

Research on "Recruitment, Education and Retention" All-chain Cultivation Path of Wenzhou's Local Skilled Talents with School-Industry Collaboration

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ABSTRACT

Talent is the key element to promote the regional economic development and realize the enhancement of regional capacity. At present, Wenzhou City is promoting the construction of "Double Ten Thousand" city, how to nurture local talents and attract external talents is the most urgent task. By exploring the implementation of school-industry cooperation in Wenzhou, this study constructs a complete set of local talent attraction, cultivation and retention through the in-depth analysis of the three modules of "enrollment", "cultivation" and "retention". Through in-depth analysis and discussion of the three modules of "enrollment", "cultivation" and "retention", we have constructed a complete set of local skilled personnel attraction, cultivation and retention of the whole chain of cultivation paths, and given the policy suggestions that can be popularized and replicated, to further promote the realization of the goal of "enrollment of local", "cultivation of local", "retention of local". It further promotes the realization of the goal of "recruiting local students", "cultivating local talents" and "retaining local talents", and provides strong intellectual support for the economic and social development of Wenzhou.

KEYWORDS

University-Industry Collaboration; Local Talents; Whole Chain Training.

1. BACKGROUND TO THE STUDY

The 20th CPC National Congress emphasized that "talents are the basis for the comprehensive construction of a modern socialist country", and that it is necessary to "strengthen the support of talents for modernization" and continue to vigorously implement the "strategy of strengthening the country with talents". It also emphasized the need to "strengthen the support of talents for modernization", continue to vigorously implement the "strategy of strengthening the country with talents", and "comprehensively improve the quality of independent training of talents". General Secretary Xi Jinping has emphasized more than once that technical talents are "an important force to support China's manufacturing and creation", and that he will "accelerate the construction of a modern vocational education system, and cultivate more high-quality technical and skilled talents, skilled craftsmen, and great national craftsmen". Therefore, cultivating talents, cultivating high-quality technical and skilled talents, and cultivating high-quality technical and skilled talents independently are the important reliance of national development and the important guarantee of regional development. How to use vocational education to cultivate skilled personnel, the party's twentieth congress also pointed out the direction - to promote the integration of industry and education, science and education, optimize the positioning of the type of vocational education. Research has also generally proved that the integration of industry and education has an important role to play in promoting regional economic development, social progress and high-quality development of talents.

Wenzhou city has always attached importance to the "talent science and innovation highland" construction, from "talent new policy 40" version 3.0 to "ouyue excellence program" "510+" "wenqing return" and other actions all reflect the determination of wenzhou city. 510+" "Wenqing return" and other actions, all reflect the determination of Wenzhou City. Along with the national birth rate decreasing year by year, the regional development gap is gradually narrowing, wenzhou is also facing the problem of talent difficult to stay. In addition to all-out efforts to "grab" people, do everything possible to "keep" people, enthusiastic encouragement to "make" people and other important actions, the independent training of local talents is also "Speed up to create a regional talent plateau" is an important idea.

Against the above background, this topic aims to plan the enrollment mode with local students in Wenzhou as the main target within the current enrollment policy of universities, to carry out the technical and skilled talents training form that deeply integrates and interacts with Wenzhou's local industries, especially Wenzhou's "5+5+N" key industries, and to design a vocational education carrier of "recruiting local students, cultivating locally and retaining talents locally", with a view to promoting the construction of a science and technology innovation highland for talents. Designing the vocational education carrier of "recruiting local students, cultivating local students, and retaining local talents", the company has built a whole-chain cultivation path of "recruiting, educating and retaining" local skilled talents in Wenzhou, with a view to promoting the construction of Wenzhou's talent science and technology innovation highland and economic and social development.

2. OVERVIEW OF NATIONAL AND INTERNATIONAL RESEARCH

2.1. Study on the Retention of Local Talent Cultivation

At present, there are relatively few domestic and international studies on the nurturing and retention of local talents, mainly from the perspective of training and rural revitalization.

Li Xifang et al. (2023) carried out a study on the cultivation path of local talents in rural e-commerce, and concluded that vocational education around "rural e-commerce" has delivered a large number of excellent talents to rural areas, and has become an inexhaustible driving force and source of strength to support the development of local rural e-commerce. Ye Weiyong (2023) discusses the significance of the concept of lifelong education on the cultivation of local talents for rural revitalization, analyzes the dilemma of cultivating local talents in rural areas under the perspective of lifelong education, and explores the path of cultivating local talents for rural revitalization in five aspects, namely, party building leadership, adapting to local conditions, lifelong education, integrating resources and constructing platforms, by summarizing the practical experience of the "Leading Geese" project. Explore the path of cultivating local talents for rural revitalization. Yuhuan City, Zhejiang Province, implements the "groundbreaking plan" for the cultivation of local talents, which improves the cultivation system for the growth and development of local talents in accordance with the principles of storing talents according to their needs, teaching them according to their talents and applying measures according to their needs, so as to promote local talents to excel and break through the ground (Lin Jingyao, 2022). Yuan Yuzheng (2017) believes that the development of local talents, focusing on the internal "use of talent" and "retention of talent" is the most important driving factor for regional socio-economic development, and Hof H et al. (2021) found that in the context of "global talent", the development of local talents is the most important factor for the social and economic development of the region. Hof H et al. (2021) found that in the context of "global talents", it is still difficult for foreign talents to become local talents in Japan, emphasizing the importance of local talent development.

In summary, scholars at home and abroad now believe that the training and retention of local talents can help local economic and social development, industrial transformation, rural revitalization and so on. However, at present, relevant studies mainly focus on the training and retention of social native

talents, and rarely involve relevant studies on the cultivation of native talents in colleges and universities. At the same time, the existing studies are mostly descriptive analysis and lack of research on model construction.

2.2. Research on the Whole Chain Talent Training Model

The research on the whole chain talent training mode is not a minority at present, and the main research content focuses on the characteristics of each industry to carry out the construction of talent training mode suitable for the needs of different industries.

Ge Zunfeng et al. (2023) conducted a research on the "whole chain" talent cultivation mode based on the Internet+Creative Competition. By analyzing the weaknesses of the project cultivation in the Internet+Creative Competition, such as low participation of students, utilitarian tendency of the competition, insufficient growth, poor integration of specialization and creation, and single faculty, the "whole chain" mode of dual-creation talent cultivation was constructed, including the chain of service support, the chain of diversified guidance, and the chain of value co-creation. Fu Mingchun (2023) argues that the traditional higher vocational engineering education model cannot meet the needs of the new era, and finds that in the context of the new engineering disciplines, it is necessary to create and optimize the learning platform, and improve the quality of the "Three Creations" type talent cultivation by means of the education of lessons, post, race and certificate. It is found that in the context of the new engineering discipline, it is necessary to create and optimize the learning platform, improve the quality of "three-creative" talent cultivation with the education of class, post, competition and certificate, create a whole-chain "three-creative" education mode, polish the experimental mechanism of the new engineering discipline education, and provide a guarantee of the "three-creative" systematic education service; Tian Yufei (2022) believes that Tian Yufei (2022) believes that the "all-chain" dual-creation talent cultivation model is a product of school-enterprise cooperation, which has the function of cultivating students' innovative spirit and entrepreneurial ability, and is an important means of improving the quality of talent cultivation in vocational education; Zhao Li et al. (2021) connects the points of each link in innovation and entrepreneurship education into a complementary and progressive "chain", which is a "chain" of innovation and entrepreneurship education. "chain", constructing a "whole chain" innovation and entrepreneurship talent cultivation system for higher vocational colleges and universities from the aspects of awareness guidance, teacher construction, specialization and creation integration, optimization of curricula, platform construction, service follow-up, etc.; Wen G et al. (2018) establish a holistic view of innovation and entrepreneurship, and build a diversified training system for the innovation and entrepreneurship education. Wen G et al. (2018) constructed a whole-chain scientific and technological innovation and entrepreneurship talent cultivation system by establishing a holistic view of career and creating diversified innovation and entrepreneurship.

In summary, the current "full chain" type of talent cultivation path is in the groping stage, the research direction, model characterization and other aspects of the research direction has not yet a relatively unified conclusion, and at the same time in the cultivation mode, practice channels, cultivation mechanism and other aspects of the research there are also obvious deficiencies.

2.3. Research on University-Industry Collaboration to Cultivate Talents

The research related to university-industry collaboration for talent cultivation has shown a decreasing trend of enthusiasm in recent years, and mainly focuses on different disciplines.

Lu Xiaoli et al. (2023) found that the current problems of "industry-teaching synergy" integrated cultivation of technical and skilled talents in China are mainly the mismatch between the supply of talents in vocational education and the demand of talents in the industry, the imperfection of the mechanism of "industry-teaching synergy" cultivation of technical and skilled talents, and the imperfection of the evaluation system of technical and skilled talents. The evaluation system of

technical and skilled talents is imperfect, and it is necessary to build an integrated cultivation path of "industry-teaching collaboration" for technical and skilled talents that optimizes the structure of talent cultivation, innovates the course content, reforms the teaching method, extends the education stage, and improves the talent evaluation system; Huang Zhenkui et al. (2019) take Nanning Vocational and Technical College and Guangxi Mechanical and Electrical Vocational and Technical College as examples to introduce the "industry-teaching collaboration" integrated cultivation of technical and skilled talents. (2019) take Nanning Vocational and Technical College and Guangxi Institute of Mechanical and Electrical Technology as examples to introduce the main measures, innovations and achievements of industry-teaching synergy in cultivating innovative talents in manufacturing majors; Wu Junchao et al. (2021) explore the new situation of "co-construction of majors, co-management of the process, co-cultivation of talents, sharing of responsibilities, and sharing of results" through the practice of two classes of students in mold majors, and explore the "industry-teaching synergy, dual-component" integrated cultivation path of technical and skilled talents. "Yan-Jun et al. (2018) practiced the construction of "dual system combination" and explored the mode of cooperation between colleges and universities to meet the needs of talents. Yan-Jun et al. (2018) practiced the construction of "dual system combination" and explored the model of cooperation between colleges and universities and good misery na also to meet the educational requirements of "qualifications, skills, and qualities".

To summarize, the current research on university-industry collaborative cultivation of talents mainly focuses on the construction of models, path exploration, etc., and is generally carried out from various disciplines and industries, but there are still a few researches carried out for regional characteristic industries.

2.4. Review of the Study

In general, domestic and international studies related to this study have provided part of the theoretical and practical basis for the development of this study, but studies focusing on the theme of local talent cultivation and constructing a whole chain talent cultivation path characterized by university-industry synergy have not yet been found. Therefore, the development of this study has certain theoretical significance for the enrichment of related research.

3. DRAWING ON THE EXPERIENCE OF NURTURING AND RETAINING INDIGENOUS SKILLED PERSONNEL IN DOMESTIC REGIONS

3.1. Shanghai Practice

(i) Industry-teaching integration and school-enterprise cooperation: Shanghai actively promotes in-depth cooperation between vocational colleges and enterprises, and realizes in-depth integration between education and industry through the construction of training bases and joint training. For example, colleges and universities such as Shanghai Jiaotong University and Tongji University have cooperated with a number of well-known enterprises to jointly cultivate high-end skilled personnel.

(ii) Skills competitions and talent selection: Shanghai regularly organizes various types of vocational skills competitions, such as the "Starlight Plan" Vocational Skills Competition, through which outstanding skilled personnel are selected and given recognition and rewards. These competitions not only improve the skill level of skilled personnel, but also enhance their sense of professional honor and sense of belonging.

(iii) Policy support and incentives: Shanghai has introduced a series of policies, such as the policy on the introduction and settlement of skilled personnel and the policy on subsidies for skills upgrading, in order to provide skilled personnel with generous treatment and space for development. At the same

time, it has also established an evaluation and incentive mechanism for skilled talents to encourage them to continuously improve their skills.

3.2. Guangzhou Practice

(i) Implementation of the "Guangzhou Technicians" project: Guangzhou City has vigorously implemented the "Guangzhou Technicians" project, and through the construction of a number of high-level technical colleges and training bases, a large number of high-quality skilled personnel have been trained. These colleges and training bases emphasize not only theoretical teaching, but also practical operation and the cultivation of creative ability.

(ii) School-enterprise cooperation and order cultivation: Guangzhou encourages enterprises and vocational colleges and universities to carry out school-enterprise cooperation and to jointly cultivate skilled personnel who meet the needs of enterprises through order cultivation and work-learning alternation. This training mode not only improves the employment rate of skilled personnel, but also promotes the deep integration of enterprises and vocational colleges.

(iii) Skills competitions and demonstration platforms: Guangzhou regularly organizes skills competitions and demonstration activities, such as the "Yangcheng Craftsmen Cup" Vocational Skills Competition, to provide a stage for skilled personnel to demonstrate their talents. At the same time, it has also set up a pool of skilled talents and an online exchange platform to facilitate exchanges and cooperation among skilled talents.

3.3. Beijing Practice

(i) Training bases for highly skilled personnel: Beijing has established a number of training bases for highly skilled personnel, relying on vocational colleges and training institutions to provide high-level training services for skilled personnel. These training bases focus not only on skills training, but also on the cultivation of professionalism and innovation.

(ii) Policy guidance and incentives: Beijing has introduced a series of policies, such as the policy on the introduction of skilled personnel and the policy on subsidies for skills upgrading, to guide and support the development of skilled personnel in Beijing. At the same time, it has also established an evaluation and incentive mechanism for skilled talents to encourage them to continuously improve their skill level and innovation ability.

(iii) School-enterprise cooperation and integration of industry and education: Beijing actively promotes cooperation between vocational colleges and enterprises to realize the deep integration of education and industry through the building of training bases and joint training. This mode of cooperation not only improves the employment rate of skilled personnel, but also promotes resource sharing and complementary advantages between enterprises and vocational colleges.

3.4. Qiqihar Practice

(i) "Industry-lesson fusion, government-school-enterprise synergy, and introduction, education and utilization through" skill talent cultivation system: Fuyu County is actively exploring this system by implementing the "school-enterprise dual system" model of "enrollment is recruitment, entering school is entering enterprise" and the new way of "integration of industry and education, alternation of work and study" to cultivate talents on its own. By implementing the "dual system of school-enterprise" model and the "integration of industry and education, alternation of work and study" new way of independent talent cultivation, it has effectively promoted the growth of skilled personnel and the integration and development of local industries.

(ii) "order" training mode: relying on the advantages of industrial clusters such as Yihai Kerry (Fuyu) Modern Agricultural Industrial Park, and Qiqihar Institute of Technology, Heilongjiang Institute of

Transportation Vocational and Technical College and other colleges and universities to set up "order classes", to take the integration of production, learning and research teaching mode. The teaching mode of integration of production, learning and research is adopted to realize the goal of "local employment for local talents".

(iii) Promoting training and strengthening skills through competitions: organizing various types of labour competitions and labour skills competitions for employees, training teams, discovering talents and expanding their influence through competitions, and recommending and commending outstanding skilled personnel.

(iv) Innovation studio alliance: break the limitations of resources, technology, capital, talents and other individual studio capabilities among industries and enterprises, and set up the Union of Bio-economy Model Workers' (Skillful Talents) Innovation Studios in Fuyu County to realize resource sharing and collaborative research.

(v) Independent evaluation and incentive mechanism for skilled personnel: Promote the independent evaluation of skilled personnel in enterprises, establish a working mechanism for evaluating skilled personnel with enterprises as the main body, and improve the incentive mechanism for leading personnel to motivate personnel at different levels to innovate and forge ahead through financial incentive policies.

3.5. Jin City Practice

(i) Constructing a competition system: through hosting national and local vocational skills competitions, it has cumulatively driven a large number of workers to participate in job training and technical competitions, and selected and recognized outstanding skilled personnel.

(ii) Development of technical education: there are many technical colleges and universities, including Jincheng Technician College, Gaoping Technical School, and Jinneng Equipment Group Senior Technical School, which offer a number of specialties and have trained a large number of skilled personnel.

(iii) Implementation of multi-level skills training: multi-level skills training for the general labor force to enhance the overall quality of the skilled workforce.

(iv) Optimizing incentive policies: introducing local incentive policies, granting subsidies to technicians and senior technicians for obtaining certificates, and selecting master skill studios and skill-talent training bases, etc., and granting them construction subsidies, so as to create a good environment for the development of skilled personnel.

3.6. Huanggang Institute of Vocational Technology (East Hubei region)

(i) "Agriculture-related Higher Vocational Education" and "Cultivation of One (Multiple) College Students in One Village": for the East China region, we will actively carry out agriculture-related higher vocational education and the cultivation plan of one (multiple) college students in one village, so as to provide talent support for the revitalization of the countryside.

(ii) Constructing the "11445" talent training model: that is, establish a concept, form a set of cooperation mechanisms, implement four major projects, establish four major guarantees, and serve five major revitalization, contributing to the overall revitalization of regional villages.

(iii) Deepening the integration of industry and education: cooperating with a number of enterprises in the region to build training bases and part-time teaching teams, and implementing cooperation methods such as "industry-academia integration" and "work-academia integration".

(iv) Short-term training and skills appraisal: through short-term training and skills appraisal, farmers are helped to improve their production and management capabilities and upgrade their skills.

(v) Establishment of a service platform for rural revitalization: setting up a rural revitalization academy, a rural revitalization service team, etc., to provide a full range of services and support for rural revitalization.

4. SCHOOL-INDUSTRY COLLABORATION OF WENZHOU LOCAL SKILLED PERSONNEL "RECRUITMENT, EDUCATION AND RETENTION" WHOLE CHAIN TRAINING PATH CONSTRUCTION

Based on the above theoretical foundation and experience, combined with the characteristics of Wenzhou's local industry and the demand for skilled personnel, the construction of school-industry collaboration of local skilled personnel "recruitment, education and retention" of the whole chain of training path, as shown in Figure 1.

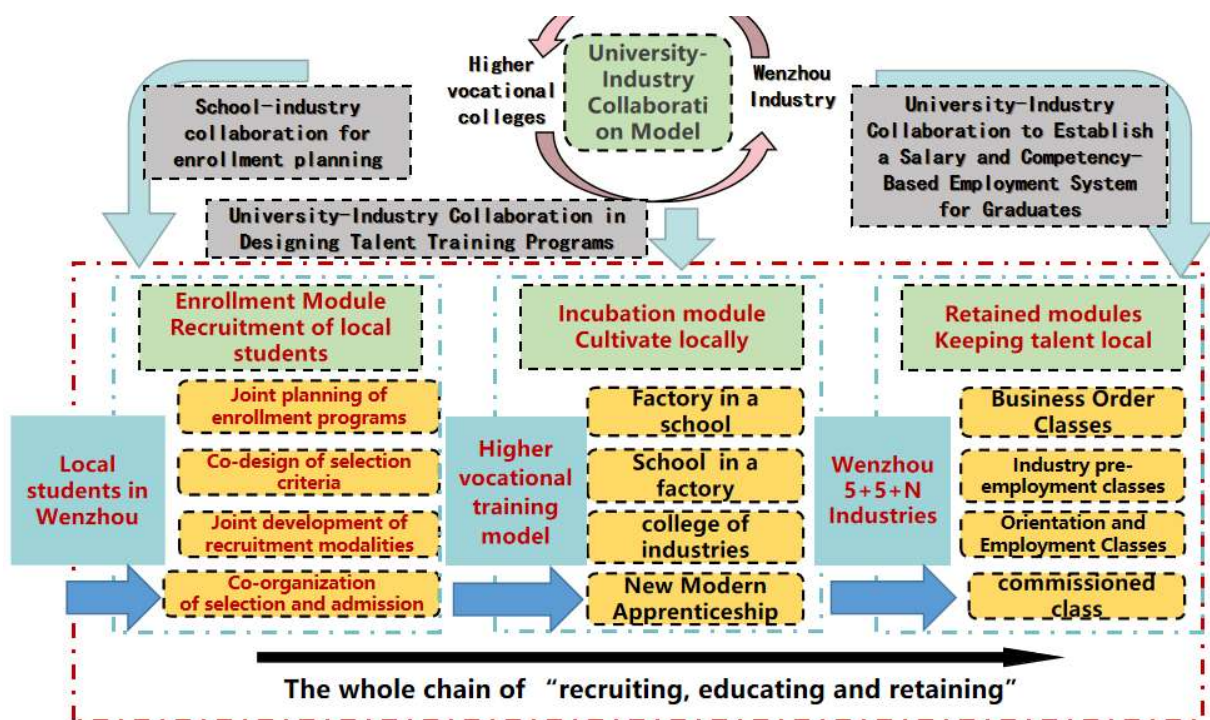


Figure 1. Schematic diagram of the whole chain cultivation path of "recruiting, educating and retaining" local skilled talents with school-industry collaboration

Specifically, Wenzhou region in the construction of local skilled personnel training and retention system, the industry and industry and higher vocational colleges and universities to take a deep integration of the strategy, together to create a through the "enrollment", "cultivation" to "retained". Together, we have created a new model of talent cultivation throughout the whole chain from "enrollment", "cultivation" to "retention". The core of this system lies in the "recruitment, education and retention" integrated operation, aimed at accurately docking the regional industrial development needs, cultivate and retain high-quality skilled personnel, for the economic and social development of Wenzhou to provide strong intellectual support.

4.1. Enrollment Module

In the "enrollment" module, Wenzhou higher vocational colleges and universities work closely with local industries to develop scientific and reasonable enrollment planning. Through in-depth market research and demand analysis, both sides accurately predict the demand trend for skilled personnel in

the next few years, so as to determine a reasonable enrollment scale and structure. At the same time, the two sides jointly design the selection criteria, focusing not only on the students' basic academic performance, but also on their vocational interest, potential and match with industrial demand. In the recruitment process, both sides participate together, innovative recruitment methods, such as the organization of joint interviews, skills tests, etc., to ensure that the selection of both a solid foundation and industry potential of Wenzhou's local outstanding students.

4.2. Incubation Module

Into the "cultivation" stage, wenzhou higher vocational colleges and industries in close collaboration with industry, around the industrial development needs, co-design talent training programs. Through the construction of "factory in the school, school in the factory" practice teaching system, the classroom learning and production practice in depth integration, so that students can learn skills in the real work environment, accumulate experience. In addition, the two sides also actively explore new education modes such as industrial colleges and new modern apprenticeship system, inviting enterprises' skilled craftsmen and senior executives to come to the campus and participate in the teaching of students' professional knowledge, professional skills training and cultivation of their professionalism, so as to ensure that what the students have learnt is what they use, and what they have practiced is what they need, and to truly cultivate high-quality and skilled talents in line with the requirements of the industry and trade.

4.3. Retained Module

In the "retention" link, Wenzhou higher vocational colleges and industries work together to build the employment system for graduates according to the ability to set salary, through the establishment of enterprise order classes, industry pre-employment classes, directed employment classes, commissioned training classes and other channels, locking the excellent graduates in advance. Schools and enterprises jointly formulate the "Graduate Vocational Ability Evaluation and Salary Setting Criteria by Capability" to ensure the fairness, scientificity and practicality of the evaluation system. When the graduates join the company, the evaluation team jointly organized by the school and the enterprise, including professional teachers of the school and technical personnel of the enterprise, will conduct strict evaluation and grading of each graduate's vocational ability, and according to the results of the evaluation, give them the corresponding starting salary and supporting treatment. This kind of "tailor-made" employment arrangement not only improves the employment satisfaction and loyalty of graduates, but also effectively solves the problem of "difficulty in recruiting and retention" of enterprises, and promotes the long-term cooperation and development between graduates and local enterprises.

5. SUGGESTIONS FOR REPLICATION OF THE TRAINING PATHWAY

5.1. Extension Proposals for Education Authorities (Student Recruitment Local)

(i) Policy guidance and incentives: formulate and implement preferential policies for the enrollment of local sources, such as setting up special scholarships, reducing or exempting tuition fees or providing living subsidies, etc., so as to attract more local students in Wenzhou to enroll in higher vocational colleges and universities.

(ii) Enhanced publicity and promotion: Jointly with higher vocational colleges and universities, local enrollment publicity is strengthened through a combination of online and offline methods, such as holding enrollment counseling sessions, conducting campus open days, and utilizing social media platforms, to increase the awareness of and interest in higher vocational education among local student sources.

(iii) Establishment of cooperation mechanisms: establish close cooperation with local junior high schools and high schools, intervene in students' career planning education in advance by holding career planning lectures and organizing career experience activities, etc., and guide students to set up career concepts that serve the development of the local economy.

5.2. Extension Recommendations for Industry and Tertiary Institutions (Cultivated Locally)

(i) Deepening school-enterprise cooperation: encouraging higher vocational colleges and universities to establish long-term and stable cooperative relationships with local enterprises, to jointly formulate talent training programs, to develop a curriculum system suitable for the needs of enterprises, and to realize the seamless connection between teaching content and job requirements.

(ii) Construction of training bases: Supporting higher vocational colleges and universities to build local training bases or industrial colleges to provide students with real working environments and practicing opportunities, and to enhance their practical skills and professionalism.

(iii) Teacher sharing and exchanges: promoting teacher sharing between higher vocational colleges and local enterprises, inviting enterprise experts and technical backbones to campus to give lectures, and at the same time selecting and sending school teachers to work in enterprises, so as to improve teachers' practical teaching ability.

5.3. Promotional Proposals (Talent Retention) for Sectors Such as NDRC, EITI and HSSA

(i) Employment policy support: A series of policy measures have been introduced to promote the employment of local talents, such as the establishment of an employment and entrepreneurship fund, the provision of tax exemptions or loan subsidies, and other concessions, so as to lower the thresholds and costs for local graduates to take up employment and entrepreneurship in the local area.

(ii) Build a service platform: establish a perfect employment service platform, regularly organize job fairs, industry exchanges and other activities to build convenient docking channels for local graduates and local enterprises.

(iii) Career development pathway planning: Jointly with tertiary institutions and enterprises, we have customized career development pathway planning for local graduates, providing support such as promotion pathways and skills training, so as to enhance their confidence and motivation to develop locally.

(iv) Improvement of the talent evaluation system: establish and improve a talent evaluation system based on competence, conduct scientific and reasonable evaluation and grading of local graduates' vocational competence, and provide them with appropriate incentives in terms of remuneration and treatment according to the evaluation results, so as to improve their stability and satisfaction in local employment.

6. SUMMARIZE

Generally speaking, through the implementation of the above promotion suggestions, we can further promote the realization of the goals of "recruiting local students", "cultivating local students" and "retaining local talents", and inject new vitality into the reform of higher vocational education and industrial development in Wenzhou and even in the whole country. In general, through the implementation of the above promotion suggestions, we can further promote the realization of the goal of "recruiting local students", "cultivating local students" and "retaining local talents", and inject

new vitality into the reform of higher vocational education and industrial development of Wenzhou and the whole country.

CONFLICTS OF INTEREST

The authors declare that they have no conflict of interest.

ACKNOWLEDGEMENTS

This study was supported by a grant from the 2023 Wenzhou Municipal Basic Research Program (Project No. R2023066), to whom we would like to express our sincere appreciation.

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