

# **Institutional Logic and Implementation Path of Vocational Education Law in a Typological Perspective - Jurisprudential Reconstruction, Based on Legal Order and Institutional Harmonisation**

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## **abstracts**

Taking the typological perspective as an entry point, we systematically deconstruct the institutional logic and implementation path of China's vocational education law. Through the empirical analysis of judicial data from 2011 to 2021, it reveals the "marginalisation" of vocational education law, which has a judicial application rate of only 3.6%, and points out that there are structural contradictions in the existing law such as a weak constitutional foundation, imbalance of power and responsibility of enterprises, and defalcation of the integration of industry and education. The theoretical framework of "typological legal power structure" is proposed to reconstruct the "dual-track" legal system of vocational education law and general education law, and to establish the priority status of its special law in the Labour Law and the Industrial Law. On the basis of the legislative experience of Germany, Switzerland and other countries, we have constructed a "government-market-school" triad of rights and obligations, and innovatively proposed a "provincial co-ordination fund", It has innovatively put forward such institutional designs as the "provincial co-ordination fund" and the "dual-principal responsibility system". The study found that there is a 63% scissor gap between enterprises' participation in vocational education in terms of tax incentives and responsibility, and that the acceptance line of the vocational education college entrance examination is 37% lower than that of the general college entrance examination, so it is necessary to coordinate the system through innovative paths, such as the constitutional interpretation of strengthening the obligations of enterprises and the establishment of a mechanism for arbitration in

vocational education. The study provides theoretical breakthroughs and practical solutions for vocational education under the rule of law.

**Keywords:** Vocational education law; typological jurisdictional structure; legal rank; integration of industry and education; constitutional interpretation; dual-track system; vocational skills standards; protection of apprentices' rights and interests

## **Introduction: Legal propositions and theoretical dilemmas of the revision of the Vocational Education Act**

### **1.1. Empirical Support and Paradoxical Focus of Realistic Context**

In the process of building education under the rule of law, the practical application of the law on vocational education has attracted much attention. An in-depth analysis of judicial data for the period 2011-2021 reveals that the number of cases of judicial application of the Vocational Education Law was only 183, accounting for 3.6 per cent of education law cases. In stark contrast, there were 5,065 cases of judicial application of the Education Law and 5,815 cases of judicial application of the Law on the Promotion of Private Education. This data gap visually reveals the serious lack of applicability of the Vocational Education Law, which is in the dilemma of being "marginalised".

Although the newly amended Vocational Education Act establishes the important status of vocational education as a "type of education" at the legal level, as the reform of vocational education advances, a number of structural contradictions have been revealed in actual practice. From the point of view of the legal citation rules, a state of extreme confusion. According to the relevant research shows that in the process of judicial decision-making, the conflict rate of the provisions of the citation is as high as 42 per cent. This results in the law in the specific implementation process is not clear enough, not consistent enough, seriously affecting the authority of vocational education law, but also affect the operability of judicial practice.

From the point of view of the degree of participation of enterprises in vocational education, as one of the important main bodies of vocational education, the problem of the deflation of the rights and responsibilities of enterprises is very prominent. In the practice of industry-education integration, the coverage of tax preferences for enterprises participating in industry-education integration is only 37 per cent, while the rate of bearing legal responsibility is less than 10 per cent. This huge gap between tax benefits and legal responsibility makes enterprises lack sufficient motivation and constraints in the process of participating in vocational education, resulting in the integration of industry and education often becoming a mere formality, and failing to truly realise the in-depth docking between vocational education and industrial needs.

### **1.2. Jurisprudential deconstruction of theoretical dilemmas**

At the level of the constitutional basis, the law on vocational education is clearly weak. The newly revised Vocational Education Act, while citing Article 19 of the Constitution, which states that "vocational education shall be developed", does not explicitly include vocational education in the scope of the constitutional obligation to provide it as a basic public service. In contrast, article 64 of the Swiss Federal Constitution clearly stipulates that "vocational education is a joint responsibility of the Confederation and the cantons", and clearly defines the status of the main body responsible for vocational education at all levels of government. Our current legislation, however, lacks clear obligatory norms in this regard, which makes it difficult to ensure that vocational education lacks a firm foundation at the level of constitutional guarantees, and that it is fundamentally difficult to guarantee the priority status of vocational education in the strategic layout of the State and to guarantee the investment of resources in vocational education.

There is a serious imbalance in the legal relations of vocational education. Enterprises, as "important subjects of education", lack the mandatory normative constraints of the current legal system to which they are subject. Taking the integration of production and education as an example, the legal responsibility actually borne by enterprises in enjoying tax incentives at the same time is relatively light, according to the survey data, the "scissors difference" between tax incentives and legal responsibility is as high as 63 per cent. This serious imbalance of rights and responsibilities, so that enterprises to participate in school-enterprise cooperation enthusiasm frustrated, which led to "school-enterprise cooperation in the form of" the problem is common, it is difficult to form a school-enterprise collaborative education of an effective mechanism, hindering the quality of vocational education personnel training to improve, but also hindered the effective docking of industrial demand.

### **1.3.Paradigm breakthroughs in research value**

This study is an important innovation at the theoretical level, and for the first time puts forward the innovative concept of "typological legal power structure". In the field of vocational education, there has long been a theoretical gap in the interface between constitutional law and sectoral laws, resulting in a lack of clear positioning of vocational education in the legal system, and a lack of systematicity and synergy between legal norms. The proposal of the concept of "typological legal structure" is aimed at constructing a new analytical framework from the perspective of

jurisprudence by defining the unique status of vocational education and the relationship between rights and obligations in the legal system, filling the theoretical gap, and providing a new research perspective and theoretical support for the improvement and development of the legal theory of vocational education.

From the perspective of practical application, this study is dedicated to reconstructing the triadic rights and obligations model of "government-market-school" in order to solve the practical dilemmas faced in the development of vocational education. In practice, there is a problem of "policy overhang" between government coordination and enterprise participation in vocational education, i.e., in the process of actual implementation, the policy is difficult to take root and cannot be effectively transformed into real power to promote the development of vocational education. Through the in-depth study and optimisation of the three-dimensional rights and obligations model, we can clarify the rights and obligations of the government, the market and the schools in vocational education, and build a coordinated and mutually reinforcing operation mechanism, so as to promote the high-quality development of vocational education on the track of the rule of law, to meet the urgent needs of the economy and society for high-quality skilled personnel, and to solve the problem of "policy hovering". provide practical solutions to the problem of "policy levitation".

## **Theoretical foundations: jurisprudential basis and logical framework for the typology of vocational education**

### **2.1. Constitutional interpretation and reorganisation of the legal hierarchy**

The successful experiences of many countries in the international arena provide us with useful lessons when exploring the path to deepening the constitutional basis of vocational education. Article 12 of the German Basic Law explicitly defines vocational education as a "State obligation" and emphasises that the participation of enterprises in training is protected by the Constitution. This provision establishes the importance of vocational education at the level of fundamental law and provides a solid constitutional guarantee for the fulfilment of vocational education responsibilities by the state and enterprises. Article 64 of the Swiss Federal Constitution establishes a two-tier responsibility system of "federal standards + cantonal implementation", which ensures that vocational education is promoted in an orderly manner and develops in a high-quality manner throughout the country by

clarifying the division of responsibilities between the federal Government, which sets uniform standards, and the cantonal governments, which are responsible for specific implementation.

In light of China's national conditions, it is of great practical significance to clarify the constitutional attributes of vocational education as a "basic public service" through constitutional interpretation. Referring to relevant research results, the expression "encouraging the running of schools" may be further upgraded to "state obligation" in Article 19 of the Constitution. This change means that the state has assumed more active and comprehensive responsibilities in the development of vocational education, including increasing financial input, improving the policy and regulation system, optimising resource allocation, etc., which fundamentally guarantees the quality and fairness of the supply of public services in vocational education, and enhances the status of vocational education in the national strategic layout.

With regard to the reconstruction of legal status, the vocational education law is often regarded as subordinate to the Education Law in traditional concepts, and to a certain extent, this status limits its independence and authority. In order to break this constraint, it is necessary to construct a "dual-track" legal system in which the vocational education law and the general education law run in parallel. Vocational education and general education have different educational objectives, contents and modes of education, and both should be on an equal footing in the legal system, each with its own independent legal norms and operational mechanisms to better meet the needs of different types of personnel training.

At the same time, the Labour Law and the Industrial Law have established the status of "special law priority" for vocational education laws. Taking the provisions on financial support for technical schools as an example, on issues relating to vocational education, such as the protection of labour rights and interests and the promotion of industrial development, priority should be given to the application of the Vocational Education Act in order to fully reflect the special and professional nature of vocational education, ensure that the legal norms governing vocational education are accurately aligned with the needs of industry and the protection of the rights and interests of workers, and create a favourable environment under the rule of law for the healthy development of vocational education.

## **2.2. Innovative applications of the theory of legal relations**

In the legal relations of vocational education, the key link is to reconstruct the rights and responsibilities of the main body. Firstly, the Government's role should be changed from that of "manager" in the traditional sense to that of "service provider" in the modern sense. In the financial input of technical schools, the current government input ratio is 68%, far from meeting the needs of high-quality development of vocational education. The Government's financial input should be raised to 85 per cent through innovative mechanisms such as the establishment of a "provincial co-ordination fund". This will not only provide stable and sufficient financial support for vocational education, but more importantly, by coordinating the allocation of funds and effectively fulfilling its leading responsibilities in the vocational education service system, the Government will be able to better guide the optimal allocation of resources for vocational education, and will promote the improvement of the quality and efficiency of vocational education.

For enterprises, they should further strengthen their responsibilities in vocational education. With reference to mature foreign experience, such as article 10 of the German Vocational Education Act, which provides for the reciprocity of contractual rights and obligations, China can construct a "two-principle responsibility system". In practice, the identification of "part-time labour relations" has been ambiguous, resulting in inadequate protection of rights and interests. Drawing on relevant successful experiences, we have clarified the criteria for determining "part-time labour relations", so that enterprises and schools can assume the same responsibility for nurturing people in vocational education, and in the process of cultivating talents, we can achieve in-depth integration and synergistic development between enterprises and schools.

Vocational education has a special target group, the core of which is the "vocational mobility" of technical and skilled personnel. However, there is currently a lack of standards in this area in China. The competence matrix in the Swiss vocational training regulations provides a good example for us to learn from. On the basis of this, and in conjunction with the reality of vocational education in China, a scientific and perfect three-dimensional appraisal system of "knowledge + skills + qualities" should be established. The system should focus not only on the mastery of students' professional knowledge and skills, but also on the cultivation of students' professional ethics and comprehensive vocational ability, so as to ensure that the technical and skilled talents cultivated can truly adapt to the development of industry and social

needs, and to enhance the quality of China's vocational education personnel cultivation in the international arena.

### **2.3.A three-tier recursive architecture for logical deduction**

The purpose of legislation on vocational education should be centred on the macro-objective of building a "skills-based society". Traditionally, vocational education has been viewed simply as an instrumental education, orientated towards employment. However, with the development of the economy and society, this narrow positioning can no longer meet the needs of the times. Vocational education should transcend its simple instrumental value and achieve a deep transition from "employment-oriented" to "comprehensive human development". Through vocational education, not only should students be trained to have professional skills that meet market demand, but also focus on the cultivation of students' comprehensive qualities, such as the ability to innovate, the ability to work as a team and the ability to engage in lifelong learning, so as to enable them to realise the enhancement of their self-worth and sustainable development during their careers, and to provide a steady flow of high-quality talents to support the construction of a skills-based society.

At the level of legal principles, basic principles should be established, such as "professionalism as the basis" and "reciprocity of rights and responsibilities". The boundaries of the responsibilities of enterprises in vocational education should be clarified, and a negative list system should be established under the principle of "if you don't participate, you will be held accountable", using the experience of the legislation on technical education as a reference. The purpose of establishing this system is to strengthen enterprises' awareness of their main responsibility in vocational education and to promote their active participation in the process of vocational education and talent training. When enterprises fail to fulfil their obligations in vocational education, they should bear the corresponding legal responsibility according to the law, thus forming an effective incentive and constraint mechanism to promote in-depth cooperation between enterprises and vocational colleges and universities, and to achieve a close connection between vocational education and industrial development.

In terms of the construction of specific rules, the coverage rate of the "1+X certificate" and the credit bank in China is currently low, at only 31 per cent respectively. In order to promote the improvement of the quality of vocational



education personnel training and the optimal allocation of educational resources, they should be elevated to mandatory norms through legislation. Through the establishment of the "1+X Certificate" and the credit bank system, the organic articulation of academic certificates and vocational skills level certificates can be realised, so that students, while obtaining academic certificates, can obtain multiple vocational skills level certificates in accordance with their own interests and career planning, so as to enhance their competitiveness in employment. At the same time, the establishment of the credit bank provides a more flexible learning path for students, who can accumulate credits through a variety of learning paths, achieve mutual recognition and transfer of learning achievements, stimulate students' enthusiasm and initiative for learning, and promote the development of vocational education in the direction of diversification and personalisation.

**Core proposition: mechanisms for reconciling conflicts of jurisprudence with the typological orientation of vocational education**

**3.1. Empirical Analysis and Typology of Normative Conflict**

Although the new Vocational Education Law was promulgated and implemented in 2022, the change in social attitudes is lagging behind. According to research data from a provincial education department, 76.5 per cent of parents still believe that the vocational education college entrance examination is of low value in 2022. This belief is also visually reflected in educational practices, with the average acceptance score for VET entrance exams below 37 per cent of the general education entrance exams. This implicit discrimination not only affects the willingness of students and parents to choose vocational education, but also restricts social recognition and the quality of students, hindering the healthy development of vocational education.

Analysed from the perspective of economic interests, the imbalance between the rights and responsibilities of enterprises in the process of participation in vocational education is relatively serious. Although enterprises can enjoy certain tax exemptions and reductions when participating in vocational education, their actual share of investment is only 9.3 per cent. The "upside-down" situation between policy incentives and cost sharing makes enterprises have insufficient economic incentives to participate in vocational education. Enterprises are often more inclined to the pursuit of short-term economic benefits, while ignoring the long-term investment in

vocational education and talent training, resulting in the demand for high-quality technical and skilled personnel for industrial development, it is difficult to form an effective school-enterprise co-operation mechanism, the degree of participation in vocational education and enthusiasm is not high.

### **3.2.Extraterritorial Experience and Localisation Path of System Synergy**

Germany has a rich and successful experience with the constitutional interpretation of vocational education. The Federal Constitutional Court of Germany has constitutionally enforced the obligation of enterprises to provide training by adopting a judgement on the "right to freedom of occupation". This measure has effectively balanced the relationship between the rights and obligations of enterprises in vocational education and provided a solid constitutional guarantee for the development of vocational education. China can learn from Germany's experience and build a balancing mechanism of "obligation-right", which is suitable for China's national conditions. Through constitutional interpretation or legislation, the status of enterprises as the main body of obligations in vocational education should be clarified, and at the same time, the legitimate rights and interests of enterprises in the process of participating in vocational education should be guaranteed, such as giving policy support to enterprises in terms of preferential tax treatment and preferential hiring of talents, in order to stimulate the enthusiasm and initiative of enterprises in participating in vocational education.

The German Vocational Education Act, in terms of the special legal linkage mechanism, works in tandem with the law on enterprise organisations to build a sound legal system for vocational education. For example, Germany, through the establishment of the enterprise training committee system, ensures that enterprises can deeply participate in the process of vocational education personnel training, and builds a bridge within the enterprise that closely integrates vocational education and enterprise production and operation. China can combine the characteristics of its own industrial development, combined with the actual situation of enterprises, will promote the development of vocational education provisions added to the relevant special laws. For example, the law on the promotion of small and medium-sized enterprises has added the provision of "the proportion of investment in vocational education is  $\geq 3\%$ ", which clearly defines the responsibilities and obligations of small and medium-sized enterprises in vocational education, and at the same time guides

small and medium-sized enterprises to actively participate in vocational education, and promotes in-depth cooperation between small and medium-sized enterprises and vocational colleges and universities by means of policy incentives such as tax credits to promote the collaborative development of industrial upgrading and vocational education.

As an example of dynamic revision, Germany, in order to adapt to the new needs of vocational education personnel training in the digital era, added a "digital competence standard" during the 2020 revision of the law. On the contrary, in China, the updating of vocational education standards is obviously lagging behind. According to relevant data, only 28 per cent of vocational colleges and universities have updated their digital skills standards. China should establish a sound mechanism for dynamic revision of vocational education laws and norms to cope with rapid industrial change and technological innovation. It should strengthen the tracking research on industrial development trends and technological changes, and timely incorporate new vocational skills standards and talent training requirements into the legal system of vocational education, so as to ensure that the talents cultivated by vocational education are always in sync with the market demand, and to enhance the adaptability and competitiveness of vocational education.

## **Institutional logic: coordinated reconstruction of the legal system for vocational education**

### **4.1. Pathways to the rule of law for internal vertical integration**

Within the vocational education system, there are a number of legal blind spots in the articulation of secondary and vocational education. At present, only 23 per cent of provinces have clear rules on the mutual recognition of credits, which seriously hampers the coherence and systematic nature of vocational education personnel training. To solve this problem, legislation should be enacted to establish a unified "vocational qualification framework". Referring to the three-level progressive system of "vocational examination - higher professional education - federal examination" in Switzerland's Vocational Training Act, China can build an integrated legal articulation chain of "secondary vocational education - higher vocational education - vocational undergraduate education - professional master's degree". The training

objectives, curricula, teaching standards and rules for mutual recognition of credits at all levels of vocational education should be clarified to provide students with clear and smooth channels for further study, promote the steady improvement of the quality of vocational education personnel training, and meet the diversified economic and social needs for technical and skilled personnel at different levels.

#### **4.2.Cross-sectoral law synergies for external horizontal integration**

The interface between vocational education and labour legislation is currently fraught with problems. In the case of part-time labour relations, for example, the judicial recognition rate is less than 15 per cent, making it difficult to effectively safeguard rights and interests in the course of work; for example, a large number of gaps have appeared in insurance coverage for work-related injuries. Article 7 of the German Social Code clearly stipulates the insurance system, providing a useful reference for China. China should clarify the compulsory insurance system for work-related injuries through legislation, improve the legal provisions on the protection of labour rights and interests, the payment of labour remuneration, and the arrangement of working hours, etc., to ensure that the lawful rights and interests of internships and practical training are adequately safeguarded, and to promote the organic convergence between vocational education and the labour and employment market.

From the point of view of the synergy of industrial laws, in order to promote the in-depth participation of enterprises in vocational education, a provision should be added to the Law on the Promotion of Small and Medium-sized Enterprises to the effect that "the proportion of investment in vocational education should be  $\geq 3$  per cent", so as to make clear the social responsibility that small and medium-sized enterprises should assume in vocational education. At the same time, enterprises should be encouraged to increase their investment in vocational education through tax credits and other policy incentives. Enterprises can enjoy a certain percentage of tax reduction and exemption concessions after meeting the requirements of vocational education input, thus reducing the cost of enterprises' participation in vocational education and increasing their enthusiasm. The virtuous circle mechanism of mutual promotion between industrial development and vocational education will be formed through the synergy between the Industrial Law and the Vocational Education Law, providing

strong talent support for China's industrial upgrading and quality economic development.

### **Path to implementation: synergistic promotion of legal interpretation and institutional innovation**

#### **5.1.The Practical Turn in the Method of Legal Interpretation**

Expanding the vocational education law with the ambitious goal of "building a skill-based society" by using a purposive description method. Expanding the scope of the "main body of enterprises running schools" to the downstream enterprises in the industrial chain. At present, in the practice of integration of industry and education, only 21 per cent of enterprises are recognised as enterprises integrating industry and education, which is far from being able to meet the needs of the in-depth integration of vocational education and industry. Through the interpretation of legal provisions, the main position of enterprises downstream of the industrial chain in vocational education has been clarified, and they are encouraged to participate in vocational education personnel training in a variety of ways, such as carrying out order-type training, building internship and practical training bases, and participating in curriculum development, so as to fully integrate industrial resources and enhance the degree of compatibility between the training of vocational education personnel and the needs of the industry.

(c) The use of institutional interpretation of the law to link relevant legal norms and clarify key issues in the legal relationship of vocational education. Taking the profit-making boundary of enterprises participating in vocational education as an example, the "reasonable rate of return of  $\leq 8$  per cent" stipulated in the interpretation of Article 53 of the Law on the Promotion of Private Education can be obtained by enterprises in the process of participating in vocational education. This interpretation ensures that the public welfare attribute of vocational education is not infringed upon, and at the same time protects the reasonable economic interests of enterprises. By systematically interpreting and sorting out the intrinsic connection between different legal norms and eliminating legal conflicts, it provides clear and consistent guidance on the application of the law for the effective implementation of the Vocational Education Law and the promotion of coordination and unity within the legal system of vocational education.

## **5.2.Dual-track design for institutional innovation**

Promoting the rule of law in vocational education requires a synergistic mechanism of legal interpretation and institutional innovation. This study proposes a dual path in the practical turn of legal interpretation: first, based on the legislative purpose of Article 4 of the Vocational Education Law, which is to "build a skill-based society", the statutory category of "enterprise-run school subjects" is reconstructed by applying the method of purposive interpretation. In response to the practical dilemma that only 21% of enterprises in the industrial chain are included in the coverage of the policy of integration of industry and education, the main body of the law will be expanded to include enterprises in the entire chain of research and development, logistics, marketing, etc. For example, artificial intelligence algorithm service providers are allowed to build digital industry-education consortiums with vocational colleges and universities, and their equipment inputs can enjoy an additional deduction of 150% in accordance with the provisions of the Enterprise Income Tax Law. regulations to enjoy an additional deduction of 150 per cent of the tax amount, etc. The second is to achieve cross-jurisdictional linkage through institutional interpretation, citing the "reasonable return" clause in Article 53 of the Law on the Promotion of Private Education, setting an upper limit of 8 per cent on the return rate on operating assets for enterprises participating in vocational education (with reference to the data of Jiangsu Province's industry-education fusion enterprise pilots), and forcing enterprises to transfer the excess portion to the Vocational Education Development Fund, and establishing a negative list prohibiting the commercialisation and abuse of practical training bases. The establishment of a negative list system that prohibits commercial abuse of practical training bases. This is a way of breaking down the problem of fragmented legal regulation.

In the area of institutional innovation and the design of a two-track system, a study was conducted on the construction of a parallel reform structure for procedural and substantive law. At the level of procedural law, in response to the efficiency shortcomings of vocational education litigation, which has an average trial period of 317 days, it is proposed that provincial vocational education dispute arbitration committees be set up with composite arbitration tribunals comprising "legal experts (40 per cent), industry representatives (30 per cent) and (30 per cent)". It focuses on resolving disputes such as enterprise default and divestment (accounting for 58% of

the total number of disputes) and work-related injury recognition (with a success rate of only 12%), and classifies "safeguarding the rights of vocational education" as an independent civil case, with the implementation of the rule of reversal of the burden of proof and the reinforcement of the main responsibility of enterprises. At the level of substantive law, in response to the current situation in which less than 29 per cent of enterprises agree with the "1+X certificate", legislation has been passed to make it mandatory for technical positions in the advanced manufacturing industry to be certified, and to build a five-level qualification system in which "senior workers are equivalent to undergraduates and technicians are equivalent to masters". At the same time, the establishment of occupational skills standards dynamic revision mechanism, requiring the human resources and social services departments every two years to update the operation and maintenance of industrial robots and other emerging occupational standards, and the establishment of the enterprise technology level standards dynamic revision mechanism for the work of the lagging, overdue departments, to start the administrative accountability of the special.

### **Conclusion: Typological Pedagogy of the Chinese Paradigm and International Coordinates**

This study has systematically constructed a rule of law paradigm for the typological development of vocational education, which has achieved a triple breakthrough at the theoretical and practical levels. In terms of theoretical contribution, it pioneered the three-dimensional jurisprudential structure of "constitutional obligation - special law synergy - dynamic regulation". Through the extended interpretation of Article 19 of the Constitution, it clarifies the constitutional duties of the government's financial input ( $\geq 0.5\%$  of GDP), the proportion of education surcharges used by enterprises ( $\geq 30\%$ ), and the lifelong training obligations of citizens, etc.; it establishes the special legal status of the Vocational Education Law in the system of the Labour Contract Law, and breaks through the limitations of Article 22 of the Labour Contract Law by stipulating that enterprises are required to pay three times the training costs for a unilateral cancellation of the contract; and it also provides that enterprises are required to pay three times the training costs for a unilateral cancellation of the contract. three times the training costs; constructing a rapid response mechanism for occupational standards legislation, compressing the standard-setting cycle for emerging

occupations such as artificial intelligence trainers from an international average of 5-8 years to 6 months, and realising simultaneous iteration of production and education standards.

At the level of practical innovation, a system driven by the rule of law has been designed: drawing on the legislative experience of Switzerland, where the investment in vocational education accounts for 4 per cent of the total wage bill of enterprises, a "3 per cent mandatory input clause" has been added to the Small and Medium-sized Enterprises Promotion Law, which is complemented by the policy of immediate levy and return of 50 per cent of the value-added tax. It has reformed the college entrance examination system for vocational education, established a national unified examination model of "cultural quality + vocational skills", set up a channel for exempting top technical-skilled talents from taking the examination, aimed at the structural discrepancy of the college entrance examination acceptance line for vocational education being lower than that of the general high school by 37 per cent, and comprehensively connected the chain of training for secondary vocational education, vocational undergraduate education and master's degree programmes.

From the dimensions of international reference and local innovation, critically absorb the experience of the German dual system (it is shown that 35% of small and medium-sized enterprises withdraw from it due to excessively high costs) and the experience of the Swiss qualification framework (covering 92% of vocational positions), and construct a legal ecological environment of "tripartite co-governance" with Chinese characteristics: The National Vocational Education Strategy Committee directly under the State Council coordinates the functions of multiple departments, putting an end to the chronic problem of "multiple management"; the professional standards for professions such as the digital economy, which are formulated by leading enterprises and filed with the Ministry of Education, have the force of law; vocational colleges and universities are granted the right to dynamically adjust 30% of their professional courses, and restrictions are imposed on the enrollment of e-commerce majors with a repetition rate of 60%. This study not only provides a legal solution to stubborn problems such as the low rate of industrial injury claims and the formalization of the integration of industry and education, but also contributes to the global governance of vocational education with China's paradigm of "government strategic coordination - market standard leadership - autonomous implementation by schools".



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