UNLOCKING OPPORTUNITIES:

VET Reform and Internationalisation in China

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Topics

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Research Objectives:

A study of the Chinese Vocational Education and Training sector to:

• Provide in-depth understanding of the latest operating environment and regulatory landscape

• Identify and analyse potential opportunities for relevant Australian providers

• Discuss ways for Australian providers to share and contribute their expertise to the VET reform in China
## Research Scope and Methodology

### Timeframe
- June 2013 – May 2014

### Methodology
- Online surveys
- Tele-conferences
- Panel discussions
- Individual interviews
- A case study

### Scope
- 16 provinces and municipalities across China
- Chinese government, VET and industry bodies
- Senior Chinese VET officials
- Sino-Australian project teams
- Selected Chinese and Australian VET institutions
OVERVIEW OF CHINESE VET SYSTEM
Overview of Chinese VET System

Current Framework of Vocational Education

University (final 2 years of Bachelor Program)

5-Year Secondary & Higher Integrated Vocational Colleges

5% eligible for entrance exam

3-Year Higher Vocational & Technical Colleges / Higher Specialised Colleges

5% eligible for entrance exam

University Entrance Exam

Senior High School (3y)

Secondary Vocational School / Technical School/Vocational High School (3-4 years)

High School Entrance Exam

Junior High School / Junior Vocational School (3-4 years)

Primary School (5 years)
## Overview of Chinese VET System

### Number of Vocational Institutions and Student Enrolments in 2013

<table>
<thead>
<tr>
<th>Types of Vocational Schools</th>
<th>No. of Schools</th>
<th>Student Enrollment in 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Vocational Schools</td>
<td>1,472</td>
<td>867,000</td>
</tr>
<tr>
<td>Secondary Vocational Schools</td>
<td>13,800</td>
<td>22,000,000</td>
</tr>
<tr>
<td>Tertiary Vocational Institutions</td>
<td>1,297</td>
<td>10,000,000</td>
</tr>
</tbody>
</table>

48.9% college students and 11% secondary vocational students are from urban backgrounds - remainder from rural and western areas.
Overview of Chinese VET System

**Funding Sources for Vocational Institutions:**

- 45% from tuition fees; 41.9% from government funding
- 2.1% from donations and 11% from other sources
Overview of Chinese VET System

Current VET Sino-Foreign Collaboration

- Sino-foreign joint education institution – German, the UK, Canada, Japan and Singapore as key collaborators

- Sino-foreign joint education program – most common with partners from Australia and the UK

- Student exchange program – partners mainly in Hong Kong, Macau, Taiwan, Singapore, Germany, European countries and the US

- Student overseas internship – at foreign institutions or enterprises mainly in Singapore, Japan, the US and Germany
Analysis of China VET reform

In a State Council meeting on vocational education held on 26 February 2014, Premier Li Keqiang outlined a five-point plan to strengthen VET reforms to:

- establish vocational education in the national talent development system
- foster innovation development in vocational education by giving further autonomy to institutions
- improve personnel training to deepen the ‘three matchings’
- mobilise more non-government sources to support the VET sector
- strengthen policy support and regulation to improve financial support mechanisms
Overview of Chinese VET System

Current Model

Primarily driven by government with limited industry input

Mainly operated by 1297 tertiary vocational institutions and approx. 13800 secondary vocational schools

Shifting focus from academic-oriented to skill-oriented academic merit

Future Model

Driven by government policies but with extensive industry and enterprise involvement

Focused on skill shortage and new industries to assist the economic development

Using diverse training modes

Equipping students with both technical and soft skills
Future Trends and Opportunities

Modern Vocational Education System to be Structured

China Modern VET System

Higher Vocational Pathway

Secondary Vocational Pathway

Professional Master Degree (3 Yrs)

Bachelor Degree (2 Yrs)

Bachelor Degree (4 Yrs)

Diploma (3 Yrs)

Secondry Vocational Certificate (3 Yrs)

Senior High School (3 Yrs)

Diploma (2 Yrs)

Junior High School (3 Yrs)
Future Trends and Opportunities

Improving Vocational Education Quality

• introduce national vocational education quality assurance system

• strengthen vocational teaching staff qualification standards and code of practice

• design teaching quality evaluation system

• develop training programs for national leading teachers and presidents/principals funded by MOF and MOE
Future Trends and Opportunities

Accelerating Rural Vocational Education

- establish a modern agricultural vocational education system
- set up county-level vocational education and training centres
- design and develop agricultural courses, curriculum and teaching materials
- improve the agricultural personnel training system
Future Trends and Opportunities

Building Vocational Education Capacity

- establish public practical training bases
- develop teachers with vocational knowledge, industry experience and skills
- continue to develop the national 1000 model secondary vocational schools and 200 top vocational institutions
Future Trends and Opportunities

Restructuring Life-long Education System

• Implement “credit bank” concept and flexible learning opportunities between school, vocational and continued education

• form lifelong education networks and service platforms

• develop distance learning and promote community education

• establish continuing education accreditation system
Future Trends and Opportunities

Expanding VET Internationalisation

• exchange ideas regarding VET’s international policies, strategic development, national government systems

• explore cooperation opportunities in new technology application, modern service industry, agriculture, forestry and animal husbandry

• award a number of outstanding Sino-foreign schools and joint programs as national models

• promote mutual qualification recognition at country and institution level

• encourage teaching staff and student exchanges
Future Trends and Opportunities

Accelerating ICT Application in VET

- import high-quality overseas digital teaching and learning resources
- develop online teaching and learning resources and courses
- set up digital campuses, libraries and virtual laboratories or practical centres
- share teaching and learning resources via distance learning
CASE STUDY: THE GERMAN MODEL
Case Study: The German Model

- German government has been playing a key role in establishing ties with China whilst planning and monitoring joint projects from top-down strategies for past decades.

- Germany is China’s most loyal business partner during VET reform journey.

- Germany provides China with its global strength in manufacturing.
Case Study: The German Model

Germany set up Vocational Education Cooperation Alliance with China MOE in 2011 to coordinate and support joint projects in:

- industry-institution cooperation in course standards, curriculum development and ICT application
- development of joint vocational programs
Case Study: The German Model

- recognition of both nations’ vocational qualifications
- customisation of “dual system” courses
- provision of internships in enterprises with free German language training to Chinese students
- cooperation within China in the World Skills Competitions
Success Factors of the German Model

- Germany strongly influenced the ideology of Chinese officials, scholars, presidents of universities and vocational colleges through its joint vocational education research centres and teacher training centres in China.

- German VET has closely followed Chinese government’s “Five-Year Plan” to strategically plan and position itself in China, leading to win-win situations.
Barrier for The German Model

German dual system lacks a complete framework as AQF - which will become a major barrier for enlarging its market share in China
CHALLENGES AND RECOMMENDATIONS
Challenges

• intense competition from other countries

• increasing cost of joint programs and training programs

• restriction of franchising/licensing models in joint programs

• tighter guidelines for approving new joint education projects
Challenges

• private RTOs market access hindrance for the recognition issue from MOE

• the upgrading of Chinese vocational institutions will potentially affect existing joint diploma programs with TAFE

• slow reaction to changes and development of the Chinese VET sector
Recommendations

• fully understand the Chinese culture and market
• maintain a balance between cost and long-term return
• Be ready, responsive and adaptable
• identify suitable facilitators and ensure effective communication
• customise products to meet industry/VET demand
• explore opportunities relating to skill shortage and new industries
• Leverage existing partners – consortium approach
Full Report Availability

• The research report will be published in Austrade’s Market Information Package (MIP) in October

• For any enquiries about the MIP, please email mip@austrade.gov.au
Thank you.

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