

The Vicissitude of German Vocational Education Law and Its Enlightenment to China

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Abstract—Trying to start with the changes of German vocational education laws and explore the uniqueness of the German vocational education legal system. The clear positioning of vocational education, the establishment of professional continuing education system, the coordination of the relationship between business and vocational schools and the prudence on the consistency of the legal system are all the superiority of German vocational education laws. From the formulation of the laws, the participation of enterprises, and the guidance of public opinion, the law is summed up to provide reference for the formulation of the laws of vocational education in China.

Keywords—vocational education; vocational education law; dual system; enlightenment

I. INTRODUCTION

The rapid development of China's industrialization has increased the demand for professional and technical personnel, and has paid close attention to the development of vocational education and its laws. Germany is the second country to complete industrialization. In the process of industrialization, German vocational education contributed to this, which is closely related to Germany's detailed and complete legal system of vocational education. Detailed and systematic vocational education legal system is the basis for the healthy development of vocational education. What's more, it regulates the development path and prospect of vocational education. Summarizing from the changes in the laws of vocational education in Germany, it brings inspiration to the formulation of the legal system of vocational education in China, and opens up a smooth road for the development of vocational education.

II. INHERITANCE AND IMPROVEMENT: CHANGES AND CHARACTERISTICS OF GERMAN VOCATIONAL EDUCATION LAW

Vocational education originally derived from religious reforms and educational nationalism. Therefore, it is more connected with politics. In the process of legal changes in German vocational education, some bright spots gradually emerged, which resulting in the famous German vocational education system.

A. The changes of German vocational education law

In 1182, Germany promulgated the "Cologne Motor Vehicles, Rotation Regulations", which is also the first training charter for apprenticeship norms. This is not the real beginning of vocational education law, because it is a training charter

made by the guild and not a law enacted by the legislature. However, its significance is that it marks the beginning of the using of legal means to manage apprenticeships by the guild. The "Compulsory Vocational Practice Education Act" was implemented in 1869 and closely linked apprenticeship training with vocational school education by encouraging enterprises to cooperate with vocational schools. The "Handicraft Industry Regulations" of 1953 and the "Professional Training Law Draft" of 1959 are occupational education laws in the phase of exploration.^[1] The "Professional Education Law" promulgated and implemented in 1969 is the fundamental law of German vocational education and has become a solid legal foundation for the development of vocational education. This landmark law, for the first time, integrates various decentralized regulations concerning corporate training, and covers the signing of vocational training contracts, the distribution and implementation of vocational education authorities, and the establishment of related institutions for vocational education. In addition, the law formally established the "dual system" vocational education as the basic form of German vocational education development, laying a solid foundation for the formal development of the "dual system" related work.

Afterwards, in 1972, the "Basic Law for Enterprises" set specific requirements for enterprises' vocational education, specifically stipulated the rights and obligations of the enterprise management committee in vocational education, and paid attention to the "dual system" to legal protection. The Vocational Education Promotion Act of 1981, which provides regulations for the planning, statistics, and reporting of vocational education, elaborates on the establishment of the Federal Institute of Vocational Education and the tasks of its supervisors.^[2] The above-mentioned series of laws revised gradually prompted Germany to form a vocational education system that focuses on cultivating closely-linked training and is characterized by high-level professional affiliation and communication. It timely met the new development needs of the development of modern productive forces on vocational education. Development needs. Till the 1980s, under the influence of these laws, Germany has initially formed various types of vocational school systems that are linked to general education schools.

In 2005, Germany vigorously promoted the implementation of the new "Federal Vocational Education Law." This law can be summed up in seven parts with a total of 105 articles. They are General Provisions, Vocational Education, Vocational Education Organization, Vocational Education Research,

Statistical Standards, Federal Careers Institute of Education, Penalty Rules, Transitional Terms, and Cohesion Terms. There are new regulations on the conversion of time for vocational education in full-time schools; the conversion of vocational education received abroad, the phased implementation of the vocational education completion test, and the establishment of a vocational education consortium. This law has had a more positive influence since its implementation. It highlights the influence of the Federal Institute of Vocational Education and highly embodies the importance the German government attaches to vocational education.^[3] In addition, except the federal government's implementation of the law, the states also have a complete set of laws to ensure the standardization of vocational education, which makes the development of all regions can have laws to be regulated.

The "dual system" has attracted much attention since the end of the 19th century, but in the 1960s, it was officially proposed as a special concept, and it was clearly enacted in 1969. "Dual system" is an embodiment of the deep school-enterprise cooperation in vocational education. It combines the traditional apprenticeship training mode with modern vocational education ideas and systematically cultivates the students' technical ability and academic level. In consideration of practical requirements, the federal government has specifically formulated "General Agreement on Federal Schools for Vocational Education in Germany", examined the relevant regulations governing the development of vocational education, and the non-mandatory requirements for vocational school's tasks and objectives, organization and management institutions, teaching content and plans, and graduation certificates.

B. The superiority of German vocational education law

Firstly, the German vocational education legal system has a clear and accurate position of the vocational education. For example, in 2005, Germany combined the Federal Vocational Education Act of 1969 with the Vocational Education Promotion Act of 1981 and then promulgated the "Professional Education Reform Act," which legalized school-enterprise cooperation and legalization. It defines the scope of application for enterprise vocational education, whose management agencies are the Ministry of Education and the Ministry of Economic Affairs. The legal status of its implementing agencies is educational enterprises, and the legal function of its research institutions is research and coordination.

Secondly, Germany actively builds a system of continuing education based on the "dual system". Skills grading is used as a promotion requirement to assess the system of skilled workers. It does provide Germany with a training path for high-level technical talents and inherited talents. From a vertical perspective, the static positioning at the level of higher vocational education is specifically divided into three levels: colleges, undergraduates, and masters, which are clearly structured and meet the requirements of different needs groups. There are both regular formal education to train systematically high-level personnel, and also non-formal training and education to meet the capacity of the working population.^[4] From a horizontal perspective, the content of higher vocational education has two orientations, namely, the training objectives

that point to the professional competence and the curriculum structure of work process orientation.

Thirdly, the law clarifies the qualifications for enterprises to participate in occupations and coordinates the relationship between vocational education in enterprises and vocational schools. "German Corporate Teacher Qualifications Regulation" derives from the recognition that companies are involved in vocational education. The most important thing is to rely on a team of teachers with professional knowledge and professional ethics to ensure the effectiveness of corporate participation. The law, with its authority, has implemented this condition at all levels and established a joint training agreement confirmed by the company's leading enterprises, vocational schools, students, and parents, and established the relationship in a more standardized and tough manner. It can clearly define the rights and obligations of all parties, and ultimately achieve a win-win situation of improving the participation of enterprises and improving the quality of education.

Finally, the German occupational legal system is consistent because each law takes into consideration the current situation and the long-term path of Germany. Therefore, there is no conflict between the previous law and the present law. The new law will play a complementary and supporting role. In the long run, German vocational education has a long-term strategic goal, so that every law comes from rational thinking.

III. STRICTNESS AND COORDINATION: THE ENLIGHTENMENT OF GERMAN VOCATIONAL EDUCATION LAW TO CHINA

There are two basic approaches to education reform: the top-down mandatory change and the bottom-up induced change. The former path mainly means that the government plays a leading role, and is introduced and implemented with the aid of policies and decrees. The latter basic path emphasizes the initiative, organization, and implementation of grassroots initiatives.^[5] As a form of education that is rather obscure in Chinese consciousness, vocational education also requires certain methods of change to make it deeply rooted in the people. This kind of change requires both drastic radical top-down and bottom-up progress.

Analyzing the changes in the law of vocational education in Germany, we can draw inspiration from three aspects, namely, the strict formulation of government laws, the coordination of corporate participation and the penetration of public opinions. First of all, the government should pay attention to vocational education legislation. There must be a main law in the legal system that plays an integral role in other laws. Germany promulgated the "Vocational Education Promotion Act" in the 1980s, which is an enrichment and improvement of the "Federal Vocational Education Act". In the legal system of vocational education in China, the "Professional Education Law" is the main law, and it must be rigorous, mandatory, and comprehensive about the rights of any participating entity. At the same time, there must be related more detailed and specific laws, regulations and regulations, and the legal system which should be flexible in debugging, and should have guidance on real cases Since the 1950s, Germany has issued more than 10 laws and regulations on vocational education. While it is important to strengthen the guiding nature of policies, we must

also pay attention to the details of the financial allocations in the legislation. For example, the "Promotion of Vocational Education Promotion Law" promulgated in Germany in 1981 is a law which synthesizes national fiscal subsidies, government grants, and corporate tax payment coordination support through legislative channels to ensure the effective operation of vocational education in the country.

Secondly, companies are actively involved in vocational education by laws. In the form of law, the government, employers and schools in the process of vocational education in the process of the authority, responsibility and responsibility of division of labor are divided in detail, with the intention of adjusting the interaction between the three subjects to improve the quality of vocational education. Although China's "Professional Education Law" has already involved the obligation of vocational training for enterprises, it is limited to vocational training. Therefore, when legislating bodies formulate vocational education laws, they cannot only attach importance to the vocational training of enterprises, but should also use the terms to make them clear about their own responsibilities. For example, in 1981, Germany passed the "Promotion of Vocational Education Promotion Law," requiring companies to pay certain amounts of responsibility. The amount of funds is used for professional training, which is also an effective way to supervise enterprises to assume responsibility. We must uphold the principle of "Whoever profits from money". Companies that meet the standards should assume certain responsibilities in vocational education and undertake appropriate teaching tasks. Only in this way, there will be the soil for the "Professional Education Law" to grow, and harvest the fruits of talent continuously.

Finally, the guidance of public opinion culture can also be guided by the formulation of laws. Our country attaches great importance to education, and has also been solving employment problems through various means, especially the mismatch of technical human resources, which has always troubled governments, enterprises, and employees. However, for vocational education, an important form of education that combines two major problems of education and employment, the community has not paid enough attention. In the past decade, the government has invested a lot of manpower and material resources, but it has had little success. The key is not to form positive and positive guidance in public opinion culture. The general public regards vocational education as an unrepentant alternative to ordinary education. This is the reason why it is difficult for vocational education law to be implemented by several entities. Therefore, paying attention to cultivating the concept of the people's legal system is crucial. Through the enactment of laws and a complete system construction, the students and parents can realize the formality

of vocational education and its potential for future development and a broad job market. Germany's "Youth Protection Act" provides clear and detailed provisions on the rights and obligations of participating groups in vocational education from the perspective of protecting young people. It is impossible for a kind of education to stay on the teaching of knowledge and skills for a long time. Only by combining it with the market and employment, students can be attracted enter the normal development track. In the formulation and implementation of vocational education laws, it is necessary to take into consideration the actual needs of social groups, to achieve practical results, and to align their interests.

IV. CONCLUSION

The changes in German vocational education laws have not been smooth and have undergone many changes. The division and merger of Germany have not shaken Germany's determination to expand its industry and train skilled personnel. The vocational education laws have always served the original purpose. This is not only because Germany had a long-term vision at the beginning, but also because the various entities in the country attach importance to this cause. The government, businesses, students, and parents all put their common interests on the overall situation and perform them efficiently. Performed in an efficient manner, there is a negotiation concession in the interests of differences. "Perseverance, the stone can be cut out." As long as the government has the determination to develop vocational education, the enterprises and vocational schools participate actively, China's vocational education will have a broader space for development than Germany.

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