

---

# Innovation and Management Optimization of the School-Enterprise Cooperation Education Model in Vocational Colleges

**Yong Li, Chuan Tang**

Hainan Vocational University of Science and Technology, Haikou 570100, Hainan, China

**Copyright:** © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

---

**Abstract:** Currently, the school-enterprise cooperation in many vocational colleges is merely a matter of signing an agreement, and the enterprises' participation is limited to providing some superficial assistance. The students trained by the colleges do not match the actual job requirements of the enterprises, and the cooperation management is also loose and lacks a long-term effective mechanism. Based on this actual situation, exploring an innovative direction for educational model improvement that suits the characteristics of vocational education and also meets the development needs of enterprises, and sorting out the management mechanism for the entire cooperation process, addressing issues such as the single cooperation model, difficulties in implementation, and unclear rights and responsibilities, can to some extent narrow the gap between industry and education, improve the quality of technical and skilled talent training, and also provide some practical and applicable ideas for the long-term advancement of school-enterprise cooperation.

**Keywords:** Vocational colleges; School-enterprise cooperation; Innovation of education and training model; Management optimization; Skill cultivation

---

**Online publication:** November 26, 2025

## 1. Introduction

School-enterprise cooperation is originally a core requirement of vocational education and also a key method for cultivating high-quality technical and skilled talents. Although most vocational colleges have carried out school-enterprise cooperation, there are still many problems in the actual operation: the cooperation forms are relatively monotonous, the depth of cooperation is insufficient, enterprises' willingness to actively participate is not strong, and the management mechanism is not sound. As a result, the educational effect has not reached the expected level, and it is unable to meet the demand for talents in the industrial transformation and upgrading. Based on this situation, researching the innovation of the school-enterprise cooperation education model and management optimization can not only solve the obstacles encountered in the current cooperation, but also enable vocational education and industrial development to keep pace with each other. This has very practical significance for improving the educational quality of vocational education and serving industrial

development.

## **2. Obstacles and deep causes of practical cooperation between vocational colleges and enterprises for education**

### **2.1. Chaotic practice of cooperation between vocational colleges and enterprises**

The cooperation between vocational colleges and enterprises is mostly carried out under policy guidance, but when it comes to implementation, it often deviates from the initial goals. Some colleges, in order to meet the indicators of educational assessment, simply sign cooperation agreements with enterprises without considering their own professional characteristics and the actual needs of the enterprises, and fail to formulate specific cooperation plans. The cooperation content is just a formality and cannot be integrated into all aspects of talent cultivation. The internships and practical training that students participate in are mostly basic operations, and they hardly have access to the core technical positions of the enterprises. The improvement of practical abilities is also relatively limited<sup>[1]</sup>.

The enthusiasm of enterprises to participate in the cooperation has not been effectively mobilized. For most enterprises, participating in the cooperation is more like an additional burden rather than a long-term plan for their own development. When participating in the cooperation, enterprises generally do not invest too much human resources, material resources, and technical resources, only providing simple training venues or a small number of internship positions, and are unwilling to deeply participate in the formulation of talent cultivation plans, course development, and teacher training, resulting in the inability to achieve a collaborative effect.

The connection mechanism of cooperation between the two sides also has obvious deficiencies. There are no regular information communication channels between the two sides. The colleges do not know the latest technological upgrade directions and job demand changes of the enterprises, and the enterprises do not know the teaching plans of the colleges and the ability characteristics of the students. This information asymmetry also makes it impossible to precisely match the talent cultivation and enterprise needs, and some graduates, after entering the enterprises, still have to adapt to the job requirements, which also increases the employment costs of the enterprises.

In the cooperation process, the unclear division of rights and responsibilities between the two sides is also a prominent problem. When the two sides cooperate, there are no clear agreements on the responsibility for talent cultivation, the proportion of resource investment, and the definition of the ownership of results. When problems arise, both sides shift the blame on each other, and it is difficult to effectively coordinate and solve them. Some cooperation projects, due to unclear rights and responsibilities, progress very slowly or even stop halfway, affecting the overall effect of the cooperation between vocational colleges and enterprises. In addition, the situation of “emphasizing form over substance” in cooperation between vocational colleges and enterprises is largely due to the fact that both sides do not have a true interest resonance. They only remain at the surface level of cooperation and do not form a community where “risks are shared and benefits are divided together”, which may make the cooperation difficult to continue for a long time.

### **2.2. Analysis of the deep underlying causes of practical obstacles**

The difference in value pursuits between the school and the enterprise is the core reason for the obstruction in cooperation. Vocational colleges focus on cultivating talents and emphasizing the improvement of students’ comprehensive qualities and skill levels, aiming for long-term educational quality; while enterprises are market-oriented and place greater emphasis on short-term benefits, being sensitive to the input-output ratio of school-enterprise cooperation. The different value orientations of the two sides easily lead to disagreements during the cooperation process and prevent the formation of a collaborative educational synergy<sup>[2]</sup>.

The policy guarantee system is not yet complete, making it difficult to support the deep advancement of school-enterprise cooperation. Currently, the policy support for school-enterprise cooperation is mostly at the macro level and lacks specific incentive measures and constraints. For enterprises that actively participate in cooperation and have

significant effects, there are no substantive rewards; for those that are not proactive in cooperation and are perfunctory, there are no effective constraints, making it difficult to mobilize the intrinsic motivation of enterprises to participate in cooperation.

Some vocational colleges have deviations in their educational concepts, still using traditional teaching methods, overly emphasizing the imparting of theoretical knowledge and neglecting the cultivation of practical skills. They have a shallow understanding of the role of school-enterprise cooperation in talent cultivation. Some colleges lack the awareness of actively innovating cooperation models and are accustomed to copying the cooperation experiences of other colleges, without combining their own professional characteristics and regional industrial features to find a suitable cooperation path.

The structure of the teaching staff is unbalanced, which also restricts the in-depth development of school-enterprise cooperation. The full-time teachers of vocational colleges mostly have solid theoretical knowledge but lack practical experience in enterprises, making it difficult to carry out practical teaching that is in line with the actual situation of enterprises; the mentors of enterprises have rich practical skills but are not familiar with the teaching laws and methods of vocational education, unable to effectively transform their practical experience into teaching content, and the teaching advantages of both sides cannot be complemented.

### **3. Innovation and management optimization of school-enterprise cooperation education model in vocational colleges**

#### **3.1. Innovation dimensions of school-enterprise cooperation education model**

Break away from the traditional superficial cooperation framework and try to explore a new educational model of “school-enterprise collaboration, job-course integration”, guided by the job requirements of enterprises, to restructure the talent cultivation system. Combine the job standards of enterprises, optimize the curriculum design, integrate the production processes, technical standards, and professional quality requirements of enterprises into the course teaching, and transform the actual production projects of enterprises into teaching projects, so that students can not only complete the teaching tasks but also participate in the actual production of enterprises, achieving “learning by doing, applying what is learned”<sup>[3]</sup>.

It is also possible to explore the cooperation model of “order-based training + targeted employment”, where both the school and the enterprise jointly sign a talent cultivation agreement, based on the job requirements of enterprises, formulate personalized talent cultivation plans, clearly define the training goals, curriculum design, training requirements, and employment guarantees. The institution will carry out talent cultivation according to the requirements of the agreement, and the enterprise will participate in the teaching process throughout, responsible for training guidance and job matching. After graduation, students will directly enter the cooperative enterprise for employment, achieving seamless connection between talent cultivation and enterprise employment.

In addition, it is also possible to innovate the cooperation model of “school-enterprise joint establishment of training bases + technological research and development”, breaking the resource barriers between the school and the enterprise, jointly investing funds, equipment, and technology by both parties to establish training bases and technology research and development centers. The training bases can be used for students’ practical teaching as well as for the training of enterprise employees and technological research and development, achieving resource sharing and complementary advantages. The institution can leverage the technological resources of the enterprise to improve the practical teaching level; the enterprise can also leverage the talent resources of the institution to solve technical research and development problems, achieving mutual benefit and win-win results for both parties. The innovation of this school-enterprise cooperation model does not need to blindly pursue novel forms; the key is to base on the actual needs of both parties and focus on the actual effect of cooperation. Those models that can truly connect talent cultivation and enterprise needs and achieve mutual benefit and

win-win results for both parties will be more likely to develop in the long term<sup>[4]</sup>.

### **3.2. Case practice of innovation in the school-enterprise cooperation education model**

There is a vocational school that mainly focuses on the modern service industry and has carried out school-enterprise cooperation with several local chain enterprises. They have innovated the education model of “job, course, competition, certificate” integration, breaking free from the shallow predicament of traditional cooperation and achieving a deep integration of education and industry. Both parties did not limit themselves to simple internship cooperation but jointly established a cooperation team, combined with the job requirements of chain enterprises such as store operation, customer service, and marketing planning, and jointly formulated the talent training plan, clearly defining the training goals and job ability requirements.

In terms of course setting, both parties jointly developed courses such as store operation management, customer relationship maintenance, and marketing planning practice, integrating the job operation norms and service standards of enterprises into the course teaching, and also adding the assessment content of vocational skills level certificates, enabling students to master professional skills and obtain relevant vocational certificates during the learning process, thereby enhancing their employment competitiveness. The school sent professional teachers to enterprises for on-the-job training and participated in the daily operation management of the enterprises, improving practical teaching ability; the enterprises also sent store managers and technical backbone to the schools to serve as part-time mentors, responsible for practical training guidance and course teaching, sharing first-line job experience.

Both parties also jointly established on-campus simulated stores and off-campus training bases. The on-campus simulated stores were built according to the standards of enterprise real stores, used for students’ daily training; the off-campus training bases relied on the chain stores of enterprises, providing students with a real job practice environment. Students regularly participated in internships at stores to familiarize themselves with job processes and improve practical skills. At the same time, both parties established a regular communication mechanism, held cooperation promotion meetings regularly, coordinated the progress of talent training and enterprise job requirements, and promptly adjusted teaching content and training plans.

Since the implementation of this cooperation model, students’ job adaptability has significantly improved. Graduates can quickly take on the job responsibilities of enterprises and have been recognized by the cooperating enterprises. Through this cooperation, the enterprises have obtained stable talent supply, reduced recruitment costs, and optimized the operation management model of the stores by leveraging the talent resources of the schools. However, during the promotion process of this model, there are also some problems. For example, the teaching time of some part-time mentors cannot be guaranteed, which may affect the effect of practical guidance to some extent. Further optimization and coordination are needed.

## **4. Optimization path of the school-enterprise cooperation management mechanism**

In fact, a “school-enterprise collaboration” management system can be established. Breaking the single management model of the institution, a cooperation management committee involving both the school and the enterprise can be set up. The responsibilities and divisions of the committee should be clearly defined, such as the overall planning, promotion coordination, process supervision, and effectiveness evaluation of the cooperation projects. These tasks will be handled by the committee. The committee holds regular meetings to promptly solve problems that arise in the cooperation and coordinate the resources that both parties need to invest. Only in this way can the cooperation projects be smoothly advanced step by step<sup>[5]</sup>.

In addition, the management mechanism during the cooperation process also needs to be optimized. The respective rights and obligations of the school and the enterprise should be clearly defined, and a detailed cooperation implementation plan should be formulated. For example, how to apply for, promote, and inspect the cooperation projects, these processes

should be standardized. A dynamic supervision mechanism should also be established to have the management committee regularly check the progress of the cooperation projects and promptly urge rectification if problems are found, ensuring that the cooperation is not just a formality and that each aspect is implemented effectively.

The incentive mechanism for school-enterprise cooperation also needs to be improved. More encouragement should be given to enterprises and those involved in the cooperation. For enterprises that actively participate in the cooperation and have good results, policy support can be provided, or an honorary award can be issued. This can also increase the enthusiasm of enterprises to participate. For teachers of the institution and enterprise mentors involved in the cooperation, more preferential treatment should be given during the evaluation of professional titles, advanced awards, and performance bonuses, to encourage them to actively engage in the cooperation and improve the quality of cooperation.

When evaluating the cooperation effect, it is not only necessary to focus on the final result. Several aspects should also be considered. For example, the quality of talent cultivation, the satisfaction of the enterprise, the actual effect of the cooperation, and the rationality of the use of resources should all be taken into account. The evaluators should not be limited to the institution only, but also include enterprises, students, and experts in the industry. The evaluation results should be used to adjust the cooperation projects and implement incentive measures. Through this approach, the quality of cooperation can be continuously improved.

In addition, the cultures of both the school and the enterprise should gradually integrate. A cultural exchange platform can be established, such as conducting activities like “enterprise culture entering the campus” and “campus culture entering the enterprise”. Students should be encouraged to understand the cultural concepts and job requirements of the enterprise, cultivating professional qualities; and enterprise employees should also understand the educational concepts and student characteristics of the institution, so that the enterprise can more accept the cooperation education and gradually form a good atmosphere of jointly educating students.

## 5. Summary

The innovation and management optimization of the vocational school-enterprise cooperation model for cultivating talents is the key to resolving the current cooperation difficulties and promoting the better development of vocational education. Based on the actual situation of school-enterprise cooperation, we should explore several different educational models and optimize the mechanism of joint management by both parties. To a certain extent, this can alleviate the differences in value demands between the two parties and integrate the advantages of resources. From the case practice, those cooperative models that truly meet the needs of the industry and focus on practical results can benefit both the vocational schools and enterprises. In the future, we must pay more attention to the various practical problems that arise in the cooperation process. We need to gradually adjust and optimize them, so that the school-enterprise cooperation no longer merely involves superficial connections, but truly achieves deep integration. Thus, we can cultivate more high-quality technical and skilled talents for the development of the industry.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Cao SQ, Zhang HX, 2025, The Logic, Dilemmas and Paths of Collaborative Education between Vocational Colleges and Enterprises. *Journal of Hubei Open Vocational College*, 38(21): 58-61.
- [2] Qiu LK, Zhang HC, Wang XH, 2025, The Internal Mechanism, Realistic Dilemmas and Optimization Paths of the

Collaborative Education Mechanism between Vocational Colleges and Enterprises from the Perspective of Self-Organization Theory. *Journal of Guangxi Vocational Normal College*, 37(04): 87-95.

- [3] Liu LC, Chen BQ, Lin CF, 2024, Exploration of the Long-Term Mechanism of Collaborative Education between Vocational Colleges and Enterprises - Taking the “Tianfu Entrepreneurship Class” of Zhangzhou Science and Technology Vocational College as an Example. *Taste & Classics*, (17): 117-119+142.
- [4] Yang RZ, 2024, Research on the Impact of School-Enterprise Cooperation on the Employment Quality of Vocational College Graduates, Capital University of Economics and Trade.
- [5] Ni M, Wang WH, 2024, Research on the Reform of the Dual-Element Education Model between Vocational Colleges and Enterprises. *Modern Commercial and Trade Industry*, 45(02): 102-105.

**Publisher’s note**

*Whoice Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.*