

# Vocational Training of Agricultural Technical Talents from the Perspective of European Experience

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**Abstract:** Rural vitalization strategy put forward at the 19th CPC National Congress of China contains the promotion of agricultural upgrading, rural progress and farmers' development in an all-round way so as to turn China from a large agricultural country to a strong one. One way to advance the modernization of agriculture and rural areas side by side is to strengthen the training of vocational and technical talents in countryside. Aiming at problems such as the present vocational education system is still imperfect, and the learning system is lack of diversity and flexibility, the article attempts to provide solutions which will help the implementation of the rural revitalization strategy through drawing inspiration from Europe experience.

**Keywords:** Rural Revitalization; Europe Experience; Vocational Training

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## 1. Introduction

On September 26, 2018, China's State Council released the Rural Revitalization Strategic Plan (2018-2022). The implementation of the rural revitalization strategy is of great significance in that it aims to solve the problems of unbalance, inadequacy, and contradiction and to make up for the shortcomings of regional and social development. China has vowed to eradicate extreme poverty by 2020, a move contributing to the United Nations 2030 Sustainable Development Agenda. Without the support of science and technology or without agricultural technical talents, there would be no implementation of rural revitalization. Therefore, vocational training of agricultural technical talents is required in the rural revitalization strategy in order to build a team of rural development professionals familiarized with agricultural science and technology. In Europe, "common agricultural policy" (CAP) has long assisted low-qualified rural people to do well in agricultural sector through vocational training programs. This article attempts to draw references from CAP to give suggestions to the vocational training of agricultural technical talents in China.

## 2. Vocational training in agriculture of Europe

Vocational training is one of the educational forms seeking to promote the acquisition of knowledge and skills for the labor market. In Europe, people are supported to enter agriculture due to sorts of vocational educational mechanisms through CAP in Europe through the continuity of vocational training of agricultural technical talents, and adaptation to increasingly specialized agricultural technologies are promoted which guarantees agricultural prosperity. According to the European Union statistical office, European agricultural education is organized in three main levels: (1) practical agricultural experience, working on a farm; (2) vocational and technical schools provide a formal curriculum blending general and occupation-related knowledge for basic agricultural training, and a completed agricultural apprenticeship complemented by workplace training and the involvement of social partners and companies; (3) a full-time agricultural training, completion at an agricultural college or at university, which is an

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academically-oriented schooling.

China is vigorously cultivating new-type technical farmers to promote agricultural modernization and implement the rural revitalization strategy. It is imperative to characterize the present vocational training in China, outline the most positive aspects of Europe experience and elaborate the mechanisms for their implementing into the national system of vocational education.

### 3. Cultivation of agricultural technical talents in China

In China, the first choice preparing for future career is to go to university to do a Bachelor and Master which lead to many interesting professions. Vocational education is still seen as an education system which produces graduates with lower qualifications and fewer chances on the labor market. As Rural Revitalization Strategic Plan (2018-2022) puts forward, "Implement a more active, more open and more effective talent policy, promote the revitalization of rural talents, provide opportunities for all kinds of talents to play their roles and make contributions in rural areas", vocational training of agricultural technical talents to support rural revitalization must be strengthened. Steps must be taken to improve the rural vocational education and training system. Based on Europe experience, strategic policy recommendations elaborated are:

(1) Strengthening the construction of county-level vocational education centers, and setting up courses to meet the needs of rural industrial development and revitalization.

(2) Establishing attractive learning environments and challenging learning processes and useful education programs.

(3) Stressing key competences in curricula and continuous professional development of teachers and trainers for building an excellent team for the cultivation of vocational and technical personnel.

(4) Enhancing access to training and qualifications for all in a lifelong learning perspective and flexible and permeable learning pathways by developing "Internet +education" and distance education.

(5) Promoting all kinds of work-based learning involved by companies and facilitating their innovation and entrepreneurship for the realization of rural revitalization.

### 4. Conclusion

The strategy of Rural Revitalization calls for rural development of vocational and technical education. It is very important lay emphasis on strengthening agricultural vocational training to improve their science and technology quality. By improving the connection between vocational training offers and the needs of local economies, the problem of low qualified human resources in the agriculture sector will be solved.

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