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SWOT Analysis of High-quality Development of Vocational Education under the Background of New Vocational Education Law in China

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Abstract: The high-quality development of vocational education under the background of the New Vocational Education Law has advantages provides advantages for the system, policy, and internationalization of vocational education, but disadvantages for the caliber of students, teachers, and job prospects for graduates. The New Vocational Education Law has strengthened new guarantees, given new tasks and created new spaces for the high-quality development of China's vocational education. The ongoing dearth of trained people in the industrial sector has created new possibilities for the high-quality advancement of vocational education in China. Threats to the high-quality growth of vocational education in China, however, include a drop-in enrollment, a lack of financing for operating institutions, and social prejudice. For the high-quality development of vocational education in China, it is necessary to seize new opportunities for the implementation of the New Vocational Education Law, effectively remove institutional barriers that obstruct the high-quality development of vocational education; implement the specific provisions of the New Vocational Education Law as soon as possible, establish a new management system that supports the high-quality development of vocational education; continue to advocate for a fresh wave of change in the way that vocational education evaluations are conducted, and exert every effort to create an effective evaluation system that is both scientific and tailored to the high-quality development of vocational education in China.

Keywords: New Vocational Education Law; Vocational education; High-quality development; SWOT.

1. Introduction

The economic development of China has shifted from quantitative development to quality development. Social changes and economic development model changes have brought unprecedented profound changes to the development of vocational education. The high-quality development of vocational education in China reflects the needs of the nation, the times, and the general populace. [1] The timely introduction of the new "Vocational Education Law" has established a legal guarantee for the high-quality development of vocational education, and will have a profound impact on China's establishment of a high-quality vocational education system with Chinese characteristics. High-quality vocational education provides high-quality employment services for the public, especially young people; high-quality vocational education provides high-quality skilled talents for China's manufacturing industry and China's service industry; high-quality vocational education will become a brand new Chinese business card to the world, export and demonstrate the vocational education model with Chinese characteristics and Chinese technical talents for developing and developed countries. This paper uses the SWOT analysis method to comprehensively explain the advantages and disadvantages of the high-quality development of vocational education in China under the background of the new "Vocational Education Law", as well as the opportunities and threats it faces, and on this basis discusses the current realization path of the high-quality development of vocational education in China.

2. Analysis of the advantages of high-quality development of vocational education under the background of the new vocational education law

2.1. The vocational education system is basically formed, and the scale of vocational education is at the forefront of the world

Over the past 40 years of China's reform and opening up, vocational education has made great achievements and achieved leapfrog development in scale. Secondary vocational education and higher vocational education have been connected to a certain extent. A vocational education system that communicates with general education has basically formed. According to the statistics of China's education industry last year, as of 2021, there are 7,294 secondary vocational schools in China. In 2021, 4.8899 million secondary vocational schools will be recruited nationwide, accounting for 35.08% of the total enrollment in high school education; 33.49% of the total. There are 5.5672 million students enrolled in higher vocational education, accounting for 55.60% of the total enrollment of 10.0132 million higher education students in 2021; 15.901 million students in higher vocational education, accounting for 45.85% of the total number of students enrolled in higher education. Since 2019, my country has adjusted its vocational education talent training strategy in a timely manner. Higher vocational colleges have implemented enrollment expansion for three

consecutive years, and the number of enrolled students has reached 3 million in three years. Data show that China has basically formed the world's largest vocational education system.

2.2. Vocational education receives policy support, and the new law empowers the development of vocational education

Since the 18th National Congress of the Communist Party of China, the leaders of the party and the state have encouraged and supported the development of vocational education in many speeches. In the report of the Nineteenth National Congress of the Communist Party of China held in October 2017, General Secretary Xi Jinping proposed to "improve the vocational education and training system, deepen the integration of production and education, and school-enterprise cooperation." In 2017, 2018 and 2019, The State Council issued the Implementation Plan for the Reform of National Vocational Education and other important documents supporting the development of vocational education, which provided a new path and pointed out a new direction for the talent training model of vocational education. Last October, the Party Central Committee and the State Council once again issued another important document on vocational education, namely the Opinions on Promoting High-quality Development of Modern Vocational Education, requiring all departments across the country to deploy and implement it.In April 2022, when General Secretary Xi Jinping sent a letter to congratulate the opening of the first Great National Craftsman Innovation and Exchange Conference, he emphasized: "The team of skilled workers is an important force supporting Chinese manufacturing and Chinese creation." The Party Central Committee and the State Council attach great importance to and support the high-quality development of vocational education, and introduced a series of policies to lead the high-quality development of China's vocational education with policies and the rule of law. The new "Vocational Education Law" is rich in content, detailed and highly operable. The new "Vocational Education Law" clarifies that vocational education and general education have the same status, and legally clarifies the type of vocational education, which opens a new chapter in the history of Chinese education and is also a milestone in the history of Chinese vocational education. Vocational education policies are fixed in a complete and complete legal form, which is the biggest advantage of the high-quality development of vocational education in China.

2.3. The internationalization of vocational education is developing well, and cooperation and innovation have spawned new growth poles

Since the implementation of the Belt and Road national strategy, China’s education administration and relevant government departments have issued a number of documents to support China’s vocational education going out and bringing in, effectively promoting the internationalization of vocational education. In September 2020, nine departments including the Ministry of Education jointly formulated the "Action Plan for Quality and Excellence in Vocational Education (2020-2023)" to support vocational colleges to run schools abroad and cultivate Luban workshops. According to incomplete statistics, as of today, more than 40 vocational colleges in my country have established more than 50 overseas branch schools around the world, which have produced good responses in the places where the schools are located. [2]The scale of China's vocational education going out is expanding. The new "Vocational Education Law" clearly stipulates that the state encourages foreign exchanges and cooperation in the field of vocational education. The Belt and Road Initiative is a national strategy, and China's vocational education is in the background of the national strategic era. In the face of historical opportunities, seizing the historic opportunities has a very broad development space and prospects. Secondly, the state also supports the introduction of high-quality educational resources. The new "Vocational Education Law" clearly stipulates that it supports the introduction of overseas high-quality resources to develop vocational education. The introduction of international advanced vocational education standards, courses and teaching materials, and the study and reference of international advanced vocational education resources will help promote the leapfrog development and high-quality development of vocational education in China. China's vocational education promotes the international development process, which not only brings new growth poles to the high-quality development of vocational education, but also shoulders the historical mission of further expanding my country's influence and voice in the field of international vocational education.

3. Analysis of the disadvantages of high-quality development of vocational education under the background of new vocational education law

3.1. The quality of students continues to decline

As we all know, high-quality students are the basic conditions for the development of high-quality vocational education. It is very important to effectively realize the cultivation of high-quality skilled industrial workers and ensure the quality of students. High-quality students are the cornerstone of effectively realizing the high-quality development of vocational education.

Table 1 shows the admission scores of higher vocational colleges in Zhejiang Province in the past 20 years. It can be seen from this that the admission scores of higher vocational colleges have shown a clear downward trend in the past 21 years, and the admission scores of higher vocational colleges in 2015 have dropped even more. To 207 points. In 2019, 2020, and 2021, that is, the average admission score of higher vocational colleges in Zhejiang Province in the past three years is 269.7 points, a drop of nearly 150 points compared with 2001. The number of colleges and universities that are exempted from self-enrollment in higher vocational colleges across the country is increasing, and some candidates with a score of less than 160 are admitted in advance through independent enrollment in higher vocational colleges. Although the admission scores in Zhejiang Province have not dropped significantly in recent years, the quality of students has been declining in general. The decline in the quality of students has brought huge hidden dangers to the development of high-quality vocational education and the construction of a skilled society. The low level of basic knowledge of student

culture, poor classroom acceptance, time-consuming and labor-intensive skill training, and weak self-management ability of students have brought unprecedented challenges to vocational colleges in cultivating high-quality skilled talents. Vocational students have a poor cultural foundation, especially in study habits, learning consciousness, and willpower to study hard, which are quite different from undergraduate students. These characteristics or problems have formed habits and accompanied them for a long time. It is difficult to change them in time. New media, self-media and other convenient entertainment news and videos have become the main factors that affect vocational students' difficulty in concentrating and studying in class. The author found in the classroom survey that more than half of the students in some classes spend more than half of their time playing mobile phones. More than one-third of the class time, individual students play with their mobile phones from beginning to end. This bad phenomenon is common in higher vocational colleges.

Table 1. The admission scores of Zhejiang vocational colleges in the past 20 years

2001	2003	2005	2007	2009	
Liberal arts 412 Science 425	Liberal arts 377 Science 333	Liberal arts 407 Science 338	Liberal arts 385 Science 347	Liberal arts 321 Science 273	
2011	2013	2015	2017	2019	2021
Liberal arts 275 Science 271	Liberal arts 271 Science 279	Liberal arts 207 Science 211	Liberal arts 359 Science 359	Liberal arts 264 Science 264	Liberal arts s 266 Science 266

(Data source: Zhejiang Provincial Department of Education)

3.2. The quality of teachers varies

The development of high-quality vocational education requires not only high-quality students, but also high-quality vocational education teachers. A researcher conducted a questionnaire survey on 657 vocational college teachers in Hubei Province, and the detailed data are shown in Table 2.

The data in Table 2 shows that among the 657 teachers, 51.9% of the teachers went to the school to teach directly after graduation, and 65.91% of the teachers graduated with a bachelor's degree and did not have rich work experience in enterprises. High-quality vocational education mainly focuses on cultivating skilled talents and requires Highly skilled teachers bring out high quality skilled people. If teachers in higher vocational colleges do not have a certain number of years of corporate work experience, the teachers themselves lack a dynamic and clear understanding and grasp of what kind of skilled talents industry companies need. Put distance. Under such circumstances, if these teachers continue to apply the educational model they received during their own education stage to classroom teaching in vocational colleges, it will naturally be difficult to achieve good teaching results. [4] In addition, the proportion of doctoral teachers is only 0.61%. The high-quality development of vocational education in the new era is complex, and there is an urgent need for highly educated researchers who combine theory with practice. The theoretical research of related majors in vocational colleges also requires high-level highly educated Talent, the lack of high-end theoretical talents restricts the high-quality development of vocational education.

3.3. The employment quality of graduates is worrying

High-quality employment is obviously an important basis for reflecting high-quality vocational education, and it is also an important goal for realizing the high-quality development of vocational education. As of May 20, 2022, a "double high" vocational college in East China randomly selected 9 graduating classes for investigation. See Table 3 for detailed data.

Table 2. Basic Information of the Surveyed Teachers [3]

Category		**Number**	**Proportion**
Gender	Male	276	42.01%
	Female	381	57.99%
Teaching years	1-5 years	207	31.51%
	6-10 years	118	17.96%
	11-20 years	140	21.31%
	more than 21years	192	29.22%
Education level	Secondary school	6	0.91%
	Junior college	38	5.78%
	Bachelor	433	65.91%
	Master	176	26.79%
	Doctor	4	0.61%
Teaching Courses	Professional Theory Course	130	19.79%
	Professional training course	113	17.20%
	Cultural Course/Basic Course	173	26.33%
	Teaching both theory and practice	241	36.68%
Channels of education	Teach directly after graduation	341	51.90%
	From the enterprise	128	19.48%
	From other college	50	7.61%
	From other organization	138	21%

Table 3. The employment data table of 9 graduating classes randomly selected from a "double high" vocational college in East China

Class name	Class size	Employment number	Employment rate
Real estate management class 1	43	22	51.16%
Project Cost class 1	42	19	45.24%
Project Cost class2	41	16	39.02%
Design class 2	37	11	29.73%
Enviroment class2	42	11	26.19%
Design calss 1	39	10	25.64%
Architecture class2	41	9	21.95%
Enviroment class 1	46	10	21.74%
Architecture class 1	28	4	14.29%
Total	359	112	31.20%

(Data source: Internal data of a higher vocational college in East China)

Table 4. 2017-2020 Salary Levels of Graduates from Seven Double Higher Education Institutions [5]

Collge Name	Monthly salary of 2017 graduates (Yuan)	Monthly salary of 2018 graduates (Yuan)	Monthly salary of 2019 graduates (Yuan)	Monthly salary of 2020 graduates (Yuan)
Fujian Chuanzheng Communications College	3480.11	3677.49	4268.88	4092.09
Henan Agricultural Vocational College	3528	3815	4151	4183
Hainan College of Economics and Business	3426	3748	3687	3500
Hunan Automotive Engineering Vocational College	4984	4226	4576.59	4194.20
Sichuan Vocational and Technical College of Communications	3918	4184	4335	4420
Ningbo Polytechnic	3795.52	4100.20	4299.03	4537.82
Changsha Social Work College	3977	4179	4271	4096.65

The data in Table 3 shows that by the end of May, the teaching and graduation practice of the graduating class of the higher vocational college has ended, and most of the graduates are about to leave school. There are 359 students in 9 classes, and only 112 people have signed employment agreements. The proportion of signed employment agreements is 31.20%. In terms of the number of employments, there is still a considerable distance from high-quality employment. Although the data in Table 3 are individual cases and cannot represent all vocational colleges and all majors, they also reflect the current employment status of vocational graduates from the side.

The data in Table 4 shows the average monthly salary levels of graduates from seven double-education colleges in the past four years. The simultaneous survey shows that the average monthly salary income of undergraduate graduates from 2017 to 2020 is 4,774-yuan, 5,135-yuan, 5,440 yuan, and 5,471 yuan. There is a large gap between the salary levels of graduates of the seven double-education colleges and the average salary of undergraduate graduates in the same period. Compared with the average monthly income of graduates of the above-mentioned seven "double high" vocational colleges, the average monthly income of undergraduates was 23% higher in 2017, 28.1% higher in 2018, 28.2% higher in 2019, and 32% higher in 2020 %. According to the bulletin of the Hangzhou Municipal Bureau of Statistics, the average wage in Hangzhou in 2017 was 5,587.25-yuan, 6,079.25 yuan in 2018, 6,734.75 yuan in 2019, and 11,200 yuan in 2020. [6] Obviously, the current employment rate and employment income of vocational graduates in my country are not high, far from the goal of high-quality employment.

4. Opportunities for the high-quality development of vocational education under the background of the new vocational education law

4.1. The New Vocational Teaching Law gives vocational education a new mission

Article 3 of the New Vocational Education Law points out that vocational education and general education have the same status, and endows vocational education with three basic responsibilities and missions: cultivating diverse talents, inheriting technical skills, and promoting employment and entrepreneurship, reflecting the integrated development of people and society, and embodying the Education is the educational cause of the party and the state. Article 4 of the new law stipulates that vocational education must adhere to the leadership of the Communist Party of China, adhere to the direction of running a socialist school, and integrate correct values into the process of imparting knowledge and cultivating abilities in vocational education, so as to promote the integration and development of the educated in the three aspects. . The new law stipulates that the coordinated development of vocational education and general education shall be promoted in an overall manner, and the proportion of general vocational education may vary within a certain range. Each region shall scientifically plan the enrollment scale of vocational schools and ordinary schools according to the local socio-economic development and local industry development. It is the legal basis for planning the scale of vocational education and the scale of enrollment. These provisions of the new law are conducive to the coordinated development of regional vocational education and regional industrial

economy. The new "Vocational Education Law" clarifies that the high-quality development of vocational education in my country is a national strategy. It is to point out the direction and provide an important way to realize the all-round development of people with different characteristics and high-quality employment, and to achieve high-quality economic development in regions with different economic structure characteristics. Provide skilled talent supply. The New Vocational Education Law provides a more scientific and standardized description of the classified development of general high schools and vocational high schools after the end of the nine-year compulsory education. The legal basis is provided.

4.2. The new vocational teaching method provides new space for the high-quality development of vocational education

Comparatively speaking, the current secondary vocational students have much fewer opportunities to enter higher education channels than ordinary high school students. Similarly, the current vocational education students' access to higher education is extremely limited. An overpass is built between the two different types of education, vocational education and general education. First of all, the new law stipulates that the state implements a conversion method for vocational training credits, achievements, and qualifications. In the vocational education sector, the national credit bank mechanism will be improved to effectively promote the integration, mutual recognition, and integrated development of vocational education and general education, which will benefit society. Vocational education is gradually accepted and recognized, and vocational schools still have more opportunities to go to ordinary colleges. Secondly, the new law stipulates that higher vocational school education shall be carried out by higher vocational schools and ordinary higher education schools at the junior college level, undergraduate level and above, leaving a broad and beautiful policy space for the vocational education community, so that vocational education can broaden the development space with laws to follow. First, ordinary colleges and universities may enroll a considerable number of students majoring in vocational education in the future to stand up for the cause of vocational education; second, there is a legal basis for higher vocational schools to enroll vocational education postgraduates in the future, and the recruitment of postgraduates by vocational schools will completely subvert the public A consistent understanding of vocational education and vocational schools will promote the high-quality development of vocational education.

4.3. The New Vocational Education Law Provides New Guarantee for the High-quality Development of Vocational Education in China

The current multi-management mechanism of vocational education is an institutional obstacle in the reform and development of vocational education recognized by the vocational education community. The new "Vocational Education Law" fixes the solution in the form of law, providing legal support and support for further deepening the reform of vocational education. System guarantee. At present, the education administrative department manages vocational colleges, the human resources and social security department manages vocational training, and also coordinates with local governments and industry enterprises. It is difficult to promote the implementation of many tasks. The new law stipulates that the State Council establish a vocational education coordination mechanism to coordinate national vocational education work. The new law solves the problem of vocational education and provides a new legal guarantee for the deep integration of production and education in the high-quality development of vocational education. Over the years, the integration of production and education, and the lack of deep and unreal school-enterprise cooperation have been the pain points and blocking points that hinder the high-quality development of vocational education. The new law encourages enterprises to deeply participate in the integration of production and education, and school-enterprise cooperation. There will be policy incentives such as tax incentives, which will fully increase the enthusiasm of enterprises to participate in vocational education, and effectively play the main role of different types of enterprises in participating in vocational education. In addition, the new law provides corresponding guarantees for vocational education funding. The new law stipulates that provincial people's governments formulate the per-student funding standards for vocational schools in their regions, and vocational school organizers allocate funds in full and on time in accordance with the per-student funding standards to continuously improve school-running conditions.

4.4. The continuing shortage of workers in the skilled industry provides new opportunities for the high-quality development of China's vocational education

The Ministry of Industry and Information Technology, the Ministry of Human Resources and Social Security and other ministries and commissions jointly formulated the "Manufacturing Talent Development Planning Guide" in December 2016. The "Guide" pointed out that there is a continuous gap in China's manufacturing skilled personnel, with a gap of 19 million in 2020 and 30 million in 2025. The shortage of industrial workers, especially skilled talents in the manufacturing industry, continues to grow, bringing strong demand for the high-quality development of vocational education. However, on the one hand, there is a huge gap in skilled personnel, and on the other hand, there is a high unemployment rate among young people. See Table 5 for statistics on the unemployment rate from April 2019 to April 2022.

The data shows that the unemployment rate of youth aged 16-24 in April 2022 is as high as 18.2%, a record high since the youth unemployment rate survey records. Perhaps the youth unemployment rate in April is related to the new crown epidemic, but the unemployment rate trend line shows that nearly 3 The annual youth unemployment rate is almost twice the urban unemployment rate. In April this year, the youth unemployment rate of 18.2% was nearly three times the urban unemployment rate of 6.1%. Employment is the foundation of people's livelihood and the foundation of stable economic and social development. The implementation of Skills China Action is not only to provide high-quality skilled talents for my country's high-quality economic development, but also an important way to effectively reduce youth unemployment, which is related to social stability and common prosperity.

Achieving ambitious goals. Vocational education is the cradle for cultivating skilled talents. The new "Vocational Education Law" clearly shows that vocational education is irreplaceable and has the same status as general education. It is imperative to develop high-quality vocational education.

Table 5. Statistics of Unemployment Rate from April 2019 to April 2022

Point in time	2019.04	2019.08	2019.12	2020.04	2020.08
National Urban Unemployment Rate	5.0%	5.2%	5.2%	6%	5.6%
Unemployment rate of youth aged 16-24	9.9%	13.1%	12.2%	13.8%	16.8%
Point in time	**2020.12**	**2021.04**	**2021.08**	**2021.12**	**2022.04**
National Urban Unemployment Rate	5.2%	5.1%	5.1%	5.1%	6.1%
Unemployment rate of youth aged 16-24	12.3%	13.6%	15.3%	14.3%	18.2%

5. Threats to the high-quality development of vocational education under the background of the new vocational teaching law

5.1. The number of students is relatively reduced

According to the "Main Results of National Education Statistics in 2021" released by the Ministry of Education, in 2020, there will be 9,865 secondary vocational schools nationwide, with 6,275,600 students enrolled and 16,281,400 students enrolled; in 2021, there will be 7,294 secondary vocational schools nationwide This dropped to 4,889,900, with 13,118,100 students, a sharp drop of 2,571 secondary vocational schools, a decrease of 1,385,700 enrollments in secondary vocational schools, and a decrease of 3,163,300 students in secondary vocational schools. Both the number of students and the source of students are on the decline. Obviously, the rapid reduction in enrollment is not conducive to the overall development of vocational education, and will inevitably affect the high-quality development of vocational education.

5.2. Insufficient funding for running schools

The World Bank's research shows that the average government funding for vocational education students is 2.53 times the average funding for general education students at the same level. Obviously, to achieve high-quality vocational education development, the expenditure on experimental equipment and practice facilities in secondary vocational education should far exceed that in ordinary high schools. [7] Relevant domestic research also believes that the average training cost of vocational colleges is 2-3 times that of general education colleges of the same level, which should be based on the research results of the World Bank. [8] However, according to the "2019 National Statistical Bulletin on the Implementation of Educational Funding", in 2019, the national general high school funding was 773 billion yuan, the secondary vocational funding was 261.7 billion yuan, the higher education funding was 1,346.4 billion yuan, and the higher vocational education was 240.2 billion yuan, the number of students accounts for almost half of the country's vocational education and general education funding is very different. In 2019, the per-student funding for ordinary high schools in my country was 17,821.21 yuan, and the per-student funding for vocational education was 17,282.42 yuan, which is slightly lower than that of ordinary high schools, and there is still a big gap between 2 and 3 times. The highest per-student funding for vocational education is 69,775.68 yuan in Beijing, 26,260.31 yuan in Zhejiang, 10,233.60 yuan in Henan Province, and 8,846.18 yuan in Guizhou. Compared with ordinary education, the per-student funding for vocational education in my country is far from enough. There are large regional differences.

5.3. Social prejudice against vocational education

In May 2022, the author distributed the "Survey of Intention to Apply for the Examination" to 180 parents of 3 middle schools in Wenzhou, and 168 valid questionnaires were returned. The results of the questionnaire show that nearly 73.5% of the parents expressed their unwillingness to send their children to higher vocational schools, and 91% of the parents chose "yes" to the question "whether the word "professional" is not good for college?" "If the child's score is enough to go to a public higher vocational college with low tuition fees and a private non-higher vocational college with expensive tuition fees", 87% of parents choose the latter; for the question of "why resist higher vocational colleges", 65 parents chose "Vocational colleges mainly train technicians, but technicians have low income, no social status, hard work, and poor working conditions", 63 parents chose "Vocational high school is similar to high vocational school, and I have always felt not very good", 36 parents chose "I just feel bad, I can't tell the reason", and 24 parents chose "Other". At the same time, 180 students from 3 schools conducted a questionnaire survey on "future university application intention", and 172 valid questionnaires were returned. The results of the questionnaire showed that: In response to the question "If you can only go to higher vocational colleges or private non-vocational colleges with expensive tuition fees, how would you choose?" 120 people chose to go to private non-vocational colleges and universities, 21 people chose Choose to repeat the exam in the next year, 20 people choose to study abroad, 7 people choose to study in higher vocational colleges, and 4 people choose not to study. In response to the question "You don't like vocational schools? If you don't like them, please continue to choose the reason", 118 people chose "yes" and "the reasons for studying in vocational schools are not promising", and 30 people chose "yes" and "vocational schools do not feel good" For the reason of "too good", 15 people choose "yes", the reason option is "other reasons", and 9 people choose "no dislike". Facts once again show that high school students have a deep "prejudice" towards vocational colleges and vocational education. It can be seen that in recent years, many vocational education policies have been

introduced and the benefits have continued, but the degree of social prejudice against vocational education is still very serious.

6. The Realization Path of High-quality Development of Vocational Education under the Background of New Vocational Teaching Law

Based on the SWOT analysis method to explore the implementation countermeasures of the high-quality development of vocational education under the background of the new vocational teaching method, four combined strategies can be formed: "weakness-opportunity" strategy, "weakness-threat" strategy, "strength-threat" strategy and "advantage The "opportunity" strategy, summed up in these four strategies, is to give full play to the advantages of the high-quality development of vocational education under the background of the new vocational education law, seize the important opportunity period of the national vocational education strategy, and strive to make up for the shortcomings and seek development. Respond to the threats to vocational education with leapfrog high-quality development.

6.1. Taking advantage of the opportunity of the New Vocational Education Law to break down the institutional barriers that hinder the high-quality development of vocational education

First of all, the "vocational education college entrance examination" should be implemented as soon as possible, focusing on the comprehensive assessment of the combination of skill qualification certificates and practical skills. Construct an overpass connecting general and vocational schools, and refine the unified admissions policy for provincial vocational education. According to the new "Vocational Education Law", ordinary colleges and universities and vocational colleges can undertake vocational education. Promulgate the implementation rules of the new "Vocational Education Law" as soon as possible, detailing the obligations and actions of ordinary undergraduate colleges and universities to undertake vocational education, requiring ordinary undergraduate colleges and universities included in the enrollment plan to list 5%-10% of the enrollment quota separately, and pass the vocational education college entrance examination for vocational education School Orientation Selection. Vigorously developing high-quality vocational education has been upgraded to a national strategy. Ordinary undergraduate colleges and universities and even key universities participate in vocational education, support the national strategy, obey the overall situation, and take the initiative to undertake the mission of cultivating some craftsmen from big countries. This is allowed and supported by the new "Vocational Education Law" of.

Secondly, the "Regulations of the People's Republic of China on Degrees" was revised again to solve the institutional obstacle that higher vocational colleges can independently train vocational undergraduates, but cannot grant independent degrees, and need to rely on undergraduate colleges and universities to grant degrees. Since 2015, some pilot vocational colleges have recruited and trained undergraduate graduates in accordance with relevant national policies, but they can only confer degrees in cooperation with ordinary undergraduate colleges and universities. The revised degree regulations should reflect the support for vocational education, and under the premise of overall consideration and strict control, higher vocational colleges with undergraduate training qualifications should be given the power to award bachelor's degrees independently.

Thirdly, the national education administrative department supports vocational universities undertaking undergraduate vocational education to actively develop professional degree postgraduate education, and provides a green channel for applying for professional master's degree granting points separately. Open up the vertical path of academic qualifications within the vocational education system, and connect the institutional channels from secondary vocational education to higher vocational education to professional undergraduates to professional masters, so as to gradually eliminate the general social discrimination of lower vocational education academic qualifications.

6.2. Implement the detailed rules of the new vocational education law and form a new management mechanism to promote the high-quality development of vocational education

First of all, through the implementation rules of the upcoming "Vocational Education Law", implement the plan of the people's government at or above the county level to establish a vocational education supervision and coordination office, which will work together with the current government education supervision office. The main leader also serves as the director of the supervision and coordination office. Coordinate the cooperation and division of labor between education departments at the same level and human resources and social security departments in the field of vocational education. Vocational education is inseparable from vocational qualification examinations. Human resources and social security departments are in charge of vocational qualification examinations, social vocational skills training, and skills training subsidies. Due to reasons such as unclear responsibilities and non-corresponding supervision, some cases of low-quality and inefficient skill training in order to defraud skills training subsidies have frequently occurred. The Vocational Education Supervision and Coordination Office of the people's government at or above the county level coordinates with the Human Resources and Social Security Administration and the education department to jointly implement the quality control of socialized skills training, and strengthen the pre-event, in-process, and post-event supervision and management of skills training and qualification examinations. In January 2022, Tang Tao, Vice Minister of the Ministry of Human Resources and Social Security, introduced that during the "13th Five-Year Plan" period, nearly 100 million person-times of subsidized vocational skills training were organized nationwide, and vocational skills training will be further strengthened during the "14th Five-Year Plan" period. The city and county-level vocational education supervision and coordination departments must play a leading role in overall supervision to ensure high-quality socialized vocational skills training in the region, ensure that the vocational skills qualification certificates in the region meet the predetermined requirements, and effectively realize the high-quality development of vocational education and skills training.

Secondly, the Provincial Vocational Education Supervision and Coordination Office will issue implementation rules as soon as possible according to the actual situation of economic and social development in the region and in accordance with the requirements of the new Vocational Education Law, so as to ensure that the region fully invests in vocational education funds. The author researched some vocational colleges. The training conditions in the school are simple, the training equipment is outdated, the training base of the off-campus enterprise is flashy, the training process is just a formality, and the quality of the training teaching is worrying. The outdated training mechanism and outdated training equipment have seriously restricted the high-quality development of vocational education.

Thirdly, the Vocational Education Supervision and Coordination Office at or above the county level guides and encourages vocational schools in the region to take the road of conglomerate schooling, jointly build and manage public training centers, and realize the sharing of training equipment. Cities and counties with better conditions can guide and support vocational schools in the area to be as close as possible to the public training center through school building replacement, campus relocation, etc., so as to facilitate the sharing of training resources. High-quality vocational education is inseparable from advanced and high-quality training centers, some advanced facilities and equipment, the funds required for independent procurement of vocational schools are difficult to bear, and the training equipment sharing mechanism can better solve such problems.

6.3. Further deepen the reform of vocational education evaluation and effectively build an evaluation system for the high-quality development of vocational education

First of all, the implementation of comprehensive evaluation of students. First, the implementation of character evaluation with values as the core, the new law clearly: the implementation of vocational education should promote the core values of socialism, provide ideological and political education and professional ethics education for the educated, vocational education students must first build morality. The vocational education individual conduct evaluation mechanism is implemented in middle and higher vocational education. If the score is lower than a certain standard, the school must forcibly correct the bad behavior, so as not to affect the healthy growth of other students and tarnish the reputation of vocational education; vocational education students with serious bad behavior must pass the Participate in volunteer labor in the community, and return to school to continue their studies after passing the community correction assessment. Vocational schools are the cradle of cultivating skilled talents for the party and the country, and cannot be shelters for problematic teenagers. Second, implement the evaluation of students' skill quality. Establish a new evaluation system for vocational education skills with the participation of multiple subjects, guide and promote multiple vocational education evaluation subjects such as enterprises, schools, students' parents, students themselves, the government, and society to participate in the quality evaluation of vocational education graduates. Starting from the core elements of the high-quality development of vocational education, comprehensively evaluate the skills and qualities of vocational graduates, strictly grasp the graduation standards, and those who fail to meet the graduation requirements will not graduate.

Second, carry out vocational education teacher evaluation. Vocational education, as a type of education with strong practicality, has its own particularity in that the teaching goal is to cultivate technical and skilled talents, and it pays special attention to the skill training and training of vocational students. This particularity determines the ability and quality of vocational teachers. General education teachers are very different. Vocational colleges should adopt a variety of methods to build a double-qualified teacher team. The introduction of new teachers should pay attention to the teachers' work experience in enterprises and the skills and quality of teachers themselves, make overall arrangements, and vigorously support the existing teachers in the school to go out of the campus, enter the enterprise, and go out of production. Or half-time under the corporate exercise. Professional teachers in vocational schools must first possess the skills and qualities that students must possess. Vocational colleges should formulate a comprehensive evaluation system for vocational teachers, and promote vocational teachers to become qualified teachers who adapt to the high-quality development of vocational education through scientific teacher evaluation.

Thirdly, carry out the evaluation of personnel training in the whole process of vocational education. Build a specific index system for the scale, effect, contribution, and service of vocational education personnel training, especially the integration of production and education, practical training effects, and the degree of connection between talents and local industries. There must be detailed evaluation indicators to comprehensively guarantee the high quality of vocational education develop.

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