

Research on the Connection Between Wenzhou Higher Vocational Education and Labor Market

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Abstract

The fundamental goal of running higher vocational colleges is to serve the regional economy and society and train high-tech talents who can meet the needs of industrial development. The labor market in Wenzhou has a large demand and obvious structural characteristics, and industrial upgrading has put forward higher requirements for the comprehensive quality and technical skills of the labor force. However, Wenzhou higher vocational education can not fully adapt to the labor market in terms of talent supply, structural fit and many factors related to training quality. The connection between Wenzhou higher vocational education and the labor market should start from the demand side, coordinate the professional layout, build the vocational education highlands and clusters in southern Zhejiang, speed up the establishment of a modern vocational education system, strengthen teachers in multiple dimensions, deepen the integration of industry, teaching, research and innovation through improving services, improve the efficiency of practical teaching, establish an effective quality feedback system, and realize a closer and accurate connection between higher vocational education and regional labor market.

Keywords

Higher vocational education; Labor market; Talent training; Convergence.

1. Introduction

At the beginning of 2020, Wenzhou Bureau of Human Resources and Social Security issued the "Wenzhou 2020 shortage of occupations (types of work) catalogue". The catalogue is based on the survey results of large-scale enterprises and key business service enterprises in the city, and on the basis of comprehensive employment information in the human resources market, showing that there is a shortage of 52 occupations (types of jobs) in 2020, which prominently reflects the shortage of high-skilled personnel in Wenzhou. This constitutes a distinct contradiction with the phenomenon of "white-collar unemployment" and "it is difficult for college students to obtain employment", which reflects the structural imbalance of Wenzhou labor market. On the one hand, this problem shows the change of labor market demand caused by industrial upgrading in Wenzhou, on the other hand, it shows that there is still some imbalance between vocational education personnel training and labor market demand and change. Therefore, vocational education, especially vocational higher education, how to effectively link up with the labor market should become an urgent issue for the reform and development of vocational education in our city.

2. Analysis on the demand of Wenzhou Labor Market

2.1. There Is A Great Demand for Manufacturing and Commercial Manpower

The fundamental task of higher vocational education is to train applied technology professionals who can adapt to the development of regional economy and industry. Therefore, to run higher vocational education and serve the economic and social development well, we

must first understand the situation of the regional labor market. The index of employee distribution reflects the utilization of labor resources in a certain period of time, and it is an important data to understand the labor market. Below, look at the current situation and demand of Wenzhou labor market from different industries and industry categories.

According to Wenzhou's Statistical Yearbook 2020, the number of employees classified by three major industries is as follows: [1]

Table 1. Labor market demand by industry

Industrial classification	Number of employees	Percentage (%)
Primary industry	62.56	10.87
Secondary industry	268.73	46.66
Tertiary Industry	244.47	42.47
Total	575.76	100

The data show that the number of employees in the secondary and tertiary industries (industry, modern service industry and commerce) is close to 90%, while the number of employees in the processing and manufacturing industry is nearly half, which can be said to reflect the characteristics of our city's industrial structure and the overall situation of labor demand.

Understanding the absorption and utilization of labor force in various industries from the distribution of personnel in various industries can be used as a reference basis for professional planning and setting in colleges and universities. According to the data of Wenzhou Statistical Yearbook 2020, we can list the top seven industries with the data of labor force distribution in 2019.

Table 2. Labor force distribution in different industries in Wenzhou in 2019

Industrial	Number of employees	Percentage (%)
Manufacturing industry	223.17	38.75
Wholesale and retail trade	124.22	21.56
Agriculture, forestry, animal husbandry and fishery	61.35	10.65
Construction business	43.57	7.57
Accommodation and catering industry	22.20	3.85
Residential services, repairs and other services	20.23	3.51
Education	18.99	3.30

The number of employees can basically reflect the labor demand of the industry. Table 2 data corresponds to Table 1, indicating that the labor force in manufacturing, wholesale and retail industries exceeds 60% of the main demand. Data from the fourth economic census of Wenzhou also show that among the employees of industrial enterprises, the manufacturing industry ranks first, accounting for 98.7%. In the manufacturing industry, the greater demand for manpower is leather, fur, feathers and their products and footwear industry, electrical machinery and equipment manufacturing industry, general equipment manufacturing industry.

2.2. Industrial Upgrading Puts Forward Higher Requirements for the Comprehensive Quality and Technical Skills of the Labor Force

According to the outline of the 14th five-year Plan (draft) compiled by the Wenzhou Municipal Government, in order to further consolidate the pillar position of the manufacturing industry,

we will adhere to the strategy of "two-wheel drive for the development of the manufacturing industry" in the future, develop new intelligence and cultivate new industries, and strive to build Wenzhou into an advanced manufacturing base with global competitiveness [2]. Specifically, the first is to vigorously promote the transformation and upgrading of the traditional manufacturing industry, promote the high-end of the traditional industry, and promote the footwear, clothing and other traditional industries to the trillion-level industrial chain. At the same time, we will vigorously promote the upgrading and development of the service industry, actively cultivate producer services with strong innovative capabilities, high investment intensity, talent-intensive, and characterized by disruptive development and explosive growth, such as industrial design, software and information services, scientific and technological services, inspection and certification. The second is to step up efforts to cultivate strategic emerging industries, such as the introduction and layout of a new generation of information technology, biomedicine, cultural creativity, clean energy, smart equipment, new energy vehicles, new materials, marine emerging industries, lasers and optoelectronics, and other strategic emerging industries, speed up the cultivation of world-class intelligent electrical industry clusters. At the same time, we should focus on the construction of important commercial cities along the southeast coast, deeply implement the new consumption policy, and cultivate and develop ten major economies, such as fashion economy, convention and exhibition economy, culture and travel economy, new business type [2]. In the future, Wenzhou's traditional industries such as shoes, clothing, pumps and valves, auto parts and other traditional industries, the upgrading of production-oriented service industries and the development of strategic emerging industries will maintain a sustained and exuberant demand for labor. And the demand for the comprehensive quality and application ability of the labor force will be higher and higher, and the demand for compound talents will continue to increase.

3. The Present Situation of the Connection Between Wenzhou Higher Vocational Education and Labor Market

The distribution and demand of regional labor force have important reference value for the school planning, specialty and curriculum setting of colleges and universities in the region, as well as the choice of the training mode of industry-education integration. So, what is the current situation of talent training in Wenzhou higher vocational colleges, which provide technical and skilled talents to Wenzhou labor market? Below from the quantity, structure, quality assurance and other six aspects to be analyzed.

3.1. The Quantity Supply Is Insufficient, and the Retention Rate of Graduates Still Needs to Be Improved

At present, there are five higher vocational colleges in Wenzhou. Take the first semester of the 2020-2021 academic year as an example, the number of students in each school is as follows:

Table 3. The scale of students in Wenzhou higher Vocational College in the first semester of the 2020-2021 academic year

No.	School	Number of students in school
1	Wenzhou POLYTECHNIC	12735
2	Zhejiang POLYTECHNIC of Industry and Trade	11806
3	Wenzhou POLYTECHNIC of Science and Technology	9776
4	Zhejiang Oriental POLYTECHNIC	8500
5	Zhejiang Security POLYTECHNIC	6718
Total		49535

Excluding the number of freshmen and sophomores, in theory, more than 16000 higher vocational graduates go to the job market every year. According to statistics, the number of graduates from five higher vocational colleges in Wenzhou in 2021 is 13385. However, for Wenzhou labor market, the retention rate of graduates is the index of practical significance to meet the demand for manpower. Taking 2019 and 2020 as examples (Table 4), the average temperature retention rate of graduates from Wenzhou higher vocational colleges in the past two years was 52.5%. If you use this as the basis for calculating the number of warm graduates in 2021, it will be about 7000. This figure is obviously not enough to meet the needs of Wenzhou's skilled labor market. Therefore, in order to improve the temperature retention rate of graduates, the municipal government has introduced incentive measures for graduates in recent years, and put forward assessment requirements for graduates' temperature retention rate.

Table 4. 2019-2020 retention rate of graduates from Wenzhou higher Vocational Colleges

No.	School	Retention rate in 2019 (%)	Retention rate in 2020 (%)
1	Wenzhou POLYTECHNIC	68	60
2	Zhejiang POLYTECHNIC of Industry and Trade	50	41
3	Wenzhou POLYTECHNIC of Science and Technology	55	48
4	Zhejiang Oriental POLYTECHNIC	60	50
5	Zhejiang Security POLYTECHNIC	53	40
Mean		57	48

3.2. The Compatibility Between Professional Structure and Regional Industry and Labor Demand Structure Is Not Enough

Taking the 2020-2021 academic year as an example, the major settings of 5 higher vocational colleges in Wenzhou cover 19 major categories, with a total of 105 majors, accounting for 13.73% of the total number of higher vocational majors in China. Table 5 reflects the popularity of offering majors in Wenzhou higher vocational colleges.

Table 5. Statistics of the top 10 majors in 5 higher vocational colleges in Wenzhou

No.	Profession	Number of schools opened	Number of students majoring in school	Proportion of students in school (%)
1	Accounting	4	4302	8.7
2	e-Business	4	1858	3.8
3	Software technology	3	1549	3.1
4	Electrical automation technology	3	1350	2.7
5	Computer network technology	2	1289	2.6
6	Electronic information engineering technology	3	1267	2.6
7	Marketing	4	1221	2.5
8	Hotel management	4	1175	2.4
9	Business English	3	1109	2.2
10	International economy and trade	2	987	2.0

Four of the five colleges and universities have set up five majors of industrial robotics, e-commerce, accounting, marketing and hotel management, with a total of 9165 students, accounting for 18.5% of the total number of students in the five universities. The largest number of students majoring in accounting is accounting, accounting for 8.7% of the total number of students. The number and proportion of students majoring in manufacturing fail to enter the top 10, which is not in line with the demand for technical and skilled personnel in the manufacturing industry.

Table 6 shows the comparison between the manpower demand of the seven major industries and the number of students majoring in higher vocational colleges. It can also be seen that the proportion of demand in various industries does not quite match the proportion of students in the corresponding majors. For example, the proportion of students employed in the financial industry (demand) is 0.9%, but the proportion of students majoring in corresponding majors accounts for 11.64% of the total number of students, second only to software technology and mechanical engineering; the proportion of students majoring in information services and computer software is 13.60%, while the proportion of students majoring in industry demand is only 0.90%. The proportion of manufacturing manpower demand is 38.75%, while the corresponding proportion of mechanical engineering majors is 11.99%. Majors corresponding to Wenzhou's emerging development strategy, such as industrial robot, 609 students; artificial intelligence technology, 203students; intelligent control technology, 203students; big data technology application, 980students, according to 57% retention rate, only 380 graduates stay warm each year, which obviously can not meet the demand.

Table 6. Statistics on the demand of seven major industries and the supply of corresponding professionals

Industry	Demand in 2019	Proportion	The corresponding major	Students in school	Proportion
Total	575.90	100	/	49535	100
Manufacturing industry	223.17	38.75	Mechanical engineering, etc.	5938	11.99
Wholesale and retail trade	124.22	21.56	Commercial category	4685	9.46
Agriculture, forestry, animal husbandry and fishery	61.35	10.65	Garden engineering, etc.	2457	4.96
Construction business	43.57	7.57	Architecture Engineering Class	1684	3.40
Accommodation and catering industry	22.20	3.85	Hotel management	1175	2.37
Information transmission, software and information technology services	5.20	0.90	Software technology, etc.	6488	13.10
Financial industry	4.81	0.83	Financial management, etc.	5764	11.64

The above situation shows that the professional setting of each school still stays in the state of "keeping up with the trend" many years ago, and it is not suitable enough to meet the needs of

Wenzhou regional industry. in particular, the requirement of revitalizing the real economy represented by the manufacturing industry should be implemented in the professional setting of colleges and universities and personnel training, and efforts are still to be made.

3.3. The Proportion of Practice Class Hours Is High, but the Efficiency of Practice Teaching Needs to Be Improved

Professional curriculum is a key factor in the professional training system. In order to improve the employment competitiveness, higher vocational students must strengthen the cultivation of post skills and practical ability, and highlight the requirements of the integration of practice and practice in the curriculum and teaching form. Taking the curriculum of the 2020-2021 academic year as an example (Table 7), 5 schools have completed a total of 882822 class hours, in which the class-hour ratio of theoretical courses and practical courses (including the course of integration of science and practice) is 1:1.62, and the proportion of practical courses in each school exceeds the 50% index stipulated in the quality evaluation standard. Thus it can be seen that Wenzhou higher vocational education emphasizes practical teaching in curriculum and pays attention to ensuring the quality of talents through the cultivation of practical ability.

Table 7. The curriculum setup of Wenzhou higher vocational colleges in 2020-2021 academic year

Name of the school	Number of theoretical class hours	Number of practice class hours	Proportion of theoretical class hours	Proportion of practical class hours
Wenzhou POLYTECHNIC	115565	121371	48.78%	52.22%
Zhejiang Security POLYTECHNIC	41071	54912	42.79%	57.21%
Zhejiang POLYTECHNIC of Industry and Trade	106683	172131	38.26%	61.74%
Wenzhou Vocational College of Science and Technology	40525	87924	31.55%	68.45%
Zhejiang Oriental POLYTECHNIC	32632	110008	22.88%	77.12%
Total	336476	546346	38.11%	61.89%

However, according to the statistics of each school, more than 50% of the practice hours are practical teaching such as summer social practice, graduation comprehensive practice (graduation design) and on-the-job internship, and the other part is mainly the practical training part of the integrated course of management and practice. Practice teaching is relatively loose, some even become a mere formality, similar to "herding sheep", the effect is difficult to guarantee.

3.4. The Overall Number of Teachers Is Insufficient, and the Structure Needs to Be Improved

The ratio of students to teachers is an important basis for evaluating the strength of teachers in colleges and universities, which reflects the strength of colleges and universities from one aspect. According to the Ministry of Education, the ideal student-teacher ratio in higher vocational colleges is 18:1. At present, the overall student-teacher ratio of Wenzhou higher

vocational colleges is 21.53:1. No matter each school calculates individually or overall, there is still a gap between the number of teachers and the advanced requirements. The structure of teachers' professional titles is another important index to measure the strength of teachers. As shown in Table 8, there are a total of 2301 teachers in Wenzhou higher vocational colleges in the 2020-2021 academic year, including 738 senior professional titles, accounting for 32.07%, 1037 intermediate professional titles, accounting for 45.07%, and 526 junior professional titles, accounting for 22.86%. The proportion of "double teachers" is an important symbol to identify the ability of teachers in higher vocational colleges. The overall proportion of double teachers in Wenzhou higher vocational colleges is 65.19%, which is unbalanced. If 70% is used as the qualification index, more than half of the schools fail to meet the standard. Compared with the identification standard of double teachers, it shows that, on the whole, the practice and R & D ability of teachers in higher vocational colleges still need to be improved. Employing business and technical backbones and experts as part-time teachers in higher vocational colleges is helpful to improve the quality of practical teaching and cultivate students' practical ability, and it is also an important way for school-enterprise cooperation. The ideal ratio of full-time and part-time teachers set by the Ministry of Education is 1:1, while the current ratio of full-time and part-time teachers in Wenzhou higher vocational colleges is only 1:0.57. This also confirms the problem of the effect of practical teaching mentioned above from one side.

Table 8. The structure of teachers in Wenzhou higher vocational colleges in 2020-2021 academic year

Name of the school	Number of senior professional titles	Number of intermediate professional titles	Number of junior professional titles	Total number of people	Student-teacher ratio	Double teacher number	Double division ratio (%)
Wenzhou POLYTECHNIC	246	302	125	673	18.92	500	74.29
Zhejiang Security POLYTECHNIC	70	94	69	233	28.83	100	42.92
Zhejiang POLYTECHNIC of Industry and Trade	153	241	97	491	24.04	300	61.10
Wenzhou Vocational College of Science and Technology	180	250	105	535	18.27	400	74.77
Zhejiang Oriental POLYTECHNIC	89	150	130	369	23.04	200	54.20
Total	738	1037	526	2301	21.53	1500	65.19

3.5. The Construction of Educational and Scientific Research Resources and Platforms Are Not Balanced, and the Overall Service Capacity Needs to Be Improved

The construction of educational and scientific research resources and platform is not only an important symbol of the school's teaching, scientific research and service strength, but also an important guarantee of the quality of personnel training. As shown in Table 9, at present, Wenzhou higher vocational colleges are not balanced in the construction of national teaching resource bank, national training base, national high-quality courses, R & D platform and so on.

Table 9. Main educational and scientific research resources and platforms

Name of the school	National teaching resource database	National training base	National high-quality courses	Research and development platforms at all levels
Wenzhou POLYTECHNIC	2	8	7	45
Zhejiang POLYTECHNIC of Industry and Trade	2	6	1	6
Wenzhou POLYTECHNIC of Science and Technology	-	-	-	25
Zhejiang Security POLYTECHNIC	-	1	-	2
Zhejiang Oriental POLYTECHNIC	-	1	-	4
Total	4	16	8	82

3.6. The Talent Training Mode of School-Enterprise Cooperation and Industry-Education Integration Needs to Be Deepened

The cooperation between schools and enterprises and the integration of industry and education are the basic modes of personnel training in higher vocational education. In the 2020-2021 academic year, more than 1650 enterprises participated in the cooperation between universities and enterprises in Wenzhou higher Vocational College, and all 156 majors carried out industry-university cooperation, with an average of 10.58 cooperative enterprises in each major. In terms of quantity, it fully meets the requirements of higher vocational education, but the density and effect of cooperation remain to be seen. School-enterprise cooperation has always been a subject of exploration in higher vocational education. So far, there are many ways, such as enterprise internship, enterprise order training, school-enterprise teacher sharing, modern apprenticeship system, technical project cooperation, school-enterprise co-construction of R & D platform and so on. However, due to the lack of the support of the top-level system at the government level, the school-enterprise cooperation in higher vocational colleges, especially the relatively weak schools and majors, is mainly maintained by personal social relations and network resources, so it is difficult to fully mobilize the enthusiasm of enterprises. Therefore, the school-enterprise cooperation is still far away from the real industry-education integration and the integration of industry-university-research-innovation.

Table 10. Cooperation between schools and enterprises

Name of the school	Number of specialties	Enterprise training base
Wenzhou POLYTECHNIC	41	1000
Zhejiang POLYTECHNIC of Industry and Trade	37	200
Wenzhou POLYTECHNIC of Science and Technology	29	150
Zhejiang Security POLYTECHNIC	19	100
Zhejiang Oriental POLYTECHNIC	30	200
Total	156	1650

4. Countermeasures for the Connection Between Wenzhou Higher Vocational Education and Labor Market

From the above, the manpower distribution of industrial industries in Wenzhou shows the demand of the labor market, while the outline of the 14th five-year Plan (draft) indicates the requirements of industrial transformation and upgrading and the layout of emerging industries for high-tech skilled personnel. However, Wenzhou higher vocational education can not fully meet the above needs in terms of talent training quantity, professional structure and many factors related to training quality, so it needs to be reformed, constructed and improved from the following seven aspects.

4.1. Establish A Dynamic Monitoring and Forecasting Mechanism for Talent Supply and Demand

Higher vocational education is employment-oriented, serves the local economy and society, and must be closely linked with the labor market. In order to enable higher vocational colleges to better train high-tech talents who meet the needs of Wenzhou labor market, the government needs to play a macro-guiding role, advocate the establishment of a dynamic monitoring and forecasting mechanism of Wenzhou talent supply and demand, and make use of Internet technology. Big data platform will be established to release regularly the demand trends and specifications of Wenzhou industries, industries and enterprises. To provide effective reference for higher vocational colleges in professional planning and layout, curriculum system construction, industry-education integration and other aspects [4].

4.2. Overall Planning and Coordination of Professional Planning and Layout

So far, the professional layout of the five higher vocational colleges in Wenzhou is still in a state of their own, each school is according to their own development needs and conditions, combined with the general trend and fashion to set up majors, lack of interaction and coordination with each other. In the demonstration of professional setting, the research on the labor market of enterprises in regional industries is often a formality, the data and conclusions are usually macro-based, and the grounding and accuracy are not enough. In addition, the examination and approval unit of the professional setting is the provincial department of education. In other words, as the main demand side of the talent market, the local government and the industrial industry do not have an effective mechanism to intervene in the specialty setting and personnel training of colleges and universities, which is also one of the important reasons why higher vocational education is not accurate enough to connect with the regional labor market. Therefore, the government should take the lead to establish an alliance for higher vocational personnel training, and on the basis of the above-mentioned dynamic monitoring and forecasting mechanism of talent supply and demand, coordinate professional planning and layout to better meet the needs of the regional labor market.

4.3. To Build A Vocational Education Cluster and Talent Training System under the Guidance of Demonstration and "Double High" Schools

To better meet the demand for talents in regional industries, it is necessary to guarantee both quantity and quality. As can be seen from the previous data, Wenzhou is in great demand for labor, especially for highly skilled personnel. In order to provide better human support in these two aspects, it is not enough to fight alone under the competitive situation. It is necessary to build a cluster of higher vocational education and give full play to the comprehensive effect of the cluster. First, with the promotion of the national Wentai vocational education reform experimental area, the construction of vocational education highlands in southern Zhejiang. The above-mentioned higher vocational alliance can be further expanded into vocational education alliance, strengthen the connection between middle and higher vocational education,

and improve the "32nd" training mode. The second is to vigorously support and promote the training of talents at the undergraduate level in higher vocational education and form a perfect talent training system for vocational education. In his important instructions on vocational education, General Secretary Xi Jinping mentioned the need to "optimize the orientation of vocational education types", "steadily develop vocational undergraduate education" and "speed up the construction of modern vocational education system" [4]. Vice Premier Sun Chunlan also proposed at the National Vocational Education Conference held from April 12 to 13 this year that "the training system of secondary vocational, higher vocational and undergraduate vocational education should be designed in an integrated way." [4] at present, there are only two levels of vocational education in Wenzhou: secondary vocational education and higher vocational education. With the development of vocational education, vocational higher education and general higher education as the strategic promotion of the parallel development of two series of higher education, the training of undergraduate talents in higher vocational education has been carried out. Wenzhou POLYTECHNIC, as a national model school, a provincial key school and a national "double high" school, while participating in out-of-regional competition and improving itself, Wenzhou POLYTECHNIC should focus on regional vocational education and further play an exemplary and leading role in the alliance and system. to make greater contributions to promoting the development of vocational education in Wenzhou as a whole.

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4.4. Further Promote Practice-oriented Curriculum Construction and Teaching Reform

Cultivating and improving the application of technical skills and practical operation ability is not only the characteristics of higher vocational education and the basic goal of teaching reform, but also the key to whether it can successfully connect with the specific labor market. First of all, the post-class docking, that is, the professional curriculum should correspond to the technical skills and quality requirements of the relevant industries, enterprises and jobs, rather than copying the curriculum model of other schools or related majors outside the territory. what's more, we can't simply apply the ordinary undergraduate curriculum system. We should pay attention to the curriculum development and construction on the basis of the investigation of industry enterprises, so as to realize the connection and correspondence between industry and enterprise-post-ability-curriculum. The second is to further promote the practical teaching reform of practical training. As mentioned earlier, the proportion index of practice class hours can not fully explain the effectiveness of practice teaching. For this reason, vocational education has specially launched the "double certificate" model, that is, graduation certificate plus vocational skill qualification certificate. After canceling a series of non-standard textual research, in 2019, the State Council issued the National Vocational Education Reform implementation Plan, proposing the implementation of the "1+X" certificate system, with qualified professional cooperation between relevant enterprises with core technology and schools. Establish a textual research platform to provide skills verification guarantee for higher vocational students [5]. This requires that each major should set up courses that match the corresponding vocational skill level certification examinations, or integrate the contents and requirements of the examination into the teaching of relevant courses, or jointly develop and design a set of "certificate-based" courses with industry experts and technical backbones as a subsystem of the whole training program. Organizing and mentoring students to participate in vocational skills competitions can also establish a competition curriculum system. Deepening the reform of "three teachings", comprehensively educating people with "post-class competition certificate", and promoting school-bank cooperation and project-based teaching

through textual research and participation are effective ways to promote practical teaching reform and improve the quality of practical teaching.

4.5. Strengthen the Introduction and Training of Teachers and Establish A Pragmatic and Flexible Selection and Recruitment Mechanism

The construction of teaching staff in Wenzhou higher vocational colleges is faced with two difficulties. First, affected by the regional environment and school positioning, there is a lack of advantages in the introduction of high-level talents; second, due to the limitations of the system and mechanism of colleges and universities, outstanding talents in industries and enterprises are also difficult to be attracted to the ranks of teachers. Therefore, in addition to the formal introduction, it is also necessary to strengthen internal training and promotion through mechanisms such as the "double division" system, the enterprise system under professional teachers, and the doctoral project, and at the same time establish a more pragmatic and flexible selection and employment mechanism. further expand the employment autonomy of schools, departments and professions. For the technical or business backbone with rich practical experience in the industry and enterprises, they can break the restrictions on academic qualifications or professional titles and absorb them into the formal establishment or part-time teachers; flexibly introduce retired experts and celebrities, and set up studios of famous experts and masters. through the studio project teaching, strengthen the students' practical ability.

4.6. Seeking Cooperation Through Service, Deepening the Integration of Industry and Education, Training and Research to Create A Model of Sports People

The key to the cooperation between schools and enterprises is to find the meeting point and balance point of the interests of cooperation between schools and enterprises, so as to ensure the maneuverability and sustainability of the cooperation. The fundamental purpose of the school is to build an educational system with the integration of production, learning, teaching, research and innovation, to improve the quality of practical teaching, and to provide enterprises with human resources and technical services. Traditional school-enterprise cooperation is often limited to schools allowing enterprises to provide internships or jobs, enterprises are more passive, cooperation enthusiasm is not high. Wenzhou POLYTECHNIC put forward the idea of "setting up majors for whatever pillar industries there are in the region, establishing a service platform for any enterprise problems in the region, and training innovative and entrepreneurial talents for the application of new technologies in the region." the school-running concept of "find out and dock the needs of enterprises in the industry to seek cooperation." First, while consolidating and developing off-campus (enterprise) training bases, we should strive to build on-campus training bases and master studios, introduce enterprise productive training projects, and carry out practical teaching of the integration of industry and education. The second is to vigorously develop technological R & D service platforms at all levels, including building research institutes with enterprises, implementing the project results assessment mechanism, and effectively improving the ability to provide technical services for enterprises. The third is to set up the Entrepreneurship College and the Integration Department of Industry and Education to carry out entrepreneurship education for students with entrepreneurial intention, and to provide entrepreneurial projects by introducing cooperative enterprises in the school to carry out entrepreneurial incubation. Another advantage of this is that in addition to the concentrated practice such as summer practice and graduation internship, we must go to the enterprise and implement the daily practice teaching of industry-education integration and the integration of training, research and innovation in the school, so as to improve the efficiency of management.

4.7. Construct A Scientific and Effective Follow-up Investigation and Feedback Mechanism for the Quality of Talent Training

Quality is the lifeline. The quality feedback of talent training is not only a sign to test the success and effectiveness of the education and teaching model, but also an important way to understand the quality needs of the talent market, so it is an important credential for the diagnosis and improvement of education and teaching. First of all, in order to obtain true and reliable quality information, we should build a graduate quality tracking and investigation mechanism that is not guided by assessment and ranking. A third-party professional investigation institution can be introduced to conduct a survey, or the specialty can organize its own research. The survey data and conclusions can only be used for professional diagnosis and teaching improvement. Secondly, establish a scientific, reasonable and effective talent training quality evaluation standard and index system to reflect the type characteristics of higher vocational education and the reality of social development. For example, for students who have graduated for one year, focus on the employment rate, temperature retention rate, professional counterpart rate, etc., while for students who have graduated for more than 3 years, they mainly understand their employment quality, career development and entrepreneurship rate. Some examination investigation systems set the enrollment rate as an index to assess the employment quality of higher vocational graduates, thus guiding higher vocational students to the direction of promotion, causing them to ignore the study of professional skills courses, which is not in line with the fundamental goal of higher vocational education; taking the turnover rate (commonly known as "job-hopping") as a negative evaluation index is also not in line with the reality of social and personal career development. Setting up the assessment index of entrepreneurship rate for graduates who have graduated for only one year is even more contrary to the spirit of science and reality. In the research system that does not take assessment as the goal, the above data are only used as the basis for information synthesis and research, not as a guiding tool.

To sum up, in view of the situation of Wenzhou labor market and higher vocational education, Wenzhou higher vocational colleges should start with the demand for talents, coordinate the layout of specialties, work together to build vocational education highlands and clusters in southern Zhejiang, and speed up the establishment of a modern vocational education system. Multi-dimensional strengthening of teachers, through services to deepen the integration of industry, teaching, research and innovation, improve the efficiency of practical teaching, coupled with effective quality feedback system, not only in quantity. What's more, it continues to meet the needs of Wenzhou's economic and social development for high-tech talents in terms of quality, so as to realize a closer and accurate connection between higher vocational education and the regional labor market.

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