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HIGHER VOCATIONAL EDUCATION REFORM: MATCHING SKILLS TO MARKETS IN CHINA

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ABSTRACT

This review article explores the Higher Vocational education Reform: Matching Skills to Markets in China, and to propose plausibly and concrete steps policymakers and educational leaders can take to address those challenges to ensure the TVET system in preparing human capital, which is necessary for the construction of a knowledge economy as well as tackle poverty and unemployment. The study utilized a desk review research approach targeted review of literature from a variety of references such as studies, research journals, online newspapers, books, articles, and electronic databases, such as ERIC, ProQuest etc. were reviewed, summarized and documented. The study revealed that following the former leader Deng Xiaoping inspiration said, "Education should be oriented towards modernization, the world and the future" and the booming industry and growing factory system puts great pressure on the vocational education system in China to produce high skilful workers, the Government of the People's Republic of China (PRC) frequently a wide range of reforms have been introduced and implemented a radical expansion of higher vocational education [HVE] from 1980 in response to the substantial increase in the demand for high-skill labour. Despite these positive indications, still, there is a shortage of highly skilled talents and skills mismatch in China due to the imperfection of curriculum, shortage of qualified teacher, weak monitoring & evaluation, and poor connections with industry. As a result of this, many college graduates are having trouble finding jobs; the increase in college graduates has outpaced the growth in jobs requiring college degrees. A failure to link the skills taught in TVET to those required in the labour market has long-term implications, not only for learners' transitions but also for country' economic competitiveness and many employers report difficulties in finding suitably skilled workers. Therefore, these issues highlight that the Government of the People's Republic of China (PRC) should consider implementing in response to the challenges identified in this paper.

Keywords: Higher Vocational Education, skills mismatches, China, HVE reform.

INTRODUCTION

The People's Republic of China (hereafter "China") is the world's most populous country, with a population of over 1.3 billion, covering approximately 9.6 million square kilometres. In 1978, China was one of the poorest countries in the world, although, since the implementation of economic reform and opening policies in 1978, China has become one of the fastest-growing major economies (World Bank 2013). Nowadays, China is an upper middle-income country. In 2010, it overtook Japan as the world's second-largest

economy and overtook Germany as the world's largest exporter, right next to the U.S. This transition has major implications to China's educational system, particularly the vocational education system. However, the fast economic and educational development did not take place evenly. The living standard and educational level in rural areas and west China still lag far behind the cities in the coastal region [but a number of people still live below the domestic poverty line] (World Bank 2013).

The fastest growth has had a positive impact on poverty reduction, despite progress and economic growth, inequalities and poverty persist in many parts of the world. Poverty is not merely lack of money but lack of opportunities/choices to lead a full life. Too many

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people, in particular women and disadvantaged groups, lack opportunities for skills development and decent work (UNESCO, 2016). To respond to these challenges, many developing countries including China are increasingly looking to education and training as an enabler for economic growth and social well-being, as well as the one of the most effective ways to reduce poverty (e.g., Ministry of Education of the People's Republic of China [MoEPRC], 2000; Oketch et al., 2009 & Atchoarena and Dullue, 2002).

As Samoff & Carrol, (2007) education is the developmental engine, the principal strategy for eliminating poverty and closing to the gap between the most and least affluent countries. Samoff & Carrol also stated that education is also the foundation for sustainable economic development and modernization of a country. Without education, the future is dark for mankind and the whole hope is a dream. Schultz, (1981) studies on the development of the US economy and the sources of growth in many countries, it has become clear that human capital—the skill of the population—plays an important role in the productivity of nations. In the same, most economists have a consensus that the pace of economic and social development depends on its human resource rather than its material resource (e.g., Mahmood, 2012). Anchored in human capital theory a vast number of studies have shown that strong and robust economic growth and development will necessarily have to rely on the country's human capital—education is the key factor in the formation of human capital (e.g. Psacharopoulos, 1987; Keeley, 2007; Cohn & Gesk, 1990; Schultz, 1981; Corazzini, 1967 and Miner, 1974). As Psacharopoulos, (1987) has observed, general education creates general human capital and technical and vocational education provides specific human capital. In the same way, global financial institutions policies and a number of researches findings have shown that vocational education [VE] is principally seen as an investment in human capital (e.g. Tikly, 2013: 1).

However, I heed with Tikly (2013) argues that human capital approaches emphasize the instrumental role of skills in relation to economic growth, often lack a normative basis and do not take into account environmental, social and cultural dimensions of the abilities. The sustainable development approach, on the other hand, has been in addressing some of these omissions through emphasizing the role of skills to support economic, social and environmental

sustainability (UNESCO-UNEVOC, 2016). As exponents of sustainable development and of capability theory approaches also argue, whilst economic growth is important it is not an end in itself and human-centred development needs to be conceptualized more holistically than simply in terms of increases in GDP and in a way that incorporates environmental, social and cultural factors (Sen, 1999) and Nussbaum, 2000). Therefore, achieving an appropriate balance requires TVET to be located within broader social, economic and labour market policies, and an expanded notion of citizenship (Allais, 2011), which commits the international community to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2015: iii).

In connection to the above, there is an expectation that VE facilitates economic growth and poverty alleviation by serving as a mechanism to prepare people for occupational fields and by enhancing their effective participation in the world of work (Oketch et al., 2009 & Sharma, 2008). The most challenging task of VE is to produce the right type of skilled workforce who are able to match the needs of the industry and labour market demands (Atchoarena and Dullue, 2002). That is why that we see here and there in our world that countries are consistently striving to improve their education system in general and their VE systems in particular.

As in many developing countries the world over, VE is an important part of the Chinese education system since economic reform and opening policies VE plays a significant role in the continuing growth of the Chinese economy and human capital development. Chinese government policies also based on human capital theories have sought to align vocational education with specific skills required for the labour market (Heckman & Yi, 2012). However, a booming industry and a growing manufactory system put a lot of pressure on the vocational education system in China to produce highly skilled workers (Cheung, 1996). To response for this challenges, Chinese central government frequently a wide range of reforms have been introduced and implemented a radical expansion of higher vocational education [HVE] in 1980 in response to the substantial increase in the demand for high-skill labor (Dai, 1991; Shi, & Chen, 2012; Shi, 2012; Xinhua News Agency, 2014 & Stewart 2015), at the same time the emphasis is on ensuring that vocational education qualifications are ‘relevant’ and prepare people for the labour market (Shi, 2012).

Since economic reform and opening policies, the performance of the vocational education sector in terms of accessibility had increased substantially. Despite this improvement, as evidence shows that in light of the size and diversity of deliverables expected by the government and economy sector [a booming industry and a growing manufactory system], HVE sector achievement is insignificant. For example, e.g. Klorer and Stepan, (2015); Shi, (2012); & Stewart (2015) state that vocational education sector in China has not yet adequately responded in terms of skills supply. Even if the number of graduates from the country's HVE system has rapidly expanded, but the HVE system has not produced enough graduates with requisite skills for emerging industries, and employers find graduates poorly suited to new skills needs, leading to the emergence of skills mismatch (Shi, & Chen, 2012; 2012; Shi 2012 & MyCOS, 2014), but there are lack of adequate study has so far been conducted about its HVE reforms and matching skills to job markets in China. Therefore, the aim of this study to examine the current constraints in the implementation of the ongoing reform of the HVE system: matching skills to job markets in China.

Although there is a lot of research on HVE policy, strategies, implementations of reform and invest in human capital in China, but have not fully addressed critical factors which affect higher vocational education reform: matching skills to job markets in China (e.g. Klorer and Stepan, 2015; Shi 2012; & Stewart 2015). This study, therefore, summarizes previous investigations in order to enlighten the researchers on the state of current research and find out the gap between existing researchers. So, as a whole, the study gives emphasis on following review study question guided the inquiry: What are the critical factors that make a mismatch between higher vocational education reform to the needs of the labour market?

This study may take away pressure that would help countries act more aggressively to link their education and training system to current and future labour market needs and will contribute for achieving sustainable development goals, and it is the subject of 'Goal 4: "*by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship*" (UNESCO, 2015: iii). The study also will propose plausibly, and concrete steps policymakers

and educational leaders can take to address those challenges to ensure the VE system prepares the human capital, which is necessary for the construction of a knowledge economy as well as tackle poverty and unemployment.

METHODOLOGY

A desk review research approach was used to develop the in-depth analysis of factors that affect VET reform: matching skills to job markets in China. Silverman (2013) asserted that desk review research approach means we collected, analyzed and synthesized information available from the already published (secondary) sources – the internet is now the prime site where documents are to be found. In light of this, the study utilized a targeted reviewed of literature from a variety of references such as studies, research journals, electronic databases, online newspapers, books, and articles, there are very few studies on the research topic.

Title searches, articles, research documents, and journals:

- Over 74 references were obtained from
- Websites, such as Pro-Quest, ERIC, Jstor, Taylor & Francis, Springer and others
 - China government databases and websites, such as the Ministry of Education and different government official websites;
 - Other university and research centre websites, such as Beijing Normal University, OECD, World Bank, Worldometers, UNESCO, and International Labour Office (ILO), and others.

The Ministry of Education study from 1974 to 2017 were the main sources of information as these organizations are responsible for the overall China VET system as well as VET reform: matching skills to job markets by conducting research, providing guidelines, policies, legal frameworks, labour market skills, etc. In a similar vein, OECD, World Bank, International Labour Organization and UNESCO working global by providing financial support, guidelines, report, manual, studies, etc. in all kinds of vocational training and labour market skills.

The initial searches yielded 94 kinds of literature, with 28 excluded because of duplicate titles and articles that were clearly outside the scope of this review. The remaining 66 kinds of literature reviewed to identify challenges that affect HVE reform: matching skills to job markets in China. The search keywords used are HVE reform, mismatching skills, unemployment and employment skills, job market and VE graduate skills, research method, human capital development, and

others from 1974 to 2017. I was analyzed and synthesized/ summarizes the remaining 66 kinds of literature documents qualitatively in order to enlighten the researchers on the state of current research and find out the gap between existing researchers. By analyzing current situations, the study attempts to give constructive suggestions on effective reform and sound development of China's vocational education.

RESULT

Overview of TVET system in China: As noted above, in 1978, China was one of the world's poorest countries. In the last 30 years, under its policy of opening up to the outside world, carrying out reforms and developing a socialist market economy, China has made great advances in economic and social development, and in people's standards of living. In 2010, it overtook Japan as the world's second-largest economy and overtook Germany as the world's largest exporter (World Bank, 2013). However, China's growing economy still faces a severe shortage of skilled workers such as technicians, and technologists.

The economic boom in China is the result of innumerable newspaper articles. What is much less known is that their educational growth has been equally spectacular. At the founding of the People's Republic of China in 1949, more than 80 percent of the population was illiterate (Guo and Lamb 2010), but from the start of Deng Xiaoping's "opening up and reform" or "open door" policies, education has been a major focus (Dai, 1991). However, the fast economic and educational development did not take place evenly. The living standard and educational level in rural areas and west China still lag far behind the cities in the coastal region (Stewart 2015). As explained below, there have been profound changes in the education system as a result of these market reforms, its focus is on improving the country's intellectual outlook by producing qualified graduates who are capable of contributing to all aspects of development.

As part of the evidence shows that the restructuring of the Chinese educational system began in 1985 with the "Decision of the reform of the education system" that guided the reforms at all educational levels. Currently, there are multi-level general education, vocational education and training system [VET], adult and continuing education and special education educational system (Klorer and Stepan, 2015; & Stewart 2015). However, VE has been given more attention in the past

years due to the crucial impact it has on enhancing national employment and on training a qualified labour force than necessary to boost the Chinese economy (Cheung, 1996).

In 1996, the Chinese government enacted the first "*Vocational Education Law*" which stated that advanced vocational education should be the highest level of vocational education in China. It also provided a legal framework for the development and perfection of vocational education nationwide (Cheung, 1996). As China's Vocational Education Law, (1996) stated that VE is divided into three streams which take place junior secondary, senior secondary and tertiary. It is providing various programs such as pre-employment programs, job transfer programs, apprenticeship programs, on-the-job training programs, and certificate programs (China's Vocational Education Law, 1996). This paper only focuses on the pre-employment programs at tertiary/higher vocational education.

Higher vocational education in China: As noted above, a booming industry and growing factory system puts great pressure on the vocational education system in China to produce high skillful workers (Cheung, 1996), as result Chinese government had introduced higher vocational education in 1980, to supply the high-level skilled workforce urgently needed by China's booming economy (Dai, 1991; Shi, & Chen, 2012 & Stewart 2015). Higher vocational education belongs to the educational category of Vocational Education and Training. As International Standard Classification of Education ISCED 2011, in China which defines "higher vocational education" for tertiary short-cycle level 5 education, with programs that focus on practical occupational specific skills for workforce preparation (Guo and Lamb, 2010).

In order to fulfill the purpose of developing HVE is to supply the high-level skilled workforce urgently needed by China's booming economy, the central government has exerted increasingly strong policy support for the building up of HVE, the reform of curricula and teaching methods, and the promotion of an employment orientation at vocational and technical colleges. Following vocational Education Law, the Chinese government also decided in 1998 to invest and develop higher vocational education. Since then, it has been observed that a large number of higher vocational education institutions have been founded and mandated to train advanced technical workers who are much

needed due to the economic and industrial growth in the count. At present, the tertiary/ higher vocational education mainly delivered through vocational universities, colleges, or other higher institutions. Some general universities or colleges also offered vocational training programs (Velde, 2009 & Guo and Lamb, 2010). Despite all these reforms and huge gains in terms of expansions of education to improve access to vocational education, specifically at HV level. Surprisingly, however, data from existing literature still indicate that with almost 30 years of developing higher vocational education, China still faces a skills shortage and skills mismatch, as discussed below due to the globalization and its consequences, demographic changes in the whole country, imperfection of the curriculum, shortage of qualified teachers, weak monitoring and evaluation of activities in the HVE system, and poor communication of educational institutions with industry (Shi, & Chen, 2012; 2012; Shi 2012; MyCOS, 2014 & Stewart 2015). The result can negatively affect the results of the labour market, the productivity of workers, the competitiveness of companies and economic growth.

Globalization and its consequences: Salmi (2009) described globalization as a complex integration of capital, technology, and information across national borders. Workforces in the labour market are becoming more and more competitive in the global economy. Investments in human capital development are therefore needed to prepare workers for their new role in a technologically advancing and progressively knowledge-based economy. As a number of studies show that the Chinese Government has recently implemented policies to address key constraints that prevent TVET institutions from adapting to technological change and integrating ICT in teaching and learning (e.g. Li-Kai, Mourshed and Grant, 2013 & Stewart 2015). Despite these positive indications, some challenges still remain that growing use of computers, meaning a higher demand for workers with information technology/computer skills, a more client-centred approach, placing a greater emphasis on soft skills, while different provinces are currently at very different stages in terms of their adoption of new technologies and the rapid change of technology is an obstacle for updating HVE according to new labour market needs because of employers' adoption of new technologies/work models has generated new skills needs (Yang & Yan, 2012). As Hinchcliff (2000) indicated that the impacts of globalization enhance the challenges

for vocational education and training systems. Therefore, the need to remain economically competitive in a rapidly changing and globalizing environment underscores the importance of offering training in skills to boost worker productivity and innovation and of ensuring that TVET keeps pace with technological change, in particular, increasing use of information communication technology.

Demographic changes: Vocational education's employment purpose includes awarding qualifications which are well recognized in the formal economy. It can support graduate from informal employment to formal employment, from rural to urban areas and from one region to another flow. Marope, Chakroun and Holmes (2015: 17) argue that this movement is important because demographic change and different changes in employment demand results in geographic mismatches between the supply and demand for skilled labour. Correspondingly, in China, many rural workers were travelling to urban areas for employment opportunities. Jobs in urban areas continue to be attractive because they often provide more benefits than rural jobs. Urban workers often receive more mandatory benefits, and employers have less freedom to determine salaries, which are regulated by the state (Li, et al., 2015). In general, a region's attractiveness to high-skill workers is correlated with its economic structure and level of development. Therefore, rich provinces have high-skill human capital more than poor provinces; in particular, hard hit in rural areas in particularly those in the West. Overall, the attractiveness of a region for highly skilled workers is correlated with its economic structure and level of development. Therefore, the rich provinces have highly qualified human capital more than the poor provinces; in particular, very hit in the rural areas, especially in the western ones. As result, firms located in provinces with a lower level of GDP per capita or with a smaller service sector as a proportion of GDP tend to find it more difficult to find high-skill workers (Li, al et., 2015; Stewart 2015; Klorer and Stepan, 2015). Employers' skills need at regional, sub-national or local level is one of the key recommendations at the Third International Congress on TVET (Shanghai, China, 2012) for enhancing TVET relevance was that Chinese government should pay attention to local needs and demands (Manpower Group, 2015).

The imperfection of the curriculum: Vocational education cannot contribute to developing individuals' and society's capacity without it itself having the

capacity to do so. This requires an appropriate curriculum and the pedagogy to support high-quality teaching and learning (Gamble, 2013). In China, many of the HVE programs that has focused primarily on the entry-level skills students need for their first job and did not provide the depth and breadth of skills that would be needed to move up in a career (e.g. Li & Wang, 2015 & Stewart 2015) – a narrow, skills-focused curriculum which has been widely criticised for not inducting students into the knowledge and skills they need for citizenship or for work (Hall and Soskice, 2001; Clarke, 2012; Wolf, 2011), while some studies show that curriculum development does not design with the most advanced companies or leading edges of the economy in mind (e.g. Xiong, 2010; In WEnt-Internationale Weiterbildung und Entwicklung gGmbH, 2015). If the skill demands of the industry are not taken into account in the HVE curricula, without quality training standards, the trainees are not trained according to the requisite skills for the job market (Ericsson, 2007), as a result, students are in some cases trained in subjects that do not necessarily respond to labour market needs, it difficult for them to find a job (Ahmed and Rahman, 2013). Therefore, this paper argues that HVE can prepare individuals to access the world of work, including skills for self-employment within vocational streams which are broad fields of practice rather than specific jobs, and to provide them with the knowledge and skills they need to contribute to their field of practice, and to their families and communities (Buchanan, Marginson and Wheelahan, 2009; Wheelahan, Buchanan and Yu, 2015).

Shortage of qualified teachers: HVE in China, there is a shortage of qualified technical and vocational teachers. It is widely acknowledged that one of the key factors that contribute to poor-quality learning and training [a failure to link the skills taught in TVET to those required in the labour market] include teachers with inadequate qualification (UNESCO, 2012). As several research findings have shown that most higher HVE teachers or trainers in China lack of direct contact with industries and job market which does not enable them to keep up-to-date their knowledge with the transforming market, technical and scientific advances in industry for providing teaching relevant to the employment market (e.g. Stewart 2015), other studies also mention that most teachers are recruited directly after they graduated from universities and colleges based on their academic

qualifications and do not have industrial work experience (e.g. Li & Wang, 2015). This is a result of a training system that long emphasized theoretical knowledge [often not aligned with modern technology requirements], disregarding the importance of practical skills and appreciation of the world of work (Xiong, 2010). A key argument here is that developing strong and responsive vocational education requires well-resourced who are appropriately qualified teachers with theoretical and practical skilled as well as time to devote to their students' and their own development [spend time in industry to update their practical work-related knowledge], and facilities in which they and their students can work (ILO, 2015).

Poor connections with industry/ stakeholders: TVET responsiveness to the current and future the skills demands of the industry it is key engaging the involvement of the private sector [trade unions, industry or company] partners in planning/designing and implementing TVET policies, strategies and programmes (Smith, 2000). Similarly, China's government has made significant progress in encouraging inter-ministerial coordination and very few the private sector partnerships in TVET planning and activities. For example, in 2013, the 18th National Congress of the Communist Party of China decided to accelerate the construction of modern vocational education system, deepen the integration between industry and education, and strengthen cooperation between enterprises and higher vocational education, in order to train high-quality labour force and skilled talents. In 2014, the State Council and relevant ministries respectively issued the *Decision on Accelerating the Development of Modern Vocational Education and the Planning for Building Modern Vocational Education System (2014-2020)*, which set forth the strategies of building the framework and overall structure for a demand-based and integrated vocational education system.

Despite these positive indications, there are still challenges such as low trade union involvement in TVET planning, design or implementation (Stewart, 2015), while some companies do not have much influence over course content, a large number of employers are sometimes excluded by the government and other employers are often too busy and/ or not interested in participating in TVET systems and activities (Klorer and Stepan, 2015). Due to this, the HVE system lacks the flexibility needed to react to short-term changing

economic requirements, and many students may never have the chance to obtain substantial hands-on training in a real or simulated workplace environment (Comyn, 2007; Li & Wang, 2015; Pellizzari, and Fichen, 2013).

However, it was recommended by Sun, (2012) that in light of the dramatic changes in economic structures, China needs exactly this adaptability. In order to attain this fit, a focused cooperation between all the stakeholders of the organization is needed. International experience also shows that broad, well-designed and effectively coordinated partnerships are key to expanding capacity and improving the quality and relevance of TVET training (Marope, et al., 2015). Therefore, this paper argues that increasing HVE responsiveness to current and future skills needs by engaging private sector partners in planning/designing HVE policies and programmes; gathering information on the current/future skills needs of employers and updating HVE training in line with the findings and offering training in line with occupational standards and/or competencies agreed with employers.

Weak monitoring & evaluation: The monitoring and evaluation process are the main requirement to respond to the needs of the job market. It is a process of informing policymakers about the strengths, weaknesses, and suitability of a policy in HVE. It is a mechanism for notifying the HVE provider what is necessary to provide a high-quality program, improving programs implementation, identifying gaps, and measuring the effectiveness of training (Necesito, Santos & Fulgar, 2010). However, a number of HVE institutions in China seldom track the employment destination of their graduates (Stewart 2015; UNESCO-UNEVOC, 2016a). Consequently, the HVE institutions have not taken advantage feedback from past trainees on the quality of the training they have received to improve their curricula and training packages. To sum up, the implementation of outcome evaluation and tracer studies that can improve the market responsiveness of training programs is still lacking (Pellizzari, and Fichen, 2013; Li & Wang, 2015 & InWent-Internationale Weiterbildung und Entwicklung gGmbH, 2015). This is one of the causes of non-targeted skills development and loss of money which leads to unemployment. Therefore, this paper argues that useful and informative evaluation, monitoring and feedback programs need to be a part of the overall HVE training operation.

As can be seen throughout the description so far, there

has been a large mismatch between the demand and supply of qualified high-level skilled workforce for Chinese booming economy. The mismatch problem has both quantitative and qualitative dimensions. Quantitatively, there is widespread unemployment among TVET graduates, on the one hand, while there is also a wide market vacancy for TVET graduates. Even those who managed to find a job expressed their concerns of lack of job stability or satisfaction (Tang & Shi, 2017 & Stewart 2015). Due to a lack of employability skills among HVE graduates, millions recent graduates feel it is very difficult to find a job, especially in the globally competitive market and the fast-changing working environment of today (Tang & Shi, 2017).

In supporting the above findings, ILO, (2015) also mention that in both developed and developing countries changing dynamics—economic, social, and demographics— are creating a distinctive set of problems. Specifically, businesses are failing to find the high-skilled workers they need, while individuals find themselves ill-prepared for the jobs that are available. The absence of a linkage between education and human capital development makes it difficult for many people and their countries to realize their potential, but closing skill gaps directly would improve productivity, employment, and enterprise creation, whether in the formal or informal sector (Klorer and Stepan, 2015 & Stewart 2015).

In connected above, research has indicated that many industrial employers report difficulties in finding suitably skilled workers. For example, 65 per cent of employer's in Hong Kong report difficulties finding adequately skilled workers to fill job vacancies (Manpower Group, 2015), the American Chamber of Commerce in China (AmCham), in its 2014 16th annual Business Climate Survey said that human resources are the biggest challenge to American businesses operating in China. In the same way, as AHK Business Confidence Survey 2015 also mentioned that the skills shortage is one of the biggest challenges for German companies in China.

Moreover, a failure to link the skills taught in TVET to those required in the labour market has long-term implications, not only for learners' transitions but also for countries' economic competitiveness (Sun, 2012 & ILO, 2015). According to Stewart (2015, p. 34) *"it is estimated that 30 per cent of Chinese products cannot pass quality tests. Many advanced equipment lines can't*

operate at full capacity due to a lack of qualified technicians or maintenance workers. In fact, "Made in China" has become almost synonymous with the low quality compared with "Made in Japan, Korea or Germany". This distortion manifested as the discrepancy between supply and demand for labour ultimately results in decreasing relevance of labour and inadequate use of the most important manufacturing factor. The economy thus faces the problem of inefficient utilization of its fundamental resource – human capital. Finally, such situation disrupts a long-term trend of GDP and overall economic growth (ILO, 2015).

CONCLUSION

Following the former leader Deng Xiaoping inspiration said, "Education should be oriented towards modernization, the world and the future" and the booming industry and growing factory system puts great pressure on the vocational education system in China to produce high skilful workers, the Government of the People's Republic of China (PRC) frequently a wide range of reforms have been introduced and implemented a radical expansion of higher vocational education [HVE] from 1980 in response to the substantial increase in the demand for high-skill labour. Despite these positive indications, still, there is a shortage of highly skilled talents and skills mismatch in China due to the globalization and its consequences, demographic changes in the whole country, imperfection of the curriculum, shortage of qualified teachers, weak monitoring and evaluation of activities in the HVE system, and poor communication of educational institutions with industry. As a result of this, many college graduates are having trouble finding jobs; the increase in college graduates has outpaced the growth in jobs requiring college degrees. A failure to link the skills taught in HVE to those required in the labour market has long-term implications, not only for learners' transitions but also for countries' economic competitiveness and many employers report difficulties in finding suitably skilled workers.

Therefore, this requires appropriate curricula and teaching methods and resources to support high-quality teaching and learning. These resources include appropriately qualified [with practical and theoretical skills] teachers who have sufficient time to invest in their students and their own development, as well as the facilities they and their students can work with. The need for training and retraining is important in order to

develop innovative HTV teachers. In additions to this, vocational education particularly needs to collaborate and coordinate with other sectors to facilitate vocational education and work responding to their changing conditions, and to contribute to active labour market policies. Chinese governments in collaborating with other TVET stakeholders need to overcome skill mismatches problem and improve employment prospects for young people by investing in forecasting and feedback mechanisms, such as graduate follow-up studies and employer surveys, and applying these findings to the reform of policies and developing the qualifications of TVET. Another way is by strengthening partnerships and cooperation between TVET institutions and the private sector and/or between TVET institutions in different countries.

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