Dilemmas and Countermeasures in the Development of China's Education Policy and Comparison with the United States of America

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Abstract. Vocational education policy formulation, as the starting point of the vocational education policy process, is the prerequisite and foundation for the effectiveness of vocational education policy. China's vocational education policy-making follows the distinctive logic of national will, the typical logic of problem solving and the strict logic of risk control. At present, China's vocational education policy-making faces some practical problems: from the viewpoint of the policy subject, policy-making is administratively subjective; from the viewpoint of the policy itself, policy-making is isolated and fragmented; from the viewpoint of the policy environment, policy-making lacks differential adaptability. China's think tanks can learn from the experience of U.S. think tanks in researching and advocating ethnic education policies based on the concept of differentiated equity, practice the concept of differentiated equity with Chinese characteristics, and work to To realise fair and high-quality education for all.

Keywords: American think tanks; education policy implementation; research methods; interpretivism

1 Introduction

The issue of education is an important factor affecting a country's economic, political and social development and national security, and is one of the key research areas of think tanks around the world. With the promulgation and implementation of policies, the construction of education in China has achieved a certain degree of success, but there is still a big gap between them and the formation of a learning society in which all people learn and learn throughout their lives [1]. In reality, the construction of community education is plagued by problems such as insufficient support for disadvantaged groups, uneven development between the east and West, as well as between urban and rural areas, a lack of legal safeguards for the implementation of policies, and ambiguous criteria for evaluating policies. The United States is an immigrant country, and the problem of ethnic education is centred on the issue of inter-racial educational equity. Racial tensions have persisted in the United States for a long time, and the issue of inter-ethnic

educational equity has always been a focus of attention in the United States social sphere.

2   Characteristics of the differentiated view of equity construct

Throughout the development of Western philosophical methodology, it has undergone three main stages: "scientism or empiricism under the positivist paradigm, hermeneutics under the post-positivist paradigm, and the critical-discursive perspective also within the post-positivist paradigm."

The positivist paradigm, which emerged in the 19th century, emphasized the application of scientific methods and empirical observations to gain knowledge and understanding. It sought to establish objective and verifiable truths through systematic observation and experimentation. This approach dominated the philosophical and scientific discourse during that time, with thinkers like Auguste Comte playing a significant role in promoting a scientific and empirical outlook [2].

However, as we entered the early 20th century, we began to witness the emergence of limitations and criticisms directed at the positivist approach. Scholars embarked on a journey of inquiry, challenging the notion that all knowledge could be exclusively derived from empirical observations and precise measurements. This intellectual shift paved the way for the ascendancy of the post-positivist paradigm, a framework that acknowledged the intrinsic significance of interpretation and subjectivity in the pursuit of knowledge. Central to this paradigm was hermeneutics, a discipline that concentrated on the decipherment of texts, cultural symbols, and the intricate tapestry of human experiences.

Distinguished philosophers such as Martin Heidegger and Hans-Georg Gadamer played pivotal roles in shaping hermeneutic principles. Their contributions emphasized the profound importance of grasping meaning and context, transcending the mere pursuit of empirical data. As the post-positivist paradigm evolved, it gave rise to the critical-discursive perspective, which drew inspiration from critical theory and linguistic analysis. Intellectual luminaries like Michel Foucault and Jürgen Habermas embarked on a quest to scrutinize power structures, societal norms, and the linguistic frameworks that mold our comprehension of reality.

In their insightful endeavors, they underscored the pivotal roles played by language, discourse, and ideology in the construction of knowledge and the molding of social practices. Within this philosophical terrain, value orientation emerged as a potent force, profoundly influencing individuals' perspectives and actions. Value orientation denotes the fundamental value positions and attitudes that individuals adopt when confronted with conflicts or challenges. These values exert a profound influence on their choices and practical behaviors, thereby wielding considerable sway over the decision-making processes they engage in.

One notable organization that epitomizes a distinct value orientation is EduTrust, guided by a resolute commitment to an equity-oriented perspective. Their mission is succinctly articulated as "equity-driven, data-centered, and student-centered." This

mission underscores their unwavering dedication to forging equitable and just opportunities within the realm of education. Their actions are underpinned by a reliance on credible and comprehensive data, and they place the needs and aspirations of students at the very core of their endeavors.

EduTrust's multifaceted approach encompasses a diverse array of research and advocacy initiatives, with a particular emphasis on issues related to equity in interracial and inter-ethnic contexts. Their initiatives encompass advocating for the educational rights of young people from marginalized racial or ethnic backgrounds, including those who may be undocumented immigrants. They also champion the cause of race-based educational accountability as a means to address disparities. Furthermore, EduTrust is deeply committed to the development of educational tools and resources designed to bridge the digital divide that persists among students hailing from diverse racial backgrounds.

All of these policies and practices aim to bridge the gaps in racial and ethnic differences at the school level, addressing both inter- and intra-racial inequities. The underlying value perspective in their work is that of a differentiated view of equity. This perspective recognizes that different interest groups may have diverse needs and demands when it comes to achieving equity in education.

In conclusion, the evolution of Western philosophical methodology has seen shifts from scientism and empiricism under the positivist paradigm to hermeneutics and the critical-discursive perspective within the post-positivist paradigm. Value orientation plays a significant role in shaping individuals' approaches to conflicts and problems, influencing their decisions and actions. Organizations like EduTrust exemplify specific value orientations, with an equity-driven perspective that guides their research, advocacy, and policy initiatives to bridge racial and ethnic disparities in education.

3   Implications for the conduct of education policy research in China

A clear value proposition is a compass for think tank policy research and advocacy. The Education Trust's Ethnic Education Policy Research and Advocacy. [3]

The Education Trust's Ethnic Education Policy Research and Advocacy (EEPRA) is based on the value proposition of equity in diversity, which leads to the establishment of an equity-driven, data-centered, and student-focused organization. The goal of the organization is to respect differences between students of different races and to work to close the opportunity gap for students of colour and students from low-income families and help them improve their achievement.

The goals of the organization are to respect differences between students of different races, to work to close the opportunity gap for students of color and students from low-income families and to help them improve their performance, to achieve high levels of academic achievement for all students, and to pursue racial equity in education across America. The Education Trust's values are consistent with those of the United States. The values of the Education Trust are closely related to the demographic and social patterns of the United States as a nation of immigrants. The value orientation of the

Education Trust is closely related to the demographic and social structure of the United States as an immigrant nation. Racial tensions in the United States are intrinsically isomorphic to the demographic and social structure of the United States. Students from families of colour and students from low-income families have a higher rate of agreement, so the value orientation of the Education Trust responds to American society's appeal to the value of fairness [1].

The value proposition of EduTrusts thus responds to American society's appeal to values of equity. The EduTrust also regularly joins with community groups that share its values to issue statements and participate in public events to advocate for the passage of the DREAM Act, the restoration of the DREAM Act and the restoration of the DREAM Act. The DREAM Act, the reinstatement of the Deferred Action for Childhood Arrivals (DACA) programme, and the protection of Pell Grants are some of the education laws and policies that the Trust has advocated for in the United States [3]. Defend the educational rights of students of colour and low-income families, and ensure that a differentiated equity perspective is incorporated into ethnic education policy research and advocacy. The Education Trust is centred on its values and values. The Education Trust's values and mission are centred on a range of actions, which are focused on its goals and objectives. The focus and modus operandi of the Trust's work is centred on its goals and objectives, thus ensuring the relevance and pertinence of its research and related activities.

To mitigate the aforementioned policy risks, besides conducting rigorous risk assessments, we must also address risk prevention and control in two crucial aspects when formulating vocational education policies. These two aspects can be elaborated as follows:

Firstly, concerning national-level policy formulation, the tendency is to provide general opinions, programs, decisions, and the like to tackle various issues. According to statistics, out of the vocational education policies issued by the state since the inception of reform and opening up, approximately 91 policies have offered opinions on problemsolving, constituting nearly half of the total policy documents. However, merely providing high-level guidance, decisions, and programs is insufficient for effectively resolving the issues at hand. To truly address these challenges, it is imperative to translate the relatively broad national-level guidance into specific policy implementation details [4].

This entails the creation of concrete policy implementation rules and the delegation of responsibility for the meticulous execution of these policies to local authorities at various levels. For instance, consider the "Opinions on Adjusting the Layout and Structure of Secondary Vocational Schools," which explicitly stipulate that "local departments should formulate practical planning programs and policy measures tailored to their specific local conditions." Similarly, policies related to the adjustment of secondary vocational school layouts emphatically require that "local departments formulate practical planning programs and policy measures based on their local realities." This approach effectively safeguards against the risks stemming from policies that might not align with the local environment [4].

4   Suggestions for countermeasures in the formulation of China's education policy

The formulation of vocational education policy must implement the will of the State and ensure that the will of the State is put into practice and implemented effectively. Vocational education policy Vocational education policy, as an important carrier for the implementation of the national will on vocational education, requires that all vocational education policies formulated by the main bodies of vocational education policy at the central, local and grass-roots levels should implement the national will on vocational education. Vocational education policy as an important carrier for the implementation of the national will on vocational education requires that the policies on vocational education formulated by the main bodies of vocational education policy at the central, local and grass-roots levels should implement the national will on vocational education. This requires a clear division between central, local and grass-roots vocational education policies, and a good grasp of the division between central, local and grass-roots vocational education policies [5].

This requires a clear division between central, local and grass-roots vocational education policies, and a good grasp of the main responsibilities and basic powers of the policy-making bodies at the three levels. Vocational education involves many subjects of interest, such as government, enterprises, industry and schools, which have different perspectives and different demands, so vocational education policies will naturally be different in degree. Vocational education policies will naturally touch the interests of the relevant subjects to varying degrees. If the formulation of vocational education policy fails to take into account the interests of all parties, and fails to respond to the interests of different subjects of interest If the formulation of vocational education policies fails to take into account the interests of all parties and fails to respond to the demands of different subjects of interest, the implementation of vocational education policies will be affected, leading to a gap between the actions of different implementation subjects and affecting the implementation of vocational education policies. The implementation of vocational education policies will be affected if they fail to take into account the interests of all parties and respond to the demands of different subjects of interest. It is often difficult for a single vocational education policy to be well organised, especially for the more complex issues of vocational education. It is difficult to try to cover and protect the interests of all parties with one single policy document, especially for the more complicated issues of vocational education [6].

Guiding and overseeing the conduct of all involved parties is also a complex challenge. Thus, vocational education policies ought not to exist in isolation; instead, they should be interconnected, forming a cohesive framework of policy groups. In this context, the structure of these policy groups should span horizontally, facilitating the creation of policy "combinations." This approach ultimately shapes a novel paradigm for the formulation of vocational education policies.

To elaborate further, these policy groups should establish a horizontal structure, and within this framework, they should collaborate to craft integrated policies, thereby forging an innovative approach to shaping vocational education policies [7].

5   Conclusion

In conclusion, although the Education Trust's research value proposition based on a differential equity perspective and the range of actions it has taken have had some success in closing the U.S.'s educational opportunity and academic achievement gaps for students of colour and minorities, its pursuit of interracial However, its pursuit of interracial equity has also somewhat neglected the realisation of individual equality beyond race, creating reverse discrimination against another group of students and generating new educational inequities. However, its pursuit of interracial educational equity has also somewhat neglected the realisation of individual equality beyond race, creating reverse discrimination against another group of students and generating new educational inequities, which are further exacerbated by the epidemic. The epidemic has further exacerbated educational inequality in the United States, and educational equity faces even more serious challenges.

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