

Consortium-Driven Reconstruction of Talent Development Models in Secondary Vocational Programs in Finance, Business, and Trade: Underlying Mechanisms and Practical Pathways

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Abstract: The digital transformation of the finance, business, and trade sectors is reshaping job content, business processes, and competency requirements. However, traditional talent development models led primarily by secondary vocational schools often struggle to respond promptly to these changes. Industry–education integration consortia bring together enterprises, vocational schools, higher education institutions, industry organizations, and research institutes, creating new organizational conditions for incorporating industry demand into the talent development process on an ongoing basis. Drawing on a literature review and normative analysis, this study examines the underlying mechanisms through which industry–education integration consortia contribute to the reconstruction of talent development models for secondary vocational programs in finance, business, and trade, with particular attention to the connection between organizational operation and the talent development process. The study argues that such consortia exert their influence through four interrelated mechanisms: organizational coordination, industry demand translation, resource transformation, and evaluation feedback. In practice, however, talent development continues to face fragmented identification of industry demand, weak translation of occupational competencies into curricula, insufficient integration of authentic projects, limited school–industry collaboration among teaching staff, and limited use of evaluation results to inform teaching improvement. To address these problems, it is necessary to establish stable coordination mechanisms for talent development and systems for monitoring industry demand, restructure curricula around typical work tasks, develop enterprise project repositories adapted for educational use, build school–industry collaborative teaching teams, and improve multi-stakeholder, process-oriented evaluation. Institutional coordination, digital platforms, and differentiated implementation should also be strengthened to establish a closed-loop talent development system linking demand identification, competency analysis, educational transformation, teaching implementation, and evaluation-based improvement.

Keywords: Industry-education Integration Consortium; Secondary Vocational Education; Finance, Business, and Trade Programs; Reconstruction of Talent Development Models; Collaborative Education.

1. Introduction

Digital technologies are becoming increasingly embedded in financial management, marketing and promotion, customer service, and logistics operations. As a result, competency requirements in finance, business, and trade occupations are shifting from the performance of isolated tasks toward the integrated use of digital tools, an understanding of business processes, problem-solving, and workplace collaboration. Secondary vocational schools therefore need to translate changes in industry into talent development objectives, curriculum content, and practice-based learning tasks in a timely manner. In practice, however, enterprise visits, program reviews, and graduate surveys are often concentrated around periodic revisions of talent development plans. School–industry cooperation also tends to remain limited to internship placements, guest lectures, and short-term projects, while enterprises are less frequently involved in setting talent development objectives, designing curricula, and evaluating educational quality.

The Industry–Education Integration Consortium (hereafter, the Consortium) provides a new organizational basis for addressing these limitations. Compared with bilateral cooperation between a single school and a single enterprise, a consortium can bring together leading enterprises, firms along

the industrial chain, vocational schools, higher education institutions, industry organizations, and research institutes across regions. Both industry–education integration consortia and municipal industry–education alliances are organizational forms of industry–education integration, but they differ in their primary foundations and operational focus. The former are organized around industries and industrial chains, with greater emphasis on cross-regional resource integration and the alignment of industry standards, whereas the latter rely primarily on industrial parks and regional industrial resources. Previous research has characterized municipal industry–education alliances as multi-stakeholder collaborative platforms with identifiable core actors, organizational objectives, institutional structures, and mechanisms for resource coordination [1]. Their experience in actual operation therefore provides useful insights for the development of industry–education integration consortia.

Although programs within the broader field of finance, business, and trade differ considerably, programs such as accounting, e-commerce, marketing, and logistics service and management share several features. Their occupational tasks typically span relatively complete business processes, rely increasingly on digital platforms, and require coordination across occupational roles. Existing research has followed two broad lines. One focuses on the governance and operation of consortia and alliances, while the other examines curriculum

reform, practical training, faculty development, and evaluation in secondary vocational education. Studies have found that some secondary vocational schools continue to face problems such as unclear positioning of talent development, misalignment between curricula and market demand, insufficient industry experience among teachers, and limited practical training resources [2]. However, the process through which a consortium becomes embedded in talent development, and the way in which industry demand is translated into curricula, projects, and evaluation criteria, remain insufficiently examined.

Drawing primarily on studies of accounting and e-commerce programs as representative cases, while also considering the shared characteristics of finance, business, and trade programs, this study develops an analytical framework comprising organizational coordination, industry demand translation, resource transformation, and evaluation feedback. In this study, the term “drives” refers to the theorized process through which the Consortium facilitates the adjustment of the talent development model; it does not imply that its actual effects have already been empirically verified.

2. Underlying Mechanisms of Consortium-Driven Reconstruction of the Talent Development Model

2.1. Organizational Coordination: Restructuring Decision-Making in Talent Development

Traditionally, talent development plans are formulated primarily within secondary vocational schools, while enterprises participate mainly in internships or part-time teaching. The Consortium brings secondary vocational schools, enterprises, industry organizations, and other institutions into a relatively stable collaborative arrangement, enabling industry information and enterprise perspectives to inform the formulation of talent development objectives, curriculum standards, and evaluation schemes.

Previous research has identified information sharing, resource allocation, coordination of stakeholder interests, and decision support as major components of collaborative governance within industry–education integration consortia [3]. In the context of talent development, industry organizations can collect industry information and coordinate occupational standards; leading enterprises can provide work processes, technical specifications, and project resources; secondary vocational schools can undertake curriculum design and teaching implementation; and higher education institutions and research institutes can provide technical training and research support. Secondary vocational schools remain responsible for educational outcomes, but talent development plans should be formulated through multi-stakeholder deliberation rather than school-based decision-making alone.

2.2. Industry Demand Translation: Converting Industry Change into Talent Development Objectives

The needs expressed by a single enterprise often reflect its current staffing needs and may be shaped by enterprise size, business practices, and market fluctuations. If a secondary vocational school directly adopts the requirements of one

enterprise, talent development may be narrowed into short-term pre-employment training. Conversely, if existing development objectives remain unchanged for too long, curricula may fall behind actual workplace practices.

The Consortium can aggregate occupational information from enterprises of different types and from different regions, thereby identifying relatively stable and common competency requirements. The basic process involves analyzing industry development and changes in business operations, examining occupational clusters and typical work tasks, and identifying the competencies required to perform those tasks.

For programs in finance, business, and trade, this process is particularly important. Accounting programs need to address the use of digital finance and taxation platforms, business data verification, and risk identification. E-commerce programs need to cover product selection, content planning, platform operations, and data review. Marketing and logistics service and management programs need to place greater emphasis on customer analysis, campaign execution, order processing, and warehousing and distribution coordination. Talent development objectives can effectively guide curriculum reform only when they are translated into concrete tasks and competency requirements.

2.3. Resource Transformation: Converting Enterprise Resources into Educational Elements

Enterprises can provide business processes, operational data, software platforms, technical personnel, and practical training settings, but these resources cannot be transferred directly into the classroom. Enterprise projects are primarily oriented toward business outcomes, whereas secondary vocational education must also take into account students’ prior knowledge, learning progression, data security, and educational objectives.

Resource transformation involves converting occupational standards into competency objectives, restructuring business processes into curriculum modules, adapting production and operational tasks into teaching projects, and engaging enterprise personnel in curriculum development. Research based on municipal industry–education alliances has identified three functional attributes of secondary vocational education:

local embeddedness, intermediary capacity, and foundational capacity. Local embeddedness enables secondary vocational education to perceive and respond to industrial demand; intermediary capacity allows it to connect school-based talent development with industrial operations and facilitates the transformation of enterprise resources into curricula, projects, and teaching activities; and foundational capacity supports the development of skilled workers and the transmission of technical knowledge [4].

The key to consortium development therefore lies not in the number of enterprise cases, software accounts, or practice sites that can be assembled, but in whether these resources can be transformed into educational elements that are teachable, implementable, assessable, and continuously updatable.

2.4. Evaluation Feedback: Supporting Continuous Adjustment of Talent Development Plans

Traditional evaluation is mainly used to determine whether students have passed courses, obtained certificates, or

completed internships, while enterprise evaluation is often limited to internship appraisal. Such evaluation can produce results, but it is less effective in identifying problems in talent development objectives, curriculum content, and project design.

The Consortium can broaden the sources of evaluation information. School teachers can assess the learning process, enterprise mentors can evaluate task quality and professional behavior, industry organizations can judge the alignment between curricula and industry development, and graduates' workplace performance can provide evidence of longer-term educational outcomes. Research on consortium evaluation suggests that assessment should move beyond isolated elements toward the analysis of collaborative operation. In other words, evaluation should not focus only on the performance of individual schools or enterprises, but also on

the overall operation of the Consortium and the quality of collaboration among its members. It should also move from single-actor judgment toward multi-stakeholder participation, while emphasizing dynamic monitoring and governance improvement [5].

Organizational coordination, industry demand translation, resource transformation, and evaluation feedback do not operate as a strictly linear sequence. Changes in industry can trigger adjustments to demand analysis and curricula, while evaluation results can in turn revise competency standards and resource allocation. The four mechanisms are therefore interconnected and mutually reinforcing, forming a dynamic cycle of adjustment. The mechanism through which the Consortium drives the reconstruction of talent development models for secondary vocational programs in finance, business, and trade is shown in Figure 1.

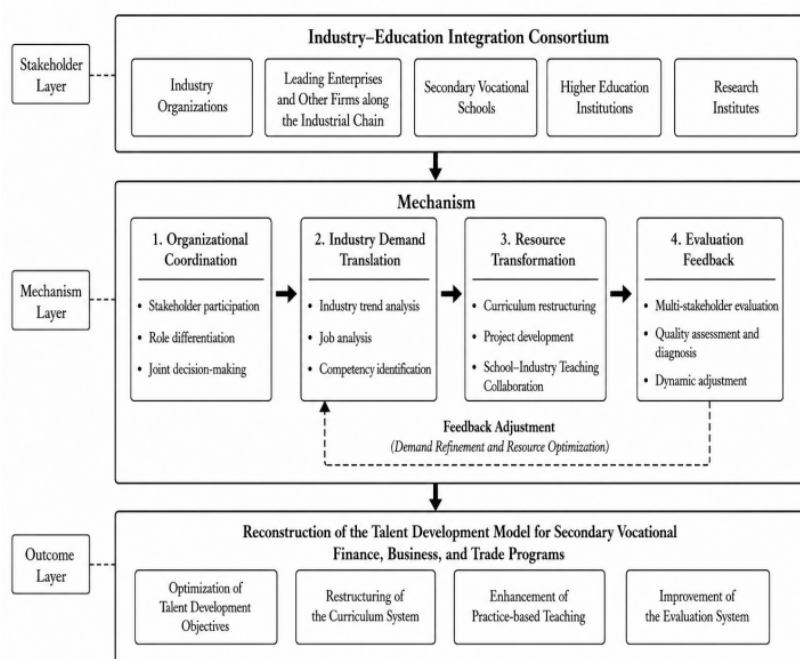


Figure 1. Mechanism of Consortium-Driven Reconstruction of the Talent Development Model for Secondary Vocational Programs in Finance, Business, and Trade

3. Current Challenges in Talent Development Models for Secondary Vocational Programs in Finance, Business, and Trade

3.1. Fragmented Understanding of Industry Demand and Slow Adjustment of Talent Development Objectives

Some secondary vocational schools still rely primarily on periodic surveys to understand industry demand. These surveys often focus on job titles, recruitment numbers, and skill requirements, while paying less attention to ongoing changes in business models, digital platforms, and the division of occupational roles. Adjustments to talent development plans are also constrained by existing faculty expertise, teaching materials, and practical training conditions. As a result, industry changes are often translated only into broad statements of expected competencies rather than into concrete curriculum content and learning tasks.

The needs of a single enterprise cannot represent those of

an entire industry. Without comparative analysis and industry-level judgment, talent development objectives may oscillate between responding to the short-term employment needs of individual enterprises and retaining outdated development plans.

3.2. Weak Translation of Occupational Competencies into Curriculum Content

Some programs continue to organize curricula largely according to disciplinary knowledge structures. Although students may study accounting, marketing, online store operations, customer service, or logistics management as separate subjects, they often struggle to integrate knowledge from different courses when completing complex work tasks.

Some secondary vocational schools have responded to industrial change by adding content on software applications, digital marketing, and short-video production. However, without prior analysis of occupational tasks, new content tends to be added to existing curricula rather than integrated into a coherent structure. The number of courses may therefore increase while the logical relationships among them remain unclear.

A study of talent development in secondary vocational e-commerce programs found that some schools faced unclear development objectives, insufficiently targeted curricula, an imbalanced mix of full-time and part-time teachers, and limited school–enterprise practical training resources. In some cases, undergraduate-level content was simply compressed and transferred directly into secondary vocational teaching [6]. This suggests that curriculum misalignment is not merely a matter of outdated content; it also reflects the failure to redesign curricula in accordance with the characteristics of secondary vocational students and actual workplace processes.

Skills competitions and vocational certificates can provide useful references for curriculum reform, but they cannot replace occupational analysis. Mechanically inserting competition tasks and certification content into courses may cause teaching to revolve around competitions and examinations rather than authentic workplace competence.

3.3. Practice-Based Teaching Still Relies Heavily on Simulation and Isolated Skill Training

Simulated accounting datasets, virtual stores, and training software are useful for developing basic operational skills, but they usually rely on predetermined business conditions and standard answers. They therefore have limited capacity to reproduce changes in customer needs, data anomalies, and cross-role collaboration in authentic work settings. Although some enterprise projects have entered classrooms, enterprises often remain only marginally involved in task design, process guidance, and outcome evaluation.

The introduction of authentic projects is also constrained by data confidentiality, production schedules, and students' competency levels. Without adequate capacity to select and adapt enterprise projects for educational purposes, secondary vocational schools may become caught between oversimplified simulation and the direct transfer of enterprise tasks that are unsuitable for classroom use.

3.4. School–Industry Cooperation Lacks Stable Personnel and a Sustainable Basis for Collaboration

Schools, enterprises, and industry organizations do not necessarily share identical objectives. Schools emphasize educational quality, enterprises are concerned with returns on their inputs, and industry organizations focus on sectoral norms. When cooperative responsibilities are not embedded in specific curricula, projects, and personnel arrangements, participating organizations may continue to operate largely independently.

Research on industry–education integration in vocational undergraduate education has identified temporal and spatial mismatches in resource exchange, weak organizational coupling, and tensions between the public-service logic of education and the profit-oriented logic of industry [7]. Although the research context differs from secondary vocational education, these cross-organizational tensions provide a useful reference for understanding school–industry collaboration within consortia.

The teaching workforce presents another challenge. Previous studies have noted shortcomings in the structure of “dual-qualified” teaching teams, school–enterprise sharing mechanisms, and professional development systems [8]. School teachers may be familiar with pedagogy but less familiar with emerging business practices, while enterprise personnel may possess strong occupational expertise but limited teaching experience. If interaction is restricted to guest lectures and short-term training, it is difficult to establish a stable collaborative teaching team.

3.5. Evaluation Results Have Yet to Become a Basis for Program Improvement

In some programs, evaluation still relies mainly on examination scores, practical training results, vocational certificates, and internship appraisals. These indicators provide limited information about students' abilities in business analysis, communication and collaboration, and problem-solving. The participation of enterprises and industry organizations in evaluation also remains limited, and student performance across different learning settings is often not analyzed in an integrated way.

Evaluation results therefore tend to remain at the level of student performance. When certificate pass rates are low, schools may strengthen examination preparation; when internship employers report weaknesses in communication, teachers may add short training sessions. Such responses address immediate problems but rarely trace them back to talent development objectives, curriculum modules, or project design.

4. Practical Pathways for Consortium-Driven Reconstruction of the Talent Development Model

The role of the Consortium must be realized through concrete institutional arrangements and teaching practices. The relationships among the four mechanisms, the major practical challenges, and the corresponding reform pathways are summarized in Table 1.

Table 1. Relationships among Mechanisms, Practical Challenges, and Reform Pathways

Mechanism	Major Practical Challenge	Corresponding Reform Pathway
Organizational coordination	Unclear stakeholder responsibilities and unstable foundations for personnel collaboration and interest coordination	Strengthen coordination mechanisms and develop school–industry collaborative teaching teams
Industry demand translation	Fragmented understanding of industry demand and slow adjustment of talent development objectives	Establish a dynamic industry demand monitoring system
Resource transformation	Misalignment between curricula and occupational tasks, and insufficient authentic projects	Restructure curricula and develop enterprise project repositories
Evaluation feedback	Limited stakeholder participation in evaluation and insufficient use of results for program improvement	Improve multi-stakeholder, process-oriented evaluation

4.1. Strengthening Coordination Mechanisms for Talent Development

The Consortium should establish a dedicated coordination body for talent development involving industry organizations, leading enterprises, secondary vocational schools, higher education institutions, and research institutes. This body should undertake tasks such as needs assessment, program review, curriculum development, project selection, and quality analysis.

Industry organizations should collect enterprise information and coordinate relevant standards; enterprises should provide work processes, projects, and mentors; secondary vocational schools should be responsible for curriculum design, teaching implementation, and student management; and higher education institutions and research institutes should provide technical support. Talent development plans may be jointly reviewed by multiple stakeholders, but secondary vocational schools should remain responsible for educational objectives, teaching safety, and student rights.

The coordination mechanism should also clarify resource inputs, responsibilities, and expected benefits. Enterprises that contribute mentors, projects, and data should be able to obtain reasonable returns through talent recruitment opportunities, training services, technical cooperation, and recognition of collaborative outcomes. Teachers participating in enterprise practice and curriculum development should likewise receive appropriate recognition in workload allocation.

4.2. Establishing a Dynamic Industry Demand Monitoring System

The Consortium should regularly collect information on job recruitment, occupational standards, technology platforms, enterprise feedback on graduates, and graduate career development, and organize this information by program and occupational field. Demand analysis should not be limited to asking enterprises what type of employees they need. It should also examine the tasks currently performed in different occupations, changes in work processes, and competencies that recur across enterprises.

Enterprise-specific needs should be screened to distinguish industry-wide requirements from firm-specific practices, and foundational competencies from short-term operational skills. Core professional competencies should remain relatively stable, while platform rules, technological tools, and project content can be updated dynamically.

4.3. Restructuring Curricula around Typical Work Tasks

Curriculum reform should begin with occupational clusters and typical work tasks. E-commerce programs may organize learning tasks around market analysis, product selection, content production, platform operations, and data review. Accounting programs may develop task sequences around voucher verification, accounting processing, tax filing, data checking, and risk identification.

Curricula can be organized into foundational modules, occupational core modules, integrated project modules, and development and extension modules. Previous research suggests that occupational requirements, curricula, skills competitions, and vocational certificates can be linked to

strengthen the alignment between curriculum content and occupational competence [9]. However, curricula should remain the primary vehicle of talent development. Competitions and certificates should serve mainly as tools for assessment and enrichment rather than being mechanically embedded into teaching.

4.4. Developing Enterprise Project Repositories Adapted for Educational Use

Enterprises can provide business contexts, task processes, technical requirements, and de-identified data, while secondary vocational teachers are responsible for breaking down tasks, setting learning objectives, and adjusting task difficulty. Before being introduced into teaching, projects should be reviewed for authenticity, educational appropriateness, and safety.

Projects should progress from occupational awareness to isolated tasks, integrated projects, and workplace practice. Research on secondary vocational accounting education has shown that linking enterprise familiarization, authentic business tasks, pre-employment training, enterprise practice, and feedback-based adjustment can support the progressive development of student competencies [10].

Authentic projects do not necessarily have to be conducted on enterprise premises. When data security or production arrangements make direct participation difficult, schools can use authentic business rules, de-identified data, and virtual operating accounts for on-campus teaching. The authenticity of a project lies primarily in the source of the task, the work process, professional norms, and evaluation criteria.

4.5. Building School–Industry Collaborative Teaching Teams

When secondary vocational teachers engage in enterprise practice, they should undertake clearly defined tasks such as workplace research, process analysis, case development, or technical services, and convert these experiences into teaching resources. Enterprise mentors should participate in curriculum standard development, project design, classroom guidance, and outcome evaluation.

Members of the teaching team should contribute according to their respective strengths. School teachers are primarily responsible for instructional design and student guidance; enterprise personnel contribute expertise in business processes and professional norms; industry experts review relevant standards; and higher education institutions and research personnel provide technical support. The workload of enterprise mentors, teachers' enterprise practice, and jointly developed outcomes should be formally recognized in assessment and performance systems.

4.6. Improving Multi-Stakeholder, Process-Oriented Evaluation

Evaluation indicators should be derived from talent development objectives and typical work tasks. In addition to knowledge and operational skills, evaluation should address the use of digital tools, task analysis, communication and collaboration, professional norms, and problem-solving.

Previous research has argued that student evaluation in secondary vocational education should involve schools, teachers, students, families, and enterprises, while paying attention to multidimensional competencies and development throughout the learning process [11]. Within the Consortium,

school teachers can assess learning processes, enterprise mentors can evaluate task quality and professional behavior, and industry organizations can assess the alignment between curricula and industry demand.

The Consortium should also conduct regular quality analysis. Such analysis should not be limited to reporting examination scores and certificate attainment, but should identify tasks in which students commonly encounter difficulties and examine how these problems relate to curricula, projects, and teaching staff.

5. Implementation Safeguards and Scope of Application

5.1. Improving Institutional Arrangements and Stakeholder Interest Coordination

Members of the Consortium differ in their organizational attributes and interests. Research on the organizational legitimacy of municipal industry–education alliances has shown that such emerging forms of industry–education integration are simultaneously shaped by market logic, public-interest logic, and the diverse interests of participating stakeholders, making institutional arrangements necessary to balance economic and social value [12].

The Consortium should establish institutional arrangements for member admission, task allocation, resource use, ownership of collaborative outcomes, benefit-sharing and compensation, and member withdrawal. Organizations that retain nominal membership but fail to undertake substantive responsibilities should be subject to periodic review and adjustment.

5.2. Enhancing the Practical Utility of Digital Platforms and Resource Development

Digital platforms should support demand collection, project sharing, teacher matching, and quality feedback rather than serving merely as platforms for news dissemination and the showcasing of achievements. Before enterprise resources are uploaded to a shared platform, they should be reviewed for authenticity, educational applicability, and data security. Resources should also be clearly labeled according to the programs, grade levels, and courses for which they are suitable.

Technology cannot substitute for organizational coordination. When responsibilities remain unclear or shared resources lack common standards, digital platforms may instead generate repetitive reporting and additional administrative burdens.

5.3. Adopting Differentiated Implementation while Maintaining the Educational Mission

Different programs in finance, business, and trade require different types of resources from the Consortium. Accounting programs have a greater need for taxation and accounting rules, integrated business and financial data, and risk-control scenarios. E-commerce programs require projects involving platform operations, content production, and data analysis. Marketing programs should emphasize consumer analysis, marketing planning, and performance review. Logistics service and management programs require greater attention to order processing, warehousing operations, and distribution coordination. These programs can share common operating

mechanisms, but their curriculum modules, enterprise projects, and evaluation criteria should be designed separately according to program characteristics.

Enterprise demand should not enter school-based talent development without appropriate screening. Enterprise-specific software and business processes may be incorporated into project-based learning, but foundational knowledge, professional ethics, learning capacity, and support for students' long-term development remain core responsibilities of secondary vocational education. Authentic projects should also protect students' rights and data security. The pursuit of authenticity should not turn vocational education into a source of low-cost labor.

6. Conclusion

Industry–education integration consortia provide new organizational conditions for reforming talent development in secondary vocational programs in finance, business, and trade. However, the establishment of a consortium does not automatically lead to the reconstruction of a talent development model. Its role depends on whether the processes of industry demand identification, occupational competency analysis, educational transformation of industry resources, and evaluation feedback are effectively connected.

Organizational coordination, curriculum reform, project-based teaching, faculty development, and quality evaluation should operate as an interconnected and dynamically adjusted system rather than as separate reform initiatives. Since industrial conditions and institutional capacities vary across programs, regions, and secondary vocational schools, implementation should be differentiated rather than based on a uniform model.

This study develops a normative framework for understanding the underlying mechanisms and practical pathways of consortium-driven reconstruction of talent development models. It does not empirically test the operation or outcomes of specific consortia. Future research may therefore employ case studies, interviews, or action research to examine how the proposed mechanisms operate in practice and under what conditions they produce meaningful effects.

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