术转移等服务，有效提升了中国职业教育的国际影响力。此阶段，“鲁班工坊”等标志性项目在全球范围内快速布局，成为展示中国职业教育成果的重要窗口。通过与国外职业院校、企业等建立合作关系，共同开发课程、共享资源，实现了职业教育标准的国际化对接。同时，通过举办国际技能大赛、开展文化交流等活动，增强了中外职业教育的互鉴与融合。项目规模迅速扩大，品牌效应日益凸显。政策层面，国家出台了一系列支持职业教育国际化的文件，如《制造业人才发展规划指南》（[教育部, 2016](#)）、《国家职业教育改革实施方案》（[国务院, 2019](#)）等，明确了职业教育国际化的目标和路径。同时，通过设立专项基金、提供税收优惠等措施，鼓励职业院校和企业“走出去”，参与国际竞争与合作。

自2020年以来，“职教出海”进入提质增效与系统输出期。此阶段，随着全球职业教育竞争格局的深刻变化，中国职业教育国际化战略进入2.0时代，核心关切从“有没有”转向“好不好、优不优”，强调通过标准建设、数字化赋能和生态化协同来实现高质量发展与深度融入。此阶段的前沿突现词包括“标准输出”、“数字化转型”、“产教融合”和“可持续发展”，反映了研

究与实践聚焦于通过标准建设引领国际化进程、利用数字技术提升教学效率、深化产教融合促进教育链与产业链有效衔接以及实现职业教育的长期稳定发展。标准输出成为提升中国职业教育国际话语权的关键途径；数字化转型则通过引入人工智能、大数据等现代信息技术，优化教学流程、提高教学质量；产教融合强调职业教育与产业需求的紧密对接；可持续发展则关注职业教育在促进经济社会全面发展中的作用。此阶段，中国职业教育在国际标准制定方面取得了显著进展，通过参与或主导国际职业教育标准的制定，提升了中国职业教育在国际舞台上的地位和影响力。同时，数字化转型成为推动职业教育高质量发展的重要引擎，通过建设智慧校园、开发在线课程等方式，实现了教学资源的全球共享。产教融合模式不断创新，通过与企业共建实训基地、开展联合培养等方式，提高了职业教育的针对性和实效性。此外，可持续发展理念深入人心，职业教育在促进就业创业、推动社会进步等方面发挥了积极作用。政策层面，国家继续出台一系列支持职业教育国际化的文件，如《关于推动现代职业教育高质量发展的意见》（国务院, 2021）、《关于深化现代职业教育体系建设改革的意见》（国务院, 2021）等，为职业教育国际化提供了更加全面和深入的政策指导。同时，通过加强国际合作与交流、推动职业教育“随企出海”等措施，促进职业教育在全球范围内的布局与优化。此外，还注重完善职业教育国际合作的保障体系，为职业院校和企业“走出去”提供有力支持。

4.2 主要实施模式类型

在实践中，“职教出海”已演化出多种典型模式，并在当前阶段展现出新的融合与创新趋势。根据主导力量与合作深度的不同，可归纳出以下几种核心模式：

一是品牌统筹型模式。以国家或地方倾力打造的标志性项目为核心，进行标准化复制与推广。“鲁班工坊”是此模式的典范，它通过统一的品牌标识、建设标准和流程，在全球快速布局，形成了强大的品牌聚合效应（唐继红, 周桐&黄遵红, 2024）。

二是产教联培型模式。该模式多呈现为“随企出海”，这是当前政策着力推动的主流方向。职业院校紧密跟随“走出去”的中资企业，以企业海外项目的人才需求为导向，共同设计人才培养方案，开展订单式培养。此模式实现了“教随产出、产教同行”，针对性最强，但也对院校的快速响应和协同能力提出极高要求。

三是标准输出型模式。此模式超越了具体的人才培养项目，旨在输出中国职业教育的专业标准、课程标准、实训标准乃至职业资格认证标准。它代表了“职教出海”的高阶形态，旨在争夺国际职业教育领域的话语权与规则制定权。2023年教育部启动的“具有国际影响的职业教育标准、资源和装备建设”重点任务，正是对此模式的有力推动（国务院, 2023）。

四是“中文+职业技能”融合模式。该模式将国际中文教育与职业技能培训有机结合，衍生出

“技术+中文”、“中文+专业”、“中文+职业技能”等子类型（国务院, 2025）。它有效破解了海外中资企业的语言文化障碍，培养了既懂技术又懂中文的复合型本土人才，成为最具特色的中国职教出海路径之一。

4.3 当前模式的创新与深化趋势

在高质量发展阶段，“职教出海”的实施模式已不再局限于单一范式的独立运作，而是呈现出显著的交叉融合与迭代创新特征。具体表现为“随企出海”的深化与机制化、数字化转型赋能、区域聚焦与本土化深耕、师资队伍的国际化和专业化四个方面。

序号	院校编码	访谈日期	地区	访谈人员及职务	人员编码
1	ZA	2025.03.27	广西	副校长、教务处主任、商学院党支部书记、院长、烹饪技术与管理系主任	ZA01- ZA04
2	ZB	2025.03.28	广西	教务主任、文化旅游系副主任及相关职能部门、系部负责人	ZB01- ZB05
3	GA	2025.03.27	广西	教务与实训管理处副处长、旅游与康养学院院长、建筑工程与艺术设计学院副院长、旅游与康养学院教师及相关负责人	GA01- GA04
4	GB	2025.03.28	广西	副校长、教务处处长及相关部门负责人	GB01- GB08

图3 关键词时间线图

4.3.1 “随企出海”的深化与机制化

“教随产出、产教同行”的理念已从政策倡导转化为实践中亟待突破的核心命题。“随企出海”深化的关键在于超越初期依赖个人关系或单个项目的偶发性合作，构建可持续、制度化的产教协同生态。实践表明，院校“出海”的深度与成效，高度取决于其与核心产业链的绑定强度以及能否有效嵌入国家主导的品牌化战略通道。例如，柳州城市职业学院依托“汽车板块”，通过与上汽通用五菱、东风等企业在印尼、老挝的产能布局深度协同，成功获批“国家级鲁班工坊”与“中国东盟新能源汽车工匠学院”两项重要资质（GA01）。同样，柳州铁道职业技术学院则紧密围绕“马来西亚东海岸铁路”等“一带一路”旗舰项目，与中国交建等企业深度合作，推动在

马来西亚建立了“中国-马来西亚铁路现代工匠学院”，其项目成效获得积极评价（GB01）。

这些案例揭示了“机制化”的两重内涵（GA02）：一是基于市场需求的深度产教融合，即院校必须主动将课程体系、实训标准与企业海外项目的真实岗位需求和技术规范精准对接，实现人才培养与产业国际拓展的同步共振；二是依托政策驱动的品牌与平台赋能，即通过国家授权“鲁班工坊”、地方共建“现代工匠学院”等品牌化平台，为校企合作提供权威背书与公共服务，显著降低跨境合作中的制度性风险与不确定性（[民进中央, 2024](#)）。未来的创新方向，在于构建常态化的“政-校-企-行”跨部门协调机制，并在外汇管理、资产权属、人员跨境流动等关键环节提供系统性的政策支持，从而将自发的、零散的合作升维为稳定可靠的制度性安排。

4.3.2 区域聚焦与本土化深耕

面对全球复杂多元的社会文化环境与教育体系，“四面开花”式的广泛布局已难以为继，战略重心正向“区域聚焦、本土深耕”转变。这一趋势尤其体现在对重点区域（如东盟）的深度经营上，旨在整合有限资源，实现重点突破。本土化深耕则要求超越简单的课程翻译与内容移植，致力于推动中国职业教育标准、资源与对象国产业需求、文化语境和教育体系的深度融合。

具体实践呈现出清晰的层次性。在专业标准层面，如柳州铁道职业技术学院围绕东盟国家铁路发展规划，与越南、马来西亚等国合作，共同研制适配当地实际情况的运维标准与人员培训规范（GB02）。在文化适应层面，则有学校在推动特色课程（如螺蛳粉制作）出海时，主动研究并应对对象国民众的“口感接受度”与“清真饮食禁忌”等具体问题，对产品工艺与教学内容进行针对性改造，体现了“需求导向、精准适配”的务实原则（ZA01）。这种深度的区域聚焦与文化适配，不仅能有效降低因文化差异引发的合作风险，提升当地社会对项目的认可度，更是实现“职教出海”从“走出去”到“走进来”、从规模扩张向内涵式发展转型的关键路径，响应了政策层面从“四面开花”转向“重点突破”的提质增效要求（[教育部, 2024](#)）。

4.3.3 数字化转型赋能

数字化转型正成为重塑“职教出海”形态与效能的革命性力量。这远非教学手段的技术化点缀，而是职业教育在智能化时代的一次“换道”发展，从根本上颠覆着传统教育模式的内核（GA04）。其赋能作用主要体现在三个层面：其一，通过开发智慧教育平台国际版、输出优质慕课（MOOC）、建设虚拟仿真实训基地等方式，突破物理时空与国界限制，实现优质教学资源的规模化、低成本覆盖，有效缓解师资短期派出难、重型实训设备跨境运输成本高等现实瓶颈。其二，数字化工具正在深刻重构教学过程与能力评价范式。例如，在高级别职业技能竞赛中，综合运用人工智能技术进行方案设计与优化已成为角逐顶尖奖项的必备能力，这倒逼师生必须掌握前沿数字工具，也意味着未来输出的课程与能力标准必须内嵌此类数字素养。其三，数字化转型为应对海外生源背景多元、基础不一的挑战提供了可能，通过个性化学习路径与精准化管理，能够切实

提升人才培养的质量与效率。因此，数字教育出海不仅是技术工具的革新，更是确保中国职业教育模式保持全球先进性、吸引力与可持续竞争力的战略支点（[民进中央, 2024](#)）。

4.3.4 师资队伍的国际化和专业化

一切模式与战略的最终落地，其根基在于一支具备卓越国际胜任力的专业化师资队伍。当前，“职教出海”面临的严峻挑战之一便是复合型师资的短缺。教师所需的能力结构是立体而复合的：除扎实的专业技能外，还需具备良好的跨文化沟通能力，深刻理解对象国的产业政策、教育制度与文化背景，并掌握国际课程开发与跨文化教学法等专业能力（[张宇&辛秀兰, 2025](#)）。然而，现有的师资培训体系往往存在标准模糊、理论实践脱节、持续支持不足等问题。

一些院校的实践为此提供了改进思路。例如，柳州铁道职业技术学院通过强化“双师型”教师队伍建设、建立教师企业实践制度以及引进来自铁路行业的实务专家，确保教学内容紧密对接技术前沿与实战需求，并以国际化任务为牵引“倒逼”教师能力升级（GB02）。这表明，未来的创新方向在于构建一套“分层分类、训战结合、持续发展”的国际化教师专业成长体系。该体系需针对专业教师、双语教学教师、项目管理教师等不同角色，设定差异化的能力标准与发展路径；培训内容应从语言文化拓展至国际职业教育比较研究、海外项目运营与管理、数字化教学资源研发等实务领域；培养模式应强调“在做中学”，鼓励教师通过深度参与海外办学项目、开展国际联合教研、赴对象国进行中长期研修等实践方式，在真实复杂的国际化环境中淬炼实战能力。唯有建立起这样一支核心支撑力量，前述的所有模式创新与战略深化方能从宏伟蓝图转化为切实成果。

综上所述，“职教出海”创新深化的四大趋势构成了一个有机统一的整体：“随企出海”机制化着力破解“与谁同行、如何协同”的生态构建难题；区域本土化深耕科学回答“去向何处、如何扎根”的战略选择命题；数字化转型则为整个过程提供“以何赋能、何以引领”的先进动力引擎；而师资队伍的专业化建设则是保障“由谁实施、何以持续”的根本人力基础。它们相互支撑、协同演进，共同推动中国职业教育在全球化进程中，从产品与服务的输出者，稳步迈向标准与规则的共建者、全球职业教育公共产品的重要贡献者。

5. 结论与展望

本研究通过对政策文本、学术文献与实践案例的系统梳理，构建了包含宏观、中观、微观三个层次的“职教出海”战略框架，揭示了其背后国际生产折衷、教育公共外交与协同共生的多维理论逻辑，并勾勒出其从项目化探索到高质量发展的阶段性演进规律。在实施模式上，“职教出海”已形成品牌统筹、产教联培、标准输出及“中文+职业技能”融合等多元并存、相互促进的格局，并正朝着深化“随企出海”机制、加速数字化转型、聚焦区域深耕和强化师资保障等方向创

新演进。

展望未来，推动“职教出海”行稳致远，需在以下几方面持续发力：

第一，强化系统性协同与制度供给。亟需在国家层面出台更具操作性的“职教出海”指导意见，破解跨境办学在审批、外汇、资产、人员等方面的政策壁垒，建立政府、行业、企业、学校和社会力量高效联动的常态化机制。

第二，构建并推广中国职教标准体系。在积极推动中国标准“走出去”的同时，更要注重与对象国标准的对接互认，开展在地化改造，使其既能体现中国职教优势，又能获得国际广泛认可，这是提升话语权的根本。

第三，坚守质量为本与可持续发展。未来应建立完善的境外办学质量评估与认证体系，引导项目从追求数量转向注重内涵与成效。项目设计应超越单纯的就业导向，关注学习者的终身发展能力，促进东道国职业教育体系的自主良性发展，实现真正的“价值共创”与“民心相通”。

第四，拥抱数字化转型与风险防控。大力发展智慧职教，利用数字技术扩大优质资源的辐射范围与效能。同时，必须加强对国际形势、地缘政治、文化差异等风险的研判与应对能力建设，保障出海项目的安全与稳定。

“职教出海”是中国教育对外开放宏伟画卷中的精彩篇章。它不仅是职业教育自身发展的必然要求，更是中国深度参与全球治理、贡献世界教育发展、推动构建人类命运共同体的生动实践。唯有坚持战略引领、理论清醒、模式创新与质量至上，方能使其在新时代的浪潮中乘风破浪，真正实现从“出海”到“远航”的跨越。

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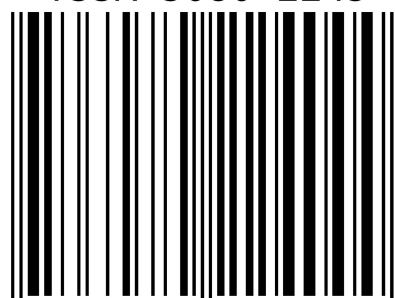
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