

Thinking About the Innovation of Management System of Continuing Education in Yunnan Province Universities

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Abstract: Under the lifelong education system, serving lifelong learning for all people is an important mission of continuing education in colleges and universities, and doing a good job in continuing education in colleges and universities is an important support for the popularisation of higher education and the service of economic and social transformation and development. There are still some problems in the management of continuing education in universities in Yunnan Province, which cannot meet the needs of the current development of continuing education. Therefore, the management concept should be updated, the relationship between management authority should be clarified, the management mode should be innovated, and the social supervision mechanism should be improved, so that the university continuing education can take up the historical responsibility under the background of education modernisation.

Keywords: Yunnan Province; Continuing Education in Colleges and Universities; Management System

Introduction

Continuing education belongs to the school education activities of social adults, and this form of education is an important part of people's life and learning after entering the society. Under the new needs of the times, continuing education takes over the development of higher education and continues to promote the new development of lifelong education, colleges and universities to carry out continuing education, not only to meet the needs of their own development, to better achieve the cultivation of talents, but also to use practical, characteristic and personalised education projects, and continue to meet the needs of the community for education, which will help to improve the service capacity of colleges and universities. In recent years, continuing education in colleges and universities has made great achievements in talent training, including active exploration of talent training objectives, training means and content, training methods, etc., but the discussion of the management system of continuing education in colleges and universities needs to be further deepened.

1. Overview of the system of management of continuing education

Continuing education management system is a general term for the educational management functions to adapt to the needs of national and social development, the management institutions set up in the management of continuing education, the division of responsibility and authority, and the appropriate organisational forms, methods and management systems, the core is the set up of educational management institutions. The distribution of the authority of the management body and the mutual coordination among the bodies directly affects the efficiency and effectiveness of the management system of continuing education and plays a decisive role in the management of continuing education. Continuing education management system contains two levels of content: the macro level refers to the administrative system of continuing education, i.e., the government's management of the setup, affiliation, division of authority and related systems of continuing education institutions such as colleges and universities; the micro level is the internal management system of colleges and universities for continuing education institutions.

2. The current situation of the development of the management system of continuing education in colleges and universities in Yunnan Province

2.1 Macro-level management systems for continuing education

The Department of Education of Yunnan Province is responsible for the enrolment, examination and management of all kinds of higher education qualifications, and the Division of Vocational and Adult Education is responsible for the overall planning, comprehensive coordination and macro-management of vocational and adult education, the formulation of assessment standards and guiding documents, and the guidance of teaching reforms and teaching materials, as well as the cultivation and training of school teachers. The Division of Higher Education is responsible for guiding the work of higher continuing education and distance education at all levels; Yunnan Admission and Examination Institute is responsible for the organisation and implementation of higher education self-study

examination registration, roll-making, examination, marking, examination registration management, admission, graduation qualification examination, and graduation certificate processing. Non-academic education and training are carried out by the host institutions and departments according to the content of the training.

2.2 Micro-level management systems for continuing education

2.2.1 School system

Yunnan universities and colleges have initially formed a diversified system of continuing education in general universities and colleges in terms of types of education, levels of education, forms of education, and disciplines and specialities. Among the types of education, the academic continuing education includes adult higher education continuing education and higher education self-study examination; the level of education covers the speciality from senior high school, undergraduate from senior high school and undergraduate from speciality, etc.; the forms of education include correspondence education, spare-time education (evening university), network education, higher education self-study examination and non-degree education training, etc.; and the disciplines and specialities involve different majors in various disciplines to meet the needs of continuing education of people of different industries and different types. The programme covers a wide range of disciplines and specialisations to meet the needs of different industries and different types of people for continuing education.

2.2.2 Organisational structure

Basically, colleges and universities in Yunnan Province have set up colleges of continuing education, and despite the different management systems of colleges and universities, the colleges of continuing education accept the administrative management of colleges and universities in the capacity of teaching and research units. Continuing education colleges set up institutions according to the business development of continuing education in colleges and universities, generally with teaching, recruitment and examination, party groups, training, scientific research, student affairs management and general management and other departments, collaborating to carry out continuing education for adult higher education, higher education self-study exams, as well as non-degree education and training and other business work.

2.2.3 Management model

After years of schooling practice, the continuing education of our universities has formed a diversified management mode, which can be roughly divided into three different types of management modes: first-level management, second-level management and mixed management. Under the first-level management management mode, the college of continuing education integrates school running and management functions, which is highly efficient and convenient for unified management; under the second-level management management mode, the college of continuing education is the main body of management, and other second-level colleges are the main body of school running; under the mixed management management mode, the college of continuing education is responsible for school running as well as the management of continuing education work of second-level colleges. On the basis of the above three management modes, Yunnan University College of Continuing Education has formed a joint management mode, in which the College of Continuing Education, other second-level colleges and teaching sites of off-campus cooperative units are jointly responsible for the running and management of continuing education.

2.2.4 Operational mechanisms

Continuing education in major universities in Yunnan Province, under different management modes, through the formulation and implementation of systems, procedures and rules, clarifies the relevant working rules and processes in the field of administration and school running, guarantees effective decision-making and organisation and implementation of continuing education affairs, and realises the effective articulation of all kinds of continuing education affairs, the reasonable cooperation between various continuing education management and school-running departments, and scientific distribution of all kinds of continuing education resources, Inputs.

3. Problems in the Management System of Continuing Education in Universities in Yunnan Province

3.1 Outdated management concepts

Due to the influence of the traditional centralised education management system and concepts, the management concept of continuing education in ordinary colleges and universities is relatively old-fashioned, lagging behind in institutional construction, and cannot be based on the changes in the socio-economic environment and the characteristics of the continuing education market with

multi-level and diversified needs. In terms of the concept of management and education, the attitude of many colleges and universities towards continuing education is "material-based", and they pay more attention to the income-generating function of continuing education than to the education of human beings .

3.2 Multiple administrations and lack of integrated planning

Continuing education in colleges and universities is managed at multiple levels and lacks province-wide co-ordinated planning, leading to a lack of communication and insufficient links between various types of continuing education. Analysing the reasons, there are three main aspects: first, the lagging behind in the formulation of laws and regulations on continuing education; second, the insufficient attention paid to the setting up of administrative bodies for continuing education in the early stages of the process; and, third, the insufficient participation in the management of private consulting or research organisations in the field of continuing education.

3.3 Rigid internal management model of universities

The management mode of continuing education in colleges and universities basically refers to general academic education, and the funding, personnel and teaching facilities are highly concentrated at the school level, so the management of continuing education colleges is in a passive position. At the same time, continuing education in colleges and universities can make use of the limited resources of educational and teaching resources, which in turn leads to the unsustainable development of continuing education.

3.4 Inadequate institutional mechanisms for oversight

Continuing education social supervision mechanism is mainly dependent on administrative management and administrative supervision, and the administrative dependence is too large, which will result in the lack of independence and supervision standards of the social supervision mechanism, the content of social supervision and supervision procedures are not perfect. Secondly, the professionalism of social supervision institutions is low, without strong supervision service function; supervision and research lack of professional knowledge reserves, research problems are not deep enough, poor targeting. Finally, there is a lack of funding for the monitoring work of social monitoring bodies, which makes it difficult for intermediaries to carry out better social monitoring because their sources of funding are not clear enough.

4. Innovative Strategies for the Management System of Continuing Education in Universities in Yunnan Province

4.1 Updating management concepts

One should establish the concept of strategic management. Educational managers in colleges and universities should not only solve the affairs in traditional teaching management, but also carry out the development planning of continuing education with a long-term vision, take the initiative to adapt to the trend of the new era, and incorporate continuing education into the long-term development planning of the school.

Secondly, a people-oriented management concept should be established. College administrators should respond positively to the "people-oriented" management concept, focusing on the study of the needs of the population to participate in continuing education, and from their needs to provide relevant courses or training to promote the comprehensive development of continuing education. In addition, the dignity of continuing educators should be actively maintained to mobilise their learning motivation.

Thirdly, we should establish the management concept of service. Management belongs to a kind of indirect service, and only by fully mobilising the enthusiasm of the managed can management bring out the maximum benefit . Continuing education managers should establish the concept of service for learners, take learners' needs as the centre of service, retain the right of education choice and participation of the educated, and help the educated to improve their own ability.

4.2 Clarify management lines of authority

The powers and functions of the various levels of education administration should be rationalised. In response to problems such as the unclear and unreasonable division of powers, the division of powers should be redrawn on the basis of a clear understanding of the relationship between the powers of each department, and the powers should be allocated scientifically, so as to establish a relationship between the powers of the various administrative departments that allows them to co-operate with each other and to complement each other.

Secondly, colleges and universities should be given the autonomy to run schools. Colleges and universities can set up specialities for continuing education according to the needs of social development, decide independently on the scale of education and enrolment, etc., and run schools independently in accordance with the law, so as to provide good educational services for those in need of continuing

education.

Thirdly, a reasonable internal management system should be established. The management body of continuing education in colleges and universities should have the administrative authority to give full play to the organisational coordination, supervision and control, summary and feedback functions of the management body of continuing education; it should also have the authority to run schools and give full play to its function of managing schools, so that continuing education can be carried out in an orderly manner and in a correct direction.

4.3 Innovative management models

According to the development of society and the characteristics of continuing education in colleges and universities, we should comprehensively analyse the advantages, disadvantages and applicability of various management modes, and combine them with the successful experience of the management modes of continuing education in colleges and universities in foreign countries, so as to create a management mode suitable for our country. The management mode of continuing education in colleges and universities should implement the management mode of "mixed management and joint running of schools"^[5]. Under this management mode, colleges and universities have enough autonomy to run continuing education, and they can carry out the overall management of the continuing education work of the institutions, and the relevant secondary management departments should cooperate with the school management departments to carry out the relevant student management work. This will not only give full play to the functions of the continuing education management department, but also mobilise the enthusiasm of continuing education colleges, and improve the efficiency of the management of continuing education in colleges and universities by integrating the resources of all parties.

4.4 Sound social monitoring mechanisms

Firstly, the concept of social supervision should be established. Actively change the social understanding of the assessment intermediary institutions, clear its social status and reasonableness; the relevant departments should take the initiative to seek cooperation with social intermediary organisations, accept the supervision and evaluation of intermediary organisations, and ensure that the intermediary organisations better complete their supervision and evaluation functions. Secondly, strengthen the construction of industry norms and improve the level of specialisation. Focus on organising and guiding the relevant industry associations and social organisations in charge of education intermediary organisations to formulate relevant codes of conduct, recognition norms and evaluation standards in a timely manner, so that the management of education intermediary organisations is governed by corresponding legal norms to ensure that the results of investigations are fair and scientific. Finally, do a good job in the construction of the rule of law of education social supervision mechanism. The government should gradually improve and revise relevant legislation according to the changes in economic and social development, so as to standardize the governance of higher education intermediaries and maintain the authority and legitimacy of the establishment of higher education service intermediaries to the whole society.

5. Epilogue

The reform of continuing education management system is the foundation of the development of continuing education in colleges and universities. Continuing education in colleges and universities should conform to the change of The Times, adhere to the principle of putting people first, establish the management system of continuing education compatible with the concept of lifelong learning, improve the running system and supervision system of continuing education in colleges and universities, highlight the function of continuing education to serve the society, and promote the high-quality development of continuing education.

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