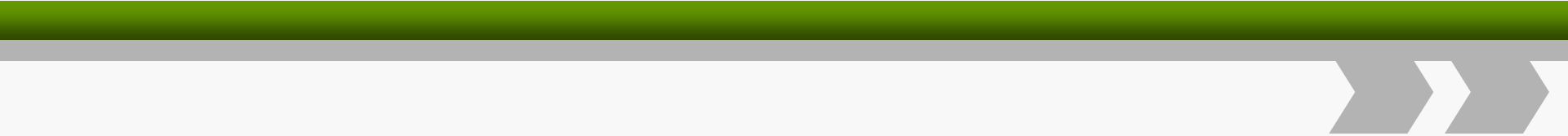


Better Skills, Better Career, and Better Life: Recent Development of TVET Policies in China

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I. Expansive Period

Facts about Workforce in 1978

Average schooling: 7.2 Years

College level employees: 0.91%

Illiterates: 26.29%

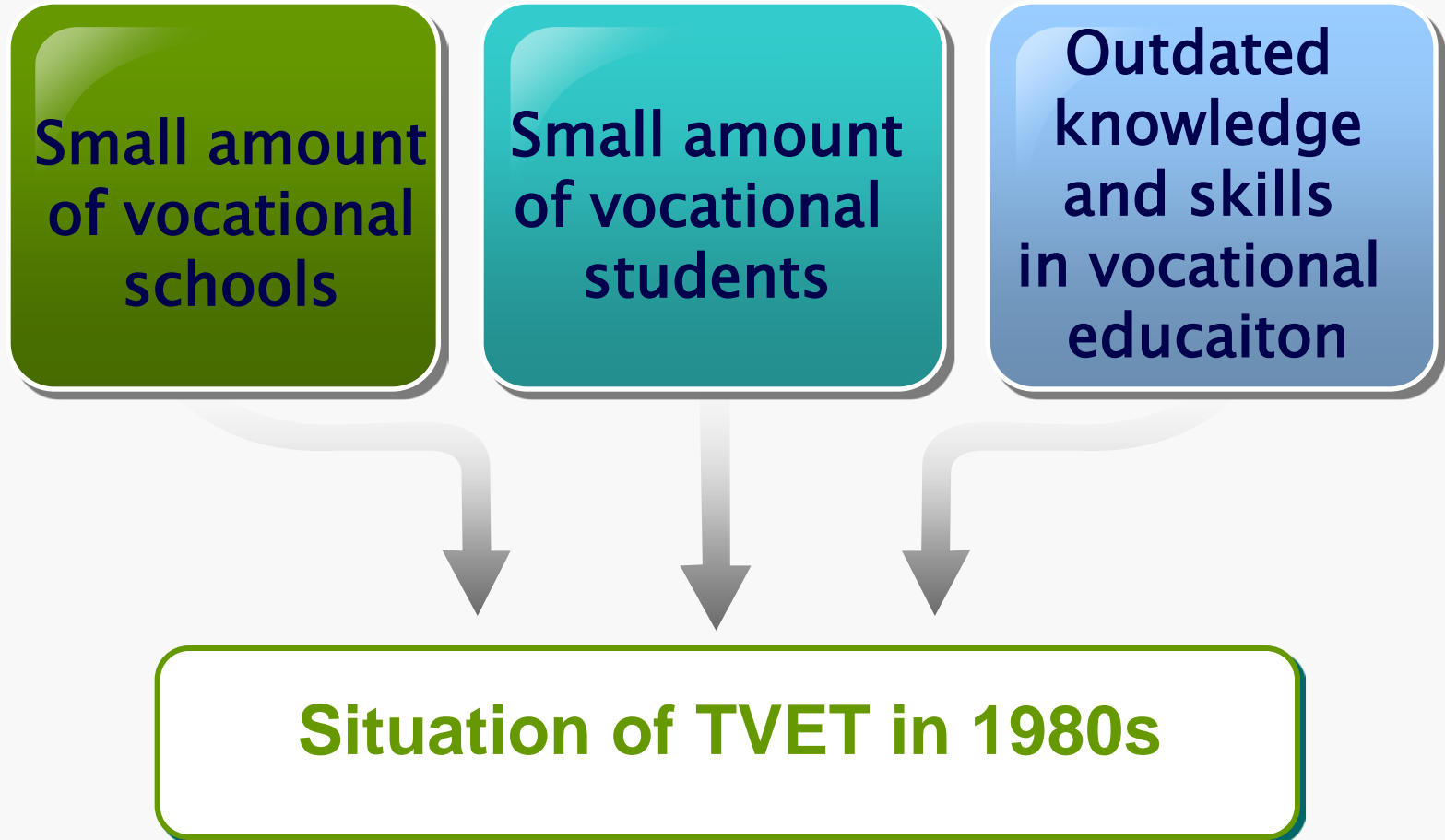
Vocational school graduates: 6.1%

Semi-skilled or unskilled: 78.6%



Obviously, the workforce was not ready for an open and fast-growing economic development. Unfortunately, the school system was not ready either.

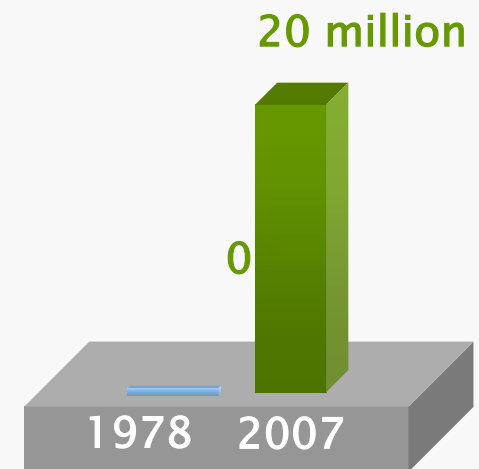
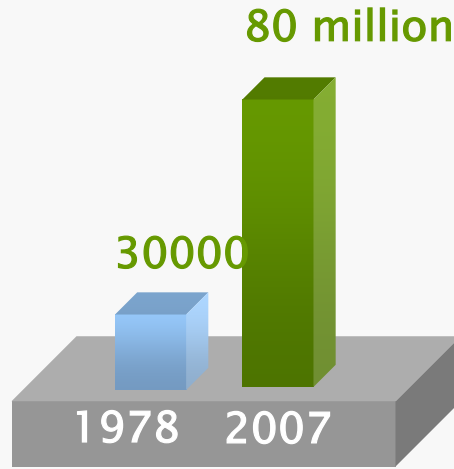
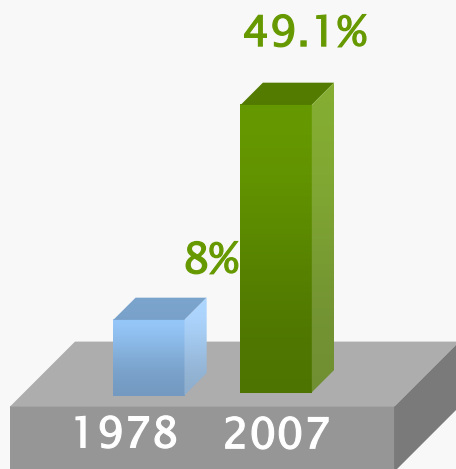
Expansive Period (1980s)



Expansive Period (Great Expansion)

Strategies taken:

- Transformed general high schools into vocational schools
- Rebuilt great amount of technical schools
- Develop post-secondary vocational education



Share of VE Schools In School System

Graduates of Vocational Colleges

Expansive Period (1990s)



The main task of TVET of that period was to “expand the scale of TVET” and “train great amounts of skilled workers”

The TVET system was burdened with four major targets:

- ◆ skill upgrading for the employed
- ◆ education for potential skill workers
- ◆ Skill training for “peasant workers”
- ◆ training for “modern farmers”.

The **four pillars** have supported the TVET system for over twenty years and are believed to continue to stand up as the gap between skill supply and demand will exist for a relatively long time in China.

But such a TVET system obviously has some defects.

Expansive Period

This kind of TVET system is featured with **incoherence, irrelevance and stress on working skills.**

Incoherence

Vocational school graduates would leave schools with few chances to advanced learning.

Irrelevance

School-based vocational education was slow in response to the labor market demands.

Stress on working skills

TVET was considered as a solution to skill shortage, working skills, not career, were at the center of TVET

II. Turning Point (at turn of the century)



At the end of the 20th century, Chinese government adopted the concept of “human-oriented and sustainable development” and claimed to “upgrade the country’s industry and take new development modes”.



More National Conferences on TVET are called on, and more flexible and responsive policies are issued as a result after 2000.



III. TVET Policies Since 2002

1. National TVET Conference 2002

Policy Background

- ◆ 1/3 of of junior and senior high school leavers went into labor market without any further education or training
- ◆ China had a surplus rural labor of 150 million who were eager to work in cities

Policy Emphases

“to educate and train highly qualified workers in hundreds of millions and highly skilled specialists in tens of millions”

- ◆ To enhance the training of new farmers
- ◆ To transfer rural labor force
- ◆ To upgrade employment capabilities of the low-skilled and the unemployed
- ◆ to train highly-skilled new workers for the labor markets

TVET Policies Since 2002

2. National TVET Conference 2005

Policy Background

- ◆ School-based TVET seldom interacted with enterprises.
- ◆ 20 million people were seeking jobs, increasing employment stress
- ◆ Only 4% of the workforce were highly skilled

Policy Emphases

- “enlarging admission of higher vocational education” and also “vigorously developing vocational education” to train more skilled workers,
- ◆ to help transferring of peasant workers from agricultural sectors to industrial sectors,
 - ◆ to foster a new generation of farmers
 - ◆ to improve employment capability for school leavers, the unemployed and peasants workers

TVET Policies Since 2002

3. National Education Conference 2010



Policy Background

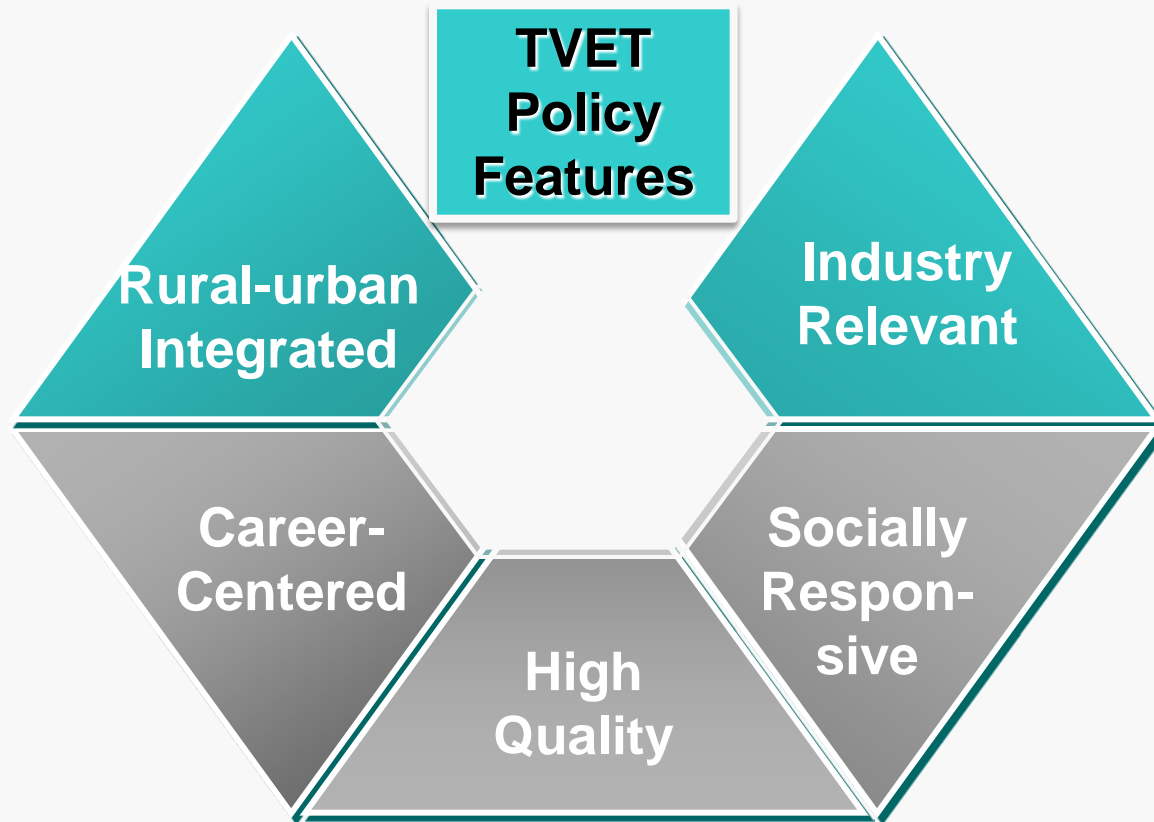
- ◆ 9 million youth go into labour market every year.
- ◆ Social cohesion becomes new social issues as new rural labours are more educated and better trained and prefer to stay in cities.

Policy Emphases

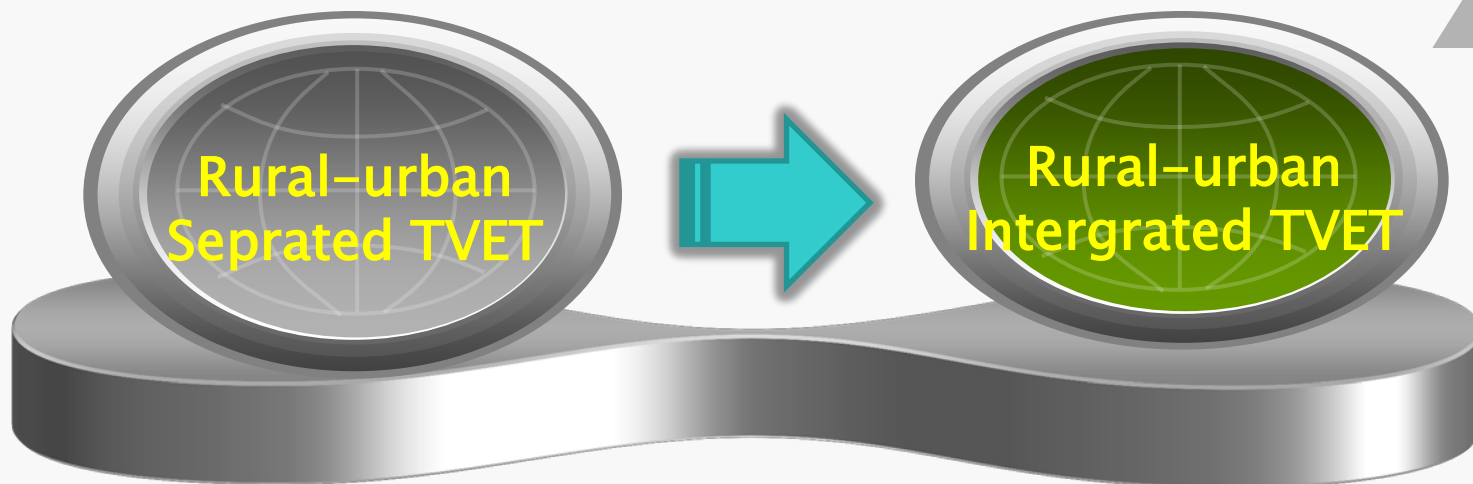
- ◆ intensify efforts in developing vocational education
- ◆ mobilize the enthusiasm of industries and enterprises in vocational Education
- ◆ speed up vocational education development to meet the needs of rural areas
- ◆ make vocational education more appealing

IV. Policy Reorientation

Key features of Chines TVET in new Millennium

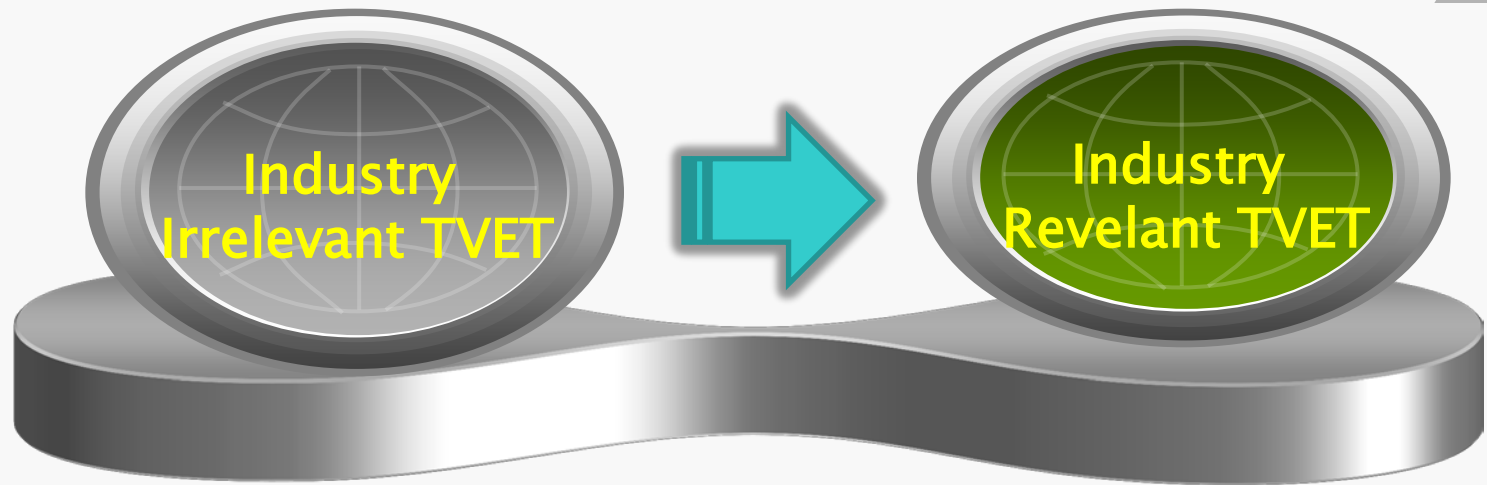


Policy Reorientation (1)



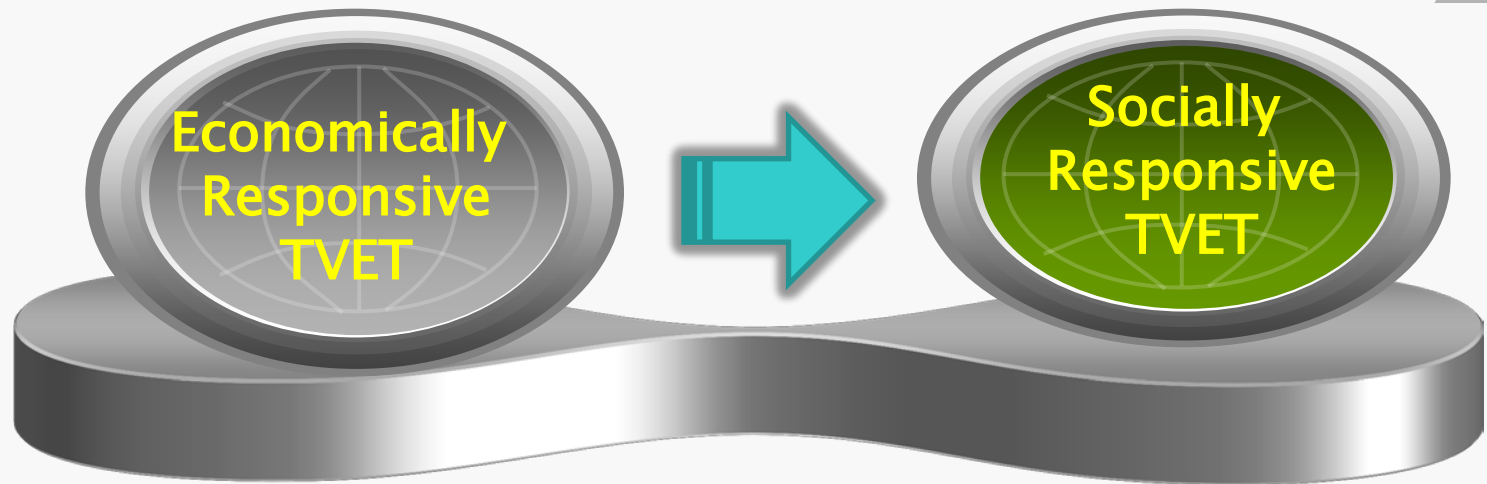
- ◆ The country is making efforts to develop a TVET framework for agriculture, farmers and rural areas and seek a harmonious and integrated development of rural and urban vocational education and training.
- ◆ Vocational schools in rural areas get special financial support from the central government and act as an important tool in popularizing upper secondary education and improving social equity and justice.

Policy Reorientation (2)



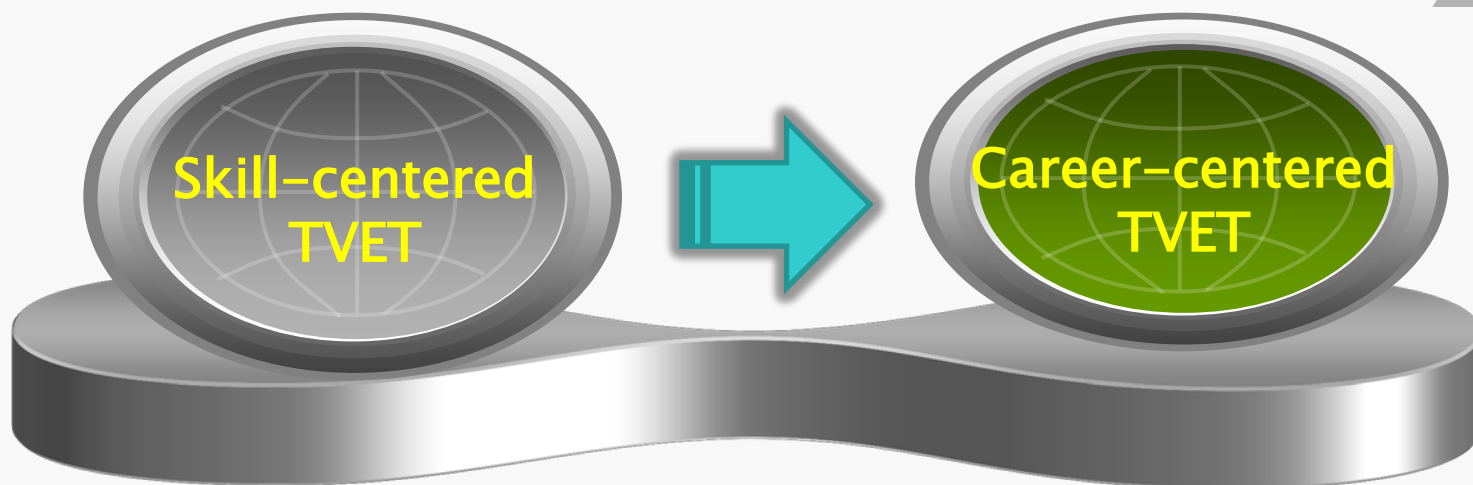
- ◆ The TVET system is basically demand driven and closer relationship with industries is being established.
- ◆ Enterprise-school Cooperation is universally considered to be an important means to improve its industry relevance.
- ◆ TVET is playing an increasingly important role in the country's efforts to upgrade its industry and seek sustainable development.

Policy Reorientation (3)



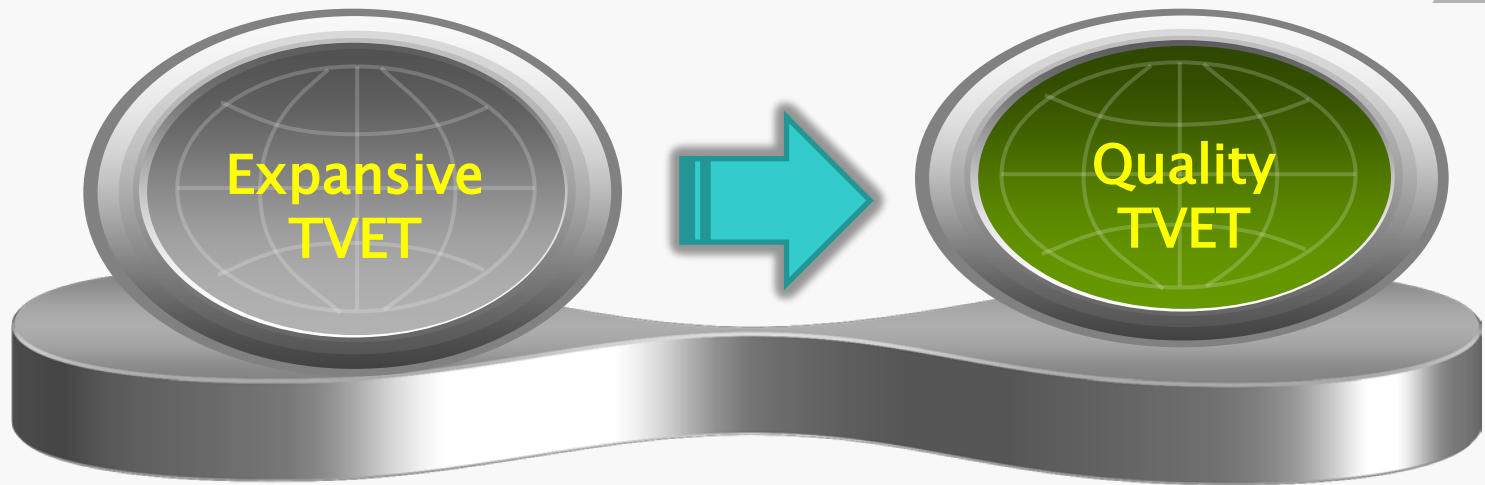
- ◆ TVET was treated as a tool to improve competitive strength but now is widely believed to be able to promote social goals rather than sole economic benefits.
- ◆ TVET is thought to be a reimbursing mechanism to the financially disadvantaged. Vocational students from poor families and rural areas are free of tuition.
- ◆ TVET institutions are encouraged to help those peasant workers to promote social cohesion.

Policy Reorientation (4)



- ◆ Skill training is no longer the end of TVET. The rationale behind TVET policies is to ensure better life through better skill training.
- ◆ More career pathways for vocational students are developed.
- ◆ TVET system is more coherent and vocational students can transit smoothly from vocational schools to vocational colleges.

Policy Reorientation (5)



- ◆ More emphasis is placed on the high skill formation. More industry experts and modern equipments are imported into schools and colleges to guarantee high quality of education and training.
- ◆ An apprenticeship mechanism of training high skill workers combined with school education and workplace learning is taking shape.

V. Outlook

Three predications can be made:



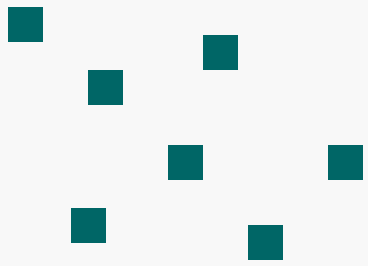
A lifelong TVET framework:

Initial vocational education and in-service training will be further integrated. TVET can take place at any time and at any place. Free transition between school learning and workplace learning will be possible.

TVET for all the people:

TVET system will be reconstructed to open to all the people. TVET will become an innovative vehicle to fulfill social goals, such as improvement of social equity.

High quality TVET: The Chinese are trying to improve status of TVET through promotion of TVET quality. High skill education and training is the pathway toward a highly competitive economy, as well as a means to a sustainable TVET and to better life for any individual.



Thank you!

