

Exploration and Research on the Path of School-Enterprise Cooperation in Higher Vocational Education in the New Era—Taking Zhejiang G Higher Vocational College as an Example

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ABSTRACT

School-enterprise cooperation is an indispensable mode in the development of higher vocational colleges, and it is also the main way for higher vocational colleges to improve their self-competitiveness. It plays a crucial role in cultivating students' innovative and practical ability. This paper takes Zhejiang G higher vocational college as the research object, analyzes the problems of school-enterprise cooperation in this college, and puts forward a new path of school-enterprise cooperation in higher vocational colleges, which has certain practical significance for the development of higher vocational education in China.

KEYWORDS

higher vocational education; school-enterprise cooperation; countermeasures.

INTRODUCTION

Under the background of comprehensively deepening the reform of vocational education, school-enterprise cooperation has become the main mode of talent cultivation in colleges and universities. From the perspective of school-enterprise cooperation, for colleges and universities, the development of school-enterprise cooperation is an educational measure undertaken by colleges and universities in order to seek their own development, grasp the quality of education, and improve the effect of educating people.

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For enterprises, through the development of school-enterprise cooperation, enterprises provide colleges and universities with educational practice platforms and resources, and colleges and universities deliver high-quality professional talents to enterprises, so as to realize the collaborative innovation and development of enterprises and colleges and universities. For students, school-enterprise cooperation can promote the formation of college students' professional ability, professional quality, and professional spirit, which is conducive to college students' employment and entrepreneurship, and achieves the goals of talent cultivation, enterprise development, and higher vocational construction.

OVERVIEW OF ZHEJIANG G VOCATIONAL COLLEGE-ENTERPRISE COOPERATION

Through investigation, the school-enterprise cooperation of Zhejiang G Vocational College includes the following three aspects:

School-Enterprise Cooperation Projects

(1) School-enterprise cooperation training (order class). All majors of G College can train talents for the enterprise's "orders" according to the needs of the enterprise's talent positions. The school and enterprise jointly formulate teaching plans, set up courses, and jointly implement curriculum teaching. After graduation, students can be employed in enterprises to meet the needs of enterprises and realize talent training. Realize the "seamless connection" between talent training and enterprise employment.

(2) Industry-university-research cooperation. Give full play to the school's resource advantages, jointly declare, tackle key scientific research topics and industry-university projects with enterprises, jointly carry out technology research and development and promotion, and provide and transfer technology, scientific and technological achievements, patents, etc. to enterprises.

(3) Professional teachers enter the enterprise, and skilled craftsmen enter the classroom. The college carries out various vocational trainings, vocational skills appraisals, and certificate examinations for the employees of the enterprise; the enterprise provides the college with a place for teachers to practice and exercise in the enterprise and selects experienced technicians to come to the college for part-time courses and lectures.

(4) Co-build practice bases inside and outside the school. Internships based on and off campus provide important places for students to combine work and study and do post-job internships. Students practice and study at the base and can systematically master the practical skills of enterprise positions; Enterprises can select outstanding talents from the interns first, to meet the increasing employment needs of enterprises, and achieve a "win-win" effect.

(5) Cooperation between government departments and industry associations. Taking building a cooperation platform as a carrier, relying on the college's "three major parks",

social public service platform and intellectual resources advantages, it provides various services for the government, industry organizations and society.

Cooperative Enterprises

Including the following enterprises: (1) Wenzhou Ruiming Industry Co., Ltd.; (2) Shenou Communication Equipment Co., Ltd.; (3) Zhejiang Yuhua Electric Co., Ltd.; (4) Zhejiang Hengda Optical Co., Ltd.; (5) Zhejiang Yilian Network Technology Co., Ltd.; (6) Zhejiang Jingwei Color Printing Co., Ltd.; (7) Yongjia County Pump and Valve Technology Innovation Service Center; (8) Wenzhou Xingji Electric Co., Ltd.; (9) Wenzhou Shunheng Express Co., Ltd.; (10) Zhejiang Jiulong International Logistics Co., Ltd.; (11) Zhejiang Shengtai Logistics Co., Ltd.; (12) Wenzhou Zhong Source Accounting Firm; (13) Zhejiang Sipo Integrated Communication Co., Ltd.; (14) Wenzhou Ouyue Patent Agency Co., Ltd.; (15) Zhejiang Jinliwen Expressway Co., Ltd. Wenzhou Management Office.

Cooperation Dynamics

On March 17, 2013, G College cooperated with the Lucheng District "Joint the Knot" to create a mutually beneficial and win-win platform; On September 28, 2013, G College and UFIDA Xindao Technology Co., Ltd. held a strategic cooperation signing ceremony; On November 7, 2013, Wenzhou School-Enterprise Cooperation and Matchmaking Conference was held in our institute; On November 7, 2013, G College participated in the 2013 Wenzhou Employee Entrepreneurship and Innovation Conference; On November 11, 2013, G College was awarded the honorary title of "Wenzhou School-Enterprise Cooperation and Joint Construction Unit"; On December 25, 2013, G College and Taiwan Dongfu Enterprise Co., Ltd. signed a letter of intent for cooperation; On April 1, 2014, G College and Wenzhou Zhongzhi Trading Co., Ltd. held a school-enterprise cooperation and "product manager" class signing ceremony; On May 13, 2014, G College and Yonyou Xindao Technology Co., Ltd. held a school-enterprise cooperation negotiation meeting; On May 22, 2014, G College and Lucheng District Industry Association held a matchmaking meeting; On July 7, 2014, there is a crossing of the strait with unlimited creativity - the first low-carbon design workshop based on Wenzhou cultural elements for college students from both sides of the strait opened in G College; On September 30, 2014, G College and Wenzhou Xintianyuan Primary School held a pairing ceremony; On October 31, 2014, the seminar on funding support mechanism for higher vocational colleges and assisting local industrial upgrading was held in G College.

THE SCHOOL-ENTERPRISE COOPERATION MODEL OF HIGHER VOCATIONAL AND TECHNICAL EDUCATION IN CHINA

The foreign cooperation of Chinese universities mainly began with the establishment of school-run enterprises in the late 1980s. At present, the school-enterprise cooperation of domestic higher vocational colleges generally takes the following forms:

(1) Establish a higher vocational professional steering committee composed of relevant leaders, experts and professors at the school and the industry and enterprises to jointly review the teaching plan, curriculum system, content of practice links and arrangement of school hours.

(2) Carry out higher vocational education in the form and mechanism of school-running cooperation between schools and enterprises, and the combination of public and private schools, orient and entrust training and training for the industry (enterprise) and go to the industry (enterprise) counterpart for internship and post-job practice.

(3) Jointly set up the "Higher Vocational Teaching Plan" with technical secondary schools, technical schools, and vocational schools in the industry (enterprises), and select students from the three schools with a good cultural foundation and expertise through unified examinations and implement secondary and higher vocational education. After graduation, the industry (enterprise) selects the best for employment.

(4) The school-enterprise integration and industry-university collaboration are adopted to jointly build an on-campus training base, simulate and simulate the production site environment of the enterprise to carry out practical training and technical training, and select enterprise engineers, technical and management experts with rich practical experience as part-time teachers. , and enrich the new technologies and new norms that they have mastered in the production line into practical teaching.

(5) Strengthen close cooperation with industries (enterprises), actively establish new, unique and stable off-campus bases, hire senior technicians and senior technicians with expertise and practical experience as practice instructors, and teach students practical skills.

(6) Relying on the vocational skills appraisal and training center of the industry (enterprise), create conditions for higher vocational students to participate in the vocational and technical qualification assessment.

(7) By establishing practice bases, practice points or practice networks, etc., to provide practice venues for graduate internships or graduation thesis (design) of higher vocational students, so that higher vocational students can go deep into the enterprise combined with actual topics and carry out real work. Technical training and pass the professional vocational and technical assessment.

PROBLEMS EXISTING IN SCHOOL-ENTERPRISE COOPERATION IN ZHEJIANG Z HIGHER VOCATIONAL COLLEGE

Social Concepts

Due to the lack of attention to vocational education for a long time, vocational colleges now have difficulties in recruiting students, and many students would rather repeat studies than apply for vocational colleges. Due to this social concept, vocational colleges are not recognized by others. In the process of recruiting and training employees, many companies realize the difficulty of recruiting and the lack of technical personnel, but they do not want to go to vocational colleges to recruit talents, thinking that vocational colleges' students' technology is not too hard.

Lack of Market-Driven School-Enterprise Cooperation Awareness

Most of the current development models of higher vocational education school-enterprise cooperation in China are government-driven, rather than market-driven in European and American countries. This fundamental difference can create a completely different situation. Driven by the government, once the government cannot continue to actively support school-enterprise cooperation, and various preferential policies cannot be continued to be implemented and implemented, school-enterprise cooperation will develop an embarrassing situation; the school-enterprise cooperation under the market-driven model can effectively avoid this situation. The school will adjust the delivery of the most urgently needed professionals according to the different situations of the market-oriented development of enterprises. Adjust the practical teaching work of the school according to the ability most needed in the enterprise personnel position, purchasing and introducing the latest technical equipment and teachers according to the innovative development of the enterprise to cultivate the talents most needed by the enterprise.

School-Enterprise Cooperation in Higher Vocational Colleges Does not Receive Strong Policy Support

For the school-enterprise cooperation model to achieve long-term and stable development, the corresponding favorable policies are the basic guarantee. The government, colleges and enterprises should focus on how to establish a sound, scientific and reasonable school-enterprise cooperation policy and system. In my country, although school-enterprise cooperation has been paid attention to, professional and systematic school-enterprise cooperation guidelines and instruction manuals have not been issued, and the school-enterprise cooperation model still does not receive systematic professional guidance. In addition, the government's role in rewarding and supervising school-enterprise cooperation has not been brought into full play, and there are not enough incentives for companies that actively support school-enterprise cooperation. In the process of school-enterprise cooperation, the interests of enterprises were not fully

taken into account, and special cooperation agencies were not established to supervise, coordinate, reward, and promote school-enterprise cooperation, resulting in failure to attract the attention and support of labor departments, education departments and administrative departments. The enthusiasm of enterprises also hinders the progress and effect of training talents in higher vocational colleges.

The Cooperation Ability of Higher Vocational Schools is Low

Vocational schools are inexperienced in academics and teaching practice, and do not have a large corporate appeal. Most of the current higher vocational schools in our country are upgraded from technical secondary schools or formed by the reform of adult colleges and universities, so the comprehensive level of the schools is relatively low, and the training methods and skills for students are also limited. Enterprises need to benefit from venues, equipment and personnel when seeking school-enterprise cooperation, but higher vocational schools and universities under this current situation cannot provide the talents with considerable practical ability expected by enterprises. At the same time, there are a large number of graduates from colleges and technical secondary schools, and the overall labor market is oversupplied, which makes higher vocational schools even less attractive for school-enterprise cooperation.

The Interests of School-Enterprise Cooperation are Difficult to Coordinate

The benefits of school-enterprise cooperation are divided into long-term and short-term benefits. From a long-term perspective, higher vocational colleges cultivate talents through innovation, which enables students to acquire practical skills while learning theoretical knowledge, and improves the overall quality of students. Enterprises have obtained stable human resources through school-enterprise cooperation. However, some short-sighted small and medium-sized enterprises cannot see this, blindly pursuing immediate interests and refusing to carry out school-enterprise cooperation with higher vocational colleges.

The Enthusiasm of Enterprises to Participate in School-Enterprise Cooperation is not High

From the perspective of the school-enterprise cooperation model of higher vocational education in many regions, there is a problem of wishful thinking in higher vocational schools and low enthusiasm of enterprises, which is the so-called "one-sided fever" phenomenon. [1] Before the school-enterprise cooperation, the first thing to consider is the development motivation and interest demands of the enterprise. On the surface, schools are places for cultivating talents, and enterprises just need talents to make money and profit, which should be the best foundation for cooperation between the two. From the perspective of cooperation in talent training, higher vocational schools ignore the cooperation between schools and enterprises in school-enterprise cooperation. Although enterprises are eager for talents on the surface, the essential purpose of enterprise talent

acquisition is to create specific projects, product design and manufacturing technology, and cooperation in funds. From this point of view, if higher vocational schools do not pay attention to the specific practical ability of students during school-enterprise cooperation, school-enterprise cooperation will be in trouble. In school-enterprise cooperation, enterprises need to provide internship places and necessary job training for vocational students who are about to graduate in accordance with the cooperation agreement. During the internship, these vocational students can only engage in administrative affairs or low-end technical work and cannot create more value and profits for the enterprise, let alone create projects and product innovations for the enterprise. In addition, the company has invested a lot of time and energy in the training and work guidance of higher vocational personnel, but it cannot ensure that it can attract a small number of excellent talents in this group, because the employment willingness and remuneration of these few talents are uncertain. Therefore, in the process of cooperation between higher vocational schools and enterprises, the school's benefits are more certain. It can pay attention to the practical ability of students from the market demand, combine theoretical teaching with the actual needs of enterprises, and be able to advance in the process. Cultivating students' professional quality is in line with the purpose of higher vocational education. However, the benefits of enterprises are uncertain. This phenomenon of unequal certainty of benefits for both parties is the biggest obstacle to cooperation between enterprises and higher vocational schools. At present, when many companies cooperate with the school, they reluctantly maintain the relationship from the perspective of public welfare and human relations. Such school-enterprise cooperation will not last long.

EXPERIENCE OF FOREIGN HIGHER VOCATIONAL EDUCATION SCHOOL-ENTERPRISE COOPERATION

At present, countries that have successfully developed school-enterprise cooperation include Germany, the United Kingdom, the United States, and Japan. [2] The successful experiences of these countries have two common characteristics: first, the relevant laws and regulations are sound; second, the government provides policy support.

(1) Germany's "dual system". This model is a school-running model in which the state institutionalizes school-enterprise cooperation through legislation. One of the subjects in the "dual system" is the school, which is responsible for the imparting of professional knowledge related to occupation, and the other subject is the enterprise, which is a training place for vocational colleges and is responsible for the specialized training of students' vocational skills. The government has set up an "industrial cooperation committee" to monitor school-enterprise cooperation. The law stipulates that companies accepting student internships can be exempt from paying some national taxes.

(2) The UK's "work-study alternate" model. Its characteristic is that the working semester and the study semester are arranged alternately in the teaching plan. During the working semester, students take part in on-the-job work as "professionals" and get paid. Through the working semester, they understand and study the theoretical knowledge

learned during the semester and become familiar with the status of the production activities they are engaged in the entire production process and the production that is connected before and after process and master production skills.

(3) The "cooperative education" model in the United States. According to the needs of the majors set up, the school signs cooperation contracts with relevant enterprises to clarify rights and obligations. After entering the school, freshmen first study in school, and then go to the company for practical training. The enterprise provides positions and labor remuneration and sends special personnel to guide students in safe operation, and then the enterprise and the school jointly evaluate the students' training results. Students will return to the school for concentrated study half a year before graduation, and finally complete the graduation project.

(4) Japan's "internship and vocational training system" model.

Japan promulgated the Promotion of Vocational Ability Development Law and revised the Small and Medium-Sized Enterprise Labor Security Law to ensure that the government provides financial and policy support to small and medium-sized enterprises and business groups in the process of implementing school-enterprise cooperation.

COUNTERMEASURES AND SUGGESTIONS FOR PROMOTING HIGHER VOCATIONAL AND TECHNICAL EDUCATION SCHOOL-ENTERPRISE COOPERATION

Raise the Whole Society's Awareness of the Importance of Cooperation Between Higher Vocational Schools and Enterprises

The news media should vigorously increase the publicity of the value of cooperation between vocational schools and enterprises, so that vocational schools, enterprises, governments and society can realize that school-enterprise cooperation is an inevitable requirement for education to revitalize the economy, and it is an important prerequisite for the sustainable development of higher vocational schools and enterprises.[3] Only when the ideological awareness of all walks of life has been improved can they have the enthusiasm to participate in cooperation and come up with specific school-enterprise cooperation plans.

Government-Led, Legislation to Promote School-Enterprise Cooperation

TO IMPROVE THE IMPLEMENTATION RULES OF EXISTING VOCATIONAL EDUCATION LAWS AND REGULATIONS

In 1996, the promulgation of my country's "Vocational Education Law" officially established the education department as the center of vocational education management, thus realizing the transformation of vocational education management power from various competent departments to education departments. The unified management system of developed countries is quite mature, which is worth our thinking and learning.

It is necessary to formulate relevant laws and regulations to standardize the rights and obligations of governments, schools, and enterprises in group-run schools, improve the institutional environment for school-enterprise cooperation, and promote the healthy development of vocational education.

FURTHER LEGISLATION NEEDED

For example, establish industry organizations, formulate industry association laws and other separate regulations and management regulations in areas closely related to vocational education, link the vocational education management mechanism with the construction of civil society, and levy corporate apprenticeship tax as appropriate to support the above industries Organizational funding for vocational education.

FURTHER IMPLEMENT AND FORMULATE RELEVANT POLICIES TO ENCOURAGE ENTERPRISES TO PARTICIPATE IN VOCATIONAL EDUCATION

In the school-enterprise cooperation, the core goal pursued by the school is to improve the quality of personnel training, and the core goal pursued by the enterprise is the maximization of interests, which is the basis of all cooperation. From the current point of view, school-enterprise cooperation is not conducive to enterprises, because enterprises need to spend a lot of manpower, material resources and financial resources to train students, and these inputs cannot obtain immediate economic benefits, which requires governments at all levels in my country to take measures. Let more companies feel that school-enterprise cooperation is a win-win move. The government should establish a supporting policy mechanism. For enterprises that actively participate in school-enterprise cooperation, the government can take measures such as tax reduction or exemption to encourage enterprises.

Promoting School-Enterprise Cooperation Requires a Corresponding Guarantee Mechanism

FORMULATE AND IMPLEMENT THE EMPLOYMENT ACCESS SYSTEM AND VOCATIONAL QUALIFICATION SYSTEM TO IMPROVE THE EXTERNAL ENVIRONMENT FOR ENTERPRISES TO PARTICIPATE IN SCHOOL-ENTERPRISE COOPERATION

Formulate national and industry-specific skill standards and implement national vocational qualification certificates. In 1991, the U.S. Department of Labor and Education established Essential Skills for the Job to help society develop a workforce with certain basic work abilities. The Maastricht Communiqué in 2004 proposed to give priority to the development of the European vocational qualification reference level, which is conducive to the transparency and unification of the vocational qualifications of EU member states. The British National Vocational Qualification Certificate System (NVQ) is a new type of National Vocational Qualification Certificate System based on

vocational ability, based on actual work performance, and based on certificate quality management. [4] China should further improve the coexistence system of vocational qualification certificates and academic certificates, further study and clarify the correspondence between vocational qualifications and general education qualifications, and actively explore the effective integration of academic certificates and vocational qualification certificates. The formulation and implementation of the "dual-certificate model" training system in China's higher vocational education must make breakthroughs in strength and validity and should clearly become a rigid indicator for the development of my country's higher vocational colleges.

GIVE FULL PLAY TO THE ROLE OF INDUSTRY ASSOCIATIONS IN HIGHER VOCATIONAL EDUCATION

Higher vocational education mainly cultivates practical talents. The professional characteristics of higher vocational education, the characteristics of social intermediary organizations inherent in industry associations and the role of industry technical organizations are destined to cultivate practical talents in higher vocational education without the joint efforts of industry associations. Participation, multi-coordination, corrected guidance and guidance. China needs to establish a comprehensive management agency jointly participated by the education department and industry associations, and establish a scientific evaluation agency and evaluation system, and conduct strict monitoring and evaluation of both schools and enterprises.

SCHOOL-ENTERPRISE COOPERATIVE EDUCATION REQUIRES CORRESPONDING GUARANTEE INSTITUTIONS

Many developed countries actively create conditions for school-enterprise cooperation and promote the smooth progress of school-enterprise cooperative education. They have set up special institutions to manage the specific work of school-enterprise cooperation. The United States established the "American Colleges and Universities-Enterprise Relations Committee"; the United Kingdom established a "Training and Enterprise Committee" to encourage enterprises to actively participate in vocational education, and also clearly stipulated that the members of the committee should account for 2/3 of business leaders. [5] In order to promote the development of vocational education in Germany, local industry associations set up vocational education committees. The state government has established a state vocational education committee. France established the "Education-Enterprise Work Line" to promote the connection between enterprises and universities. In addition, each school also has a school-enterprise cooperation coordinator, whose main responsibilities are to collect industry information, promote school-enterprise cooperation, and contact enterprises to participate in training programs. China should establish a special coordination and supervision agency. A special coordinating agency is jointly formed by the government, schools and enterprises, which is responsible for coordinating the relationship between schools and enterprises; the government, schools, enterprises, students, and social

personnel form a special supervision agency to supervise the quality of school-enterprise cooperative education in higher vocational colleges.

Vocational Education Should Meet the Needs of Enterprise Development

STRENGTHEN THE CONNOTATION CONSTRUCTION OF HIGHER VOCATIONAL SCHOOLS AND CONSOLIDATE THE FOUNDATION OF THEIR COOPERATION WITH ENTERPRISES

In essence, if a school wants to be more proactive in cooperating with enterprises, it must enhance its attractiveness to enterprises by strengthening its own scientific research ability, teaching level and students' practical ability; Strengthen the enterprise adaptability of students' professional direction, and cultivate students who meet the requirements of the counterpart enterprise's ability; Reform the credit system, increase the credits for internships or traineeships, and encourage more students to exercise in enterprises during the holidays. At present, the contribution of enterprises in school-enterprise cooperation is not recognized by society, and it is difficult for enterprises to achieve equal responsibilities and rights in school-enterprise cooperation. According to foreign experience, it is a good way to encourage employers to participate in school-enterprise cooperation by formulating policies. For example, the British government stipulates that if enterprises and schools implement the "sandwich" plan, arrange students to work in enterprises and jointly train students, enterprises can reduce or exempt education tax. German companies consciously participate in vocational education, which greatly saves the cost of human resources for the company. The fundamental purpose of in-depth school-enterprise cooperation is "mutual benefit and win-win" for schools, enterprises, students and society. Therefore, vocational colleges should strengthen the research and practice of school-enterprise cooperation, carry out talent training according to national and enterprise plans, cultivate qualified talents for the country and enterprises, and ultimately promote the development of school-enterprise cooperation, and gradually realize the transition from shallow level to deep level of school-enterprise cooperation.

EXPLORE DIVERSIFIED SCHOOL-ENTERPRISE COOPERATION MODELS

To change the government-led cooperation system, we should start from changing the government's identity as the sole investor of higher vocational schools and realize the diversification of the school-enterprise cooperation investment system.[6]Through the development of diversified school-enterprise cooperation models, the rights and obligations of both parties can be clarified according to the investment relationship, which can not only realize scientific decision-making, but also maximize the interests of both parties. Drawing on the experience of successful cooperation between vocational schools and enterprises in my country and some European and American countries, the cooperation modes of colleges and universities mainly include: [7] (1) The higher vocational school provides the right to use the site and personnel, the enterprise invests

funds to build production equipment and infrastructure, and then the enterprise operates independently. After the time limit agreed by both parties is reached, the ownership of the production equipment and infrastructure on the site will be handed over to the higher vocational college. School; (2) The assets and rights of one party of a higher vocational school or an enterprise are handed over to the other party for operation, and the party itself collects the transfer fee on a regular basis according to the agreed agreement; (3) Take higher vocational schools as the main body and a certain technology of the enterprise as the leader, jointly find a project with development prospects for in-depth development, and then share the interests and risks of both parties; (4) A party provides venues, personnel, equipment, technology or funds to participate in the joint investment and operation.

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