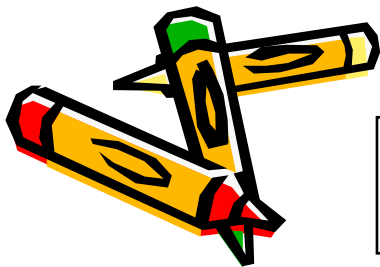
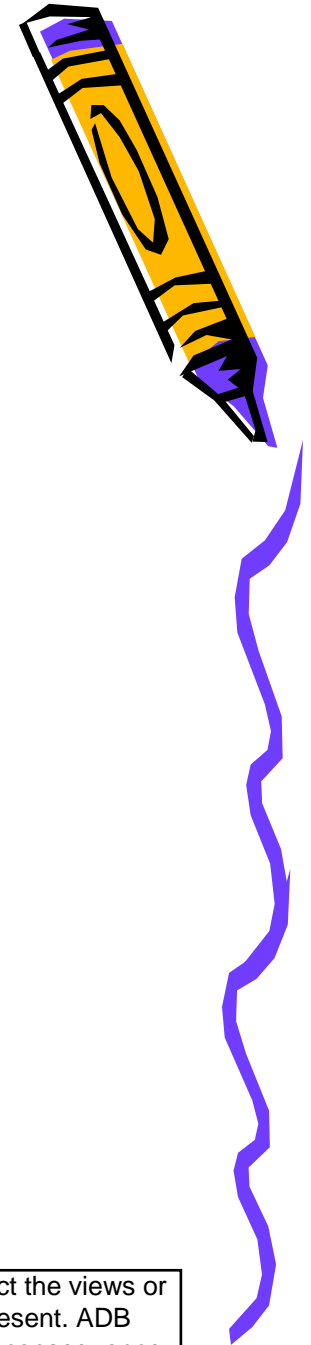


Technical and Vocational Education Development in Hunan Province: Current Development and Countermeasures

June 2009



The views expressed in this paper/presentation are the views of the author and do not necessarily reflect the views or policies of the Asian Development Bank (ADB), or its Board of Governors, or the governments they represent. ADB does not guarantee the accuracy of the data included in this paper and accepts no responsibility for any consequence of their use. Terminology used may not necessarily be consistent with ADB official terms.

Presentation Overview



Project Background



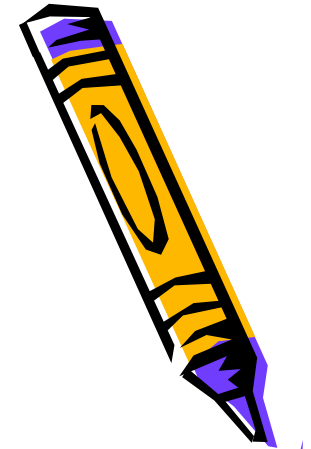
Project Progress



Main Contents of Project

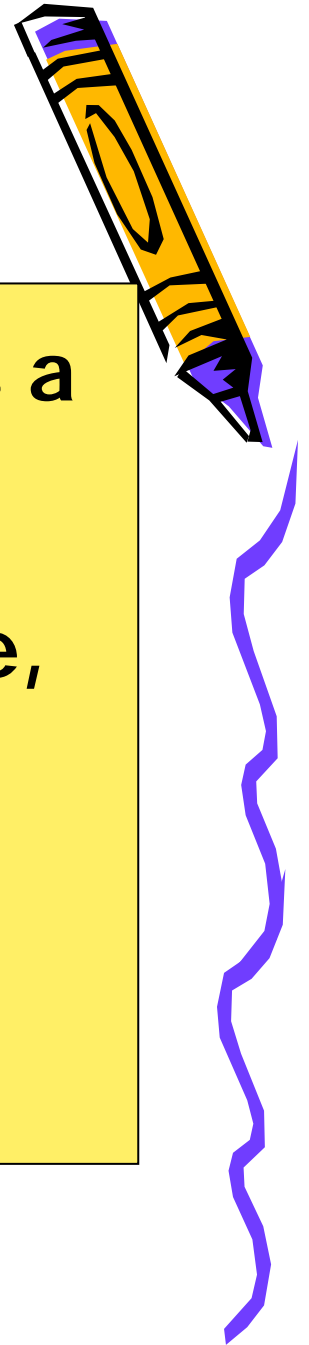


Outcomes of Innovative Study



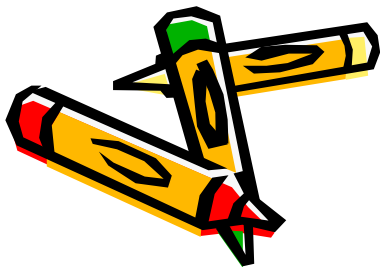
I. Project Background

Hunan's 11th Five-year Plan sets a series of strategic targets and measures to achieve wealthy livelihoods and a strong province, presents the concept of giving priority towards education development and makes the decision to realize an advanced education provincial wide.



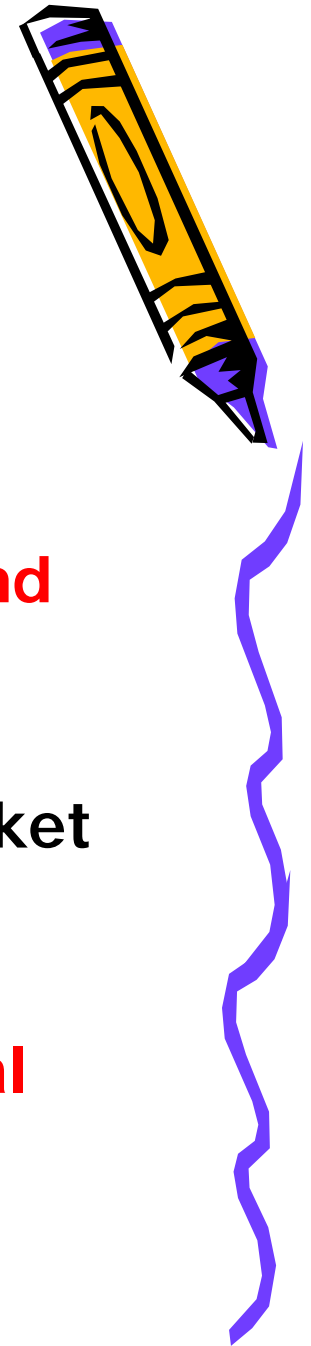
II. Project Progress

- The TA project was officially launched in Guangzhou on 27 March 2007 and completed on 12 November 2007 with one year study delivered by the project expert team.



III. Main Contents of Project

- **An Overview of Hunan**
- Status Quo of Technical and Vocational Development in Hunan
- **Key Constraints Confronting Technical and Vocational Development in Hunan**
- Technical and Vocational Education Development in Hunan from a Labor Market Perspective
- **Requirements of Future Socioeconomic Development on Technical and Vocational Education**



1. An Overview of Hunan

Population

2008 Statistics:

Total population: **68.45 m**

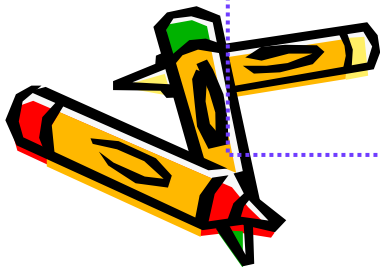
Urban: **28.85 m**

Rural: **39.59 m**

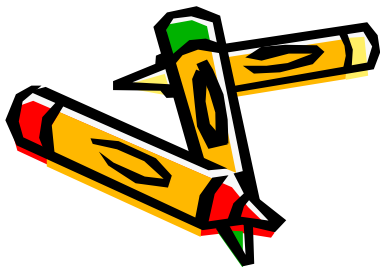
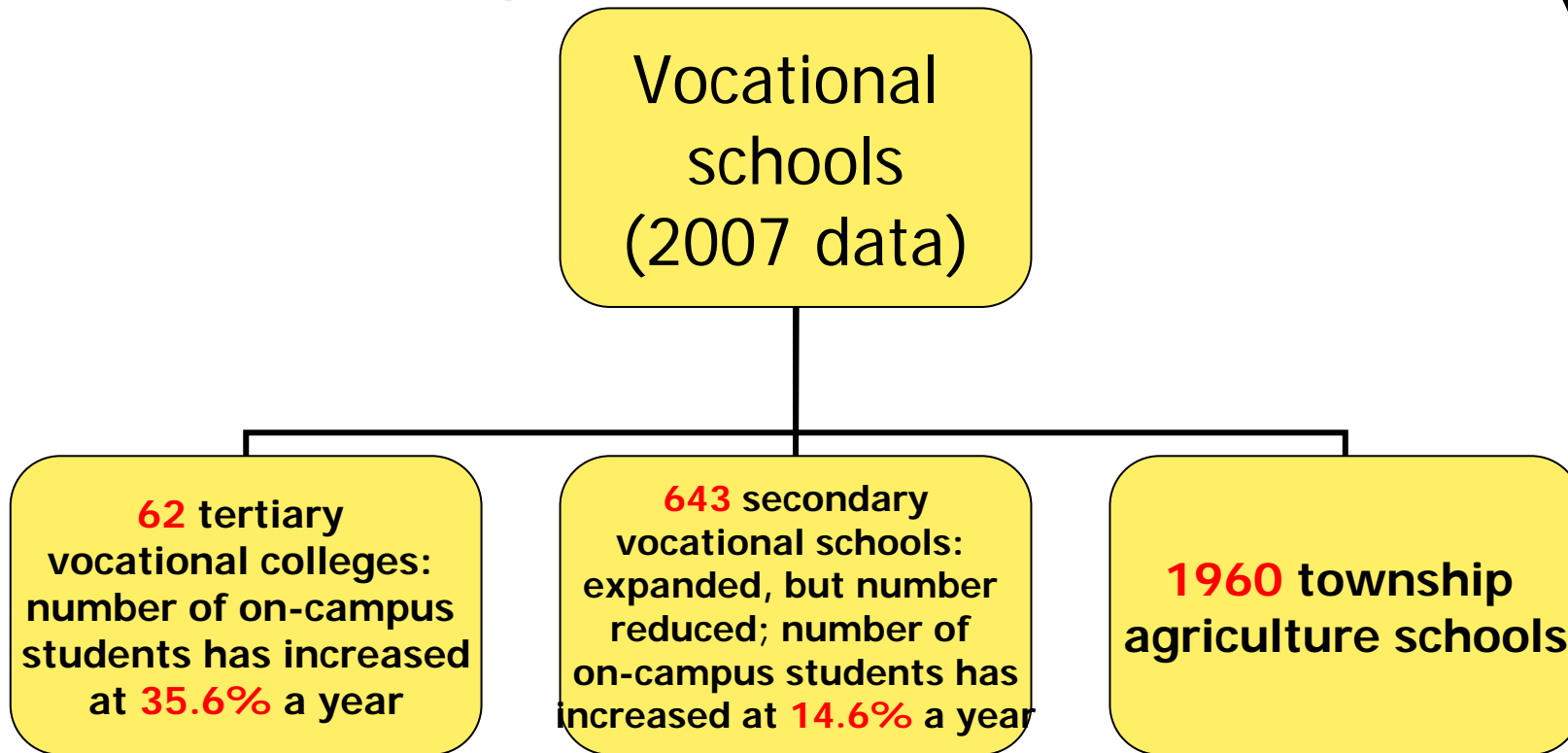
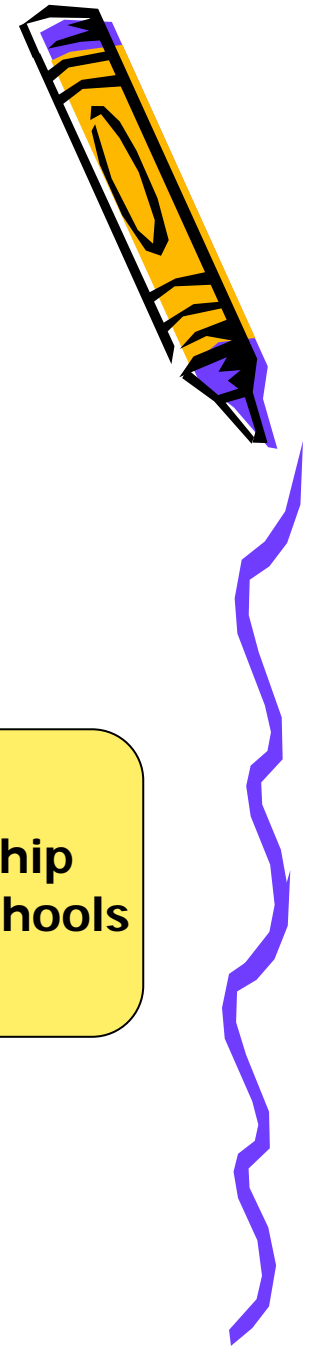
Total number of workers: **39.10 m**

Rural: **27.61 m**

Urban: **11.48 m**



2. Status Quo of Technical & Vocational Education Development in Hunan



2. Status Quo of Technical & Vocational Education Development in Hunan

Vocational Training

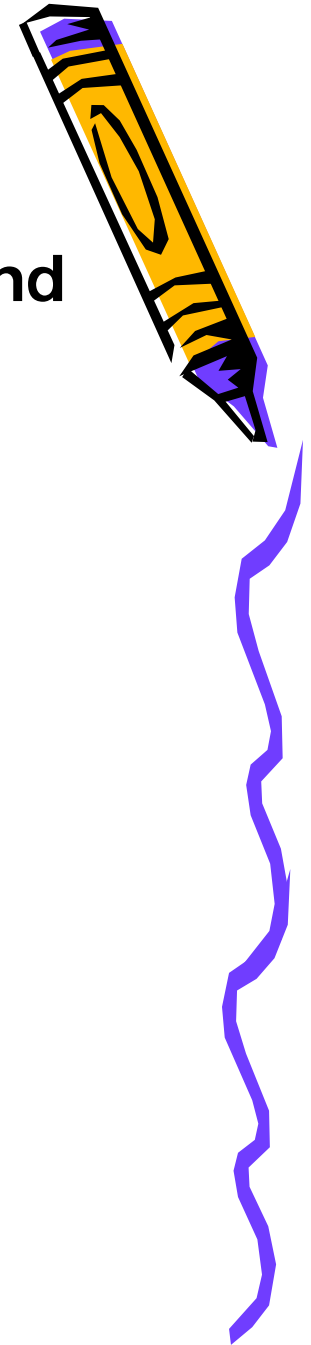
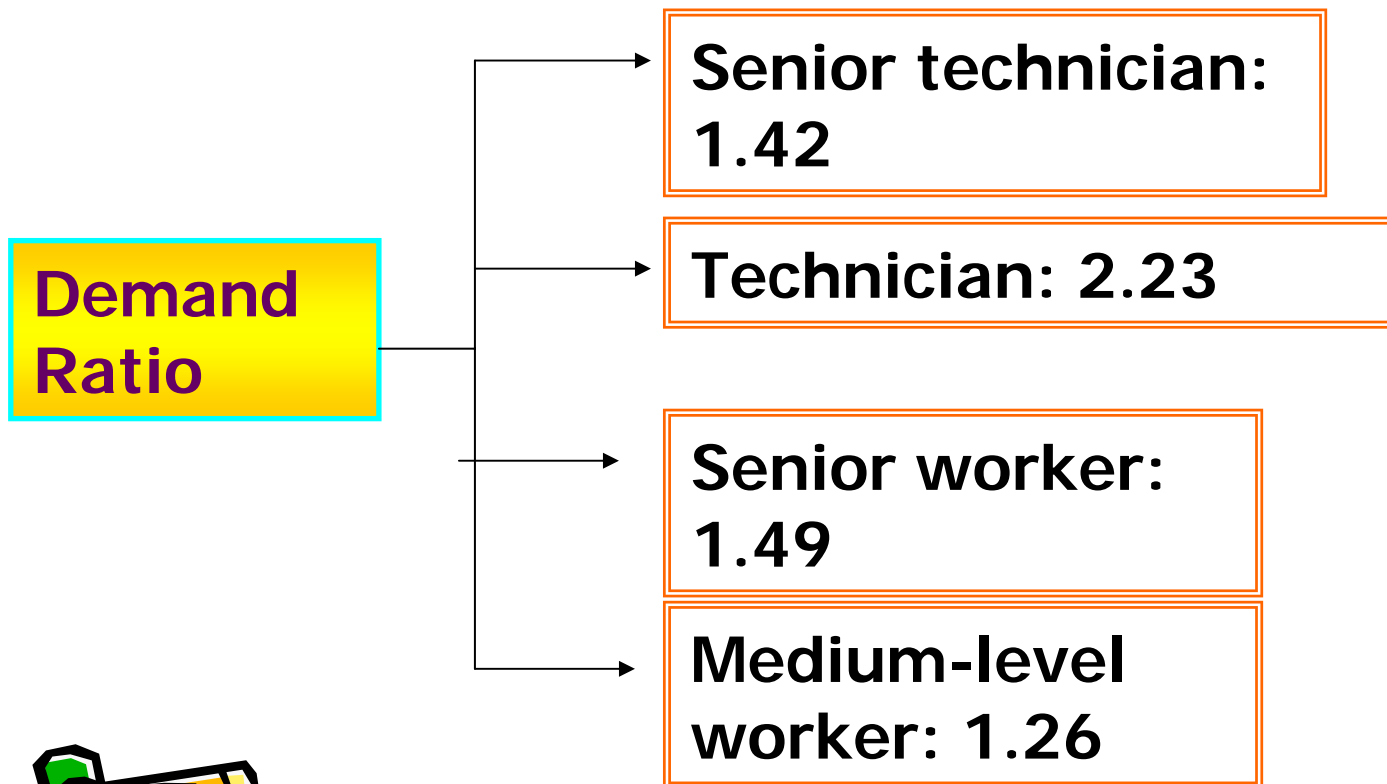
(As of end 2008)

- The province has a total of **144** various technical schools, including **1** technical college and **23** schools for senior technicians
- The province has a total of **809** private vocational training institutions, 19 or **2.3 %** fewer than previous year; number of trainees reached **376,000**, up **15.1%**.
- Number of on-campus students **161,000**, annual enrollment **61,200**, employment rate of graduates **98%**, **3** percentage points higher than previous year.



3. Key Constraints Confronting Technical and Vocational Education in Hunan

- **Imbalanced labor market supply and demand**



3. Key Constraints Confronting Technical and Vocational Education in Hunan

- **Quantity and quality of teachers cannot meet the needs of vocational education development**

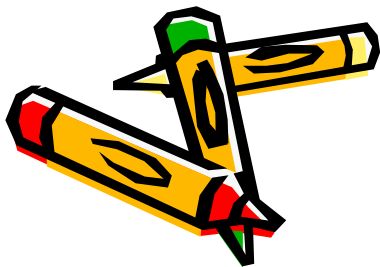
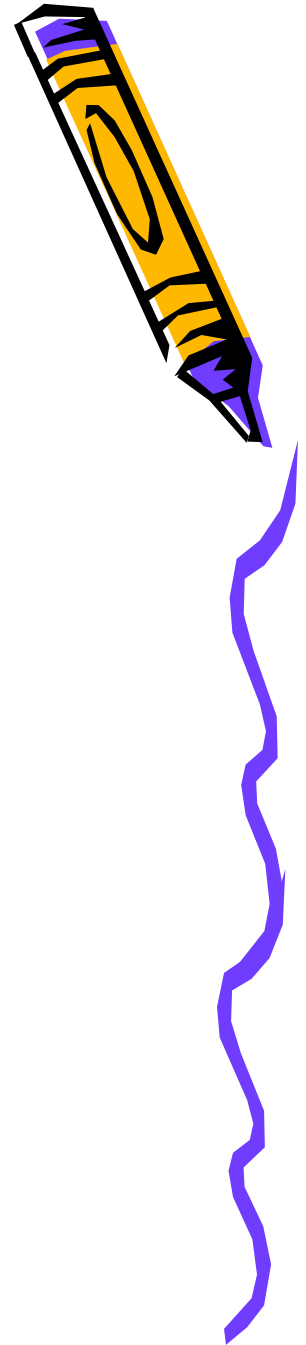
From a
quantity
perspective

2007 Statistics:

Student-teacher ratio in secondary vocational schools was 1:27.12, additional 36,000 teachers needed.

Student-teacher ratio in technical colleges was 1:21.8, additional 11,000 teachers needed.

Share of teachers with rich theoretical knowledge and practical experience was only 16.7%.



3. Key Constraints Confronting Technical and Vocational Education in Hunan

- Quantity and quality of teachers cannot meet the needs of vocational education development

From a quality perspective

Vocational schools:

Vocational college teachers: those with below-university degrees take up about **11%**

Secondary school teachers: those with university degree or above account for **71.6%**
28.4% of teachers do not have qualified degrees

Vocational training institutions:

those with postgraduate degree are less than **3%** of total; university degree **57%**; college degree **31%**; other degrees (tertiary technical schools, secondary technical schools and high schools) **9%**; among teachers with skill requirements: technicians account for **11%**, senior technical workers, **36%** and medium-level technical workers, **53%**.



3. Key Constraints Confronting Technical and Vocational Education in Hunan

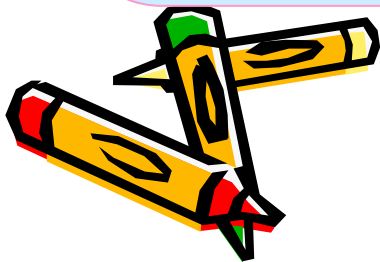
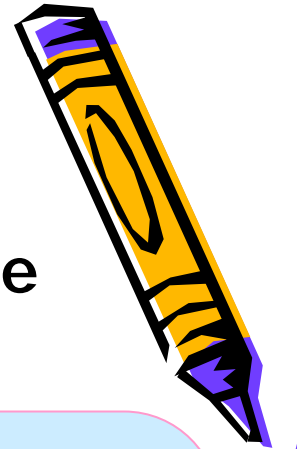
- Inadequate vocational education infrastructure and heavily indebted schools

Results of survey in the province:

On average, 39 tertiary vocational schools are in debts of **48.967** million yuan with the highest reaching **215.79** million yuan

Relevant statistics show:

Per student fixed assets of secondary vocational schools are valued at **8,373.6** yuan, ranking **18th**, per student teaching and practice equipment and instruments are valued at **241.2** yuan, ranking **21st**.



3. Key Constraints Confronting Technical and Vocational Education in Hunan

- Government inputs in vocational education are insufficient and growing slowly; vocational education financing has single channels and can only rely on government grants, tuition revenue and loans.

Funding Sources for Vocational Education

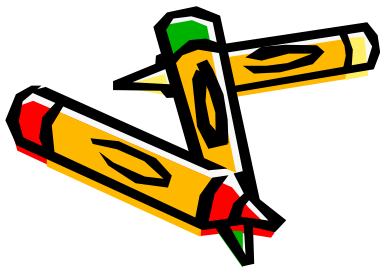
National and local government grants

Tuition and miscl. fees

Benefits from running school industries and providing social services

Enterprise investments in schools

Investments in schools from the society



4. Technical and Vocational Education Development in Hunan from a Labor Market Perspective

Total labor force demand in Hunan is **40.8 million** and **47.4 million**, respectively for 2010 and 2020;

Gap of skilled and qualified people which needs to be filled through vocational education and training is **8.80 million** and **22 million**, respectively for 2010 and 2020;

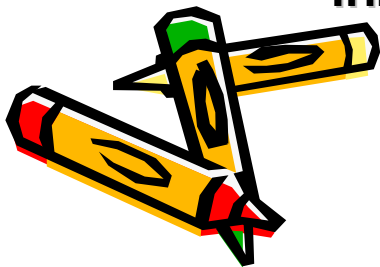
During 11th Five-year Plan, **1.35 million** people need to be recruited for vocational education and provided with vocational job training.

During 12th Five-year Plan, **750,000** people are to be trained based on that gap of skilled and qualified people is to be largely filled around 2010.



4. Requirements of Future Socioeconomic Development on Technical and Vocational Education

- Demand on skilled laborers to grow by 35%-40% and demand on technicians and senior technicians to be doubled, which need to be met for development of the province through vocational education
- Vocational skills training is to focus on demand of sectors including equipment manufacturing, iron, steel and non-ferrous metals, high and new technologies, electrical engineering and electronics, light industry and foodstuff, construction, logistics and delivery, tourism and culture, healthcare and home services
 - Create awareness of opening up, competition and mutually beneficial cooperation, nurture foreign-oriented and highly skilled people who can meet the needs of inter-province and international industrial restructuring and have innovation capacity and vocational adaptability.



IV. Outcomes of Innovative Study

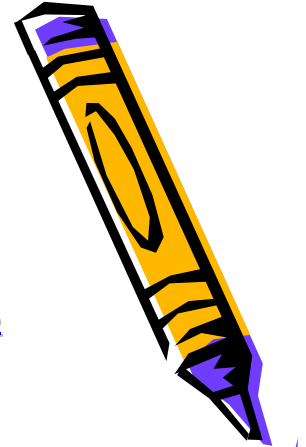
1. Achieve innovations on model of vocational skills education and management

2. Create independent information network for cooperation on technical and vocational education and employment

3. Establish lending mechanisms for vocational skills training for migrant workers

4. Introduce foreign investments in building practical training bases within vocational schools

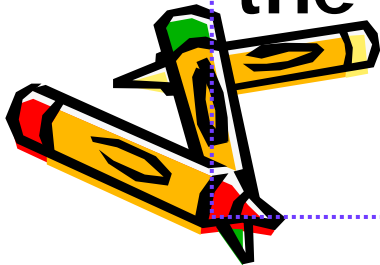
5. Organize regular technical and vocational education expo in pan-Pearl River Delta



1. Achieve innovations on vocational skills education & management model

Innovative Model I

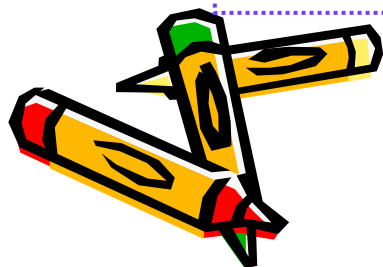
Integrate and consolidate technical and vocational education functions involved with relevant departments such as education and labor, establish specialized **Technical and Vocational Education Bureau** for integrated management of TVET activities across the province.



1. Achieve innovations on vocational skills education & management model

Innovative Model II

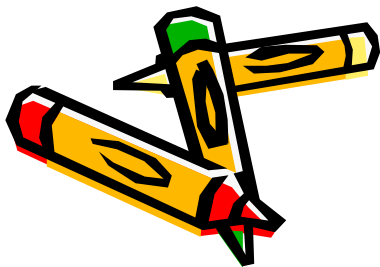
Create **Hunan Provincial Technical and Vocational Education Development Center** to be responsible for setting up and managing the province's technical and vocational education fund or earmarked expenses.



1. Achieve innovations on vocational skills education & management model

Innovative Model III (Three Innovative Approaches)

- 1) Integrate TVET activities of education, labor, agriculture, science and technology and poverty alleviation departments and others into the responsibilities of a Vice Governor;
- 2) Strengthen province-wide coordination and consistency of technical and vocational education policies and planning under the leadership of a Vice Governor;
- 3) Establish and improve a forum for technical and vocational skills education comprising relevant departments and agencies.

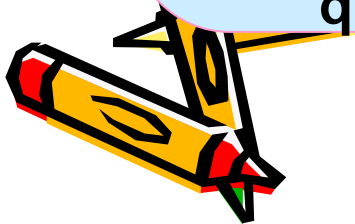


2. Create independent information network for cooperation on technical and vocational education and employment



It is suggested that ADB provide grant funds to create an independent Information Network for Cooperation on Technical and Vocational Education and Employment

- Enable various provinces to share latest information resources on TVET and enterprises' demand for skilled and qualified staff
- Enable students to identify and adjust at an earlier date their employment positioning
- Enable schools to timely determine and adjust skills education disciplines and direction and enterprises to more speedily locate and nurture needed skilled and qualified staff



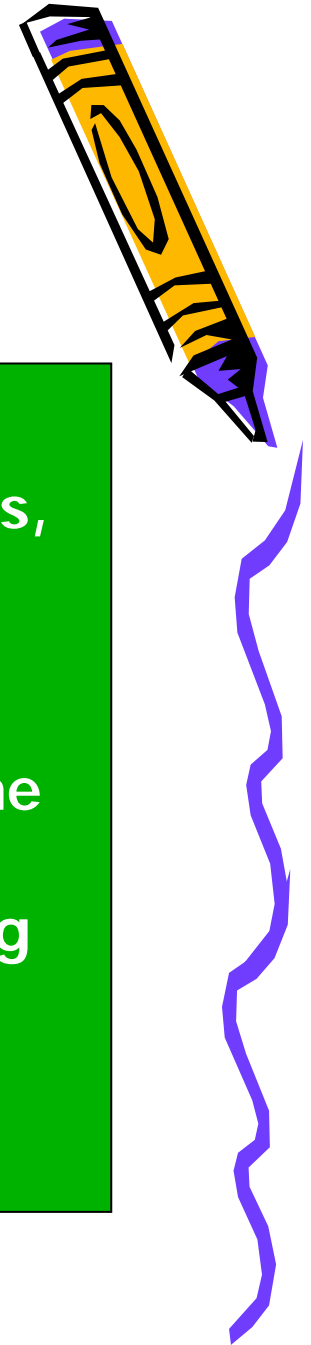
3. Establish lending mechanisms for vocational skills training for migrant workers

It is suggested that ADB establish in selected provinces low-interest lending mechanisms for vocational skills upgrading training, which are coordinated and managed by labor departments of the selected provinces, which sign lending agreements with interested junior and medium level skilled workers and organize corresponding vocational skills upgrading training for higher level skill work.



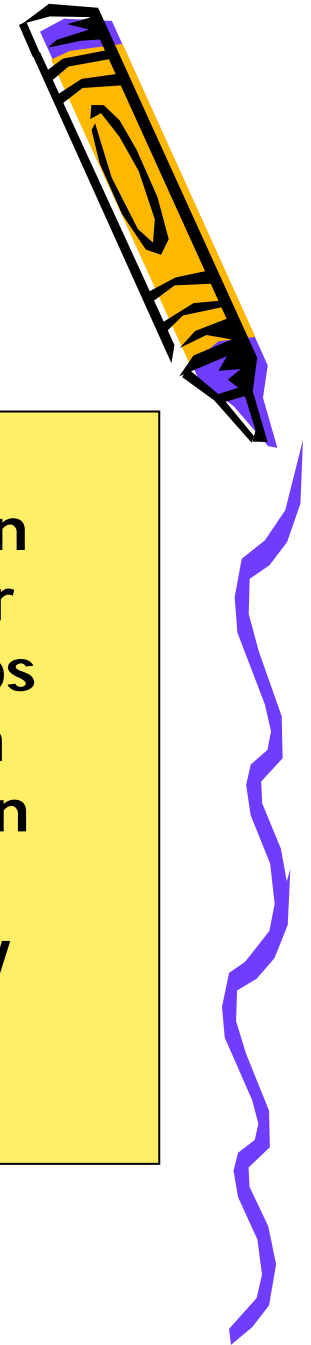
4. Introduce foreign investments in building practical training bases within vocational schools

It is suggested that on the basis of reviewing development qualifications of vocational schools, ADB or other foreign banks make selected investments in building practical training bases within these schools targeting at two markets within and outside these schools, building on the fundamental principle of offering practical training to students and achieving profit-making as the secondary objective, such as school-run factories, in-school shops, hotels, restaurants and travel agencies, among others.



5. Organize regular technical and vocational education expo in pan-Pearl River Delta

It is suggested that pan-Pearl River Delta provincial governments contribute financing on a rotation basis to hold regular pan-Pearl River Delta Technical and Vocational Education Expos or hold such expos once every year to forge an industrial chain and platform of communication centering at pan-Pearl River Delta, integrating communication, information campaign, display and marketing and with both domestic and international exposure.

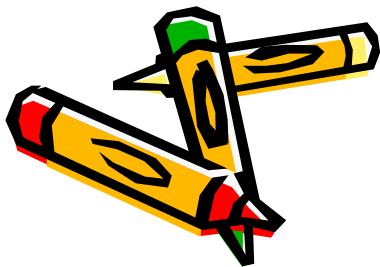


5. Organize regular technical and vocational education expo in pan-Pearl River Delta



Concrete Activities

- Ensure strong information campaign
- Work out effective scope of display
- Arrange discussions on supply and demand of skilled and qualified people
- Extensively disclose expo developments and convene summit forums



Thank you

Comments please

