Linking Technical and Vocational Education and Training (TVET) Curriculum to the Labour Market Needs in China

Nadege Koba Fornyuy*

Zhejiang Normal University, Jinhua, Zhejiang 321004, China

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Abstract: Technical and Vocational Education and Training (TVET) has proven to be the main tool that contributes to economic development by training individuals with quality skills. This implies that TVET curricula must be in line with labour market demands in the rapidly changing global economy in order to promote sustainable economic growth and guarantee that graduates are well-prepared for the workforce. In countries like China that are industrialising and developing technologically quickly, the linking of TVET to the labour market is especially important. The potential of TVET has been acknowledged by the Chinese government, which also recognises the value of a strong and adaptable TVET system in promoting economic growth and filling skills shortages across a range of industries. As a result, considerable efforts have been taken to guarantee that TVET programmes continuously correspond with the changing demands of the labour market. This study looks at China's multifaceted and all-encompassing strategies for bridging the gap between TVET and the labour market. The study intends to provide insight into how China is creating a dynamic, flexible, and responsive TVET system by examining industry partnerships, curriculum changes, the integration of new and emerging technologies, and encouraging government policies. The following sections provide a detailed overview of these approaches and the challenges faced in achieving alignment between TVET objectives and labour market demands.

Keywords: Technical and Vocational Education and Training; Curriculum; Labour Market Needs;

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I. INTRODUCTION

Technical and Vocational Education and Training (TVET) is essential for providing people with the knowledge and skills needed to succeed and contribute to the development of the economy. TVET bridges the gap between school and the workforce by giving students practical experience and industry-relevant technical knowledge. In a world economy that is changing quickly, it is essential that TVET institutions integrate the demands of the labour market into their curriculum in order to promote economic expansion and guarantee job readiness. As China's industrialisation and technological advancement have improved rapidly, the country's educational system has grown in significance. The need for a highly skilled workforce has increased dramatically as China's economy continues to transition from being focused only on manufacturing to a country that is increasingly dependent on high-tech industries and services. With its emphasis on academic knowledge, the traditional educational system sometimes falls short of training students with the required skills needed to meet the standards of the labour market. This has created an urgent need for a TVET

system that closely matches the demands of the labour market and can produce graduates capable of immediately contributing to the economy.

Recognising this necessity, the Chinese government has implemented a series of measures to ensure that the TVET curriculum remains current and adaptable to the evolving needs of the job market. Some of these measures implemented in China to update graduates' skills include but are not limited to encouraging industry and TVET institution collaborations, modernising curricula to integrate new technology, and offering robust policy support for TVET programs. These tactics guarantee that TVET graduates have the abilities that employers require by bridging the gap between education and business. China takes a holistic approach to TVET, combining several components to produce an adaptable and dynamic educational framework. In order to guarantee that the curriculum is in line with industry demands, the government has implemented policies that encourage cooperation between academic institutions and businesses. Funding is provided for technological upgrades in TVET institutions, ensuring that students have access to the latest tools and equipment.

In order to guarantee that teachers are prepared to instruct students in the newest technology and skills, assistance is also given to teacher training programs. These actions are having a big effect. China can support its larger economic objectives by making sure that TVET graduates are ready for the workforce. These consist of sustainable development, economic diversification, and technological innovation. TVET graduates can help achieve these objectives by fostering innovation, assisting the development of new industries, and advocating for sustainable practices because they possess skills that are relevant to the industry.

China has become one of the biggest economies in the world with significant international trade and investment participants because of its strength to quickly industrialise and diversify its economy world [1, 2]. This is a result of the urgent need in the labour market for competent workers with the required skills to face the current technological advancement. The expansion of industries (artificial intelligence, manufacturing, information, etc) across the world has come with a lot of challenges and opportunities. However, China used these challenges as a means to model its TVET to respond to the needs of the evolving market [3]. They used TVET to adapt to the current world. UNESCO [4] emphasised that this system of education provides relevant skills to individuals to adapt and propel innovation. The government in China has made efforts to sustain the TVET system and has tailored this educational system to be the power for economic development. For instance, China possesses more 10 000 TVET institutions, with about 28 million students. China's government is committed to developing the TVET system to meet the needs of the labour market.

The Chinese government became more aware of the importance of TVET and has taken significant measures to reflect its system to the needs of the labour market. Wu and Ye [5] classified three main reasons that triggered the Chinese government to get involved and emphasise the transformation of the TVET system to reflect labour market needs. These reasons are the necessity of self-development of education, the importance of sustainable development and the economic development of the country. Since TVET is regarded as this system of education that can ensure the training of a competent workforce and hence contribute to the country's advancement. Self-development and sustainable development can only be achieved by quality education. With the high technological advancement, after completing the task of expanding the TVET system nationwide, the government has also recognised the importance of providing everyone with an opportunity for quality education. The trend of quality TVET education is global and is also noticed in countries like Russia and America, where the focus of education changes from quantity to quality to ensure the training of skilful graduates [5]. Also, high-quality talent is needed to guarantee economic development. China's technological aspects and economy are developing at a high speed, and the country needs competent and skilled workers to meet its labour market demands. This clarifies why the Chinese government make sure that highly skilled graduates are trained.

According to Zhou and Xu, Wu and Xu, [5, 6] the government made a spontaneous decision to develop schoolenterprise cooperation through the implementation of industries in the TVET system. It marked the beginning of a transforming TVET system that emphasise that TVET institutions should be a production-education integration centre. They adopted reforms that pressed TVET institutions to collaborate with industries to ensure the development of this educational system. A primordial initiative is to establish and sustain a solid relationship between TVET schools and industries as well as the labour market demands. Hao et al. [7] emphasise that TVET institutions collaborate with industries due to government intervention and arrangement. The government encourages industries to participate in the development of TVET, specifically in curriculum development and implementation. By encouraging their involvement in the running of the school, they can strengthen these institutions and ensure they impart adequate practical skills to students. Most of the TVET institutions in China have established cooperation with industries. The cooperation between TVET institutions and the enterprise has had a significant impact on advancing the TVET system in China. However, there are three different ways in which industries are involved in TVET. This could be in the form of companybased TVET, cooperative education, and alternating training [8]. These three different collaborations impact the TVET system in one way or another. The TVET system in China has different models, but the main objective is to produce competent, skilled graduates. Each TVET institution adopts a particular cooperative model for the training of their students.

The company-based collaboration is not famous in China. However, there are schools that have successfully implemented this model. For instance, Taicang Vocational Education Center School in Jiangsu Province implements the German dual TVET system by applying company-based and contractually regulated training in their TVET school. The introduction of initiatives like the "1+X" certificate system and dual education models inspired by Germany underscores the government's focus on ensuring that graduates are equipped with practical, industry-relevant skills[1]. The cooperative education form of industrial involvement in TVET is applied in the TVET system. This implies that a particular TVET school can collaborate with one or more companies based on a particular aspect, which could be by integrating industrial processes into teaching or involving industrial partners in teaching.

The Chinese government emphasise the competency of teachers as they are the canal through which knowledge is transferred to students. TVET institutions can produce competent graduates through teaching and training, which is mostly done by teachers [5]. They encourage the training of dual-competent teachers. According to [5], TVET schools in China have made significant efforts to ensure that teachers are trained well and acquire dual competency. This is done through the collaboration between TVET schools and industries. The industry partners do not only focus on supporting students, they also offer training to teachers. Therefore, TVET schools and companies are encouraged to work together to build teachers with high-level practical skills.

Teachers spend time in industries to identify and solve production problems in order to build their professional skills [9]. The TVET teachers are expected to have industrial experience, in some cases, industry personnel are also fulltime or part-time teachers in these schools. The government has taken initiatives to encourage teachers and industrial partners who are engaged in offering students practical skills, in which the teachers involved can easily be promoted, and the industry personnel can gain teaching allowance [10].

The emphasis on TVET helps to address the skills gap in the labour market. As industries evolve and new technologies emerge, the demand for specific skills changes. A responsive TVET system can adapt to these changes, ensuring that the workforce remains relevant and competitive. This adaptability is crucial in a rapidly changing global economy, where the ability to quickly acquire and apply new skills is a key determinant of economic success. The Chinese government has proven its dedication to establishing a strong TVET system, which demonstrates how this country understands how crucial this type of education can contribute to the economic development and progress of the country. China is able to create a trained workforce that can spur innovation and support the nation's economic goals by matching TVET programs with labour market demands. The meaningful and practical approach to education and workforce readiness is shown by the numerous steps taken by China to guarantee a flexible and more responsive TVET curriculum, which is crucial for preparing students according to the demands of the contemporary economy. This paper examines the various approaches China has taken to guarantee that the TVET programme meets the changing needs of the labour market, improving graduates' employability and the nation's economic competitiveness.

II. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN CHINA

Technical and Vocational Education and Training seeks to create a workforce that is knowledgeable and capable of meeting the demands of different businesses, especially in fields like manufacturing, information technology, and services that are essential to China's economic development [11]. TVET offers the advanced technical skills needed for China's economy to shift from one that is labour-intensive to one that is driven by innovation and high-tech enterprises. This is in line with national programs such as "Made in China 2025." It is essential in lowering unemployment rates since it gives people employability-boosting job-specific skills. This is particularly crucial for eliminating young unemployment and giving rural residents access to career options. In line with China's contemporary national education framework, technical and vocational education and training programs are coordinated by the Ministry of Education (MOE), which oversees vocational education in secondary and higher vocational institutions, and the Ministry of Human Resources and Social Security (MHRSS), which oversees vocational training in training institutions. Technical and Vocational Education and Training are separated into tiers, beginning with junior high school graduation [12]. It is made up of different vocational education levels, such as graduate professional degree education, specialised senior vocational education, undergraduate vocational education, and secondary vocational education. It offers individuals of all ages training and growth in vocational and technical skills.

It primarily uses an engineering and on-the-job training model that is employment-oriented, service-oriented, and combines engineering to teach skilled workers and highquality persons for society and to fulfil the actual needs of economic transformation and upgrading, social innovation in management and enhancement of livelihood.

China has made great strides in the development of its vocational education system in recent years, moving from an early stage of development to one of rapid growth and from a period of deepening reform to one of development and improvement [13]. Insights have been proposed to speed up the construction of TVET's system framework, strengthen and solidify the social status and influence of TVET education, and increase the appeal of TVET education to the general public through research, learning, and a thorough understanding of the current state, future development trends, and pressing issues surrounding China's vocational and technical education and training. This holds great importance for the advancement of career education in China.

III. STRATEGIES FOR LINKING THE TVET CURRICULUM TO THE LABOUR MARKET NEEDS.

A. A Demand-Driven TVET

In order to ensure that graduates have the necessary skills and abilities, it is imperative that there is a demanddriven Technical and Vocational Education and Training (TVET) system in place to match educational outputs with labour market demands. Multiple techniques are being implemented in China to improve the responsiveness, flexibility, and cooperation between industry and educational institutions.

TVET and higher education skill development are key parts of China's extensive education system and have significantly increased the country's employment and competitiveness. The Chinese government has, over the past 20 years, established a broad vision for a "modern" technical and vocational education and training system that is, on the one hand, overseen by the government but also collaborates closely with the producing sector and directly addresses the shifting demands for skills and qualifications in the labour market. In the TVET sector, the integration of both top-down and bottom-up approaches, along with the expansion of the economy, has yielded impressive outcomes. New programs that are highly relevant to local industries and have high employment/self-employment rates have been designed with industry cooperation, while less relevant programs with lower employment rates are either closed or modified [14, 15]. TVET institutions are driven to collaborate with industry, and the implementation of TVET currently incorporates a wide range of school-industry collaboration mechanisms. In addition, TVET colleges are embracing technology more and more in their training programs to address the requirement for

an educated, "ICT-capable" workforce that sophisticated manufacturing technologies require. The growing industrialisation and urbanisation of China have produced advantageous conditions for graduates of TVET colleges to find work, including self-employment, shortly after graduation. More than 90% of Chinese TVET graduates find meaningful employment within six months of graduation, according to the most recent studies [5].

B. Quality Relevance

While many systems of skills development place a strong emphasis on the "training" component, Chinese TVET and skills development, which is also common in other East Asian nations, integrate "education" and "training," supporting both specialised technical and vocational education and general foundational skills at the secondary and tertiary levels. There is a system of occupational standards. certification, and assessment for technical and practical abilities. Curriculum and training programs are created using occupational standards, which take into account the unique demands of the labour market. Enterprises regularly participate in developing curricula as well as setting standards [16]. By doing this, TVET institutions are able to develop competent trainees who possess the information, abilities, and attitudes that employers value. The curricula's emphasis on college-based practical training and practical training in an industrial setting, which integrates work and learning, are especially significant. TVET colleges have a significant level of independence when developing curricula tailored to meet the general, occupational standards set by the Ministry of Human Resources and Social Security, in addition to the educational benchmarks outlined by the Ministry of Education [1]. The Ministry of Education carries out evaluations to confirm that Technical and Vocational Education and Training follow the set rules and specifications in order to guarantee that these institutions continue to provide highquality educational offerings. This method encourages curriculum design flexibility as well as educational accountability [17].

C. Industry-Education Cooperation

In China, there are strong corporations between TVET colleges and industries [18]. TVET colleges possess a noteworthy degree of autonomy when crafting their curricula. They work with industry partners to design and train students according to the demands of the labour market. This allows students to meet both the educational standards set by the Ministry of Education and the occupation standards set by the Ministry of Human Resources and Social Security. With the help of the companies, the institutions may better adapt their programmes to the demands of the industry and academic goals, thanks to their independence. The Ministry of Education takes the responsibility to control and ensure that the schools offer the required programs in line with job market expectations. This ensures that the TVET institutions prepare students with quality skills according to the standards of the employers. This method encourages adaptable curriculum development while ensuring a commitment to maintaining high standards in education. Numerous enterprises provide local TVET colleges with direct instructions on how to create specialised training programmes

and "order" a set quantity of graduates with particular qualifications [19, 20]. Most TVET institutions face challenges in linking their curriculum to labour market needs, and partnership with industries is an efficient tool to remedy the challenges [21]. Small and medium-sized enterprises, in particular, are eager to collaborate because they understand the significance of TVET instructors and students in creating solutions to the technological difficulties businesses face.

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D. Technical and Vocational Education and Training Teacher Development and Qualifications

Technical and vocational education and training educational system cultivates talent through instruction and training. Thus, improving the quality of TVET requires improving the efficacy of training and instruction. It is advantageous to train teachers and modify specialisation structures to improve the effectiveness of teaching and training. Given the rapid pace at which knowledge and information are acquired and updated, educators must periodically upgrade their own competencies. In this era of exponential knowledge growth, teacher training is seen as a helpful means of improving teachers' professional and instructional capacities.

The majority of TVET teachers in China, as well as many other nations, are solely qualified academically. In order to ensure that all TVET teachers are "double qualified", holding both academic and skill qualifications, the government is now providing incentives for the teachers to obtain their own skill certifications [17, 22]. Teachers in vocational schools must do two months of hands-on training in companies in order to advance their careers and receive promotions. This is part of their ongoing professional development requirements. Their hands-on training at the enterprise gives them the skills and knowledge necessary to adapt to changing industry demands while working with cutting-edge technologies.

The Chinese government has provided means to enhance digital competency or information literacy of both the TVET teachers and students. According to the development characteristics of China's TVET, a standard system for the digital competence of TVET teachers in China is established, which consists of a digital mindset, digital knowledge and skills, digital education and teaching etc, [23]. With the help of ICT, teachers implement student-centred pedagogy, which motivates students to actively participate in and build solid educational experiences. Sometimes, for practical courses, colleges hire industry professionals as part-time instructors to deliver courses. The unwavering emphasis on instruction and teaching quality is also evident in the TVET system, not singular.

E. Exemplary Technical and Vocational Education and Training

According to the development In China, public education is free for nine years of basic education, but postbasic education, including senior high school, technical and vocational training, and further education, is not. Prioritising TVET and higher education investments was imperative for the Chinese government. "Model" TVET institution growth is

a successful tactic. Early in the new millennium, the Chinese Ministry of Education (MoE) held a competitive selection process to identify 1,000 model secondary TVET schools and 100 model tertiary TVET schools as national leaders for TVET innovations and reform. The MoE then focused its financial and technical support on these institutions.

These model institutes received funding and policy space to develop innovative mechanisms for school governance, industry connections, and teacher incentives to recommend pertinent TVET programs [10]. These initiatives are currently being expanded to include all TVET providers, public and private. Demand orientation, the creation and ongoing innovation of "niche" programs based on their comparative advantage and labour market needs, stronger ties with businesses, hiring adaptable teachers with technical competence, real-world experience, and exposure to industries, and an efficient governance and management system are the main elements that allowed TVET colleges to stand out [1].

IV. CHALLENGES OF LINKING THE TVET CURRICULUM TO THE LABOUR MARKET NEEDS

Although China's Technical and Vocational Education and Training reform and growth have made significant progress in recent years, certain challenges and issues remain that need to be resolved.

A. Insufficient Consistency in the Varied Pattern of Operating Schools and Insufficient Incentive for Industrial Partners to Engage in School Administration

The market and governmental forces must be coordinated to support the development of a contemporary system of Technical and Vocational Education and Training. Social forces, such as industrial firms, must also be encouraged to participate in TVET education. The Action Plan for Improving Quality and Cultivating Excellence in TVET Education (2020-2023) was released in 2020 by the Ministry of Education along with nine other departments [15]. It highlighted the need to improve the industry-education integrated innovation mechanism, with enterprises playing a crucial leading role, Technical and Vocational Education and Training schools serving as a vital support system, and the primary goal being important industrial and core technological breakthroughs. To boost the vitality of operating TVET and encourage the high-quality growth of TVET education, the leading force of enterprises in this field must be mobilised.

In fact, China's system for overseeing TVET and administering schools needs to be improved. The status, responsibility, power, interests, and obligations of industrial enterprises in TVET are not legally guaranteed, there are insufficient incentive mechanisms and legal guarantees for them to participate, and their participation in TVET is not driven by enough passion or drive [6]. China, in particular, actively supports contemporary apprenticeship and cultivates apprenticeship with distinctive Chinese characteristics The enterprise has the most significant position among the participants in the contemporary apprenticeship talent training mode, and the enterprise's level of excitement for involvement significantly impacts the talent training's success.

However, enterprises prioritise efficiency and profit maximisation, and they are more concerned with immediate gains. For a competent worker, training under a talent training mode like a modern apprenticeship often takes three years. Additionally, the company still needs to spend a specific amount of money for on-the-job training during the apprenticeship term in school, which significantly raises the cost of the company's human resources. Second, TVET colleges often hold a prominent position in the contemporary talent training mode and are in charge of developing the talent training curriculum system. As a result, partners become less motivated and initiative to engage in talent training. Lastly, companies must provide practice spaces for students as part of the new apprenticeship talent training process.

In addition to not being able to help enterprises, student projects also have an impact on how enterprises normally operate and reduce their regular earnings. Each of these elements reduces the eagerness of enterprises to take part. Even while the state has offered matching tax breaks and other supportive policies to industries and individuals who donate funds for education, the support is still insufficient, and there is not a perfect incentive system in place. Private TVET schools cannot receive the same treatment as public TVET schools because some local governments do not give them the attention they deserve, and as a result, their growth is sluggish or even unsustainable. As a result, neither the diverse pattern of running schools nor the initiative of social forces and individual citizens to participate in it have been sufficiently mobilised [20].

B. The Standard of Personnel Training and School Administration Varies, and there is Insufficient Clarity and Perfection in the National Standards

Since ancient times, China has had a wonderful heritage of valuing education. The belief that "learning to excel is an official" is ingrained in people's minds. The key for parents to "hope their daughters will be successful" and "hope their children will be successful" is to pursue admittance to prestigious universities and good test scores. Only lowscoring pupils could enrol in Technical and Vocational Education and Training, and parents and children chose general education. TVET schools are now perceived by the general public as a "gathering place for poor students" or a haven for individuals who do not pursue higher education [24]. Technical and Vocational Education and Training faces discrimination, is misinterpreted, and is not well-liked or recognised in society. It is an unwritten fact that both the calibre of pupils and TVET are subpar. Despite significant efforts by the government and state to expand Technical and Vocational Education and Training in recent years, with a particular focus on raising the standard of instruction through scale expansion, the reputation of Technical and Vocational Education and Training has grown steadily, producing a large number of highly skilled and technically qualified individuals. The teaching contents in technology development, on the other hand, are not up to standard and do not meet the needs

of the development of society and industry enterprises. Professional schools find it difficult to keep up with social development, and graduates find it difficult to find professional work. Nevertheless, for the other TVET schools, TVET education development, education and industry enterprise standards lag behind the enterprise standard. Establishing and enhancing national standards for vocational education is essential.

A "guide" for the speciality set-up of undergraduate Technical and Vocational Education and Training in China was formed in 2021 by the General Office of the Ministry of Education through the promulgation of the Administrative Measures for Specialty Setup of Undergraduate Vocational Education (Trial Implementation) [25]. The Measures successfully encourage the high-quality growth of TVET schools by laving forth precise and unambiguous requirements for the teaching personnel. The requirements for professional talent training programs for undergraduate TVET education, however, are vaguer and more generalised in the measures. Specifically, the undergraduate vocational education major's operating conditions, including finances, structures, tools, and equipment, are described in a very general way, such as "having a stable and sufficient number of practical training bases," without specifying the standard. It is still necessary to establish and perfect the national teaching standard system of vocational education that integrates five aspects for different levels of vocational education, even though China has issued relevant policies to stipulate the professional catalogue, professional teaching standards, curriculum standards, on-the-job practice standards, and construction standards of professional practical training teaching conditions of vocational schools [20].

C. Insufficient Improvement to the Policies Ensuring Technical and Skilled Individuals

The training of high-quality technical and skilled personnel cannot be separated from the support of the government. Through sorting out Technical and Vocational Education and Training policies, it is not difficult to find that China's Technical and Vocational Education and Training policies are mostly some imperative statements. Improving the status of TVET education is conducive to improving the attractiveness and social recognition of TVET. It should be actively encouraged that TVET graduates enjoy the same treatment as graduates of ordinary colleges and universities in terms of household registration, employment, recruitment by government organs and public institutions, professional title evaluation, and rank promotion.

The pay and prestige of skilled workers, in particular, will be raised gradually. Technical and Vocational Education and Training graduates may not face discrimination in hiring practices from state agencies, enterprises, or other establishments [26]. Along with other relevant departments, the State Council's human resources and social security administrative department will work quickly to sort through and modify any discriminatory policies against technical and skilled workers in order to foster a positive social climate that will aid in the advancement of Technical and Vocational Education and Training and enable it to truly fulfil its potential to go from "promising" to "great achievement." Create and enhance national standards to ensure the advancement of Technical and Vocational Education and Training to a high standard.

To create a good social environment for the development of Technical and Vocational Education and Training so that the TVET system really realises the transformation from "promising" to "great achievement". The establishment of a supportive social environment for the advancement of TVET in order to truly see the shift from "promising" to "great achievement" is imperative. Create and enhance national standards to ensure the advancement of TVET to a high standard. The professional catalogue, professional teaching standards, curriculum standards, on-the-job practice standards, and construction requirements for professional practical training teaching conditions of TVET education at all levels should be continuously enhanced and improved by the state [27]. Every five years, vocational colleges update their list of majors in response to the demands of both industry growth and social and economic development. The school builds its majors freely based on the catalogue and modifies them once a year. The professional textbooks are updated dynamically with the advancement of information technology and industrial upgrading, and they undergo revisions every three years.

V. CONCLUSION

China has demonstrated a holistic approach to education and workforce development through its diverse initiatives for connecting Technical and Vocational Education and Training (TVET) curricula to the job market. With the help of industry collaborations, innovative curricula, the incorporation of new technology, and robust policy support, the nation is creating a TVET system that can adapt to the needs of the modern economy. These programmes greatly support the nation's larger economic objectives in addition to improving graduates' employability. The strategic alignment of TVET programs with industry needs ensures that students are equipped with the skills required in the current job market, making them more attractive to employers. China makes sure that the TVET curriculum is updated frequently to reflect the newest trends and technology by cultivating ties with companies. A workforce skilled in using contemporary tools and procedures is produced by the ongoing integration of new technology in the curriculum, which boosts creativity and productivity.

The government's strong policy demonstrates the importance of TVET to sustain national development. To ensure this educational system remains relevant, initiatives involving policies that enhance teacher training programs, the provision of advanced technologies, and encouraging and managing the collaboration between academic institutions and industry are crucial. These strategies must be regularly improved and modified to take advantage of new opportunities and challenges as China develops. TVET institutions must be flexible and forward-thinking to train graduates to meet the dynamic technological world and evolving economy.

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Regular feedback from industries, the creation of new skills according to local demand, and setting and implementing policy frameworks are vital in ensuring that the TVET system remains effective and aligned with the country's economic aspirations. China's strategy to link the TVET curriculum to the labour market is characterised by solid cooperation between the TVET schools and industries, innovative curricula, technological integration, and substantial policy support, which plays a pivotal role in enhancing the employability of graduates and supporting economic growth. The continued relevance and effectiveness of China's TVET system are attached to its ability to adapt and evolve in response to changing economic conditions and technological advancements.

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