

# Analysis of the Development Strategy of China's Higher Vocational Education from the Perspective of "The 13th Five-Year Plan"

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**Abstract:** China's "The 13th Five-Year Plan" [1] focuses on the study of education modernization and the construction of a country with strong talents and a strong human resource. One of the focuses of education reform is the reform of vocational education. During the decades of development of China's higher vocational education in China, it has played an important role in promoting the quality of higher education and is also an important force in economic and social development. Under the guidance of the "The Thirteenth Five-Year Plan," China's higher vocational education should be reformed from the aspects of school orientation, personnel training model, and development structure to realize the strategic development of higher vocational education. Based on "The 13th Five-Year Plan" perspective, this article briefly analyzes the development strategic objectives, development tasks and development strategies of higher vocational education.

**Keywords:** "The 13th Five-Year Plan"; Higher vocational education; Development goals; Development tasks; Strategy

## 1. INTRODUCTION

Vocational education is a kind of survival education, which is educating for all; it is lifelong education and human-oriented humanistic education [2]. Since the Fujian Mawei Ship School opened on December 30, 1866, China's vocational education has ushered in 152 years. "Apprentice" is one of the origins of ancient vocational education. Whether in China or Europe, there are apprentices in the industry. From this perspective, it is difficult to define in which country the vocational education originated. Modern vocational education comes from Germany's dual system education. The German Institute of Vocational Education was established in 1979. The Center for Research and Leadership in Vocational Education in the United States was established in 1965. It was upgraded to a National Research Center in 1977. The Center for Vocational Education and Research in France, 1970 established. China Vocational and Technical Education Center Institute was established in 1991.

In 1978, Tianjin, Wuxi with other places took the lead in establishing a vocational university. This is the earliest school with the nature of technical education in

exploring and experimenting.

In January 1991, with the approval of the State Education Commission and the General Logistics Department, Xingtai Higher Vocational and Technical School was established on the basis of the Military Quarters Industrial School of the Chinese People's Liberation Army and took the lead in the nationwide trial of higher vocational and technical education at the starting point of high schools.

In May 2000, the Ministry of Education promulgated the "Setting Standards for Higher Vocational Schools (Interim)", and a large number of new "vocational and technical colleges" emerged.

In November 2005, the sixth National Vocational Education Work Conference further demanded that "the enrollment scale of higher vocational education accounts for more than half of the enrollment scale of higher education". [3]

## 2. THE STATUS QUO OF VOCATIONAL EDUCATION IN CHINA

At present, China has built the largest professional education system in the world. There are more than 13,300 vocational colleges, nearly 30 million students, and nearly 10 million graduates each year. They have trained more than 200 million employees in various fields. In 2016, more than 70% of China's newly added technical and technical talents came from vocational colleges. These talents became the backbone of the development of the real economy in fast-growing industries such as high-speed railways, urban rail transit, modern logistics, e-commerce, and information services [4]. In recent years, China has promoted the development of vocational education in terms of policies, laws, regulations, and the central government's investment in vocational education has increased year by year.

## 3. THE DEVELOPMENT STRATEGY OF HIGHER VOCATIONAL EDUCATION FROM THE PERSPECTIVE OF "THE THIRTEENTH FIVE-YEAR PLAN"

(1). Strategic objectives for the development of higher vocational education

The report of the 17th National Congress of the People's Republic of China mentioned that "professional

education is vigorously developed. The report of the 18th National Congress emphasized that "accelerating the development of modern vocational education" further clarified the target orientation and strategic choice of vocational education development. The Nineteenth Congress proposed that "priority in the development of education", "improve the vocational education and training system, deepen integration of production and education, and school-enterprise cooperation", "promote vocational skills training on a large scale, focus on resolving structural employment conflicts, and encourage entrepreneurship to promote employment."

The 2016 government work report clearly stated that it is necessary to vigorously develop modern vocational education and promote the transformation of ordinary undergraduate colleges with conditions to application. When Minister of Education Yuan Guiren answered the reporters on the issue of "education reform and development", he said: "Vocational education is an important part of China's education system. It is an important means to resolve the shortage of skilled workers and also provides support for supply-side reforms."

#### A. The Overall Goal

By 2020, the scale of development of China's higher vocational education will be appropriate, and the educational connotation will be developed. The development structure of higher vocational education will gradually become more rational, and there will be more characteristics in professional settings and cultural construction. Therefore, higher vocational education needs to be studied from the perspective of education quality. That is the "211 development strategy" [5]. For example, we will focus on building 20 higher vocational colleges that can be recognized by the national vocational education community, with rich cultural heritage, solid education foundation, and core development; focus on the construction of 100 regional vocational colleges with excellent characteristics. The quality of teaching plays an exemplary role.

#### B. Specific Goals

● In terms of scale, the traditional "high-improvement" model of higher vocational education will be changed and effective development strategies will be implemented. The socio-economic development is used as the basis for running schools so that the development of higher vocational education is compatible with the development of society and the development of educational resources.

● In terms of quality objectives, it is specifically expressed in the following aspects:

The first is to regard student development as a fundamental, strengthen the cultivation of high-quality talents with both morality and technology, and focus on building public practice bases and professional training bases for higher vocational education;

The second is to strengthen the adjustment of the professional structure of higher vocational education and

focus on building a professional brand that has both regional characteristics and national industrial development.

The third is to strengthen the quality of higher vocational education teachers, improve the construction of the teaching staff, and focus on cultivating "dual-qualified" teachers of higher vocational education and reach more than 90% of the teacher team [6]. We must also strengthen the construction of brand universities and improve the overall quality of higher vocational education in China.

● From the four aspects of professional structure, hierarchical structure, formal structure, and layout structure, the structure goal is achieved.

The professional structure adapts to the development of the industry. The higher vocational education major corresponding to the tertiary industry is a development trend, supplemented by the first and second industries.

Hierarchical structure is divided into higher vocational education structure of specialist level, undergraduate level, master level, and parallel and relatively independent educational level of general higher education.

The formal structure is divided into public universities, private colleges, academic education and non-diploma education, forming a form of higher vocational education to meet the different needs of society, reflecting the diversified development of higher vocational education.

#### (2). Development Strategy Tasks of Higher Vocational Education

##### A. Create the development characteristics of higher vocational education

The "Thirteenth Five-Year Plan" emphasizes building the characteristics of higher vocational colleges, giving full play to the advantages of education and realizing the development strategy of education. Characteristic education is conducive to promoting the rapid development of higher vocational education. In the development of higher vocational education, the first is to determine the advantages, accurately grasp the tradition of running a school and the basis for running a school and identify the advantages and characteristics of the school in the dislocation development. The second is to insist on the development of dislocation. Each school is based on its own advantaged disciplines and specialties.

##### B. To strengthen the cultural development of higher vocational colleges

The cultural construction of higher vocational colleges includes spiritual culture, institutional culture, and material culture. Higher vocational colleges have formed good cultural deposits and cultural inheritance in the long-term development, focusing on cultural construction as an important resource for improving the quality of running schools, actively carrying out the fine culture that has been formed, ensuring the inheritance of culture, and enriching the new and innovative spiritual culture and connotation.

### *C. Improve the level of open education*

The development of higher vocational education needs to have an open horizon, and it must also have a global philosophy and strategic thinking. First, we must identify the advantages and features of running schools, strive to build a national cooperation platform, and improve the level of higher vocational education in China through cooperation. The second is to actively study the international advanced educational development experience and adhere to the "going out" strategy for running schools. Actively communicate and cooperate with internationally renowned vocational colleges and learn from their development experience and resource advantages

## 4. THE MAIN PROBLEMS EXISTING IN CHINA'S HIGHER VOCATIONAL EDUCATION AND COUNTERMEASURES FOR ITS DEVELOPMENT STRATEGY

### (1). Unclear development positioning

At present, China's higher vocational education is oriented on the "demand side" of the market. This is the core of the current clear-cut education. Special emphasis should be placed on training practical talents.

The positioning of higher vocational education is clear, and this reflects the issue of "quality objectives", which is also a problem that highlights the characteristics of higher vocational education.

For example, in the process of expanding high-quality educational resources, we must focus on the implementation of the new concept of "Continuing Career Education System". The establishment of a succession training system is conducive to the ultimate construction of a training system for graduates of vocational education and professional degrees in secondary, junior colleges and universities. Specialized higher vocational colleges should play a leading role in the "continuation of professional education training", extending to the junior high school starting point of the five-year vocational school, extending back to the four-year undergraduate level vocational education.

### (2). There is a shortcoming on the supply side of education, innovate higher vocational education, and make up shortcomings.

According to statistics, there are very few senior technicians in the company, accounting for only 3.5% of the total number of skilled workers.

There are three shortcomings in China's higher vocational education: the demand for practical talents in high-tech industries, the demand for new rural workers for ordinary laborers who master modern agricultural technology, and the new generation of employment needs.

The reason for this is that for a long period of time, vocational education has been characterized by outdated curriculum, teachers, teaching materials, and educational

models, gaps in funding, stylization and closure, and less integration with enterprises, and homogenization.

In recent years, social debates on higher vocational education in China have gradually increased. If we target Germany, Japan, Switzerland, and other countries, there is a big gap between the level of curriculum design, the level of preparation of practical training programs, and the graduate training model.

The existence of such a gap affects the strength of "Made in China" and it is difficult to become a leader in the world. It can only be in the middle and bottom of the chain of industrial interest distribution. At the same time, Germany, Japan, Switzerland and other countries have also accelerated the pace of innovation and development. If they do not rise to catch up, it means that "Made in China" will always find it difficult to escape the embarrassment of being big and not strong.

For China, innovating higher vocational education has particularly important practical significance. The government attaches great importance to the ability to form and stabilize a group of high-quality senior professional skills talents, and whether it can carry forward the "artisan spirit" and will become a strategy for China's higher vocational education. A breakthrough that needs to be expedited.

Teaching team --- Vocational colleges have a shortcoming. Due to the policy orientation and professional expansion, higher vocational colleges pay more attention to the construction of the teaching staff, which is the quantitative indicators of double-teacher ratio, ratio-specific ratio, higher vocational title, and higher education level, and the construction of teaching teams is a shortcoming. The lack of high-level professional leaders in many professions of higher vocational colleges results in unclear overall goals and goals of the team and responsibilities of the members, or lack of interaction and cooperation among team members. In particular, in the construction of projects with advantages in majors, specialties, etc., more efforts should be made to strengthen the construction and management of teaching teams.

Should higher vocational colleges engage in scientific research? This is a historically controversial issue.

Since the implementation of the policy of enrollment expansion in universities in 1999, the number of students enrolled in higher vocational colleges and the scale of running schools has now occupied half of the universities.

The pros think:

Talent cultivation, teaching and scientific research and social services have always been the three major functions of colleges and universities. Right now, the development of vocational education must follow the path of school-enterprise cooperation.

Opponents think:

As we all know, the essence of vocational education is skill education. Regardless of the resources provided by the state, the students' enrollment, and the orientation and development of the universities given by the state, higher vocational colleges should not undertake scientific research.

Universities, such as research universities, engineering universities, normal universities, and higher vocational schools, all have their own place, go their own way, have their own talent, and have their own characteristics. This is the scientific concept and mode of running a school. Higher vocational colleges are still less engaged in scientific research as well! [10]

### (3) Insufficient Funds

In light of the problem of underfunding in the development of higher vocational education, it is necessary to combine state financial support, social capital into shares, and school self-raising. First, increase government investment in vocational education. The first is to improve legislation, determine the scale of financial investment, and revise the "Professional Education Law" as soon as possible so as to ensure that the funding growth for the development of vocational education is coordinated with economic development. The second is to adjust the financial input structure and ensure the source of education funds. The third is to adjust the educational input structure and improve the source of fiscal funding for vocational education. Second, establish a multi-channel financing mechanism for vocational education. The first is to establish and improve the encouragement system for enterprises and society, and encourage social capital to invest in shares. The second is school self-raising.

### (4) Question of The Construction of Teachers

Through the "production, study and research" comprehensive platform construction, at the same time, we will cultivate the construction of "dual-qualified" teachers. We will reform the qualification assessment methods for teachers in higher vocational colleges and improve the benefits so that teachers can teach at ease. The construction of a comprehensive platform for "producing, researching, and researching" in higher vocational colleges is still lagging behind, and more efforts have been made to increase the government's support for cooperation between production, education, and research. To build an upgraded version of higher vocational colleges, we must take the initiative to adapt to changes in the mode of economic development and industrial restructuring requirements.

### (5) Strengthen The Problem Of Practical Teaching

In the practice teaching of higher vocational education, there are problems of imperfect practice facilities and few practical courses. First, we must increase financial investment and purchase "practical facilities." Carry out modern apprenticeship pilots and implement the training mode of "recruitment is recruitment, entry into the school, and school-enterprise joint training". Second, improve practice classes by more than 50%. Higher vocational colleges cooperate with enterprises to build a school-industry cooperation platform and use the platform to gradually promote modern apprenticeship innovation education methods in various vocational colleges and improve various forms of training bases.

The teacher studio is an important way to promote the production of scientific research results, vigorously develop projects such as research and development, and increase the conversion rate of scientific research achievements [11].

### (6) Problems Of " Post-Demonstration " Construction

In 2015, China ended the acceptance of the last batch of demonstration vocational colleges. The development of higher vocational education entered the "post-demonstration" stage, combined with the plan for the development of vocational education in the "Thirteenth Five-Year Plan", and advanced during this period. The focus of vocational education is to strengthen the quality of connotation.

We must implement the "go global" education strategy. On the one hand, to strengthen exchanges and cooperation with the national vocational education field and learn successful experience and education technology; on the other hand, to actively explore the markets of underdeveloped countries and regions, we can promote higher vocational education in our country through education assistance and other methods. Going out" strategy. We must continue to innovate research capabilities in the field of education, shift the focus of research in higher vocational colleges to the direction favorable to production and management, reflect the social nature of higher vocational education, and give full play to the attachment of scientific research in social services in higher vocational colleges. value.

The implementation of scientific research projects should also make full use of the school's resource advantages, guide professional construction, curriculum reform, etc., and promote the progress of higher vocational education. Finally, it is necessary to innovate the way of group management, deepen the integration of higher vocational education and industrial chain, and attract different social industry talents to participate in the cooperation construction of higher vocational colleges and improve the development strength of higher vocational education [12].

## 5. CONCLUSION

During the decades of development of China's higher vocational education in China, it has played an important role in promoting the quality of higher education and is also an important force for economic and social development. Higher vocational education is a product that conforms to the development trend of China's social economy and higher education and plays an important role in promoting economic and social development. However, we must also notice that there are bottlenecks and problems in the development of China's higher vocational education in the new period, and we need to transform and innovate in accordance with the development of society and education. The strategic development of higher vocational education is not accomplished overnight. At present, reform should be carried out in accordance with the relevant contents of

the “Thirteenth Five-Year Plan” in order to realize the strategic objectives for the development of higher vocational education in China [13].

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