



Eight Suggestions On TVET Development in CAREC 6 Countries

By

Min Tang





Suggestions 1: Match TVET with the Market Demand.

- Employment quantity and quality should be the primary indicators to evaluate any TVET school's performance.
- Annual skills-demand survey among enterprise and vocational schools as soon as possible.
- Applying “academic certificate + vocational skill level certificates” system which did well in PRC.
- In longer term, the CAREC 6 countries can try to establish a modern apprenticeship system which is developed in Europe and US and well applied in PRC.



Suggestion 2: Deep Integration of Industry and Education.

- the school-enterprise cooperation is the key policy measure to TVET. Enterprises can integrate these activities into their corporate social responsibility practices.
- For the countries where going abroad and being a migration worker is the major job opportunities, efforts need to make to attract foreign enterprises to participate TVET development.
- Some combined incentives are given including finance + budgetary allowance + land + relevant tax exemptions. School is responsible for providing training venues and resources



Suggestion 3: TVET Groups: An Effective Way to Improve Quality of TVET.

- Only large scale enterprises have incentive and capacity to lead the TVET school group.
- Protecting public and student's interests, including the education rights and labor protection rights for students, the rights and obligations of the enterprises.
- Involving TVET serving companies provided practical courses which may yet be offered in schools, solving the problems such as schools do not acquire the latest technology.



Suggestions 4: Promoting Dual Qualification Teachers.

- ITVET teachers have their own unique professional characteristics, a national qualification standards and certification system should be established.
- Provide opportunities for vocational teachers work part-time in enterprises to gain industrial experience
- Encouraging enterprises staff to work at TVET schools as part time teachers. give preference policies to dual-qualification teachers in terms of promotion and salary increase.
- Establishing TVET normal university in order to promote in large scale of high quality TVET teachers.



Suggestion 5: ICT + TVET.

- ICT infrastructure depends largely on the government input with preferential resources. The integrate software purchase can be realized among the alliance of schools and colleges.
- A large number of courses can be shared via internet between schools and colleges at least inside of one country.
- The technology of virtual process, craft and production line must be put into good use to improve the efficiency and effect of teaching and training for a cost-saving.
- Establishing a credit bank system to promote the interconnection and combination between academic education and vocational skills.



Suggestion 6: Enhance the Investment in TVET.

- On average, running TVET schools need more money than normal high school and academic universities.
- Sometimes, a "reward for subsidy" mechanism could give some incentives for local government to put more money in their TVET schools.
- Additional human and finance resources should be put into such model schools to support their new reforms and innovative activities.



Suggestion 7: Seeking More Helps from International Organizations.

- We strongly recommend to use ADB, World Bank and bilateral donor's technical assistance in TVET development as much as possible, and as soon as possible.
- The project areas should include further improvement of NQF System, reforming the curriculum, enhancing teachers' capability and skills, and supporting institutional capacity etc.
- Promoting school-enterprise collaboration including piloting modern apprenticeship, and promoting the establishment of TVET groups, providing industrial visits opportunities for vocational teachers.



ADB and WB TVET Loan Projects in PRC

ADB Projects

Project name	Approve date	Loan Amount (million \$)	Location
Hunan Technical and Vocational Education and Training Demonstration	28-Jun-2013	50	Hunan
Guangxi Nanning Vocational Education Development Project	13-Dec-2013	50	Guangxi
Guangxi Baise Vocational Education Development	08-Dec-2014	50	Guangxi
Guizhou Vocational Education Development Program	08-Dec-2015	150	Guizhou
Guangxi Modern and Technical and Vocational Education and Training Development Program	20-Sep-2017	250	Guangxi
Chongqing Innovation and Human Capital Development Project	19-Mar-2020	200	Chongqing

World Bank Projects

Project name	Approve date	Loan Amount (million \$)	Location
Rural Migrant Skills Development and Employment Project	2008	50	National
Guangdong Technical and Vocational Education and Training Project	2009	20	Guangdong
Liaoning and Shandong Technical and Vocational Education and Training Project	2010	40	Liaoning, Shandong
Yunnan Technical and Vocational Education and Training Project	2012	50	Yunnan
Guangdong Social Security Integration and Rural Worker Training	2013	80	Guangdong
Xinjiang Technical and Vocational Education and Training Project	2015	50	Xinjiang
Gansu Technical and Vocational Education and Training Project	2017	120	Gansu



Suggestion 7: Seeking More Helps from International Organizations.

- Use ADB and World Bank's results-oriented loan and technical assistance in TVET. This kind of loan is funded through tracking the completion of evaluation outcome indicators.
- Using loan project to provide more ICT service and online courses at TVET, sharing quality courses with excellent vocational institutions at home and abroad.



Suggestion 8: TVET Cooperation with PRC.

- The experience of PRC in helping TVET development of the Southeast Asia and Africa can be used in cooperation between PRC and CAREC 6 countries.
- Some models, such as Luban workshop can also be used to cooperate between PRC and CAREC 6 countries.
- Integrated into the development program of the Belt and Road Initiative. Chinese companies invested in CAREC 6 countries can be involved in helping TVET development
- Cross-border e-commerce can be a pilot cooperation field of TVET between PRC and CAREC 6 countries. Recently, Central Asian College and China Services Trade Association organized a series of cross-border e-commerce training courses for TVET colleges in Central Asian countries. This cooperation model can be used to explore a broader TVET cooperation between PRC and CAREC 6 countries.

**Pilot project Cooperation
between PRC and CAREC 6 in Cross Border
E-commerce**



If E-Commerce Can, why not other areas?



Thank you.

