Promoting Equity: Transformed TVET Policies and Practice in China

Wang Ji-ping, Director-General
Central Institute for Vocational & Technical Education in China (CIVTE)

Shanghai, May 15th 2012
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.
1. Attending to students from economically disadvantaged families: a national financial aid system is set up and refined.

For higher TVET: a financial aid system consists of National Scholarship, National Motivation scholarship, National State Grant, National Education Loan, and Internship Placement.

For secondary TVET: a national subsidy system complemented with students’ ‘Learning by Working’ and ‘Internship Placement’.

### Coverage of higher TVET financial aid system

- **Before 2007**: 3%
- **In 2007**: 20%

### Coverage of secondary TVET financial aid system

- **Before 2007**: 5%
- **In 2007**: 90%

### Financial Aid Breakdown

- **Higher TVET**
  - Before 2007: 1500 元
  - In 2007: 2000 元
- **Secondary TVET**
  - Before 2007: 1000 元
  - In 2007: 1500 元
Exemption of tuition fees is first targeted at full-time rural students who suffer from financial difficulties or study agriculturally related subjects in public secondary TVET schools.

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.
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.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>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.</td>
</tr>
<tr>
<td>2006-2010</td>
<td>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.</td>
</tr>
<tr>
<td>After 2010</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.
The leading role of government along with improved institutions

1. Clarified responsibilities between central and local government levels, i.e. set up a reasonable cost-sharing mechanism

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

3. A free multiple choice for grantees by adopting a diversified financial aid system
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
Add: 16th level, Fusheng Building, No 4, Huixin Dongjie, Beijing, 100029, P.R. China
Email: wangjp@moe.edu.cn