

Research on the Dynamic Mechanism of Industry-Education Integration in Vocational Colleges Based on School-Enterprise Destiny Community

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ABSTRACT

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The integration of industry and education and the cooperation between schools and enterprises has long been recognized as an important path to advance the further development of higher vocational colleges. Nevertheless, the main bodies and the depth of school-enterprise cooperation have not been fully reflected for a long time in China's current higher vocational education system. Starting from the necessity of constructing a community of shared future between schools and enterprises within the form of the integration of industry and education in vocational colleges, this article puts forward a feasibility analysis of constructing such a community. On the basis of sorting out the actual dilemmas existing in the community of shared future between schools and enterprises in vocational education, it finally proposes the ideal strategies for the dilemma: First, establish the "community of shared future between schools and enterprises" with institutional innovation as the core; second, construct the "community" on the premise of meeting the needs of the industry; third, build the "community" by strengthening the sense of responsibility; fourth, construct the "community" with the integration of the operation mechanism as the guarantee. These measures are of great significance and exert an important role in the promotion of the cultivation of high-quality composite technical and skilled talents.

Keywords: Higher vocational colleges; School-enterprise cooperation; Integration of industry and education; Community of shared future between schools and enterprises.

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Since the 18th National Congress of the Communist Party of China, the Party and the state have placed significant emphasis on promoting the integration of industry and education in higher vocational education.

Whether it is the national education work conference or the special education work conferences of various provinces and cities, new requirements have been put forward for higher vocational colleges in terms of the implementation of the integration of industry and education and the expansion of school-enterprise cooperation. General Secretary Xi Jinping clearly stated in the report to the 20th National Congress of the Communist Party of China: Coordinate the collaborative innovation of vocational education, higher education, and continuing education; promote the integration of vocational education and general education, the integration of industry and education, and the integration of science, education and technology, and optimize the positioning of vocational education types. Strengthen the construction of basic disciplines, emerging disciplines, and interdisciplinary disciplines, and accelerate the construction of world-class universities and advantageous disciplines with Chinese characteristics [1]. In 2025, the Central Committee of the Communist Party of China and the State Council issued the Outline for the Construction of a Powerful Education Country (2024-2035), which requires all regions and departments, in light of the actual situation, deeply promote the pilot of the new model of the provincial modern vocational education system, and implement the main responsibility of local governments for coordinating the development of vocational education. Strengthen the city-level industry-education consortiums and industry-education integration communities, and optimize the layout of vocational education that is coordinated with regional development and connected with the industrial layout [2]. With the evolution of educational philosophies and the shifts in industrial requirements, school-enterprise cooperation has emerged as a pivotal pathway to improving the quality of higher vocational education, fostering the integration of education and industry, and constructing a community of shared future between schools and enterprises. However, for an extended period, enterprises have demonstrated limited enthusiasm and shallow involvement in school-enterprise cooperation, and phenomena such as "two separate entities" and "one-sided enthusiasm" have emerged. To this end, the General Office of the State Council issued the "Several Opinions on Deepening the Integration of Industry and Education" (Guobanfa [2017] No. 95), and six departments including the Ministry of Education jointly issued the "Measures for Promoting School-Enterprise Cooperation in Vocational Schools", focusing on solving the key challenges and contentious issues encountered by enterprises in the process of school-enterprise cooperation, and providing strategic guidance and support for enterprise development. In this context, establishing a community of shared future between higher vocational colleges and enterprises and exploring a novel and dynamic mechanism for the integration of industry and education have become critical issues in the field of higher education in the current landscape.

I. Why It Is Necessary: The Necessity of Vocational Colleges in Constructing a Community of Shared Future between Schools and Enterprises

Deeply promoting the integration of industry and education, as well as the cooperation between higher vocational colleges and enterprises is a crucial strategy for higher vocational colleges to effectively implement the spirit of the 20th National Congress of the Communist Party of China. In recent years, under the guidance of Xi Jinping on Socialism with Chinese Characteristics for a New Era, and in accordance with the major strategic arrangements of the Central Committee of the Communist Party of China and the State Council, higher vocational education, through the mode of "joint construction by schools and enterprises", has comprehensively improved the quality of talents by innovating the talent cultivation model, and continuously enhanced the overall level of higher vocational

education. Thus, the brand-new concept of the "community of shared future between schools and enterprises" has emerged as a novel and promising approach for vocational education in the new era.

The "community of shared future between schools and enterprises" (hereinafter referred to as the "community") refers to the organic framework of continuous stability and coordinated development formed between schools and enterprises based on reciprocal benefits, and mutually advantageous outcomes. Through institutional designs such as complementary advantages, benefit sharing, and risk sharing, with the aim of promoting regional economic development and fostering talent cultivation [3]. This model transcends the superficial level of traditional school-enterprise cooperation and achieves mutual benefit and win-win results between the two parties on the basis of rational assessment. Firstly, the community of interests between schools and enterprises refers to the mutual benefit relationship that exists between educational institutions and business entities. The community of interests composes three parts: the interest generation mechanism, the interest transmission mechanism, and the interest sharing mechanism. The "community of interests" is the intrinsic demand for collaboration between schools and enterprises and a standardized existence. It encourages enterprises to proactively assume the social responsibility of vocational education and fostering an environment conducive to the symbiosis of the interests of enterprises and schools. Secondly, it is the collaborative governance framework between schools and enterprises. To construct the community of governance between schools and enterprises, it is necessary to establish a strategic partnership between higher vocational colleges and enterprises. Under the community of governance between schools and enterprises, the decisions jointly made by through equal dialogue and negotiation exert a role in motivating and restricting the community of interests of both to ensure the stability and sustainable development of the school-enterprise relationship. Thirdly, it is the community of emotions between schools and enterprises. The so-called community of emotions between schools and enterprises refers to the emotional communication. Based on the consistency of interests, the community of emotions integrates the modern spirit of contract into decision-making, and establishes a long-term cooperative relationship between higher vocational colleges and enterprises in aspects such as talent cultivation, scientific and technological innovation, employment and entrepreneurship, social services, and cultural heritage preservation.

II. Why It Is Feasible: The Feasibility of Vocational Colleges in Constructing a Community of Shared Future between Schools and Enterprises

The formation and development of the community of shared future between schools and enterprises represents a significant innovation in the reform of vocational education in the new era. It transcends the boundaries of traditional school-enterprise cooperation and establishes a novel type of cooperative relationship of "sharing weal and woe and being intertwined in destiny". This concept not only meets the needs of economic and social development but also provides a powerful driving force for the high-quality development of vocational education.

(1) Strong External Environmental Support

The integration of industry and education, along with school-enterprise cooperation are the core contents of the reform in the school-running mode of higher vocational colleges. Currently, China attaches great importance to higher vocational education and provides substantial policy support. There are also excellent supporting policies issued in terms of industry-university-research cooperation. Whether it is the implementation of *Made in China*

2025 or the transformation from a "Country of talents" to a "powerful country with talented people", it is inseparable from the support of vocational education. In February 2018, the Measures for *Promoting School-Enterprise Cooperation in Vocational Schools* jointly launched by six ministries and commissions including the Ministry of Education further clarified the requirements of "deepening school-enterprise cooperation" nationwide. Henan Provincial Government also attaches great importance to the "integration of industry and education and school-enterprise cooperation", and has successively promulgated a series of supporting policies such as the *Opinions on Accelerating the Development of Modern Vocational Education*, the *Implementation Opinions on Deepening the Integration of Industry and Education*, and the *Measures for Promoting School-Enterprise Cooperation in Vocational Education in Henan Province (Trial)*, which have pointed out the way forward, clarified the goals, and provided a solid and powerful driving force for the "integration of industry and education and school-enterprise cooperation" in Henan.

(2) Strong Driving Force of Internal Rules

In the new historical era, higher vocational colleges must carry out educational and teaching reforms in alignment with the inherent laws of modern vocational education. In the vocational education of the new era, without the active participation of industries and enterprises, vocational education will risks becoming disconnected from practical applications, and the a mismatch between the skills of graduates and the demands of the market and industry. Therefore, higher vocational education should be align with the requirements of employers, and it is necessary to focus on improving the following five aspects of connection: First, majors should be aligned with industries and vocational positions; second, the teaching content of professional courses industry standards should be combined with professional norms; third, teaching processes should be connected with production processes; fourth, the seamless connection between academic qualifications and professional certifications and professional qualifications should be realized; fifth, an organic combination with lifelong learning should be achieved. In the new era, higher vocational colleges must further enhance the teaching quality of higher vocational colleges.

(3) General Requirements of Universities and Enterprises

The integration of industry and education and school-enterprise cooperation is an innovative talent cultivation model that combines diverse components such as theoretical knowledge education, practical production and life experiences, labor skill training, scientific development, operational management, and social services. Through the combination of industry, university and research, the barriers between enterprises and schools, work and study, and majors and education are broken, and the "win-win cooperation" between schools and enterprises is realized, thus, the development pattern is achieved. A community of shared future with unity, cooperation and mutual benefit is established between schools and enterprises. On the one hand, schools are capable to cooperate with enterprises in multiple levels and from multiple angles in aspects such as talent cultivation methods. Simultaneously, higher vocational colleges can also serve as training bases for enterprise employees, and enterprises can offer internship places for professional teachers in higher vocational colleges, which greatly promotes the human resources development of enterprises, the talent cultivation of schools, and the construction of teaching staff as well.

It is important to acknowledge that there are certain logical and expression issues in the original Chinese text, and the translation is adjusted as much as possible to align as closely as possible with the meaning of the original text. Further refinements can be made based on specific contexts.

III. Why It Is Imperative: The Realistic Dilemmas of the "Community of Shared Future" in Higher Vocational Colleges

Deepening school-enterprise cooperation is a critical strategy to promote the integration of education and industry and aligning their objectives. It is also a proactive response and practical approach within China's policy system. However, the "community of shared future between schools and enterprises" is not simply the integration of the two main entities of enterprises and colleges, nor is it a deeper, more strategic collaboration. If there is a misunderstanding of the essence of the "community of shared future between schools and enterprises", in practice, there will be many obstacles and blind spots.

(1) The incentive function of the policy system has not been fully realized

To build a "community of shared future" between schools and enterprises, establishing a robust ecosystem is crucial. Currently, the "school-enterprise joint construction" model has offered a novel approach of thinking to address the challenges of "one-sided enthusiasm" and "disconnection" between colleges and enterprises. In recent years, the General Office of the State Council has released the "Several Opinions on Deepening the Integration of Industry and Education", and six departments including the Ministry of Education have jointly promulgated the *Measures for Promoting School-Enterprise Cooperation in Vocational Schools*. The Ministry of Education has also proposed to advance the development of higher vocational education consortia, encouraging local areas to explore and establish a new model of higher vocational education featuring "resource sharing, responsibility sharing, and cooperative development", and promoting its implementation nationwide. However, in the process of investigation, it is found that this model presents a situation of "enthusiasm at the central level but indifference at the local level". On the one hand, the relevant documents or regulations on the integration of industry and education are rather general. They do not take into account the dynamics of the integration of industry and education, school-enterprise cooperation, and the special needs of schools and enterprises. This approach fails to providing scientific and systematic guidance for specific integration work of industry and education, and it also hinders the effective monitoring and adjustment of industry-university-research cooperation projects. Consequently, the integration of industry and education has become superficial, which impedes the enhancement of talent cultivation standards and adversely impacts the high-quality development of higher vocational colleges. For instance, when some higher vocational colleges cooperate with enterprises, the absence of a clear cooperation mechanism and profit distribution mechanism, often results in conflicts and disputes during the cooperation process. On the other hand, some higher vocational colleges lack an effective supervision and evaluation mechanism during the implementation of industry-education integration projects, thereby undermining the assurance the implementation effect of the projects.

(2) The leading effect of industry organizations is not strong

Higher vocational colleges and enterprises are two entities with fundamentally distinct characteristics. Among them, higher vocational colleges are educational institutions, possess an experimental and research-oriented nature, while

enterprises are organizations of a market nature. They are not inherently compatible, and there are differences in concepts, needs, and cultures, which hinder their integration. First of all, the cooperation between some higher vocational colleges and enterprises is often fragmented, lacking systematicness and sustainability. The weak leadership of industry organizations, there is no clear plan and program for the content and objectives of the cooperation between the two sides, leading to suboptimal outcomes. When some higher vocational colleges cooperate with enterprises, the absence of a stable cooperation mechanism and an effective communication channel, often leads to issues during the implementation of cooperation projects. Secondly, certain higher vocational colleges excessively depend on traditional cooperation models in the integration of industry and education, such as the establishment of internship and training bases and collaborative talent development, while neglecting alternative forms of cooperation, such as technology research and development, innovation contests, and diversified education and training initiatives. This makes the cooperation model of industry-education integration single and difficult to meet the diverse needs of enterprises.

(3) Insufficient sense of responsibility of both schools and enterprises

The integration of industry and education in vocational colleges aims to cultivate high-quality skilled talents. However, given that enterprises are constantly exposed to market dynamics, their employment periods tend to be relatively brief. On the contrary, the cultivation process of higher vocational education is a relatively long one and lacks the flexibility to promptly adapt to the rapidly changing talent requirements of enterprises. In the practical cooperation between schools and enterprises, higher vocational colleges often frequently encounter challenges to quickly adjust their talent cultivation plans to align with the immediate employment demands of enterprises. There is often a lag in curriculum design, teaching content, and teaching methods in higher vocational colleges, which hinders their ability to promptly adapt to market changes. This challenge hinders for higher vocational colleges to cultivating high-quality talents that align with enterprise requirements when school-enterprise collaboration, thus affecting the depth and breadth of school-enterprise cooperation. Schools and enterprises constitute the primary subjects of the community of shared future between schools and enterprises. Both sides should possess a clear understanding of what they have, what the other side wants, what they can do respectively, and what value they can obtain. They should endeavor to facilitate the integration of supply and demand elements. On the basis of mutual benefit, they should also share certain responsibilities to achieve a complementary effect. In reality, Chinese enterprises have yet to establish comprehensive regulatory frameworks for fulfilling social responsibilities. Most enterprises have not developed a scientific top-level model that can be consistently implemented in real-world scenarios. Additionally, higher vocational colleges lack an accurate grasp of the needs of the industrial chain, and the matching degree between high-quality resources and the needs of enterprises is low, which hinders industry development

(4) The lack of effective operation of the open and inclusive operation mechanism

As the "last mile" of the "community", the operation mechanism necessitates that all stakeholders in the community to adopt an open and inclusive mindset to achieve sustainable and efficient development. First of all, the participating subjects of the community of shared future between schools and enterprises are diverse. Under the influence of concepts, systems, mechanisms, etc., a culture of seeking common ground while reserving differences and being open and inclusive has not been established. In the process of industry-education integration, the uneven

distribution of resources is also a prominent problem. The resources of some high-quality enterprises and institutions have been effectively harnessed, but numerous other enterprises and institutions remain underutilized, resulting in resource waste and unbalanced development. For example, when some higher vocational colleges cooperate with enterprises, they tend to concentrate predominantly on large enterprises and well-known enterprises, while ignoring small and medium-sized enterprises and emerging enterprises. This makes it difficult for small and medium-sized enterprises and emerging enterprises to obtain sufficient support and resources in the integration of industry and education, consequently affecting their enthusiasm for participating in industry-education integration. Secondly, some higher vocational colleges pay too much attention to the investment in hardware resources in the integration of industry and education while ignoring the construction of software resources, such as teacher training and curriculum system construction. Due to the limited teaching staff, many teachers struggle to gain a comprehensive understanding of the actual situation of enterprises and are hindered their ability to effectively impart relevant knowledge and skills to students. This adversely impacts the effectiveness of industry-education integration and the quality of talent cultivation. Ultimately, some higher vocational colleges lack enterprise experts and industry experts with practical experience in the integration of industry and education, resulting in a disconnection between teaching content and industrial needs. Some higher vocational colleges insufficient investment in teacher training, hinders the enhancement of teachers' practical skills and professional competence. This affects the role and performance of teachers in the integration of industry and education.

IV. What Can Be Done: Practical Strategies for the Community of Shared Future between Schools and Enterprises in Vocational Education

Focusing on aspects such as "integration of industry and education", "school-enterprise cooperation", and "Chinese-foreign exchanges", and combining with the "Education Power" strategy and the development goals for higher vocational (HV) education proposed in the *China Education Modernization 2035*, we should improve the pertinence, effectiveness, and operability of policy measures. We should adhere to the combination of systematic reform and systematic operation, focus on consolidating the foundation, addressing weaknesses, and improving quality, so as to significantly enhance the modernization level and service standard of HV education.

(1) Establishing a "Community of Shared Future between Schools and Enterprises" with Institutional Innovation as the Core

To improve the utilization efficiency of state-owned capital, numerous public higher vocational (HV) colleges have introduced agile and flexible enterprise funds. However, to overcome the drawbacks caused by the rigidity of school systems and institutions, it is imperative not only to attract external funding but also to establish robust institutional frameworks. Currently, the institutional guarantee for the "mixed ownership reform" in HV colleges has not been fully implemented. Each vocational school still needs to establish a system and mechanism suitable for cooperative enterprises in light of its own characteristics, transforming the basic "contractual relationship" into a new type of school-enterprise relationship of the "community of shared future". Firstly, appropriately manage the relationship between long-term planning and current development properly. In future work, we should depict the long-term goals for 2035. We should Leveraging information technology to forecast the future trends of the school and make plans and designs for the sustained advancement of vocational education. Secondly, correctly deal with the relationship between "blueprinting" and "problem-solving". The school development plan is a long-term

strategy and the crystallization of the wisdom of all teachers and students. It should center on solving the key problems and the most concerned core issues in the school's development. Thirdly, harmonize the relationship between the comprehensive school development plan and special plans. The strategic blueprint for the school's development usually consists of a series of general plans and several specific plans. The implementation of key tasks in the plan should be incorporated into the annual evaluations of departments, cadres, and faculty members, and linked to activities such as selection of excellent performers, awarding of honors, and incentives, so as to effectively facilitate the construction of a shared future between schools and enterprises.

(2) Constructing a "Community of Shared Future between Schools and Enterprises" with Meeting Industry Demands as the Premise

In the process of building the community of shared future between schools and enterprises, it is imperative to conduct in-depth research on the cooperation requirements between schools and enterprises, that is, specifically focusing on whether their interests and demands can be optimally aligned. Each vocational college should, based on its unique characteristics, address the urgent needs of multiple stakeholders including the government, the school, and the enterprise. Firstly, leverage the opportunity of the amendment of the Vocational Education Law of the People's Republic of China, systematically review and revise relevant legislations at all levels in China regarding HV education in recent years. During the amendment process, pay attention to the operability and enforceability of relevant laws and regulations, and establish a robust institutional foundation for the construction of HV education in China. Secondly, play a leading role in various industries and strengthen the integration of industry, university, and research. Give full play to the exemplary and guiding role of teaching reform, deepen the integration of industry and education, explore various school-running models such as the integration of industry, academia, and research as well as industrial colleges, and highlight the characteristics of HV colleges. Strengthen the research on the standardization of vocational education in aspects such as the reform of "teachers, teaching materials, and teaching methods", the performance evaluation of industry-education integration, and the cultivation of third-party evaluation organizations for vocational education, and provide a robust platform for the realization of the "Education Power" strategy.

(3) Building a "Community of Shared Future between Schools and Enterprises" by Strengthening the Sense of Responsibility

Building a "community of shared future between educational institutions and businesses" is not only an inevitable choice for the common development of schools and enterprises but also a critical strategy for cultivating high-quality innovative talents who meet social needs. Enhancing a sense of responsibility is a pivotal starting point for building the "community of shared future between schools and enterprises". Only when both parties clearly define their respective responsibilities and actively assume their due obligations can the objectives of mutual benefit, win-win outcomes, and common development be realized. Firstly, it is essential to establish and improve the cooperation mechanism. A sound cooperation mechanism should be established between schools and enterprises, reasonably determining their respective rights and responsibilities, and formulating common plans and implementation methods to ensure the orderly progress of cooperation. And establish a regular communication system during cooperation to coordinate and promptly handle the problems encountered by both parties in their work, and gradually improve the cooperation model and enrich its content. Secondly, strengthen the construction

of the industry-teaching-research platform. The government should assume a pivotal role by formulating relevant policies to encourage and promote in-depth exchanges and cooperation between schools and enterprises. Increase the capital investment in school-enterprise cooperation projects, provide tax incentives and policy support, and create a favorable policy environment for building the "community of shared future between schools and enterprises". The establishment of platforms such as practical teaching bases, innovation and entrepreneurship bases, and scientific and technological research and development centers to promote the deep integration of education and industry, and improve the quality of talent cultivation and the ability of scientific and technological innovation. Finally, strengthen publicity and guidance to foster a positive social atmosphere in society that supports school-enterprise cooperation. Widely publicize the important significance and typical cases of building the "community of shared future between schools and enterprises", improve the social recognition of schools and enterprises, and attract more schools and enterprises to participate in school-enterprise cooperation.

(4) Building a "Community of Shared Future between Schools and Enterprises" with the Integration of the Operation Mechanism as the Guarantee

If the operational mechanism of the school-enterprise relationship is not coordinated, it will be difficult to fully realize the potential benefits of school-enterprise cooperation, and the coordination issues and contradictions permeate the entire process of school-enterprise cooperation. Enterprises and schools are two social organizations with distinct characteristics. Enterprises aim at short-term interests, while schools are guided by long-term interests, resulting in a conflict between "public welfare" and "enterprise profit-seeking". In the community of schools and enterprises, the interests and demands of the two parties should be aligned. Therefore, during the cooperation process, the goals of all aspects in each link will change, and corresponding adjustments are needed. To promote greater cultural integration to unify interests and demands, so as to ensure the construction of the "community of shared future between schools and enterprises". Firstly, research should be conducted on the development strategies of HV colleges in China. On this basis, propose a strategic framework for HV education in China. HV colleges should earnestly implement the Outline, exploring methods to enhance the adaptability of HV colleges in talent cultivation and social service capabilities during the 14th Five-Year Plan period, and provide good support for the construction of the HV education system in China. Secondly, position the cultivation objectives of various types of HV education. The 14th Five-Year Plan has outlined a comprehensive blueprint for the development of schools. Thirdly, coordinate the mutual coordination between the school-running conditions and the economic and social development of the region. HV colleges are institutions most closely related to China's economic and social development. We should closely focus on the key links of the economic and social development of the region, focus on the new industrial trends, talent cultivation strategies, and improve the quality of the talent team.

V. Conclusion

Currently, school-enterprise cooperation and the integration of industry and education have become the best forms in the development of higher vocational education. Promoting the establishment of a community of shared future between higher vocational education and industry enterprises represents the "synchronous resonance" in the fields of education and industry. Deeply promoting the in-depth communication and cooperation between higher vocational colleges and industry enterprises, and establishing a new paradigm of common development among the

education sector, the industrial sector, and individual students, so that all stakeholders can have common interests and demands, this is the significance of exploring the community of shared future between schools and enterprises. Schools and enterprises are a community form an interdependent community. By optimizing the allocation of educational resources, a "community of shared future between schools and enterprises" can be created, in which both parties are "subject-object" to each other in terms of demand and supply.

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