Research on the Reformation Route and Mechanism of Further Education

Ya-Mei GUAN, Pei-Pei CHEN
Nanjing University of Finance and Economics, Nanjing City, P.R. China, 210023
guanyamei@sina.com

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Abstract: With the rapid and continuous development of economy in China, the development of higher education is in explosion and in a rapid speed in a popular style. On the contrary, the scale of certificate education in further education declines and meets many problems. The urgent problem to solve now is how to standardize the development of higher further education, cohering to its essential attribute, and how to play its role in strengthen the country with human resource, which is beneficial to constructing a learning-oriented society. From the writer’s point of view, only by strategic management of further education and promoting management on education quality, can we meet the requirements by the Party Central Community?

Introduction
In the traditional higher education, universities’ function has been divided into the following three categories: personnel training, scientific research and social services. Under the background of constructing the life-long and a learning-oriented society, personnel training is not only a pre-service education, but also a re-education for people who already have participated in social work or have received the higher education degree which is high-level and keeping up with the times. Through personnel training, it can update the knowledge, improve the management ability and the level of skill, so that they can keep pace with the times and adapt to the times. In addition to underground education and graduate education, education training for senior personnel has become another important activity of the personnel training in the university. Moreover, this activity is not only the process of personnel training, but also reflects the realization of university social service function: By improving the employees’ comprehensive quality and apply it into the social service directly, the potential education results can be turned into real productive forces, pushing the orderly development of society.

The Current Situation of Our Country’s Further Education

Further Education Have Done Contribution for Economic Development

According to statistics, during 10 years from 1955 to 1965, the number of university which opens correspondence education has increased to 123,128 majors have been established. The number of college students has reached 189373, which amounts to the 28 percentage of the number of that in common universities. Since The Decision on Reform and the Development of Adult Education was published in 1987, the significant role of adult education in the economic construction and social development has been confirmed again. Many famous domestic universities began to set up Adult Education College, for example, PeKing University, Nanjing University, Zhejiang University, Fudan University and Shanghai Jiaotong University set up the adult education college shortly after the Decision published. Subsequently, Suggestions on Further Reform and Development of Adult Higher Education (1993), Decisions on Deepening Education Reform and Comprehensively Promoting Quality Education (1999) and a series of policies and regulations were published, making further provisions and instructions on the enrollment, teaching form, degree issues and other related issues of adult higher education and promoting to standardize the development of higher further education. With the proceeding of reform and the development of economy, further
education has obtained great development. Since the reform and opening-up, nearly 40 million people have received undergraduate or specialist further education. Adult higher education has entered a steady development period in recent years. College further education

**Further Education Change from Academic to Non-Academic**

Since the 21st century, in order to realize the important decision on comprehensively promoting quality education and constructing the life-long education, non-academic further education has taken off, the level of the training object has gradually moved up, and kinds of high-end further education training project has sprung up like mushrooms, becoming the important bridge for realizing social service function. Especially in 2010, *Action Scheme for Invigorating Education Towards the 21st Century* clearly proposes to “Vigorously develop the non-academic further education”. Non-academic further education has been pushed to the strategic height of national development from the program. Besides, higher further education has also welcome a new period of development, officially entered into the transition period, from academic further education to non-academic further education.

**The Analysis of Characteristic of Further Education**

**The Development Model is Marketization and Enterprization**

The main reason that higher further education has met many problems and come to a development bottleneck in the transition is that the development pattern of non-academic further education is completely different from the traditional academic education. In the final analysis, this situation mainly traces back to the market of this training model. From curriculum design to enrollment propaganda, teacher employment to class assessment, each process is challenging the traditional adult education. So, it is time for higher further education institutions to broaden their horizons, to change their thinking ways and to explore the education pattern under the marketization. The subsidiary of Online Education College Peking University runs teaching in school mode and runs its human resource and treasury in business mode, which has achieved good results. Of course the university’s non-academic further education is different from the training institutions on the market. It relies on the elite reputation, only with the brand and quality can it become bigger and stronger.

**The Level of Students is Raise**

Under the influence of the idea of “Elite school develops elite further education”, the scale of certificate training and language training in the higher education declines. The centre-of-gravity of cultivation appears to shift upwards so high-level “successor” and managers are aggressively targeted. Meanwhile, the level of trainees also shifts upwards. For trainees, there is a high requirement for their educational background, working experience and position. For example, in Overseas Education College Shanghai Jiaotong University, the number of students who have bachelor degree or above approaches 80%, and about 76% get vice-president or above. Non-academic education training gradually becomes a “high-level & elite” education training form.

**Import High Quality Education Resources**

“Empty Sea, tolerance is a great.” Zhejiang University, Tsinghua University, Overseas Education College Shanghai Jiaotong University and other first-class colleges all carry out the “opening” educational thought through practice of running school and develop international exchanges and cooperation actively. Many of them have established long-term cooperation with some world-class universities, such as Harvard University, University of Oxford, University of Cambridge and University of California, Berkeley. On the one hand, they broaden students’ international view and cultivate advanced practical personnel with a global strategic vision. On the other hand, during the cooperation, they actively learn from foreign excellent teaching experience to develop the domestic high-end training education, which is the essence of cooperative school education.
Comparison Analysis of Domestic and International Countries

The Location of Further Education

The comprehensive universities give the non-academic further education important status in their whole projects of university development no matter they are good at liberal arts or science, in China or the USA. Perhaps it is due to its necessity and significance that non-academic further education obtains its due respect and support so that it can better realize the mission of talent training and social service.

Remarkably, on the matter of how to position non-academic further education’s status, comprehensive research universities should draw a clear distinction between the primary and the secondary, making undergraduate and postgraduate training the top priority. For example, Massachusetts Institute of Technology and Stanford University implement their educational training project only in the few institutions and centers while other universities focus more efforts on Teaching and Research.

Course Setting of Further Education

Offer customization service. American universities have formed quite complete customization course process. Take Massachusetts Institute of Technology for example, each year, the college will make a detailed curriculum customization plan. With the slogan of “To build world-class organization”, it establishes business relationship with organizations from Brazil, English, Switzerland and other countries, having cooperative partners all over the world.

In the recent years, the concept of the curriculum customization has also received great concerns in China. The demand for curriculum customization is growing as well. Tsinghua University and Overseas Education College, leading universities, also develop courses in customization. The customized form is mainly reflected in signing cooperation agreements with government or companies. Colleges are entrusted with full responsibility in packages. The market’s demand is partially satisfied with this curriculum customization form, but there is still a gap between American premier universities and it, in the courses’ contents and the multinational cooperation.

Teachers Ability of Further Education

Take Massachusetts Institute of Technology for example, in the school year, from 2012 to 2013, the teacher-student ratio was almost 1:1, which left the domestic universities behind. The high proportion not only ensure the lecturer will have enough time for scientific research and guiding students, but also have enough energy to invest in advanced education training.

The lack of teachers is a common problem in many colleges. The domestic college teachers have always suffered from too much stress in scientific research, and the elite are no exception. In addition, the colleges and universities in China use scientific research achievements as primary assessment criteria, which also makes teachers too busy to devote themselves to education training.

This then would be a case that even experts at the cutting edge of theory would be powerless when faced with practical problems of students.

The Way of Reformation Route and Mechanism of Further Education

Strengthen Legal Construction of Further Education

In order to perfect further educational system and reinforce the stability of it, our country should advance the further education legislation actively and formulate relevant laws and regulations which can safeguard education and normalize behaviors. Besides, not only should we make provisions in human and finance investment by legislation, but also further clarify the position and role of the non-academic further education, so that we can provide law guarantee for the non-academic further education. In addition, before the implementation of fundamental law in further education, we can promote local legislation firstly, and organize a few conditional provinces to conduct the preliminary research work in special legislation. Only by continuously perfecting the relevant laws,
can we stop the bad manners of the training institutions, and guide them to establish their own Formation-characteristic in the non-academic further education. Guaranteed by the legislation, adult learners are promoted to participate in the non-academic further education and to take the sustainable development mad.

**Establish Quality Evaluation System of Further Education**

In recent years, non-academic further education has developed rapidly. Colleges and other Education Institutions are struggling to expand market share of it. They mainly focus on developing training programs and expanding training market while the quality receives only scant attention and guarantee, which leads to the vicious competition in the non-academic market. After building the Non-academic Further Education Quality Evaluation System, colleges can their status of running a school in the non-academic further education, and take corresponding measures to guarantee and improve the quality of teaching; Shape a brand of the non-academic further education, and take the share among the social competition in the rightful manner. Only in this way, can the non-academic further education get better development and students benefit more from the education they participate in.

**Establish Specialized Teachers of Further Education**

Colleges generally pay great attention to the teaching body of the adult non-academic further education. Universities ought to strengthen the management of it, increase the input on the teacher professionalism training, develop the teaching personal construction system which contains rotating training and regular exercise; Encourage teachers to teach more courses of adult non-academic further education and to do more research on Higher Adult Education. Professional trainings for teaching body of the adult non-academic further education are carried out to strengthen teachers’ professional ability.

**Exploit Cultivate Project of Further Education**

Most common colleges have received certain recognition by virtue of the discipline superiority, which is the inborn advantage for colleges to capture the market of non-academic training. So during setting up the adult non-academic further education, colleges should make full use of the advantages they have, which is more advantageous to capture the training market. Besides, colleges can use these advantages to propagate themselves so that promote the development of its adult non-academic further education. So, only by adapting to the market demand, creating and exploiting the advantageous training programs which can meet people’s demand for work or study and enable them to “study has been”, can improve the development of the adult non-academic further education.

**Conclusions**

The reform and transition of the non-academic further education is a process which is not only keeping pace with the times but also step by step. Colleges should continuously perfect the operational system of the non-academic further education, improve the teaching quality and the management based on the perspective of the national strategy, regional development and college actual circumstance, so that can guarantee the sustainable development of the non-academic further education. Colleges, especially the elite colleges, have the capacity and the obligation to make their superior intellectual resources, cultural resources and environment resources open to the society by different types of the further education, which is taken as the window and means for colleges to serve the society, promote harmonious development among the non-academic, individual, companies and the society, make a contribution to construct a powerful nation of higher education in china.
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