



Vocational Teacher Training for the Chinese Modern Apprentice System

Cailing Yan

同济大学职业技术学院

Chinesisch-Deutsches Institut für Berufsbildung (CDIBB) der Tongji-Universität
Sino-German Institute of Vocational Education (CDIBB) of Tongji University





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 workes. 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

- [1] [3]. It will be short of 22 million high-skilled workers.
http://k.sina.com.cn/article_2056346650_7a915c1a020009h9f.html?cre=tianyi&mod=pcpager_focus&loc=31&r=9&doct=0&rfunc=100&tj=none&tr=9
05.03.2019
- [2]. Ministry of Education: Modern vocational education and training.
<http://www.moe.gov.cn/fbh/live/2019/50294/mtbd/> 05.03.2019
- [4]. Qingguo Meng: Reflection, situation and measures of Chinese vocational teacher training. <http://www.docin.com/p-1628928997.html> 05.03.2019
- [5]. China State Council: Vocational educational reform implementation plan.
http://www.gov.cn/zhengce/content/2019-02/13/content_5365341.htm
05.03.2019



Thank You for Your Attention!