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Concepts and Practice Used in Vocational Education for International Development during COVID-19 in China

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ABSTRACT

One of the world's most serious threats, COVID-19, has affected the lives of countless people worldwide, killed thousands, disturbed the learning process, and placed several economies on the verge of collapse. However, it has compelled individuals and organizations in public administration, business, education, and society in general to reexamine conventional thinking. The Chinese government uses new tactics and strategies to deal with the current economic crisis. Entities are crossing the unknown territory. Plenty of what we are seeing now reflects countries, businesses, and communities ready to tackle the problem from various angles. People's capacity to find work and increase their productivity can be improved through the development of new skills, which can help countries become more competitive. Investment in a skilled workforce can set off a positive feedback loop in which higher productivity and development lead to more and better jobs for the current workforce, as well as increased public and private funding for education and training. A worldwide upheaval as COVID-19 presents a new set of difficulties for the educational system and TVET (Technical and Vocational Education and Training), and this review attempts to shed some light on how they should respond.

Keywords: china; COVID-19; international development; vocational education

INTRODUCTION

The COVID-19 pandemic has not been limited to the borders of individual countries. It has affected people from all lifestyles, regardless of nationality, educational attainment, or financial status. However, this has not been the case for its long-term effects, disproportionately affecting the neediest. In education, there is no slack. Students could find alternative learning possibilities from wealthy families who are encouraged by their parents and are willing to learn. When their schools closed, many students from low-income families were left behind. The COVID-19 pandemic presents a unique opportunity for technical and vocational education and training (TVET) institutions to step up their game. Their contributions can be made in three stages: the current "coping" era, an interval phase in which schools and companies gradually reopen, and the recovery era where structural improvements are anticipated in both the education system and the job market.

Due to COVID-19, learning is increasingly done via the Internet, television, or radio. TVET can still be a viable option for distance learning. Still, it is often constrained by a lack of electricity, internet service, equipment, social networks, or students and teachers who have not been prepared for remote education. Women and girls, for instance, suffer additional limits on their accessibility because of other obligations, such as caring for children and older family members, along with other home activities. In low-income and vulnerable student populations, adapting to distant learning can be difficult.

To fulfill the high standards of TVET, which places a strong emphasis on employability and practical skills, distance learning is a challenging endeavor. It is common for practical skills to be learned through hands-on practice in school-based workshops and laboratories or the field. When a student needs to use equipment or resources that are not readily available at home, remote learning is a poor substitute for hands-on training. Remote practical instruction is possible in some circumstances and for particular professions, such as augmented reality and virtual reality. TVET programs that rely primarily on learning-by-doing are the ones that have

the most difficulty adapting to distance learning. Academic disciplines or work-related abilities that do not necessitate physical exertion can be easily transferred to online learning programs. Because of the need for extensive practice in automotive mechanics, a curriculum on cybersecurity will be easier to move online than one on automobile engineering.

Every country has a different model for TVET supervisory and ministry responsible for education; some nations have provided economic stimulus and support packages for education to combat coronavirus; in other countries, expenditure spending has been prioritized for health coverage and combating the pandemic (Ewiss, 2020). Government incentives and new programs were created in China to encourage people to reenter the workforce through college. During the pandemic, TVET institutions displayed resiliency, innovation, and entrepreneurialism. A number of the methods they devised for quality control, assessment, and instruction can be applied in the long term. Employees were extensively trained on digital technologies, and pupils improved their learning and working independently. Many colleges and universities had never seen anything like this before, and it provided new educational opportunities and closer linkages to the workforce for some. As for others, it was about using and streamlining current educational practices. Despite the increased advantages of moving online, the pandemic brought back old problems. During COVID-19, the issues of lost learning, rural accessibility, and the availability of technology were intensified.

Furthermore, it was impossible to reproduce all aspects of vocational education and work-based learning online. As a result of the pandemic's impact, a market has emerged, moving from offline to online. As a result, firms had to alter their marketing methods (Zhai et al., 2022).

LITERATURE REVIEW

One of the Chinese Curriculum goals is to place Technical Training and Vocational Education (TVET) as equitable with traditional academic programs. Because of the creation of this pathway, more students will have access to science and technology education at a variety of institutions. This program aims to prepare students to work in the local industry as qualified and semi-skilled professionals (Sauffie, 2015). TVET is a crucial factor in producing k-workers for the labor market, essential for a fully developed and high-income nation. As a result, China's government has persistently supported TVET, particularly in establishing specialized training bodies.

The COVID-19 pandemic has affected the health of millions worldwide, killed many, disrupted education and training, and harmed economies around the world, including China, since the end of 2019. China's decision to implement the Movement Control Order significantly affected the Chinese education sector, forcing a shift toward online instruction. COVID-19 also saw the Sri Lankan government implement online and distance learning technology as a new standard for TVET teachers and students (Hayashi et al., 2021). As a result, online teaching and learning can only mitigate China’s MCO era.

The use of the Internet for educational purposes is not new in China. Technology and the Internet have significantly impacted how knowledge is disseminated. According to Ngampornchai and Adam (2016), e-learning is the learning enabled by electronic technology such as online classrooms and portals to obtain the lessons outside the classroom. However, Technology adoption among TVET graduates is more successful than hands-on occupational abilities in increasing learning skills (Yasak & Alias, 2015). In addition, Ahmad et al. (2019) supported several existing standards or approaches in the Learning Management System (LMS), concentrating on the proficiency level and no guidance in developing efficient LSM for TVET in China. Despite this, educators and students alike were enthusiastic about the prospect of using ICT. However, some teachers cannot incorporate ICT in the classroom because they choose traditional teaching methods over ICT (Munyi et al., 2021).

Online learning in TVET programs may also be hampered by inadequate classroom space. Despite the students' desire to participate in Massive Open Online Courses (MOOCs), a lack of internet access is the most significant barrier to their participation, according to Zulkifli et al. (2020). Advancement of technology, infrastructure, and personnel and administrative, socioeconomic, and policy difficulties are the key barriers to implementing online classes for TVET, according to Yasak et al. (2015). However, the efficiency of online learning methods and evaluation methodologies are rarely examined (Nasir, 2020). They need to explore other online learning aspects, which comprise operating systems for online learning and the use of social platforms and lectures.

METHODS

EBSCO, IEEE, and ACM digital libraries were used to access the concepts and practices used in COVID-19's vocational training for global development in China during the research process. Searches for information on how vocational education survived throughout the COVID-19 pandemic, particularly for computing-related studies, were the key focus of the search. The following criteria were used to choose papers for examination to ensure the study's breadth and depth: In the study, TVET and COVID-19 were used; it was revealed that the student's performance and behavior, as well as their perspective on educational concepts and practices used in vocational courses for international development, during COVID-19, were all investigated. With an emphasis on computer-related professions at COVID-19 in China, research was conducted on vocational education for worldwide development.

RESULTS

REACTIONS OF TVET INSTITUTIONS TO COVID 19

ADAPT TO NEW TRAINING AND ASSESSMENT METHODS

There has been a dramatic shift away from traditional classrooms among many academic institutions because of the extraordinary global health crisis, especially among TVET providers (De, 2020). Before the beginning of the COVID-19 pandemic, several training providers offered distant learning options, but they were not generally used in the delivery of TVET. TVET should allow students the opportunity to self-evaluate and engage in group reviews and revisions during the COVID-19 pandemic. In college and the workplace, students will be expected to evaluate their work and collaborate with others, and teachers can help by giving students practice in these skills.

SHIFT TO ONLINE EDUCATION

Most TVET providers have never used distance education before the crisis. Several factors could indicate a poor use of distance learning in TVET before the crisis. It is mainly attached to the focus of TVET on providing training in practical skills, which is generally provided through training sessions in laboratories and workshops. Although augmented and virtual reality technology for online practical training has been demonstrated in various contexts, the nature of the knowledge that can be applied skills has been. It remains a problematic component of the shift to remote learning in TVET (Steffen et al. 2019). Despite these limitations, the adoption of distance learning strategies in TVET has increased since the COVID-19 pandemic, much like in public education institutions and universities. In several places, most TVET students claimed that they could take online courses during the pandemic. More than 50% of TVET providers stated that they were giving training exclusively via remote techniques during

the pandemic. Relatively few low-income countries were able to make that move. The crisis has also shown the enormous learning gap between certain countries and societies.

CAMPAIGN TO EDUCATE THE PUBLIC ABOUT SAFETY

Many vocational and technical schools (TVET) around the globe are participating in an enormous public awareness effort. COVID-19 is a novel virus that has recently been discovered. That is to say that the amount of information about it was limited, especially when it was first underway. There has been no pause in the research of health organizations at all levels, and the world has been learning more and more about the danger. The health sector is responsible for organizing these efforts, but it is up to all of us, including TVET systems, to help spread the word and contribute to the campaigns as much as possible. Approaches for TVET institutions include posting posters and infographics at their facilities or on their websites and social media; distributing health-related information to students and parents; and keeping in contact with learners, parents, and businesses to be aware of the problem. There have been awareness initiatives in every country. Every one of them has put out recommendations, talked about it in the media, and kept the public up to date on the crisis's progress. In addition, several international organizations have taken action.

HAVING THE ABILITY TO OFFER MEDICAL EQUIPMENT AND DEVICES ON-DEMAND

Personal Protective Equipment (PPE) is in low supply worldwide. As a result, germs are being spread, putting hospital staff and patients in danger. Vocational and technical institutions are extensively engaged in creating safety equipment and other supplies, such as sanitizers and masks, which are currently implementing a community production school model. It is not uncommon for local high schools to collaborate with local businesses to help repair and upkeep healthcare equipment. Students in the TVET system now have a fresh opportunity because of the current crisis. TVET could serve as a valuable partner for product and service creation, development, and distribution. The value proposition of TVET is that it not only develops knowledge, skills, and abilities for future jobs and employment, but also offers a wide range of options for students to select from. Several ways TVET can work with the business sector to assist in producing goods and services are typically capital-intensive. This can make it easier to conduct hands-on training sessions. For students who want to continue their education, TVET can connect them to businesses and society through business process solutions and innovation in the value chain of marketing strategy and innovation.

China's government must develop plans and procedures that align with other countries' preparedness to deal with the COVID-19 pandemic in several domains, particularly education, as steps toward lessening the long-term impact of the pandemic. In a COVID-19 pandemic, a few proposals have been made for empowering the TVET program for providers and policymakers, TVET institutions, lecturers, and parents.

INSTITUTIONS OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

TVET institutions must ensure that Internet access is readily available to all students to encourage student participation in online learning. The Internet is one of the most significant networks for transmitting content information and interacting with it, and this facility should be highlighted ((Hassan et al., 2020). Management of TVET colleges must improve the exciting facilities of the hostel and institution to solve the Network connection issue among lecturers and students. Thus, online learning will be more effective, while students will be less likely to drop out. The TVET institutions may also find innovative ways to grow and modernize

their technology digital infrastructure education, invest in science education, and train their employees (The World Bank, 2020).

TVET universities can offer free learning platforms or high-quality web-based materials to further minimize disruptions to online learning. In light of the difficulty in locating TVET resources on the Internet, the European Commission had requested that European national public bodies might freely share the existing content (Majumdar & Araiztegui, 2020). Creating an online campus for TVET colleges and universities is recommended to host and conduct e-learning courses and training for students and instructors. With the help of an online learning management system (LMS), this e-campus can provide a variety of courses in the areas of education, training, and development. To maximize the use of instructional technology in TVET programs, both technical and professional support should be provided. Teachers' ICT abilities can be honed for online learning through various lecturers' services, such as ICT courses (Amran & Yahya, 2020).

Vocational education and training (VET) establishments should consider a blended learning approach that allows lecturers and learners to work together whenever they have Internet access. Because of this present study, providers should determine the instructional opportunities for online learning, including technology capabilities such as TV learning and internet applications and radio or offline resources such as textbooks, courses, and publications (Rasmidatila et al., 2020). In addition, TVET colleges can provide short courses, up-skilling courses, or workforce training via MOOC or other comparable platforms to improve the workers' knowledge and abilities in empowering TVET (Salleh & Sulaiman, 2020).

Health facilities should produce protective equipment, disinfectants, and masks to limit the number of unemployed TVET graduates. In addition, because most medical professionals are preoccupied with treating patients, they can serve as volunteers in immunization clinics. Various instances were observed where they could connect with health facility repair and maintenance to support the creation and marketing of a product or service (Majumdar, 2021). These institutions may be a vital link between education and business. They can help students acquire information, skills, and competencies that will be in demand in the workforce in the future. Health and safety gave us information, and the final students were offered internships (Majumdar, 2021).

PROVIDERS AND POLICYMAKERS

The government came up with a quick way to deal with the problems of shifting from face-to-face teaching to e-learning: making sure that everyone has access to the Internet. Governments should make it easier for people in rural areas to be online by giving them cheap remote satellites to connect them to the Internet (Jalli, 2020). As long as this is the right thing to do, this has also led to cheap and reliable Internet services and more coverage in various parts of China. At the same time, the authority should take the lead by giving people the tools they need to learn online, like computers, printers, broadband networks, or mobile phones. Governments could start a "cost effective device program" by providing unique benefits to the right people so that all households have at least one device that can be used for e-learning (Jalli, 2020). In China, a team of faculty members has been set up to take online courses that can be used on various platforms, including a new TV channel for TVET. This will contribute to better emergency remote learning.

The government representative needs to develop a way to cut down on the time it takes for students to learn. Guidelines are helpful because it shows how to run programs that are primarily practical through e-learning, and they ensure that there will be no significant problems with learning. If there are no rules, it will be hard for the provider to follow the systems and processes of the National Occupational Skills Standards (NOSS) (Menon, 2020).

As a result, it was a good time for the policymaker and other groups to create a common e-learning platform for all skill-training institutes. They did this by standardizing theory and practical components, and all guidelines and measures that fulfill the Performance Criteria and Assessment Criteria set out in the NOSS (Menon, 2020). The guidelines are essential to ensure home-based skills learning training goes according to plan in a secure setting and that the institutes' leadership can do their job well.

There is a new chance for the TVET system and its students to help with product and service design in some sectors, such as making protective gear and other equipment used in medical facilities. Efforts have been made in other nations to ensure those hospital equipment operators, other health care workers, workers in the clothing industry, and call center workers are well trained.

LECTURER AND PARENTS

It is encouraged for TVET lecturers to collaborate on an electronic platform because some of them have a background in IT. As opportunities for online learning, the LMS Moodle and MOOCs allow students to access educational information at any time and decrease barriers that exist (Min and Nasir, 2020). They can upload and download ebooks, reference materials, tests, and other educational materials with ease and convenience. Almazova et al. (2020) found that the university arranged online educational activities, such as digital documents and instructional materials, and telecommunication tools for students to use. It is possible to implement participatory teaching and learning during the epidemic thanks to the collaboration of other groups.

Teachers still need to be innovative in their teaching methods, although most are now conducted entirely online. Using gamification in MOOCs can help students learn more engagingly and creatively, according to Yusoff et al. (2017). To put it another way, a game-based experiment, or lecture might be used to teach pupils about specific subjects. On top of that, Katam and Otieno (2021) mentioned that numerous online learning resources may be used to provide learning materials, such as MOOCs and television. Instructors and students may use Microsoft Teams, Google Meet, Zoom, and other platforms to conduct webinars through automatic room formation.

Instructors can also use gamification, social and collaborative learning, and other interactive teaching and learning forms to pique the students' interest in their subjects. This method is particularly useful in education because it allows students to share and expand their knowledge in a public arena openly. Incorporating online discussion into problem-based learning (PBL) can help students collaborate more effectively. According to Okolie et al. (2020), incorporating Problem-Based Learning into TVET curricula encourages students to take an active role in their education by asking questions and digging deeper into the material. The pandemic provides an opportunity for teachers to create a problem statement in LMS that allows students to discuss their expertise and solutions with one another. Faculty should improve the quality of their instruction through training and industry attachment programs to increase the number of students enrolled in TVET education. Yusof et al. (2020) found that instructors who teach technological subjects must be well versed in the industry to stay abreast of changes in market demand. To reduce the instructor's skill gap, they need to be exposed to industry needs (Kamaruddin & Ibrahim, 2010).

Parents have a significant effect on their children's academic success. When it comes to their children's education, parents are the most critical individuals in a child's life. Parents must be involved in their children's education from an early age by providing a supportive atmosphere, providing educational opportunities, and exhibiting a positive attitude toward their children. (Listyaningrum et al., 2020). According to Rahman et al. (2021), the more time parents devote to their children's education, the more likely they will do well in school.

According to Urii and Bunijevac (2017), the parents' role as educators for their children can help them do better in school. Their research focuses on the knowledge and abilities of parents to guide their children and the role of social support in motivating and self-managing parents and their self-esteem. Results show that most parents agreed with the critical parenting information to help their children's intellectual development, learning, and sense of self-efficacy to improve their parenting methods.

CONCLUSION

The COVID-19 pandemic has disrupted schooling. It has had a devastating effect on China's educational and training institutions. The rise of the coronavirus in China has hurt the country's educational system. It has placed massive pressure on TVET in many regions in China. China's schools and training institutes have seen an academic and training decline because of the COVID-19 outbreak. COVID-19 has had a significant effect on numerous TVET colleges. The disruptions to education and training are becoming severe. It was found that COVID-19 hurt TVET students and institutions, as well as the pandemic itself. All parties involved in the TVET institutions, the government, industry, and the public to end the COVID-19 pandemic should exert efforts. More money should be allocated to TVET by the federal government and well-meaning foundations. Most TVET programs should be converted into distance-learning programs by education and training authorities, educational facilities, and TVET curriculum creators.

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