

Mixed-Ownership Reform in Vocational Education: A Strategic Pathway for Industry-Education Integration and School-Enterprise Cooperation in the New Era

Hongyi Luo

Tangshan Polytechnic University, Tangshan 063299, Hebei, China

Abstract: *The mixed-ownership reform represents a logical and inevitable strategic choice for the innovative development of industry-education integration and school-enterprise cooperation in vocational education in the new era. However, the implementation of mixed-ownership reform in China's vocational education sector commenced relatively late and therefore warrants in-depth scholarly investigation. Domestic experts and scholars have analyzed and examined the policy foundations, functions and significance, operational modes, practical bottlenecks, and accumulated experiences of mixed-ownership reform. They have also explored this reform in China's modern vocational education at the theoretical level and proposed strategies for promoting mixed-ownership reform in the new era. The findings suggest that governmental leadership serves as the fundamental guarantee, policy support constitutes the key condition, and the optimal pathway lies in constructing a city-level industry-education integration entity and an industry-level industry-education integration community, while establishing and improving interest coordination and activation mechanisms.*

Keywords: Mixed-Ownership Reform, Vocational Education, Industry-Education Integration, School-Enterprise Cooperation, Policy Support, Interest Coordination Mechanism, New Era.

1. Introduction

In the context of the high-quality development of Chinese-style typified vocational education, integration of production and education and cooperation between schools and enterprises have become prominent features and basic requirements for the development of vocational education in China. At the same time, practical problems such as the lack of in-depth integration of production and education, loose school-enterprise cooperation, and ineffective social services in vocational education remain the primary issues restricting and affecting the in-depth development of vocational education in China. In recent years, the state has introduced a series of policy documents to address the problems of “mere formality without real integration”, “failure to integrate effectively”, and “paper-based cooperation” in the integration of production and education and school-enterprise cooperation in vocational education, pointing out the implementation direction and methodological paths. The newly revised Vocational Education Law of China in 2022 clearly stipulates that “local people's governments at all levels and industry competent departments shall support social forces to participate in joint school running in accordance with the law and run various forms of vocational schools and vocational training institutions” [2]. In addition, the Opinions on Promoting the High-quality Development of Modern Vocational Education issued by the General Office of the State Council in October 2021 also states that “a diversified school-running pattern shall be constructed with the government taking overall management, industry enterprises actively running schools, and social forces deeply participating”. The National Vocational Education Reform Implementation Plan further clarifies the direction and trend of supporting enterprises and social forces to participate and encouraging various forms and channels of cooperation in running schools, such as mixed ownership and joint-stock

systems. Numerous domestic theoretical studies have also shown that implementing mixed-ownership reform is an effective strategy to solve the problems restricting the in-depth development of the integration of production and education and school-enterprise cooperation in vocational education, and it is a new topic put forward by the new policies and requirements of national vocational education and the high-quality development of vocational education in the new era.

Downloaded 351 articles on theoretical research and experience introduction related to “mixed ownership reform of vocational education” from CNKI and Baidu. Focused on referring to 14 theoretical research articles such as “Analysis of the Exploration Progress of Mixed Ownership Reform in China's Vocational Education - Based on the Platform of the National Research Alliance for Mixed Ownership School-running in Vocational Education” by Guo Susen, Yang Zhangxin, and Zhang Chengkuan ; the 9th edition of China Education News on September 22, 2020: What are the innovation points of the “Opinions” issued by 14 departments including the Shandong Provincial Department of Education on mixed ownership school-running; 3 interpretation and introduction articles on Baidu such as “Interpretation of Mixed Ownership Reform”, “14 Departments including the Shandong Provincial Department of Education Issued <Opinions> to Promote Mixed Ownership School-running in Vocational Colleges”, and “Mixed Ownership School-running: An Effective Path to Deepen Industry-Education Integration and School-Enterprise Cooperation”. Analyzed and summarized the gains and losses of the current mixed ownership reform in China's vocational education from six theoretical dimensions: “policy basis”, “operation mode”, “function and significance”, “basic experience”, “path strategy”, and “pain points and difficulties”, and explored the implementation strategies of

mixed ownership.

2. The Policy Basis for the Reform of Mixed Ownership in Vocational Education

Regarding the related concepts of mixed ownership, Chang Xiuzhe, a professor at the Macroeconomic Research Institute of the National Development and Reform Commission, believes that: Mixed ownership was originally a concept in economics research on the reform of state-owned enterprises, and it is divided into two levels: macro and micro. Macroscopically, mixed ownership refers to the economic phenomenon of the coexistence of public and private ownership; microscopically, it refers to the composition of public capital, private and non-state-owned capital such as private and foreign capital in the property rights and capital structure. Feng Chaojun, a professor at Chongqing College of Electronic Engineering, believes that: Mixed ownership originated in the economic field; it is a new economic form formed by the cross-shareholding and integrated development of four non-public capitals, namely state-owned, collective, private, and foreign capital, during the restructuring process of enterprises from a planned economy to a market economy. The mixed ownership referred to in this article mainly adopts the definition concept of “mixed ownership” on Baidu, that is, a new type of ownership form formed by the combination of several ownerships.

In 2014, the “Decision of the State Council on Accelerating the Development of Modern Vocational Education” required to guide and support social forces to run vocational education and explore the development of joint-stock and mixed-ownership vocational colleges, for the first time introducing the economic term “mixed ownership” into the field of vocational education. The “Implementation Plan for the Reform of National Vocational Education” (hereinafter referred to as the “Vocational Education 20 Articles”) promulgated in 2019 clearly stated that “support and regulate social forces to run vocational education and training, encourage the development of joint-stock, mixed-ownership and other vocational colleges and various vocational training institutions, establish and improve the certification system for industry-education integration enterprises, perform the rights and obligations of vocational education according to law, and promote vocational colleges and industry enterprises to form a community with a shared future.” The introduction of the “Vocational Education 20 Articles” marked the entry of mixed-ownership school-running from the “exploratory development” stage into the “encouraged development” stage. In December 2022, the “Opinions on Deepening the Reform of the Modern Vocational Education System Construction” jointly issued by the General Office of the Central Committee and the General Office of the State Council clarified the strategic tasks of “one body, two wings and five key points” for vocational education in the new era, and at the same time sent a signal of reform and development to the society regarding difficult issues such as joint-stock and mixed-ownership reform and the reform of the vocational education examination and enrollment system. Therefore, actively promoting the mixed-ownership reform of vocational education will be a very important part of deepening the reform of the vocational education system in China in the future. The permission and support of national policies

provide a policy basis for the in-depth promotion of the mixed-ownership reform of vocational education.

From the provincial level, in 2015, the Ministry of Education took the lead in carrying out the pilot reform of the mixed ownership of vocational education in Shandong, Jiangxi, and Gansu provinces. Shandong Province achieved obvious results and had a greater impact. In September 2020, fourteen departments including the Shandong Provincial Department of Education took the lead in issuing the “Guiding Opinions on Promoting the Mixed Ownership of Vocational Colleges (Trial)” (hereinafter referred to as the “Opinions”), which caused a strong reaction in the field of national vocational education. Deng Yunfeng, the then director of the Shandong Provincial Department of Education, believed that due to the lack of specific and clear policy guidance on mixed ownership education, many schools and enterprises interested in “mixing” had been hesitating and waiting, which was not conducive to attracting and encouraging social forces to participate in running vocational education. The issuance of the “Opinions” is a positive response to the voices of schools and enterprises over the years. From the perspectives of policy basis, exploration and practice foundation, and current problems, relevant policy documents need to be issued to provide basic methodological guidance for grass-roots exploration. Li Xuetai, the dean of Shandong Vocational Animal Science and Veterinary College, believes that the issuance of the “Opinions” can more effectively promote social forces to invest in running vocational education and promote the transformation of vocational education from being mainly run by the government to a pattern of “government overall management and diversified social running” as proposed in the “Vocational Education 20 Articles”.

3. The Significance of Promoting Mixed Ownership in Vocational Education

The significance of promoting the mixed - ownership reform in vocational education mainly lies in the following three aspects. First, it is conducive to school - enterprise cooperation and integration of production and education, and building a community with a shared future. Lu Wuxia believes that the joint - stock and mixed - ownership reforms are effective ways to better implement the integration of production and education in current vocational education, and the mixed - ownership school - running model is an effective path to form a school - enterprise community with a shared future. Developing mixed - ownership vocational colleges is an effective way to innovate the institutional mechanism of vocational education, which can better revitalize educational resources, conduct good school - enterprise cooperation, and deepen the integration of production and education. Second, it can more effectively expand the funding channels and stimulate vitality. This paper agrees with what Feng Chaojun and Yang Mei said. Vigorously developing the mixed - ownership reform of higher vocational colleges, through the cross - integration of state - owned capital, collective capital and other non - public capital, can enhance the capital efficiency and effectively solve the problem of insufficient educational resources. Further revitalize assets, enhance the school - running vitality, improve the level of talent cultivation, deepen the intensity of the integration of production and education, broaden the source channels of the

school - running funds of higher vocational colleges, effectively stimulate the school - running vitality of higher vocational colleges, and then deepen the integration of production and education and school - enterprise cooperation, which helps to deepen the reform of the school - running system of higher vocational colleges. Third, it can integrate and enhance the school - running benefits. Dong Shengzu, the director of the Private Education Research Institute of Shanghai Academy of Educational Sciences, proposed to summarize the functions of mixed - ownership into four aspects: raising funds, integrating resources, increasing efficiency and leveraging. Mixed - ownership can enable vocational education to gather more effective funds to strengthen its strength: and then integrate the capital advantages, draw on each other's strengths, optimize the structure of vocational education, and enhance the vitality of vocational education. Shandong Maritime Vocational College, the first in the country to carry out the pilot of mixed - ownership reform in vocational education, has deeply realized through more than 10 years of practical exploration that the mixed - ownership school - running of vocational colleges is the latest channel to attract social capital into the field of vocational education, and it is one of the most effective and powerful practical paths and measures to implement the "promotion of integration of vocational and general education, integration of production and education, integration of science and education, and optimization of the type orientation of vocational education" at the 20th National Congress of the Communist Party of China.

4. Operation Mode of Mixed Ownership in Vocational Education

Regarding the operation mode of vocational education mixed ownership, there have been many discussions in the academic circle. Yu Zhongwen, the vice president of the Chinese Vocational and Technical Education Society, once said at the 2014 National Joint Conference of Higher Vocational and Technical College Presidents that pure public vocational colleges cannot thrive, and pure private vocational colleges cannot grow large. The key to making vocational colleges or vocational education bigger and stronger is to make good use of the word "mix". Lu Wuxia proposed two levels of "overall school large-scale mixing" and "secondary college small-scale mixing", and the main school-running modes are three forms: mixed ownership, modern apprenticeship and industrial college. After studying and summarizing the reform and development experience of mixed-ownership vocational colleges, Xu Shaopeng believes that there are three relatively influential vocational education mixed-ownership models: one is the establishment model of government-led mixed-ownership vocational colleges represented by Shandong Maritime Vocational College; the second is the establishment model of mixed-ownership vocational colleges with public capital as the main body represented by Hainan Vocational and Technical College; the third is the establishment model of mixed-ownership vocational colleges with non-public ownership capital as the main body represented by Suzhou Industrial Park Vocational and Technical College. Feng Chaojun and Yang Mei also believe that currently, various models emerging in the reform process mainly focus on the "large-scale mixing" at the legal person level and the "small-scale mixing" at the secondary college

level. In the specific school-running process, they can be further divided into various models such as entrusted management between schools and close cooperation between the government and social capital. One is the mixed ownership at the school level, including several forms such as the entrusted management of vocational colleges, the introduction of state-owned capital into private colleges, the introduction of social capital into public colleges, the government and social capital cooperation model, and the employee stock ownership plan model of higher vocational colleges; the other is the mixed ownership at the secondary college level, including several forms such as the model of establishing mixed-ownership secondary colleges within public higher vocational colleges, the model of introducing social capital by higher vocational colleges to run independent colleges, and the model of establishing cooperative educational institutions through Sino-foreign cooperation [17].

Generally speaking, the characteristics of the current mixed-ownership school-running model in vocational education are mainly reflected in the following aspects: First, in terms of the school-running system, it presents a new school-running system with public ownership as the main body and non-public ownership participating together; Second, in terms of the investment system, it has changed to be jointly invested and constructed by the government, the public capital of the school, the industry, and the non-public capital of enterprises, while maintaining the basic composition with the property rights of the government or the school as the main body and the property rights of the industry or enterprises as a supplement; Third, in terms of the management system, referring to the management system of the Company Law, a decision-making body and a supervision body composed of representatives of different capitals are established, and the board of directors system under the premise of establishing and improving the modern enterprise system is established, so as to ensure the safety and equal rights of public and non-public assets.

5. Pain Points and Difficulties in Promoting the Mixed-Ownership Reform of Vocational Education

Regarding the mixed-ownership reform of state-owned enterprises, the article "Interpretation of the Mixed-Ownership Reform" on Baidu believes that after years of development of the market economy and shareholding reform, although many state-owned enterprises have long become mixed-ownership systems and the proportion of state-owned assets is relatively low, government intervention still exists everywhere, and the administrative monopoly system has not been truly broken; although the "glass door" has been opened, there is still a "revolving door", and the access restrictions have not been truly lifted.

Different from the reform of state-owned enterprises in China, the mixed-ownership reform of vocational education started relatively late. Although it has shown good development momentum and obvious results in the short term, through summarizing and analyzing from the two aspects of theoretical research and practical exploration, there are still many confusions and problems: First, the issue of legality; second, the issue of profitability and non-profitability; third,

the operation of the legal person of secondary colleges.

Lu Wuxia believes that the current problems of the mixed reform of vocational education mainly focus on the following aspects: First, the difficulty of integrating different ownership capitals; second, the difficulty of implementing the equal protection of property rights; third, the security issues of public and non-public assets; fourth, the conflicts between the school and the enterprise in management and culture as two capital subjects; fifth, the lack of endogenous motivation for the reform of public vocational colleges.

Therefore, the essence of the problem lies in: First, the issue of property right openness; second, the issue of cooperation and symbiosis and cross-border governance; third, the separation of ownership and management rights, and the issue of market-oriented operation; fourth, the issue of legality.

At the same time, it is considered that the current difficulties and pain points in the mixed-ownership operation of higher vocational colleges mainly focus on the following aspects: First, the organizational structure is not sound and the main responsibilities are not clear, resulting in identity recognition and concept conflicts, especially the folk still has a large cognitive barrier regarding ownership of property rights; one Secondly, the ownership and transfer of property rights lack institutional protection; some enterprise education investments have too long cost recovery cycles, and they are worried about asset losses if they withdraw midway; one Third, restricted by the state-owned asset management approach, schools dare not charge service fees and distribute revenue at market prices, resulting in poor operation; fourth, overly interfered by administrative forces, it is difficult to implement the modern enterprise professional manager system; 15L is due to complex decentralization, making it difficult to have unified institutional arrangements for financial budget and final accounts, performance management, asset procurement, and personnel employment, etc.; mine six is the lack of a cost constraint mechanism and a performance target evaluation standard, making it difficult to comprehensively evaluate the school-running efficiency.

Generally speaking, the biggest pain points in the process of the mixed reform of vocational education are: First, the issue of policy and legal permission; second, the issue of the loss of state-owned assets; third, the cross-border governance issue of cooperative education; fourth, the school-running efficiency issue of multiple cooperation parties; fifth, the risk issue of participants or operators.

6. Basic Experiences of the Pilot Reform of Mixed Ownership in Vocational Education

First, making the most of national policies and guidelines is the fundamental way to promote the reform of mixed ownership. It is necessary to thoroughly study national policies, guidelines, laws, regulations, and vocational education policies, identify the upper limits, and avoid crossing the red lines, and operate within the effective scope permitted by national policies and laws.

Second, how to improve the reasonable disposal and effective management of state-owned assets is the focus of promoting

the reform of mixed ownership. It is necessary to formulate methods for the disposal and management of state-owned assets in accordance with laws and regulations, and scientifically and reasonably evaluate software or implicit state-owned assets.

Third, the policy environment and local government support are the basic guarantees for promoting the reform of mixed ownership. The reason why Shandong ranks among the top in the national pilot reform of "mixed ownership" in vocational education is mainly that 14 major government functional departments such as the Shandong Provincial Department of Education, Department of Finance, and Development and Reform Commission have issued corresponding policy documents, providing strong government policy support for the reform of school-enterprise mixed ownership in Shandong.

Fourth, asset evaluation and equity confirmation are the basis for promoting the reform of mixed ownership. Pan Xiquan of Zhejiang Financial Vocational College believes that property rights are the "bond" for vocational colleges to carry out the reform of mixed ownership and the "key point" for risk identification in the reform of the mixed ownership school-running model.

Fifth, corporate governance and internal operation are the key links in promoting the reform of mixed ownership. No matter how flexible and innovative the mixed ownership school-running model is, it must adhere to the leadership of the Party and adopt a more flexible and effective operation mechanism and management system.

Sixth, school-enterprise collaborative education is the ultimate goal of promoting the reform of mixed ownership. The purpose of mixed ownership school-running is not to "mix", but to "combine". The ultimate goal is to better play the main role of industries or enterprises in the education process, let industries and enterprises assume the responsibility of education, enable all parties to truly participate in the whole process of education, deepen the integration of industry and education, school-enterprise cooperation, and achieve co-construction, co-management, co-education, sharing, and win-win results, and ultimately maximize the benefits of mixed ownership school-running.

Regarding the selection of the mixed ownership model, this paper agrees with what is elaborated in Feng Chaojun and Yang Mei's "Research on the Main Models of Mixed Ownership School-Running in Higher Vocational Colleges in China". Since the basic conditions and professional characteristics of each region and higher vocational college are different, there should be different focuses in the process of implementing the reform of mixed ownership. In the practice of reform and development, various higher vocational colleges must proceed from reality, avoid pursuing a unified model, choose a mixed model according to local conditions, continuously improve the school-running mechanism by reasonably designing their governance structures, further clarify their future school-running orientations, and reasonably expand financing channels to achieve the expected goals of mixed ownership.

7. Strategies for the Reform of Mixed Ownership in Vocational Education

7.1 Highlight the Leading Role of the Government and Focus on Building a City-level Industry-education Integration Entity

Strengthening the government's leading role is the fundamental guarantee for promoting the mixed-ownership reform of vocational education. Literature research shows that in the process of carrying out the mixed-ownership reform pilot, although each school has different focuses and methods, the deep participation of the government is the prerequisite for the current mixed-ownership reform of vocational education, the guiding sign, and more importantly, the reassurance pill. Only when the government, industry, enterprises, and schools participate deeply, build a city-level industry-education integration entity, fully mobilize the enthusiasm and initiative of all parties in the integration entity, especially increase the government's deep participation, and relieve the concerns of all participating parties, can we enhance cohesion and form a joint force. The government's participation methods should be diverse, such as directly participating in various forms of shareholding with state-owned assets, base industries, talents, funds, brands, or other intangible assets. Or encourage and support through policy systems, incorporate the mixed-ownership reform matters of vocational education into the plans of governments at all levels, formulate corresponding support and encouragement policies, and on the premise of following the national major policies and guidelines, revise and improve local laws and regulations to focus on solving a series of disputes that may arise in the process of the mixed-ownership reform pilot of vocational education, and provide strong government policy protection for all participating parties. The government's leadership should also have specific measures:

First, it is necessary to establish and improve a full-time organizational structure responsible for the top-level design, overall planning, supervision and inspection, etc. of the mixed-ownership reform of vocational education. It is necessary to formulate an implementation plan for the pilot work according to local conditions, and in accordance with the guiding ideology of "one policy for one place", formulate different reform policies and measures for different regional economic conditions, industrial distribution, as well as different characteristics and demands of different vocational colleges, without imposing a one-size-fits-all approach, and highlight the actual effect of the reform.

Second, it is necessary to establish and improve the assessment and incentive mechanism for the pilot reform, incorporate the work situation of the mixed-ownership into the annual performance assessment, and use the system to guarantee the effect of the reform.

Third, it is necessary to establish and improve the "summary and exchange - rectification and improvement" operation mechanism, make full use of modern new media technologies to collect information on the pilot work, release dynamic information on the pilot work, regularly organize regional experience exchange site meetings, summarize and exchange the experience of the pilot work, create classic cases of the

pilot work, and lead and promote the pilot reform work.

7.2 Increase Government Policy Support and Improve Guarantee and Incentive Measures

The encouragement and support of government policies are key factors in the mixed-ownership reform of vocational education. For example, in addition to the supportive policies introduced by the Shandong Provincial Government, the local government of Weifang has also introduced targeted supportive policies according to actual needs. The fact that the mixed-ownership reform of vocational education in Shandong can rank among the top in the country is closely related to the support and encouragement of relevant local policies in Shandong Province. To promote the mixed-ownership reform of modern vocational education, we should first start with policies. In response to the problems existing in the national pilot of the mixed-ownership reform of vocational colleges and the actual situations of each higher vocational college, we should formulate innovative and guiding reform implementation opinions, encourage pilot projects, and strive to use the exploration and practice of each province and city to prompt the state or local governments to introduce or revise relevant laws and regulations encouraging and supporting the mixed-ownership reform of vocational education, so as to provide strong guarantee for the smooth progress of the mixed-ownership reform.

Several issues need to be noted when formulating policies for the mixed-ownership reform of vocational education:

7.2.1 We should conduct in-depth research and analysis and learn from others

Since the Shandong Maritime Vocational College launched the practice of the mixed-ownership reform of vocational education in 2011, more than 20 years have passed, and the national vocational colleges have formed relatively mature experiences and typical cases in promoting the mixed-ownership reform, which are worthy of learning from, in-depth analysis and judgment, taking the essence and avoiding contradictions and problems.

7.2.2 We should be innovative

On the basis of learning from others, we should comprehensively analyze the experience of the national pilot of the mixed-ownership reform of vocational education, and combine the provincial and municipal conditions and regional development situations of each place to formulate policy documents with local characteristics.

7.2.3 We should have guidance and operability

The documents should be problem-oriented, solve the contradictions and problems in the practice of each pilot college, and should have clear definitions and specific guiding opinions on the core controversial issues involved in the regional promotion of the mixed-ownership reform of vocational education, such as the functions and responsibilities, participation intensity, laws and regulations, property rights division, disposal of state-owned assets, interest distribution, cross-border management, participation

risks, cooperation effects, performance evaluation, etc. of the participating parties of the government, industry, enterprises and schools.

7.2.4 We should clarify the leading role of the government

We should clarify the functions and responsibilities of the government's in-depth participation in the mixed-ownership reform of vocational education, fully mobilize the leading force of the government and its functional departments, and enhance the guarantee role of government policies.

7.3 Establish and Improve the Interest Coordination and Activation Mechanism, and Strive to Build an Industry-education Integration Community

Taking mechanism construction as a breakthrough point, and focusing on building an industry-education integration community is the best path to promote the mixed-ownership reform of vocational education. Schools and enterprises are the two core elements of the mixed-ownership reform. They complement each other. However, due to their different categories and subordinate systems, they have different value orientations and different development needs. It is necessary to take industry-education integration and school-enterprise cooperation as the lead, find the common excitement points and demand docking points of both sides or multiple parties, and build an industry-education integration community with the common value excitement points and demand commonalities of both sides. Taking the community as a platform, deeply promote the mixed-ownership reform.

At the same time, establish and improve the interest coordination and activation mechanism:

First, establish and improve the coordination and dialogue mechanism. Under the principles of equality, mutual benefit and equal interests, establish a series of cooperation and mutual assistance mechanisms and effective restraint mechanisms such as the responsibility sharing mechanism, the mixed operation management mechanism, and the joint meeting mechanism, and build a cooperation and sharing platform for cooperation and mutual assistance and mutual exchange.

Second, establish and improve the project link mechanism. The cooperation project is the community of interests of all parties to the cooperation and the focus of cooperative development. It is necessary to take the project as the carrier and the project as the link, and closely link all parties involved through multiple different project cooperations, and resolve different contradictions and problems in the cooperation item by item through project cooperation.

Third, establish and improve the interest sharing mechanism, scientifically and reasonably compile the list of responsibilities and tasks sharing, clarify the reward and incentive measures, activate the enthusiasm and initiative of all parties involved, and concentrate the joint efforts of the government, industry, enterprises and schools to push the mixed-ownership reform to a new stage.

References

- [1] Liu Weizhen. Cracking the "combination without integration", the integration of industry and education still needs continuous "breaking through the wall" [N]. Xinhua Daily Telegraph, 2022.09.04 (4)
- [2] Vocational Education Law of the People's Republic of China [M]. Beijing: China Legal Publishing House, 2022:6.
- [3] General Office of the Communist Party of China Central Committee, General Office of the State Council. Opinions on Promoting the High-quality Development of Modern Vocational Education. Central Government Portal Website https://www.gov.cn/gongbao/content/2021/content_5647348.htm.
- [4] State Council of the People's Republic of China. Implementation Plan for the Reform of National Vocational Education. [EB/OL]. Central Government Portal Website https://www.gov.cn/gongbao/content/2019/content_5368517.htm.
- [5] Guo Susen, Yang Zhangxin, Zhang Chengkuan. Analysis of the Exploration Progress of the Mixed-ownership Reform of Vocational Education in China-Based on the Platform of the National Research Alliance on the Mixed-ownership School-running of Vocational Education [J]. Chinese Vocational and Technical Education, 2019 (34) :23-29.
- [6] Chang Xiuze. New Theory of Mixed-ownership Economy [M]. Hefei: Anhui People's Publishing House, 2017.
- [7] Feng Chaojun. Analysis of the Governance Structure of Mixed-Ownership Education in Higher Vocational Colleges [J]. Vocational Education Development Research, 2021(01): 48-55.
- [8] Baidu Encyclopedia. Mixed Ownership [EB/OL]. https://baike.baidu.com/item/Mixed_Ownership/14589565?fr=ge_al
- [9] Wang Jingliang. Mixed-Ownership Education: An Effective Path to Deepen Industry-Education Integration and School-Enterprise Cooperation [N]. China Education Daily, 2018-04-03 (9).
- [10] General Office of the Communist Party of China Central Committee and General Office of the State Council. Opinions on Deepening the Reform of the Modern Vocational Education System Construction. [EB/OL]. https://www.gov.cn/gongbao/content/2023/content_5736711.htm
- [11] Xu Zhuang. Solving Outstanding Problems and Optimizing Type Positioning - Interpretation of the "Opinions on Deepening the Reform of the Modern Vocational Education System Construction" [EB/OL]. https://www.gov.cn/zhengce/2022-12/27/content_5733824.htm
- [12] Ma Shu'e. Review of the Theoretical Research on the Operating Mechanism of Mixed-Ownership Higher Vocational Colleges [J]. Popular Standardization, 2021(02): 89-91.
- [13] Department of Education of Shandong Province and 14 other departments. Guiding Opinions on Promoting the Mixed-Ownership Education of Vocational Colleges. http://www.shandong.gov.cn/art/2020/9/8/art_305252_10319853.html

- [14] What Innovative Points Does the “Opinion” Have in Mixed-Ownership Education [N]. China Education Daily, 2020-09-22 (9):
- [15] Lu Wuxia. The Shareholding Operation and Performance of the “Shared Factory” Model in Higher Vocational Mixed-Ownership - From the Perspective of the Cost-Benefit of Educational Investment [J]. Higher Education Research, 2021(04): 105-112.
- [16] Lu Wuxia. The “Shared Factory” Model of Higher Vocational Industry-Education Integration in Mixed-Ownership: Architecture Concept and Core Elements [J]. Chinese Vocational and Technical Education, 2021(04): 80-85.
- [17] Feng Chaojun, Yang Mei. Research on the Main Models of Mixed-Ownership Education in Higher Vocational Colleges in China [J]. Jiangsu Higher Vocational Education, 2020(12): 27-35.
- [18] Lu Wuxia. Internal Cross-Border Governance of the “Shared Factory” Model in Higher Vocational Mixed-Ownership [J]. Education and Vocation, 2021(08): 12-19.
- [19] Xu Shaopeng. Research on the Development Paradigm of Mixed-Ownership Vocational Colleges [J]. Guangdong Vocational and Technical Education and Research, 2021(01): 77-80.
- [20] Interpretation of Mixed-Ownership Reform [EB/OL].<http://finance.sina.com.cn/zl/focus/hhsyz/>
- [21] Peng Xiaolan. Problems and Countermeasures in the Sino-Foreign Cooperative Education of Higher Vocational Colleges - Research from the Perspective of Mixed-Ownership Education [J]. Hebei Vocational Education, 2017(02): 9-12.