



Vocational Teacher Training for the Chinese Modern Apprenticeship System

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Content

- Background and current situation
- Problems
- Solution
- Future research



Background and current situation

Background:

-- Chinese need of high-skilled workforce

Until 2020, it will be short of 22 million high-skilled workers. ¹

-- Chinese vocational education and training

26.85 million Chinese students have accepted vocational education and training in 2018. ² It has 0.16 billion technical workers in China until 2018, which covered 21.3% of all workers. ³



Background and current situation

Current situation: Chinese vocational teacher training

- Aim: Vocational teachers should be „double-qualified“.
- Content: It provides theoretical-knowledge-centralised training content.
- Organization: 8 vocational colleges and around 32 universities bear the major responsibility to train vocational teachers in China. ⁴
- Evaluation: University degree is of great importance to hire vocational teachers.



Problems

Problem 1: China has long faced the shortage of qualified vocational teachers (0.45/1.33).

- Relatively small number of students want to select vocational teacher as their profession.
- Few universities or colleges (40/2195) provide corresponding vocational teacher training. Furthermore, current majors in vocational teacher training haven't covered all the vocational majors in vocational schools.
- Only small part of the graduates (10%) work as vocational teachers.



Problems

Problem 2: Lots of Chinese vocational teachers don't know either teaching or working.

-- A high percentage of new vocational teachers come from universities, which aim to foster teachers for general education or engineer.



Solution

-- Theoretically, only people who has more than **3-year work experience in enterprise** and higher than **college degree** can be hired as vocational teacher from 2019. **No more direct employees from university graduates** as vocational teacher since 2020. ⁵



Future research

- Whether all the workers with more than 3-year work experience can be vocational teachers?
- What is the qualification requirement of vocational teachers in different vocational orientation?



Future research

- Purpose: What educational purposes should the vocational teacher training seek to attain?
- Content: What training content can be offered in order to serve these purposes?
- Organization: How can the training content be effectively organized?
- Evaluation: How to determine whether each purpose is being attained or not?



Reference

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