

# Construction of a Performance Appraisal index for Poverty Reduction in VET

---- Based on Performance Prism Model

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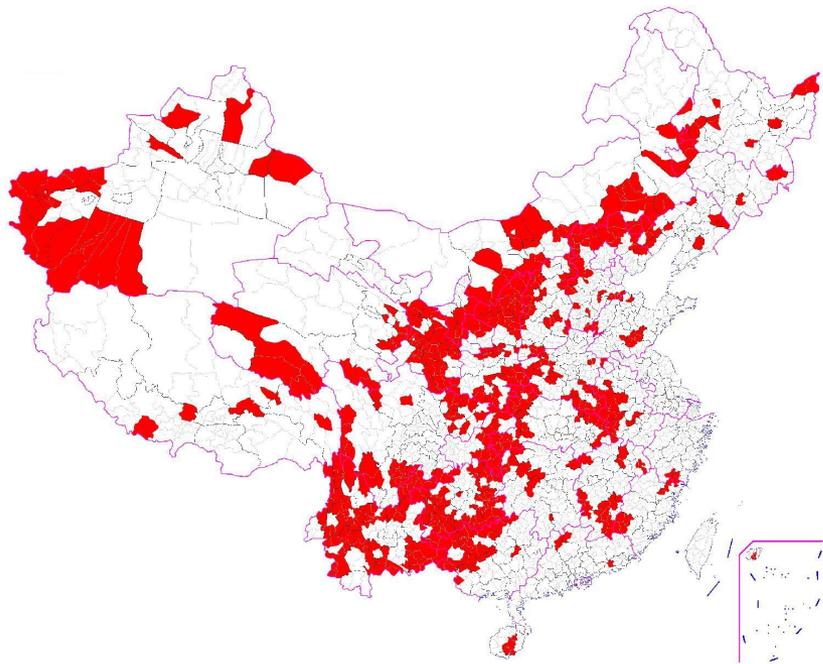


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# 1 Background

## 1.1 The VET poverty reduction in China



■ The poverty countries in China  
(Annual income less than 2300 RMB)

- ✓ *585 poverty countries are vastly located.*
- ✓ *The lack of vocational skills is one of the main reason for people to escape from poverty. (Gao Yufeng, 2016)*
- ✓ *“The Education Poverty Alleviation and Implementation Plan for very Poverty Areas (2018-2020)”*
- ✓ *Two projects for VET were launched “counterpart support” and “two exempt and one subsidy”*

# 1 Background

## 1.2 The importance of PA for VET poverty reduction

- ✓ *106 bn. RMB ( $\approx$  14 bn. €) was funded for poverty reduction in 2018*
- ✓ *No special evaluation for poverty alleviation performance yet, especially in vocational education and training.*
- ✓ *“A scientific evaluation system is required for supervising and improving the VET poverty reduction.” (Zhu Dequan, 2017)*

# 2 Analysis framework

## 2.1 Analysis tools – the Performance Prism Model

✓ *Founded by Andy Neely and Chris Adams in 2000.*

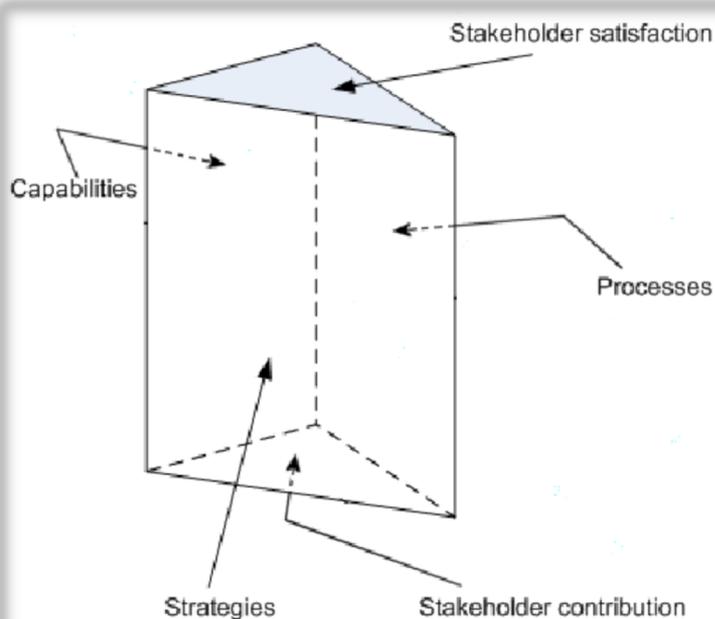


Figure 1. The Performance Prism Model

### ***Stakeholder satisfaction***

*who are the stakeholders and what do they want?*

### ***Stakeholder contribution***

*what do we want and need from the stakeholders?*

### ***Strategies***

*what strategies do we need to satisfy the wants and needs?*

### ***Processes***

*what processes do we need to enable us to execute the strategies?*

### ***Capabilities***

*what capabilities do we need to allow us to operate the processes?*

**Three points: Operation Flow, the Five dimensions and the Final index**

# 3 Main findings

## 3.1 The Operation Flow of Poverty Reduction in VET

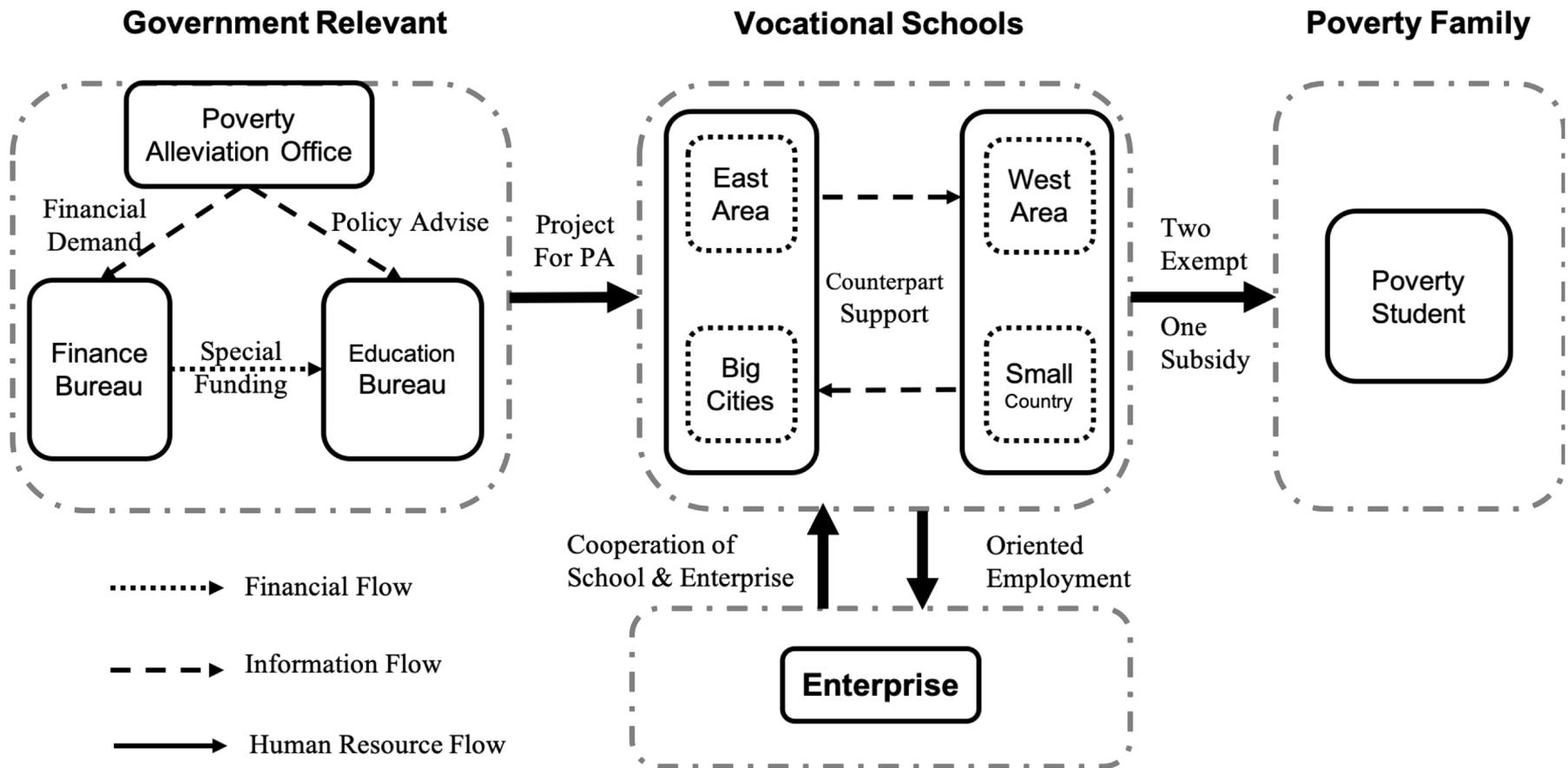


Figure 2. Diagram of operation flow and stakeholder relationships in poverty reduction of VET

# 3 Main findings

## 3.2 The five dimensions analysis in VET poverty reduction

| Stakeholders        | Government  | Enterprise   | Students   |
|---------------------|---|--|--|
| <b>Satisfaction</b> | Reduce poverty rate   | Increase profits   | acquire work skills  |
| <b>Contribution</b> | Provide financial/policy support  | Provide work/internship position   | Provide learning procedure   |
| <b>Strategy</b>     | Vocational schools should increase the numbers and enrollment rate of poverty students                  | Vocational schools should improve the personality of graduated students, especially practical work ability                   | Vocational schools can provide grants and a good learning environment  |
| <b>Process</b>      | Vocational school should improve the student recruit system and implement the poverty reduction policy  | Vocational schools should improve the quality of teachers, the training system and fit the needs for cooperated enterprises. | Vocational schools should accurately identify poor students and improve facilities such as dormitory, canteen, classroom, and training venues. |
| <b>Capability</b>   | Th capability to enhance the working skills for students, and propagandize the poverty reduction policy | The capability to provide potential well trained employee  | The capability to provide theoretical study and practical work   |

# 3 Main findings

## 3.3 The PA index for poverty reduction in VET

Tablets 2. The index and detail indicators of poverty reduction in VET

|                   | <b>Stakeholders</b> | <b>Indicators</b>  | <b>Code</b> |
|-------------------|---------------------|--|-------------|
| <b>Strategy</b>   | <b>Government</b>   | 1. The numbers of poor students enrolled in vocational school      | A1          |
|                   |                     | 2. The Enrollment rate of poor students in vocational school       | A2          |
|                   | <b>Enterprise</b>   | 3. The Awards of skill competitions for poor students              | A3          |
|                   |                     | 4. The National awards for vocational schools                      | A3          |
|                   | <b>Students</b>     | 5. The percentage of poverty students who get fund                 | A5          |
|                   |                     | 6. The amount of Scholarship for poverty student                   | A6          |
| <b>Process</b>    | <b>Government</b>   | 1. The illustration for poverty program for student                | B1          |
|                   | <b>Enterprise</b>   | 2. The numbers of qualified teachers in vocational school          | B2          |
|                   |                     | 3. The satisfaction of vocational training for students            | B3          |
|                   | <b>Students</b>     | 4. The cost spend on equipment for vocational training             | B4          |
|                   |                     | 5. The satisfaction of study or living condition for students      | B5          |
| <b>Capability</b> | <b>Government</b>   | 1. The way how new poverty students get to know the policy         | C1          |
|                   | <b>Enterprise</b>   | 2. The numbers of courses which fits the need of their work        | C2          |
|                   |                     | 3.the trainings for improve the teacher's qualification            | C3          |
|                   | <b>Students</b>     | 4. The satisfaction of students for the poverty alleviation policy | C4          |
|                   |                     | 5. The numbers of complain to the vocational school                | C5          |

# 4 The practical use of the PA index

*A practical case: use the Weighted sum model to calculate the final result*

*Tablets 3. a weighted matrix for calculating the result of the Shanghai Yupu District Vocational and Technical School*

| Index | 权重     | The Grading Values |   |   |   |   |   |   |   |   |    | RESULT            |
|-------|--------|--------------------|---|---|---|---|---|---|---|---|----|-------------------|
|       | Weight | 1                  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |                   |
| A1    | 1.0    |                    |   |   |   |   |   | √ |   |   |    | 7.0               |
| A2    | 0.6    |                    |   |   |   |   |   |   | √ |   |    | 4.8               |
| A3    | 0.5    |                    |   |   |   |   |   |   |   |   | √  | 5.0               |
| A4    | 0.3    |                    |   |   |   | √ |   |   |   |   |    | 1.5               |
| A5    | 0.1    |                    |   |   |   |   |   | √ |   |   |    | 0.7               |
| A6    | 0.5    |                    |   |   |   |   |   |   |   | √ |    | 4.5               |
| B1    | 1.0    |                    |   |   |   |   | √ |   |   |   |    | 6.0               |
| B2    | 0.5    |                    |   |   |   |   |   |   | √ |   |    | 4.0               |
| B3    | 1.0    |                    |   |   |   |   |   | √ |   |   |    | 7.0               |
| B4    | 0.2    |                    |   |   |   |   |   |   |   |   | √  | 2.0               |
| B5    | 0.4    |                    |   |   |   |   |   |   |   | √ |    | 3.6               |
| C1    | 0.5    |                    |   |   |   |   |   |   | √ |   |    | 4.0               |
| C2    | 1.0    |                    |   |   |   |   |   | √ |   |   |    | 7.0               |
| C3    | 0.5    |                    |   |   |   |   |   |   |   | √ |    | 4.5               |
| C4    | 0.5    |                    |   |   |   | √ |   |   |   |   |    | 2.5               |
| C5    | 0.5    |                    |   |   |   |   |   |   |   | √ |    | 4.5               |
| TOTAL | 1      |                    |   |   |   |   |   |   |   |   |    | <u>69.6</u> / 100 |

# 5 Conclusion

- ✓ Framework from performance prism model
- ✓ A hypothesis PA for poverty reduction in VET
- ✓ Planning More case studies.

Vielen Dank für Ihre  
Aufmerksamkeit

