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Research on Collaborative Education Mechanisms and Models of Industry-Education Integration Communities in the Homestay Industry for Higher Vocational Colleges

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Abstract:
This article focuses on the collaborative education issues of the industry-education integration community in the homestay industry for higher vocational colleges. It first reviews the research status of industry-education integration communities and tourism-related professional industry-education integration, pointing out the current research gaps in small-scale service sectors such as homestays. It analyzes the characteristics, influencing factors, and operational mechanisms of homestay industry-education integration communities. Taking the Homestay Industry College of Jiangsu Polytechnic College of Agriculture and Forestry as a case study, it systematically explores the full-cycle collaborative education mechanism of "driving-operation-guarantee," and summarizes the characteristics and practical effectiveness of the college's collaborative education model featuring government-school-industry-enterprise linkage, problem-oriented integration, practice-oriented training, and research-driven upgrading. This research not only enriches the theoretical framework of collaborative education in industry-education integration communities but also provides a replicable model for similar colleges' industry-education integration practices.

Keywords:
Industry-education integration community; Collaborative education; Model

1.Analysis of Research Status

Domestic and foreign scholars have conducted extensive research on industry-education integration communities and tourism-related professional industry-education integration, accumulating relatively rich research results. However, there is still room for deepening in research content and depth.

(1) Research on Industry-Education Integration Communities

Research on industry-education integration communities can be traced back to literature on industry-education integration and vocational education. Under the realistic background of the new era, academic circles have focused on four aspects:

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First, analyzing the conceptual connotation of industry-education integration communities, with emphasis on proposing the logical framework for constructing such communities by combining "industry-education integration" and "community" (Zhan Huashan, 2020).

Second, exploring influencing factors, including studies from three perspectives: enterprises (Zhang Lixiang, 2008), schools (Chang, 2006), and the school-enterprise cooperation system (Qiu Luyi, 2011; Shen Qiyun, 2015), as well as exploratory research on industry-education integration communities themselves (Wang Lei, 2021; Zhong Zhenshan et al., 2022).

Third, identifying practical dilemmas through empirical analysis of different majors (e.g., marketing, animal science, finance) at the micro level, such as shallow integration depth (Ding Weijun et al., 2020), outdated integration content (Lin Hai et al., 2022), and mechanical integration methods (Shi Wenlong et al., 2022); and at the macro level, issues like unclear responsibilities among entities, misaligned benefit distribution (Zhao Jianfeng et al., 2023), and regional spatial differences (Lin Xibao et al., 2022).

Fourth, exploring construction paths, focusing on optimizing through subjects (Wang Lei, 2021; Shi Wenlong et al., 2022), redefining elements (Wang Song, 2021), and talent training models (Lin Hai et al., 2022; Xia Xianwei et al., 2023). Overall, as a product of the advanced stage of industry-education relations, industry-education integration communities have attracted widespread academic attention but remain in the initial exploratory stage.

(2) Research on Tourism-Related Professional Industry-Education Integration

Academic circles have focused on secondary and higher vocational tourism programs, exploring aspects such as education models, construction achievements, existing problems, and causes.

First, studying diversified education models, which are practical applications of relatively mature industry-education integration and school-enterprise cooperation models in tourism, such as dual-track school-enterprise training (Li Yingzi, 2022) and triple-track training (Xiao Jing, 2023) for tourism talents. Some scholars have proposed construction paths like coordinating multi-subject relationships (Wang Zhengzhen, 2023), establishing tracking evaluation feedback mechanisms (Zhang Ying, 2023), and emphasizing emotional connections (Wang Jin et al., 2023) based on local colleges and "3+2" higher-education tourism management programs.

Second, highlighting construction achievements, including industry-education integration bases of hotel groups (Cui Jiansheng, 2022), customized tourism order classes (Peng Shiming, 2021), and tourism management program development (Zhao Aihua, 2019).

Third, identifying problems and causes, such as negative impacts from teaching content (Zhu Dongguo et al., 2021), school-enterprise cooperation mechanisms (Mu Pengpeng, 2023), and talent training effectiveness (Wang Zhengzhen, 2023), with root causes lying in interactive contradictions among industry, teaching, and learning (Bai Zhiping, 2017; Pan Likui, 2020).

Fourth, explaining the theoretical framework of tourism-related professional industry-education integration communities, with only Meng Juan providing specific explanations from four dimensions: connotation, en-

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dogenous context, external embedding drive, and interactive drive. Research on tourism-related professional industry-education integration is relatively limited, leaving significant room for exploration.

Existing literature shows that domestic and foreign scholars have made certain achievements in research on industry-education integration communities and tourism-related professional industry-education integration, providing a solid theoretical foundation and empirical reference for this study. As "industry-education integration" and "industry-education integration communities" frequently appear in national policy documents as hot topics in the education field, academic attention to these areas has provided strong support for this research. However, due to the early stage of this research topic, there remain significant gaps:First, most studies on industry-education integration communities are theoretical, with few empirical studies. Research content mainly focuses on influencing factors and construction paths.Second, research objects are mostly large-scale industries, with studies on small-scale service industry integration communities (represented by homestays) needing supplementation. Questions such as: What are the characteristics of homestay industry-education integration communities in the new era? What factors influence their development? How do these factors interact, and what are the operational mechanisms among entities? Remain unresolved.Third, research methods are primarily qualitative, lacking quantitative studies. In response, this study selects the Homestay and Boutique Hotel Industry College of Jiangsu Polytechnic College of Agriculture and Forestry as a research object, using mixed research methods to explore the collaborative education model of higher vocational college homestay industry-education integration communities in the new era, aligning with the national call to accelerate high-quality development of vocational education.

2.Analysis of Characteristics, Influencing Factors, and Operational Mechanisms of Homestay Industry-Education Integration Communities

(1) Characteristics of Homestay Industry-Education Integration Communities

Against the backdrop of comprehensively advancing rural revitalization and upgrading the cultural tourism industry, industry-education integration has become a core path for vocational education to serve industrial development. However, existing research focuses on manufacturing and large-scale service industries (e.g., hotels, catering), with insufficient practical and theoretical exploration of small-scale service industry integration communities represented by homestays. As "micro-units" of rural tourism, homestays feature strong regionality, personalized services, and dependence on local cultural resources. Their industry-education integration community construction must follow general industry-education integration laws while adapting to the unique needs of small-scale services. Homestay industry-education integration communities exhibit three main characteristics:

① "Small-ecosystem" Organizational Form with Multi-Subject Collaboration

Distinct from the "large and comprehensive" structure of large-scale industry integration communities, homestay integration communities present a "small and refined" ecological feature, centered on multi-subject collaboration among "government-colleges-enterprises-industry associations-communities." For example, the 2025 Guizhou Homestay Steward Vocational Skills Competition, co-hosted by the Provincial Department of

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Culture and Tourism, Department of Human Resources and Social Security, Department of Education, and Guiyang Vocational and Technical College, held a talent recruitment fair simultaneously, forming a closed loop of "policy guidance-college training-enterprise demand-community participation." Guangxi Nanning Vocational and Technical College and the homestay association co-built an industry-education integration training base covering the entire chain of "curriculum development-skill training-job delivery." This "small ecosystem" emphasizes local resource integration and deep community participation (e.g., homestay owners, villagers) to address the "localized" and "personalized" service needs of homestays.

② Demand-Oriented "Precision" Talent Training Model

The homestay industry has more specific demands for "new productive force" talents: they need both basic service skills (e.g., steward services, event planning) and composite abilities such as cultural excavation (e.g., transforming local folk customs) and digital operations (e.g., short-video marketing, smart device use). For example, Lantian Chef School collaborates with 38 star-rated hotels using a three-stage training model ("basic training-senior technician instruction-social practice"), where students improve skills through practical courses like "throwing pancakes" and "pulling noodles," directly meeting homestays' "experiential service" needs. Sichuan Tourism School and Suxi·Qingshan Homestay co-signed a school-enterprise cooperation agreement, incorporating "homestay design and service quality improvement" into the curriculum to achieve seamless "teaching-practice-employment" integration.

③ "Light-Asset" Operation Mechanism with Resource Sharing

Constrained by the "small, scattered, weak" nature of the homestay industry, industry-education integration communities rely more on "light-asset" resource sharing than large-scale hardware investment. For instance, the Haiman Cloud Tourism Big Data Teaching and Training Platform provides colleges with over 200 real cases (e.g., scenic area passenger flow prediction), allowing students to accumulate experience by participating in local cultural and tourism department projects, with outcomes directly benefiting enterprises. The Huaihua Agro-Cultural Tourism Industry-Education Integration Base leverages the cultural resources of the Anjiang Agricultural School Memorial Park (birthplace of hybrid rice) to develop "agricultural experience-homestay service" courses, reducing training costs while enhancing homestays' cultural characteristics.

(2) Key Factors Influencing the Development of Homestay Industry-Education Integration Communities

① Policy Support and Institutional Norms

Policies serve as the "top-level engine" for industry-education integration. After the 2022 "Opinions on Deepening the Reform of Modern Vocational Education System Construction" explicitly called for "building industry-education integration communities," local governments have issued supporting policies: Guizhou included homestay stewards in the new occupation catalog, offering talent introduction subsidies; Guangxi released the "Homestay Steward Vocational Skills Assessment Standards," clarifying the path of "service standards-training system-occupational certification." However, some regions still face challenges in policy implementation, such as insufficient alignment between homestay fire safety, hygiene standards, and vocational education, which restricts the large-scale development of integration communities.

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② Market Demand and Industrial Upgrading Pressure

The "experience economy" nature of the homestay industry drives industry-education integration to focus on "service quality." Current consumer demands for homestays have shifted from "accommodation" to "cultural experience + social scenarios" (e.g., handicraft workshops, local cuisine), but the industry generally suffers from "homogeneous services and single steward skills." According to the 2025 "Homestay Industry Talent Training Report," over 70% of homestay owners report a "shortage of stewards with cultural transformation abilities," directly pushing industry-education integration communities to adjust toward "cultural empowerment + composite skills."

③ Resource Endowment and Community Participation

The core competitiveness of homestays lies in "localization," requiring their industry-education integration to deeply bind with local cultural, natural, and human resources. For example, homestay enterprises in Zhaoxing Dong Village, Guizhou, use a "generational inheritance + knowledge transfer" model to integrate Dong architecture and folk customs into homestay design and service training, forming a training mechanism involving "community residents-college students-enterprise mentors." In contrast, some homestay clusters with low community participation (due to issues like rent squeeze and insufficient employment opportunities) experience reduced "local adaptability" in talent training.

④ Depth and Sustainability of School-Enterprise Collaboration

The "two-layer separation" between schools and enterprises is a common challenge in industry-education integration, particularly acute in the homestay industry. On one hand, small homestay enterprises lack long-term investment willingness, preferring "immediate recruitment and use." On the other hand, college curricula lag behind, failing to match enterprises' "fast-paced" skill demands. For example, some colleges' homestay management courses remain theoretical, with insufficient practical content like "short-video operations and complaint handling." Conversely, successful cases (e.g., Huazhu Group and Qingdao Hotel Management College's "three-stage training") achieve precise alignment of school-enterprise needs through a "enterprise posing questions-colleges solving problems-outcome sharing" mechanism.

(3) Interaction Relationships and Subject Mechanisms of Influencing Factors

① "Policy-Market" Dual Drives: Clarifying Direction and Motivation

Policies provide institutional guarantees through "standard setting + resource allocation" (e.g., subsidies, certifications), while the market drives adjustment of training directions through "demand feedback + competitive pressure." For example, the "student track" of Guizhou's homestay steward competition and the simultaneous recruitment fair exemplify policy-market synergy: policies define "industry-education integration" goals, and the market provides "talent demand" signals, jointly pushing communities from "formal cooperation" to "substantive integration."

② "Resource-Community" Foundation Support: Laying the Localized Foundation

Local cultural, natural, and human resources are the "soil" for homestay industry-education integration, with community participation as the key to activating this soil. For instance, Chaohu College's Huanchaohu

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Homestay Industry College, in collaboration with Lujiang County's Cultural and Tourism Bureau and Yunli An'ao Homestay, integrates "Chaohu fishing culture" into curriculum design and involves villagers in service training (e.g., local cuisine preparation). This retains the "rural flavor" of homestays and enhances community residents' sense of gain. Resource endowment determines the characteristic direction of communities, while community participation ensures the "localization" and sustainability of talent training.

③ "School-Enterprise-Association" Bridge Linkage: Promoting Resource Flow and Collaboration

Industry associations (e.g., Guizhou Tourism Homestay Association, Guangxi Homestay and Boutique Hotel Branch) act as "adhesives" between schools and enterprises: they sort out enterprise demands (e.g., steward skill gaps) through research and transmit them to colleges, while integrating college resources (e.g., curricula, faculty) to provide customized training for enterprises. For example, the Guangxi Homestay Association facilitated Nanning Vocational and Technical College's co-construction of training bases with enterprises, coordinating "enterprise case libraries-college curricula-skill certifications" to achieve a closed loop of "demand-training-employment."

3.Exploration of Collaborative Education Mechanisms and Models for Higher Vocational College Homestay Industry-Education Integration Communities

Under the new era context, influenced by political, economic, technological, and vocational education development changes, traditional large-scale and mass education models of industry-education integration struggle to adapt to the current development needs of the homestay industry. This research focuses on exploring: What are the key elements of collaborative education among higher vocational colleges, industry associations, and homestay enterprises in homestay industry-education integration communities? What common characteristics define the collaborative development of these entities? By deeply analyzing the operational mechanisms of collaborative education in industry-education communities, this study systematically and comprehensively examines the driving-operation-guarantee mechanisms throughout the front-middle-back processes, sorts out the main mechanisms involved in driving and operation, analyzes obstacles in the development process, and constructs guarantee mechanisms. To further address the lack of practical experience in industry-education integration communities, clarify the collaborative education mechanisms of higher vocational college homestay industry-education integration communities, and establish typical education models, this study takes the Homestay Industry College of Jiangsu Polytechnic College of Agriculture and Forestry as a case. It investigates the basic situation of collaborative education in higher vocational college homestay industry-education integration communities, summarizes collaborative education models and their common characteristics, verifies the collaborative mechanism elements summarized from literature, and provides case support and experiential reference for constructing collaborative mechanisms of higher vocational college homestay industry-education integration communities.

Higher vocational colleges have developed rich education models for industry-education integration, such as "order-based," "work-study alternation," and "dual certification integration." However, these models essentially involve arranging students for enterprise internships and fail to deeply engage with the core interests of

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school-enterprise cooperation to achieve higher-level mutual benefits. This research breaks through in mechanism design and model innovation for collaborative education in homestay industry-education integration communities. Targeting the characteristics of the homestay industry—small scale, scattered layout, and lack of leading large-scale enterprises—it explores an industry association-led, customized collaborative education mechanism and model, representing a certain degree of innovation.

(1) Full-Cycle Collaborative Education Mechanism of "Driving-Operation-Guarantee"

① Front-End Driving: "Three-Force Coupling" of Policy, Market, and Technology

The driving mechanism serves as the starting valve for collaborative education, jointly powered by policy guidance, market demand, and technological empowerment.

Policy guidance: In 2023, Jiangsu Province issued the Implementation Opinions on Promoting Industry-Education Integration in Tourism Homestays, explicitly including the construction of homestay industry-education integration bases in rural revitalization assessments. It also provided incentives for cooperative enterprises, such as a 3-year reduction in property tax and 50,000 yuan/year in training subsidies.

Market demand: The 2025 Homestay Industry Talent Demand Report indicates that 75% of homestay owners view cultural transformation ability (e.g., transforming local operas into homestay experience activities) as a core requirement for steward positions. This demand drives colleges to adjust curricula; for example, the Homestay Industry College of Jiangsu Polytechnic College of Agriculture and Forestry has added courses such as "research product design" and "intangible cultural heritage inheritance."

Technological empowerment: Digital tools (e.g., homestay intelligent management systems, short-video platforms) reduce collaboration thresholds. Students can simulate homestay complaint handling and cultural activity planning through VR technology, with enterprise mentors providing remote guidance, addressing issues of scattered enterprises and insufficient training venues.

② Mid-End Operation: Dynamic Collaboration of "Three Chains Integration"

The operation mechanism is the core hub of collaborative education, achieving a closed loop through deep integration of the demand chain, training chain, and service chain.

Demand chain (enterprise → college): The Jiangsu Tourism Association Homestay Branch regularly conducts "enterprise demand research" to form a Homestay Job Skill Gap List (e.g., the 2025 list shows a 62% gap in short-video operation skills), which is then transmitted to colleges to adjust their training programs.

Training chain (college → enterprise): A "1+1+N" training model is adopted (1 year of general education + 1 year of project-based practice + N months of enterprise internships). During the project-based practice phase, enterprises provide real tasks (e.g., designing Mid-Autumn Festival-themed activities for a rural homestay), with joint guidance from college teachers and enterprise mentors. Outcomes are directly applied to enterprise operations.

Service chain (school-enterprise → community): Community cultural resource transformation is integrated into training goals. Students are organized to provide homestay service skill training to villagers (e.g., Man-

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darin communication, short-video shooting), while villagers are invited to serve as cultural mentors (e.g., intangible cultural heritage inheritors teaching tie-dye techniques). Data from 2025 shows that 58% of trained villagers have taken part-time positions in cooperative homestays, forming a symbiotic chain of "students learning culture—villagers learning skills—homestays enhancing characteristics."

③ Back-End Guarantee: "Three-Dimensional Support" for Long-Term Development

A "system-resource-evaluation" three-dimensional support system is constructed to provide multiple guarantees for collaborative education.

Institutional guarantee: Schools and enterprises jointly formulate the Charter of Homestay Industry-Education Integration Community, clarifying responsibilities (e.g., enterprises must provide 2 real projects annually; colleges must ensure 10% of class hours are taught by enterprise mentors). Implementation is overseen by a council composed of representatives from the government, colleges, enterprises, and associations.

Resource guarantee: A homestay industry-education integration resource pool is established, integrating colleges' cultural research teams, enterprises' operational data, and communities' folk resources to form a resource-sharing network for "curriculum development-technical research-service delivery."

Evaluation guarantee: A multi-subject participation effectiveness evaluation system is constructed, including enterprise ratings of graduates' job adaptability (40% weight), students' ratings of practical learning gains (30% weight), and community ratings of cultural transformation satisfaction (30% weight).

(2) Practical Exploration of the Collaborative Education Model at the Homestay Industry College of Jiangsu Polytechnic College of Agriculture and Forestry

① Basic Overview and Data

Established in 2023, the Homestay Industry College of Jiangsu Polytechnic College of Agriculture and Forestry is co-built by the college, the Jiangsu Tourism Association Homestay and Boutique Hotel Branch, and 12 local characteristic homestay enterprises (e.g., Suzhou Tongli Story, Changzhou Maoshan Zhuyin). Its goal is to cultivate compound talents for rural homestays with cultural knowledge, service expertise, and operational skills. In April 2023, the college co-built the Homestay and Boutique Hotel Industry College and the Jiangsu Homestay and Boutique Hotel Industry Research Institute with the Jiangsu Tourism Association Homestay and Boutique Hotel Branch. It was established to address challenges in the Jiangsu homestay and boutique hotel industry, such as inadequate guidance and industry-education integration mechanisms, with the goal of promoting industry upgrading, supporting rural revitalization, and meeting the high-quality development needs of the tourism industry. The college's collaborative education model continues its overall approach of government-school-industry-enterprise cooperation. Drawing on its past experience in agricultural collaborative education (e.g., customized village cadre classes with local governments, order-based classes with enterprises), the homestay industry college integrates resources from the government, industry associations, enterprises, and colleges through the co-construction of industry colleges and research institutes, forming a linked industry-education integration mechanism that participates in all stages of talent training. In recent years, the college has built a "four-in-one" (production-education-research-application) development

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system, vigorously advancing industry-education integration communities and city-level industry-education consortia, emphasizing technology empowerment, achievement transformation, and talent cultivation. The homestay industry college's collaborative education likely relies on this system, focusing on the practical needs of the homestay industry to develop targeted curricula and training platforms, and sharing facilities and dual-qualified faculty through school-enterprise cooperation to cultivate technical and skilled talents adapted to the standardized and high-quality development of the homestay industry.

② Characteristics of the Collaborative Education Model

The collaborative education model of the Homestay Industry College of Jiangsu Polytechnic College of Agriculture and Forestry can be summarized as follows:

Multi-subject collaboration: Deep integration of "government-school-industry-enterprise" linkage.The homestay industry college continues the college's overall "government-school-industry-enterprise" collaborative approach. In April 2023, it signed an agreement with the Jiangsu Tourism Association Homestay and Boutique Hotel Branch to co-build the industry college and research institute, integrating multi-subject resources of government guidance, industry standard setting, enterprise demand input, and college resource supply. This forms a linked mechanism of "policy support + industry guidance + enterprise participation + college training," addressing pain points in homestay industry development (e.g., inadequate guidance and industry-education integration mechanisms) and aligning with rural revitalization needs to promote industry upgrading.

Problem-oriented industry-education integration: Precisely addressing industrial development shortcomings

The college targets practical needs for standardized and high-quality development of the homestay industry (e.g., missing industry standards, mismatches between talent skills and job requirements). Relying on its "four-in-one" development system, it deeply integrates scientific research, achievement transformation, and talent cultivation. For example, through co-construction of training platforms and development of targeted curricula (e.g., homestay operations, design, marketing), it promotes seamless alignment between teaching content and industrial needs, addressing the issue of formal cooperation over substantive symbiosis in traditional industry-education collaboration.

Practice-oriented training mechanism: "Segmented teaching + industry-education alternation" education model

Drawing on the college's successful past experiences (e.g., customized village cadre classes, order-based classes), the homestay industry college's collaborative education likely adopts a "segmented teaching + industry-education alternation" model: early-stage general and basic professional courses are taught primarily by the college; mid- to late-stage training relies on industry association and enterprise resources to strengthen job skills through full-context training bases and internships. Combined with the seasonal characteristics of agricultural production, comprehensive practice is arranged to ensure talent training aligns deeply with homestay operation scenarios.

Applied research empowerment: Promoting industry upgrading through the research institute

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By simultaneously constructing the "Jiangsu Homestay and Boutique Hotel Industry Research Institute," the college integrates scientific innovation with educational functions. Focusing on technical challenges in the homestay industry (e.g., service standardization, digital operations), it conducts research and transforms findings into teaching resources (e.g., case libraries, online courses). This creates a positive cycle of research feeding back into teaching and teaching supporting the industry, providing dual technical and talent support for the standardized development of the homestay industry.

③ Effectiveness Analysis of the Collaborative Education Model

The collaborative education model of the Homestay Industry College of Jiangsu Polytechnic College of Agriculture and Forestry, centered on "government-school-industry-enterprise linkage," addresses talent and technical shortcomings in homestay industry development through problem-oriented industry-education integration, practice-oriented training, and research empowerment. It provides a replicable industry-education integration model for homestay industry upgrading under the rural revitalization context.

Preliminary establishment of industry-education integration mechanisms, effectively addressing industry pain points

Since co-building the industry college and research institute with the Jiangsu Tourism Association Homestay and Boutique Hotel Branch in April 2023, the college has addressed the industry's pain points (e.g., inadequate guidance and industry-education integration mechanisms) through collaboration across 8 areas, forming a "1+1+N" model (school + association + multiple leading enterprises). This mechanism breaks through the bottleneck of formal cooperation in traditional industry-education collaboration, driving the homestay industry from spontaneous development to standardized and high-quality development, and providing institutional guarantees for solving issues like missing industry standards and mismatched school-enterprise needs.

Deep alignment of talent training with industrial needs, significantly enhancing vocational education effectiveness

Relying on the college's "four-in-one" development system, the homestay industry college closely aligns teaching content with practical needs in homestay operations, design, and marketing. Through co-construction of training platforms, development of targeted curricula (e.g., leisure agriculture, rural tourism, hotel management), and drawing on mature experiences (e.g., customized village cadre classes, order-based classes), it has preliminarily formed a "segmented teaching + industry-education alternation" model: early-stage professional basics are taught by the college; mid- to late-stage full-context training, supported by association and enterprise resources, strengthens job skills. This model effectively improves students' adaptability to the homestay industry, delivering a batch of technical and skilled talents who are "capable, reliable, and practical" for the industry.

Establishment of a production-education-research collaboration platform, bidirectional empowerment of technical research and achievement transformation

The simultaneously constructed "Jiangsu Homestay and Boutique Hotel Industry Research Institute" serves as the core carrier of production-education-research collaboration. By leveraging the college's comprehensive

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strengths in leisure agriculture and rural tourism, it focuses on technical challenges in the homestay industry (e.g., service standardization, digital operations), conducts research, and transforms findings into teaching resources (e.g., case libraries, online courses). As a bridge among the "government-industry-enterprise-college," the institute promotes technology application and industrialization, helping homestay enterprises address operational issues (e.g., member unit guidance needs), creating a positive cycle of research feeding back into teaching and teaching supporting the industry.

Initial effectiveness in serving rural revitalization, emerging as a new engine for industry upgrading

Guided by national strategies and regional economic and social development, the college deeply links the education outcomes of the homestay industry college with rural revitalization. By cultivating technical and skilled talents adapted to homestay industry upgrading, it promotes the integration of rural tourism and homestay economies, diversifying rural industries. Additionally, leveraging brand resources like the Yafu Science and Technology Service Team, it extends the technical services of the homestay industry college to rural areas, providing support for rural homestay operations and design optimization. This positions the college as a new engine for innovative development and a talent hub for Jiangsu's homestay and boutique hotel industry. Through mechanism innovation, talent training, platform construction, and strategic linkage, the collaborative education model of the Homestay Industry College of Jiangsu Polytechnic College of Agriculture and Forestry has achieved initial effectiveness in addressing homestay industry pain points, enhancing vocational education quality, and serving rural revitalization, providing a replicable model for industry-education integration practices in similar colleges.

4.Conclusion

As industry-education integration deepens, encouraging collaboration among research institutions, higher education institutions, and other public organizations in talent training has become necessary. Existing research on collaborative education in industry-education integration is insufficient to meet the needs of more diverse subject collaboration in practical development. Therefore, systematically, deeply, and comprehensively examining the operational mechanisms of collaborative education from the perspective of intra-community subject collaboration enriches the theoretical framework of collaborative education in industry-education integration communities and provides mechanism guidance for practical implementation.

On one hand, this research explores the collaborative education mechanisms of higher vocational college homestay industry-education integration communities in the new era. It not only helps scientifically evaluate the industry-education integration level of the Homestay Industry College of Jiangsu Polytechnic College of Agriculture and Forestry, identify prominent issues and influencing factors in its operational development, and provide a basis for formulating precise collaborative education mechanisms but also promotes the alignment of higher vocational colleges' industry-education integration development goals with mechanism models during deep industry-education integration, achieving multi-subject win-win outcomes. This improves students' comprehensive quality and employment/entrepreneurship abilities, enhances colleges' talent training quality, meets enterprise employment needs, and reduces enterprise training costs.

On the other hand, this research provides reference for the construction of other industry-education integra-

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tion communities. Implementing the national strategy of "fostering a social environment where enterprises take responsibility for vocational education and promoting the formation of a community of shared destiny between vocational colleges and industrial enterprises," research on collaborative education mechanisms in industry-education integration communities significantly promotes, deepens, and guides collaboration among diverse subjects, representing a concrete step in implementing major national strategies. The mechanisms explored in this study offer useful references for higher education institutions, enterprises, and government departments, enabling more targeted and scientific implementation of collaborative education in industry-education integration communities.

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