

# Promoting Equity: Transformed TVET Policies and Practice in China

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### China is delivering TVET on the largest scale in the world

#### 15,277 schools in total:

- ✓ 159 lower secondary
- ✓ 13,872 upper secondary
- **√** 1,246 tertiary



### **30.81 million enrollments** in total:

- ✓ 80 thousand lower secondary
- ✓ 22.37 million upper secondary
- ✓ 8.36 million tertiary





92 million people trained in TVET institutions of all sorts and at all levels.



TVET policies challenged recently by an emerging worldwide political concern for unemployment and equity.

#### In response:

China's TVET policies transformed from generating economic growth to promoting social harmony and education equity



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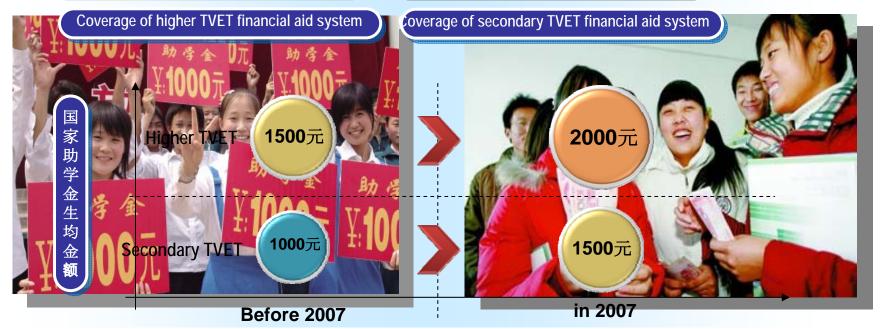
### China's TVET initiatives in promoting equity

1. Attending to vice s from economically discovantaged families: a national aid system in the system

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cial aid system consists of ional tivation scholar; hip, Natio State Grant, and Internship Placement tional subsidy system comented with

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Attending to students from economically disadvantaged families: a step-bystep exemption of tuition fees for students at secondary TVET schools

Since Autumn 2009 Exemption of tuition fees is first targeted at fulltime rural students who suffer from financial difficulties or study agriculturally related subjects in public secondary TVET schools.

Till 2010 The coverage of tuition fees exemption is expanded to more urban students with financial difficulties.





#### 2. Attending to the disabled groups' special needs







#### **Measures:**

- **✓**The Central government supports for establishing special schools in the Central and Western regions i.e. one special school established independently within each county with over 300,000 population;
- ✓ Making upper secondary education for the disabled more TVET focused;
- ✓ Making each disabled student at secondary TVET schools have access to the National Financial Aid Subsidy.



### 3. Attending to disadvantaged labors: providing training for farmers and migrant workers

2004-2005 Short-term vocational skills training was prioritized in grain production areas, labors-producing areas and old revolutionary base areas so as to explore an effective working mechanism for training on a larger scale. The total trainees among rural labors was 5 million, at 2.5 million per year.

2006-2010 Vocational skills training were delivered nationally on a large scale, a training mechanism for rural labors transfer established, rural human resources developed greatly. The total trainees among rural labors reached 30 million, at 6 million per year.

After 2010

To coordinate urban and rural development, rural labors training has been included in national system of education on a larger scale and at a higher level, which makes scientific, technological and cultural qualities of rural labors to keep up with China's modernization pace.



### 4. Attending to underdeveloped areas: increasing support for central and western regions

- Central government revenue set aside special funds for TVET prioritized for central and western regions, rural areas and minority regions.
- Preferential policies made for western regions, i.e. all the rural students in Tibet, Kashgar, Hotan and Kezilesu Kirgiz Autonomous Prefecture of Xinjiang can enjoy free tuition fees.
- Led by the central government, partnership assistance for TVET have been provided for rural and western regions from urban and eastern regions.







### Experiences of China's TVET initiatives in promoting equity

3.

A free multiple choice for grantees by adopting a diversified financial aid system



### Effects of China's TVET initiatives in promoting equity

### China's achievement on promoting TVET equity can be notified by 'Four Promotions' shown in four aspects:

Improved quality of national citizens

A more harmonious society

A better structured education system

A more balanced development for individuals



## Thank You!

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