

A Summary of Vocational Education Training for New Generation Migrant Workers

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ATSTRACT: *The vocational education and training of the new generation of migrant workers has gradually become a focus of theoretical research. This article reviews and analyzes the literature on the vocational education and training of new generation migrant workers in databases such as China National Knowledge Infrastructure, Wanfang Data, and cqvip. By focusing on the research content of various scholars, it is hoped to provide a directional reference for the in-depth research in the field of vocational education and training for new generation migrant workers.*

KEYWORDS: *New generation of migrant workers, Vocational education and training, Training mode*

1. Introduction

At present, the new generation of migrant workers has become the main source of urban labor supply, and it is also the main force for economic transformation and upgrading and industrial restructuring. The advent of economic globalization and the information age has raised new and higher requirements for the quality of the new generation of migrant workers. In order to train the new generation of migrant workers to become professional and skilled personnel suitable for the development of new industrialization, scholars have conducted extensive and in-depth research. Based on the literature review on the vocational education and training of the new generation of migrant workers, this article summarizes and sorts out the research results of the vocational education and training of the new generation of migrant workers, in order to better grasp the status, problems and trends of the vocational education and training of the new generation of migrant workers.

2. Research on Vocational Education Training for New Generation Migrant Workers

This article obtains relevant literature on vocational education and training for new generation migrant workers from several domestic authoritative databases such as China National Knowledge Infrastructure, Wanfang Data, and cqvip. The search was performed using the keyword “vocational education and training for the new generation of migrant workers” as the key word. The search period was unlimited. The year of the literature obtained was from 2010 to the present, and a total of 232 articles were collected. We screened all the literature, excluding non-academic literature on the subject of vocational education and training for the new generation of migrant workers, excluding documents that did not involve vocational training for the new generation of migrant workers, and searched back for all the documents after reorganization. In the end, a total of 194 valid literatures were obtained, including 134 journals (32 core journals, 4 Chinese social science citation indexes), and 60 master-dissertation theses.

(1) Literature time distribution. It can be seen from Figure 1 that the domestic research on the training of new-generation migrant workers began in 2009. After the first use of the concept of the new generation of migrant workers in the Central Document No. 1 in 2010, research on vocational education and training of the new generation of migrant workers has sprung up. Some scholars have gradually paid attention to research in this field, and the number of publications has increased. Relevant literature published in 2012 accounted for more than 20% of the research on this issue. From 2012 to 2016, there was a high output of research on vocational education and training for the new generation of migrant workers, with the largest number of research literatures in 2016. The number of studies has shown a downward trend in the past two years.

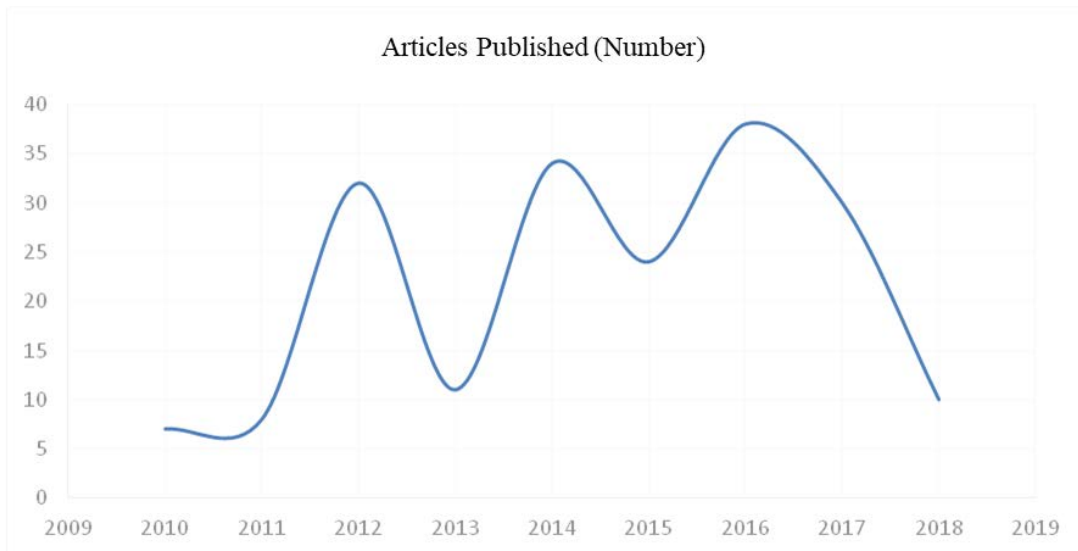


Figure.1 Time Distribution of Vocational Education and Training Literature for New Generation Migrant Workers.

(2) Distribution of literature research institutions. It can be seen from Figure 2 that the number of publications published by Wuxi Institute of Technology, East China Normal University, Hebei Normal University of Science & Technology, and Jiangxi Agricultural University accounted for 13% of the total published literature. Colleges and universities pay more attention to the vocational education and training of new generation migrant workers, and the research strength of other social organizations is very weak.

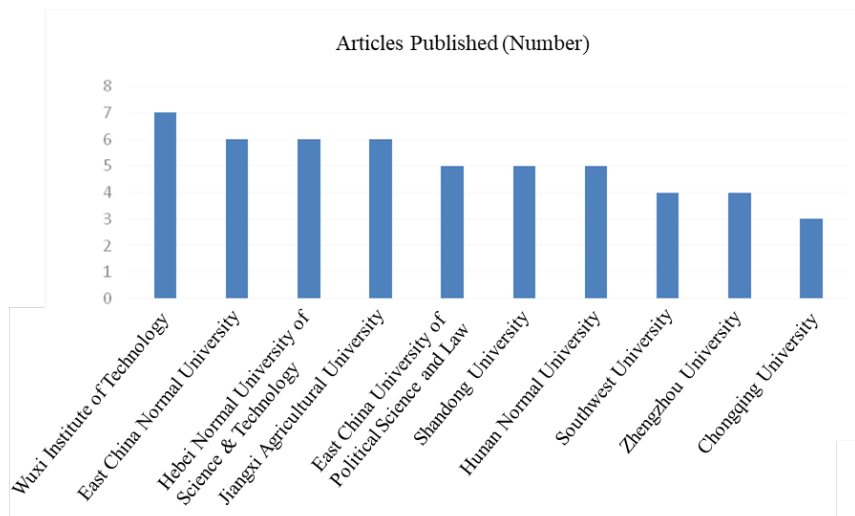


Figure.2 Distribution of Literature Research Institutions for the Vocational Education and Training of the New Generation of Migrant Workers.

(3) Distribution of literature funds. From Figure 3, we can see that The National Social Science Fund of China has the largest number of documents, followed by the National Education Science Plan, and The National Natural Science Foundation of China ranks third. In addition, Guangdong Soft Science Research Plan and Henan Soft Science Research Plan also have different degrees of research. The largest number of documents is Beijing, the political, economic and cultural center, where many domestic researchers are gathered. The major agricultural provinces where migrant workers are exported are Henan, and the migrant workers are imported to Guangzhou and Jiangsu. Studies in these areas also have a certain degree of concentration.

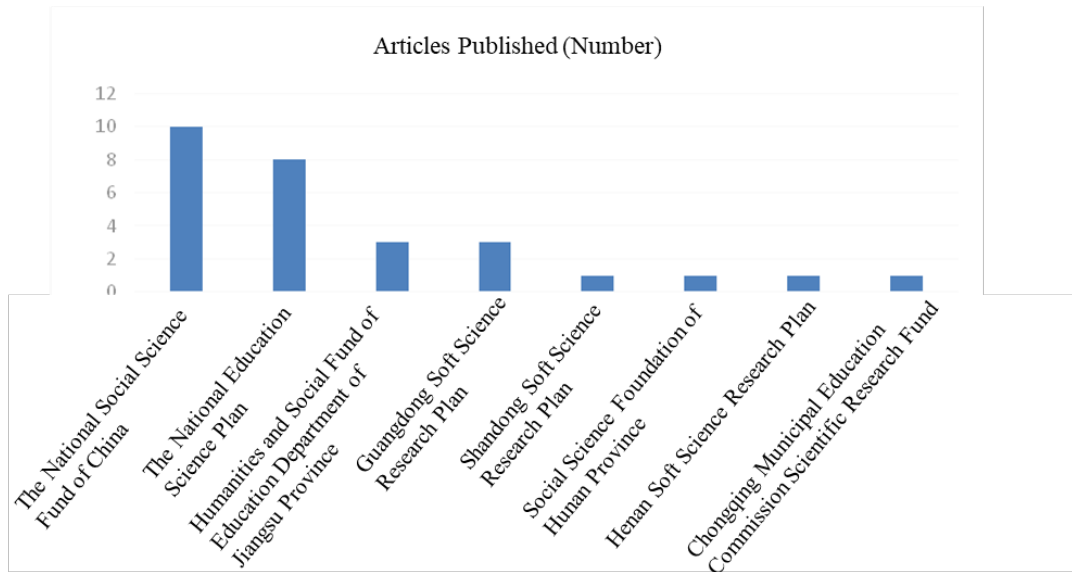


Figure.3 Distribution of Documentation Funds for Vocational Education and Training of New Generation Migrant Workers.

(4) Literature discipline distribution. It can be seen from Figure 4 that the study of vocational education for the new generation of migrant workers involves 16 disciplines. Among them, adult education and special education have the largest amount of literature, accounting for 70% of the total published literature. The second aspect is the agricultural economy. The number of studies on political parties and mass organizations, talent and labor sciences, macroeconomic management and sustainable development is also high.

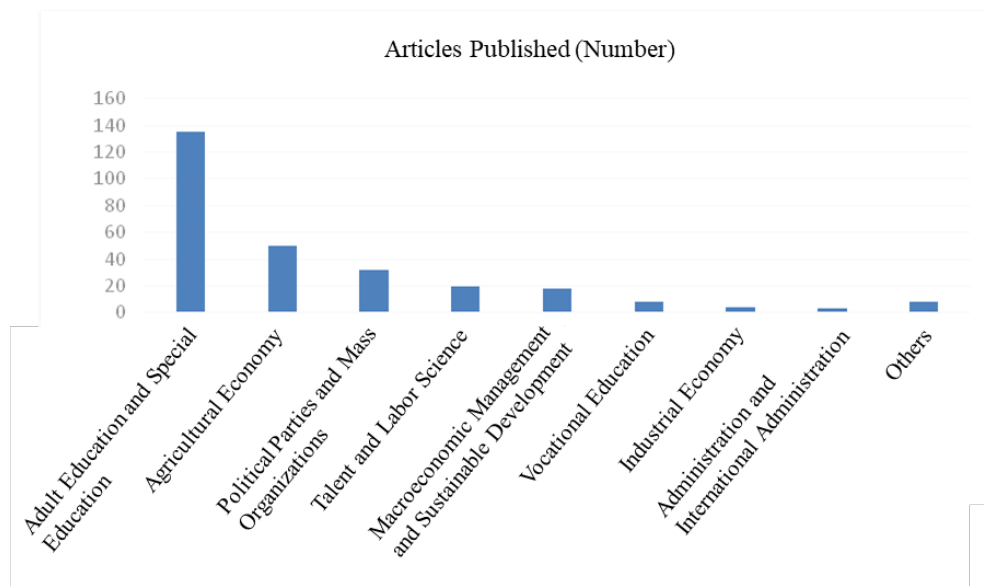


Figure.4 Discipline Distribution of Vocational Education and Training Literature for the New Generation of Migrant Workers.

The research on the vocational education and training of the new generation of migrant workers has been listed by the country as one of the livelihood issues of great concern. Multi-disciplinary, multi-level, multi-method, and multi-angle analysis of the vocational education and training of new-generation migrant workers plays a vital role in promoting the research of new-generation migrant workers.

3. Main Contents of Vocational Education and Training Research for New Generation Migrant Workers

The State Council's Opinions on Further Improving Services for Migrant Workers proposes that by 2020, 20 million person-times of vocational skills training for migrant workers will be conducted. The "National New Urbanization Plan (2014-2020)" also clearly proposes that the employment skills training of migrant workers should be carried out so that each migrant worker can get a government subsidized skills training, which basically eliminates the phenomenon of unskilled employment. In order to improve the professional skills and comprehensive quality of the new generation of migrant workers, the state has issued a series of policies and measures. The research and exploration around the vocational education and training of the new generation of migrant workers has been fully launched. The main contents of recent studies are summarized as follows:

3.1 Research on the Needs of Training Objects

Baozhu Zhao, Jia Zhang, Jie Zheng, and Ting Li (2012) proposed that the orientation of demand for vocational education and training for new rural migrant workers covers two layers: cognitive and behavioral. The cognition level is that the new generation of migrant workers recognize that training is conducive to promoting employment and improving vocational ability, recognizing that vocational training has a good effect, and prefers formal education. The behavior layer shows that there is no long-term plan for leisure learning, that it can reasonably choose training institutions, that the training content highlights practicability, that it likes free-time training, and prefers training on construction sites and employers. Yanying Li and Xueying Zhang (2018) surveyed on-the-job training of new-generation migrant workers in the manufacturing industry and found that 85% of new-generation migrant workers are willing to receive corporate training.

There are various studies on training needs, but the general views are the same. The new generation of migrant workers has a strong curiosity and enterprising spirit, and the professional skills training of "less money, short time, and quick results" has been favored. Shi Xian's empirical analysis shows that due to individual characteristics, job characteristics and professional experience characteristics, the needs of training objects are different, which affects the training willingness to varying degrees.

3.2 Research on the Supply of Training Subjects

Aipei Zhang (2012) pointed out that government agencies, vocational training institutions and enterprises are the main suppliers of vocational education and training for new-generation migrant workers, and separately elaborated the status of vocational training provided by all parties. Yong Li, Xia Miao et al. (2019) believe that college training is an important choice for the vocational training of new-generation migrant workers, and corporate training is an indispensable training subject. Social training is an important part of the vocational training system.

Looking at the opinions of different scholars, the vocational education and training of the new generation of migrant workers is a systematic social project. It requires governments, industry organizations, various education and training institutions, employers, and non-profit organizations to diversify training subjects, integrate resources, work together, adapt to local conditions, teach students according to their aptitudes, and carry out diverse and multi-level and market-oriented training program.

3.3 Research on Training Models

Yan Peng, Suju Lu (2010) believes that the training of migrant workers is diversified. It mainly includes the voluntary training model for migrant workers, the government-led public vocational education model, the vocational college-led training model, the enterprise training model, and the non-profit organization training model. Chun Yu, Jifa Xiang, and Shixue Zhang (2010) proposed that county community education should become a new form of training for returning rural entrepreneurs. Xiuhua Wang (2016) pointed out that the training mode of "combination of work with study and cooperation between schools and enterprises" is a successful experience in the development of international vocational education.

Scholars mainly study the training model from the perspectives of training subjects, training objects, and training methods, and are limited to judging the quality of the training model from a certain angle. Clear training objectives and training concepts, integration of government, enterprise and training institution resources, training models that meet the characteristics of the new generation of migrant workers and meet the needs of the new generation of migrant workers are rare.

3.4 Research on Training Quality

Qingyin Zhou, Yuanxu Liu, etc. (2010) believed that some training content settings were out of touch with the actual needs of migrant workers' employment. Migrant workers passively receive training provided by the government, and there is not much room for them to choose. Migrant workers generally feel that they "can't use it" and "learn it for nothing." Jing Li (2017) pointed out that vocational education and training for migrant workers provided strong support for migrant workers to transfer employment. Migrant workers who have shifted their employment are becoming more diversified in their industries, and migrant workers participating in training are more likely to get social security. As for the quality of training, a combination of periodic assessment and final assessment, and qualitative and quantitative assessment should be adopted.

Scholars pay more attention to the quality of training and take different approaches to solve the problem of low training effectiveness. However, a long-term monitoring and evaluation mechanism has not yet been formed.

4. Research on Vocational Education and Training Strategies for New Generation Migrant Workers

The vocational education and training of the new generation of migrant workers is a systematic project that benefits the society, comprehensive, long-term, strategic, and involves many aspects. It faces many difficulties, and scholars have tried to explore the vocational education and training strategies of the new generation of migrant workers from different perspectives. It focuses on the following dimensions:

4.1 Increase Publicity and Raise Training Awareness.

Xiaorong Wu (2012) pointed out that the motivation and subjective consciousness of the new generation of migrant workers were stimulated to promote their sustainable development. Rui Chen (2015) pointed out that the government should increase publicity on vocational training policies, enterprises should encourage new generation of migrant workers to participate in training, training institutions should keep the training content up-to-date and improve training methods, and new generation migrant workers should focus on In the future, actively participate in vocational training. Dongmei Yang (2015) pointed out that the national vocational skills training policy information was publicized through various measures to increase the understanding and trust of peasant workers in vocational education and training, and not to leave any migrant workers with training needs.

Throughout the research of scholars, in today's information-oriented society, it is particularly important to increase training through various channels and channels to transfer training information and training content to the world of new-generation migrant workers. Normalize the vocational education and training of the new generation of migrant workers, form a strong atmosphere of vocational skills training, and improve the training awareness of the new generation of migrant workers.

4.2 Take the Government as the Lead and Strengthen Overall Management

Xia Jiang (2013) believes that vocational education and training for migrant workers is a systematic project involving a wide range and large number of industries and types of work. It must be included in the work schedules of governments at all levels to effectively strengthen leadership. Gradually form a government co-ordination, lead departments and relevant departments to cooperate closely, and social education. Jing Li (2017) believes that vocational education and training for migrant workers as a public product needs to be provided by the government or produced by the government. The government should carry out macro scientific planning and formulate the goals, content and methods of training for migrant workers. Yong Li, Xia Miao et al. (2019) pointed out that the government should play a leading role in the vocational training of the new generation of migrant workers, playing the role of "educator", "leader" and "coordinator".

Shi Xian basically reached a consensus on many training providers. Government-led, tailored to local conditions, tailored, and planned training goals. Governments at all levels coordinate all kinds of training resources to form a joint force to avoid scattered resources and repeated waste. The government coordinated fund management to ensure that the earmarked funds were used exclusively.

4.3 Demand-Oriented and Rich Training Methods

Yonghong Du and Jie Liu (2013) pointed out that vigorously promote modern training methods such as online classrooms and mobile learning. According to the age level, knowledge level and training needs of

migrant workers, different training methods such as on-site practical teaching, face-to-face teaching and multimedia demonstration are used to make the training targeted. Dongyi Wang (2019) pointed out that when choosing a training method, it is necessary to use as much practical, participatory and interactive training methods as possible. For example, new apprenticeships, model acts, scenario simulation training, etc. At the same time, most of the new generation of migrant workers have the basic ability to use the Internet. Considering their long working hours and strong work mobility, they can consider taking full advantage of modern information technology. It is necessary to actively develop and utilize a learning resource supply system using online training to make up for the limitations in place and time of traditional training methods.

Researchers regard practicality and pertinence as the focus of vocational education and training for the new generation of migrant workers. They adopted flexible and diverse training methods based on the career choices and occupational needs of the new generation of migrant workers, abandoning uniform training models, striving to achieve a variety of training effects, and effectively improving the human capital of migrant workers.

4.4 Put Quality First and Improve the Supervision Mechanism

The General Office of the State Council's "Guiding Opinions on Further Improving the Training of Migrant Workers" (2010) pointed out that a quality evaluation index system for migrant worker training was formulated and improved. The document unifies training assessment indicators, assessment procedures and assessment methods, explores third-party supervision mechanisms, and entrusts qualified social intermediary organizations to evaluate the training quality of training structures. Xia Jiang (2013) pointed out that in order to ensure the quality of training for migrant workers, it is necessary to improve the supervision mechanism. It is necessary to monitor the whole process before the start of the course, during the training, and at the end of the training. A special third-party migrant worker training and supervision team needs to be established to strictly control the quality of vocational education and training for migrant workers. Yunbo Yu and Lin Yu (2019) pointed out that a reasonable monitoring and evaluation system for vocational skills training of new generation migrant workers should be established to strictly control the quality of vocational skills training of new generation migrant workers.

Regardless of the macro-dimension or scholarly research, more and more attention is paid to the quality of vocational education and training for the new generation of migrant workers. A sound supervision mechanism and a comprehensive quality assessment system are the basis for high-quality vocational education and training that raises the labor capital of new generations of peasant workers, increases employment opportunities and career choices. It is hoped that the training effect of "one tree shaking another tree and one cloud driving another cloud" can be realized.

5. Summary

Domestic scholars have thoroughly studied and explored the vocational education and training of the new generation of migrant workers, and have achieved certain results, but there are also some weaknesses:

(1) The research object needs to be enriched.

The research results on the predicament and countermeasures of the vocational education and training of the new generation of migrant workers are quite abundant. The research based on the training needs and willingness of the new generation of migrant workers is not comprehensive enough, and the research conclusions are relatively unsystematic.

(2) The research method needs further study.

The research methods on the vocational education and training of the new generation of migrant workers are more descriptive and qualitative studies using the literature method and survey method, and the quantitative research analysis through empirical tracking is rare.

(3) The research perspective needs to be innovated.

Most of the research on the vocational education and training of the new generation of migrant workers is from the perspectives of sociology, psychology, and pedagogy. It requires extensive, in-depth and detailed classification for multidisciplinary research. The theoretical community needs to go hand in hand to make this research more comprehensive.

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