Status Quo of Development of Vocational Education in China and Comparisons with America and Japan

Yiming Lin[1, *, †] and Shijie Wang[2, †]

[1]The NO. Three Senior High School of Shenzhen, Shenzhen, China

[2]Education University of HongKong, HongKong, China

*Corresponding author: s1144943@s.eduhk.hkz

[†]These authors contributed equally.

Abstract. The 20th National Congress of the Communist Party of China (CPC) in 2022 proposed to develop higher vocational education in China rapidly. Based on this proposition, this paper firstly researches the status quo of the development of higher vocational education in China and then makes comparisons with Japan and America where higher vocational education is booming, to explore problems in the development of higher vocational education in China at the present stage. Then it analyzes the key to settle these problems, and provide relevant solutions. In the end, this paper finds the unduly close correlation between China's higher vocational education and traditional education system, the bias related to higher vocational education of students and parents in China and other problems. Furthermore, it provides suggestions including the establishment of a unique higher vocational education enrollment system, improvement of legislation and display of achievement made in higher vocational education to the society.

Keywords: Vocational education; education policy; junior college; community college; vocational universities.

1. Introduction

As a way of teaching different from general academic education, vocational education intends to cultivate talents with vocational skills. It can enable individuals to learn new skills and participate in social practice so that they can master a skill that benefits for the rest of their life. Moreover, it is poised to foster a large number of labor forces for the country in line with the needs of national and social development, through which the cultural background of laborers is enriched as well. Thus, the importance of vocational education to the richness of the country's Labor market is evidently observed.

The report of the 20th National People's Congress of the Communist Party of China held in October 2020 proposed new tasks for the future development of vocational education in China. Education has been ushered into a new stage of development due to the great importance attached to the practice. Nevertheless, it is supposed to tackle both new challenges and old issues, such as unclear positioning, vague education philosophy, and limited experience in practice. Around the globe, China's vocational education and training system has only been initially established while that of its counterparts like Japan and the US is booming with not only clear educational concepts but also international recognition for educational and teaching practices. Therefore, learning from advanced foreign experience is of great practical significance to China's vocational education, for it can help to address old issues and provide new perspectives for practice. The article compares the status quo of higher vocational education in China, Japan, and the United States. Therefore, this article is about to compare the status quo of higher vocational education in China, Japan, and the United States. The reason for focusing on it is that the article finds that the focus of the future development of China's vocational education is higher vocational education based on the analysis of the policies of the past three years and the environment at home and abroad.

To explore the research status, the author retrieved the theme of "China's Higher Vocational Education" in CNKI and selected 200 documents published in the past three years to form a keyword network. It is observed that the key to most research is "rejuvenating the country through science and education" and "Chinese characteristics." From the perspective of international comparison, this

article broadens the research horizon and can provide a reference for the practice of vocational education in China.

The specific research methods employed in this paper are multiple. Data collection was conducted from the official websites of the national statistical departments and educational departments. The specific school information is collected from the official websites of each school (if any) or through communication by email or telephone if necessary. As for the status quo of China's higher vocational education, a questionnaire survey was conducted for Chinese school-age students on vocational education-related issues. Graphs are employed for the data comparison. The article will compare the historical development and current situation of vocational education in China, Japan, and the United States to understand the comprehensive development of higher vocational education in China and achieve long-term development based on the experience obtained.

2. A Summary of the Status quo of Higher Vocational Education in Countries

2.1 China 's Higher Vocational Education

2.1.1 Historical development features

Chinese vocational education was sabotaged during the Cultural Revolution and was not in a recovery period until 1978. China first proposed to build a vocational education system in 1985 and then started theoretical exploration for a long time. During this period, vocational education witnessed continuous improvement with increasing support by policies, gradual enrichment of its theories, and progressive advancement of relevant laws under the guidance of the general policy of "running education that satisfies the people." In 2014, the "Modern Vocational Education System Construction Plan (2014-2020)" issued by the Chinese Ministry of Education and other departments clearly stated that the framework of the modern vocational education system would be initially formed in 2015 and basically established in 2020. This planning obviously stays abreast with the development of vocational education in China for the transition from theoretical construction to concrete practice. In 2020, the 18th National Congress of the Communist Party of China laid an emphasis on the "acceleration of the development of modern vocational education." The conference continuously proposed practical goals of vocational education, such as improving the education system, deepening cooperation, and promoting the integration of general vocational education, production and education, and science and education in the following two years, and China entered a new stage therefrom [1]. It can be observed from this that the development of vocational education in China has always been dominated by national policies with more focus on theory over practice. The concept of vocational education is placed under the general concept of China's education. In recent years, China has pursued more achievements in vocational education and breakthroughs in teaching methods and personnel training.

2.1.2 Status-quo

According to the relevant data released by the National Bureau of Statistics of China in 2020, there are 2,738 general institutions of higher education in China, including 1,468 junior colleges. The total number of undergraduates and junior college students is 32,852,948, of which 14,595,488 are junior college students. In 2022, against the backdrop of COVID-19 sweeping worldwide, China has been adopting regional lockdowns as a prevention measure to achieve its zero-COVID goal. In this context, China's international trade and domestic logistics industry have been greatly affected, together with the unfulfillment of domestic demand and a gloomy outlook for the manufacturing industry. On the other hand, the international trade war is still going on, and the technical bottleneck of China's high-tech industry is yet to be broken through. The development of practical talents in related majors and the development of higher vocational education will help cultivate talents that the country urgently needs. Accordingly, China has also actively promoted the upgrading and transformation of colleges and universities in the past two years. Specifically, it has upgraded junior colleges to undergraduate universities and provided vocational training courses in comprehensive universities. Besides, the

length of education of secondary vocational education is extended, and almost all of them are in line with higher vocational education. The above changes contribute to why this article focuses on higher vocational education. However, students are not very enthusiastic about vocational education from the perspective of the education market. This article designs a questionnaire to investigate the attitudes of school-age students towards higher vocational education. According to the survey results, school-age students are not fond of receiving higher vocational education, nor do they pay attention to higher vocational education, which is the result of China's vigorous promotion of general higher education. Still, it cannot be ignored that the number of students receiving higher vocational education in China accounts for about 50% of the total number of students, which means that nearly half of Chinese students will receive vocational education in the future. To sum up, China's current task of developing higher vocational education is necessary and urgent, and there is a very broad vocational education market, but it needs more internal development momentum.

2.2 Japan's Higher Vocational Education

2.2.1 Historical development features

Vocational education in Japan can be traced back to the end of the 19th century. As a part of the national welfare practice, it aims to address the employment problems of young people, women, the homeless, and those with unstable employment (referring to multiple part-time jobs at the same time or short-term jobs) and maintain social stability. Higher vocational education originated from the "short-term university" system established in 1964, which required students to receive two or three years of professional knowledge in a comprehensive university (four-year courses also available now). After graduation, students would be granted a certificate of completion and a recommendation letter for employment. Japan set up a vocational school in 1976, which has become the main institution for vocational education. It is equivalent to a junior college in China, but most of them are privately owned with relatively high tuition fees. After graduation, students would be awarded the title of "skilled person" for skill qualification certification rather than a bachelor's degree. The Japanese education sector has been committed to the promotion of compulsory "Life Planning Education" from 2010 to 2020. During this period, it clarified the concept of vocational education with life planning education as the core and employment assistance as the auxiliary. In 2019, a system of professional and vocational universities and short-term colleges were established, the former of which issues a bachelor's degree, but it would be marked with "professional and vocational [2,3]." A variety of education models provided in Japan's higher vocational education are established to meet the different needs of the people. Thus, it manifests that the impetus for the development of vocational education in Japan is spontaneous.

2.2.2 Status-quo

As of April 2022, with a total of 770,000 students, Japan has 2,775 specialized schools of various types, 309 short-term colleges, and 119 professional and vocational universities.

Japan has promoted "Life Planning Education" as the core concept of higher vocational education in recent years with the aim to help students accepting higher vocational to hone their skills, adapt to the workplace faster, and find a job they are satisfied with more easily. Japanese society is facing a serious crisis of declining birth rate and a seriously aging labor force structure. Thus, there is an urgent need for young labor.

However, high-end industries are more and more demanding of academic qualifications, causing a large flow of young labor to the service industry. Moreover, due to high tuition fees and the inability to conduct on-site practice in the online teaching of the higher vocational education industry, more and more students encounter dropouts or severe psychological problems [4]. In summary, the core concept of Japanese higher vocational education not only clarifies its status but also establishes clear goals, which is conducive to the realization of lifelong education and employment. But its serious external problems may have adverse effects on the development of higher vocational education.

2.3 Comparison between China and Japan

With the development of vocational education in China grounded to a halt for a long time due to serious adverse impacts, China's modern vocational education lagged behind that of Japan. However, the concept of vocational education was first proposed in China. According to the data listed above, the proportion of students receiving higher vocational education among all students is 44.42% in China (2020) and 20.56% in Japan (2022). There are 1,468 higher vocational education schools in China, while the number of that in Japan is 3,203 (including vocational schools and short-term universities) based on the comprehensive statistics of higher education institutions. In terms of the employment rate, although it is not presented on China's official statistics website based on the classification of graduates, the rate of higher vocational education is mentioned by-polls. The comprehensive statistics of the employment rate in Japan is 96% (2022). From the above data, it is noticed that China boasts a broader vocational education market and more significant educational needs than Japan, while Japan attaches greater importance to the goals of vocational education and has richer educational resources. As for the employment of vocational education graduates, Japan attaches great importance to the results of vocational education and provides statistics on the employment rate of graduates cultivated by different education models. Nevertheless, China seldom reveals official statistics, and the reasons may list as follows: first, few students are employed out of their own choices since higher vocational education institutions have matched enterprises for graduates' employment. Second, objective difficulties prevail in statistical work because of the large scale of the job market. It also reflects that various vocational colleges pay more attention to the educational process.

Subsequently, the author compares Japan and China from the perspective of educational philosophy and policy. With a clear educational philosophy, Japan develops its vocational education guided by the core concept of "Life Planning Education" Japan's vocational education, supplemented by courses such as employment assistance, self-analysis, interview contacts, and technical practice, cultivates the abilities required for job seekers to survive independently in society, which is applicable to job hunting activities at all levels [5]. Thus, this core concept defines the orientation for vocational education, which aims at finding a suitable and satisfactory job and serving the employment needs of the students. In contrast, China's vocational education concept is subjected to the Chinese government's basic concept of "running education that satisfies the people." Instead of being deemed as a concept, it is more likely a requirement and even an ideal for China's education and for education. Therefore, there is no tailored guiding concept for vocational education in China, and higher vocational education is guided mainly by national policies.

A panoramic view of China's education system manifests that the vocational education system is affiliated with the general education system and is not entirely independent. It is also proved by the fact that the "college entrance examination decides the enrollment of China's higher vocational education." Specifically, students who obtain the college entrance examination scores would choose the undergraduate colleges and junior colleges in a graded order, the latter of which is always the last choice for them. However, there are various selection standards in the Japanese higher vocational education system. Students can participate in the vocational school entrance examination through self-registration (commonly known as "general admissions") or through high school recommendation (commonly known as "admission by recommendation"). The selection is conducted based on the performance of the interview and written test as well as the personal information submitted by candidates. Moreover, it is completely separated from admission to the undergraduate college. As long as time permits, students can simultaneously participate in the admissions of vocational and general education.

In terms of policies on higher vocational education of the two countries, China has been committed to the transformation and upgrading of junior colleges in the past two years to improve its status in the entire education system, create more educational resources and enhance social recognition. Japan pays more attention to the employment of graduates and shortening the unemployment period after

graduation. At the same time, it attempts to meet the demand for talent in the Japanese job market and the development of national IT technology by providing more IT courses [6].

Based on the above comparisons with the current situation of higher vocational education in Japan, it can be observed that the development of higher vocational education in China lacks a clear purpose and concept. The development mainly depends on external forces such as policy influence without spontaneous motivation. Moreover, the distinction between vocational and general education is not distinct, and it is hard to generate enthusiasm for students to participate in vocational education. Additionally, negative stereotypes about vocational education prevail. In terms of policy, the Chinese government has neglected to satisfy different educational needs by enriching the diversity of vocational education forms to meet the educational needs of different classes and age groups. China has always committed to "realizing lifelong education," but the current situation is a far cry from that realization. In addition, the construction of a vocational education curriculum system is of great importance in maintaining the vitality of vocational education, which can also enrich the diversity of vocational education.

2.4 America's higher vocational education

2.4.1 Historical development features

Vocational education in America was initiated at the beginning of the 20th century, and the publication of the Smith-Hughes Act marked the establishment of the vocational education scheme in the country. The preceding Act, which laid a solid foundation for the legislation concerning vocational education in America, was intended to improve nationals' income, reduce unemployment and guarantee national security. Thereafter, the George-Barden Act enacted in 1947 expanded support for local vocational education and America's vocational education system was formed with the publication of the Vocational Education Act in 1963, followed by the Carl D. Perkins Vocational and Technical Education Act in 1990 which integrated vocational and general education and the Strengthening Career and Technical Education for the 21st Century Act implemented in 2018. Therefore, it can be concluded that the development of vocational education in America has been all along advanced with the formulation and implementation of acts [7].

2.4.2 Status quo

As of 2022, community-based colleges in America total 1,042, among which 935 are public, 72 private and 35 tribal [8]. The number of students studying at schools amounts to 4.7 million, among which 4.1 million students minor in non-credit curriculums, namely vocational education curriculums [8].

Community-based colleges in America, unique in the higher education scheme, enjoy great popularity among native students for two advantages, namely low tuition and short study term (generally it takes two years to graduate from such colleges). Nearly 50% of America's university students received education in community colleges [9]. Students in vocational colleges may choose to seek a bachelor's degree in schools at a higher level or apply for a job directly, while those in community colleges may be granted an associate degree and certificates for the qualification of vocational skills at certain levels [9]. Over the past few years, the majority of technical sectors in America have been thirsty for talents. However, students are inclined to choose a 4-year bachelor's degree rather than an associate degree and a vocational skill due to bias and lack of a specific plan for their vocational career, despite the fact that technical personnel receiving vocational education are more likely to be employed with a decent salary as well as less time and money spent. In summary, vocational education in America has a huge potential to be tapped, provided with a comparatively perfect vocational education system, consistency with actual market requirements, substantial demand from technical workers at the present stage and the same importance as general education attached to vocational education among other conditions.

2.5 Comparison between China and America

With a comparison made in higher vocational education between America and China, it can be found that a significant difference lies in enrollment. Specifically, China regards vocational education as a separate system consisting of junior colleges and different from general education and students enter and are forced to receive education in these colleges mainly due to poor performance in the national college entrance exam (selective exam). Taking a selective exam for upgrading from junior college to undergraduate serves as the only way for such students to further their study. However, it's common to identify such a phenomenon of little emphasis on junior college curriculums, which is formed due to social recognition-related issues arising from the gap between general and vocational education. Although school-enterprise cooperation and other initiatives increase employment of junior college students to some degree, however, it's actually all the more difficult for them to be employed upon graduation, considering that the number of university graduates rises faster than the increase of appropriate posts and undergraduate education background wins greater recognition than a junior college background [10]. In America, most students decide whether to receive vocational or general education voluntarily when scores in exams are not taken into account and they may further study general and vocational education curriculums concurrently during the period even when they are studying in community colleges. Then, they decide whether to further study or apply for jobs directly based on their experience and demands. In addition, due to the lack of technical workers in America, students who choose to study vocational education curriculums may be employed upon two-year study and vocational education generally indicates lower tuition and the guarantee of a decent salary. School-enterprise cooperation is advanced steadily thanks to commoditization, which allows students to receive vocational training directly within industries in communities. Also, it's more likely for them to find a job in communities upon graduation from community colleges as majors in these colleges closely relate to industries and demands in communities [11].

Judging from the development course of vocational education in America, legislation serves as an effective approach to promote progress in vocational education. At key stages, the growth of vocational education in America was advanced steadily with corresponding acts and laws. Although vocational education has been growing since the publication and implementation of the Vocational Education Law of the People's Republic of China in 1996, these acts and laws fail to discuss specific problems and lack relevant solutions, when compared with various acts and laws published in America. Based on a comparison made with the history of vocational education in America, it's feasible to find methods to promote vocational education most suitable for actual situations of different regions by solving problems such as social recognition through local regulations and making flexible adjustments through the division of such problems.

Junior colleges in China have more theoretical courses than community colleges in America in terms of vocational education. It's necessary to increase the proportion of practical courses considering most students in junior colleges may not care so much about the curriculums and they have a poor foundation for learning as evidenced by their scores in the selective exams, since either basic or professional knowledge they have learned should ultimately serve practical operations [12]. The increase in the proportion may effectively help achieve this objective. It's required to enable students to apply knowledge to practical operations and arouse their interest in learning in the principle of emphasizing practices. In such cases, it's possible to foster practical and technical talents skillful in operation to be geared to the needs of jobs.

3. Drawbacks Existing in China's Higher Vocational Education

The article reviews the status quo of vocational education in China and compares it with Japan and the United States in the previous parts. The practice of these two countries is able to provide a practical solution for shortcomings of China's higher vocational education. Next, the article will summarize the drawbacks existing in China's vocational education and then analyze how the two counterparts can help solve these issues in China.

Firstly, students and parents often hold stereotypes about China's higher vocational education. Chinese students strive for opportunities to obtain higher education by taking the college entrance examination. They take undergraduate colleges and junior colleges into consideration together when filling out applications and those with low scores have no choice but go to junior colleges. Thus, the situation renders Chinese students and parents associate junior colleges with poor academic performance, which indirectly leads to the inferior position of higher vocational education in China's education system. Secondly, the development of higher vocational education relies only on the promotion of national policies. It lacks spontaneity and spirit of exploration in curriculum construction, yet to form its own characteristics. Finally, all aspects of Chinese society attach importance to higher education and tend to neglect vocational education. This results in people from all walks of life have not realized the necessity and importance of vocational education talents for the development of the industry.

The shortcomings mentioned above are long-lasting issues in China's higher vocational education, and behind these are hidden deeper educational weakness. To address these persistent troubles, tailored solutions need to be proposed. The prejudice against higher vocational education indicates a vital misunderstanding, that is, the unclear distinction between higher vocational education and traditional education. The reason is that there are no selection criteria for vocational education since students are selected through the college entrance examination and formal education. Thus, higher vocational education should propose its own selection criteria and selection mechanism when the college entrance examination system negatively impacts its development.

The reliance of China's higher vocational education on national policies reflects the lack of internal motivation for its development. Therefore, China's higher vocational education is supposed to propose its own educational goals and unveil an independent educational concept accordingly. It must fulfill the country's needs when seeking its development which is determined by its unique development history. In recent years, the vigorous development of China's higher vocational education has been promoted by its demand for professional talents. However, national policy is the external driving force. After all, education needs to rely on the driving force from the internal education process. Excellent courses and a beautiful campus are necessary conditions for the junior college to attract students continuously, and so do the upgrading of courses, software, and hardware of the campus.

Unclear guiding principles of China’s vocational education and few efforts made in promotion among other reasons caused the people’s inherent bias. Every social worker may be a parent simultaneously, which is inseparable. Nevertheless, society always takes vocational education into account with bias. Thus, vocational education needs to open its arms and present itself to society, convey its unique concepts and advantages, and establish a platform to showcase students' demeanor. It is also an urgent task for China's higher vocational education.

Through the above summary, this article finds that China's higher vocational education has long-standing stereotypes, social disapproval, and a lack of development motivation. To solve these persistent issues, institutions must establish a selection mechanism suitable for vocational education, create internal development momentum, and demonstrate independent higher vocational education to the outside world.

4. Solutions and Expected Effects

4.1 Establishing an Independent Admission and Graduation Mechanism

The most urgent task for China's higher vocational education is to separate itself from general education, the key to which is to release an independent selection mechanism.

The admission model of Japanese vocational schools is introduced in the previous article. Specifically, entrance to vocational schools in Japan is divided into general entrance admission, letter of recommendation admission, AO admission, and society selection admission. The general entrance admission is an enrollment mode employed for most students, which requires students to submit

relevant materials of personal information and then participate in the written examination and interview. Letter of recommendation admission is divided into the recommendation of high schools and self-recommendation. Based on the evaluation of students, high schools recommend those who are interested and suitable for vocational education, and students present themselves to vocational schools according to their personal wishes on their own initiative. The examination is somewhat different from the former, and it pays more attention to the individual display of the students in the interview. Society selection is designed for people in the workplace. China's higher vocational education can take a two-pronged approach, which means it can build a recommendation system, and gradually establish a vocational college entrance examination system. The latter has been practiced in China now. However, this article intends to emphasize the content of the test, which should not be confined to the written test only due to the particularity of vocational education. The interview is supposed to be introduced with more attention paid to the skills and practice as well as the understanding of occupation and industry.

Moreover, a supporting graduation mechanism compatible with the independent selection mechanism shall be proposed accordingly. Associating higher vocational education certificates with vocational skills certification is conducive to improving the status of higher vocational education, which is also an essential part of the graduation mechanism.

The main purpose of establishing an independent selection and graduation mechanism is to separate higher vocational education from the general education system and create a level playing field between the two types of education. The advantage is that it can attract more people of different age groups and occupations to receive vocational education. A significant distinction between vocational and general education is that the former is dominated by individual needs and is not subject to age. Besides, it makes "lifelong education" possible. The separation of higher vocational education is also conducive to the exploration of its own goals and educational philosophy.

4.2 Establishing Exchanges Channels with High Schools

China's higher vocational education has permanently attached great importance to school-enterprise exchanges, but communication with ordinary high schools is also essential. The primary purpose is facilitating work such as student-side needs and interest surveys of higher vocational education colleges. Thus, higher vocational education colleges can explore new teaching methods, clarify educational goals, enrich the course and system, and offer courses that students are interested in and in need of based on the data of these surveys together with various practical needs. Meanwhile, attention should be paid to feedback from student groups and schools on problems in higher vocational education while communicating with high schools.

4.3 Organizing Professional Skill Competitions

The main reason why students, parents, and society lack an understanding of vocational education is that they know little about vocational education. In pursuit of higher vocational education, students should take the initiative to present themselves to the public. The establishment of municipal, regional and national vocational skills competitions contributes to the presentation of student and teachers' teaching content in the vocational education system and arouse the public's attention to vocational education. Japan's Ministry of Health and Welfare regularly holds skill competitions. The awards obtained in the skills competition can be applied to identify professional qualifications or improve the level of professional qualifications. As mentioned above, the graduation system of higher vocational education should be linked to vocational qualification certification, and Chinese vocational qualifications also have strict certification and grading systems. The rewards of vocational skills competitions can be linked with the accreditation of professional qualifications to attract students' enthusiasm for participation.

5. Conclusion

This article reviews the development history of higher vocational education in China, Japan, and the United States, probes into the current situation, and conducts a comparison. It is observed that China's higher vocational education currently is restricted by significant issues such as unclear purpose, lacking educational philosophy, stereotypes hindering development, insufficient development motivation, and little social recognition. Moreover, other issues like unequal status and excessive attention paid to the needs of the country instead of students are also observed. Therefore, this article proposes explicitly suggestions such as establishing an independent selection and graduation mechanism for higher vocational education, strengthening exchange between higher vocational education colleges and high schools, and launching vocational skills competitions. The purpose is to separate it from the general education system and form independent educational concepts and goals, attract more people to participate in vocational education, and further understand it. Vocational education is an indispensable part of education in any country. The significance of general education is improving people's cultural literacy and giving everyone the knowledge and skills, they need to survive. Vocational education should provide a more accessible and broader learning platform, which has nothing to do with age, background, and academic experience but serves the individual's personality needs and the development needs of different stages of life. The development of China's higher vocational education will be an uphill battle. However, under the tide of globalization, education should stay abreast with the world and learn more advanced experiences. Thus, the road to China's higher vocational education will be smoother and smoother.

However, the research of this paper has some deficiencies. On the one hand, data such as those related to employment of higher vocational students, were cited insufficiently due to differences in statistical methods and limitations of objective conditions including the resources obtained by the author. On the other hand, this paper fails to provide a detailed description of the proposed suggestions, and discussions are few on whether to take measures at the present stage and the performance of implementation. For example, with regard to the reform of methods for enrollment in higher vocational education, China now has gradually established the method for enrollment in vocational education in the national college entrance exam, but whether the results are of research value remain to be discussed as the method has not been popularized nationwide with a short time of implementation.

In the future, this paper is intended to further the research concerning the reform of methods for enrollment in higher vocational education in China, as the reform of such methods is deemed in this paper, to be a problem requiring to be given the first priority and the most critical one as well for the overall reform of higher vocational education in China. In-depth research of the vocational education-based college entrance exam system will be conducted if future conditions permit, with advantages and disadvantages of the system analyzed and improved based on the thoughts of this paper and experience concerning the development of vocational education drawn from other developed countries.

References

[1] Wu Lv & Zhu Dequan. Target Framework and Action Plan for Modernization reform of China’s Vocational Education—Modern Blueprint and Practical Guidelines of the Implementation Plan for Reform of National Vocational Education. Journal of Higher Education Management. 2020: 115-124.

[2] Mori Naoto. Social and Educational Functions in Modern Japan. Social Policy. 12(1):12-26.

[3] Ogata Naoyuki, Tanimura Hidehiro & Tateishi Makichi. Faculty and Curriculums of Professional and Vocational Universities and Junior Colleges. Kyushu University Institutional Repository, 2020: 63-82.

[4] Suzumori Gousi & Nakada Yukishige. Research of Topic Concerning Prevention of Students Dropping Out of Professional School Based on Confusions of Teachers. Minutes of Kansai University Psychology Clinical Center. 2021. 37-48.

[5] Ueno Emi. Development Dynamics of “Life Planning Education” in Japanese Universities. Education Economics Research. 2022, (1). 1-11.

[6] Katayama Yuuki & Uchida Yasuhiro. Entry into Higher Schools Through Professional Schools and Integration into the Environment. the 80th Annual Conference of Japanese Educational Research Association: Higher Education (Post-Secondary Education). 2021: 65-66.

[7] Zhang Jiandang. Vocational Education in America and Relevant Laws and Regulations. Hebei University, 2004.

[8] Erin,D.(2022). Community colleges in the United States - Statistics & Facts. Retrieved from https://www.bing.com/ck/a?!&&p=1fe1d4240eaee037JmltdHM9MTY3MTMyMTYwMCZpZ3VpZD0wYmVhMzg5ZC1mMzE5LTYwYTItMzU0Zi0yOTRkZjI1MzYxNGEmaW5zaWQ9NTE2NQ&ptn=3&hsh=3&fclid=0bea389d-f319-60a2-354f-294df253614a&psq=https%3a%2f%2fwww.statista.com%2ftopics%2f3468%2fcommunity-colleges-in-the-united-states%2f%23topicHeader__wrapper&u=a1aHR0cHM6Ly93d3cuc3RhdGlzdGEuY29tL3RvcGljcy8zNDY4L2NvbW11bml0eS1jb2xsZWdlcy1pbi10aGUtdW5pdGVkLXN0YXRlcy8&ntb=1

[9] Han Liping. Characteristics of Vocational Education in America and Inspirations to Vocational Education in China. Modern Vocational Education, 2019(12):180-181.

[10] Chen Qiuping & Shen Min. Systematization of Vocational Education in America and Relevant Inspirations. University education management, 2016, 10 (01): 99-104 + 124. DOI: 10.13316 / j.carol carroll nki jhem. 20151130.001.

[11] Cheng Cunrui. Experience and Lessons Drawn from Vocational Education in America. Journal of Zhejiang Vocational and Technical College of Industry and Trade, 2017, 17(04):42-45.

[12] Yuan Chenghua. Characteristics of Vocational Education in America and Inspirations to China. Continuing Education Research, 2013(11):151-153.