



Analysis of the Government-led Function of Local Vocational Education

Yuanyuan Chang

Heilongjiang University, Harbin 150000, Heilongjiang, China

DOI: 10.32629/jher.v5i5.2965

Abstract: In the development of vocational education in China, the leading role of the government is indispensable, but there are also some problems, mainly in: the concept of vocational education, unable to adapt to the requirements of economic development and industrial structure adjustment; insufficient investment of vocational education funds, lagging infrastructure construction; the development of vocational education and local economic construction; the government management system is not perfect. In view of these problems, the government should play a leading role in macro-control, supervision and management, funding input, social services and other aspects. Through the analysis of the problems existing in the development of local vocational education, we should further increase the investment in local vocational education, accelerate the pace of local vocational education reform, increase the policy support, and promote the sound and rapid development of local vocational education.

Keywords: local vocational education; government-led; role analysis

1. The current situation of local vocational education

1.1 The scale of vocational education is constantly expanding, but it still cannot meet the market demand

Vocational education is a universal education in China. Although the national and local governments have given strong support in terms of funds and policies in recent years, there are still some problems in the development of vocational education. First of all, from the perspective of running scale, compared with ordinary colleges, the scale of vocational colleges is small, the layout is not reasonable, and the running conditions are poor. Secondly, from the perspective of professional setting, the professional setting of some vocational colleges can not meet the demand of local economic development for talents.[1]

1.2 The quality of vocational education is uneven and out of line with industrial demand

Vocational education should be market-oriented, but local governments cannot blindly pursue "fairness" in resource allocation. In talent training, some schools are disconnected with the local economic development and lack market adaptability; some schools have too many, miscellaneous and even "swarm", which makes some students confused; some schools have unreasonable specialty setting and repeated construction, and some vocational schools attract students with low price competition, greatly reducing the quality of student training.

1.3 The school-enterprise cooperation is not deep enough, and the practical teaching link is weak

School-enterprise cooperation is an important driving force for the development of vocational education, as well as the key to promote the employment of students and enterprise development. However, in the process of the development of local vocational education, there are some problems in school-enterprise cooperation, such as simple form, simple content and insufficient in-depth cooperation. In form, the relationship between vocational schools and enterprises is often a one-way cooperation, not "I pay for you, you create for me"; in terms of content, vocational schools tend to pay more attention to students' theoretical knowledge and practical teaching; from the level of cooperation, the relationship between vocational schools and enterprises is only formal cooperation, without substantive cooperation.[1]

1.4 Lack of teachers in vocational education, and unreasonable professional structure

The goal of vocational education is to train high-quality workers and technical personnel, so its teaching staff should have high level and high quality. However, teachers in many vocational colleges, who lack frontline work experience and theoretical teaching experience, experts in relevant professional fields and experts with deep understanding of industry development and market demand. From the current situation, most vocational colleges are seriously short of teachers, which to a large extent limits the adjustment and optimization of the professional structure of vocational colleges.

2. The leading role of the government in the local vocational education

2.1 Policy formulation and planning

2.1.1 Formulate local development plans for vocational education, and clarify the development goals and tasks

The local government shall, according to the needs of the economic and social development of the region and the actual situation of the development of vocational education, formulate the development plan of vocational education and clarify the goals and tasks of the reform and development of vocational education. In the vocational education plan formulated by the local government, the overall goals and phased goals of the development of local vocational education should be clarified.

2.1.2 Introduce relevant policies to provide institutional guarantee for the development of vocational education

Local governments should, in accordance with the actual local economic and social development, introduce vocational education policies commensurate with the local economic and social development level to provide institutional guarantee for the development of vocational education. Local governments shall, under the guidance of the overall plan, formulate corresponding vocational education policies and measures in accordance with the needs of economic and social development and the actual situation of the adjustment of industrial structure, and promote the healthy, stable and rapid development of vocational education.

2.1.3 Strengthen the connection between vocational education and the development of local industries, and optimize the professional structure

Local governments should, according to the requirements of industrial development, scientifically and reasonably plan the development scale and professional structure of vocational education, and take this as the guidance of vocational education. At the same time, the professional construction should be taken as the focus of vocational education work. The setting of vocational education majors must meet the needs of local economic development, and be dynamically adjusted according to the actual production of enterprises and the demand of social talents, so that the setting of vocational education coincides with the market demand. We should actively promote the reform of vocational education curriculum, and constantly optimize the professional structure according to the local industrial structure, the regional economic development situation and the demand situation of the labor market. Through the talent demand forecast of related industries, scientifically analyze the talent training specifications, talent quality and employment status, optimize the structure of specialty setting, and improve the quality of talent training.[2]

2.2 Capital input and guarantee

2.2.1 Increase financial input to improve the conditions for running vocational education

On the one hand, the state should continue to increase the investment in vocational education, include the funds for vocational education in the financial budget at all levels, and exert the function of the investment of governments in vocational education to support the improvement of vocational education and the construction of teachers, the State should establish a financial transfer payment system suitable for the development of modern vocational education as soon as possible, changing the transfer payment from the central finance to local governments from direct appropriation to indirect transfer payment in the form of tax rebates and special subsidies.

2.2.2 Set up a special fund for vocational education to support the construction of key projects

In China, the use of vocational education funds is scattered in various departments, and cannot be managed as a whole, so a special organization should be set up for management, and clear their responsibilities and powers. Funds for vocational education may be managed by local governments as a whole and allocated to each department according to their subordinate relations. In addition, the funds for vocational education can be set up by the government for the construction of key projects. In this way, it can not only solve the shortage of funds for the construction of vocational schools, but also concentrate the limited funds on the construction of key projects and accelerate the development of vocational schools.

2.2.3 Establish a diversified investment mechanism to encourage social forces to participate in vocational education

In China, the development of vocational education, as an important way to train skilled talents, has attracted wide attention. With the rapid development of economy and society, the market economy system has been gradually established and improved, and the sources of school funds in this field have become increasingly rich and diversified. At present, the funding sources of vocational education in China can be summarized from multiple channels: the allocation of government departments still dominates; the investment behavior of enterprises provides important financial support for education; social donation is another source of funds that cannot be ignored, which reflects the public care and support for education; the investment of individual students and other institutions or individuals is also a valuable capital supplement; and international aid reflects our concept of open cooperation and shared resources.[3]

2.3 Integration of industry and education and school-enterprise cooperation

2.3.1 Promote school-enterprise cooperation and establish a long-term mechanism for the integration of industry and education

Local governments should pay "four priorities" in promoting the integration of vocational education and school-enterprise cooperation, that is, pay attention to the guiding role of the industry, the main role of enterprises, the basic role of schools, and the leading role of teachers. The government should promote school-enterprise cooperation and establish a long-term mechanism of the integration of industry and education by formulating relevant policies and regulations and building exchange platforms. The government should release the regulations on university-enterprise cooperation to promote the enterprises in vocational education in the whole process of the implementation opinion " the vocational school students practice management regulations and other policies and regulations, clear the rights and obligations in the process of talent training, encourage industry organizations, enterprises to participate in the whole process of vocational education personnel training, guide enterprises to participate in each link of talent training.

2.3.2 Encourage enterprises to participate in the training of vocational education talents and improve the quality of education

The role of the government is mainly reflected in the policy support, tax incentives and other aspects. In order to effectively promote school-enterprise cooperation, we must take policies as a guarantee to encourage enterprises to actively participate in vocational education. The government should increase the support for enterprises to participate in vocational education, and provide support them from taxes and subsidies. For enterprises participating in the training of vocational education talents, certain preferential tax policies can be given, such as reducing relevant taxes and fees; in education and training, enterprises can use human resource management software, purchase or rent training equipment according to the development needs of enterprises; encourage enterprises and schools to build training bases. In addition, the government can also adopt financial support to encourage enterprises to participate in the training of vocational education talents.

2.3.3 Establish a school-enterprise cooperation platform to promote resource sharing and complementary advantages

When building a school-enterprise cooperation platform, the government should fully consider the interests of enterprises, and reflect the participation of enterprises in the content and form of cooperation. The government can deepen the cooperation between schools and enterprises through school-enterprise cooperation, order training and modern apprenticeship, promote resource sharing and complementary advantages, and realize the common development between schools and enterprises, teachers and teachers, and students and employees. The government can establish a local vocational education alliance, integrate the superior resources of vocational colleges and industrial enterprises in the region, and realize complementary advantages through the cooperation and exchange among the member units in the alliance. The government can also establish pilot units of modern apprenticeship, in which vocational colleges and enterprises jointly train high-quality technical talents, so that students can learn technical skills in actual production and work.

2.4 Construction and management of the teaching staff

2.4.1 Strengthen the construction of teachers in vocational education and improve their professional quality

Teachers are the guarantee of the quality of vocational education, and building a team of high-quality teachers is the key to the development of vocational education. In order to meet the needs of the development of vocational education, a team of vocational education teachers with sufficient quantity, reasonable structure and high quality. Firstly, we should establish teacher introduction mechanism, introduce professional and technical personnel or skilled craftsmen in the society, and absorb a group of young teachers to enterprises or production line for training; secondly, establish teacher training system, formulate incentive measures to encourage teachers to participate in various continuing education and professional training. At the same time, we should strengthen the training and assessment of in-service teachers.

2.4.2 Implement teacher training plans to improve teachers' practical teaching ability

Teacher training programs are mainly through on-the-job training for teachers to master the latest educational theories and practical skills, so as to improve their education and teaching level. Teacher training plan is an important factor in the development of vocational schools. Teachers should be improved through teacher training plan, so as to improve the teaching level and quality of vocational schools. Therefore, when formulating the development plan of vocational education, the local government should determine the key training objects according to the local industrial structure and economic development, determine the training content according to the talent demand of industrial development, and determine the training methods according to the actual situation of the schools. In the implementation of the teacher training plan, a special training institution and responsible personnel should be established, and a perfect assessment and evaluation system should be established. The government should actively encourage schools to establish teacher training bases and professional practice bases.

2.4.3 Establish and improve the teacher evaluation system to stimulate teachers' work enthusiasm

In the local vocational education, the government should establish and improve the teacher evaluation system, evaluate teachers' work performance through certain systems and methods, and promote teachers' professional development and personal growth. When formulating the evaluation system, the government should take into account the particularity of vocational education, and fully consider the influence of teachers of different subjects, teachers of different ages and different teaching objects on the evaluation criteria. Through the establishment of the evaluation system, it provides an important reference basis for the development of vocational education.

2.5 Social recognition and brand building

2.5.1 Strengthen the publicity of vocational education and improve social recognition

From the school level, vocational education publicity is an important way to enhance social recognition. In the publicity, the consciousness of "service" should be highlighted, and the purpose of "cultivating high-quality workers and skilled talents" should be clarified, which should not only stay at the level of vocational colleges. From the social level, vocational education publicity should highlight the characteristics of "skills" and establish the concept of "everyone can become talents", so that students and parents will no longer take vocational colleges as an alternative to ordinary high schools, so as to reduce the burden of families. Therefore, on the one hand, the government should encourage enterprises and industries to participate in vocational education, and on the other hand, it should make the public, especially the employers, form a correct understanding of vocational education by strengthening the cooperation with the media and carrying out publicity. Publicity can be strengthened by holding "skills culture festival", "skills competition" and other forms.

2.5.2 Build a vocational education brand and enhance the influence of vocational education

The vocational education brand of a region is the epitome of its economic and social development. In a sense, the brand building of vocational education is not only an investment behavior, but also a cultural construction behavior. The government can build vocational education brand through the following ways: first, fully demonstrate vocational education, and select the local advantageous industries as the focus of developing vocational education to form professional clusters; secondly, encourage and support schools to run schools independently, innovate school-running system and mode, and realize school branding; finally, establish vocational education development mechanism and guarantee system with quality as the core and service as the purpose. By building the local vocational education brand, to continuously improve the popularity and influence of the local vocational education at home and abroad, and finally realize the sustainable development of vocational education.

2.5.3 Establish a quality evaluation system of vocational education to ensure the quality of education

The quality evaluation system of vocational education in China is not perfect, which is also one of the important reasons for the low social recognition of vocational education. The government should establish a scientific and perfect evaluation system for the quality of vocational education, and conduct a comprehensive investigation and evaluation on the direction, system and quality of vocational education through evaluation. (1) The evaluation of employers should be taken as an important basis for the quality of vocational education to promote the reform and development of vocational education through evaluation. (2) Scientific and perfect quality standards and norms for vocational education should be formulated, the quality evaluation system of vocational education should be improved, and the quality assurance system of vocational education led by the government, participated by the society and guided by the industry should be established and improved. (3) To establish and improve a scientific and reasonable vocational school evaluation system and exit mechanism, to ensure that vocational schools always maintain a benign operation situation.

3. Conclusion

The development of China's economy and the adjustment of industrial structure have put forward higher requirements for vocational education. As an important part of China's education system, vocational education is an important way to train professional and skilled personnel, and plays an important role in realizing the healthy and rapid development of China's economy. Local government plays an irreplaceable leading role in the development of vocational education, by strengthening the leadership of vocational education work, improve the vocational education related policies and regulations, increase investment in vocational education, strengthen the combination of vocational education and local economic construction and so on to promote the sound and rapid development of local vocational education. The government should play a leading role in macro-control, supervision and management, funding input, social services and other aspects to promote the healthy development of local vocational education.

References

- [1] Zhou Fengling, Xu Han. Digital technology enables the internal logic, practical challenges and practical path of local government vocational education governance [J]. *Education and Career*, 2024, (14): 30-36.
- [2] Cai Lianghong. Thoughts on promoting local economic development by private vocational education and training [J]. *Employment and Security*, 2023, (05): 31-33.
- [3] Ma Youjing. A Comparative Study on Targeted Poverty Alleviation Policies in Vocational Education of Local Governments [J]. *Vocational and Technical Education in China*, 2021, (04): 46-54.