

Can China Learn from Finish Vocational education?

South China Normal University

Cheng Jiao

April 6,2018

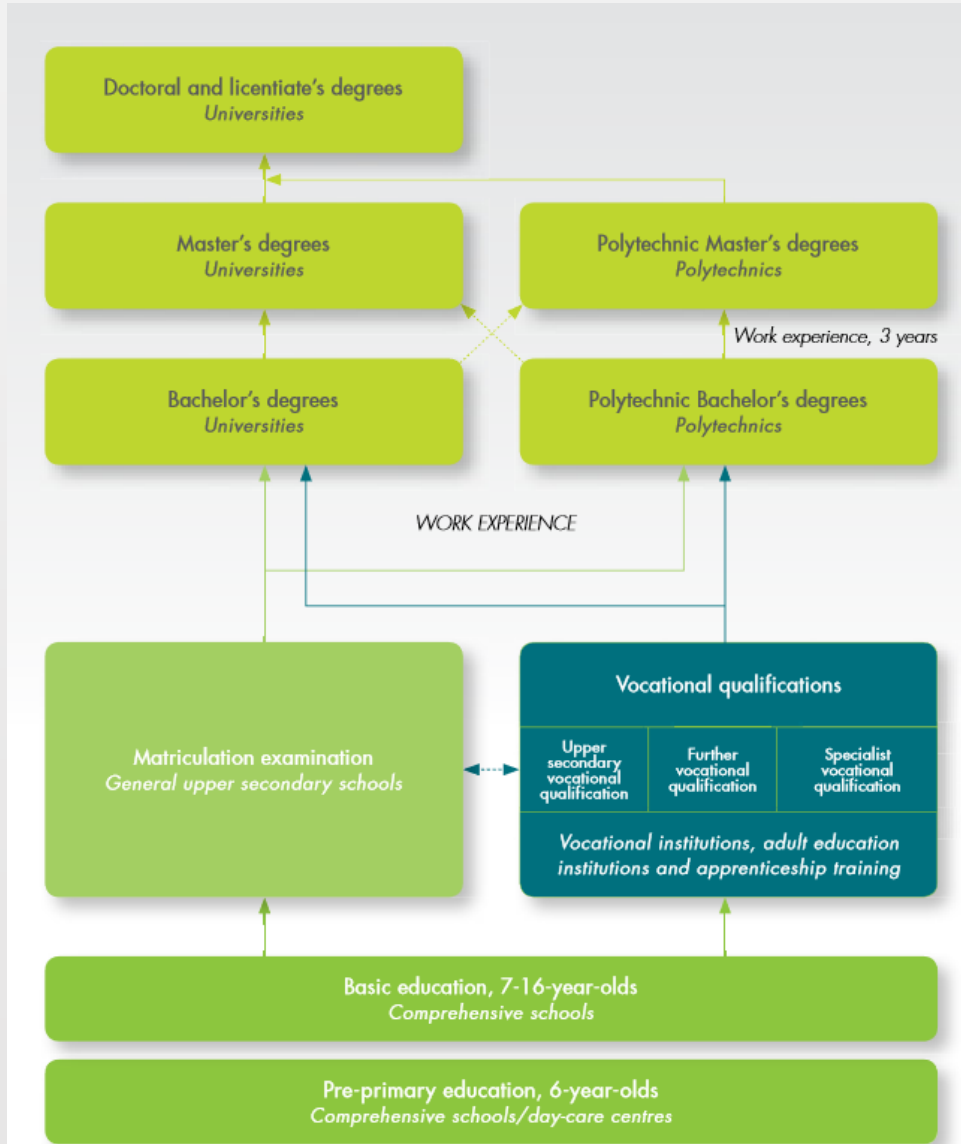
Yes !

What?

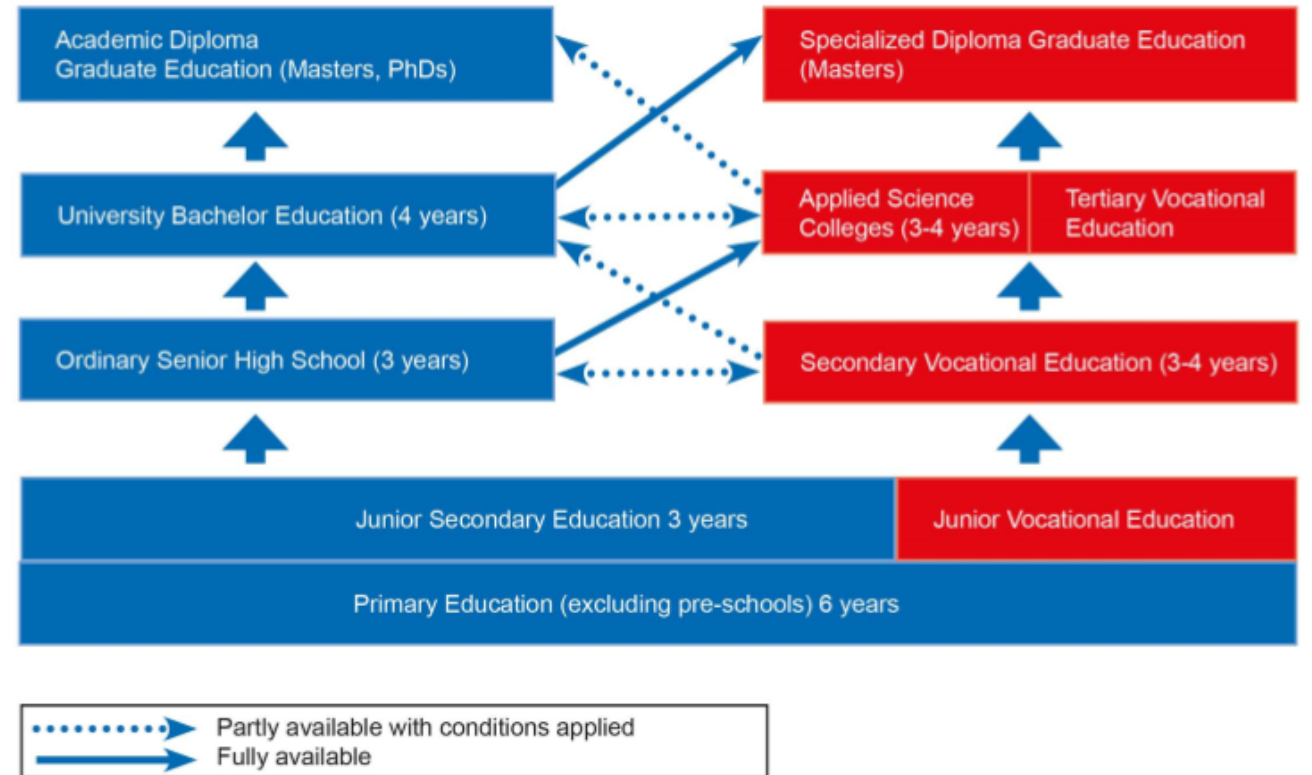
How ?

Why?

1.VET System: China can learn from the flexible path in both VET and academic education system



In the chart below shows the general development paths of students in education. For the partly available paths, it means the paths are available on different conditions, such as different local policies, and different majors etc. For fully available paths, it means there are established procedure of upgrading and transferring.



* For Dutch MBO internationalisation, the Level 4 of Dutch MBO equals to Tertiary Vocational colleges (大专Dazhuan) in China.

Advantage:

- For students to make their own choice.
- Master of technical majors provides the opportunity for students' upgrading need.

Challenge:

The Upgrading choices in VET is still impeded. The structure of VET levels need to be reformed.

- The continuing reform on the cohesion of the middle and higher VET provides the only upgrading studying choices. But the student graduated from 3 year vocational higher education still have **no access to any technical master degree.**

Action plan for innovation and development of Higher Vocational Education (2015-2018 years)

- 高等职业教育创新发展行动计划（2015-2018年）
- “Promoting the classified management of colleges and universities, and building a training system for specialist, undergraduate and professional degree graduates. 推进高等学校分类管理，系统构建专科、本科、专业学位研究生培养体系.....Focusing on vocational education at the undergraduate level 重点举办本科层次职业教育；Promoting the combination of industry and education to cultivate professional degree postgraduates, strengthen the training of practical ability,. 推动产学结合培养专业学位研究生，强化实践能力培养；and carry out the feasibility study of setting up a degree of specialist higher vocational education开展设立专科高等职业教育学位的可行性研究。”

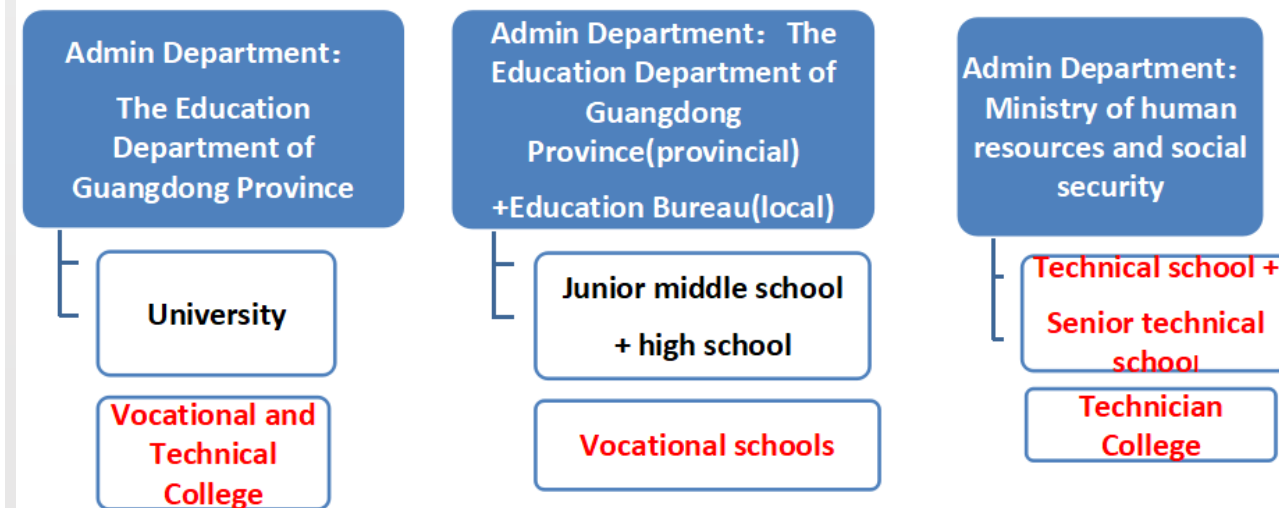
2.the multi-forms of VET: China just bagin the reform which Finland had on apprenticeship in the past years. Some experience from Finland will be reference, but some will be different.

Table 8. **Number of VET students according to type of education 2012-14**

	2012	2013	2014	% of all VET students in 2014
School-based VET				
Upper secondary vocational qualification	132 554	170 836	170 026	53
Competence-based qualifications				
Upper secondary vocational qualification	39 284	47 572	54 695	17
Further vocational qualification	30 220	35 804	39 051	12.2
Specialist vocational qualification	6 806	7 932	8 108	2.5
Apprenticeship training				
Upper secondary vocational qualification	19 206	19 885	19 672	6.1
Further vocational qualification	18 501	16 155	14 776	4.6
Specialist vocational qualification	16 549	14 989	14 919	4.6
Total	263 120	313 173	321 247	100
Women %	51.2	50.5	50.3	

Source: Statistics Finland.

The type of VET



*Red --Vocational Education

- 2017.12 The general Office of State Council——Deepening the integration of production and education ,
- 2018.2 Six departments (Ministry of Education,The general Office of State Council,Ministry of HR and SC,etc.) ——Promoting School-Enterprise Cooperation in Vocational Schools 《职业学校校企合作促进办法》
- 第三条 校企合作实行**校企主导**、政府推动、行业指导、**学校企业双主体实施的合作机制**。
- The vocational institutions and enterprises will cooperate together to lead the VET programs in the future.

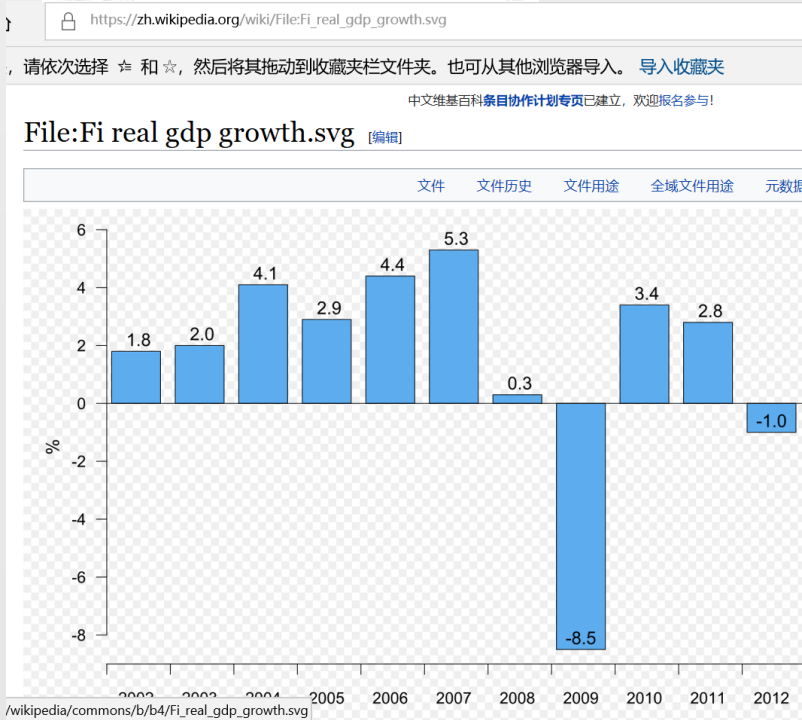
What can China learn?

- Workplace learning research and practical experiences
- the reform experiences on apprenticeship

Challenge:

- The process of reform may differ from the European countries, mainly due to the large number of VET institutions. (data in 2017, [12,300 VET Colleges and school/9,307,800 enrollments per year](#) in national VET institutions).
- [Lacking of detailed policy support, such as tax policies, employment contract policies, quality policies, etc.](#) The reform of apprenticeship in Finland and other European countries are founded on Law, and fully mobilize the enthusiasm of enterprise participation with tax policies. The reform in China will need more detailed law and policy system to support the wild cooperation between industries and VET institutions.

3.The relationship between VET& Economy provides a demand on quality requirement in China: In the past 2 years the finish experience on VET teacher training and quality measures exported to China has proved to be welcome, and new training programs are in discussion now.



CHINA VET EDUCATION INFO SHEET: OPPORTUNITIES FOR VOCATIONAL EDUCATION AND TRAINING IN CHINA

COUNTRY PROFILE	People's Republic of China
CAPITAL:	Beijing
POPULATION:	1.35 billion
AREA:	9.6 million sq km
MAJOR LANGUAGE:	Mandarin Chinese
IMPORT & EXPORT AMOUNT:	In 2014, China's import and export totaled US\$ 4.30304 trillion, Export was US\$ 2.34275 trillion, and import was US\$ 1.96029 trillion, with trade surplus of US\$ 382.46 billion. -In 2015, China's import and export totaled US\$ 3.95864 trillion. Export was US\$ 2.27657 trillion, and import was US\$ 1.68207 trillion, with trade surplus of US\$ 594.5 billion.
THE TOTAL AMOUNT OF VET STUDENTS IN 2015 ARE:	Secondary VET students was 16.567 million; Tertiary VET students was 10.486 million
FACTS THAT MATTER:	<ul style="list-style-type: none"> • World Largest Economy since 2015 • World Largest Exporter • World Most Populous Country • World largest labour force: 804 million (note: by the end of 2012, China's population at working age (15-64 years) was 1.004 billion (2015 est.) • Sectorial distribution of employment: Agriculture 28.3% Industry 29.3% Services 42.4%

China: The reforms on key areas in VET are on the way

- The composition of **VET teachers** will be more diversified.(VET Teacher Master program 2016;Schools granted the right to employ teachers from industries from 2018)
- The implementation of the **quality framework**(Guangdong 2018)
- The promotion of the **qualification certificate system**(still research)
- The fomulation of **national curricula** in vocational schools (2017)
- **Self diagnosis** in secondary vocational education (2017)

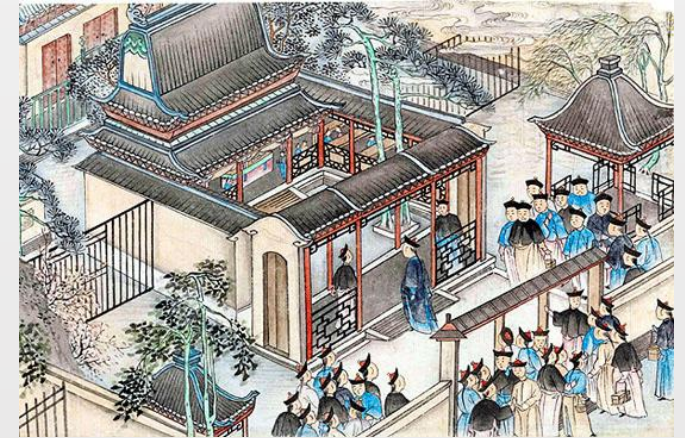
Challenges:

- More mutual cooperation on **research-based training**(demand?feedback?new policies?.....)

4. Culture differences influences the status of VET, also will influences the mutual learning.

The different attitude to the status of academic education and VET

- The mainstream influence of Confucianism (551B.C-479B.C)
- The continuation influence from the ancient imperial examination system (Sui Dynasty 607-Qing Dynasty 1905,last 1300+years)
- Confucianism and imperial examination system have influenced the status of modern vocational education. Although policy orientation is changing in recent years, the political, social and economic treatment of professional workers is starting to change, but the equal development is still very difficult. This is a similar situation in Asian countries affected by Confucian culture.



World-skill Competition

- 2011: First year to join the World Skill Competiton
- 2017:students from vocational and technical institutions win 15 gold, 7 silver, 8 bronze
- 2021: Shanghai will host the 46th World Skill Competiton



The aim to join World Skill Competition is not only to win, but our teachers will learn what the world cereteria of the major, and tries to renew our curricula.
----Tang Weiqun,2017.5



Challenge:

Will the VET in China have the equal status with academic education in global economic development and cooperation as ?

Less Is More VS Competition: promoting or hinder VET development in global environment?

Future cooperation and mutual learning will be based under the mutual understanding of economic development and VET development.

(if time is enough, continues next page.....)

Why the 2009 is a turning point of VET reform?

Transition: An Economy from Export-oriented to Domestic Demand-driven

- Foreign capital, foreign technology, international market + low land cost , low labor cost in China = economic growth in China
- **Foreign companies** moved labor-intensive industry to China, which reduced the cost of production and gained huge profit; at the same time they occupied the large and promising Chinese market.
- **China** obtained necessary capital, advanced technology, foreign currency and solved their employment problems.

Economic success (1978–2012) Made by This Model

- **GDP**
From 364.5 billion *yuan* to 51.9 trillion *yuan*, **142 times increased.**
- **Per capita GDP**
From 281 *yuan* to 38,354 *yuan*, **136 times increased.**
- **National fiscal revenue**
From 113.2 billion *yuan* to 11.7 trillion *yuan*, **103 times increased.**
- **Foreign exchange reserves**
From 0.167 billion dollars to 3.3 trillion dollars, **20,316 times increased.**

10 Years Ago There Came Some Problems
for This Model:
Low returns, High risks

- **Processing trade exports** account for 50% of total industrial exports in 2008.
- **Lower additional values** especially for high-tech products like computers, correspondence equipment, and electronic equipment. To produce a \$700-worth IPHONE, Chinese company only gets \$6 profit.
- **Domestic companies in China had been working for foreign enterprises just for “little profits” or “almost no profits”.**

Reactions to the dilemma :
Economic reform & VET reform

- 2013.9 One Belt One Road Policy(rebuilding cooperation with west Asia)



- 2015.9 Innovation and Entrepreneurship
- 2015.3 “Made in China 2025”
中国**制**造 → 中国**智**造

Topical reform projects 2002-2018

- 2002 *Decision of the State Council on Vigorously Promoting the Reform and Development of TVET*——proposed to establish a "modern vocational education system"
- 2005 *Decision on the development of TVET*——constructing a mode of TVET system with Chinese Characteristics.
- 2003-2010——supported the creation of 100 model higher vocational institutions

Four grand programs:

*TVET Practice Bases Construction Program,
National Model Vocational and Technical Colleges Program,
Vocational College Teachers' Quality Improvement Program,
County - level vocational education center Construction Program.*

Four grand projects:

*National Skilled Personnel Training Project,
Adult Continuing Education and Reemployment Training Project,
Rural Practical Talents Training Project,
National Rural Labor Transfer Training Project.*

- 2006-2010 11th Five-Year Plan period——invested RMB 14 billion to strongly support the development of TVET.

2009 turning point

- 2010 *The National Guidelines for Medium- and Long-Term Educational Reform and Development* (2010-2020)——Deadline has been set for the establishment Modern Vocational Education System, which is 2020.
- 2014 "Modern Vocational Education System Construction Planning" (2014-2020). *Opinions on the pilot work on modern apprenticeship*, and announced the first batch of 165 pilot units in August, 2015.
- 2017.12 The general Office of State Council——Deepening the integration of production and education ,
- 2018.2 Six departments (Ministry of Education,The general Office of State Council,Ministry of HR and SC,etc.) ——Promoting School- Enterprise Cooperation in Vocational Schools

Notion



Systematic reform

Conclusion: Mutual learning

- How can China learn from Finnish VET education?
 - the balanced development of academic education and vocational education
 - the vocational initiation education
 - the qualification framework(EU background)
 - the certificate system
 - the workplace learning——research and practice
- How can Finland learn from Chinese VET education?
 - More research based cooperation in both economic and education field under One Belt One Road policy in China and the industrialization of education in Finland

The end !

Thank you !

