

Analysis of China's vocational education policy: vocational education enter “the fast lane”

Lizhi Zeng, Songyan Hu, Huaying Liang, Zhao Yuan, Youfeng Guo

Guangdong Food And Drug Vocational- Technical School ,Guangdong Guangzhou 510000

Abstract: China’s vocational education policy is a law formulated in accordance with the constitution to promote the high-quality development of vocational education, improve the quality and technical skills of workers, promote employment and entrepreneurship, build a powerful country in education, human resources and skilled society, and promote socialist modernization. China’s Vocational Education Policy (old) was adopted on May 15, 1996 and came into force on September 1, 1996. 26 years after the promulgation and implementation of the old law, the 34th meeting of the Standing Committee of the 13th National People’s Congress revised China’s vocational education policy on April 20, 2022, and the newly revised policy will come into force as of May 1, 2022.

As a national law and policy on vocational education, it took so long to modify it. Why should the old policy be modified compared with the new policy? What is the definition of the development direction of Vocational Education in China? These problems are the problems that the teaching managers of 12300 Vocational Colleges in China should deeply analyze. From the general direction, China’s vocational education has entered the “fast lane”. Only with a sufficient understanding of the Ministry’s policies can the construction and development, specialty setting, student training goal setting and teacher development of vocational colleges not deviate from the national direction, and the talent training results can meet the needs of society and enterprises.

Key words: vocational education; "Fast lane"; policy

Introduction

The overhaul of China’s vocational education policy is the result of careful research and consideration by the state. The vocational education law has eight chapters and sixty-nine articles, which make it clear that vocational education is an education type with the same important status as general education, strive to improve the recognition of vocational education, deepen the integration of industry and education, school enterprise cooperation, improve the guarantee system and measures of vocational education, and better promote the high-quality development of vocational education.

Main Tenets:

Read through the policy of more than 10000 words. The whole vocational education law includes general provisions, vocational education system, implementation of vocational education, vocational schools and training institutions, teachers and educatees of vocational education, guarantee of vocational education and legal responsibility. The new career policy mainly sends us three important messages:

First, the new policy clearly emphasizes the type status of Vocational Education - “Article 3 vocational education is an education type with the same important status as general education, an important part of the national education system and human resources development, and an important way to cultivate diversified talents, inherit technical skills and promote employment and entrepreneurship.” The “equal footing” between vocational education and general education has released the determination of the party and the state to promote the development of vocational education types to the society, which is conducive to further shaping the consensus of all parties and guiding the development expectation. The technology, skills and talents needed by all walks of life are irreplaceable. The promotion of the social status of vocational education still needs the joint efforts and initiatives of all sectors of society.

Second, open the “ladder” of the rise of Vocational Education - vocational school students enjoy equal opportunities with ordinary school students at the same level in terms of enrollment, employment and career development.

Third, clarify the task of Vocational Schools - to continuously train more high-quality technical and skilled talents, skilled craftsmen and craftsmen from large countries.

Fourth, emphasize the role of enterprises in running schools - give full play to the main role of enterprises in running schools, promote enterprises to deeply participate in vocational education, and encourage enterprises to hold high-quality vocational education.

Discussion:

From a macro perspective, the revision of vocational education policy is related to the national economic development level, social division of labor, industrial structure and occupational types. From the micro perspective, it is closely related to the development of Vocational Colleges and the career planning of social individuals. Therefore, analysis this policy from the five stages of the policy cycle, the implementation of the newly revised vocational education policy is facing challenges in all aspects.

1. Agenda setting

In order to promote China’s socialist modernization, we need high-quality workers and high-level skilled technical talents, and we need to build high-quality vocational education. At present, China has built the world’s largest vocational education system, with 12300 vocational schools and more than 30 million students. Therefore, the new vocational education law should keep pace with the times and coordinate, express, balance and adjust social interests. This comprehensive revision should not only take into account the interests of all

parties and solve the most concerned, direct and realistic interests of the people, but also reflect the wishes and concerns of teachers and students, colleges and universities and all sectors of society on the vocational education front, but also reflect the characteristic needs and practical needs of vocational education. Therefore, 26 years later, the Standing Committee of the 13th National People's Congress proposed amendments, and the revised policy promulgated on May 1 was recognized and warmly discussed by the whole society.

2. Policy formulation

The 34th meeting of the Standing Committee of the 13th National People's Congress voted on April 20 to adopt the newly revised vocational education law, which will come into force on May 1, 2022. This law is formulated in accordance with the Constitution in order to promote the high-quality development of vocational education, improve the quality and technical skills of workers, promote employment and entrepreneurship, build a strong country in education, human resources and skilled society, and promote socialist modernization. This will help to enhance the recognition of vocational education, shape social consensus and lay a solid foundation for the development of modern vocational education with Chinese characteristics.

3. Policy decision-making

China's Vocational Education Policy (2022) will be a law of great historical significance and will play a fundamental supporting role in the development of vocational education. This law is formulated in accordance with the constitution, which is a major difference between it and the Vocational Education Law of the people's Republic of China (1996). The upper law of the latter is education law and labor law. It provides a legal guarantee for integrating resources from all walks of life, developing vocational education and solving major contradictions in vocational education. The scope of behavior stipulated in the new policy is much larger than that in the old version. Many problems are difficult to be fundamentally solved in running vocational education for a long time. This is the great significance of formulating vocational education law directly according to the constitution. Decision making mainly meets the vision of "building a skilled society", and stipulates the construction path from three aspects: first, let vocational education run through people's whole life cycle development; Second, let vocational education form an ecology of multiple subjects' participation; Third, let vocational education be recognized by ordinary people.

4. Policy implementation

The promulgation time of this policy is too short to see the effect of implementation. But before that, the state has paid attention to vocational education in many aspects. For example, vocational schools at the undergraduate level will be established. From 2020 to April 2022, 32 vocational education undergraduate universities will be established in China, and a total of 58 higher vocational colleges will be upgraded. Capital investment is also increasing. In 2020, the total investment in secondary vocational education was 287.2 billion yuan, a year-on-year increase of 9.97%; The total investment in higher vocational education was 275.8 billion yuan, a year-on-year increase of 14.73%.

The analysis shows that there are some difficulties in policy implementation. The effect of the vocational education law may take a long time. Although the revised vocational education policy has unblocked the channel for the rise of vocational education students from the legal level, it will greatly improve the enthusiasm of students to attend secondary vocational schools. It is also required to set up vocational schools at the undergraduate level (this work is already in progress), which is an exploration in two aspects: one is to set up the specialty of undergraduate vocational education in ordinary colleges and universities; Second, undergraduate vocational education is set up in vocational schools at the junior college level. However, in China, the effect of "exam-oriented education" has occupied an important position for a long time. It is a policy deeply rooted in the hearts of the people and ensuring social fairness and justice. The influence of this policy is very deep. It takes a long time to change and weaken the national concept of "only higher education". The status of vocational education can be gradually raised, and the teaching effect can be gradually reflected.

5. Policy evaluation

The fundamental purpose of the newly revised policy is to enable people to treat and receive vocational education equally, so that vocational education can play a full role in economic and social development. The new vocational education law regulates the construction of modern vocational education system in the form of law from the perspective of reflecting the needs of economic development, the openness of lifelong learning and the systematisms of vocational education. In particular, it clearly stipulates that vocational school education is divided into secondary vocational school education and higher vocational school education, of which higher vocational school education is composed of junior college education. It is implemented by higher vocational schools and ordinary colleges and universities with undergraduate education or above. These norms and regulations indicate that the construction of modern vocational education system has entered the stage of rule of law, and also mean that the legal position of "type" of vocational education is stable.

On the one hand, it is the evaluation of local differences. The development of vocational education is uneven due to local differences. China's vast territory and abundant resources make it difficult for its development to be balanced. The education policy encourages diversified school running. In the eastern region, vocational education has various forms of school running, strong cooperation between enterprises and schools, or participation in school running. The mode is diverse, and the development is much better than that in the western region.

On the other hand, how to ensure that the talent quality of vocational education is recognized by the whole society. The newly revised policy requires the establishment of vocational education at or above the undergraduate level, which will help to cultivate higher-level technical and skilled talents. By promoting the diversified development of secondary vocational education, form a good situation of coordinated development between secondary vocational education and ordinary high schools, so that everyone can live a wonderful life on different tracks. At present, the status of vocational education talents in society is still relatively low-level and not recognized by the society.

How to change this understanding and improve the recognition of vocational education talents is the biggest challenge and test faced by Vocational Colleges in the future.

Implication to Educational Management

The revision of the new policy sends a message to the society that the state should pay attention to vocational education and will spend more energy on vocational education. Vocational education will usher in a rapid period of development. Vocational colleges and universities should seize the opportunity, “in the spring of vocational education, try to make flowers bloom, so as to have the day of fruit harvest.”

1. In the nearly 10-year development plan of the University, we should take “strive to establish the undergraduate major of vocational education and develop towards a high-level vocational university” as the main development goal.

2. Schools should explore diversified school running modes, strengthen school enterprise cooperation and cultivate professionals needed by enterprises. Enterprises should play an important role in running schools, promote enterprises to deeply participate in vocational education and hold high-quality vocational education.

3. Vocational colleges should pay attention to the control of teaching quality, ensure the high quality and high skill level of vocational education graduates, “adhere to facing the market, promote employment, adhere to facing practice, strengthen ability, and adhere to facing everyone and teaching students according to their aptitude.” Pay attention to publicity and gradually improve the social status of vocational education.

4. Teachers in vocational colleges should plan ahead and carry out higher-level academic and degree education in advance to improve their level. Once the school is upgraded, teachers can adapt and will not be eliminated.

5. The new policy mentioned that the country urgently needs technical and skilled talents in nursing, nursing, health care, housekeeping and other aspects. The professional setting of the school can be tilted intentionally, which may be supported by more construction funds.

Conclusion

The analysis of China’s vocational education policy can be said to provide all-round policy support for vigorously promoting the development of vocational education. At the legal level, specifying the equal importance of vocational education and general education is conducive to shaping social consensus and promoting the high-quality and high-speed development of vocational education. Therefore, vocational education has embarked on the “fast lane”, and the opportunity for the development of vocational colleges has come.

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