

Strengthening Archival Secondary Vocational Education: Multi-dimensional Examination and Development Pathways

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Abstract

Secondary vocational education in archival studies serves as the incubator for multi-level talent cultivation in the archival undertaking. Strengthening its development is essential to align with societal demand for archival professionals, consolidate traditional archival culture, and foster distinctive regional development. This paper elaborates on the feasibility of strengthening secondary vocational education in archival studies from the following perspectives: policy guidance that clarifies development directions, resource optimization that establishes a solid educational foundation, and school-enterprise collaboration that deepens industry integration. At the current stage, the development of secondary vocational education in archival studies in China faces several dilemmas: low social recognition, operational obstacles in constructing dual-competency teaching staff, an imperfect industry-education integration mechanism, and an incomplete archival vocational education system. Based on this, the study proposes developmental pathways for strengthening secondary vocational education in archival studies: reversing prejudices against archival vocational education, improving the dual-competency teaching staff structure, creating a diversified collaborative education community, and broadening talent development channels through the integration of vocational and general education.

Full Text

Preamble

Strengthening Archival Secondary Vocational Education: A Multidimensional Review and Development Pathways

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Abstract

Archival secondary vocational education serves as the foundational incubator for multi-tiered talent cultivation in the archival profession. Strengthening its development is essential for meeting societal demand for archival professionals, preserving traditional archival culture, and fostering distinctive regional development. This study examines the feasibility of advancing archival secondary vocational education through three dimensions: clear policy guidance that defines development direction, optimized resources that solidify the educational foundation, and deepened school-enterprise collaboration that enhances industry integration. At present, China's archival secondary vocational education faces four critical challenges: low social recognition, operational obstacles in constructing dual-teacher faculty, an incomplete industry-education integration mechanism, and a disconnected vocational education system. Accordingly, this research proposes targeted development pathways: reversing prejudices against archival vocational education, improving the dual-teacher faculty structure, building a multi-stakeholder collaborative education community, and broadening advancement channels through vocational-general education integration.

Keywords: Archival Secondary Vocational Education; Archival Secondary Specialized Schools; Archival Professionals; Industry-Education Integration

Advancing high-quality vocational education development constitutes a key component of China's strategy to become an education powerhouse and strengthen its archival capabilities. The 20th Party Congress has attached unprecedented importance to vocational education, creatively proposing the “three integrations” strategy—vocational-general education integration, industry-education integration, and integration of science and education—to chart new directions for vocational education development. In January 2025, the Central Committee of the Communist Party of China and the State Council issued the *Education Modernization Outline (2024-2035)* (hereinafter referred to as the *Outline*), which calls for comprehensively constructing an industry-education integrated vocational education system to cultivate master craftsmen and highly skilled talents [1].

Examining China's current archival workforce, training programs already span multiple levels including secondary vocational, junior college, undergraduate, and graduate education. Driven by both policy guidance and industry demand, the archival sector's need for technical and skilled professionals has become increasingly urgent. However, structural imbalances persist in national archival professional education. Only about 30 institutions offer archival science programs at the undergraduate level and above, while archival secondary vocational education remains virtually absent. General Secretary Xi Jinping has

emphasized accelerating the establishment of a modern vocational education system to cultivate more high-quality technical and skilled professionals. The *Implementation Regulations of the Archives Law of the People's Republic of China* (hereinafter referred to as the *Archives Law Implementation Regulations*) specifically calls for strengthening archival personnel training and supporting universities and vocational schools in establishing archival science programs. Developing archival secondary vocational education and establishing archival secondary vocational schools represents a concrete measure to implement the General Secretary's important instructions and enforce the *Archives Law Implementation Regulations*.

Existing research has begun to address archival vocational education development. Liu Lizhen et al. argue that long-term development requires combining bottom-up practical experience with top-down systematic planning [2]. Jia Xiaoshuang et al. explore new pathways for cultivating skilled archival professionals in China by drawing lessons from the UK's degree apprenticeship system [3]. Ni Liugen advocates for integrating archival higher education with vocational education to achieve complementary advantages and promote dual development of academic and practical capabilities [4]. Jiang Yuan examines the collaborative education mechanism between archival higher education and vocational education by analyzing their similarities and differences [5]. While these studies focus on overall archival vocational development, drawing on foreign models or higher education patterns to optimize the system, few have specifically examined archival secondary vocational education as an entry point. This study addresses this gap by exploring the necessity and feasibility of developing archival secondary vocational education in China, proposing development pathways to improve talent matching and advance high-quality development of archival vocational education.

1.1 Archival Secondary Vocational Education

Archival secondary vocational education constitutes an indispensable foundational link in the archival talent cultivation system and serves as crucial support for ensuring grassroots management quality and enhancing archival governance efficiency. Unlike undergraduate and higher-level archival education that emphasizes theoretical literacy and management capabilities, secondary vocational archival education centers on technical skills, prioritizing job adaptability, practical operations, and service orientation. It features the highest proportion of hands-on practice among all educational levels, laying the groundwork for undergraduate archival education.

1.2 Archival Secondary Specialized Schools

"Secondary specialized schools," abbreviated as "zhongzhuan," are full-time institutions introduced from the Soviet model in early New China to implement secondary technical education. Archival secondary specialized schools specifically offer archival professional courses. These schools focus on archival vocational

skills, conducting targeted training for specific industries (such as party and government agencies, hospitals, schools, and banks). Rather than studying archives generically, students learn “the archival requirements of the industry they will enter,” truly achieving “job readiness upon entry.” This approach delivers grassroots archival professionals to society, addressing the structural contradiction between the shortage of grassroots archival talent and the reluctance of highly educated professionals to perform grassroots work.

2.1.1 Meeting Societal Demand for Archival Professionals

As archival work expands under informatization and intelligentization, society demonstrates a growing trend of both quantitative increase and diversified types of grassroots archival skilled personnel. Developing archival secondary vocational education to cultivate such professionals represents a critical breakthrough in adjusting the archival talent structure. Driven by digital intelligence technologies, emerging technologies such as “5iABCD” (5=5G, i=IoT, A=AI, B=Blockchain, C=Cloud Computing, D=Big Data) are rapidly integrating into archival work, creating new positions like blockchain-based archival management and big data archival analysis. In smart healthcare, big data analytics assists in medical record documentation and clinical decision-making. For instance, Xi’an Sanqiao Jingcheng Hospital has integrated the DeepSeek quality control system for medical record writing, which can generate patient diagnoses and supporting evidence through intelligent analysis, efficiently empowering healthcare delivery. In the judicial field, “blockchain + archives” enables paperless processes throughout litigation, mediation, trials, and enforcement archiving, making legal proceedings more convenient and efficient. The Guangxi Zhuang Autonomous Region Higher People’s Court has leveraged archival informatization to empower digital transformation of justice, making continuous efforts in “digitizing existing archives” and “electronic incremental archives” to achieve real-time updates and dynamic management of court archives. Under the wave of the digital economy, enterprises generate massive amounts of data and electronic records, expanding archival work from traditional paper filing to complex processes of electronic record collection, classification, storage, retrieval, and security protection. Developing archival secondary vocational education that aligns closely with enterprise application scenarios and offers courses in digital processing, database construction, and maintenance can precisely meet diverse industry needs and fill the gap for skilled archival personnel. From the perspective of career development, archival professional positions are accelerating toward specialization. In 2022, China’s new occupational classification officially included “Archival Digital Management Specialist” as a new profession, elevating archival work from an “auxiliary clerical position” to a professional skill category. In industry practice, the Lianyungang Archives has built a “full-cycle management + precision service” dual-drive model tailored to local petrochemical, pharmaceutical, new material, and new energy industries, achieving refined management across diverse sectors. Given archival work’s characteristics of “broad industry coverage, fine social division of labor, and emerging occupational

trends,” developing archival secondary vocational education to deliver targeted talent for different industries and construct a “commonality + individuality” customized education system [6] enables cross-boundary talent adaptation and meets diverse industry demands.

2.1.2 Preserving Archival Cultural Identity

Due to their originality and continuity, archives become the “mother resource” and “meta-resource” of culture, and because they embody selective and summary intentions with relative authenticity and reliability, they constitute the “core” of culture [7]. Archives not only carry forward cultural heritage but also nurture cultural development. Without strong inheritance carriers, the profound value of archival culture will face the dilemma of “talking to itself.” Developing archival secondary vocational education to cultivate skilled professionals holds significant meaning in this regard. Although archival secondary vocational graduates face limitations in directly entering institutional units like archives and museums due to educational credentials, they can enter the profession through diverse pathways such as social archival service companies, intangible cultural heritage (ICH) archival organization projects, cultural digitization enterprises, and community cultural centers. In 2021, the General Office of the CPC Central Committee and the State Council issued the *Opinions on Further Strengthening the Protection of Intangible Cultural Heritage*, proposing the establishment of ICH-related majors and courses in vocational schools and encouraging ICH to enter campuses [8]. This provides institutional support and development direction for archival secondary vocational education to engage with ICH archival culture. Driven by this national strategy, the organization and digital preservation of traditional craft archives such as China’s four famous embroideries, woodblock printing, ancient book restoration, and traditional Chinese medicine processing urgently require foundational archival cultural professionals with both technical skills and cultural understanding. Developing archival secondary vocational education enables secondary vocational students to participate in skill documentation, product archiving, oral history recording, and digital imaging, helping traditional crafts achieve living inheritance through archival forms and inspiring students’ intrinsic motivation to extend from vocational skills to social and cultural participation. Moreover, as local rural cultural revitalization, community governance, and public cultural services advance, many governments and communities, in implementing General Secretary Xi Jinping’s important instruction to “organically combine protection, inheritance, and development, and integrate excellent heritage of Chinese farming civilization with modern civilization elements,” have generated demand for organizing and displaying oral histories, village chronicles, and cultural genealogies. These represent important pathways for archival culture to permeate daily life, providing practical fields for developing archival secondary vocational education and enhancing its “locality” service consciousness. Archival secondary vocational education is not only the starting point for skill cultivation but also a transfer station for cultural inheritance. Through an integrated “archives + skills + culture” education pathway,

it enables secondary vocational students to deepen professional identity and cultural consciousness through recording, protection, and dissemination, injecting sustained grassroots strength and contemporary vitality into archival culture and ICH protection.

2.1.3 Fostering Distinctive Regional Development

The formation process of local characteristic archival resources itself constitutes a micro-history of social development, with archival materials clearly and three-dimensionally outlining a region's developmental trajectory across multiple dimensions during specific historical periods [9]. Due to regional and economic development disparities, archival development in central and western China has been relatively slow, with limited talent inflow. Provinces like Ningxia, Xinjiang, and Qinghai lack archival higher education, constraining sustainable local professional talent cultivation. Research shows that professional archival personnel account for only 8.7% of staff at all levels in Tibet, severely limiting rescue, restoration, compilation, and research work [10]. Particularly in ethnic minority areas, a disconnect persists where “those who understand archives don't understand local language and culture, while those who understand local language and culture don't understand archival management.” Developing archival secondary vocational education and establishing localized archival secondary specialized schools with bilingual teaching or culturally adapted curricula can effectively break language barriers in archival work, cultivating talent capable of both communicating with local communities in their native languages and managing archives with professional techniques. Strengthening localized archival secondary vocational education compensates for regional imbalances in archival talent cultivation and supports distinctive regional development and regional archival resource system construction. By establishing local archival secondary specialized schools, teachers and students can leverage indigenous resources such as local chronicles, village histories, folk culture, and ethnic ICH archives to deeply explore regional cultural cores and cultivate “locally trained, locally employed” young professionals, alleviating the challenge of “unable to recruit and retain” archival specialists. Furthermore, against the backdrop of modernizing grassroots governance systems and capabilities, archival work in townships and communities directly relates to livelihood security, including social security, healthcare, household registration, and land rights, which concern both citizens' legitimate rights and government credibility. Despite its increasing functional importance, grassroots archival work lacks a complete system in staffing, functional division, and performance evaluation. In many townships and communities, archival positions are typically classified as clerical or general administrative roles with high turnover, ultimately resulting in poor archival work quality. The value of strengthening archival secondary vocational education in regional development lies not only in traditional archival management but also in creating a talent cultivation system with strong regional adaptability and cultural integration. This system serves as an incubator for distinctive regional development, a stabilizer for strengthening grassroots archival gover-

nance, and an important fulcrum for alleviating regional archival development imbalances and promoting social harmony.

2.2.1 Policy Guidance and Clear Development Direction

Archival secondary vocational education enjoys solid policy foundations and institutional guarantees. As early as 2021, China's *Opinions on Promoting High-Quality Development of Modern Vocational Education* (hereinafter referred to as the *High-Quality Development Opinions*) proposed “vigorously improving the quality of secondary vocational education, optimizing layout structure, implementing school condition improvement projects for secondary vocational schools, and building a batch of excellent secondary vocational schools and quality majors through measures such as merging, cooperation, trusteeship, and group operation” [11]. This policy provides institutional support for planning and constructing archival secondary vocational education. At the legal level, the 2022 revised *Vocational Education Law of the People's Republic of China* (hereinafter referred to as the *Vocational Education Law*) explicitly states that “vocational education is an education type of equal importance to general education and a vital component of the national education system and human resource development,” providing guiding principles for the direction and training objectives of secondary vocational education. The *14th Five-Year Plan for National Archival Development* (hereinafter referred to as the *14th Five-Year Plan*) approaches from an industry perspective, proposing to “cultivate and support archival vocational education, establish vocational skills training bases, explore new pathways for cultivating skilled archival professionals, and promote deep integration between vocational education and industry needs.” The *Archives Law Implementation Regulations* provides more specific implementation routes, explicitly stating to “strengthen the cultivation of archival professionals and support higher education institutions and vocational schools in establishing archival science programs.” Beyond strong national policy guidance, practical demand for developing archival secondary vocational education continues to emerge. Secondary vocational education itself functions to alleviate pressure from high school entrance exams and serve local industrial development. As digitalization and intelligentization of archival management deepen in government agencies and enterprises, strengthening archival secondary vocational education aligns with both the contemporary vocational education orientation of “industry-education integration and vocational-general integration” and the national strategic need to promote vocational education serving national and regional development.

2.2.2 Resource Optimization and Solid Educational Foundation

As China advances reforms in vocational education models such as “secondary-higher vocational integration,” “vocational education college entrance examination,” and “3+4 segmented cultivation,” the talent training base radiation of higher education institutions extends not only to junior college and above students but also to secondary vocational students at the foundational training

stage. Multiple provinces and cities have successfully transferred higher vocational colleges' teaching experience and resources to the secondary vocational level, forming vertically integrated talent training chains through vocational education groups that collaborate on teaching content, curriculum design, and training bases. The *14th Five-Year Plan* proposes: "Establish a batch of archival talent training bases based on higher education institutions." This means archival secondary vocational education already has a solid educational foundation. Under the background of collaborative education development, archival secondary vocational education can establish collaborative mechanisms with higher education institutions to jointly develop curricula and training bases, leveraging university experimental platforms and research achievements to enhance the technical content of secondary vocational teaching and achieve resource optimization and sharing. In terms of teaching hardware, existing facilities in the secondary vocational education system, such as training buildings and computer labs, already meet basic conditions and require only "micro-updates and soft investment" for transformation, without massive construction investment, making startup costs relatively low. These facilities can be adapted for archival science teaching after appropriate renovation and upgrading. Regarding teaching staff, secondary vocational teachers possess advantages in computer science, management, and related disciplines. Through targeted archival professional training and enterprise internships, existing teachers can quickly transition to teaching courses on archival digitalization and archival information systems. In terms of teaching content, combining the characteristics of secondary specialized schools and drawing on advanced education models from higher education institutions, while leveraging quality resources from archival higher education institutions and archival service enterprises, can promote diversified teaching methods and innovative content. From collaborative education development to hardware facility optimization, teaching force integration, and diversified teaching content innovation, this approach can solve the initial "equipment-faculty-curriculum" triad problem, fully demonstrating low-cost, highly feasible operability.

2.2.3 School-Enterprise Linkage and Deepened Industry Integration

The deep integration between archival secondary vocational education and the archival industry possesses broad development prospects, aligning with national opinions on high-quality vocational education development and the modern vocational education concept of "promoting production through education, supporting education through production, integrating industry and education, and cooperating between academia and industry." From an industry demand perspective, as archival management shifts from traditional transactional to information governance and decision-support types, enterprises' demand for high-quality, compound archival technical talent gradually increases. Enterprises prefer to participate in archival talent cultivation through "order-based" training, while schools can achieve alignment between teaching and professional scenarios by establishing teacher enterprise practice workstations and off-campus training bases, providing practicality for talent delivery and job adaptation. For ex-

ample, the Sichuan Provincial Archives School has signed school-enterprise cooperation agreements with 29 enterprises and authorized 13 teacher enterprise practice workstations for enterprises and institutions [12]. The *High-Quality Development Opinions* propose to “extend the education chain, serve the industrial chain, support the supply chain, build the talent chain, and enhance the value chain, promoting the formation of a modern vocational education structure and regional layout adapted to market demand and industrial structure” [13]. Additionally, participation by professional industry organizations such as archival associations and societies can provide professional guidance and resource support for archival secondary vocational education development. Archival industry associations and societies gather industry elites and cutting-edge information, conducting substantial effective work in archival research, science popularization, academic exchange, consulting, training, and international cooperation [14]. Their deep involvement in archival vocational education development can include extensive participation in curriculum system construction, textbook compilation, and teaching evaluation, delivering the latest industry standards and technologies to help newly established or reformed archival majors in secondary vocational schools avoid detours. Simultaneously, archival industry organizations can promote cross-school and cross-regional sharing of quality educational resources, helping schools broaden their horizons and connect with industry frontiers, gradually achieving the enhancement from talent cultivation to talent development.

On March 17, 2021, the Ministry of Education issued the *Notice on Issuing the Vocational Education Professional Directory*, which for the first time included the major of Library and Archives Digital Management in the secondary vocational education professional directory. This marked the first time an archival-related major was incorporated into the secondary vocational education professional directory. Despite this policy-level support, archival secondary vocational education still faces practical development dilemmas.

3.1 Low Recognition of Archival Secondary Vocational Education

To deeply understand the actual needs of archival employers, the authors conducted a questionnaire survey of 100 enterprises and institutions from April 11, 2025, to May 11, 2025. The results showed that only 10% of these units recruited secondary vocational graduates or had no rigid educational requirements, indicating that archival secondary vocational education still suffers from low social recognition in the actual employment market. Current mainstream demand for archival positions remains at the junior college level and above, placing traditional secondary vocational education at a distinct disadvantage. Although students from archival secondary vocational schools possess certain advantages in basic operations and practical abilities, the continuously rising educational thresholds of employers, coupled with the relatively low academic level of secondary vocational education and limited career growth pathways, often exclude them from core positions during recruitment. This trend is even

more pronounced in the civil service system. Taking Guangdong Province' s 2025 civil service recruitment as an example, all positions open to library, information, and archival majors required undergraduate degrees or above, with no positions open to secondary vocational graduates. In today' s employment market, academic credentials are widely regarded as external representations of competence, quality, and career potential. Public perception that strongly associates vocational education with blue-collar skills also undermines the public image of archival secondary vocational education. Against a backdrop where the educational value system has not fully shifted toward diverse talent development, secondary vocational credentials clearly lack sufficient capital in the employment market, making it difficult for archival secondary vocational education to gain adequate professional respect and market appeal.

3.2 Operational Obstacles in Dual-Teacher Faculty Construction

The cultivation of “dual-teacher” faculty in vocational schools represents the integration of professionalism, vocational orientation, and educational quality [16], serving as crucial support for realizing industry-education integration and school-enterprise collaborative education. However, significant tension exists between institutional frameworks and practical implementation, including systems that emphasize theory over practice, evaluation systems that prioritize academia over application, and management systems that value efficiency over professional development—all of which hinder the career development of dual-teacher faculty [17]. Currently, most secondary vocational schools introduce enterprise talent through “order-based” training models, but they generally lack unified qualification assessment standards and certification procedures when selecting enterprise mentors. Some enterprises only use work tenure or position experience as selection criteria, failing to effectively incorporate dimensions such as teaching ability, training willingness, and communication collaboration, resulting in uneven mentoring quality and difficulty guaranteeing student cultivation quality. Moreover, the two-way flow of teaching talent in school-enterprise cooperation has become an obstacle to integrated education. According to the 2023 National Vocational Education Teacher Status Survey Report, 41.48% of teachers had not participated in municipal-level or above teaching research and training activities in the past year [18]. School teachers struggle to deeply engage in actual business operations due to establishment, assessment, salary, and identity constraints, affecting their professional skill updates. Meanwhile, enterprise personnel, despite possessing practical experience, lack teacher qualification certification mechanisms and often face restrictions when teaching in schools.

3.3 Incomplete Industry-Education Integration Mechanism

Establishing effective collaborative talent training mechanisms between universities and practical departments such as government and enterprises holds positive significance for promoting industry-education integration development [19]. However, archival secondary vocational education still faces a series of problems

in practice. First, the boundaries of rights and responsibilities between schools and enterprises are unclear. Schools and enterprises often lack explicit agreements defining their specific responsibilities, particularly regarding teaching content, curriculum design, and student internships. Although enterprises provide practical opportunities, these mostly remain at basic and auxiliary positions without deep collaborative education mechanisms. Enterprise participation in curriculum design and teaching evaluation is low, and students often become “errand runners” during internships with limited access to core business operations. Meanwhile, after recommending students to internship units, schools fail to track internships through regular visits and inspections, resulting in low participation from both parties in industry-education integration. Second, the feedback mechanism between schools and enterprises is inadequate. Regular and effective information communication and feedback channels are lacking, preventing enterprise needs from being timely conveyed to schools and schools from adjusting teaching content and methods based on actual enterprise demands. Over time, this leads to a supply-demand disconnect in industry-education integration, reducing it to a mere formality. The two parties appear complementary but actually struggle to share benefits, creating a situation where schools merely “deliver” students rather than “cultivate” them, and enterprises merely “accept” students rather than “educate” them.

3.4 Disconnected Archival Vocational Education System

The current functional positioning of secondary vocational education is “vocational foundational education” [20], meaning it no longer takes employment as its sole objective but also aims to deliver qualified talent to higher vocational colleges. This requires further strengthening policy supply for vocational education college entrance examinations, secondary-higher vocational articulation, and undergraduate-level vocational education [21]. In China’s secondary vocational education system, the Sichuan Provincial Archives School is the only archival school among national secondary and junior colleges and the only institution offering archival management majors among national secondary and higher vocational colleges. Due to the scarcity of archival majors in secondary vocational schools, the scale and influence of archival secondary vocational education are limited, and its status remains relatively marginalized. Against the backdrop of vocational-general integration, although policies encourage secondary vocational graduates to pursue further education through vocational college entrance examinations, the archival vocational education system remains disconnected. Archival secondary and higher vocational colleges primarily cultivate application-oriented talent, while undergraduate institutions focus on theoretical talent. Differences in training objectives, curriculum design, and teaching content between these levels increase educational costs for many students. Some archival undergraduate institutions show low acceptance of secondary and higher vocational students and lack articulation pathways and admission standards for them. Moreover, the connection and unity between archival education standards and industry standards are imperfect, preventing the training system

from closely aligning with industry needs. Updates to industry standards fail to be timely reflected in the education system, causing disconnections between industry and education.

4.1 Reversing Prejudice Against Archival Vocational Education

Secondary vocational education holds a foundational position in China's vocational education system and represents an important educational choice for students to achieve diversified development after compulsory education, bearing the heavy responsibility of providing diverse pathways for growth and success [22]. For a long time, secondary vocational education has formed a stereotype associated with "low-level" and "limited development," with social prejudice accelerating the pursuit of higher education and one-sidedly understanding the effectiveness of vocational education. Reversing prejudice against archival secondary vocational education requires constructing positive vocational education concepts through multi-level, multi-channel, and multi-faceted approaches.

First, as a key force in developing archival secondary vocational education, the government can actively establish an annual reporting system for archival secondary vocational education, publicly demonstrating graduate employment quality, position distribution, and social contributions. It can co-build school-government cooperation platforms with archival authorities to promote localization and digital transformation of vocational education resources, and establish an archival secondary vocational education promotion month highlighting 典型案例 such as archival preservation and culture-tourism integration to enhance professional influence. Second, as the core entity in cultivating archival secondary vocational talent, schools must actively undertake the responsibility of image reshaping. On one hand, they should improve educational quality by establishing expert panels for regular evaluation, optimizing curriculum systems, incorporating technologies such as big data archival applications and AI-assisted classification, strengthening training resources and faculty, and designing interdisciplinary practical projects around real archival workflows to build a professional and modern teaching system. On the other hand, schools should promote visual communication of archival secondary vocational education by developing immersive interactive content through new media, short video platforms, and virtual reality (VR) technologies. Examples include the "Seventh Archives Room" created by the Suzhou China Silk Archives (Suzhou Industrial and Commercial Archives Management Center) and the "Overseas Chinese Letters Murder Mystery Game" developed by the Fujian Provincial Archives. These approaches use youthful and engaging expressions to tell archival professional stories, breaking through traditional publicity limitations and enhancing schools' social image and professional appeal.

4.2 Improving the Dual-Teacher Faculty Structure

Under the background of industry-education integration, archival science must accelerate the construction of a "dual-teacher structure" innovation and en-

trepreneurship mentoring team that combines full-time and part-time faculty, integrates theory and practice, and maintains excellent quality [23]. First, promote two-way talent flow. Schools should select teachers with technical research and development capabilities to serve in partner enterprises on a long-term or regular basis, not only for temporary internships but also to help enterprises solve technical problems, introduce new technologies, and cultivate technical backbones. Simultaneously, they should hire frontline enterprise technical backbones as “enterprise advisors” who not only participate in teaching but also bring urgent industry needs directly into schools. Both parties jointly promote the transformation of school achievements in enterprises, enhancing schools’ service to industry, while enterprises gain continuous technical support and deep participation in top-level talent cultivation design. Second, improve the evaluation and employment mechanism for dual-teacher faculty. When selecting enterprise mentors, unify qualification assessment standards with a career competency orientation covering character, knowledge, ability, and performance evaluation criteria. Rather than focusing solely on academic credentials or seniority, adopt flexible evaluation methods including assessment and appraisal, combined evaluation, process-based assessment, and performance review. For special technical positions, practical needs can be highlighted with technical operation assessments and exemption from theoretical examinations. Third, develop training programs for dual-teacher faculty. As an applied discipline, archival science must maintain faculty capabilities synchronized with industry frontiers to prevent dual-teacher status from becoming merely formalistic. When selecting enterprises, teachers should avoid repetitive internships and instead advance gradually through tiered progression models, ensuring they can develop teaching case solutions upon completion. Simultaneously, establish flexible faculty capability enhancement channels by regularly holding training seminars and workshops focusing on the latest policy interpretations, technology applications, and case practices in the archival industry, and organize visits to universities, archives, large enterprise archival departments, and archival technology service providers.

4.3 Building a Multi-Stakeholder Collaborative Education Community

Against the backdrop of reforming the new-era vocational education system, promoting a multi-stakeholder collaborative education community can alleviate development bottlenecks in archival secondary vocational education and improve talent cultivation quality. The *Vocational Education Law* explicitly proposes: “Implement the Chinese-featured apprenticeship system and encourage industry-education integrated enterprises to jointly conduct work-study combined training with vocational schools.” The *Several Opinions of the General Office of the State Council on Deepening Industry-Education Integration* proposes: “Support universities and enterprises to cooperatively build laboratories, innovation bases, and internship practice bases,” providing direction for constructing government-led, enterprise-deeply-participated, school-actively-integrated, and

technology-supported education.

At the policy level, local governments should play a coordinating role in educational resource allocation and development planning by incorporating archival secondary vocational education into key support categories. This includes establishing special development funds, formulating guidance opinions for school-enterprise industry-education integration, and encouraging enterprise participation in archival secondary vocational talent cultivation. Simultaneously, incentive mechanisms should be improved by offering preferential policies in taxation, social security, project application, and talent recruitment to enterprises actively participating in collaborative education, enhancing their enthusiasm and sustainability in investing in talent development. At the enterprise level, transform previous “external cooperation” into “embedded cooperation” by constructing industry-education integrated enterprises that translate the social consensus of “craving talent” into practical actions of “investing in people” [24]. On one hand, enterprises should sign standardized cooperation agreements with schools to define rights and responsibilities in talent training program design, curriculum development, internship arrangements, and student evaluation. On the other hand, they should establish apprenticeship positions and jointly conduct work-study apprenticeship training models with archival secondary vocational schools to promote resource co-construction and achievement sharing. At the education level, guide industry experts to serve as part-time teachers, encourage professional teachers to intern in enterprises to enhance practical capabilities, and introduce experts from archives, cultural heritage institutions, and informatization enterprises to bring new teaching content and methods, forming a “two-way flow” faculty mechanism that breaks barriers between classrooms and industry. At the information technology level, construct an intelligent job-matching system based on big data and establish a normalized communication feedback system to align employer demands, school supply, and student expectations, forming a closed loop of demand transmission, effectiveness evaluation, and mechanism optimization.

4.4 Broadening Advancement Channels Through Vocational-General Integration

The *Outline* explicitly proposes: “Consolidate the foundational position of secondary vocational education, smooth advancement channels for secondary vocational students, and promote integrated development of secondary vocational education and regular high school education.” Against the backdrop of building an education powerhouse, vocational-general integration represents a choice for the new-era education system, a pursuit of educational equity and efficiency, and a historical mission to cultivate diversified and compound talents [25]. As archival science serves as an important support for the national information governance system and government transparency, promoting vocational-general integration optimizes professional talent structure imbalances and helps build a vertical talent chain with longitudinal articulation.

First, promote curriculum system integration by facilitating articulation between archival secondary vocational and regular high school curricula. Beyond strengthening cultural foundation courses, introduce general education concepts to enhance critical thinking, information literacy, and legal awareness, cultivating capabilities for further education. Second, optimize advancement channels by enabling archival secondary vocational students to enter higher education through diverse pathways such as secondary-higher vocational integrated cultivation, “3+2” five-year systems, and vocational undergraduate programs, breaking the mindset of vocational-general streaming. Pilot provinces like Zhejiang and Guangdong have enabled secondary vocational graduates to enter undergraduate programs through the “vocational education college entrance examination” at rates exceeding 15%, with some majors reaching 30%. Third, promote resource integration and sharing by facilitating regional education groups, joint schools between regular high schools and secondary vocational schools, and inter-school resource sharing to achieve teacher mutual employment, course mutual selection, and facility sharing, encouraging exchanges between secondary vocational and regular high school students to achieve complementary advantages and mutual promotion. Fourth, strengthen policy support and institutional guarantees by implementing policy protections from the *High-Quality Development Opinions* and the *Outline*, supporting pilot projects of vocational-general integration in secondary vocational schools, providing necessary financial and teacher training support, and establishing scientific evaluation and feedback mechanisms to monitor and provide feedback on student growth trajectories, advancement rates, and employment quality.

Currently, China’s archival education is actively embracing the new era of rapid information, digital, and intelligent development to cultivate compound high-quality archival professionals oriented toward social needs. Multidimensionally examining the necessity and feasibility of archival secondary vocational education development, actively responding to its development dilemmas, and proposing targeted scientific development pathways hold significant importance for archival education. In the future, archival secondary vocational education development should proactively consider industry and social needs, construct a diversified education ecosystem, and make joint efforts in social publicity, faculty strength, collaborative education, and vocational-general integration to comprehensively support the high-quality development of China’s archival cause.

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Note: Figure translations are in progress. See original paper for figures.

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