

Exploring Countermeasures for Optimizing Vocational Education System -- Taking Linyi City as an Example

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Abstract: Vocational education is an indispensable booster of economic and social development. Power, on May 1, 2022, the newly revised Law of the People's Republic of China on Vocational Education was officially implemented, which once again clarifies from the jurisprudence level that vocational education is a type of education with the same importance as general education. Optimizing the vocational education system and promoting high-quality development of vocational education should follow the inherent laws of vocational education development and adapt to the overall situation of economic development and social changes^[1].

Keywords: Vocational Education; Technical Colleges and Universities; Education System; Technical Education

Introduction

Party and state leaders in the Party's twentieth report clearly put forward "to run a good education to the satisfaction of the people. Education is a national plan, the party's big plan. Coordinate vocational education, higher education and continuing education, promote the integration of vocational education, the integration of industry and education, the integration of science and education, and optimize the positioning of vocational education."^[2] The concept of "vocational education". At present, there are still some shortcomings in China's vocational education system, and in Linyi City, Shandong Province, for example, many aspects of vocational education still need further optimization and improvement.

1. The current situation of the vocational education system and the problems that exist

For a long time, China's vocational education system has been composed of two systems: vocational education under the authority of the Education Bureau system (hereinafter referred to as "education system"), including secondary vocational education such as vocational secondary schools and vocational high schools, and higher vocational education such as vocational colleges and vocational technical colleges; and vocational education under the authority of the Human Resources and Social Security Bureau system (hereinafter referred to as The vocational education in charge of the Human Resources and Social Security System (hereinafter referred to as "HSS system"), which is usually what we call technical education, includes technical schools, senior technical schools and technical colleges. Such an education system has played a positive role in promoting the development of vocational education in China over the years, but with the development of economy and society, the negative effects of this system on vocational education have gradually become apparent, and the constraints on the development of technical education become more obvious.

1.1 Multi-system management and poor coordination

In Linyi City, for example, the education system is called "Vocational Education Section" and the human resources system is called "Technical Section". The vocational education departments of both systems mainly operate in their respective areas of responsibility, with little communication between them. For example, in terms of registration methods,

the institutions of both systems have their own way of doing things, while the institutions of the education system have a unified online registration system, while the institutions of the human resources system often register offline or through the online system developed by each institution.

1.2 Restricted school characteristics and high operating costs

Vocational colleges and universities in different systems have overlapping majors, often competing for additional popular majors, which largely reduces the institutions' own characteristics, wastes national resources, and makes it difficult to ensure teaching quality. In addition, the enrollment levels of vocational institutions in different systems overlap, and even disorderly competition can occur, resulting in increased costs for the government to run schools.

1.3 The development of vocational colleges and universities in the human resources system is seriously hampered

The traditional concept of "vocational education" is often equated with the vocational education of the education system, while the vocational education of the human resources system is marginalized. In terms of graduation and employment, which are the main concerns of students and parents, graduates of vocational institutions in different systems are treated differently. In terms of diplomas alone, the education system diplomas are generally recognized by the society and are available on the "Xuexin" website, while the diplomas of human resources institutions are available on the website of the Ministry of Human Resources and Social Security, but not on the "Xuexin" website, which greatly limits the social influence of human resources institutions. This greatly limits the social influence of vocational colleges, and seriously affects the employment and development of technical college graduates.

2. Countermeasures to optimize the vocational education system

To solve the above-mentioned problems of current vocational education and better adapt to economic and social development, the following ways can be explored to optimize the vocational education system.

2.1 Rationalize the management system of vocational education

The vocational education of the "education system" and the "human resources and social security system" are combined into a unified system, which is divided into two levels: secondary vocational education and higher vocational education. Among them, secondary vocational education covers vocational secondary schools and vocational high schools formerly belonging to the "education system" and technical schools formerly belonging to the "human resources system"; higher vocational education covers vocational (technical) universities formerly belonging to the "education system" Higher vocational education covers vocational (technical) universities, vocational (technical) colleges and senior technical schools and technician colleges that belong to the "human resources and social security system". The relevant administrative departments can unify and coordinate the management according to their own functions, and all kinds of institutions assume the main responsibility of running schools. In this way, a vocational education management and schooling system with reasonable division of labor and clear responsibilities is established, which avoids the increase in management and schooling costs, disorderly competition in enrollment and employment, and unbalanced and uncoordinated development of vocational education at all levels.

2.2 Coordinate the professional setting and highlight the characteristics of school operation

According to the demand of the society for graduates and the conditions of each school to coordinate the professional settings, not only to meet the rapid development of society to continuously optimize the professional settings, but also to maintain the corresponding key brand professional, highlighting the advantages and characteristics of institutions, to avoid the professional repeatedly set at will and cause waste of resources and disorderly competition in enrollment and employment.^[3] For example, if all the majors in an area are in the same place, it is necessary to keep the brand majors in the same place. For example, if all vocational colleges in a region have the same or similar professional settings, on the one hand,

it will lead to the lack of breadth of vocational colleges to serve local production and development, and cannot well meet the local demand for vocational and technical personnel, on the other hand, it will also cause the situation of concentrated employment of graduates and hinder employment development.

2.3 Scientific setting of financial support

Whether it is a secondary vocational school in the county or a higher vocational school in the city, in addition to charging students according to the national regulations, the government can give support to the operation of the school based on factors such as the scale of operation, professional settings, and the quality of operation. However, the scale of each school should be moderately controlled according to the elements of space, equipment, and teacher-student ratio, so as to ensure the quality of schooling.

2.4 Case studies of local vocational education development

In Linyi City, Shandong Province, for example, the local education system basically has independent public secondary vocational schools in each county and district, and its municipal public vocational schools include vocational colleges, senior finance and economics schools, health schools, pharmaceutical staff junior colleges and many other institutions, while at present the only independent public technical school in the counties belonging to Linyi City is the Junan County Technical School, whose annual enrollment is only about 200 people. Tancheng County Technical School and Tancheng County Vocational Middle School are a set of two brands, and its technical school hardly enrolls students. Other local counties have long merged vocational secondary schools and technical schools into vocational education centers mainly under the jurisdiction of the Education Bureau, senior technical schools are only construction senior technical schools held by Tianyuan Group, and technician colleges are only Linyi City Technician College and Lunan Technician College. In view of this, it can be suggested that the city level should learn from the practice of the county and district to merge the technical colleges and universities of the human resources system with the vocational education of the education system, so as to establish a new vocational education system.

Conclusion

Due to local differences, the policy environment and basic conditions of different institutions are also very different. In promoting high-quality development of vocational education, reform and improvement should be carried out based on their own characteristics on a solid and orderly basis in order to better promote the development of vocational education as a whole.

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