

## Examining the Implementation of Higher Vocational Education Reform in China: Challenges, Opportunities and Policy Implications

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### ABSTRACT

*This paper examines the execution of the higher vocational education reform in China, with a specific focus on the difficulties, advantages, and policy implementation associated with it. The research employs qualitative analysis through interviews to identify and characterize the driving variables and concerns surrounding the reform process, using stakeholder theory and synergy theory. The findings indicate that the execution of the reform is mostly based on the "four parties collaboration and three wheels drive" paradigm. This model prioritizes the provision of educational services, tackling current issues, advocating for essential changes, and improving the operational systems of vocational education reform. The study emphasizes three important factors: the requirement for a strong driving force to facilitate the reform, the enhancement of implementation strategies, and the extensive advantages enjoyed by the parties engaged. The research highlights the significance of cooperation among different stakeholders and efficient operational tactics to promote the process of transformation. The policy implications involve enhancing the implementation strategy to tackle rising issues and capitalizing on opportunities for enhancement. In summary, this study provides valuable insights into the dynamics of vocational education reform and gives guidance for politicians and educators seeking to improve the impact of these reforms.*

**Keywords:** Higher vocational education, policy implementation, educational services, operational system, vocational education reform

### INTRODUCTION

The development of higher vocational education in China was rapid. Policies related to the reform of higher vocational education were being introduced one after another, providing guarantees for the healthy, sustainable, and in-depth development of vocational education reform and constantly being supplemented, improved, and strengthened in implementation.

Since 2019, China has successively formulated and released the "Implementation Plan for National Vocational Education Reform", "Implementation Measures for Building Industry Education Integration Enterprises (Trial)", "Pilot Implementation Plan for National Industry Education Integration Construction", "Opinions on Implementing the Plan for the Construction of High level Vocational Schools and Majors with Chinese Characteristics", "Opinions on Promoting the High quality Development of Modern Vocational Education", and "Opinions on Deepening the Reform of Modern Vocational Education System Construction" Administrative documents such as the Work Process of the Special Training Plan for Vocational Education Field Engineers, the Basic Standards for Vocational Education "Dual Teacher" Teachers (Trial), and the Implementation Plan for the Action of Empowering and Enhancing the

Integration of Industry and Education in Vocational Education (2023-2025) have been revised and introduced, including the Vocational Education Law of the People's Republic of China (referred to as the "Vocational Education Law"). The country has both institutional guidance and legal norms for vocational education reform, especially higher requirements and greater guarantees for promoting innovation in higher vocational education reform.

In the past five years, in the reform practice of higher vocational education, various industries and units across the country have adapted to local conditions, actively innovated, comprehensively promoted, and implemented the relevant policies and requirements of the reform. In particular, the administrative documents "Opinions on Deepening the Reform of Modern Vocational Education System Construction" and "Implementation Plan for Empowering and Enhancing the Integration of Industry and Education in Vocational Education (2023-2025)" have made the strategic tasks and work requirements for the integration of industry and education in vocational education, especially higher vocational education reform, more specific.

Of course, the focus of vocational education reform has shifted from "education" to "industry education", with a greater emphasis on serving economic and social development. The integration of industry and education was a fundamental feature and greatest advantage of modern vocational education, and it was also a complex and critical point of reform. Under the promotion and guidance of policies, the reform of higher vocational education was comprehensively and deeply promoted. The challenges and opportunities of reform implementation coexist, and it would face many influencing factors and specific practical difficulties. The working mechanism of reform implementation urgently needed to be improved and perfected, and the mode of reform implementation was worth developing.

### **Significance of the Study**

This study focused on establishing effective mechanisms for higher vocational education reform through the lenses of stakeholder theory and collaborative theory. It proposed a model that emphasizes the participation and roles of various stakeholders, including government entities, industry associations, enterprises, vocational colleges, and the general public. Government and industry associations were identified as authoritative stakeholders responsible for policy guidance, supervision, and bridging coordination. Enterprises and vocational colleges were central stakeholders directly involved in reform, while also fostering school-enterprise cooperation. Additionally, individuals within these organizations, such as employees, teachers, and students, were considered integral stakeholders. The general public, though marginal, could influence reform through resource integration, leveraging their power and media to support educational changes.

## METHODOLOGY

### Research Design

This study used qualitative analysis, a research method of qualitative description, as it was considered the most appropriate method in this situation. The purpose of this method was to illustrate what exists or what a particular phenomenon was and accurately evaluate descriptions from practice or objects, processes, and people.

This study used interviews as a research tool, based on interview content, combined with a literature review and policy review, and used thematic analysis to examine the implementation of higher vocational education reform. Starting from the influencing factors, challenges, opportunities, and policy implications of higher vocational education reform implementation, based on the findings of research questions, a model for the implementation of higher vocational education reform has been developed.

### Research Questions

This study focused on integrating industry and education as the focus of vocational education reform, aiming to examine the implementation of higher vocational education reform in China, including the influencing factors, challenges, opportunities, and policy implications of implementing China's higher vocational education reform.

Specifically, this study attempted to answer the following questions:

1. What factors influence the implementation of higher vocational education reform?
2. What are the challenges and opportunities during implementing higher vocational education reform?
3. What policy implication does higher vocational education reform have?
4. What model can be developed based on the findings?

### Context and Participants

In the context of China's evolving higher vocational education reform, collaborative engagement among various stakeholders is pivotal. This study focused on key participants including vocational college teachers and personnel from industry and enterprises, who are directly involved in these reforms. The interview sample consisted of 10 vocational college teachers, encompassing both college leaders and teachers from various professional fields, ensuring a diverse representation. Additionally, two participants from industry and enterprise leadership roles were included, selected for their expertise in higher vocational education reform. Notably, college students and ordinary employees from industry associations and enterprises were not interviewed due to their limited understanding of reform implementation. This approach aimed to capture insights from stakeholders closely engaged in shaping and executing higher vocational education reforms in China.

The distribution of interviewees was shown in Table 1.

**Table 1.**

*Participants*

Participants		Quantity
Teachers in vocational colleges	College Leaders	5
	Ordinary Teachers	5
Industry and enterprise personnel	Industry Leader	1
	Enterprise Leader	1

This study utilized interviews as its primary research instrument, with the interview outline developed under the guidance of the thesis advisor and validated by experts to ensure alignment with the research question. Prior to finalizing the outline, feedback was gathered from three experts holding doctoral degrees. Interviewees were selected from college teachers and industry personnel, and unstructured interviews were conducted in a one-on-one format with open-ended questions and interactive communication. Post-interview, the content was accurately summarized. Thematic analysis was employed for data analysis, focusing on themes relevant to the study's objectives, particularly examining factors influencing academic persistence and the reform of higher vocational education. Ethical considerations were paramount, with participants receiving informed consent, protection against harm, and assurance of data confidentiality and reliability throughout the study.

## RESULTS

In this section, the information collected and obtained during interviews will be introduced, analyzed, explained, and discussed by categorizing and organizing interview content from 12 individuals, including college leaders (P1-P5), ordinary teachers (P6-P10), industry association leader (P11), and enterprise leaders (P12), to obtain effective survey results and discussions. This discussion was arranged in the order of the research questions.

### **RQ1: What factors influence the implementation of higher vocational education reform?**

From collecting feedback from interviewees, it could be concluded that many factors influenced the implementation of higher vocational education reform. The government, industry associations, enterprises, vocational colleges, and the general public were various stakeholders involved in implementing higher vocational education reform. The characteristics of their respective stakeholders, the degree of coupling between stakeholders, and the external environment in which higher vocational education reform was implemented all affect the implementation of higher vocational education reform.

The demands of various stakeholders were the most direct and important factors affecting the implementation of higher vocational education reform, that is, their roles in the

implementation of higher vocational education reform would directly affect the effectiveness of the reform.

The interviewees believed that the government and industry associations were authoritative stakeholders. Government functional departments played the role of guides, and their primary interest was to enhance the binding force of functional departments, including formulating policies, guiding implementation, operating supervision, incentivizing and punishing, etc. The industry association played the role of a coordinator, and its main interest was to enhance the cohesion of industry organizations, including shaping the image organization's image, enhancing its authority, and promoting the healthy development of the industry.

Among the two types of entities, enterprises and vocational colleges, interviewees believed that enterprises, and vocational colleges that directly participate in implementing higher vocational education reform were core stakeholders. They actively worked together to build a community of industry education integration and lead the implementation of higher vocational education reform. Enterprises and vocational colleges that indirectly participated in the implementation of higher vocational education reform were close stakeholders, and in supporting and cooperating with the implementation of higher vocational education reform, they achieved their goals and tasks. The interests and demands of various enterprises were aimed at improving their development capabilities, including promoting economic income growth, service, and technological innovation, employee development, and enterprise transformation and upgrading. The interest demands of vocational colleges were to improve the service capabilities of education, including promoting education and teaching reform, management and service innovation, and the development of students and teachers. Therefore, it also affected the implementation of higher vocational education reform.

The interviewees also believed that the general public were marginal stakeholders in the implementation of higher vocational education reform, and they could also partake in and influence the implementation of higher vocational education reform in various ways. Their interests and demands were reflected in improving the social status of vocational education, including protecting personal rights, meeting emotional needs, and supporting service supply.

Therefore, from the content and information of the interviews, it could be found that the binding force of the government, the cohesion of industry associations, the development abilities of enterprises, the service abilities of vocational colleges, and the social status of the public towards vocational education were the main factors affecting the implementation of higher vocational education reform.

**Table 2**

*General Emerging Sub-themes for the Interviewees*

<b>General Theme (Influencing Factors of Implementation)</b>	
<b>College Leaders</b>	<p>● <b>Interest demands (win-win situation for all parties)</b>            Stakeholders: government, industry associations, enterprises, vocational colleges, the general public            Play a role: guide, coordinate, lead, cooperate, partake</p> <p>Main factors: binding force of the government, cohesion of industry associations, development abilities of enterprises, service abilities of vocational colleges, the social status of the public towards vocational education</p>
	<p>● <b>Other factors</b>            the characteristics of each stakeholder, the degree of coupling between stakeholders, the external environment in which higher vocational education reform is implemented</p>
<b>Ordinary Teachers</b>	<p>● <b>Interest demands (win-win situation for all parties)</b>            Stakeholders: government, industry associations, enterprises, vocational colleges, the general public            Play a role: guide, coordinate, lead, cooperate, partake            Main factors: development abilities of enterprises, service abilities of vocational colleges, the social status of the public towards vocational education</p>
	<p>● <b>Other factors</b>            the characteristics of each stakeholder, the degree of coupling between stakeholders, the external environment in which higher vocational education reform is implemented</p>
<b>Industry Leader</b>	<p>● <b>Interest demands (win-win situation for all parties)</b>            Stakeholders: government, industry associations, enterprises, vocational colleges, the general public            Play a role: guide, coordinate, lead, cooperate, partake            Main factors: binding force of the government, cohesion of industry associations, development abilities of enterprises, service abilities of vocational colleges</p>
	<p>● <b>Other factors</b>            the characteristics of each stakeholder, the degree of coupling between stakeholders, the external environment in which higher vocational education reform is implemented</p>
<b>Enterprise Leader</b>	<p>● <b>Interest demands (win-win situation for all parties)</b>            Stakeholders: government, industry associations, enterprises, vocational colleges, the general public            Play a role: guide, coordinate, lead, cooperate, partake</p>

	Main factors: cohesion of industry associations, development abilities of enterprises, service abilities of vocational colleges
	<p>● <b>Other factors</b></p> <p>the characteristics of each stakeholder, the degree of coupling between stakeholders, the external environment in which higher vocational education reform is implemented</p>

**RQ2: What are the challenges and opportunities during implementing higher vocational education reform?**

Taking the prominent issues of higher vocational education reform as the starting point, we could analyze the challenges faced by implementing higher vocational education reform.

According to the information and content obtained from interviews, various stakeholders in the reform of higher vocational education have formed a certain coupling effect through integrating industry and education across all factors. However, due to the external environmental impact of the reform implementation, the reform of higher vocational education mainly focuses on four aspects:

Firstly, the lack of motivation and enthusiasm among various stakeholders to participate in the reform has led to a inconsistent implementation.

Secondly, the implementation of higher vocational education reform has a single content and weak adaptability, resulting in insufficient breadth of implementation.

Thirdly, the channels for information communication among various stakeholders were not smooth and had insufficient constraints, resulting in low implementation efficiency.

Fourthly, the platform for integrating resources in higher vocational education reform was limited and lacked coordination, resulting in insufficient depth.

Therefore, the challenges faced by the implementation of higher vocational education reform could be summarized into two aspects:

Firstly, the inherent challenge of insufficient service capacity included insufficient motivation to participate in reforms and single content on the implementation of reforms.

Secondly, external challenges of insufficient support included poor information communication channels and limited platforms for resource integration.

For the opportunities faced by the implementation of higher vocational education reform, interviewees mainly examined the internal advantages and external opportunities of the implementation of higher vocational education reform. Among them, this aspect has received widespread attention from school, industry, and corporate leaders.

From the interview, it was found that in terms of internal advantages in the implementation of higher vocational education reform, respondents generally believed that the integration of industry and education was an essential feature of vocational education, and that school enterprise cooperation has a good foundation for educating students. There was an urgent need for vocational education reform. In terms of external opportunities for the implementation of higher vocational education reform, respondents believed and expected that with the continuous deepening of higher vocational education reform, they would receive more effective government policy guidance, industry guidance and coordination, and broad social participation.

**Table 3**  
*General Emerging Sub-themes for the Interviewees*

<b>General Theme (Challenges and Opportunities)</b>	
<b>College Leaders</b>	<ul style="list-style-type: none"> <li>● <b>Challenges</b> Intrinsic challenges (motivation, content) External challenges (channels, platforms)</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Opportunities</b> Internal advantages External opportunities</li> </ul>
<b>Ordinary Teachers</b>	<ul style="list-style-type: none"> <li>● <b>Challenges</b> Intrinsic challenges (content) External challenges (channels, platforms)</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Opportunities</b> Internal advantages External opportunities</li> </ul>
<b>Industry Leader</b>	<ul style="list-style-type: none"> <li>● <b>Challenges</b> Intrinsic challenges (motivation) External challenges (channels)</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Opportunities</b> Internal advantages External opportunities</li> </ul>
<b>Enterprise Leader</b>	<ul style="list-style-type: none"> <li>● <b>Challenges</b> Intrinsic challenges (motivation, content) External challenges (platforms)</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Opportunities</b> Internal advantages External opportunities</li> </ul>

**RQ3: What policy implication does higher vocational education reform have?**

The implementation of higher vocational education reform has inspired us. Among them, respondents also shared their ideas based on their actual job positions.

Firstly, interviewees unanimously believed that the focus of higher vocational education reform should shift from "education" to "industry education," and paid more attention to serving economic and social development. The respondents unanimously believed that as an essential feature of vocational education, the integration of industry and education was the focus and difficulty of higher vocational education reform. Therefore, more efforts should be made to optimize the integration of industry and education.

Secondly, interviewees believed that the greatest driving force for the implementation of higher vocational education reform was to most likely meet the interests and demands of various stakeholders, play their respective roles in the implementation of higher vocational education reform, and jointly participate in the implementation of higher vocational education reform. Therefore, more efforts should be made to improve the driving mechanism for the implementation of higher vocational education reform.

Thirdly, interviewees believed that the smooth implementation of higher vocational education reform requires integrating multiple resources, building a suitable service platform

for education reform implementation, and promoting development and innovation in solving practical problems. Therefore, more efforts should be made to improve the operational mechanism for the implementation of higher vocational education reform.

**Table 4**  
*General Emerging Sub-themes for the Interviewees*

<b>General Theme (policy implications)</b>	
<b>College Leaders</b>	<ul style="list-style-type: none"> <li>● <b>Integration of industry and education</b> key and difficult points in the implementation of higher vocational education reform</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Improve the mechanism</b> (driving mechanism, operation mechanism) utilize advantages (policies, practices, platforms, markets)</li> </ul>
<b>Ordinary Teachers</b>	<ul style="list-style-type: none"> <li>● <b>Integration of industry and education</b> key and difficult points in the implementation of higher vocational education reform</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Improve the mechanism</b> (driving mechanism, operation mechanism) utilize advantages (policies, practices)</li> </ul>
<b>Industry Leader</b>	<ul style="list-style-type: none"> <li>● <b>Integration of industry and education</b> key and difficult points in the implementation of higher vocational education reform</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Improve the mechanism</b> (driving mechanism, operation mechanism) utilize advantages (policies, platforms, markets)</li> </ul>
<b>Enterprise Leader</b>	<ul style="list-style-type: none"> <li>● <b>Integration of industry and education</b> key and difficult points in the implementation of higher vocational education reform</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Improve the mechanism</b> (driving mechanism, operation mechanism) utilize advantages (policies, markets)</li> </ul>

**RQ4: What model can be developed based on the findings?**

Based on the interview content of the three research questions (RQ1- RQ3) mentioned above, the interviewee's good experience and work suggestions on the implementation of higher vocational education reform, as well as the existing literature, provide good reference information for discovering the implementation mode of higher vocational education reform.

Based on the comprehensive interview information, it could be found that according to the different demands of the authoritative stakeholders, core stakeholders, close stakeholders, and marginal stakeholders in the reform of higher vocational education, their respective roles should be clearly defined. The role of government policy guidance, industry association guidance and coordination, active participation of enterprises and schools, and strong support from the general public should be played to gather various forces, Improve the driving mechanism for the reform of higher vocational education, promote the implementation of the

"four parties collaboration" higher vocational education reform, and enable relevant entities participating in higher vocational education reform to benefit widely.

Chinese scholars Zhu Lei and Meng Shijia (2023) proposed a model and mechanism for the integration of industry and education in local universities from a community perspective. Zou Wen (2023) summarized the multi-subject collaborative cooperation mechanism that was formed during the implementation of vocational education reform in Sichuan Province.

On September 25, 2019, the National Pilot Implementation Plan for the Integration of Industry and Education clearly stated that "deepening the integration of industry and education, promoting the organic connection between the education chain, talent chain, industry chain, and innovation chain, is a strategic measure to promote the priority development of education, talent led development, industrial innovation development, and high-quality economic development, which are interconnected, coordinated, and mutually promoting."

On July 7, 2023, the General Office of the Ministry of Education of China issued a notice on the critical tasks of accelerating the construction and reform of the modern vocational education system. It issued 11 critical tasks for the construction and reform of the modern vocational education system, including building a regional industry education federation, building an industrial chain industry education integration community, building an open regional industry education integration practice center, and carrying out the construction of typical production practice projects for school-enterprise cooperation in vocational education. Building a platform and carrier for the integration of industry and education has become an empowering and enhancing action to accelerate the construction and reform of the modern vocational education system.

Yan Zhili, Guo Mengjie, and Wang Shuhui (2023) believed that building an integrated industry education system was a meaningful way to deepen the reform of modern vocational education system construction, and promote industrial structure adjustment, and economic and social development. Zhao Pengyan (2023) believed that from the perspective of industry education integration, vocational education reform ultimately achieved an organic connection between the education chain, talent chain, industry chain, and innovation chain.

According to the critical task of accelerating the construction and reform of the modern vocational education system, it was necessary to leverage the resource advantages of the government, industry associations, enterprises, vocational colleges, and the public, integrate all elements, and establish three service platforms:

- "regional industry education federation"
- "open regional industry education integration practice center"
- " industrial chain industry education integration community"

Further improve the operating mechanism of higher vocational education reform, innovate the "three wheels drive." The implementation of higher vocational education reform has solved the Four major dilemmas in implementing higher vocational education reform:

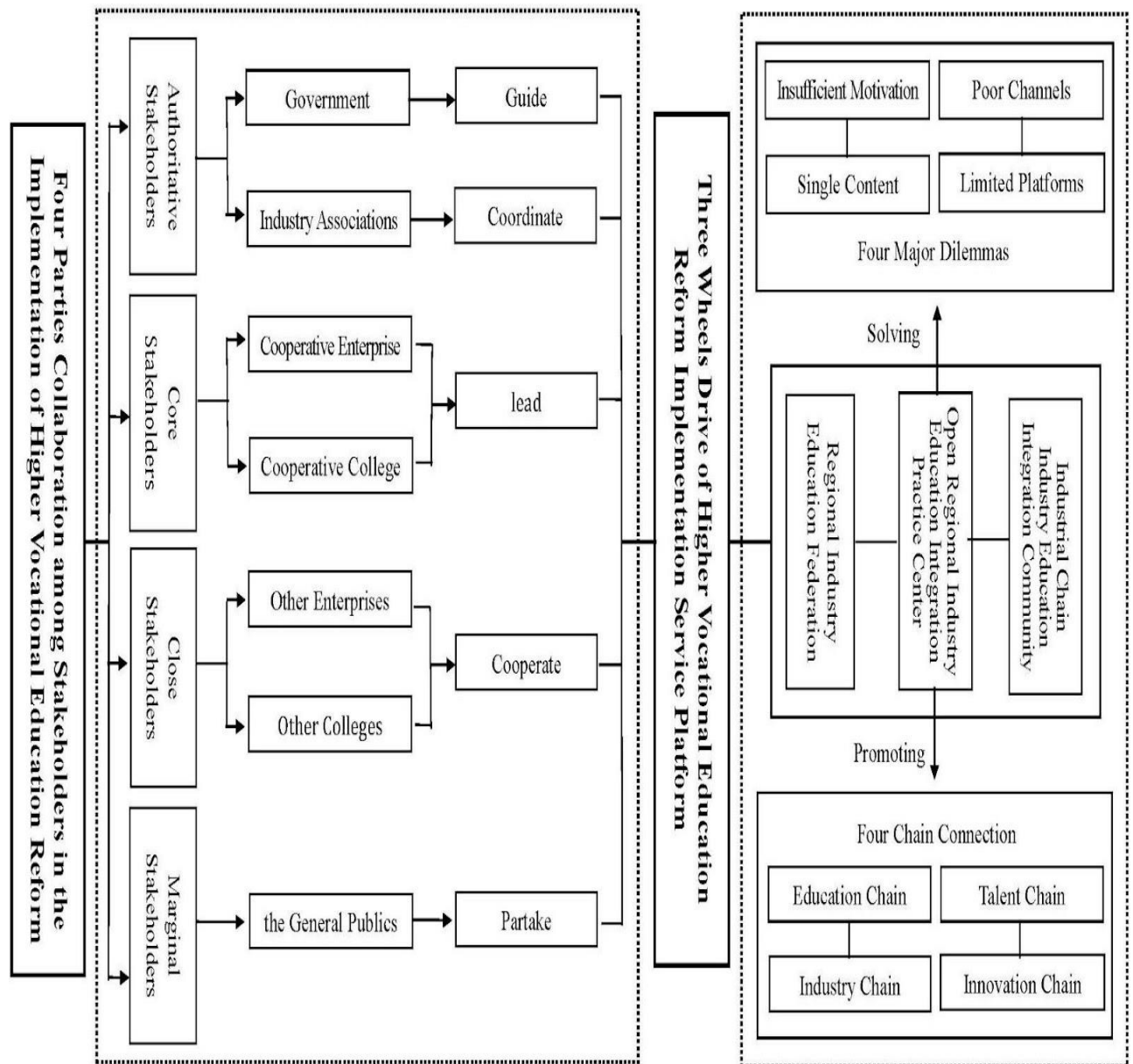
- insufficient motivation to participate in the reform
- single content of reform implementation
- poor channels for information communication,
- limited platforms for resource integration.

Promote the compelling connection between the education chain, talent chain, industry chain, and innovation chain.

As shown in Figure 1, it was based on service needs, problem-solving, and promoting development to develop an implementation model of "four parties' collaboration and three wheels drive" for higher vocational education reform from the perspectives of stakeholder

theory and collaborative theory. Among them, the "four parties" include authoritative, core, close, and marginal stakeholders. "Three wheels":

- Regional Industry Education Federation
- Open Regional Industry Education Integration Practice Center
- Industrial Chain Industry Education Integration Community



**Figure 1:** A Model for the Implementation of Higher Vocational Education Reform: Four Parties Collaboration and Three Wheels Drive

## DISCUSSION

This section discussed a summary of the research findings. The conclusion drawn from the interview results and the conclusion based on important research findings and analysis was to construct a higher vocational education reform implementation model from the perspectives of stakeholder theory and collaborative theory.

This study examined the implementation of higher vocational education reform in China: challenges, opportunities, and policy implications. In this chapter, researchers focused on elucidating and accumulating data on guidance issues validated by experts and researcher consultants. The summary of the survey results can be found in this section.

### **SUMMARY OF FINDINGS**

Based on interviews with 12 stakeholders, the study identified several key findings regarding the implementation of higher vocational education reform in China. Firstly, interviewees emphasized that both internal stakeholder factors and external environmental influences significantly impact reform efforts. They acknowledged practical challenges alongside concurrent opportunities for reform and innovation. Interviewees highlighted inspirations from the reform process, stressing the need to leverage policy advantages, optimize integration measures between industry and education, and enhance implementation mechanisms. They also shared positive experiences and offered practical recommendations for future work. The study underscored the necessity of deepening the integration between education and industry to foster synergies across education, talent, innovation, and industrial chains. Finally, it emphasized the critical role of establishing robust service platforms like regional industry-education federations, industry-education integration communities, and integrated practice centers to facilitate resource gathering, problem-solving, and service delivery in higher vocational education reform.

### **CONCLUSIONS DRAWN**

The implementation of higher vocational education reform is profoundly shaped by stakeholders' characteristics, their demands, and the external environment. Key factors influencing this reform include government leadership, industry cohesion, enterprise capabilities, vocational college services, and societal attitudes towards vocational education. Challenges faced encompass internal issues like service deficiencies and external obstacles such as inadequate support. However, opportunities arise from strong integration of industry and education, robust foundations for school-enterprise cooperation, and the potential for enhanced policy guidance and social participation. Insights from integrating industry and education highlight the need for optimized measures and mechanisms, emphasizing improvement in integration, implementation drivers, and operational frameworks. The "four parties' collaboration and three wheels drive" model aims to address needs, solve problems, and promote development, optimizing the path for stakeholders to benefit widely. The implementation of higher vocational education reform is influenced by a complex interplay of factors involving stakeholders, their demands, and the external environment. Key stakeholders such as government, industry associations, enterprises, vocational colleges, and public perception of vocational education play pivotal roles in shaping reform efforts. Challenges include internal issues like service insufficiencies and external obstacles such as inadequate support. However, opportunities arise from strong industry-education integration, robust foundations for school-enterprise cooperation, and the potential for enhanced governmental and societal involvement. Insights from integrating industry and education highlight the need for optimized measures, improved implementation mechanisms, and enhanced operational frameworks. The "four parties' collaboration and three wheels drive" model emphasize aligning with needs, problem-solving, and promoting development to ensure broad stakeholder benefits. Recommendations include enhancing policy refinement, resource utilization, work experience synthesis, and market-oriented approaches to foster effective reform implementation.

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[http://www.moe.gov.cn/jyb\\_xgk/moe\\_1777/moe\\_1778/202212/t20221222\\_1035691.html](http://www.moe.gov.cn/jyb_xgk/moe_1777/moe_1778/202212/t20221222_1035691.html)

The National Development and Reform Commission and the Ministry of Education have issued the "Implementation Measures for Building Industry Education Integrated Enterprises (Trial)" - to create a "learning factory" that supports high-quality development.  
[http://www.moe.gov.cn/jyb\\_xwfb/s5147/201904/t20190404\\_376675.html](http://www.moe.gov.cn/jyb_xwfb/s5147/201904/t20190404_376675.html)

The State Council has issued the "Implementation Plan for National Vocational Education Reform."  
[http://www.moe.gov.cn/jyb\\_xwfb/gzdt\\_gzdt/s5987/201902/t20190213\\_369226.html](http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/201902/t20190213_369226.html)

The Work Plan for Pilot Construction and Cultivation of National Industry Education Integrated Enterprises has been released - the basic conditions for national industry education integrated enterprises have been established.  
[http://www.moe.gov.cn/jyb\\_xwfb/s5147/201910/t20191029\\_405765.html](http://www.moe.gov.cn/jyb_xwfb/s5147/201910/t20191029_405765.html)

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[http://www.moe.gov.cn/jyb\\_sjzl/sjzl\\_zcfg/zcfg\\_jyfl/202204/t20220421\\_620064.html](http://www.moe.gov.cn/jyb_sjzl/sjzl_zcfg/zcfg_jyfl/202204/t20220421_620064.html)