

Exploration and Reflections on the Collaborative Education of Party Building and Ideological-Political Education in Agricultural Vocational Colleges

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Abstract

The integration of Party building and ideological-political education is a vital approach to enhancing the quality of talent cultivation in vocational colleges. This paper explores the necessity of such collaboration and analyzes the intrinsic connection and foundational synergy between Party building and ideological-political education in agricultural vocational institutions. It identifies existing challenges and proposes collaborative education strategies. By developing unique platforms such as “Field-based Ideological-Political Classrooms,” “Science and Technology Commissioners,” and the “Farming-Reading+” curriculum, the study innovatively integrates Party education into agricultural specialties. Initiatives such as delivering Party lectures in the fields and embedding ideological-political content into professional training have fostered a new educational ecosystem characterized by the integration of classrooms and farmlands, knowledge and values, skills and responsibilities. This provides a valuable reference for promoting the synergy between Party building and ideological-political education in agricultural vocational colleges.

Keywords

Party Building; Ideological-political Education; Agricultural Vocational Colleges; Collaborative Education; Farming-Reading+

1. Introduction

Party building serves as the fundamental guarantee for ensuring that higher education institutions adhere to the socialist orientation in education and fulfill the mission of cultivating qualified builders and reliable successors for the cause of socialism. Strengthening Party leadership and organizational development helps institutions remain committed to their core mission of educating talent for the Party and the nation, while ensuring alignment between the direction of school development

and the core socialist values [1]. In higher vocational colleges, the integration of Party building with ideological and political education plays a critical role in guiding students to establish firm ideals and beliefs, and in enhancing their sense of social responsibility and historical mission. Moreover, Party building contributes to the construction of campus culture by fostering a positive and progressive learning environment, thereby laying a solid ideological foundation and providing organizational support for the cultivation of highly skilled talents.

Ideological and political education is a crucial component in guiding students to develop a correct worldview, outlook on life, and system of values. Higher vocational colleges shoulder the responsibility of cultivating high-quality technical talents, and the effectiveness of their ideological and political education has a direct bearing on the country's future development[2]. In agricultural vocational institutions, such education must be closely integrated with the characteristics of agricultural disciplines. It should be embedded in professional education and practical production activities, enabling students to deeply understand the significance of agriculture, cultivate a strong commitment to the "agriculture, rural areas, and farmers" cause, and ignite their passion and motivation to contribute to agricultural development.

However, certain challenges remain in realizing collaborative education that integrates Party building and ideological-political education in agricultural vocational colleges. For example, the degree of integration between the two remains insufficient, with limited resource sharing and underutilized complementary strengths. The content of ideological and political education is also often disconnected from professional practice, leading to weak relevance and effectiveness. Therefore, an in-depth exploration of how collaborative education is being implemented in agricultural vocational institutions is of great significance. It can support the sustainable development of educational efforts and contribute to the cultivation of a new generation of highly competent agricultural professionals to serve the goals of rural revitalization.

2. The Intrinsic Link and Foundational Synergy Between Party Building and Ideological-Political Education

Party building provides a strong guarantee for the effective implementation of ideological and political education, while a collaborative education system rooted in ideological and political education also represents a correct and strategic direction for advancing Party building. The two are mutually reinforcing, jointly contributing to the creation of innovative learning models for students [3].

2.1. Intrinsic Connection

(1) The educational goals of Party building and ideological-political education in higher vocational colleges are intrinsically aligned. Party building aims to cultivate students' Party consciousness by strengthening ideological, organizational, and work-style construction within the Party framework. It guides students to solidify

their ideals and convictions and to grow into young people who meet the demands of the times. Meanwhile, ideological and political education focuses on helping students establish a correct worldview, outlook on life, and system of values, thereby comprehensively enhancing their moral development. Both share the fundamental goal of fostering virtue and character as the cornerstone of education. They emphasize the holistic development of students in moral, intellectual, physical, aesthetic, and labor education, striving to cultivate a new generation of youth who are idealistic, ethical, culturally competent, and disciplined.

(2) Party building and ideological-political education in higher vocational colleges are complementary in content. Party building focuses on areas such as the study of Party theories, education on Party lines, principles and policies, and the cultivation of Party consciousness. In contrast, ideological and political education encompasses political theory learning, education in ideals and beliefs, patriotism, and moral development. Although their emphases differ, both are integral components of students' ideological and political education, jointly forming a comprehensive content system. Through the organic integration of Party building and ideological-political education, students can receive more holistic ideological training and develop a well-rounded moral and ideological framework.

(3) Party building and ideological-political education in higher vocational colleges exhibit strong integration in educational methods. Party building typically employs a variety of forms such as theoretical study, organizational activities, and social practice. Meanwhile, ideological and political education emphasizes classroom instruction, practical teaching, and the development of campus culture. The two approaches complement and integrate with each other, resulting in more diverse and engaging forms of talent cultivation, while enhancing the relevance and effectiveness of ideological education. For instance, by organizing students to participate in social practice activities that incorporate both Party building and ideological-political education, colleges can simultaneously strengthen students' Party consciousness and improve their moral and ideological qualities.

2.2. Foundational Synergy

(1) The state attaches great importance to the collaborative cultivation of talent through Party building and ideological-political education in higher education institutions. In recent years, the Ministry of Education and other relevant departments have successively issued a series of policy documents, such as the Guidelines for Ideological-Political Curriculum Development in Higher Education Institutions and the Implementation Plan for the Reform and Innovation of Ideological and Political Theory Courses in the New Era. These policies emphasize the need to strengthen the integration of Party building and ideological-political education in colleges and universities, and to promote innovation in collaborative education mechanisms. Such policy measures provide strong guidance and support for the integration of Party building and ideological-political education in agricultural vocational colleges.

(2) The collaborative education of Party building and ideological-political work in colleges and universities is highly practice-oriented. With the growing societal demand for a new generation of agricultural professionals, higher vocational agricultural colleges are under increasing pressure to cultivate talents who not only possess strong technical skills but also demonstrate sound ideological and political qualities. The synergy between Party building and ideological-political education helps meet this demand by fostering well-rounded agricultural professionals, thereby providing strong talent support for the advancement of agricultural modernization.

(3) Higher vocational colleges possess unique resource advantages in the collaborative implementation of Party building and ideological-political education. On one hand, school Party organizations have well-established organizational systems and extensive experience in Party-related work. On the other hand, these institutions are equipped with professional teams of ideological-political educators and abundant educational resources in this field. By fully leveraging these strengths, colleges can achieve more effective integration between Party building and ideological-political education, thereby enhancing the overall impact of collaborative talent cultivation.

3. Problems in the Practice of Collaborative Education Between Party Building and Ideological-Political Education

3.1. Lack of Synergistic Awareness

Party building and ideological-political education often operate independently, and some teachers and Party affairs staff lack sufficient awareness of their collaborative potential. They tend to view the two as unrelated domains, failing to fully recognize the importance and necessity of integrating Party building with ideological-political education. This lack of understanding hinders the formation of synergy in educational practice and weakens the overall effectiveness of collaborative education. Moreover, a weak atmosphere for collaboration is also a common issue. For example, there is often a lack of publicity and promotion regarding the integration of Party building and ideological education, leading to limited awareness among teachers and students. Additionally, the absence of diverse activities and practical platforms for collaborative education makes it difficult for faculty and students to experience its value and effectiveness in practice.

3.2. Underdeveloped Mechanisms for Collaboration

In some higher vocational colleges, the mechanisms for collaborative education between Party building and ideological-political education remain underdeveloped. For example, there is often a lack of a comprehensive institutional system to support collaboration, with unclear roles and responsibilities among different departments involved in the collaborative process. Additionally, the absence of effective evaluation mechanisms makes it difficult to scientifically assess the outcomes of collabora-

tive education efforts. As a result, the integration of Party building and ideological-political education lacks the structural support necessary to ensure its effectiveness.

3.3. Limited Diversity in Collaborative Approaches and Methods

Some agricultural vocational colleges remain confined to traditional forms such as classroom teaching and theoretical study, lacking innovation and diversity in their collaborative approaches. For instance, ideological and political classes often still rely on conventional lecture-based methods, which struggle to engage students or stimulate their enthusiasm for learning. In Party building efforts, there is a strong emphasis on faculty members' study of Party theories and participation in organizational activities, but effective strategies for integrating professional education into Party building are lacking. This limits the effectiveness of collaborative education between Party building and ideological-political work

3.4. Insufficient Teaching Capacity for Collaborative Talent Cultivation

Collaborative education between Party building and ideological-political work places high demands on faculty competence in higher vocational colleges. On one hand, there is a shortage of interdisciplinary teachers who are well-versed in both Party building and ideological-political education. On the other hand, some faculty members lack sufficient knowledge in Party-related theory and practice, making it difficult to effectively integrate Party building with ideological instruction. This weakness in faculty capacity for collaborative education undermines the quality and effectiveness of efforts to integrate Party building with ideological-political education.

4. Strategies for Constructing a Collaborative Education Model Integrating Party Building and Ideological-Political Education

4.1. Enhancing Collaborative Awareness through Ideological Guidance

As an essential component of the Party's ideological development, ideological-political education plays a critical role in cultivating correct values among college students and enhancing their moral development. It serves as a key pathway for fulfilling the fundamental mission of moral education in higher education institutions[4]. Higher vocational colleges can enhance collaborative awareness between Party building and ideological education by strengthening publicity, offering targeted training, and encouraging active participation in practical activities.

First, colleges should intensify publicity and education on collaborative cultivation by promoting the importance and necessity of integrating Party building with ideological-political education through various channels and formats. For example, concepts and practical cases of collaborative education can be disseminated through campus radio, bulletin boards, and online platforms to increase awareness among both faculty and students.

Second, institutions should regularly organize specialized training sessions. Inviting

experts to host "Plowing and Reading Forums" and innovatively developing a tiered "three-level progressive" curriculum system rooted in agricultural practice can cultivate students' affinity for agriculture through hands-on experience. These activities also help teachers deeply understand the significance of collaborative education, master relevant methods and techniques, and improve their ability to implement integrated approaches.

Third, the participation of both faculty and students in practical activities should be strengthened so that they can personally experience the value and effectiveness of collaborative education. For instance, students can be organized to engage in social practice and volunteer service activities where elements of Party building and ideological-political education are embedded, allowing them to recognize the significance and necessity of collaboration through experiential learning.

4.2. Enhancing the Coordination Mechanism of Party Building and Ideological-Political Education through Management Development

Higher vocational colleges can promote collaboration between Party building and ideological-political education by improving institutional systems, refining evaluation mechanisms, and strengthening supervision and guidance.

First, a sound institutional framework for collaborative education should be established, with clearly defined responsibilities and tasks for each department involved. For instance, colleges can formulate specific work plans and assessment guidelines for collaborative education to provide institutional guarantees for its implementation.

Second, a comprehensive evaluation mechanism should be developed to scientifically assess the effectiveness of collaborative efforts. This may include the creation of a set of evaluation indicators and assessment procedures tailored to collaborative education, along with regular inspections and assessments to ensure its steady advancement.

Third, supervision and guidance should be reinforced to ensure the smooth progress of collaborative work between Party building and ideological-political education. For example, a dedicated leadership team for collaborative education can be formed to coordinate the work and responsibilities of various departments. In addition, external experts and scholars may be invited to provide professional guidance and evaluation, thereby improving the quality and effectiveness of collaborative education.

4.3. Enriching Collaborative Approaches to Party Building and Ideological-Political Education Through Information Technology

With the advancement of digitalization and information technology, new tools are playing an increasingly important role in strengthening the collaboration between Party building and ideological-political education.

First, new media platforms can be fully utilized to promote collaborative education.

For example, WeChat public accounts, Weibo, and other self-media platforms can be used to disseminate information about online theoretical courses and practical activities. Online platforms can also host interactive discussions and exchange activities to enhance communication between faculty and students.

Second, innovative teaching methods should be introduced to improve the relevance and effectiveness of Party building and ideological-political education. Interactive approaches such as case studies, group discussions, and role-playing can be adopted, while modern technologies like VR and AR can be incorporated to create immersive educational scenarios. These simulated environments allow students to engage with ideological content in a vivid and tangible way.

Third, integrated platforms for collaborative education should be developed to facilitate resource sharing and the complementary use of institutional strengths. For instance, data-sharing platforms for Party building and ideological-political education can be established, and cooperation with peer institutions can be strengthened to jointly advance the implementation and innovation of collaborative education.

4.4. Strengthening the Collaborative Force of Party Building and Ideological-Political Education Through Faculty Development

Strengthening the faculty team is a key factor in advancing the collaboration between Party building and ideological-political education.

First, training efforts for ideological-political instructors and Party affairs personnel should be intensified to enhance their professional competence and capacity for collaborative education. This can be achieved through regular thematic training sessions or seminars, where external experts and scholars are invited to share theoretical insights and practical experiences related to the integration of Party building and ideological-political education.

Second, talent recruitment should be prioritized to provide strong personnel support for collaborative education efforts. This includes attracting experienced and professionally skilled ideological educators and Party workers through recruitment or talent introduction programs, as well as fostering partnerships and exchanges with external institutions and enterprises to promote the deepening of collaborative practices.

Third, greater attention should be paid to cultivating young ideological-political educators, Party affairs staff, and teachers' capacity for integrating ideological content into curriculum instruction. This ensures the sustained and effective implementation of collaborative education between Party building and ideological-political work.

4.5. Fostering a Collaborative Atmosphere for Party Building and Ideological-Political Education through Cultural Development

Higher vocational colleges can foster a collaborative atmosphere for Party building and ideological-political education by promoting outstanding cultural traditions,

developing distinctive institutional brands, and leveraging exemplary role models. First, efforts should be made to vigorously promote traditional Chinese culture and revolutionary culture to provide strong cultural support for collaborative education. For example, cultural lectures, exhibitions, and similar activities can be organized to integrate these rich cultural resources into ideological and political courses as well as Party education. This helps enhance students' cultural confidence and strengthen their identification with core values.

Second, institutions should develop collaborative education brands that reflect their own characteristics and strengths. For agricultural vocational colleges, this may include leveraging expertise in disciplines such as seed production and management to carry out agriculture-themed social practice activities—such as delivering seeds to rural communities—and promoting cooperation with agricultural enterprises and rural cooperatives to jointly advance the inheritance and innovation of agricultural culture.

Third, campus culture should be actively cultivated to create a positive and progressive environment. This can involve enhancing campus landscapes with agricultural characteristics and organizing engaging events such as farming culture knowledge competitions, thereby increasing students' sense of involvement and belonging.

Fourth, the exemplary role of outstanding Party members among faculty and students should be emphasized to inspire broader participation in Party-related and ideological-political education activities. Recognition programs such as "Outstanding Party Member" or "Model of Teacher Ethics" can be implemented to commend exemplary individuals and amplify the guiding influence of role models, thus promoting the integrated development of Party building and ideological-political education.

5. Practical Measures for Collaborative Education Between Party Building and Ideological-Political Work in Colleges

Wenzhou Polytechnic is recognized as a national model institution for cultivating talents for rural revitalization. Leveraging its integrated approach to agriculture, science, and education, the college has implemented the strategy of embedding Party branches within academic programs and promoting the integrated development of disciplines and research institutes. Programs such as Seed Production and Management, Protected Agriculture and Equipment, and Green Food Production Technology are all rooted in specialized research institutes, including the Crop Research Institute, Vegetable Research Institute, and Plant Protection Institute. This has gradually led to the formation of a "one institute-one program-one brand" Party-building matrix.

In the process of talent cultivation, ideological and Party-building elements are embedded into professional practice activities such as seedling propagation, intelligent agricultural machinery maintenance, and food quality testing. Through the joint es-

establishment of Party member education practice bases with enterprises, themed ideological-political courses such as The Spirit of Southern Agricultural Endeavors, and Party service initiatives like the "Agricultural Machinery Free Clinic" volunteer teams, the college has effectively integrated Party building into its talent development framework. This approach has enabled the alignment and resonance of disciplinary development with Party and ideological education, ultimately constructing a multidimensional "three integrations, three promotions" collaborative education system.

5.1. Integrating Party Building into Classroom Teaching

The college places strong emphasis on integrating Party building into professional ideological-political education, striving for innovation in course content, teaching methods, and assessment mechanisms.

First, in ideological and political (I&P) courses, Party theories, policies, and guidelines are systematically incorporated into the curriculum. While learning political knowledge, students also gain an understanding of the Party's history, nature, mission, discipline, and regulations. For instance, in the Ideological and Moral Cultivation and Legal Basis course, Party traditions and work style are used to explain moral norms and legal principles. In the Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, students engage with theoretical innovations and the Party's practical achievements.

Second, in professional courses, the college has developed a "Plowing and Reading+" curriculum framework to integrate ideological content into technical instruction. In the Seed Production Technology course, themed seminars on the Spirit of Southern Agricultural Endeavors are used to strengthen students' sense of national responsibility in seed development. In the Operation and Maintenance of Agricultural Machinery course, the history of agricultural mechanization is illustrated using iconic equipment like the Dongfanghong tractor. The "Red Agricultural Support Method," developed by faculty and student Party members during tomato industry upgrades in Cangnan, has been transformed into a teaching case in the Protected Vegetable Production course.

Third, teaching methods for I&P education have been innovated to boost student engagement. Traditional culture and local agricultural elements—such as the 24 solar terms and modern agriculture—are introduced into the classroom. Real projects, including the Taishun kiwifruit brand development and 22 other initiatives, have been converted into teaching cases. A variety of techniques—such as case analysis, group discussion, and scenario simulation—are employed to stimulate student interest. Party affairs personnel and exemplary Party members are also invited into the classroom to share experiences, bringing practical relevance and ideological resonance to the curriculum.

Fourth, assessment systems have been reformed to better reflect Party education outcomes. In I&P courses, students are evaluated on their understanding of Party

knowledge and their demonstration of Party values and conduct—through activities like writing papers on Party theory and participating in Party-building practice. In agricultural technical courses, a new educational ecosystem has been established that emphasizes "classroom-field connectivity, knowledge-emotion integration, and skill-responsibility symbiosis." Elements such as resilience, rural science outreach, and skill competitions are incorporated into the evaluation system, deepening students' commitment to agriculture and strengthening their awareness of the national "agriculture, rural areas, and farmers" mission.

5.2. Integrating Ideological-Political Education into Party Building Practice

Party building and ideological-political education are complementary, mutually reinforcing, and intrinsically unified components of student development in higher education institutions [5].

First, based in practical training sites such as the Wenzhou National Agricultural Science and Technology Park, the college has established "Field-Based Party Branches" that integrate the "Three Meetings and One Lesson" system with agricultural production activities. For example, themed Party Day events like Safeguarding China's Grain Security are organized, where faculty and students participate in yield testing of new crop varieties such as Jinyutian No. 1, engage in discussions on tackling critical "chokepoint" technologies in seed breeding, and take part in seasonal hands-on experiences like the Spring Flower, Summer Fruit, Autumn Rice, Winter Green Career Week. Through such activities, organizational life extends into professional education, enabling students to deepen their understanding of national priorities through labor-intensive tasks such as transplanting seedlings and calibrating agricultural machinery.

Second, the college has developed an education model that integrates "Party Building + Technical Service." Party-member faculty lead students in forming service teams that deliver industrial support during Party-building collaborations between the school and local governments. Activities include technical guidance on highland vegetable production and agricultural product quality testing. These experiences embed Party spirit into technical service practice, allowing students to grasp the contemporary significance of "writing academic papers on the soil of the nation."

Third, "Red-Themed Skill Units" are embedded into professional courses to create a curriculum that combines technical training with values education. For instance, in the Seed Production course, a thematic module on the Spirit of Southern Agricultural Endeavors enables students to cultivate patriotic commitment to agricultural science as they perform hands-on hybrid pollination, reinforcing both professional competencies and political literacy.

Fourth, the inheritance of agrarian civilization is creatively integrated into Party-building innovation through immersive educational experiences under the "Farming + Party Building" model. This has led to the development of "tangible ide-

ological-political education" through initiatives such as Ideological Classes in the Rice Field, Field Reading Clubs, Party History in Rural Proverbs, and Harvest Festivals. The program *The Journey of a Grain of Rice* introduces a full-cycle labor education system covering seedling cultivation, transplanting, field management, harvesting, and processing. These activities help students internalize the shared responsibility of national food security—"holding the rice bowl together, shouldering the burden together." This model fosters a new form of ideological-political education that is perceptible, experiential, and communicable, thereby enhancing students' pride in agricultural studies and improving their overall professional competencies.

5.3. Strengthening the Collaborative Education Team for Party Building and Ideological-Political Work

Faculty development serves as the foundation for the collaborative advancement of student Party building and ideological-political education in higher vocational colleges, and it is a key factor in achieving effective integration between the two domains. The collaborative education team typically consists of professional course instructors, counselors, and class advisors.

First, a "dual-qualification, dual-competency" mentorship system has been established to cultivate a pioneering faculty team for agricultural ideological-political education. An innovative "professional + enterprise" dual-mentor model has been implemented, pairing academic instructors with technical experts from agricultural research institutes and leading enterprises. This model promotes a dual-growth mechanism in "political literacy + agricultural expertise," aiming to train interdisciplinary faculty members proficient in both ideological-political and professional education.

Second, a "Special Industry Mentor" appointment mechanism has been developed through the 100 Industry Mentors on Campus initiative. Under this program, Party-member technical experts from partner enterprises such as Yiming Food are invited to serve as industry mentors. This supports a combined model of "technical problem-solving + ideological cultivation," transforming professional standards—such as machinery maintenance protocols and seedling propagation procedures—into components of ideological education, helping students recognize the societal value of their technical skills.

Third, the college has launched the Plowing and Reading Lecture Series, creating an integrated platform for "theoretical learning + field-based practice." Teachers are sent for experiential training at industry-education integration bases such as the Cangnan Tomato Industrial Park and the Taishun Kiwifruit Plantation. These activities aim to deepen instructors' understanding of rural issues and enhance their ability to embed agricultural sentiment into education, forming a new model where "deep cultivation in professional fields resonates with ideological immersion."

Fourth, efforts have been made to strengthen the team of counselors and class advisors by establishing clear career development plans and incentive mechanisms.

These measures are designed to improve their professional competence and ideological-political teaching abilities, reinforcing their role in the collaborative cultivation of students.

6. Conclusion

The collaborative integration of Party building and ideological-political education is a vital pathway for improving the quality of talent cultivation in agricultural vocational colleges. At our institution, distinctive platforms such as the Field-Based Ideological-Political Classroom, Technology Commissioner Program, and Plowing and Reading+ curriculum have been developed to support this integration. By embedding Party branches within academic programs, the college has established a new educational ecosystem characterized by "classroom-field connectivity, knowledge-emotion integration, and skill-responsibility symbiosis." Party lectures are held in the fields, and ideological-political education is embedded into hands-on skill training, offering a replicable and innovative model for addressing the challenges of talent cultivation in agricultural vocational education.

The Party General Branch of the School of Agriculture and Biotechnology has been successively recognized as an Outstanding Grassroots Party Organization at both the Wenzhou municipal and Zhejiang provincial levels. It has also been designated as a Benchmark Party Branch in Zhejiang Province, selected as one of the first National Party-Building Model Branches, included in a national-level Teaching Innovation Team, and awarded the Second Prize in the National Teaching Achievement Awards, along with First and Second Prizes at the provincial level. The school has also won First Prize in the National Vocational College Teaching Ability Competition, and its students have earned four national-level and 56 provincial-level awards in skills competitions.

Looking ahead, the college will continue to deepen the exploration and innovation of collaborative education between Party building and ideological-political work. Notably, the job activation rate of students in agriculture-related majors has risen from 66% in 2021 to 98%, demonstrating significant progress in cultivating a new generation of agricultural professionals who possess both technical skills and strong ideological and political qualities.

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