

POLICY ANALYSIS OF VOCATIONAL EDUCATION REFORM IN CHINA

Xie Hui

*School of business of Belarusian State University,
Minsk, Republic of Belarus, hcz1d1f@163.com*

China a prominent developing nation, grapples with swift economic shifts and social progress. Education emerges as a pivotal force for national prosperity, especially within the framework of socialism with Chinese characteristics. Vocational education assumes increasing significance for training practical professionals to meet industry demands. The National Programme for Medium- and Long-term Educational Reform and Development provides a strategic guide for vocational education. This analysis explores China's distinctive approach to vocational education reform, shaped by its unique culture, economic system, and societal structure.

Keywords: vocational education reform; Chinese characteristics; education system; policy orientation; national planning.

АНАЛИЗ ПОЛИТИКИ РЕФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ В КИТАЕ

Се Хуэй

*Институт бизнеса Белорусского государственного университета,
Минск, Республика Беларусь, hcz1d1f@163.com*

Китай, одна из ведущих развивающихся стран, переживает стремительные экономические сдвиги и социальный прогресс. Образование становится ключевым фактором национального процветания, особенно в рамках социализма с китайской спецификой. Профессиональное образование приобретает все большее значение для подготовки специалистов-практиков, отвечающих требованиям промышленности. Национальная программа реформирования и развития образования на среднесрочную и долгосрочную перспективу является стратегическим руководством для профессионального образования. В данном материале рассматривается особый подход Китая к реформе профессионального образования, сформировавшийся под влиянием уникальной культуры, экономической системы и структуры общества.

Ключевые слова: реформа профессионального образования; китайские особенности; система образования; политическая ориентация; национальное планирование.

1. Introduction

China, as one of the world's largest developing countries, is facing rapid economic change and social development. In the context of this era of change, education is considered one of the key engines for national prosperity and social progress. Vocational education, in particular, has become increasingly important in the cause of socialism with Chinese characteristics, as a key component in the training of practical talents to meet the ever-growing demands of industry.

The National Medium- and Long-Term Education Reform and Development Plan (2010–2020), as a programme document for China's education development, points out the direction for the renovation and development of vocational education. The purpose of this paper is to provide an in-depth analysis of China's vocational education reform, highlighting the characteristics and highlights that China has shown in this field.

Under the influence of China's unique culture, economic system and social structure, the reform of vocational education is not just a simple copy of foreign experience, but also an exploration of innovative paths that meet China's national conditions and the needs of industrial upgrading based on comprehensive consideration of the national situation. From the policy level to the actual curriculum, China's vocational education reform presents distinctive Chinese characteristics, highlighting the uniqueness of China's education system in the wave of globalisation.

In this paper, we will delve into the policy framework of China's vocational education reform, the progress of implementation, the evolution of the system, and the actual impact of the reform. Through a comprehensive examination of these aspects, we will highlight the achievements of the vocational education reform with Chinese characteristics, and at the same time make suggestions for future development, with a view to contributing to the sustainable development of national education.

2. Current status of research in China

The China Society for Vocational and Technical Education put forward a blueprint for the development of vocational education in China in its report entitled "From a large country of vocational education to a strong country of vocational education" [1]. The report points out that by the middle of this century, China will complete the major transformation from a large country of vocational education to a strong country of vocational education. 2020 will be the year when a modern vocational education system with Chinese characteristics is basically built, with the main features of "big" and "all-encompassing"; and by 2030, on the basis of the system's perfection, the modernisation of the governance system and governance capacity will be achieved. In 2020, a modern vocational education system with Chinese

characteristics will be basically built, with the main features of "big" and "all-round"; in 2030, on the basis of the improvement of the system, the modernisation of the governance system and governance capacity will be achieved, with the main features of "good" and "strong"; and in 2050, China's vocational education will become a world power in terms of vocational education, and will achieve the strategic goal of catching up to leapfrog.

In the article "Policy Ideals and Action Paths for Typological Reform of Vocational Education in China" [2], Li Peng and Shi Weiping point out that the reform of vocational education in China is based on a shift from levels to types. The National Vocational Education Reform Implementation Programme provides policy guidance for the typological reform of vocational education in the new era. However, the type identity of vocational education is lost and the type characteristics are not obvious. In the logic of type identity of type education, the typological reform of vocational education needs to build a modern vocational education system, and shift from catching up with higher education to the development of applied type characteristics. Therefore, the National Implementation Programme for Vocational Education Reform plans reform tasks in many aspects, establishes the "type identity" of vocational education, and plans the "future blueprint" and "construction routes" for the typological reform of vocational education in China. It also maps out the "future blueprint" of China's vocational education typological reform and the "construction route" of reform actions. The reform of vocational education in China in the new era requires strategic thinking to unify the goals of the reform of vocational education typology and to explore the path of action for comprehensively deepening the reform and comprehensive governance.

In the article "45 Years of Reform of China's Education System: History, Experience and Prospects" [3], Yu pointed out that the reform of China's education system should be carried out in the following four areas: to further strengthen the Party's overall leadership and scientific and theoretical guidance of the work of education; to further improve the education system that integrates the five education systems and the mechanism of collaborative education among families, schools and communities; to further improve the ability of education to serve economic and social development and the construction of a strong scientific and technological country; and to further speed up the digitisation of education and the construction of a high-quality education system that serves the whole population for lifelong learning, as well as of a learning society.

3. Analysis of relevant policy documents

The National Medium- and Long-Term Education Reform and Development Plan (2010-2020) [4], a key document issued by the Government

of China in 2010, sets out the overall goals, key tasks and policy directions for education development in the coming decade. Its key elements include:

The plan emphasises the overall goals of balanced development of social equity and economic construction, comprehensive development of quality education and building a learning society. In terms of adjusting the education structure and system, the plan proposes specific measures to raise the level of pre-school education, promote nine-year compulsory education, develop secondary vocational education, and promote the internal development of higher education. At the same time, the plan also focuses on improving the quality of education, including strengthening the quality of education, teacher training and the balanced development of education in central and western regions. In terms of scientific and technological innovation, the plan emphasises the deep integration of scientific and technological innovation with education and the promotion of information-based education. Finally, the plan mentions the reform of the management system and the establishment of an education management system that emphasises social participation and diversification of the main body of schooling. Overall, the plan provides comprehensive guidelines for the future development of education in China.

In 2019, the State Council recently released the National Implementation Programme for Vocational Education Reform [5], which aims to promote China's vocational education system to better adapt to the rapid development of the economy and society, and to cultivate more highly qualified technical and skilled personnel. This policy aims to improve the quality of vocational education, strengthen school-enterprise cooperation, and deepen the integration of industry and education through a series of integrative measures.

The core objective of the programme is to strengthen the integration of knowledge and practice, as well as the integration of work and learning, and to make vocational education more closely aligned with actual industrial needs through the introduction of innovative models such as the dual system. In addition, the policy aims to build a more modern and practical vocational education system by promoting in-depth school-enterprise co-operation, encouraging the construction of high-level practical training bases, and fostering the development of a "dual-teacher" teaching force.

Policy Measures: Specifically, the programme proposes a series of measures, such as encouraging enterprises to host high-quality vocational education and promoting the remuneration of skilled personnel, with the aim of forming an all-round, multi-level vocational education system. Among other things, by establishing a system of evaluation and supervision and assessment of the quality of vocational education, the policy seeks to reinforce the centrality of learners' professional ethics, technical skill levels and employment quality.

Expected effects of the policy: In terms of the expected effects of the policy, through the establishment of the National Steering and Consultative Committee on Vocational Education, the government will make better use of the power of professional think tanks to provide scientific guidance and assessment of vocational colleges and training institutions nationwide, with a view to realising the further enhancement of China's vocational education system.

On 21 December 2022, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the Opinions on Deepening the Reform of the Construction of a Modern Vocational Education System [6], and issued a circular requesting all regions and departments to conscientiously implement it in conjunction with the actual situation. The Opinions on Deepening Reforms in Building a Modern Vocational Education System proposes in-depth implementation of reforms in modern vocational education, guided by Xi Jinping's Thought on Socialism with Chinese Characteristics in the New Era, and emphasising the Party's overall leadership of vocational education work. The focus is on promoting the high-quality development of vocational education, serving the overall development of students and economic and social development.

The direction of reform focuses on supply-side structural reform and the establishment of a multi-channel graded vocational education and training system. Strategic tasks include exploring new models in the province, creating industry-education consortia, and building industry-industry-education integration communities. The core work involves upgrading the key school-running capacity, building a "dual-teacher" teaching force, constructing an open regional practice centre for industry-education integration, broadening students' growth pathways, and innovating the mechanism of international exchanges and cooperation.

The implementation level emphasises party leadership, the establishment of organisational and coordination mechanisms, policy support, and the creation of a social atmosphere. Policy measures cover incentives such as finance, finance, land, credit, employment and income distribution. The overall objective is to improve the quality, adaptability and attractiveness of vocational education, and to lay the foundation for the country to build a strong education, science and technology, and talent nation.

4. Conclusion

Through a comprehensive analysis of the National Vocational Education Reform Programme issued by the State Council, the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010 - 2020), and the Opinions on Deepening the Reform of the Construction of a Modern Vocational Education System, we have gained a fuller understanding

of the grand blueprint for the future development of vocational education in China. These documents provide systematic guidance and planning for China's vocational education to achieve a fundamental transformation from a vocational education power to a vocational education power.

In the era of globalisation and knowledge economy, the future of vocational education in China is full of challenges and opportunities. Through in-depth implementation of these important documents, China is expected to modernise its governance system and capacity by 2030, so that vocational education can better serve the needs of society. By 2050, China's vocational education will cross the threshold of developed countries, ushering in leapfrog development and truly becoming a world power in vocational education. The realisation of this ambitious goal will not only promote the overall development of China's economy and society, but also contribute Chinese wisdom and strength to global vocational education.

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