

# Analysis of Hotspots and Difficulties in Vocational Education Management in the New Era and Optimization Pathways

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**Abstract:** Under the background of the in-depth development of the modern vocational education system, the strategic position of vocational education as a type of education is increasingly prominent. It has become an important pillar for cultivating high-quality technical talents and supporting the high-quality development of the real economy. As a key lever to ensure the high-quality development of vocational education, vocational education management covers many core dimensions such as institutional mechanism, school-enterprise collaboration, faculty development, digital governance, and quality evaluation. At present, there are still many problems in China's vocational education reform at the management level, including weak institutional coordination, the superficial combination of industry and education, lagging faculty development, low efficiency of digital governance, rigid evaluation system. They seriously restrict the improvement of the quality of talent cultivation and the upgrading of service capabilities for industrial development. Based on this, this paper systematically sorts out the hotspots and difficulties in the field of vocational education management, deeply analyzes the root causes of these problems, and puts forward optimization paths in combination with industrial needs and educational reform trends. It aims to provide practical references for overcoming the dilemma of vocational education management and promoting high-quality development of vocational education.

**Keywords:** New Era; Vocational Education Management; Hotspots and Difficulties; Industry-Education Integration; Governance Optimization

## 1. Introduction

Vocational education management is a

systematic project that relies on scientific management concepts, a sound institutional system, and efficient operating mechanisms to coordinate various tasks such as institutional operation, talent cultivation, school-enterprise cooperation, faculty development, and social services. In recent years, with the transformation of China's economic development model and the continuous deepening of industrial transformation and upgrading, the state has paid increasing attention to the development of vocational education. The positioning of vocational education as a type of education has been solidified and implemented, the modern vocational education system has been gradually improved, the scale of vocational education has continued to expand, school conditions have significantly improved, and the results of reform have gradually emerged. However, compared with the rapidly iterating industrial demands and the requirements of modern educational governance, vocational education management still has many shortcomings and weaknesses, which directly affect the quality of vocational education.

From the perspective of current practice, the disconnection between traditional management models and the development needs of vocational education in the new era, the fragmentation of multi-departmental management, the lack of school-enterprise collaborative governance mechanisms, the structural imbalance of the teaching staff, the lag in digital transformation, and the utilitarianism of quality evaluation have become bottlenecks restricting the high-quality development of vocational education. Especially in hot reform areas such as the digital transformation of vocational education, the integration of vocational and general education, and the deep integration of industry and education, difficult issues such as inadequate management mechanisms, poor implementation, and unreasonable resource allocation have become increasingly prominent. Based on this, accurately identifying the hot trends in

vocational education management and tackling existing difficulties has become the core task of current vocational education reform and development.

## **2. Core Hotspot Issues in Vocational Education Management in the New Era**

### **2.1 Digital Governance Becomes the Core Trend of Vocational Education Management Reform**

With the deep integration of digital technologies such as big data and artificial intelligence into the field of education, traditional manual and experience-based management models can no longer meet the operational needs of educational modernization. Digital, intelligent, and refined governance is an inevitable requirement of the digital transformation of education and has gradually become an inevitable trend in the reform of vocational education management. Currently, various vocational colleges across the country are comprehensively promoting digital reforms, focusing on areas such as smart campus construction, online teaching management, student learning monitoring, digital training for teachers, and digital sharing of practical training resources to upgrade management. At the policy level, the Ministry of Education continues to promote the construction of a digital resource database for vocational education, requiring institutions to build digital school management systems to achieve full-process digital coverage of education and teaching, administrative management, school-enterprise cooperation, and quality evaluation. At the practical level, digital governance can effectively solve problems such as low efficiency, data silos, and lagging supervision in traditional vocational education management. Through accurate data analysis of talent cultivation shortcomings and industrial job demand gaps, it enables precise alignment between talent cultivation and market demand. However, amidst the wave of digital reform, management chaos such as emphasizing construction over application, and emphasizing hardware over operation and maintenance, is widespread. The insufficient empowerment of digital governance implementation has become a prominent management issue accompanying the hotspot and a key direction for tackling difficulties in vocational education management reform.<sup>[1]</sup>

### **2.2 Continuous Deepening of Industry-Education Integration and School-Enterprise Collaborative Governance**

Industry-education integration and school-enterprise cooperation are the basic school-running models of vocational education, serving as the core feature that distinguishes it from general education, and have also been a hotspot area in vocational education management that has been continuously cultivated in recent years. The state has repeatedly emphasized the need to deepen the reform of industry-education integration, build a governance pattern of school-enterprise collaborative education, collaborative innovation, and collaborative development, and promote the alignment of vocational education operation with industrial development.

Currently, the core focus of vocational education management has shifted from traditional on-campus teaching management to comprehensive governance of two-way school-enterprise collaboration. Local governments have introduced supportive policies for industry-education integration, promoting the construction of industrial colleges, training bases, and school-enterprise cooperative order classes, and encouraging enterprises to deeply participate in the entire process of talent cultivation plan formulation, curriculum development, practical training teaching, and student evaluation. At the same time, with the continuous upgrading of industrial subsectors, emerging industries such as new energy and intelligent manufacturing have put forward new requirements for talent skill standards and professional qualities, forcing the innovation of vocational education management models and promoting the transformation of school-enterprise cooperation from shallow internship collaboration to deep interest communities. How to activate enterprises' enthusiasm for participating in vocational education through scientific management systems and sound incentive mechanisms, and solve problems such as unequal school-enterprise rights and responsibilities and fragmented cooperation, has become a regular hotspot issue in current vocational education management.

### **2.3 Innovation in Diversified School Management under the Background of Vocational-General Education Integration**

The newly revised Vocational Education Law

proposes to establish and improve a modern vocational education system architecture featuring deep industry-education integration, equal emphasis on school-based vocational education and vocational training, and the integration of vocational and general education[2]. The two-way integration of vocational and general education has become a new hotspot in vocational education management in the new era. For a long time, China's education system has been characterized by rigid tracking between general and vocational education and strict barriers between the two types of education. The two-way flow between general high schools and secondary vocational schools as well as higher vocational education has been poor, severely restricting the diversified development of talents.

Currently, various regions are actively exploring the school-running model of vocational-general education integration, implementing reform measures such as mutual recognition of credits between general and vocational education, two-way transfer of student enrollment status, sharing and interconnecting curricula, and two-way exchange of teachers. However, during the reform process, the new school-running model poses great challenges to the traditional education management system. Management problems such as inconsistent credit recognition standards, imperfect student status management mechanisms, unsmooth curriculum articulation, and lack of teaching quality supervision have become prominent. How to construct a standardized and systematic management system suitable for vocational-general education integration has become an important hotspot direction for current vocational education management innovation.

## **2.4 High-Quality Connotative Management Led by the "Double High Plan"**

The full implementation of the second phase of the "Double High Plan" has further promoted the transformation of China's vocational education into a stage of connotative and high-quality development, with refined, distinctive, and high-quality management becoming the mainstream trend in vocational education development. In the past, vocational education management focused on quantitative indicators such as school scale and hardware facilities, but at the current stage, the management focus has fully shifted to quality and efficiency indicators

such as talent cultivation quality, professional characteristics, and social service capabilities.

Various higher vocational colleges are comprehensively optimizing their internal management systems around the construction of high-level schools and high-level professional clusters, promoting dynamic professional adjustments, curriculum system reforms, practical training system upgrades, and improvements in research and service quality. At the same time, secondary vocational schools are focusing on the action plan for quality improvement and excellence cultivation, strengthening standardized school management, and striving to solve problems such as homogenization of school operation and lack of distinctiveness. Under the background of high-quality connotative development, how to optimize internal governance structures, improve quality control systems, create distinctive professional brands, and enhance social service capabilities has become the core hotspot in the management work of vocational schools at all levels.<sup>[3]</sup>

## **3. Prominent Difficulties and Problems Facing Vocational Education Management in the New Era**

### **3.1 Fragmented Management System and Insufficient Collaborative Governance Effectiveness**

Poor institutional mechanisms are a fundamental difficulty restricting the high-quality development of vocational education. The operation of vocational education involves multiple administrative departments such as education and human resources and social security. The fragmented pattern of multi-headed management, multiple sources of policies, and overlapping rights and responsibilities has not been fundamentally broken, resulting in poor management coordination and "mid-level blockages" in policy implementation.

From the perspective of administrative supervision, the management standards, assessment systems, and support policies of different departments are inconsistent. The education department focuses on teaching quality and school operation standards, the human resources and social security department focuses on vocational skill level certification and employment training. The development and reform department focuses on industrial

alignment and project construction. Many departments lack a standardized coordination and linkage mechanism, which is prone to management redundancy, management disconnection, resource dispersion and other problems. The implementation of vocational education policies in some areas is scattered. It is difficult to integrate funds, projects and human resources, which seriously affects the efficiency of school management.

From the perspective of internal institutional governance, most vocational colleges still follow the traditional administrative management models. The governance system of Party committee leadership, principal responsibility, professor academic governance and democratic management has not been fully implemented. Administrative power interferes excessively in teaching and scientific research, and academic governance is weak. Furthermore, the core operations of schools such as professional development and faculty growth are constrained by administrative procedures, resulting in insufficient autonomy of schools. Kyvik found that professional autonomy is crucial for academic staff to fulfill their multifaceted roles, yet it must be balanced with institutional accountability and quality assurance mechanisms.<sup>[4]</sup> At the same time, the division of rights and responsibilities among departments in the schools is unclear, some management links are disconnected, and the internal governance is not refined enough. In addition, there is a lack of a coordinated management mechanism for cross-field reforms such as the integration of vocational education and general education and industry-education integration. The boundaries of rights and responsibilities among the four major governance subjects of the government, schools, industries and enterprises are unclear, and a sound multi-stakeholder collaborative governance model has not been formed.<sup>[5]</sup>

### **3.2 Industry-Education Integration Becoming Merely Formalistic and Lack of School-Enterprise Cooperation Management Mechanisms**

In industry-education integration, shallow cooperation, weak integration and difficult implementation are still the most prominent management problems. As Mulder and Winterton noted, a key challenge for competence-based vocational education is to bridge the gap between the world of education

and the world of work, which requires sustained and structured collaboration between educational institutions and enterprises.<sup>[6]</sup>

The state strongly advocates the deep industry-education integration. However, in the actual operation and management of schools, the vast majority of school-enterprise cooperation is still on the surface, limited to student internship, simple enterprise donation, short-term practical training cooperation and other forms. They have failed to achieve the deep integration characterized by talent cultivation, resource sharing and mutual benefit.<sup>[7]</sup> From the perspective of enterprises, the lack of long-term incentive and restraint management system leads to insufficient intrinsic motivation for enterprises to participate in vocational education. With profit as the core goal, enterprises need to invest a lot of human, financial and material resources in talent cultivation. In addition, the talent cultivation cycle is long and the talent mobility is high, and it is difficult to quickly recover the investment. At the same time, the existing management system fails to clarify the rights, responsibilities, benefits and guarantee mechanisms of enterprises in school-enterprise cooperation. Tax incentives, policy subsidies, honorary incentives and other measures are insufficient, resulting in most enterprises being passive in cooperation and unwilling to deeply participate in the whole talent cultivation process.

From the perspective of institutional management, the school-enterprise cooperation management system is not perfect and the process is not standardized. Some institutions lack special management departments for school-enterprise cooperation, long-term planning for cooperative projects, and the content of cooperation is disconnected from the goal of professional talent cultivation. At the same time, there is a lack of effective process supervision, quality evaluation and exit mechanism in the process of school-enterprise cooperation. The qualifications of cooperative enterprises, practical training quality, and teaching effectiveness are not subject to assessment and control, resulting in significantly diminished educational outcomes. Furthermore, the bridging role of industry associations has not been fully utilized, industry standards have not been effectively integrated into the talent cultivation system, and talent cultivation is disconnected from industrial job requirements.

### 3.3 Lagging Faculty Management and Prominent Difficulties in Developing "Double-Qualified" Talents

The faculty is the core support for the high-quality development of vocational education. Imbalances in faculty structure, insufficient dual-qualified competencies, and rigid management mechanisms are the core difficulties in current vocational education faculty management. Vocational education has both educational and vocational characteristics, requiring teachers to possess solid theoretical teaching abilities as well as rich industry practical experience. However, there are also many shortcomings in the construction and management of faculty in vocational colleges.

First of all, there is a shortage of "double-qualified" teachers and uneven quality. At present, most of the full-time teachers of vocational colleges are fresh college graduates. They lack front-line work experience in enterprises and have weak practical teaching ability. At the same time, the existing teacher qualification and management systems are not perfect. Some teachers have obtained "double-qualified" qualifications through certificate registration or short-term practical training and lack sufficient practical operation ability. The phenomenon of emphasizing certificates and neglecting practical ability is common.

Second, the teacher development and performance assessment mechanism are rigid. Most of the existing teacher training in colleges is mainly theoretical training and online teaching, which lacks relevance and practicality, and there is no standardized enterprise seconding or industry skills training mechanism. At the same time, the teacher performance evaluation system is unreasonable, overemphasizing quantitative indicators such as papers and scientific research projects, while ignoring the core competence of vocational education such as practical teaching ability, school-enterprise cooperation results, and skill competition guidance effect. This fails to effectively motivate teachers to improve their practical ability.

Third, the management of part-time teachers is not standardized. In order to make up for the lack of teachers, most colleges hire enterprise technical backbones and industry experts as part-time teachers, but lack a perfect selection, training, assessment and remuneration

management system. Part-time teachers have uneven teaching ability, strong mobility, and insufficient teaching responsibilities. It is difficult to ensure the quality of practical teaching and the stability and professionalism of the faculty team.

### 3.4 Ineffective Implementation of Digital Governance and Low Efficiency of Technology-Enabled Management

In the wave of digital transformation of vocational education, emphasizing hardware construction over application implementation and fragmentation of data governance have become prominent problems in digital management. At present, various vocational colleges have invested a lot of money to build smart campuses, digital practice training platforms and online teaching systems. However, the overall digital governance is still in the superficial stage, and the integration of technology into education management and teaching practice is relatively low.

First of all, the construction of digital resources is highly homogenized and inefficient. Most colleges blindly follow the trend to purchase digital equipment and build online platforms. They lack personalized design based on their own professional characteristics and operational needs. This results in redundancy of platform functions, excessive duplication of resources, and a large number of digital equipment remaining idle and wasted. At the same time, there is a shortage of high-quality digital teaching resources, and the renewal of resources lags behind the iteration of industrial technology, which cannot meet the talent cultivation needs of emerging professions.

Secondly, the problem of data silos is prominent, and collaborative governance is insufficient. The management systems of teaching, students, practical training, administration and other fields of colleges are independent. The data standards are inconsistent, and there is a lack of data interconnection and sharing. Therefore, it is difficult to achieve accurate big data analysis and accurate management. At the same time, the data barriers between colleges and enterprises, industries and governments have not been broken down. Industrial positions, talent demand, student employment and other data cannot be effectively docked. It is difficult to give full play to the role of digital empowerment in industry-education integration and talent

cultivation.

Third, there is a shortage of digital management talents and insufficient operation and maintenance mechanisms. Most vocational colleges lack professional digital management and technical operation and maintenance teams. The existing managers lack digital literacy, so it is difficult to operate the digital platforms effectively. At the same time, there is a lack of standardized digital training, assessment and iteration mechanism. The improvement of teachers' digital teaching ability and managers' digital governance ability is slow, which has failed to truly empower the improvement of school operation quality and efficiency.

### **3.5 Rigid Quality Evaluation System and Lack of Connotative Development Supervision**

The scientific quality evaluation system is an important guarantee for standardizing the management of vocational education and guiding the development of connotation. At present, the problems of utilitarianism, homogenization, and emphasis on results over processes are very prominent in the vocational education evaluation system, which have become management problems that restrict high-quality development.

On the one hand, the problem of homogenization of evaluation standards is serious. The quality evaluation of vocational education copies the evaluation model of general education. It emphasizes quantitative indicators such as enrollment rate, employment rate, school size, hardware facilities, but ignores the core characteristics of vocational education to cultivate skilled and application-oriented talents. Vocational colleges in different regions, of different types, and with different specialties adopt unified evaluation standards, ignoring the characteristics of each institution and regional industrial differences. This results in blind homogenization of the development of colleges and weak construction of characteristic specialties.

On the other hand, the current evaluation method has significant shortcomings in dynamically monitoring the effectiveness of the whole process of talent cultivation. The evaluation focuses on collecting explicit outcomes such as teaching, research, and social training, relying on various quantitative indicators for data statistics and quantitative analysis, but pays insufficient

attention to the key links of practical talent cultivation. The tracking and monitoring throughout the entire process are weak, making it difficult to truly reflect the full picture of school operation and talent cultivation. At the same time, the structure of evaluation participants is relatively singular. Multiple stakeholders such as government, schools, industries, and enterprises have not yet formed a normalized collaborative evaluation mechanism, and the voice of industries and enterprises in evaluation needs to be enhanced.

## **4. Implementation Measures for Improving Quality and Efficiency of Vocational Education Management in the Context of the New Era**

### **4.1 Improve the Coordinated and Collaborative Management System and Build a Multi-Stakeholder Co-governance Pattern**

The key to building a multi-stakeholder co-governance pattern for vocational education management lies in, under the guidance of government overall planning, clarifying the rights and responsibilities of multiple stakeholders such as government, schools, industries, and enterprises within the collaborative management system, and establishing supporting mechanisms such as incentives, supervision, and evaluation to guide all parties to deeply participate in vocational education management. Specifically:

First, optimize the government's top-level design and clarify the rights and responsibilities of departments. Governments at all levels should set up special coordination teams for vocational education, integrate the management functions of departments such as education and human resources and social security, clarify the lists of rights and responsibilities of each department, and unify the standards and support policies for vocational education. Establish a normalized inter-departmental joint meeting system to regularly coordinate and solve key and difficult issues in vocational education, such as school-enterprise cooperation, resource allocation, and talent certification, eliminating multiple policies and fragmented management. At the same time, implement the autonomy of vocational colleges in school operation, delegating authority over areas such as specialty setup, curriculum reform, teacher recruitment, and fund utilization, to stimulate the internal

motivation of colleges in school operation.

Second, improve the internal governance structure of colleges. Strictly implement the principal responsibility system under the leadership of the Party committee, clarify the boundaries between administrative power and academic power, and strengthen the core role of academic committees in teacher evaluation and research innovation. Optimize the internal department structure, streamline redundant administrative positions, open up the connecting channels of teaching, practical training, student affairs, and employment management, and establish a flat and efficient internal management mechanism.

Finally, build a multi-stakeholder collaborative governance system. Clarify the governance rights and responsibilities of the government, colleges, enterprises, and industry associations. Give full play to the role of industry associations in standard setting, talent forecasting and quality supervision. Guide enterprises to deeply participate in the governance of vocational education. It helps to form a new pattern of vocational education governance featuring multi-party linkage, resource sharing, clear rights and responsibilities, and efficient coordination.<sup>[8]</sup>

#### **4.2 Improve the Industry-Education Integration Management System and Promote Deep School-Enterprise Symbiotic Development**

In view of the problem that industry-education integration is easy to flow into form, and focusing on institutional guarantees, incentive empowerment, and closed-loop supervision, a deeply integrated, long-term stable school-enterprise cooperation management system should be established.

First of all, improve the incentive guarantee mechanism for school-enterprise cooperation. The government should introduce special support policies to give tax exemptions, financial subsidies, project application priority and other preferential policies to enterprises that deeply participate in vocational education. Improve the certification system for industry-education integration enterprises, and integrate the effectiveness of talent cultivation and the results of school-enterprise cooperation into the credit evaluation system. At the same time, clarify the rights and obligations of both parties in school-enterprise cooperation, standardize the

rights and responsibilities of enterprises to participate in talent cultivation, practical training teaching and teacher training, and ensure orderly cooperation.

Second, optimize the school-enterprise cooperation management mechanism within institutions. Each vocational college should establish a specialized industry-education integration management center to coordinate school-enterprise cooperation planning, project matching, process management, and quality assessment. Based on regional industrial development trends and professional characteristics, formulate long-term school-enterprise cooperation development plans, precisely connect with leading enterprises, and jointly build industrial colleges, training bases, skills studios, and research innovation platforms. Encourage enterprise technical backbones to participate in the entire process of talent cultivation plan formulation, curriculum development, textbook writing, practical training teaching, and student evaluation, achieving precise alignment between talent cultivation and industrial needs.

Third, improve the project evaluation mechanism for the entire process of school-enterprise cooperation. Actively build an evaluation system involving multiple stakeholders, conduct process evaluation and final outcome evaluation focusing on the key supporting elements of school-enterprise cooperation projects, comprehensively assess the role of school-enterprise cooperation projects in promoting the development of vocational colleges, and use this as a standard to improve the management system for cooperative enterprise access selection, dynamic assessment, and survival-of-the-fittest exit, using rigid constraints to promote school-enterprise cooperation from shallow-level agreements to deep coupling.

#### **4.3 Innovate the Teacher Management System and Build a High-Quality "Double-Qualified" Teaching Force**

The "double-qualified" teaching force is a distinctive feature of vocational college faculty development. It is essential to adhere to a strategy that prioritizes training while combining recruitment with training, and to innovate the vocational college teacher management system by establishing a smooth two-way flow mechanism for school and enterprise talent.

First, improve the normalized training and development mechanism for "double-qualified" teachers. On the one hand, establish a system requiring full-time teachers to spend no less than two months each year working on the frontline of enterprises, participating in production practice and technology research and development, so as to keep abreast of new industrial technologies, processes, and standards. Build a two-way communication platform for school and enterprise teachers, and promote college teachers to go to enterprises for training, and enterprise technicians to teach in schools. Formulate personalized training programs for teachers of different majors and ages, strengthen practical training teaching, digital teaching and industrial adaptability to comprehensively improve dual-qualified competencies. On the other hand, continuously optimize the structure of the "double-qualified" teaching force, steadily introduce high-skilled talents from enterprises to teach in school, and standardize recruitment mechanisms through qualification review, background investigation and trial lectures. Also, strengthen the teaching ability training of teachers with background in enterprises, effectively improve their career transformation adaptability, and build a high-level "double-qualified" teaching force combining full-time and part-time teachers.

Second, reform the teacher performance evaluation system. Abandon the "five-only" evaluation model and establish a two-dimensional evaluation system for schools and enterprises that meets the characteristics of vocational education. The practical indicators such as enterprise practical experience, practical training teaching results, skill competition guidance, school-enterprise cooperation results, and technical service transformation should be included in the core evaluation content, so as to improve the weight of practical ability evaluation. Establish an incentive mechanism that directly links evaluation results to professional title promotion, compensation and benefits, and award selections.

#### **4.4 Deepen the Reform of Digital Governance and Strengthen Technology Empowerment to Improve Quality and Efficiency**

Based on the development trend of digital transformation in vocational education, and relying on new-generation information technologies such as artificial intelligence to

empower all aspects of vocational education management, a sophisticated digital governance framework for vocational education should be established.

First, coordinate the construction and intensive allocation of digital resources. Closely align with national strategies and regional economic development needs, carry out top-level planning for smart campus upgrades, revitalize idle software and hardware resources, and focus on building digital training resources and online course resource pools that match the key specialty layouts of institutions, achieving on-demand resource allocation and precise implementation. In addition, simultaneously establish a dynamic iterative update mechanism for resources, keeping pace with industry technological advancements, and regularly update course content and training projects.

Second, break down data silos and build an integrated data governance system. Unify the data standards of various management systems within institutions, open up data channels for teaching, student affairs, training, employment, and administration, and achieve internal data interconnection and real-time sharing. Build a regional big data platform for vocational education, promote two-way data exchange between institutions and enterprises, accurately collect data on industrial job demands, talent skill standards, and student employment, provide data support for specialty adjustment, talent cultivation, and employment services, and achieve precise digital governance.

Third, strengthen the construction of a digital talent team. Form a professional digital operation, maintenance, and management team, introducing professionals in big data, artificial intelligence, and educational technology, responsible for digital platform operation, resource optimization, and data mining and analysis. Establish a standardized digital training mechanism to provide digital teaching skills training for teachers and digital governance ability training for managers. At the same time, establish an assessment and iteration mechanism for digital construction, regularly evaluate the effectiveness of digital applications, continuously optimize digital governance models, and truly achieve technology empowerment for the high-quality development of vocational education.<sup>[9]</sup>

#### **4.5 Reconstruct a Diversified Evaluation**

### System to Lead Connotative and High-Quality Development

Focusing on the needs of connotative development in vocational education, break the dilemma of homogenized and utilitarian evaluation, and build a modern quality evaluation system that is diversified, multi-tiered, process-oriented, and distinctive. Reforms should be carried out in three aspects: evaluation subjects, evaluation standards, and evaluation methods.

First, regarding evaluation subjects. Gather the evaluation resources of government, schools, industries, and enterprises, enhance the status of industries and enterprises in vocational education evaluation, give full play to the leading role of industries and enterprises in skilled talent evaluation, actively build special evaluation for enterprises deeply involved in school-enterprise cooperation, and develop and strengthen third-party evaluation institutions.<sup>[10]</sup>

Second, regarding evaluation standards. Abandon the one-size-fits-all evaluation model, and develop differentiated and distinctive evaluation standards based on different school levels of secondary vocational education and higher vocational education, different types of institutions such as comprehensive, science and engineering, and arts, and regional industrial development differences. Reduce the weight of quantitative indicators such as scale, hardware, and enrollment rate, strengthen connotative indicators such as professional characteristics, skills cultivation, industry-education integration, and social services, and focus on serving national strategies, serving regional economic and social development, and serving student growth and success as the core evaluation orientation, guiding institutions toward differentiated, distinctive, and high-quality development.

Third, regarding the evaluation system. Coordinate the weight ratio between summative evaluation and process evaluation, appropriately increase the proportion of process evaluation, and, in line with the reform requirements of key teaching elements, achieve quality tracking and evaluation throughout the entire talent cultivation chain. Strengthen the guiding role of evaluation in talent cultivation, promoting reform through evaluation. At the same time, establish special evaluation standards for emerging school-running requirements such as vocational-general education integration and

industry-education integration, fill the gaps in evaluation and supervision in new reform areas, and fully ensure the quality and efficiency improvement of connotative development in vocational education.

### 5. Conclusion

In the future, vocational education management must continuously address the dual demands of industrial upgrading and educational modernization. It is essential to deepen institutional and structural reforms, break down management barriers, establish robust long-term mechanisms for industry-education integration, build a high-quality double-qualified teaching force, deepen innovations in digital governance, and develop a scientific and diversified quality evaluation system. By continuing to solve development problems and seizing reform hotspots, we must continuously enhance the governance capacity and level of vocational education management. The comprehensive transformation of vocational education should also be promoted from scale expansion to quality improvement, distinctive development and industry empowerment. Furthermore, solid talent support and education management guarantees should be provided for the high-quality development of China's real economy and the construction of a skill-oriented society.

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