

Research on the Current Situation of Vocational Education Development in Canadian Community Colleges and its Enlightenment

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Abstract: Canadian community colleges have been widely praised for their flexibility, practicality and high adaptability. This paper analyzes the success of Canadian community college vocational education through the research of its system, curriculum, faculty, student employment and other directions, aiming to explore the development of Canadian community college vocational education, and extract its inspiration for China's vocational education reform.

Keywords: Vocational education; Canadian community colleges; Higher education

1. Overview

Community colleges in Canada, referred to as colleges for short, it is a post-secondary education institution that integrates pre-university education, vocational and technical education and civic education, technical colleges, agricultural colleges and art colleges. In the course of its development for more than half a century, about 500,000 full-time students and 1.5 million part-time students receive education from community colleges every year, which has played an important role in Canada's high education level and quality, made indelible contributions to Canada's educational progress and talent cultivation, and provided a model for the development of post-secondary education in all countries in the world.

At present, China's colleges and universities with similar educational functions to Canadian community colleges are still in a situation of low social recognition, poor quality of trained talents and poor connection between colleges and universities, and there is a big gap compared with Canadian community colleges. At the same time, the current needs of China's economic development force the reform of higher education. As early as 2015, China promulgated the "Guiding Opinions on Guiding some local ordinary undergraduate Universities to transform into application-oriented undergraduate students", prompting ordinary undergraduate universities to transform into application-oriented undergraduate students, but the transformation effect has not been very significant over the years. By studying the current situation of vocational education in Canadian community colleges, we can better compare and find the problems and deficiencies in the current higher education system and the transformation and development of colleges and universities in China, improve the personnel training model and system mechanism, which will help the country better allocate educational resources and human resources in China.

2. Research on the development status of vocational education in Canadian community colleges

The core feature of Canadian community college vocational education is to closely align with market needs and the job market, providing courses and practical opportunities that are in line with the actual working environment. It has outstanding characteristics in curriculum setting, teachers, industrial cooperation and student employment training.

2.1 Government support for community colleges

Canadian community colleges play an important role in the education system. As an educational institution geared towards the local community, community colleges are designed to provide high-quality, flexible education that meets the needs of the local community. The federal government provides development support to community colleges in three main aspects: the first is financial sup-

port. The government provides financial support to community colleges through grants and grants. These funds are used to improve the college's facilities, purchase educational resources and train teachers, and help the College carry out various educational projects and activities. The government is also encouraging community colleges to work with businesses to secure more sponsorships and donations to increase the college's financial sources^[1].The second is policy making.

2.2 Curriculum of Canadian community colleges

The college strengthens the construction of courses and projects, on the other hand, it also establishes branch schools, in order to improve the teaching mode by teaching means that are close to science and technology centers, research institutes and other institutions in geographical location^[2].The community college's curriculum is comprehensive, covering vocational and trade training, adult upgrading and apprenticeship program training courses.In order to meet the requirements of business and industry, its vocational education emphasized workforce training, and the college began to develop specialized skills around employment, including small business and entrepreneurship, journalism, public relations and writing.

2.3 Case studies on community college training and school-enterprise cooperation

The collaboration of community colleges with industry across a wide range of industries is one of the keys to the success of vocational education in Canada. The Federal Government of Canada believes that a core aspect of Labour market policy reform should be to improve the employment development services system to help individuals adapt to Labour market conditions, thereby increasing their employability^[3].To this end, the federal government requires community colleges to change their training models and improve efficiency,. At the same time, it is required college to establish partnerships with private enterprises and strengthen the links between the business sector, the Labour sector and educational institutions in order to ensure the close integration and flexible transformation of education and employment.

2.3.1 British Columbia

The federal government, on the proposal of the Ministry of Education and representatives, has brought community colleges closer together with business through specific programs such as increased training and hands-on opportunities for students, the establishment of community-based technology centres and conditional funding for local businesses. The government and the college have free subsidized employment programs. In Douglas College, the school provides students with a variety of school-enterprise cooperation training and short-term employment training, and also sets up a self-employment service project, in which more than 4,000 enterprises participate. A team of experienced business consultants from companies in a variety of industries will lead prospective self-entrepreneurs through hands-on training to learn the knowledge and skills necessary to build and run a successful business.

2.3.2 Alberta

In Alberta, disciplines and courses tend to meet the educational needs of local businesses and surrounding communities, the acquisition of several application-oriented degrees requires corporate involvement in educational activities and internships, which greatly develops strategic partnerships with selected companies and training providers. Southern Alberta Institute of Technology is known for offering a wide range of apprenticeship and pre-employment programs to more than 30 companies in the construction, oil and gas, manufacturing and other industries. College will formal apprentice education combine classroom teaching and practice, carry out industry mentorship program, mentors and school joint by the enterprise, to develop communication skills for the students to explore potential employment opportunities, Students can also directly contact employers in the career center of the college, which further opens up the channels and ways of employment.

3. The enlightenment to China's vocational education

Learning from the experience of Canadian community colleges, China can establish a flexible, practical and closely integrated vocational education model with market needs. For China's vocational education reform, the experience of Canadian community college vocational education provides the following enlightenment:

3.1 Strengthen financial support to promote the development of higher vocational education

Throughout the development of Canadian community colleges, school funding has always been the primary factor affecting the development of colleges. in recent years, from the Implementation Plan of the National Vocational Education Reform in 2019 to the recent Opinions on Deepening the Reform of the Construction of the Modern Vocational Education System, China's investment in vocational education has also been increasing. However, at present, the investment and the proportion of investment in vocational education are still low, which can not meet the needs of the development of vocational education in China. In addition, in terms of the source of funds, the funds of China's higher vocational colleges are still mainly supported by the government and tuition income,

the source of school funds is single, and the financial assistance of social donations and enterprise investment to higher vocational colleges is very small.

3.2 Reform the curriculum in light of market demand and carry out vocational education and training

China's current vocational college courses are mainly employment-oriented, focusing on vocational training courses. However, when students have the need to continue their studies, the school does not have corresponding university transfer courses, but simply lists the examination subjects that students need for exams and have not been involved in daily study, so that they can enter the university after passing the exam, and the learning content after graduation has nothing to do with the previous vocational training courses. Another problem is that some schools, due to a lack of funds, weak teachers and other reasons, can only set the curriculum according to the existing faculty and professional facilities and equipment of the college, but cannot adjust it in a timely manner according to the development of the market economy and needs, resulting in the difficulty of training students to meet the needs of society.

3.3 Establish school-enterprise cooperation mechanism and train professional and technical talents

Higher vocational colleges in China are mostly local colleges, and their development is closely related to the development of local economy. At present, the cooperation level between higher vocational colleges and enterprises is not high, mainly because the specialty setting of local higher vocational colleges is not combined with local industries, the talent training does not reach the enterprise employment quality standard, and the role of the government in promoting the cooperation between colleges and enterprises has problems. Pure theoretical knowledge and pure practical operation skills can not promote the improvement of students' vocational and technical ability in an all-round way. Therefore, universities and enterprises should gradually develop deeper cooperative relations from the professional setting of schools, to the provision of equipment and technical support for schools by enterprises, to the joint training of talents by both schools and enterprises, and the establishment of research and development centers. The government should also vigorously build relevant employment service platforms and network systems to provide information between schools and enterprises and promote interconnection between them.

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