

# QUALITY APPRENTICESHIP AND LIFELONG LEARNING IN CHINA

## 01 Core Skill Development Training Workshop successfully held

On 25th January, the ILO project 'Quality Apprenticeship and Lifelong Learning in China' successfully organized **Core Skill Development Training Workshop** online in collaboration with Ministry of Human Resources and Social Security (MOHRSS). Over 120 participants from 71 pilot enterprises, TVET institutions and public agencies attended training to gain in-depth knowledge of the ILO Global Framework on Core Skills for the 21st Century and practices of core skill development.



Director-General of International Cooperation Department, MOHRSS **Mr. Bin HAO** delivered an opening speech at the training workshop, followed by a comprehensive introduction to relevant policies and national schemes of lifelong vocational training provided by **Mr. Feng TIAN**, Deputy Director-General of Department of Vocational Capacity Building, MOHRSS. Representatives from pilot enterprises and TVET institutions, including China Southwest Aluminium Group CO., Ltd. in Chongqing and Changxing Technician College in Huzhou, shared their experience in general skill (core skill) development in China.

**Mr. Ashwani AGGARWAL**, ILO Quality Apprenticeship Global Team Leader and Senior Skills and Employability Specialist illustrated survey data to show the increasing importance of core skills worldwide. He further gave an overview of the new ILO Global Framework on Core Skills for the 21st Century which will be soon finalized.

**Mr. Paul COMYN**, Senior Skills and Employability Specialist pointed out different challenges practitioners may face in the implementation of core skill development. He presented a 6-step circle and provided cases from Malaysia, EU, Singapore, Australia and Chile to explain in detail how to well integrate core skill learning into the existing vocational training.

### 1 China Southwest Aluminium Group CO., Ltd. >>>

Challenge: oversimplified general skill curricula design; lack of motivation among apprentices

Enhance apprentices' understanding of general skills

Improve general skills training approaches

- Provide online courses for customized study, interactive Q&A, regular learning forums and so forth
- Form apprentice study groups to promote communication and mutual learning
- Invite skilled masters in the enterprise to share their own stories and career experience

- Carry out a survey to understand apprentices' needs and design need-based curricula with the technician college
- Develop an online training platform to teach in a more flexible way
- Organize reading and learning activities regularly to promote idea exchanges

### 2 Changxing Technician College >>>

For targeted training, apprenticeship training is divided into 3 stages: from "junior craftsman" to "craftsman" to "master craftsman"

Junior craftsman  
emphasizing general knowledge and basic rules

Craftsman  
emphasizing professional qualities and skills

Master craftsman  
emphasizing skills and practice

Major learning areas

Career aspirations and beliefs

Professional consciousness

General professional skills

General professional knowledge

Evaluation mechanism of "3-3-4"

Process evaluation >>30%

Practical activity evaluation >>30%

Final examination >>40%

## Participants' Voices



**Mr. Lingxiao KONG**  
Director/Senior Lecturer, Changxing Technician College

After participating ILO project local piloting, we learned from national and international best practices which made a great contribution to apprenticeship training in our college. We are inspired from international practices which emphasize core skills development besides technical skills. Therefore, we integrated core skills courses in our apprenticeship training, which is welcomed by enterprises.



**Ms. Miaomiao YAO**  
Director of Apprenticeship Training, Shandong Wuzheng Group

For enterprises, helping employees acquire core skills can enable them to be competent for different positions and create more values. For apprentices, equipped with core skills and technical skills, they can brighten their own career prospects in the ever-changing world of work. After participating in ILO capacity building workshops, we will integrate core skill curricula, such as social and emotional skills and cognitive skills, into



apprenticeship training, in order to improve apprentices' attitudes, values and way of thinking in work as well as building effective communication.

## 02 Capacity Building Workshops on Quality Apprenticeship successfully held in Chongqing



During March 31 to April 1, the ILO project 'Quality Apprenticeship and Lifelong Learning in China' successfully held Capacity Building Workshops on Quality Apprenticeship in Chongqing in collaboration with Ministry of Human Resources and Social Security (MOHRSS). Around 40 representatives from MOHRSS, China Enterprise Confederation (CEC), management departments of 4 pilot cities (Chongqing, Huzhou, Rizhao and Tianjin) and China National Petroleum Corporation (CNPC), pilot enterprises, pilot TVET institutions and national experts in vocational training and apprenticeship participated in the workshops. In addition, 186 practitioners in apprenticeship and vocational education from pilot units, academic institutions and development agencies attended the workshops online. All participants joined the discussions on ILO Toolkit for Quality Apprenticeships Volume 2: Guide for Practitioners, effective partnership building in apprenticeship and international labour standard setting on apprenticeships.



### First Day

- A thorough tour of ILO Toolkit for Quality Apprenticeships Volume 2: Guide for Practitioners (Chinese version)
- Data analysis on the current implementation of China New Enterprise-based Apprenticeship Program
- 'How to' presentation to demonstrate how the Toolkit can be fully used in practice



### Second Day



- National best practices: China New Enterprise-based Apprenticeship Program
- International best practices: Effective partnership in apprenticeship between enterprises and TVET institutions
- An overview of international labour standard setting on apprenticeships

# 03 National Best Practices

## A

### Chongqing College of Electronic Engineering & Chang' an Auto: Building an 'Enterprise University'

- Build a "co-investing, co-managing, co-sharing and co-operating" enterprise-school partnership
- Establish information platforms of training centers and technician colleges, digitalize training resource databases and implement training projects involving new occupations and new business types
- Bridge vocational skill certification with continuing education diploma
- Integrate teaching and production by establishing a teaching team composed of professional trainers, skilled masters, enterprise mentors (skilled craftsmen) and entrepreneurs.



## B

### Huzhou Changxing Technician College: Cooperating with continuing education institutes in villages and towns to deliver tailored apprenticeship training for SMEs

- **Village-and-town-based apprenticeship expansion**  
Leverage the strengths of continuing education institutes in villages and towns to expand the apprenticeship participation of enterprises.
- **Multiple-campus plan**  
Set up college's multiple campuses in continuing education institutes in villages and towns for sustainable training, which improves the quality of apprenticeship training.
- **Platform building**  
Build training platforms, enterprise service platforms and school-enterprise information-sharing platforms



## C

### China National Petroleum Corporation: Innovating in apprenticeship training

- **Great trainers make brilliant apprentices:**  
Establish a multi-layered training mechanism pairing trainers with trainees. (E.g Enterprise experts training Chief technicians; Chief technicians training senior technicians, etc.).
- **Pairing workers in different skill areas for mutual learning**  
Pair "Red Suit" (technicians) with "White Smock" (professionals) to learn from each other for the integration of practical skills and technical knowledge, turning innovative theories to real-life products in an efficient way.



#### Apprenticeship training with mutual benefits

Implement Measures for the Management of Trainers and Apprentices, including one-to-one, one-to-many and many-to-one training. Training performances of apprentices are linked to work performances of trainers. Training allowances are provided for trainers. The Measures form a unitized way of skill development with mutual benefits.

