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How Local Government Policies Promote the Construction of Municipal Industry - Education Alliances——A Policy Text Study Based on Grounded Theory

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Abstract: The construction of municipal industry-education alliance is an important measure to deepen education reform in China, and it is also an important innovation direction of industry-education integration and school-enterprise joint education. Its goal is to serve and lead the development of regional industries, cultivate excellent engineering talents and realize the deep integration of industry and education. At present, the construction of China's municipal industry-education consortium is steadily advancing in exploration and has achieved fruitful results. Based on the grounded theory research method, through the interpretation of the relevant policy texts of 18 local governments that have built national-level city-level industry-education associations, the policy support system of city-level industry-education associations is clarifi ed, and the policy support model of local government policies to promote the construction of city-level industry-education associations is obtained. From the three levels of concept guidance layer, internal management layer and external support layer, it provides reference and reference for the construction of local city-level industry-education associations : giving full play to the leading role of the government in the process of association construction, improving the organizational system and optimizing internal management as the premise, and strengthening the external support of city-level industry-education associations as the guarantee. Participate in the co-construction of the city 's industry and education association, and promote the formation of a city-wide government-enterprise-school-research four-party governance pattern.

Keyword: City-Wide Industry-education Association; Policy Supporting System; Grounded Theory; School-Enterprise Joint
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Introduction

Currently, there are more than 10,000 vocational colleges and universities in China, with over 30 million students. In terms of the scale of vocational education talent cultivation, it has already accounted for half of China's higher education. The integration of industry and education and the cooperation between schools and enterprises are the basic directions for the construction of China's vocational education system. Through practice in recent years, China's industry - education integration work has achieved remarkable results in terms of institutional mechanisms and cooperation models. It has built a positive development relationship where vocational education and industrial development promote each other, and has contributed to the formation of a new pattern of jointly serving economic and social development. As socialism with Chinese characteristics enters a new era, the process of a new round of scientifi c and technological revolution is accelerating. The development of

regional industries is rapidly upgrading from the low - end to the medium - and high - end, and this is accelerating the formation of a new industrial system. All these have brought a series of new issues, tasks, and challenges to the work of industry - education integration in schools. From an external perspective, there are contradictions between the supply side of technical and skilled talent cultivation and the demand side of industries in terms of structure, quality, and level, which are unbalanced and incompatible. From an internal perspective, higher vocational colleges have not yet established a long - term mechanism to attract industry enterprises to participate in school running and to achieve accurate connection and collaborative talent cultivation between schools and enterprises, and the depth and breadth of industry - education integration are still insufficient. At present, there are still some problems in the implementation of China's industry - education integration projects. For example, in most industry - education integration projects, the benefit distribution is uneven, making it difficult for enterprises to obtain profits. As a result, enterprises have low enthusiasm to participate, and most of the cooperation remains at a superficial level, which leads to the failure of fully integrating and circulating high - quality resources. In addition, in industry - education integration projects, the effect of talent cultivation is slow to show, and it is difficult to make profits. Therefore, the focus of the projects tends to shift to scientific and technological innovation that can bring quick profits, deviating from the fundamental goal of collaborative talent cultivation between schools and enterprises. Moreover, there are many subjects involved in industry - education integration projects, which makes management difficult. The lack of a sound supervision and evaluation mechanism leads to low efficiency of resource integration and insignificant results. Municipal industry - education alliances are an institutional arrangement that is based on local industries and educational resources for effective integration to achieve the coordinated development of industrial economy and vocational education. Taking industrial parks as the foundation, building municipal industry - education alliances with the participation of local governments, industry enterprises, schools, research institutions, and other parties is one of the important measures to deepen the reform of vocational education. Municipal industry - education alliances have the potential to solve problems such as "enthusiasm from schools but coldness from enterprises" and "connection in name only between schools and enterprises" in the integration of industry and education. They can gather resources from all parties and play a role in empowering and improving the quality of technical and skilled talent cultivation, technological innovation, and high - quality development of the industrial economy. In 2022, the General Office of the Communist Party of China Central Committee and the General Office of the State Council issued the "Opinions on Deepening the Reform of the Construction of the Modern Vocational Education System", which put forward the strategic task of building municipal industry - education alliances. In 2023, the General Office of the Ministry of Education issued the "Notice on Carrying out the Construction of Municipal Industry - Education Alliances", which launched the construction work of municipal industry - education alliances, made arrangements for the construction of municipal industry - education alliances, and proposed the work goal of building about 150 municipal industry - education alliances by 2025. Since then, the construction of municipal industry - education alliances has been advanced one after another in various regions. Local governments have successively issued implementation opinions and plans to promote the construction of municipal industry - education alliances to accelerate the construction process. How the policies successively issued by local governments promote the construction of industry - education alliances has become a hot topic in the academic circle.

From the review of existing literature, the current research by domestic scholars mainly focuses on the connotation and phased characteristics of municipal industry - education alliances [1], the necessity of building industry - education alliances [2], the internal logical connection in the construction of alliances [3], the research on the value and path of alliance construction [4], the policy connotation of alliance construction [5], the governance model of alliance construction [6], the exploration of the symbiotic model of alliance construction [7], the research on the practical logic and mechanism of alliance construction [8], and the problems and countermeasures in the process of alliance construction [9]. Domestic research has increased rapidly with the rapid advancement of the construction of municipal industry - education alliances, and the research dimensions mainly focus on the practical paths and strategies of alliance construction. Although the above - mentioned research contents are relatively rich and reveal the relevant elements of the construction of industry - education alliances to a certain extent, providing

research support for the analysis of policies related to industry - education alliances, most of these studies focus on theoretical research. The countermeasures and suggestions in the research conclusions are not very operable, and there is no systematic sorting out of the element framework for local government policies to promote the construction of industry - education alliances. Based on this, this study adopts grounded theory and conducts a quantitative analysis based on the policy texts issued by local governments regarding the construction and development of industry - education alliances, in order to explain the internal mechanism of local government policies promoting the construction of industry - education alliances, construct a research framework for government support behaviors, and lay a foundation for subsequent research.

1.Materials and Methods

1.1 Source of Materials

In April 2023, the General Office of the Ministry of Education issued the "Notice on Carrying out the Construction of Municipal Industry - Education Alliances", requiring the launch of the construction work of municipal industry - education alliances. Since then, local governments have responded to the central notice, issued local policies to promote municipal industry - education alliances, and launched and completed the construction of local municipal industry - education alliances, resulting in a number of municipal industry - education alliances that meet the requirements. In October 2023, the Ministry of Education announced the list of the first batch of 28 national - level municipal industry - education alliances. In this paper, the Internet is used to search the official websites of various local governments with the keyword "municipal industry - education alliance" to retrieve policy texts related to local municipal industry - education alliance policies, and 18 policy documents from the localities where the 28 national - level municipal industry - education alliances are located are selected for analysis. Policy documents are the true reflection and behavioral traces of the government in handling public affairs. They can effectively reveal the government's behavioral logic, serve as a materialized carrier of observable policy information, and provide a data - based path for quantitative research in the field of public policy [10]. By interpreting policy texts, we can explore the ideas and viewpoints of policy makers and predict the future development trend of things. Therefore, they are vividly known in the industry as "secrets extracted from public information".

1.2 Research Methods

The grounded theory research method is based on text analysis [11] and is a research method for constructing substantive theories from the bottom up. The basic operation method of this theory is that researchers generally do not have any theories or assumptions before the research. Through the hierarchical interpretation of the original materials word by word and line by line, they summarize the relevant concepts and categories, and then elevate them to theories [12]. NVivo is one of the qualitative analysis software widely recognized and used in the academic circle. With its powerful coding function, it has become an important auxiliary tool for policy text analysis [13].

2.Research Process

2.1 Open Coding

Open coding is a process in which the collected materials are broken down without any preset concepts, divided into meaningful words, sentences, or paragraphs, and then reorganized with new concepts for conceptualization and categorization. In this paper, the policy texts of 18 local governments for promoting the construction of municipal industry - education alliances in 2023 are imported into NVivo11 software for open coding. For example, the sentence "The main leaders should personally command and dispatch the construction work of the alliance, actively coordinate and study to solve the specific problems existing in the construction process of the alliance, and promote the long - term development and orderly progress of the construction of the industry - education alliance" is refined into the concept of "command and dispatch by main leaders". After repeatedly organizing and analyzing the original materials, a total of 406 original sentences are extracted. To ensure the reliability of the coding results, this study only retains the concepts with 2 or more reference points, and then extracts 89 concepts (Table 1) and 27 categories (Table 2).

Table 1 Analysis of Local Government Policies on Municipal Industry - Education Alliances: Conceptualization Based on Open Coding

No.	Concept	No.	Concept	No.	Concept	No.	Concept
1	Implement the spirit of the Party	24	Implement preferential measures such as land use	47	Improve the entity operation mode	70	Include in the government work assessment indicators
2	Deepen education reform	25	Establish a reward and subsidy mechanism	48	Hold meetings to promote work	71	Incorporate into the education work assessment system
3	Guided by the Thought on Socialism with Chinese Characteristics for a New Era	26	Establish an assessment and incentive mechanism	49	Establish a council with multi - party participation	72	Basis for the distribution of educational funds, etc.
4	Implement the central guiding policies	27	Jointly build industrial colleges	50	The council exercises decision - making power	73	Implementation opinions
5	Respond to government notices	28	Build student training platforms	51	Take the lead in organizing the establishment and leadership	74	Implementation measures
6	Integration of science and education	29	Build staff training and learning platforms	52	Formulate articles of association and plans	75	School - local joint meeting system
7	Support education with industry	30	Conduct school - enterprise cooperative research	53	Regularly inspect and evaluate the operation status	76	Pilot zone construction plan
8	Promote industry with education	31	Carry out the through - train training model	54	Conduct targeted supervision	77	Measures for the management of teachers in higher vocational colleges
9	Foundation for alliance construction	32	Enterprises deeply participate in teaching	55	Accept social supervision	78	Documents regulating school - running behaviors
10	Foundation for alliance application	33	Implement the “apprenticeship” talent program	56	Real - time monitor the construction status	79	Documents on delegating school - running autonomy
11	The government assumes the main responsibility for construction	34	Schools undertake staff training work	57	Verify the application materials	80	Local relevant preferential policies
12	Command and dispatch by main leaders	35	Schools accept enterprise employees for study	58	Select and recommend the best for submission	81	Give preferential support to some projects
13	The working team implements specific tasks	36	Optimize teaching courses	59	Expert inspection and evaluation	82	Provide support through government procurement, etc.
14	The government conducts whole - process dynamic management	37	Build a talent exchange platform	60	Cancel the qualification of unqualified alliances	83	Increase financial support

No.	Concept	No.	Concept	No.	Concept	No.	Concept
15	Build local municipal industry - education alliances	38	Build a “double - qualified” teacher team	61	Clarify the rights and responsibilities of all parties	84	Give priority to educational funds for construction
16	Apply for national municipal industry - education alliances	39	Establish a two - way talent exchange mechanism	62	Clarify task division	85	Implement tax reduction and deduction measures
17	Focus on the development of regional key industries	40	Monitor the matching degree of industries and majors	63	Establish a performance appraisal system	86	Establish a fund to support project construction
18	Promote the transformation of scientific research achievements into production	41	Build a public technology service platform	64	Improve the evaluation system	87	Provide credit support for project construction
19	Reform the talent cultivation model	42	Build a big data platform	65	Establish task assessment and evaluation standards	88	Attract industrial capital investment
20	Jointly cultivate talents by schools and enterprises	43	Publish talent supply and demand information	66	Formulate teaching level evaluation standards	89	Attract social capital investment
21	Commend and reward relevant personnel in accordance with regulations	44	Coordinate and link multiple departments to carry out work	67	Formulate industry norms and product standards	90	-
22	Take the construction status as a reference for excellent evaluation	45	Performance evaluation and assessment	68	Formulate industry skill evaluation standards	91	-
23	Implement local incentive policies	46	Subdivide work contents	69	Talent cultivation standards in professional fields	92	-

Table 2 Analysis of Local Government Policies on Municipal Industry - Education Alliances: Categorization Based on Open Coding

No.	Concepts	Category	No.	Concepts	Category
1	1, 2, 3	Core Concepts	15	44, 45, 46, 47, 48	Working Mechanism
2	4, 5	Policy Response	16	49, 50, 51, 52	Management Mechanism
3	6, 7, 8	Industry - Education Mutual Promotion	17	53, 54, 55, 56	Supervision and Inspection
4	9, 10	Based on Industrial Parks	18	57, 58, 59	Verification and Confirmation
5	11, 12, 13, 14	Government Coordination	19	60, 61, 62	Accountability
6	15, 16	Specific Goals	20	63, 64	Improving Evaluation Mechanism

No.	Concepts	Category	No.	Concepts	Category
7	17, 18	Supporting Regional Industrial Development	21	65, 66, 67, 68, 69	Formulating Evaluation Standards
8	19, 20	Supporting Vocational Education Development	22	70, 71, 72	Impact of Assessment Results
9	21, 22, 23, 24	Incentive Measures	23	73, 74	Issuing Local Guiding Policies
10	25, 26	Incentive Mechanism	24	75, 76, 77, 78, 79, 80	Issuing Other Supporting Policies
11	27, 28, 29, 30	Linkage Forms	25	81, 82, 83, 84, 85	Financial Support
12	31, 32, 33, 34, 35, 36	Personnel Training	26	86, 87	Financial Services
13	37, 38, 39	Talent Exchange	27	88, 89	Attracting Investment
14	40, 41, 42, 43	Information Sharing	-	-	-

2.2 Axial Coding

Axial coding is a process of decomposing, analyzing, and connecting the independent categories obtained from open coding, fully exploring the meaning of the categories, constructing the correlation between each category, and extracting categories at a higher overall level [14]. Generally, there are causal relationships, situational relationships, functional relationships, process relationships, chronological relationships, etc. between various categories. Through repeated thinking and analysis of the internal interrelationships between each category, 11 main categories are finally summarized, which are guiding ideology, implementation principles, implementation goals, personnel incentives, resource sharing, organizational system, supervision and accountability, assessment and evaluation, policy support, fund support, and public opinion building (Table 3). Among them, the material source and reference point are automatically counted by NVivo11 software during the coding process. The material source represents the number of materials containing the category in all materials, and the reference point represents the frequency of the category appearing in all materials.

Table 3 Analysis of Local Government Policies on Municipal Industry - Education Alliances: Main Categories Based on Open Coding

No.	Main Category	Reference Point	Material Source	Corresponding Category
1	Guiding Ideology	31	18	Core Concepts, Policy Response
2	Implementation Principles	36	18	Industry - Education Mutual Promotion, Based on Industrial Parks, Government Coordination
3	Implementation Goals	62	18	Specific Goals, Supporting Regional Industrial Development, Supporting Vocational Education Development
4	Personnel Incentives	20	18	Incentive Measures, Incentive Mechanism
5	Resource Sharing	109	18	Linkage Forms, Personnel Training, Talent Exchange, Information Sharing
6	Organizational System	47	18	Working Mechanism, Management Mechanism
7	Supervision and Accountability	29	18	Supervision and Inspection, Verification and Confirmation, Accountability
8	Assessment and Evaluation	17	18	Improving Evaluation Mechanism, Formulating Evaluation Standards, Impact of Assessment Results

No.	Main Category	Reference Point	Material Source	Corresponding Category
9	Policy Support	13	18	Issuing Local Guiding Policies, Issuing Other Supporting Policies
10	Fund Support	24	18	Financial Support, Financial Services, Attracting Investment
11	Public Opinion Building	18	18	Typical Demonstration, Publicity and Guidance

2.3 Axial Coding

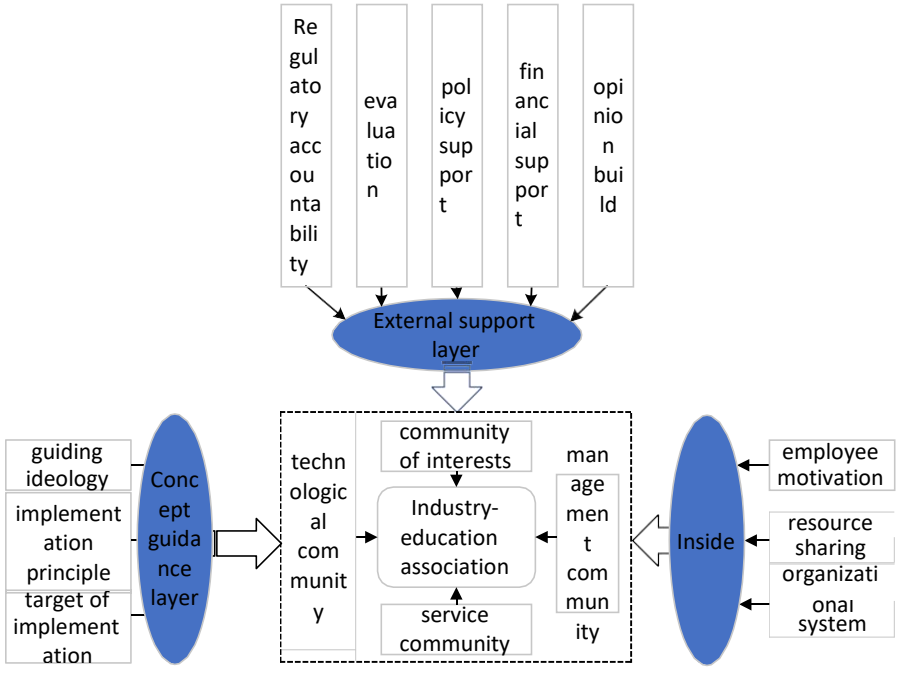
The main task of selective coding is to find one or several core categories with strong generalization ability, correlation ability, and high abstraction from the many main categories formed by axial coding, which is a more focused process. The core category can usually command other categories, be in the core position among all categories, and can reflect the prototype of the framework construction. The core category of this study is "local government policies promote the construction of municipal industry - education alliances", among which local government policy support can be divided into three dimensions: the concept guidance level, the internal management level, and the external support level (Table 4).

Table 4 Analysis of Local Government Policies on Municipal Industry - Education Alliances: Core Categories Based on Open Coding

No.	Core Category	Reference Point	Material Source	Corresponding Main Category
1	Concept Guidance Level	129	18	Guiding Ideology, Implementation Principles, Implementation Goals
2	Internal Management Level	176	18	Personnel Incentives, Resource Sharing, Organizational System
3	External Support Level	101	18	Supervision and Accountability, Assessment and Evaluation, Policy Support, Fund Support, Public Opinion Building

In this study, by using grounded theory, the concepts, categories, and their internal logic are obtained, and a conceptual model of local government policies promoting the construction of municipal industry - education alliances is constructed (Figure 1).

Figure 1 Policy Support Model for Local Government Policies to Promote the Construction of Municipal Industry - Education Alliances



2.4 Saturation Test

The saturation test is an important sign to determine whether to continue or stop data collection. When the analysis of policy texts no longer produces new theoretical categories, the theory is saturated. In the formal coding process, the 18 policy texts are divided into two groups, Group A and Group B. Among them, 3 policy texts are randomly selected from Group B to check the saturation of the research results. After the analysis of the policy texts in Group A is completed, the policy texts in Group B are used for re - analysis, and no new categories or relationships are obtained. Therefore, the category coding and policy support model of this study are theoretically saturated.

3.Conclusions and Recommendations

3.1 Open Coding

This study uses grounded theory to conduct a content analysis of the policy texts on municipal industry - education alliances issued by local governments where the first batch of national - level municipal industry - education alliances are located, and constructs a policy support model for local governments to support the construction of municipal industry - education alliances. The research results show that the policy support model for local governments to promote the construction of municipal industry - education alliances is composed of the concept guidance level, the internal management level, and the external support level.

(1) Concept Guidance LevelThe concept guidance level is the action guide for the construction of industry - education alliances. It plays a macro - leading role in the construction of industry - education alliances, and is a principled consensus that different participating subjects adhere to when solving problems, which can minimize the obstacles in the process of policy implementation. The concept guidance level mainly includes three main categories: guiding ideology, implementation principles, and implementation goals. Among them, the guiding ideology is in line with the spirit of the 20th National Congress of the Communist Party of China, guided by the Thought on Socialism with Chinese Characteristics for a New Era, with deepening education reform as the core concept, and implements the central guiding policies. The implementation principles focus on giving play to the leading role of the government, taking industrial parks as the foundation, supporting education with industry and promoting industry with education. The implementation goals mainly include the specific goal of building provincial and national municipal industry - education alliances, and the core goal of supporting the development of regional economic industries and the high - quality development of vocational education, which describes a roadmap for the construction of industry - education alliances for local governments.

(2) Internal Management LevelThe construction of an industry - education alliance is a comprehensive innovative action that requires the joint participation of multiple subjects, resource sharing, joint management, shared responsibilities, and shared achievements. Its construction and operation require a sound internal management system as support. The internal management level is the core link for the industry - education alliance to realize resource integration. The internal management level includes three main categories: the organizational system of the industry - education alliance, resource sharing, and personnel incentives, which together construct the internal collaboration mechanism of the industry - education alliance. As a new type of organizational form, the legitimacy issue of the municipal industry - education alliance is the primary challenge in organizational construction. The improvement of system construction and the full compliance of the alliance’s behaviors are the prerequisites for the industry - education alliance to have regulatory legitimacy from the perspective of stakeholders, and also an important basis for the internal members of the industry - education alliance to obtain identity recognition. Resource sharing is a key goal of the construction of industry - education alliances. To achieve resource sharing, it is necessary to take effective linkage forms, integrate resources for personnel training, ensure the two - way exchange of talents, and realize the interconnection and sharing of information among all parties. Personnel incentives are an effective way to mobilize the work enthusiasm of internal and external personnel of the alliance, and also an important measure to promote the efficient advancement of various tasks in the alliance construction. They are the concentrated embodiment of the dynamic flow mechanism and salary balance mechanism within the industry - education alliance, and an important means to realize the flow of high - quality industry - education resources. These three main categories help enterprises and schools in various industries form a service, responsibility, interest, and management community with a

complete system, clear division of labor, complementary functions, and close cooperation [15].

(3) External Support LevelThe external support level is an important external guarantee for the construction of industry - education alliances. The external support level mainly includes five main categories: supervision and accountability, assessment and evaluation, policy support, fund support, and public opinion building. Supervision and accountability mainly include the specific arrangements of relevant local governments in the links of verification and confirmation, supervision and inspection, and accountability during the application and construction of the alliance. Assessment and evaluation refers to conducting fair assessment and objective evaluation of the construction work of each subject in the alliance by formulating evaluation standards and improving the evaluation mechanism, and conducting corresponding handling and accountability for the evaluation results to ensure the efficient advancement of various tasks in the alliance construction. Fund support includes three aspects: the government increasing financial support, promoting financial service support, and attracting industrial investment, which lays an economic foundation for the construction work of the industry - education alliance. Policy support is mainly manifested in the central government and the state issuing supporting policies in education and other aspects to assist the smooth progress of the construction work of the industry - education alliance. Public opinion building mainly improves the social recognition and acceptance of the construction of industry - education alliances by publicizing the construction status of the alliance, such as construction achievements, typical cases, and outstanding figures, enhances the social confidence and support for the construction of industry - education alliances, and ensures the transparency of the alliance construction work by making the construction work information public, so that the whole society can supervise and ensure the smooth progress of the construction.

3.2 Open Coding

To promote the construction of municipal industry - education alliances, we should adopt a work path of multi - party participation and multi - dimensional co - governance. The traditional administrative management system is obviously not suitable for alliance management. Therefore, we should establish and improve the alliance management mechanism and working mechanism, and promote the transformation of industry - education integration from loose connection to substantive integration. We should reverse the structural imbalance in the allocation of high - quality resources, effectively activate the existing high - quality resources, promote the upward and downward flow of high - quality resources, and help form a development pattern of efficient mutual promotion between industry and education. Based on the analysis and research conclusions of the policy texts of local governments on municipal industry - education alliances, and combined with the practical problems encountered by local governments in promoting the practice of municipal industry - education alliances, this paper puts forward policy recommendations for further improving the construction of municipal industry - education alliances.

In terms of the concept guidance level, the construction of industry - education alliances mainly explores the effective linkage between local enterprises and schools, and the two - way flow of industrial and educational resources, so as to promote the optimal allocation of the use of industry - education resources within the region. In the process of linkage between enterprises and schools, we must be highly vigilant against the abuse of power and corruption. At the same time, we must also prevent the emergence of passive and negative thoughts such as low enthusiasm of internal personnel in the alliance for construction and “waiting, relying, and asking for help”. The members of the industry - education alliance should adhere to the reform concept of “promoting industry with education and supporting education with industry”, take the initiative to build a resource sharing platform, realize the rational flow of high - quality resources, and let the achievements of reform benefit the local area.

In terms of the internal management level, the realization of integrated internal management of the industry - education alliance is a prerequisite for the smooth development of the industry - education alliance. At present, in the internal management process of the industry - education alliance, we should focus on overcoming the phenomenon of “connection in name only and lack of strength in action”. It is suggested that the industry - education alliance should be established under the leadership of a leading organization, with the participation of multiple parties to form a council, improve the management mechanism with the council as the decision - making body, implement the relevant articles of association and

plans, issue relevant policies and systems, and gradually realize the unified management of personnel, finance, and materials. It is suggested that the industry - education alliance should establish a coordinated and linked working mechanism, improve the entity operation mode, clarify the division of responsibilities, implement performance evaluation, and hold regular meetings to promote the work. We should issue incentive policies, implement incentive measures, and improve the incentive mechanism to fully mobilize the work enthusiasm of internal and external personnel of the alliance and promote the work process efficiently. Under the leadership of the regional administrative department in charge, we should build information platforms such as a data information platform, a platform for publishing talent supply and demand information, a platform for monitoring the matching degree of industries and majors, and a public technology service platform to realize the interconnection and sharing of industry - education information. We should promote the integration of industry and education through linkage forms such as the establishment of industrial colleges, the construction of training bases, and school - enterprise cooperative research. We should promote personnel training through forms such as the “through - train” training model and the “apprenticeship” training program. We should promote talent interaction by establishing a two - way talent exchange mechanism and building a “double - qualified” teacher team.

In terms of the external support level, the construction and operation of the industry - education alliance require strong external support. The government should increase its support for the establishment of municipal industry - education alliances and establish a sound fund support system from three aspects: financial support, financial service support, and attracting industrial investment. We should strengthen public opinion publicity, publicize outstanding figures and typical cases, promote practical experience in construction, and strengthen the leading role of models. We should strengthen public opinion guidance, publish information on construction work and construction progress, improve the public’s awareness and recognition of the alliance construction, and create a good atmosphere of broad social support. We should strengthen public opinion management and gradually establish a multi - subject supervision system with the government, enterprises, schools, and the public as the main bodies. We should strengthen supervision and accountability to ensure that all behaviors of the alliance are legal and compliant, formulate evaluation standards, improve the evaluation system, refine the division of tasks, and implement accountability.

This study provides an effective analysis framework for understanding the policy system of the construction of industry - education alliances in China, and can provide useful references for the government, enterprises, schools, and other departments to further improve the policies and supporting measures for industry - education alliances, which has certain theoretical significance and practical value. Policy texts are the result of conflicts and compromises among various interests, and the policy texts themselves are not equivalent to the policy effects covered by the policies themselves. When local governments implement policies, they often have policy deviations due to the influence of the policy field and the interest demands of stakeholders, which is also an issue that needs to be further explored in future research.

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