
NEWSLETTER

The Index of High-Quality Development of Chinese Vocational Education and the Measurement of Development Levels

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A LONGSIDE its rapid economic growth, China has built its vocational education that is of the largest scale in the world. Vocational education in China is undergoing a transition from scale-oriented growth to quality-emphasized development. What is the current development level of Chinese vocational education? Has it accomplished high-quality development? What shortcomings does it have? To answer questions like these, it is necessary to formulate an index for high-quality development of Chinese vocational education to measure its development levels.

The design of the index is grounded on new development concepts. It includes five dimensions: innovative development, coordinated development, green development, open development, and shared development, and 11 secondary indicators, which together generate 42 parameters. Statistical data were sourced from the China Statistical Yearbook 2021, China Education Statistical Yearbook 2020, and China Educational Finance Statistical Yearbook 2021, as well as websites of local statistical bureaus and provincial and municipal education departments and third-party platforms such as Shanghai Academy of Educational Sciences, MyCOS Institute, and the Think Tank on China Higher Vocational Education Development.

The entropy weight TOPSIS method was adopted to measure the index and sub-indexes of high-quality development of Chinese vocational education to discover that: (1) among the 30 provincial administrative regions investigated, only one province takes the lead in the high-quality development of vocational education, a number of them have an index value above the national average level, and the majority of them have a below-average index value; (2) there are significant regional differences in the high-quality development of vocational education, with eastern China having the highest quality of vocational education, followed by the central region, and with western China lagging behind in vocational education; (3) Chinese vocational education is characterized by insufficient innovative development, a moderate level of coordinated development, weak green development, impeded open development, and a lack of shared development.

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