



The Enlightenment of Promoting College Students' Grassroots Employment Policy in Foreign Country to the University Student Village Official in China

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Abstract

The policy of college-graduate village official is a national strategic measure that is drafted according to the special situation of the lacking of talents in the new rural construction. Its goal is to guide and encourage college graduates to the grassroots service, cultivate the backbone for the new rural construction, and transport outstanding talents for the party and government cadres and all walks of life. Given that the college-graduate village official policy also have some problems in the development process, this paper intends to analyze and summarize the measures concerning some foreign countries on promoting grassroots employment of college students, to explore and draw lessons from the beneficial experience and enlightenment for college-graduate village official policy, so as to promote the continuous improvement and development of college student village official policy.

Key words: CCollege students' employment in grass-roots units; College-graduate village official; Enlightenment

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INTRODUCTION

Under the background of the economic globalization and the acceleration of social transition, analyzing and understanding of the college-graduate village official policy should be placed in the international macro background, and comparative with foreign policy, expand and deepen the understanding of different countries to encourage college graduates to the grass-roots work experience, in order to optimize and improve the university student village official policy in China.

1. FOREIGN POLICIES TO PROMOTE THE EMPLOYMENT OF COLLEGE STUDENTS AT THE GRASSROOTS LEVEL

College student village official is a product of Chinese characteristics, and there is no corresponding concept in foreign countries. However, there are many policies and measures to attract college students to rural employment or training college students' ability and quality, which have a positive role in improving the policy of college student village official in China.

1.1 America's "Teach for America" Program

"Teach for America" (short TFA) is a plan that attracts all professional and excellent college graduates to teach in primary and secondary schools (Kathryn, 2015). The purpose is to make the children of the whole country, especially the children in poor areas to receive equal education opportunities. The participating volunteers will be taught for two years in the school which have the poor conditions and the shortage of teachers, and they can choose to stay or leave according to their own wishes after two years. Its core idea is to promote fair education. TFA is proposed by Kopp Wendy who is a student in Princeton in 1988, and it is a non-profit organization established in 1989 by exploring and raising funds to build. In order to

help the graduates to adapt to the education work, TFA mainly provide support from the following aspects: First is the short-term training. Volunteer is usually completed five weeks training in the Summer Training Institute, and study the teaching and curriculum knowledge, master the basic teaching skills and fitnesses for being a teacher (Labaree, 2010). The training is responsible for the experienced teachers, in-service volunteers and alumni. During the course of the study, volunteers also need to follow the requirements of the college to practice teaching, and receive feedback and guidance from experienced teachers. Second is the continuous professional support. TFA has a local office and the resources coordinator who help volunteer professional development in more than 20 areas that arrange with the volunteers, in order to mobilize all forces to provide support for the professional development of volunteers. Third is unremitting follow-up efforts. TFA encourage alumni that once worked for TFA to support education as in the past to form a joint force to promote educational equality. Fourth is solid financial and social support. TFA got a lot of donation which come from foundation, company and individual, and also received the funds from the United States National Service and volunteer school district. In a word, TFA recruited a total of 50,000 ("ML Locals Join Teach for America's 25th Anniversary Corps" 2015) volunteers from the beginning of 1990 to 2015, and has made a great contribution to American education.

1.2 Germany's Rural Employment and Entrepreneurship Assistance Program

According to the statistics of German Federal Labor Office, the German unemployment rate was 6.1% in December 2015, is the lowest level since 1990 ("In 2015 the German Unemployment Rate Fell to the Level in 1992" 2016). Germany has such low unemployment rate, because it has taken many measures to solve the employment problem, especially on the rural employment assistance program, largely to alleviate the difficult employment problem of college students. The rural employment and entrepreneurship assistance program mean that the German government given many preferential policies to rural employment and entrepreneurship of college students for encouraging students to the countryside or to the rural institutions at all levels of work. One is to give them to buy or rent land rights in rural areas, and allow them to build farms or businesses in the rural area. In the first year of its farm, they can get government subsidies and tax breaks in subsequent years. One is the college student in rural entrepreneur still can apply for government funding and low interest loans, and the government gives definite subsidies. One is the nationality undertakes the health care, pension and other social insurance programs for them. One is the rural agricultural cooperative organization provide free service includes planting and managing and so on for

the rural entrepreneurship college students. In addition, Germany also passed a law that the modern social security system can cover the rural areas, so that farmers and other workers and staff members can enjoy all social insurance, and ensure that farmers obtain public interest services provided by the government. In short, these preferential policies not only ease the employment problem, but also encourage more students to take root in rural areas.

1.3 Russia's "Rural Teachers" Plan

According to the statistics of relevant departments, Russia has nearly 7,500 thousand students in various colleges and universities at present, and the annual graduate number reach about 1,500 thousand. Faced with such a huge army of graduates employment, the statistics in recent years, shows that only about 1/3 of people can find a professional counterparts, high salaries and decent work, and can not find a job every year reached about 10-15 million graduates (Zhang, 2014). Therefore, Russia introduced a number of policies which find ways from multiple aspects of government, university and college students themselves, and the policies effort to solve the difficult problem of employment of college students. One of them is the use of "rural teacher" plan to dilute the pressure of employment; this plan is encouraging university graduates as the primary and secondary school teachers. At present, there are 53.5 thousand primary and secondary schools in Russia; of those, 34.3 thousand are located in the rural areas. The primary and secondary schools, especially the rural schools, are facing the problem of insufficient number of teachers and the low level of teachers. Therefore, the Russian government introduced some relevant policies, the college students who volunteer to be a teacher in the various primary and secondary schools of Russia will get 25 million rubles (\$7,000) of government subsidies in the next two year per person per year (Zhang, 2014). On the one hand, it alleviated the problem that the number of rural primary and secondary school teachers is not enough, and the level of teachers is not high. On the other hand, it also alleviates the problem of employment of college students to a certain extent, and guide college students to "work in the country's most needed places".

1.4 French's Youth Resettlement Policy

Since the 80's of last century, unemployment has been the biggest worry of the French government. Over the past 30 years, both the left and right power ruling, the thing how to reduce unemployment and let more people employment, become a top priority for French government. Today, although the unemployment rate has been reduced in France, but the employment situation of the French youth is still not optimistic. According to the relevant departments of French surveyed, by January 2015, about 699 thousand people whose age is under 25 years old are unemployed, and increased by 40 thousand people compared with the same period last year (Wu,

2015). In addition, the number of agricultural operators in France also gradually reduced in recent years. The French government has implemented the youth resettlement policy and encouraged students to take root in rural areas. This measure's aim is to strengthen the construction of basic agricultural development team, ensure the stability of agricultural management of rural population, stabilize the rural population, and ease employment pressure of young people. The main content of the French youth resettlement policy include the following aspects: Firstly, through the channel of nation and EU finance, the French government provides the resettlement fee to the people that choose to carry out rural agricultural business and settle down in the rural areas (agricultural technician and above diploma students), and takes different incentive policies to the state of the economy in different regions. Secondly, The French government provides preferential loans to the rural entrepreneurship college students (110 thousand euro), the preferential interest rates of the plain area and mountainous areas and backward areas gradually decline. Thirdly, reducing and waiving the social sharing payments. 18-40 years old agricultural operators enjoy the relief treatment in five years. In addition, tax relief also includes profit tax, property tax, land tax and so on. In the increasingly serious situation of youth unemployment, these policies make the enrollment situation of agricultural school and the employment situation of college graduates in French is better in recent years. These policies not only promote the college students to go to the rural areas, but also ensure the quality of the college students who go to the countryside, and ensure every piece of "nail" can play its greatest role.

1.5 South Korea's "Returning to Hometown and Pioneering Rush" Plan

South Korea's social system is different from China, but the founding time, the traditional culture and the economic structure are close, and the influence of the financial crisis is similar. The result is that faced with the problem of college students' employment and entrepreneurship. For this question, the South Korean government takes college students entrepreneurship education seriously under the guidance of the "education nation" policy, and takes the incentive policy to alleviate the problem of employment of university students. One is to put forward a business of agricultural support policy, the North Gyeongsang province government is the main representative. As the main representative, the government give college students who back to farming and entrepreneurship most 2 billion South Korean won rewards, reward every agricultural university students entrepreneurial team 10 million South Korean won, and establish the business consulting service center and provide related services in road, city and county. The government also impose different levels of incentive policy according the identity of college students who back to farming in their hometowns, and

these college students are divided into early (returning a year), the settled person (returning more than 2-3 years) and the stable person (returning more than 4 years) (Jin, 2009). Another is to establish the new South Korean Kasetsart University, encourage college students to return to their hometown to take root in rural areas and service agriculture. In order to make the college students can really take root in rural areas, the university takes special preferential policies: One is the government offers the funding to waive all kinds of fees for college students. One is the college students can also be free to use any public teaching facilities in the school. One is the university awarded a bachelor's degree in graduation, and exemption from military service. One is to provide rural home fees for college students who take root in rural area. The last one is to provide business start-up capital for the rural entrepreneurship college students by means of loans (Zhang, Xue, & Zhang, 2011). In addition, the school limits the number of recruit quotas each year, carry out targeted training, and make these students undergo exercise and become the elite force of supporting the rural construction in Korea. In short, the South Korean government through the above measures not only alleviates the problem of employment of university students, but also provides talent support for the rural construction in Korea.

1.6 India's "4+1 Linkage Pattern" Policy

From the aspects of population and economic development process, national conditions of China and India are very similar. In the process of social transformation, college students' employment problems generally exist in two countries. Aiming at the problem of employment of college students, the employment model of Indian college students take the "4+1 linkage mode" policy: "4" means that the India central government, education authorities, universities and social employment service system provide a variety of employment services platform for college graduates. "1" refers to encourage college students' self employment, that is, "self employment" (Yan & Wan, 2006). The main choice of "self employment" of Indian university students is to establish a company in rural areas, and engaged in the installation and maintenance of agricultural machinery, the supply of equipment and spare parts and other technical services. Therefore, according to the special situation of the majority of the labor force work in the rural areas or related to the processing sector, the Indian government formulate corresponding laws and carry out rural employment plan, and create good employment conditions for college students. Specifically, as early as the "Nine Five" plan, the Indian government began to implement the "rural service center" and "rural construction project" and so on. These plans provide the unemployment of college students and diploma holders with assistance, encourage them to establish a workshop in the rural areas, be engaged in the installation and

maintenance of agricultural machinery and the supply of equipment and spare parts and other technical services, and also provide employment financial support. Through this pattern, India eases the problem of employment of college students to a certain extent.

2. ENLIGHTENMENT OF PROMOTING COLLEGE STUDENTS' EMPLOYMENT IN FOREIGN FOR COLLEGE STUDENTS' VILLAGE OFFICIAL POLICY

From the above countries for promoting students' grassroots employment measures, every country has their specific conditions, but the formulation of policies is combined with the special national conditions. It takes different measures to inspire and guide, and make the plan to produce major effect on the employment of university students in the plan. Therefore, learning from the experience of promoting grassroots employment of college students in foreign, has an important guiding significance to improve and optimize the college-graduate village official policy in China.

2.1 The Value Orientation of the Policy Should Be Close to the People's Livelihood and the People's Needs

According to the existing college student village official policy documents, the higher authority of the organization department concretely distributes the place which the college students as a village official after signing a tripartite agreement. There will be a certain adaptation period between the university graduates and the relevant departments allocated. Therefore, learning from the experience of South Korea's guiding the university graduates to return to their hometown employment and entrepreneurship, college-graduate village official policy can be based on the respecting for the wishes of college students, combine with the rural resources, choose the college students who is the local district and wish to return to entrepreneurship as the village officials. The living habits and ways of communication of these college students who are recruited and select from the origin or rural areas are similar with the countryside, and can also adapt to the new work environment. In addition, the value orientation of college-graduate village official policy should not only give full consideration to the needs of growth and success of the village officials team themselves, but also should fully consider the farmer's expectations of college graduate village officials. The legitimacy of college student village officials comes from the identity of the villagers, and getting the recognition of the villagers depends on the actual number of the interests that the village officials bring about. After all, the farmer is looking forward to the village officials to help improve their living conditions. Therefore, it is an important issue

how to guide the college students' village officials to meet the practical needs of the majority of farmers and to meet the real needs of the rural development in practical work that should be considered in the policy improvement.

2.2 The Implementation of the Policy Should Pay Attention to the Material Motivation and Interest Coordination

Although China is a large agricultural country, the development of agriculture and rural areas in China are still slow. The reason why this problem existed is related to the traditional thinking of our country. Traditional thinking holds that farmers do not need to accept the education, the person who have no culture and skilled talent need to stay in the countryside, and the educated people are ready to jump out "farming door". Obviously, the shortage of rural talent resources, to a certain extent, restricts the development of rural areas. In fact, according to the statistics of an interview with the task group on the university student village officials' key behavior events, many college graduate village officials only take it as "a stepping stone" for future career. The reason why there will be such a mentality is that the treatment of village officials is too low, and the talents can not be kept. Therefore, we can learn from foreign material incentive policies and measures to change this situation, such as America's "teach for America" program, Germany's rural employment and entrepreneurship assistance program, Russia's "rural teachers" plan, South Korea's "returning to hometown and pioneering rush plan" and so on. These measures have taken a huge material incentive that largely eased the pressure on college students' employment, on the other hand, made a significant contribution to the rural development. Therefore, our country's university student village official policy also can make more powerful incentive measures from the angle of material incentive and interest coordination, including the motivation of the civil service examination, entering the enterprises and institutions, continuing their studies, self employment and wages especially need to improve on the salary incentive of college-graduate village official policy. In addition, the government can learn from the experience of Germany and India's encouraging college graduates to rural entrepreneurial, and should provide the college students village official who have the entrepreneurial conditions and aspirations with the more favorable start-up capital, tax relief and other policies to be supported. The most important thing is to refine the application, the amount and distribution problem of venture fund, which is the student village official most concerned.

2.3 The Implementation of the Policy Should Strengthen the Transverse and Longitudinal Cohesion

At present, there are some shortcomings of each array, fragmentation and separation of urban and rural areas in the college-graduate village official policy

implementation of our country. Therefore, drawing on the experience of the “4+1 linkage model” employment policy, the government, universities, employers and other departments should work together to jointly implement the policy of college student village. Universities and government departments, rural grassroots organizations should actively work to improve the implementation of policies, focus on vertical communication, and do the “through-train” service. In the process of vertical communication, government departments should occupy the leading position. On the one hand, government departments should strengthen communication with universities, understand the university personnel training, grasp the inner psychological status and psychological expectations of college students’ village official enter oneself for an examination. At the same time, government departments should actively strengthen communication with rural grassroots organizations, do the related research work nicely, objectively grasp the demand of college student village official in rural grassroots, then hold the “entrance” of college student village official, and choose the good and the right people. On the other hand, government departments should also become an important bridge of communication between universities and rural grassroots organizations, which positively discover the working situation of college student village official in rural areas, and strive to promote the effective combination between the university personnel training model and social needs. In the horizontal convergence, the social security department of personnel and labor and the education management department should pay attention to the horizontal connection, form a timely and comprehensive evaluation system which includes beforehand, during and afterwards in the event. The aim is to improve the college students’ village official policy.

2.4 The Cultivation of Talents Should Attach Importance to the Combination Theory With Practice

Firstly universities should cultivate suitable talents to meet the needs of rural construction, to make college students to rural employment and entrepreneurship, or root in rural areas. On the one hand, the suitable talents for rural development must be cultivated. For example, South Korea established a new South Korean Kasetsart University, limited the enrolled number of students each year for cultivating the rural roots CEO. Finally, these people also basically have become the elite force of rural construction in Korea. On the other hand, the universities should pay attention to the practice teaching to enhance students’ practical ability and practical experience through the combination theory with practice. For example the Germany, the college students in agricultural universities basically can share the experiment field; each grade arranges a different task to achieve results. In this teaching mode, the German agriculture college

students are able to learn something, not only master the rich agriculture knowledge, but also accumulate definite practical experience in agricultural production, which has laid a solid foundation for their future employment and entrepreneurship in the countryside. Therefore, from South Korea and Germany’s experience, college-graduate village official policy in China can adopt the way of combining theory with practice. The suitable talent for rural development must be cultivated, and also be arranged for practical in the village during the university stage. This approach is to provide experience for the work after graduation.

2.5 The Development of Policy Should Pay Attention to the Real Needs of College Student Village Officials

The goal of college-graduate village official policy is to cultivate the backbone for the new rural construction, and transport the outstanding talent for the party and government cadres and all walks of life. From its objective point of view, the serving process of the university student village official also is the growth and development process. Therefore, the implementation of college student village official policy should not only pay attention to the development and improvement of the policy itself, but also pay attention to the growth and success problem of college graduate village officials. In fact, the tenure of college students village officials will often experience a development process, including the gestation period, the commissioning period, the participating period, the construction period, and the burnouting period. However, according to the interview of college students village officials’ key behavior event, many college student village officials believe that the burnouting period is not only a stage, but throughout the whole process of serving. Therefore, the working process will be affected by some of the negative thoughts, which affect the healthy development of college students’ village official, and also affect the village work. Consequently, most of the surveyed college students’ village officials have mentioned that government should raise the attention degree for college graduate village official, or establish a dominant counseling agency for the university student village official team to ease and resolve their psychological pressure in the serving process. In fact, the united States “teach for America” program set up the local offices in the place where there are volunteers, and arrange special person to provide professional support in the implementation process. Therefore, drawing lessons from the experience of the United States, China’s college student village policy also should set up the local offices and establish the psychological counseling room to pay attention to the physical and mental development of college graduate village officials. This is an important content that the college-graduate village official policy needs to improve in the future.

Obviously, there are a lot of useful experiences in promoting college students' employment policy in foreign countries. These experiences are not only conducive to the development and improvement of college students "village official" policy and conducive to the growth and success of college graduate village official itself. It can help college students to exercise and cultivate excellent quality, so as to pave the way for their future development in the process of serving. Therefore, the state should expand foreign exchange and learn from the useful experience of foreign related policies for improving and developing the policy of college student village official.

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