PROMOTION OF VOCATIONAL AND EXPERIENTIAL EDUCATION IN CHINA

A Thesis
Presented to the Faculty of the Graduate School
of Cornell University
in Partial Fulfillment of the Requirements for the Degree of
Master of Professional Studies in Global Development

by
Ling Niu
May 2024

ABSTRACT

"Since the 13th Five-Year Plan, 40.88 million people have graduated from colleges and universities nationwide, and the initial employment rate has remained above 77% for many years, with an unemployment rate of nearly 23%. (Government of the People's Republic of China website 2020). According to a report by the China Development Institute (Government network of the People's Republic of China 2022), China needs more skilled workers in various industries, including manufacturing, technology, and services. The report estimates that the shortage of skilled workers could reach 16 million by 2030 if the current trend continues. This shortage is due to factors such as an aging population, rapid technological advancements, and a mismatch between the skills of job seekers and the needs of employers. The high unemployment rate contradicts the massive shortage of skilled workers. In 2023, China officially promoted the "vocational education diversion" policy, which resulted in 50 percent of middle school students not having the opportunity to continue high school. Due to economic and geographical factors, most of the students who lose the opportunity to study in high school come from remote areas and rural areas, and these students typically have few options other than low-wage labor. The employment choices of this group of young people will directly determine the future changes in the gap between rich and poor in China. Suppose we need to solve the employment and career arrangement of this group of young people. In that case, it will directly affect their income and quality of life, contrary to China's policy of shared prosperity. It also violates the United Nations human rights principles of sustainable development and equal rights to education. The primary purpose of this paper is to analyze the inevitability and necessity of promoting vocational education in China through the introduction of China's education policy and system, the current employment situation

of China's undergraduate graduates, and the data on the shortage of technical talents in the industrial manufacturing industry. This paper examines the work and future plans for ETCF, an organization that provides vocational education to young people through technical training and planning. It uses experiential learning methods to let young people participate more in understanding vocational education and formulate suitable vocational plans for young people. The organization seeks to reduce the rate of out-of-school and unemployment and the shortage of technical personnel in China. Through continuous improvement of the strategic design, management and operations, Education and Technology Change for the Future (ETCF) hopes to extend to the nation's vocational and technical colleges and young people’s opportunities. With government support, ETCF has the potential for expanding its impact to rural youth across China.

BIOGRAPHICAL SKETCH

Ling Niu is a graduate student in the Global Development professional master's degree program at Cornell University. She completed her undergraduate d studies at Northeast Agricultural University in China and received a degree in Business Administration. Coming from a rural area, she is a rural girl who has changed her destiny through education. Ling knows the significance of education to the youth of China's rural areas. After graduation, she devoted herself to the education industry, and through the struggle of the industry in the last 12 years she has founded two education and training organizations designed to help young people to learn about and pursue vocational training and career planning. Her goal is to help young people find rewarding professions and career paths, and to help them develop the essential skills needed for meeting job qualifications. In 2017, Ling learned about the situation of vocational education and the shortage of vocational technicians in China. Already concerned about the lack of educational opportunity for young people in rural areas of China, she and her partner school, Sichuan Aerospace Vocational and Technical College, co-founded the ETCF organization. ETCF began as a set of random unscaled educational activities supported through donations and has slowly developed into a sizable and effective organization with expanding membership. ETCF has been practicing, perfecting, and practicing. She hopes that through continuous learning and improving the organization, ETCF can be officially certified by the government, and vocational and technical colleges across the country can follow ETCF's model to popularize vocational education among the nation's youth, enabling them to discover technology-oriented career education as an attractive option for teens. Teens who cannot continue high school will have a chance to continue their education and enter adulthood with career skills and a more promising future.

ACKNOWLEDGMENT

First, I am very grateful to the Global Development program at Cornell University, the only program I applied to while preparing for graduate school. From my first day I knew Cornell was the most suitable place to fulfill my dream. Cornell was welcoming and supported my studies in the most accommodating way.

Most importantly, I am very grateful to Prof. Terry Tucker. I sincerely thank him; When I first arrived at the university, he was the one who helped and guided me through the initial bewilderment and helplessness. He truly made me feel the help and care from professors, which is a warm strength, and supported my dream to help more people. He provided a lot of professional support and advice on the CAPSTONE project, and I intend to continue working with and learning from Prof. Terry when I returns to China. An old Chinese says, "Once a teacher, always a father." During my time at Cornell, I have been deeply inspired by the professionalism of many professors like him, and at an age when we need to continue to learn and set a firm direction for our careers, the influence of these mentors and teachers by example is something that fosters learning and inspiration beyond the knowledge gained in the classroom.

Then, I want to thank my classmates. The program was short, and I regret that I was not able to become good friends with all, but each classmate brought experiences to our group that I will keep learning from.

I also want to thank my partners in China, who unconditionally support my decisions and do their best to fulfill our plans. They are not only partners in my work but also partners in my dreams.

Finally, I would like to thank my family and loved ones who accompanied me to Ithaca.

TABLE OF CONTENTS

Introduction

1. Meaning of equity in education

Worldwide, inequities in education are common and attributable to a wide range of factors, often differing across and within individual countries and regions. In some countries, for example, access to education is closely related to students' overall well-being, their social and cultural background, their home language, whether they work outside the home, and, in some countries and regions, gender. In some countries, it is due to policies and historical education systems. However, equity in education is an essential issue for the United Nations' Sustainable Development Goals for 2030. Moreover, it saw the possibility of amplifying emerging arguments that stressed the economic purpose of skills and environment and equal dimensions (UNESCO, 2012). "Equity and equality are not the same thing. Equality means providing the same resources to everyone. Equity signifies giving more to those most in need." In countries where educational inequity is more of a problem, Governments tend to allocate resources according to the principle of equality.

In contrast, young people from rural areas, remote parts of the country, or poor urban areas have unequal access to education. Educational inequity allocates fewer resources, including infrastructure, equipment, teachers, management, and funding, to disadvantaged, underprivileged, and cultural minorities. Domestic disparities are significant in most countries. In developing countries, due to economic and historical reasons, efforts to create more equality in educational access are often limited. In this case, for the disadvantaged groups of young people, especially those in remote areas, there is a kind of educational inequality. Many young people lose the opportunity to continue their education through the completion of high school. In China compulsory education is just nine years. High school and university or other post-secondary

education are non-compulsory. Differences in economic and other educational resources result in fewer secondary and post-secondary educational opportunities for many of China's youth. Vocational and career-focused technical education is a more suitable option for many of these students. For example, it improves education access and provides an alternative path to higher earnings for students who are either not able or not willing to pursue an academic education (Neuman & Ziderman, 1999; Psacharopoulos, 1997).

Access to education is a fundamental human right. In a sense, education is an enterprise that satisfies the fundamental rights of human beings, i.e., by respecting and promoting education, the human rights of others can be realized. Education will affect people's overall quality of life, productivity, social capital, the social responsibility of citizens, and the sustainable development of nations. The equitable distribution of resources for education is the basis for creating inclusive and equitable societies. Sustainable Development Goal 4 of the United Nations 2030 Agenda for Sustainable Development is to ensure "inclusive and equitable quality education and promote lifelong learning opportunities for all."

The realization of educational equity requires change in the way societies and their governments' view, prioritize and fund various forms of education. Society's fixation on university education (and particularly on elite university education) leaves vocational education in a neglected or forgotten status. This issue is not limited to developing countries. In the U.K., where a general education at a prestigious university is likely to hold more social status than an education gained at a lesser-known tertiary institution that may be more vocationally oriented (Di Stasio & van de Werfhorst, 2016). The promotion of vocational education in China requires, on the one hand, increased investment in vocational education by the government and, on the

other hand, increased awareness and acceptance of vocational education by society as a whole.

2. Education, Unemployment, and Vocational Technicians in China

An increase in the number of unemployed people means that people's ability to consume decreases, the consumer market is compressed, and enterprise sales decline, which in turn may lead to a decrease in production, a drop in investment, and even the risk of an economic recession. A high unemployment rate will also increase fiscal pressure on the government, as the unemployed will need unemployment benefits, increasing the burden on the state's finances.

The number of Chinese college graduates in 2023 will reach 11.58 million, an increase of 820,000 over 2022. According to the Research Report on Employability of College Students in 2023 released by Wisdomlink Recruitment (research time: mid-March to mid-April), the proportion of this year's graduates in the class of 2023 who chose to work in a unit rose to 57.6% from 50.4% last year. The proportion of those who were slow to find employment also rose to 18.9% from 15.9% last year. Meanwhile, the proportion choosing freelancing dropped to 13.2 percent from 18.6 percent last year, and the proportion choosing to continue their studies at home dropped to 4.9 percent from 9.3 percent last year.

Year	Number of Graduates (millions)	Employment Rate (%)	Slow Employment Rate (%)	Freelancing Rate (%)	Continuing Studies Rate (%)
2022	10.76	50.4	15.9	18.6	9.3
2023	11.58	57.6	18.9	13.2	4.9

China's large number of baccalaureate graduates and postgraduates each year results in the depreciation of academic qualifications as well as with the development of the economy. The learning outcomes of many university majors are not well matched to the job market, resulting in many students graduating from the university without means to find work related to their studies. Many find few employment options beyond entry-level sales work, which is not in line with the expectations of the graduates. As a result, graduates choose to continue to higher levels of academic education or give up employment and choose freelancing or other ways to spend a gap year(s). For example, the job market for software engineering degree-holders has become "saturated" with qualified graduates. As a result, some universities have begun deactivating their software engineering degree programs.

In sharp contrast to the employment difficulties of undergraduate or college graduates, there is a shortage of professional and technical workers. Due to the intense focus on practical skills and the fit of the studies with labor market demand, holders of vocational education are immediately employable, and their competencies are well-known by employers (Breen, 2005; Müller & Gangl, 2003; Shavit & Müller, 1998). According to the Guidelines for Talent Development Planning in the Manufacturing Industry, jointly released by the Ministry of Education, the Ministry of Human Resources and Social Affairs, and the Ministry of Industry and Information Technology, the talent gap in 2020 in the ten critical areas of the manufacturing industry will be more than 19 million people, and in 2025 the figure will be close to 30 million people. Chen Baosheng, Minister of Education, publicly called for this as early as the 2016 National People's Congress: "The rise of the new technological revolution and the rapid development of China's manufacturing industry has put forward an urgent need for the development of vocational education, requiring us to

provide large-scale technical talent support for the country's modernization. The manufacturing industry is facing multiple challenges, such as the low percentage of skilled personnel and structural shortages, but behind the challenges are also new opportunities, and the cultivation of applied, technically skilled personnel is not only directly related to economic and social development, but also a significant issue related to the lifeblood of national security. Researchers have also found that TVE can help generate short and long-term benefits such as reduced youth and structural unemployment, and the supply of skilled workers (Psacharopoulos, 1997; Watson, 1994). The promotion and popularization of vocational and technical education are inevitable both to reduce unemployment and solve the problem of the shortage of skilled workers.

3. China's education system

Information from the People's Republic of China portal shows that China's education system is primary education (compulsory education): elementary, middle school (9 years of free and compulsory education), high school (which is before the university), while in the United States, it is 13 years of free and compulsory education, known as K12, which stands for kindergarten through twelfth grade, referring to the 13 years from kindergarten (Kindergarten, usually 5-6 years old) to twelfth grade (grade 12, usually 17-18 years old) student stage, a total of 13 years. The vocational education system is comprised of technical schools, vocational high schools, vocational secondary schools, and higher vocational schools. Learning outcomes focus on the vocational knowledge, skills, and morals necessary to engage in a particular occupation or productive labor. Special education in China is offered by general secondary specialized schools, secondary teacher training schools, colleges,

and universities. The education received focuses on learning specialized knowledge. China university system offers a range of postgraduate credentials including at the master's degree and doctoral degree levels. The education received is research oriented. Degree types are professional and academic. In June 1999, China's university expansion policy was released. That year, enrollment in China's general colleges and universities increased by 513,200 students, bringing the total enrollment to 1,596,800, an unprecedented 47.4 percent growth rate. In 2000, enrollment expanded by 43.25%, the most significant expansion rate. The expansion of university enrollment has statistically increased the average education rate of the Chinese people, but it has also rapidly produced many undergraduate and graduate graduates. In the 20 years since the expansion, going to college has gone from an unattainable goal to one that reaches most young people, making college the primary choice for young people, even if they can only attend second- or third-rate colleges, technical and vocational colleges, or pursue professions that are the last choice for parents and students. This is also related to the fact that in previous years, the salary level of Chinese vocational and technical workers was not high. This is also why the unemployment rate of Chinese undergraduate graduates is currently so high. In societies where the school system was introduced later and expanded quickly relative to Western countries, school is often considered a channel to access white-collar employment in the formal sector (cf. Foster, 1965). In such cases, VET tends to be seen as the inferior track of education, which results in its lack of attraction to good students and their parents (Ozer & Perc, 2020) and unfavorable evaluation in the labor market (Oproi & Litoi, 2019).

4. China's education policy for poverty alleviation.

On the road to shared prosperity, no one can be left behind; in the battle against

poverty, more than 200 policy documents, including the Opinions on the Implementation of Education Poverty Alleviation Project, the Implementation Plan for Education Poverty Alleviation in Deeply Poverty-stricken Areas (2018-2020), the National Plan for the Development of Children in Poverty-stricken Areas (2014-2020), the Education Poverty Alleviation More than 200 policy documents, including the "13th Five-Year Plan" and the Action Plan for East-West Collaboration on Vocational Education (2016-2020), have made clear the roadmap and timetable for winning the battle against poverty in education. Education out of poverty involves creating educational pathways for young people in poor and remote areas to get out of their chronically impoverished living conditions by gaining knowledge and skills aligned with opportunities in China's technical occupations. Vocational education is an effective path toward greater economic security for many rural poor.

In the context of developing countries, vocational education could be an important pathway for children from low-income families or those who are less interested in pursuing higher education to gain job-relevant skills, which helps facilitate a smooth transition from school to work (Choi, 2021; Guo & Wang, 2020). Recent research has demonstrated better labor-market outcomes of workers with vocational education relative to those with general education regarding wages and employment status (Bockerman et al., 2018; Choi, 2021; Korber, 2019; Vandenberg & Laranjo, 2021).

The opinion of the Ministry of Education on accelerating secondary vocational education states that, in order to realize the goal of rapid development of secondary vocational education, education administrations at all levels should increase the coordination of vocational education in the eastern and western regions and urban and rural areas, and focus their efforts on promoting the development of secondary

vocational education in the central and western regions and rural areas. , It is anticipated that this would help to absorb a considerable portion of the 5-6 million rural junior middle-school graduates who are not able to receive high school-level education into secondary vocational schools for vocational education and training each year. Efforts are being made to absorb a significant portion of the 5 to 6 million rural junior middle school graduates who fail to receive senior middle school education each year into secondary vocational schools to receive vocational education and training. Each county will focus on running a secondary vocational school (vocational education center) that plays a backbone role, and each city (prefecture) will focus on running several backbone secondary vocational schools. This strategy involves encouraging and supporting secondary vocational schools to develop their characteristics, improve quality, and create several first-rate secondary vocational schools. It is convenient for rural junior high school graduates and young and robust farmers to receive secondary vocational school education and training in their vicinity. Schools are encouraged to set up vocational education programs appropriate to local conditions, needs and learner characteristics. Quality vocational education resources from abroad are actively being introduced to carry out Chinese-foreign cooperative education. Some of these education initiatives include distance/remote learning options for secondary vocational education. Encouraging and supporting qualified secondary vocational schools to organize distance education and training and further expand the scale of secondary vocational education should be a priority. Industries and enterprises are important forces in organizing vocational education. Standard human capital theory postulates that an individual's earnings are primarily determined by education, on-the-job training, and work experience (Becker, 1993; Mincer, 1974).

China's core industries and education sector are State-regulated and State-

governed, and everything is carried out by policy. China constantly emphasizes the significance of vocational education and the promotion of education for poverty alleviation from a policy perspective. The aim is to ensure the right to education for young people in rural areas and to increase the number of skilled vocational personnel employed, thereby reducing the "saturation" of university and higher graduates, leading to high unemployment.

China's education system and access to education

Data from China's Ministry of Education portal shows that 12.91 million candidates across China will register for the college entrance exam in 2023, an increase of 980,000 from 2022, another record high. This is a microcosm of data on China's esteem for reading, College, master's, and doctoral degrees.

Graduate student (include doctoral and master) new enrollment was 1,242,500, an increase of 60,600 or 5.61 percent from the previous year; 139,000 were doctoral students, and 1,103,500 were master's students. There are 3,653,600 total graduate students enrolled, an increase of 321,200 over the previous year, or 9.64%; among them, 556,100 are enrolled in doctoral programs, and 3,097,500 are enrolled in master's programs. Graduating graduate students numbered 862,200, 82,300 were doctoral students, and 779,800 were master's students.

General undergraduate enrollment was 4,679,400, an increase of 233,400 (5.2%) over the previous year, and other 866,200 enrollment of undergraduate specialties; 19,656,400 students, an increase of 725,400 over the previous year, an increase of 3.83%; graduates of 4,715,700, an increase of 434,700 over the previous year, an increase of 10.15%.

Vocational undergraduate enrollment was 76,300, an increase of 34,900 (84.39%) over the previous year8, and other 33,100 undergraduate enrollment from the

beginning of the specialty. Enrollment of 228,700 students, an increase of 99,400 over the previous year, an increase of 76.91%.

Higher vocational (specialized) enrollment was 5,389,800 people (excluding five-year higher vocational transfer to specialized enrollment of 542,900 people), the same caliber as the previous year, an increase of 315,900 people, an increase of 6.23%; 16,709,900 people enrolled in schools, an increase of 808,000 people, an increase of 5.08%; graduates of 4,947,700 people, an increase of 96,360,000 people, an increase of 24.19% over the previous year.

Category	Enrollment/Number of Students (2023)	Increase/Change (%) (2022)
College Entrance Exam	12,910,000	+980,000(Record High)
Graduate Students	1,242,500	+60,600(5.61%)
General Undergraduate	4,679,400	+233,400(5.25%)
Undergraduate Specialties	866,200	
Total Undergraduate Students	19,656,400	+725,400(3.83%)
Graduates of Undergraduate	4,715,700	+434,700(10.15%)
Vocational Undergraduate	76,300	+34,900(84.39%)
Vocational Specialties	33,100	
Total Vocational Students	228,700	+99,400(84.39%)
Higher Vocational	5,389,800	+315,900(6.23%)
Total Higher Vocational	16,709,900	+808,000(5.08%)
Graduates of Higher Vocational	4,947,700	+96,360(24.19%)

(Ministry of Education of the People's Republic of China, 2023)

China's National Bureau of Statistics (NBS) released the surveyed unemployment rate for June 2023, and the youth unemployment rate stood at a new high of 21.3%, marking the third consecutive month that the youth unemployment rate has exceeded 20%. (NBS 2023).

There are many reasons why it is difficult for university students to find employment, ranging from structural problems to short-term factors. The short-term factor is that the previous backlog of unemployed graduates has been released centrally this year, and the talent supply has risen rapidly. However, the demand for recruitment by enterprises has risen only to a limited extent, thus creating a severe imbalance between supply and demand. The job market for vocational and technical personnel has seen opposite trends, with the salaries of employed persons rising yearly, and senior professional and technical workers even hard to find. The limited literature on TVE in China has shown that the return to secondary vocational education is higher than the return to secondary academic education in both urban and rural areas (Chen & Min, 1998; Li & Liu, 2012).

Another reason why it is difficult for undergraduate graduates to find employment is the degree of job matching; for many majors in the university, such as business administration, economics, mathematics, and introductory chemistry, there is no counterpart for undergraduate graduates, and graduates of such majors who want to be employed directly out of undergraduate school will choose a sales position or an essential service position, which does not meet the expectations of the Chinese for college students. This is different from the expectations of Chinese people for college students, so most undergraduates choose to go on to graduate school or take the civil service exam. With the graduation of many graduate students, the employment market

for undergraduates is less competitive than before, so the employment rate of undergraduates is declining year by year. Analyzing only from the perspective of employment, everyone is now gradually accepting that finding employment for professional and technical workers is less challenging. The benefits of vocational education for new graduates are well-established: occupation-specific training facilitates entry into the jobs market (Bol & van de Werfhorst, 2011; Di Stasio & van de Werfhorst, 2016).

Imbalance in economic and educational resources

Under China's planned economic system, there was a clear separation between urban and rural areas regarding household registration, income distribution levels, labor markets, social security systems, and many other aspects. Although this partition gradually broke down after the reform and opening up, the differences in economic development and residents' per capita income are still apparent. In 2016, China had 99.13 million elementary school students, with urban, township, and rural elementary schools accounting for 33.0%, 37.9%, and 29.2% of school students, respectively. There were 43.29 million junior high school students, with urban, township, and rural junior high schools. The proportion of students enrolled was 34.4%, 50.2%, and 15.4%, respectively (China Ministry of Education, 2023). Compared with the elementary school level, the proportion of students enrolled in rural schools at the junior high school level decreased significantly, while there was a corresponding increase in the proportion of junior high school students enrolled in townships. In the same year, there were 23.67 million students enrolled in high schools, with the percentage of students enrolled in rural high schools further decreasing to 3.2%, while the percentage of students enrolled in urban high schools increased to 47.0% (MOE,

2023). By the time students reach high school, about half attend high schools in urban areas and half in townships. There are two main reasons for this phenomenon. The first is that, according to China's hierarchical school system, high schools usually run at the county and township level, so there are very few high schools in the countryside, so rural middle school graduates who want to enter a regular high school enrolled in high schools in townships or urban areas. The second reason is that the transition rate to high school is still higher in urban areas and townships than in rural areas. However, at the elementary school level, the student-teacher ratios in urban, township, and village schools are 18.8, 18.1, and 14.6, respectively, with urban schools having a significantly higher student-teacher ratio than rural schools. This may be because small villages in the countryside are generally smaller, making it impossible to allocate teacher resources efficiently. Perhaps this is due to the relatively low proportion of full-time teachers among teachers in rural elementary schools. (China Education Annual Monitor 2016).

Impact of unemployment

The unemployment rate indicator makes it possible to judge the employment situation of the entire working population of a country over a certain period. It is generally recognized that frictional, structural, and voluntary unemployment are unavoidable and unrelated to the aggregate demand level in the economy and society or to the economic cycle. Therefore, they are also collectively referred to as natural unemployment. The ratio of natural unemployment to total labor is the natural unemployment rate. The natural rate of unemployment is generally considered to be difficult for the economy and society to eliminate because frictional, structural, and voluntary unemployment always exists. It is not related to cyclical unemployment, the

economic cycle, and the level of aggregate demand, and is therefore relatively stable. It is the lowest rate of unemployment that can be sustained in the long term in a country. As a macroeconomic barometer and a critical index of people's livelihood, unemployment has long been an essential macro variable of interest to the academic community and the government. Unemployment is related to people's livelihood and well-being and the stability of the economy and politics (Azzollini, 2023).

High unemployment is not only an economic problem but also a social problem. It is an economic problem because it means wasting valuable resources. It is also a social problem because it causes the unemployed to struggle due to reduced income. Economic poverty is unbearable in times of high unemployment, affecting people's emotions and family life.

When unemployment rises, the economy effectively discards goods and services that unemployed workers could have produced. In a recession, this is akin to dumping countless automobiles, houses, clothing, and other goods into the sea. Unemployment has been shown to adversely affect psychological well-being, predicting poor mental health and reduced life-satisfaction (e.g. Paul and Moser, 2009). Further, the harmful impacts of involuntary joblessness on well-being have been found to persist through time, remaining evident long after the spell has ended, a phenomenon known as *psychological scarring* (Clark et al., 2001). Reduced well-being is likely to have consequential downstream repercussions for later economic outcomes such as earnings and employment (Binder & Coad, 2010; De Neve & Oswald, 2012; Egan et al., 2016).

The most dramatic example of the social impact of an economic downturn is Russia, which introduced shock therapy for market reforms. By 1995, about one-fifth of Russia's workers were unemployed, actual output had fallen sharply, the

population's health had deteriorated, and life expectancy had fallen sharply.

China's National Bureau of Statistics (NBS) statistics for 2022 put the unemployment rate for people aged 16-24 at 19.9% (NBS 2022). The Chinese government will increase policy support for youth employment. It has become an academic consensus that unemployment greatly impacts the people and the economy of the whole society, so the continuous solution to the unemployment problem is an important issue for a country's development.

Shortage of skilled workers

With the rapid growth and structural transformation of China's economy, there is a mismatch between supply and demand in the labor market and a structural problem of lack of skilled personnel. Skilled person is a necessary foundation to support the development of the manufacturing industry. As the "world factory," application-oriented, technical, and skilled personnel has long been in short supply, creating a labor market mismatch dilemma in China. According to the Ministry of Education, Ministry of Human Resources and Social Security, Ministry of Industry and Information Technology jointly issued "Manufacturing Talent Development Planning Guide" identified the most critical areas facing the manufacturing industry in 2020, At that time, the talent gap was estimated at more than 19 million people and predicted to rise to close to 30 million by 2025. A structural change can easily be felt in some large private enterprise factories in the Pearl River Delta. Although there is no lack of young faces, there are more young and middle-aged employees occupying laborer positions. Companies are also more inclined to hire workers with specific skills. The multi-million persons talent gap is hampering the transformation of China's manufacturing sector. Although in the eyes of entrepreneurs, the core resource they

rely on is the highly qualified Chinese industrial worker, one of China's core competencies, these entrepreneurs often need more incentives for nurturing talent than German and Japanese SMEs.

More specifically, not only do workers with vocational education earn higher wages than workers with compulsory education or lower (Korber, 2019) and those with general education at the same level (Silliman & Virtanen, 2022), but they also have a higher likelihood of being employed.

The reasons for today's 20 million talent gap go beyond superficial income comparisons to deeper historical and even cultural reasons. This also makes the solution to the problem more than simple transplantation and replication. However, it was found that a sizable proportion of students are still reluctant to pursue a vocational education mainly due to the poor image of VET and limited further education opportunities, as compared to academic education (Guo & Wang, 2020; ILO, 2016).

In most Chinese people's value ranking, technical education is still considered less desirable than conventional academic education. Thus, under the screening mechanism for college enrollment, most high-scoring candidates have the opportunity to attend colleges and universities, while the students who could not get into the university had to choose to study in technical schools. In addition, sending children to TVE schools can serve as the last resort for families with limited financial resource because TVE students graduate sooner and are more work-ready than their counterparts from academic schools (Velde, 2009; Hansen & Woronov, 2013).
Now, the pressures for securing entry-level employment are high as evidenced by online employer's recruitment information. The minimum academic requirement is typically a bachelor's degree, while technical education programs are mostly offered

by are mostly secondary schools. Candidates will also consider the factors of employment after graduation and finally choose to go to college.

Enterprises recruiting new employees want them to be senior with long experience in their technical field Many enterprises are not willing to train new people. The current situation is that training newcomers is time-consuming and laborious. It is challenging and costly to provide two to three years of on-the-job technical training to new employees, so such training of new employees is becoming less common among Chinese private companies. forming a destructive cycle. "In the market, companies recruiting more important talent directly involved in producing the 'realization' ability, this part of the highly skilled personnel is still in short supply" a business leader said.

China's vocational and technical personnel training remains in the public middle and higher vocational colleges and universities, However, the realization of China's vision for cultivating the technical expertise needed for the modern economy relies on the promotion of relevant national education and workforce development policy, and on enhanced efforts by vocational and technical colleges and universities to actively seek newer and more effective methods for popularizing and delivering high quality technical education.

Children left behind in villages.

"Left-behind children in rural areas" are a product of China's economic development. According to the Opinions of the State Council on Strengthening the Care and Protection of Rural Left-behind Children, the definition of rural left-behind children are “minors of rural household registration under the age of 16 years old who are not able to live with their parents because both parents go out to work or one of

them cannot supervise the other one". There was a total of 9,025,000 rural left-behind children (National Bureau of Statistics of China 2023). In September 2012, the Ministry of Education announced that there were more than 12.6 million migrant children in compulsory education and 22 million left-behind children in compulsory education. By the end of August 2018, there were 6.97 million rural left-behind children nationwide (National Bureau of Statistics of China 2023). For geographical and historical reasons, the economic development of different regions of China is very uneven, and there are sharp conflicts between people and land in rural areas. Under the impetus of the rapid development of the market economy, many rural surplus laborers have gone out to work to change their living conditions. They cannot bring their children with them because of the points-based school enrollment policy and the household registration system, thus giving rise to the problem of "left-behind children." The phenomenon of left-behind children in rural China comes from the family and society. On the one hand, the poverty of the family forces the parents to go out of the countryside to work in the cities; on the other hand, China's long-standing urban-rural dichotomy and society's unfair treatment of "migrant laborers" prevent the majority of peasants from having the means and ability to bring their children with them to the cities. Among all rural children, the proportion of left-behind children amounts to 28.29 percent. On average, there is more than one left-behind child for every four rural children.

In terms of scope, there are 870,000 left-behind children in rural areas in the eastern provinces, accounting for 9.65 percent of the national total; 4.63 million left-behind children in rural areas in the central provinces, accounting for 51.33 percent of the national total; and 3.52 million left-behind children in the western provinces, accounting for 39.02 percent of the national total (National Bureau of Statistics of

China 2023). From a provincial perspective, the number of rural left-behind children in Jiangxi, Sichuan, Guizhou, Anhui, Henan, Hunan, and Hubei provinces is over 700,000 people.

Most left-behind children are under the intergenerational guardianship of their grandparents and the temporary guardianship of friends and relatives, and their grandparents, who are old and less educated, are incapable of tutoring and supervising their children's studies. The limitations of school conditions, teacher strength, and teaching philosophies constrain rural schools. They cannot provide special and effective education and care to meet the needs of left-behind children, and there needs to be more communication between schools and families. Ineffective supervision by families and schools has led to many left-behind children becoming bored with school, skipping school, or dropping out.

A study by the Center for Population and Development Studies at Renmin University of China shows that the school attendance rate of left-behind children drops dramatically after they enter junior high school, with only 88 percent of 14-year-olds staying in school (Ministry of Education of China 2023). The number of students in this group who continue their education after the middle and high school entrance examinations will be even smaller. Due to the lack of bachelor's degrees and professional skills, most can only choose to work in the primary service industry or enter factories to work as manual laborers. Then, the cycle repeats itself, continuing their parents' pattern of life and failing to improve the environment of survival for the family and the education environment for the next generation of children.

This is the point mentioned earlier that equity in education is a matter of increasing government investment on the one hand and raising young people's awareness of education and the environment in which they can receive education on

the other. Without the support of parents or other elders, young people's initiative to choose vocational and technical education requires the joint efforts of the government, vocational and technical schools, social enterprises, and other parties. The key to guiding young people to choose vocational and technical education on their initiative is to provide them with information on vocational and technical education, such as introducing vocational and technical education specialties, career guidance, industry salary, and career development, without interruption.

ETCF

"Education for Poverty Alleviation in Rural Areas, Technology for Changing the Future" (ETCF) started in 2017 as a cooperation project between Chengdu MGM Education Consulting Company Limited and Sichuan Aerospace Technology College. It started as a simple attempt to fulfill the "Education for Poverty Alleviation" policy mission of the institution and an attempt by MCCC to develop market cooperation. Starting with "technical teaching to the countryside and donation of educational materials," the company gradually increased the content of its activities, improved its organizational model, and tried to establish an internal student organization at Sichuan Aerospace Technology Institute, with students as the main body of activities, to complete the project tasks every year.

Sichuan Aerospace Vocational and Technical College (CASC) , the predecessor of Sichuan Aerospace Industrial School, was founded in 1965, and Sichuan Aerospace Vocational and Technical College was established in 2003 with the approval of Sichuan Provincial People's Government and the record of the Ministry of Education of Sichuan Province. In 2011, approved by the Department of Education and Finance of Sichuan Province, the College became a provincial model higher vocational

institution in Sichuan Province. In August 2017, the College was selected as the Ministry of Education's second batch of modern apprenticeship pilot units. On November 20, 2017, the College was selected as a project construction institution of the Sichuan Province Quality Higher Vocational Colleges and Universities Construction Plan. The school has 11 teaching departments and offers 42 majors; as of August 2022, there are 943 staff members, including 783 full-time teachers, 108 part-time teachers on campus, and 18,542 full-time enrolled students (school official website 2024). As a leading institution of vocational and technical colleges in Southwest China, CASC has many corporate partnerships and many practice and internship bases for students. The College has established partnerships with various enterprises and institutions of China Aerospace Science and Technology, Science and Industry Group, FAW-Volkswagen Automobile Co. Ltd, Volvo Car Group, Chongqing Changan Ford Automobile Co., Chongqing Changan Automobile Co., Chengdu Aircraft Industry (Group) Co., Ltd, ZTE Corporation, Huawei Technologies Co, Ltd., Samsung Group, Sichuan Laguang Industrial Group Co., Ltd., Suning Yunshang Sales Co., Ltd., New Hope Group, China Southern Locomotive and Rolling Stock Industry Group Corporation, Intel (Products) Chengdu Ltd, Chengdu Triple Digital Technology Co. Aerospace Machinery Manufacturing Class", "Air Vehicle Assembly and Testing Order Class," "FAW-Volkswagen Pre-Development Class," "Large Aircraft Class," "Volvo Class," "Geely Class," "New Hope Class," "Laguna Carbo Class," "Chengdu Tri-Stack Digital Class," "Chengdu Metro Class," which implement order cultivation.

Chengdu MJMT Education Consulting Co., Ltd, abbreviated as MJMT, was founded in 2016 in Chengdu, Sichuan Province. The company's main business is to provide employment training for college and university students and employment skills training to improve employment match and improve the employment skills of

college and university graduates. MJMT has a mature training team and marketing experience. In 2019, the company added a new psychological counseling business segment to improve the educational resources, which can provide complete educational services for young people. In 2017, MJMT began to put the company's development direction on China's vocational and technical education in the hope of improving the popularity of China's vocational and technical education and career matching and bringing the latest and most scientific introduction to vocational and technical education to the young people of China's remote areas and to bring the latest and most scientific introduction of vocational and technical education to the youth in remote areas of China. In 2017, MJMT started deep cooperation with CASC, relying on CASC's official endorsement and institutional resources and utilizing MJMT's market experience and corporate flexibility to transform vocational and technical education from a policy to an accurate model that can be practiced and implemented to honestly and efficiently promote the development of China's vocational and technical education.

Experiential Education

We live in an "age of innovation" in which students are not sufficiently prepared to meet the expectations that increasingly complex social changes are building (Stock et al., 2018). One of the topics that must be effectively discussed in education to meet the needs of 21st-century society is thus the development of creativity and innovation at all levels of education and training (Daniel, 2016; Li & Liu, 2016; Liu et al., 2017). At the beginning of the ETCF promotion, we understood the need to utilize innovative educational methods to promote career and technical education more effectively and engagingly. Experiential education is one of the most suitable ways to promote

technical and vocational education.

Experiential learning is a concept based on the work of the 20th century's leading scientists, and simply put, it is the process of knowledge being created through the transformation of experience (Andersen et al., 2000). In experiential learning, students are given opportunities to participate in interactive activities that allow them to go beyond the learning domain to explore and experience the topic in the "real world" (Yan & Cheung, 2012).

One of the last links about the experiential learning process fits perfectly with the purpose of career and technical education.

The final stage of the experiential learning cycle is active experience. In this stage of experiential learning, the student applies what they have learned and sees if it works. With an integrative approach, students demonstrate concrete skills they can practice (Welsh & Dehler, 2013).

"Experiential learning" is acquiring and applying knowledge in the real world. Programs that offer experiential learning often emphasize using practice to hone skills and expertise. Experiential learning is an instructional method that allows students to learn by doing. Students can develop new expertise by practicing in specific scenarios rather than just learning the principles of a new skill in a classroom.

According to the Center for Teaching and Learning at Boston University, experiential learning should consist of four components: analysis and synthesis, autonomy and independence in making decisions and taking responsibility for the results, interaction with other students, and the opportunity to learn from mistakes and

successes. Experiential learning has been practiced in China since ancient times, such as the master-apprentice system, cooperative education in China's skilled trades and crafts, and the requirement for nurses to serve a period of internships in other hospitals, which is essential for career advancement in China. Another example is internships and external experiences.

Experiential learning is indispensable for vocational and technical education, so the ETCF project is mainly about advancing the practice of experiential learning. The most essential way to elevate experiential learning pedagogy is to demonstrate the benefits of student-led and student-centered learning activities. This represents a change from the current government-led and teacher-centered approach. This recognition led to the founding of the ETCF student organization.

Development of Vocational Education

Many policy makers and educators have acknowledged that promoting vocational education and training (VET) could be a crucial policy measure for developing countries to increase the number of skilled labor force and reduce youth unemployment (UNICEF, 2019; Vandenberg and Laranjo, 2021). However, the quality of the student population in vocational education has not remained the same over time. The expansion of enrollment in undergraduate colleges and universities has made the already low enrollment standards of higher vocational colleges and universities lower once again because only by lowering the enrollment standards can the school's enrollment plan be effectively accomplished. Sometimes, it is necessary to enroll underprepared students to complete their enrollment goals. Insufficient enrollment of new students has been one of the major problems affecting the

development of higher vocational institutions, and the quality of students admitted to higher vocational institutions needs to be improved in order to maintain the reputation of the school and elevate the results of teaching. The low starting point of higher vocational students makes the educational work of vocational education schools more challenging.

The mechanism for coordinating vocational qualifications also needs to be improved. Students in vocational education schools will only be able to improve their competitiveness in future social competitions if they have obtained vocational certificates in the relevant specialties. However, the content of and confidence in many of our vocational qualifications needs to be improved. Unfortunately, the authority of vocational qualifications has declined, affecting people's recognition of vocational qualifications in the industry. In the process of vocational education, influenced by the educational objectives of the school and the influence of the social employment system, the school will be more critical to the dual-certificate and multi-certificate system students. Various issuing organizations, including education examination institutes, social security agencies, and information industry organizations, issue vocational qualification certificates. The responsibilities for the validation and issuance of vocational qualification certificates need to be clarified, resulting in a lack of coordination mechanisms for vocational qualification certificates, impacting the quality and reputation of vocational qualification certificates.

The management system of vocational education should be more advanced. China's vocational colleges and universities are more traditional in their philosophy of schooling and have a more profoundly traditional management ideology. Many

vocational education schools have been established in a small, planned economy with a deeper degree of administrative. The school personnel management system is backward, and school administrators' management responsibilities need to be clarified. The academic atmosphere in most vocational schools needs to be improved, and there is no mechanism for innovative management or a system to incentivize students to conduct scientific research. The management system of vocational education is roughly divided into government management and government-related departments, enterprise management, and industry management, which makes the management of vocational education more complicated.

China needs to promote greater awareness among youth and their parents of the employment opportunities for well-prepared, skilled young people interested in technical fields and skill-intensive trades. Enabling more students to choose their own vocational and technical education following the period of compulsory education level can open new educational and career pathways for large numbers of rural young people. It can also encourage many young people who unthinkingly choose university education to objectively look at vocational and technical education as options. For their specialty and occupation. This would reduce the unemployment rate of university graduates and increase the number of readily employable technical specialists. Directing more of China’s education and human development resources in this way helps alleviate the unemployment problem facing new university graduates while developing talent for a changing economy. Importantly, it also helps address the persistent poverty in regions where a high percentage of youth are denied the opportunity to continue their education beyond the compulsory nine years.

Project Results

The development of ETCF can be summarized in two areas of results:
The first set of results pertain to the popularization of vocational and technical education. Several activities were organized during the period 2017-2023 to increase awareness of and interest in VTE among 200+ remote area youths. Ninety percent of participating youth completed the selection of majors and enrollment in vocational and technical colleges and universities. Follow-up on employment and living conditions of the graduates was completed.

The second category of results pertain to the continuous improvement of ETCF's student-led activity model. ETCF has refined its approach to forming the Student Activity Organizations and preparing members for organizational leadership. Student's studying in vocational colleges plan and carry out a program of activities, conduct meetings, lead recruitment of new members, and manage funds for each year's program of activities. ETCF is also gradually establishing activity groups for different majors so that young people in remote areas can have a corresponding activity group to consult and affiliate with.

Student Activity Organization (SAO) structure, processes, and member responsibilities for leadership, governance, and management are reflected in the Appendix.

ETCF's 5-Year Priorities

ETCF's capacity for achieving its objectives will be influenced by its ability to gain government policy support. It will apply to become an officially recognized and approved organization, making it eligible for government policy support. Such support will be necessary to expand ETCF's model across China. Because most of the universities in China are public (funded, managed and planned by the government), private sector initiatives related to education should be officially recognized to have

impact.

The ETCF will launch an app and a website designed to achieve more comprehensive public awareness, promotion and access to vocational and technical education, facilitate online education and training for all young people, and to advance vocational and technical lifelong education, on-the-job training, title promotion, and vocational and technical exchanges. ETCF seeks to be the most comprehensive platform for vocational and technical-related information and opportunities, including employment opportunities and positions.

ETCF offline will continue to follow the existing activity model to attract more members to join the organization as active members. It will also launch vocational and technical skill competitions, professional and technical exams, and assessments to attract more young people to join.

Increasing the popularity of vocational technology and improving the employment rate and job matching for students after graduation from vocational and technical colleges and universities will be pursued over the long term. ETCF will carry out ongoing assessment to better understand how vocational and technical education impacts families' income in remote areas, helps to address regional income disparities and inequities, and helps reduce the educational opportunity gap between rural and urban youth in China.

References

AzzolliniL. Scar effects of unemployment on generalized social trust: The joint impact of individual and contextual unemployment across Europe Soc. Sci. Res. (2023)

A.E. Clark et al. Scarring: the psychological impact of past unemployment Economica (2001)

Becker, G.S., (1993). Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education, third ed..,. University of Chicago Press, Chicago.

Bol, T., & van de Werfhorst, H. G. (2011). Signals and closure by degrees: The education effect across 15 European countries. Research in Social Stratification and Mobility, 29 (1), 119–132.

Breen, R. (2005). Explaining Cross-national Variation in Youth Unemployment. European Sociological Review, 21(2), 125–134

Choi, S., (2021). Urban/rural disparities in the wage effect of additional vocational education after formal education: the case of the Philippines. Int. J. Train. Res. 19 (3), 229–241.

Di Stasio, V., & van de Werfhorst, H. G. (2016). Why does education matter to employers in different institutional contexts? A vignette study in England and the Netherlands. Social Forces, 95(1), 77–106.

Daniel, A. D. (2016). Fostering an entrepreneurial mindset by using a design thinking approach in entrepreneurship education. Journal of Industry & Higher Education, 30(3), 215e223.

Gaskin, J., & Berente, N. (2011). Video game design in the MBA curriculum: An experiential learning approach for teaching design thinking. Communications of the Association for Information Systems, 29(1), 6.

Guo, D., Wang, A., (2020). Is vocational education an excellent alternative for low-performing students in China? Int. J. Educ. Dev. 75, 102187.

International Labour Organization (ILO), 2016. Compilation of Assessment Studies on Technical Vocational Education and Training (TVET): Lao People's Democratic Republic, Mongolia, the Philippines, Thailand, and Viet Nam. ILO DWT for East and South-East Asia and the Pacific, Bangkok.

Kolb, D. (1984). Experiential Learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

Korber, M., (2019). Does vocational education give a labor market advantage over the whole career? A comparison of the United Kingdom and Switzerland. Soc. Incl. 7 (3), 202–223.

K.I. Paul et al. Unemployment impairs mental health: meta-analysesJ. Vocat. Behav. (2009)

Li, Y. Q., & Liu, C. H. (2016). How to establish a creative atmosphere in tourism and hospitality education in China. Journal of Hospitality, Leisure, Sports and Tourism Education, 18, 9–20.

Liu, C. H., Horng, J. S., Chou, S. F., & Huang, Y. C. (2017). Analysis of tourism and hospitality sustainability education with co-competition creativity course planning. Journal of Hospitality, Leisure, Sports and Tourism Education, pp. 21, 88–100.

M. Egan et al. Adolescent psychological distress, unemployment, and the great recession: evidence from the national longitudinal study of youth 1997 Soc. Sci. Med. (2016)

Mincer, J., (1974). Schooling, Experience, and Earnings. Columbia University Press, New York.

M.H. Hansen et al.Demanding and resisting vocational education: a comparative study

of schools in rural and urban China Comp. Educ. (2013)

Müller, W., & Gangl, M. (Eds.). (2003). Transitions from Education to Work in Europe: The Integration of Youth into E.U. Labour Markets. Oxford University Press.

M. Binder et al. An examination of the dynamics of well-being and life events using vector autoregressions. Econ. Behav. Organ. (2010)

Oproi, G., Litoi, N., 2019. The employers' voice. J. Educ. Sci. Psychol. 9 (1), 73–80.

Ozer, M., Perc, M., 2020. Dreams and realities of school tracking and vocational education. In: Palgrave Communications, 6, pp. 1–7.

Silliman, M., Virtanen, H., 2022. The labor market returns to vocational secondary education. Am. Econ. J.: Appl. Econ. 14 (1), 197–224.

United Nations Children's Fund (UNICEF), 2019. Transitions from School to Work. UNICEF, New York.

United Nations Educational, Scientific and Cultural Organisation, 2012. Shanghai consensus,https://unevoc.unesco.org/home/UNESCO+Publications/lang=en/akt=detail/qs=5457.

Vandenberg, P., Laranjo, J., 2021. Vocational training and labor market outcomes in the Philippines. Int. J. Educ. Dev. 87, 102501.

Welsh, M. A., & Dehler, J. M. (2013). Combining critical reflection and design thinking to develop integrative learners. Journal of Management Education, pp. 37, 771–802.

Woolery, E. (2008). Design thinking handbook.

X. Chen et al.Return to higher education in China J. Higher Educ. (1998)

Shavit, Y., & Müller, W. (1998). From School to Work. A Comparative Study of Educational Qualifications and Occupational Destinations. ERIC.

Yan, H., & Cheung, C. (2012). What types of experiential learning activities can engage hospitality students in China? Journal of Hospitality and Tourism Education, 24 (2),

21–27.

WEBSITE:

National Bureau of Statistics of China (stats.gov.cn)

The Ministry of Education of the People's Republic of China (MOE) (moe.gov.cn)

Sichuan Aerospace Vocational and Technical College (scavc.com)

The website of the Central People's Government of the PRC (www.gov.cn)

A look at the third quarter of China's Most underemployed occupations _ ScrollNews_Gov.cn (www.gov.cn)

The first-time employment rate of college graduates in China exceeds 77%_ Rolling News_Gov.cn （www.gov.cn）

Appendix: SAO structure, processes, and member responsibilities

ETCF Motto

Grow through sharing

Knowledge transfer warmth

Technology changes the future

Officer Responsibilities:

Lead by example and take the lead in implementing the organizational Code of Conduct.

Clarify organizational tasks and workflow.

Define the responsibilities of the position.

Uphold the organization's reputation and mission.

DUES

$7 per person before 10.1 of each year.

Officer Responsibilities

President

- Strict implementation of organizational guidelines
- Attend all organizational meetings on time
- Monitor and control the progress of organizational activities
- Responsible for all members of the organization

Vice President

- Strict implementation of organizational guidelines.

- Assist in organizing the meeting plan and monitoring its implementation.

- Coordinate all committee work.

- Work closely with the president and advisor to assess progress toward meeting chapter goals.

Secretary

- Record and organize the contents of each meeting.

- Alert record members for behavior that is not consistent with the organization.

- Liaise and organize members to attend meetings and events.

- Maintain member attendance and activity records and issue membership cards.

Treasurer

- Record organizational income and expenditure.

- Regular financial reporting.

- Manages all funds of the organization.

- Develop an annual financial plan and hold meetings to inform members.

Reporter

- Write the organization-related text propaganda content and manage the official document released.

- Prepare and maintain a chapter scrapbook.

- Responsible for maintaining all kinds of cooperative relations in the organization.

- Serve as the chapter photographer.

Advisor

- Participate in organizing regular meetings.
- Get suggestions from students and parents about the organization
- Instruct students in leadership and personal development.
- Build school and community support for the program.

Conference format

Each meeting begins with an announcer, and each member introduces his or her duties: President, Vice President, Secretary General, Accountant, Sentry, Organizing Committee Member, and Student Advisor. Then the announcer announced the following process, the contents, and topics of the meeting: the chairman introduced the contents of the meeting, the organizing committee led everyone to discuss the form, time, preparation, and participants of the task, and the accountant took the lead in discussing the activity budget, the student adviser could put forward suggestions on the activity, and the Secretary-General recorded the whole process. At the end of the meeting, the vice chairman summarized the tasks, time, process, and responsible departments, and the secretary-general recorded the whole process, sorted out the meeting contents, and sent emails to members.

Election:

The election activities are organized once a year by organized ministers, held on the 3rd and 5th of every year. The election method is registration—competition for employment speeches—organizing members to vote. Votes are counted transparently, results are publicly announced, and confirmation speeches are given for new members.

Voting process:

Projects beyond the scope of organizational activities or existing projects can only be promoted occasionally. Discussion of organizational meetings is objectionable, and the election of new leadership members can be carried out through voting.

Voting for different events is designed.

Typically, anonymous voting is followed by an immediate public vote count conducted by the management committee and public announcement of the vote results.

NOTE: Under normal circumstances, the results will be announced directly according to the number of votes cast. In major events, the number of approved votes must exceed 2/3.

Sample SAO Chapter Budget Plan

Income

1. Student Bazaar	**$ 200.00**
2. School Allocates Funds for Activities	**$ 600.00**
3. Cooperative Enterprise Contribution	**$ 600.00**
4. Alumni Donation	**$ 150.00**
	Net Total $ 1,500.00

Expenses

1. Recruitment Fairs	**$ 100.00**
2. Winter Activity Fairs	**$ 80.00**
3. Fundraising Activity	**$ 150.00**
	Net Total $ 330.00
	Net Profit $ 1,170.00

Treasurer Signature _____

Advisor Signature _____

High School Principal Signature _____

Activity Proposal

Date of Proposal: 10/10/24

Activity Name: Winter Event Fund Raising

Committee: Organization Management

Chair Person: Yuxin Liu

Description: Representatives of cooperative enterprises and school students are invited to sell students' works in rural areas to raise funds for winter activities.

Goals: Invite partner companies and school teachers and students to raise funds for winter activities

Target Competition Date: 10/30/20

Estimated Income: $250.00

Estimated Expenses: $50.00

Chapter Action: Develop a sign-up sheet for the event and collect needed supplies.

Notes/Comments: The event will use the school's student activity room and microphone projection equipment. The Organization Department needs to apply in advance.

Committee Head Signature _____

Chapter President Signature _____

Chapter Advisor Signature _____

Sample Calendar of Events

Date	Activity	Time	Location
June 26	Project kickoff meeting	1 pm	CD, SC
July1-6	Agricultural assistance activities	9 am	Mianzhu, SC
Aug 2-29	Agricultural assistance activities	9 am	Bazhong. SC
Sep10	Regular meeting of the new semester	2 pm	CD, SC
October 8	Winter vacation activity planning meeting	2 pm	CD, SC
October 15	Winter vacation activity scheduling process	2 pm	CD, SC
October 30	Winter vacation activity fund recruitment	2 pm	CD, SC
November 29	Activity welcome ceremony	11 am	CD, SC
Dce 1-7	Winter vacation activities	9 am	CD, SC
Dce 8	Winter holiday activities end ceremony	11 am	Bazhong, SC
March 5	New semester meeting election ceremony	11 am	CD, SC
March 15	Summer Activities Communication meeting	2 pm	CD, SC
April 3	Summer program confirmation vote	2 pm	CD, SC
April 20	Summer activities Progress meeting	2 pm	CD, SC
May 1	Summer event fundraiser	11 am	CD, SC
May 25	Summer trip kickoff	2 pm	CD, SC
June 10	Pre-departure ceremony	10 am	CD, SC