



RESEARCH PAPER

Vocational Training and its Impacts: A Case Study on Vocational Training Institutes in Hainan (China) and Punjab (Pakistan)

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ABSTRACT

Vocational training centers are playing a great role in the transforming the world in the form of economy, society and fate of the nations and countries. China is the biggest center for the vocational education is the main focus of this research article and comparing with the vocational education system of Pakistan. The main agenda of the research is conducting a comparative understanding of vocational education system in Hainan Province of China and the Punjab province of Pakistan. Methodological approach for this research study is qualitative research. Both primary and secondary data are utilized for the accomplishing the task of this research article. Similarly, the comparative research methods are also applied to compare the vocational education systems. On the other hand, Pakistani education system has not given much space to the vocational institutes and training centers but after the establishment of China and Pakistan Economic Project and its development in Pakistan, a new wave of constructing and developing vocational train centers is different cities and regions of Pakistan. It is recommended to that Pakistan for its economic development and progress of the markets has to apply the methods for the vocational education system.

KEYWORDS China, Development, Education, Hainan, Punjab, Vocational

Introduction

Vocational Education and Training (VET) is defined as "technical education and skills training primarily for jobs that are focused on manual or practical tasks." This approach is applied for understanding the vocational education system both in the Punjab and Hainan province. China's southernmost province, Hainan, is an island. A tropical environment, beach resorts, and a forested, hilly interior have made it famous. Meanwhile, Punjab province of Pakistan is the agricultural hub of the country with abundance of water and agricultural lands (Bosch & Charest, 2009). Both of these locations need vocational institutions for different purposes, such as technical works and agriculture machinery workers in the Punjab province along with a number of industry workers who could certain with the machines and other equipment. In the same way, in Hainan province a number of vocational schools are working to provide both long term training and short-term training to the students (Malamud & Pop-Eleches, 2010).

The education system in the province of Hainan is same with the other part of China as nine years of education are mandated in Hainan, including six years of elementary school, three years of lower secondary, and three years of upper secondary in either academic or vocationally focused senior high schools. This is in line with the rest of mainland China (Liu & Gao, 2022). Statistics show that Hainan's entrance rate to higher education was 90.6%, well above the national average of 88.3%. But compared to the rest of the country, Hainan has a higher proportion of pupils enrolled in vocational high schools than the average. As at end of 2017, there were about 193,000 students enrolled across the province's 19 colleges and universities. There are a total of eleven higher vocational institutions offering three-year diploma program, and eight universities with the authority to award bachelor's degrees. One of these, the Haikou Institute of Science and Technology, was upgraded from a higher vocational college in 2018 and has not yet admitted its first cohort of bachelor's degree students. There has been a 2.6-fold growth in the number of graduate and postgraduate students in Hainan since 2010. This is driven mostly by an increase in the number of students pursuing doctoral degrees (Ou & Chen, 2022).

Verily, the education system in the Punjab province is same with the education system all over Pakistan. Education system for the schools in Pakistan is same as the students has to be enrolled in primary school for five years, middle school for three years, secondary school for 2 years, in high school for two years. This is the basic education system in the Punjab province and all over Pakistan. This system of education is a British legacy which is adopted by Pakistan from its establishment. On the other hand, Punjab is the biggest province of Pakistan with having most vocational training institutions which are providing training in several fields. There is a separate department for the vocational training institution with the name of Technical Education Training and Vocational Training authority (TETVA) (Khan, 2014). There is a great similarity in the origin of the vocational training centers in Punjab and Hainan but the system and the institutions are more developed in Hainan province (Liu, et al, 2018).

Literature Review

Both the provinces (Punjab and Hainan) have been researched thoroughly with which a plethora of literature is produced on the vocational training and vocational education system. Some of the important peer-reviewed articles are reviewed to understand the basic development of the vocational training in both the provinces. Yuan & Wang 2021, have mentioned that China's reform and opening-up continue to gain momentum, the country's educational system must produce an increasing number of skilled workers who can rise to both domestic and international challenges. Not only is vocational education and training being promoted as one of two types of Chinese education, even as national strategy, it has been elevated to the status it formerly held before it was subordinated to general education. This article has focused on literature analysis to shed light on the progress being made in China's education reform by examining the evolution of the country's vocational education and training as it moves from quantity to quality (Yuan & Wang 2021). Similarly, Jing et al, has presented that it is clear that vocational education is crucial to fostering a wide range of human abilities, disseminating technical know-how, and fostering economic growth through increased employment opportunities, creative problem solving, and entrepreneurial spirit. Vocational education in China plays a significant role in the development of varied talents, the transfer of technical skills, and the promotion of employment and entrepreneurship as an integral part of the national education system and the development of human resources. The purpose of this article is to investigate the evolution of vocational education in China, as well as its current state, its past

contributions, and the difficulties it faces going forward. It turns out that the term for China's system of vocational education morphed several times before settling on its current iteration. Building a nation requires a combination of academic and vocational training, but vocational education is fighting an uphill battle to be given the same respect as academic training (Jing et al, 2022).

Schmidtke and Chen have the opinion Confucianism and, since 1949, Marxism have been the most important ideas in Chinese education. However, in an effort to advance the country without seriously questioning the status quo, different Western concepts have been accepted into vocational education in response to growing industrialization, ideological demands, and traditional loyalties. As a result, China lacks a consistent conceptual basis for determining how vocational education should foster economic development and social advancements. However, vocational instructors would do well to be cognizant of their own philosophies in order to make educated decisions about their classroom practices (Schmidtke & Chen, 2012).

Tilak writing on vocational training in Asia has mentioned that general education or a trade school? In many poor countries, this is a "tough choice." General education is said to create "general human capital" in the human capital framework, while vocational and technical education is said to create "specific human capital." The first set of skills can be used throughout a person's life and in different jobs, while the second set cannot. Because of this, many people believe that a general education is better for a flexible workforce that can change tasks and even the type of work they do. However, the second set has an advantage: learning specific job-related skills can make a worker more suitable for a given job and therefore more productive. Since both are important, many countries' education systems have both general education and vocational education in different amounts (Tilak, 2003). Verily, Ansari & Wu have pointed out that technical and vocational education and training (TVET) is a key part of a country's social and economic growth. In a review of the literature, it was said again and again that Pakistan's TVET sector needs major changes to meet the challenges of the global skilled labour market. This paper is about the development of technical and vocational education and training (TVET) in Pakistan, with a special focus on the "Skilling Pakistan" reforms outlined in the National Skill Strategy (NSS) (2009–2013) and the progress of the TVET reform support program (2011-2016). This study was done so that a model for vocational training program for people with disabilities could be made. For this reason, a desk review was done, and the vocational training models and program of Israel, the United Kingdom, Vietnam, Japan, and Thailand were analyzed to create a conceptual framework for the model. A new model of a vocational training program was suggested, taking into account the local conditions and needs. The proposed model included a plan for vocational training for the jobs of cashier for the mild group, receptionist for the moderate group, and computer operator for the severe group. It also said what kind of disability the training plan was for. The model suggested job training for people with mild, moderate, or severe disabilities, no matter what kind they had. The model included details about the structure, goals, professional support, vocational training plan and activities, evaluation, and training on the job, among other things. During the desk review, international VT practices were compared to how things are in the U.S., and then a plan for VT for the disabled was put forward (Ansari & Wu, 2013).

Material and Methods

This research study is centered on a comparison analysis of two provinces; hence, qualitative comparative research methods are the primary approaches utilized. In this methodology, both the similarities in the vocational education system and its

development aspects are explored, as well as the research's principal findings. This research uses both primary and secondary qualitative data in the form of documents, peer-reviewed journals, books, vocational school records, and departmental records from vocational schools. The historical analysis approach is the primary pattern for analyzing the data in order to comprehend the historical development of vocational schools in both provinces. Historical analysis is a method for determining what occurred in the past by examining evidence. It is most commonly used for textual evidence, but it can be used for any artefact. Initially, the historian seeks to confirm what occurred in the past. Data to be analyzed from the inception of vocational schools to the present day (Mahoney & Rueschemeyer, 2003).

An Analysis of Vocational Institutes and Education System

The global economy is becoming increasingly professionalized, and not everyone requires a college degree to succeed. Many western nations place a premium on technical and vocational education and training (TVET). TVET equips school leavers who do not intend to pursue a degree with training in professional knowledge and employability skills. The TVET courses give the education, training, and skills demanded by the labor market, or they provide students with the technical know-how necessary to launch their careers immediately after high school. This is the agenda taken by the developing countries rapid and fast progress and followed the models of developed countries for progress (Ayub, 2015). In Pakistan the formal vocational institutes were established with the act of vocational training centers but very less vocational schools were established and only some were initiated in big cities. In the beginning the main focus of the vocational schools in the Punjab province remained only in four sectors- employability, female participation, skill development and teacher training, the other sectors which were focused by all the world were about technological development, but the most important elements in the vocational training were avoided like the industrial development which was the need of the hour for Pakistan. The vocational institutes which were established with the passage of time only education equal to secondary and high schools are imparted (Saeed, et al, 2022). University level conventional training institutes were never established in Pakistan before 2017. Some of the vocational training institutions in the Punjab province are given below in chart.

Name of Institute	City
"Government Vocational Training Institute, Minchanabad"	Bahawalnagar
"Government Vocational Training Institute, Bahawalnagar"	Bahawalnagar
"Government Vocational Training Institute, Adda Abdullah"	Bahawalnagar
"Government Vocational Training Institute, Chistian".	Bahawalnagar
"Government Vocational Training Institute, Haroonabad".	Bahawalnagar
"Government Vocational Training Institute, Fort Abbas".	Bahawalnagar
"Government Vocational Training Institute, Mankera".	Bakkar
"Government Vocational Training Institute, Darya Khan".	Bakkar
"Government Vocational Training Institute, Kallurkot".	Bakkar
"Government Vocational Training Institute, Bakkar"	Bakkar
"Government Vocational Training Institute, Yazman".	Bahawalpur
"Government Vocational Training Institute, Ahmedpur",	Bahawalpur
"Government Vocational Training Institute, Bahawalpur"	Bahawalpur
"Government Vocational Training Institute, Hasilpur"	Bahawalpur
"Government Vocational Training Institute, Attock"	Attock
"Government Vocational Training Institute, Fetah Jhang".	Attock
"Government Vocational Training Institute, Pindi Gehab".	Attock
"Government Vocational Training Institute, Hassan Abdal".	Attock
"Government Vocational Training Institute, Chakwal".	Chakwal

"Government Vocational Training Institute, Talagang".	Chakwal
"Government Vocational Training Institute, Lawa".	Chakwal
"Government Vocational Training Institute, Dhudial".	Chakwal
"Government Vocational Training Institution, Mahal Mughalan".	Chakwal
"Government College of Technology, D.G. Khan".	D.G. Khan
"Government Vocational Training Institute, D.G. Khan"	
"Government Vocational Training Institute, Taunsa, Sharif".	D.G. Khan
"Government Vocational Training Institute, Vehova"	D.G. Khan
"Government Vocational Training Institute"	D.G. Khan
"Government Vocational Training Institute, Gujranwala".	Gujranwala
"Government Vocational Training Institute, Wazirabad".	Gujranwala
"Government Vocational Training Institute, Rahwali".	Gujranwala
"Government Vocational Training Institute, Noshera, Vikran".	Gujranwala
"Government Vocational Training Institute, Gujrat".	Gujrat
"Government Vocational Training Institute, Manglia".	Gujrat
"Government Vocational Training Institute, Kharian"	Gujrat
"Government Vocational Training Institute"	Gujrat
"Government Vocational Training Institute, Hafizabad".	Hafizabad
"Government Vocational Training Institute, Sukheke".	Hafizabad
"Government Vocational Training Institute, Jhang"	Jhang
"Government Vocational Training Institute, Shorkot".	Jhang
"Government Vocational Training Institute, Jhelum".	Jhelum
"Government Vocational Training Institute, Pind Dadan Khan"	Jhelum
"Government Vocational Training Institute, Dina".	Jhelum
"Government Vocational Training Institute, Sohawa".	Jhelum
"Government Vocational Training Institute, Kasur"	Kasur
"Government Vocational Training Institute, Chunian".	Kasur
"Government Vocational Training Institute, Pattoki".	Kasur
"Government Vocational Training Institute, Khanewal".	Khanewal
"Government Vocational Training Institute, Kabirwala".	Khanewal
"Government Vocational Training Institute, Mian Chanu".	Khanewal
"Government Vocational Training Institute, G.T Road".	Khanewal
"Government Vocational Training Institute, Nushera",	Khushab
"Government Vocational Training Institute, Khushab".	Khushab
"Government Vocational Training Institute, Noorpur Thal".	Khushab
"Government Vocational Training Institute, Layyah".	Layyah
"Government Vocational Training Institute, Karror"	Layyah
"Government Vocational Training Institute, Choubara".	Layyah
"Government Vocational Training Institute, Hatti Moton Mull".	Lodharn.
"Government Vocational Training Institute, Lodharn".	Lodharn.
"Government Vocational Training Institute, Phalia"	Mandi-bahaudin
"Government Vocational Training Institute, Mandi-bahaudin".	Mandi-bahaudin
"Government Vocational Training Institute, Mianwali".	Mianwali
"Government Vocational Training Institute, Mianwali"	Mianwali
"Government Vocational Training Institute, Isakhel".	Mianwali
"Government Vocational Training Institute"	Mianwali
"Government Vocational Training Institute, Muzaffargarh".	Muzaffargarh,
"Government Vocational Training Institute, Alipur".	Muzaffargarh
"Government Vocational Training Institute, RGMTC, Muzaffargarh"	Muzaffargarh
"Government Vocational Training Institute, Kot Addu".	Muzaffargarh
"Government Vocational Training Institute, Nankana Sahib".	Nankana Sahib
"Government Vocational Training Institute, Sangla Hills".	Nankana Sahib
"Government Technical Training centers, (DMTC), Narowal".	Narowal
"Government Vocational Training Institute, Narowal".	Narowal
"Government Vocational Training Institute, Lohri Gate"	Lahore

"Government Vocational Training Institute for Women"	Lahore
"Government Vocational Training Institute for Women, Jia Musa, Shahdara"	Lahore
"Government Vocational Training Institute, for Women Dev Samaj Road".	Lahore
"Government Vocational Training Institute, Baghbanpura"	Lahore
"S.S Government Vocational Training Institute, Shah Alam Gate"	Lahore
"Government Vocational Training Institute, Awan Town"	Lahore
"Government Vocational Training Institute, Cantt".	Lahore
"RSLN Government Vocational Training Institute, Mouj Darya road, Lahore	Lahore
"Government Vocational, Training Institute, Cantt"	Rawalpindi
"Government Vocational Training Institute, Gujar Khan"	Rawalpindi
"Government Vocational Training Institute, Gujar Khan".	Rawalpindi
"Government Vocational Training Institute, Dhamial".	Rawalpindi
"Government Vocational Training Institute, Mandra".	Rawalpindi
"Government Vocational Training Institute, Shujabad".	Multan
"Government Vocational Training Institute, old city".	Multan
"Government Vocational Training Institute, Summandri".	Faisalabad
"Government Vocational Training Institute, Faisalabad".	Faisalabad
"Government Vocational Training Institute, RMGTC".	Faisalabad
"Government Vocational Training Institute, Pasrur".	Sialkot
"Government Vocational Training Institute, Sialkot".	Sialkot
"Government Vocational Training Institute, Sahiwal".	Sahiwal
"Government Vocational Training Institute, Chichawatni".	Sahiwal
"Government Vocational Training Institute, Rajanpur".	Rajanpur
"Government Vocational Training Institute, (ABAD), Rajanpur"	Rajanpur
"Government Vocational Training Institute, Jampur"	Rajanpur
"Government Vocational Training Institute, Jampur"	Rajanpur
"Government Vocational Training Institute, Rojhan "	Rajanpur
"Government Vocational Training Institute, R.Y.Khan".	R.Y.Khan
"Government Vocational Training Institute, Sadiqabad".	R.Y.Khan
"Government Vocational Training Institute, Liaquatpur".	R.Y.Khan
"Government Vocational Training Institute, Okara"	Okara
"Government Vocational Training Institute, Depalpur".	Okara

Development of Vocational training in Punjab Province

Curriculum development in the vocational training institutes is according to the level and training institution and it is devised with the help of the members of the Technical Board of Vocational Institutions of Punjab and Punjab skills development authority (Hayyat & Hussain, 2015). The new courses which are included in the vocational training centers are available diverse form. The courses which are offer in the vocational training centers are as follow presented in the form of a chart.

Courses offer	Field of Training and Courses
3-year DAE Technolog	"Aerospace Technology, Architecture Technology, Automation Technology, Avionics Technology, Bio -Medical Technology, Chemical Technology, Chemical Technology with Sp. in Sugar, Civil Tech. with sp. in Quantity Surveying, Civil Technology, Computer Information Technology, Dress Designing & Making, Drilling & Drilling Fluids Technology, Electrical Tech. with sp. in Mining, Electrical Technology, Electronics Technology, Food Processing & Preservation Technology, Food Technology, Footwear Technology, Furniture Design & Technology, Garment Technology, Glass, Ceramics & Pottery Development, Information & communication, Instrumentation Technology, Land & Mines Surveying Technology, Leather Technology, Mechanical Tech. (Power) with sp. in Auto & Farm Machinery, Mechanical Tech. with sp. in Construction Machinery, Mechanical Tech. with sp. in Foundary & Pattern Making, Mechanical Tech. with sp. in HVACR Technology, Mechanical Tech. with sp. in Metallurgy & Welding, Mechanical Tech. with sp. in Mining, Mechanical Tech.

	with sp. in Precision Instruments, Mechanical Tech. with Sp. Cast Metal & Foundry Technology, Mechanical Tech.(Power) with sp.in Auto & Diesel, Mechanical Tech. Dies & Mould Tech. with specialization. in sp. purpose machines, Mechanical Technology, Mechatronics Technology, Mining Technology, Petro-Chemical Technology, Petroleum Technology, Printing & Graphic Arts Technology, Telecommunication Technology, Textile Dying & Printing Technology, Textile Spinning Technology, Textile Weaving Technology”.
2-year vocational cour:	“Advance Diploma in Quantity Surveyor fields, Architectural Drafting, Auto Diesel Mechanic, Auto & Farm Machinery Mechanic, Automation, Boiler Operat Cabinet Making, Commercial Arts & Graphics, Diploma in Culinary Arts, Diplo in Hotel Operations, Diploma in Nutrition Sciences & Hygiene, Diploma Vocatio Girls / Certificate Voc. Girls, Draftsman Civil, Draftsman Mechanical, Dr Designing & Making, Electrician, Electronics Applications, English Course (1 st 2 nd Year) for Special Edu., Fitter General, Fitter General (Specialization in Cott Ginning Technician), HVACR, Industrial Electronics, Industrial Instrumentatio Jewelry Designing & Manufacturing, Land & Mines Surveying, Machinist, Mat Technical, Matric Vocational, Matric-Vocational (Hotel Operations), Post-Mat Diploma in Sp.edu for hearing Impaired (2-Years), Plastic Mould Making, Plum & Pipe Fitter, Textile Machinery Repair & Maintenance (Weaving), Textile Machin Repair & Maintenance (Spinning), Welder, Wood Working & Furnit Making(Carpenter), Diploma in Tourism & Airport Operations, Diploma Professional Baking and Patisseri”
1-year vocational cour:	“Advance Carving, lacquer polishing and painting, Advance Dress Designing & Making, Agriculture farm Manager, Aluminum & Steel Fabricator/Welder, Applied Diploma in telecommunication, Applied Instrumentation & control, Art & Crafts Accessories, Auto & Farm Machinery Mechanic, Auto Electrician, Auto Mechanic, Basic Dress Designing & Making, Boutique Planning & Production, Citrus Crop Management, Civil Surveyor, Commercial Arts & Graphics, Computer Hardware (Repair & Maintenance), Computer Operator, Cotton Ginning Technician, Diploma Computer Hardware & Network Engg., Diploma Information Technology (DIT), Diploma Vocational Teacher Development (DVID), Draftsman Civil, Draftsman Mechanical, Dress Making, Electrician, Electronics & Computer, Electronics Application, Electronics Technician, Fashion Designing, Fitter General, Fitter General (Specialization in Cotton Ginning Industry), HVACR, Industrial Electronics, Livestock farm Manager, Leather Processing, Machinist, Motor Winder, Office Management Assistant (Office Secretary is obsolete), Plumber & Sanitary Installer, Quantity Surveyor, Shoe Designing & Modeling, Skin & Beauty Therapy (replaced old Beautician), Social Media Marketing, Textile Design, Tractor Mechanic, Video Production, Welder (Arc & Gas), Wood Craftsmanship, Wood Working”.
6 months vocational courses	“Advance diploma in Land Resource Survey, Application & Games Develop Audio-Video MechanicAuto CAD, Fashion Design, Finishing & Polishing Furniture, Fitter General, Forging shop Operator, Gear Manufacturing Mechar Generator Repair Mechanic, Glazing & decoration Techniques in Ceramics, Han Man, Heat Treatment of Auto-Parts, Heavy Machine Operator, Home Applian Repair, Horticulture, House Carpenter, HVACR, Hydraulic Technician, Import Export Documentation, Industrial Electronics, Industrial Fitter (6-Months) for Mil Agro Services Pvt. Ltd., Industrial Stitching Machine Operator, Industrial Stitchi Machine Operator (Disabled/Slow learners), Industrial Stitching Machine Opera (for Denim), Industrial Stitching Machine Operator(6-Months), Injection Moldi Machine Operator (6-Months) , Injection Moulding, Inspection & quality Control Auto-Parts, Inspection & Testing in Forging, Inventory Control, Kiln & firi Techniques in Ceramics, Machine Embroidery, Machine Process for wo Machinist, Machinist (6-Months) for Popular Engineering Industries, “Gujranwa Marketing, Mason, Material Technician, Meat Technology, Mobile Phone Repairi (Basic), Model / Mould Making & casting in ceramics, Motor Cycle Mechanic, Mo Winder, Moulder, Optical Fibre Networking (6-Months) with AYK (Pvt.), Limiti Gujranwala, Pest Management, PLC Based Industrial Electrician (6-Months) : SERVIS Industries (Pvt.), Ltd., Gujrat, Plumber, Poultry Worker, Professional Co Quantity Surveyor, Rice Milling & processing Plant operator under MoU with REA Rice Milling Plant Operator, Rotary Machine operator, Salesmanship, Secretar Studies, Shoe upper Stitcher, Shuttering Carpenter, Silk Painting, Social Me

	Marketing Expert (6-Months) with PMS (Pvt.) Limited, Gujranwala, Solar Ener Designing, Installation, Testing & Commissioning (6-Months) with A' (Pvt.), Limited, Gujranwala, Solar Photovoltaic (PV) system for power Generatio Steel Fixer, Sterile Manufacturing Machine Operator, Tablet Manufacturing Machi Operator, Tailoring (Cutting & stitching), Telecom Technician, Textile Design, Text Spinning Machine Operator, Textile Weaving Machine Operator, Tile Fixer, Trac Mechanic, Tractor Operator, Tunnel Farming, UPS Repair Mechanic, Waving & R Making, Web Designing, Welder, Manual Jewelry design, GemStone Identificatio
3 months vocational courses	"2D & 3D Drafting using AutoCAD, Adda Work, Advanced Mali, Air Ticketi Aluminum & Steel Fabricator, Asset Health Management, Auto CAD (Civil),, At Electrician, Auto Mechanic (Diesel), Auto Mechanic (Petrol), Auto-Cone Operat Auto-Placket Operations specialist, Barista Skills (Fast Food), Basic House Keepi Basic PLC, Beautician, Blow Room Operator, Boring Man, Building Painter, Buildi Painter (2-Month +1-Month OJT), Cabin Crew, Call Center Representati Cameraman, Carding Machine Operator, Carpenter, Carpet Designing, Carj Dyeing, Carpet Weaving, Chef, Chinese Language, CNC Machine Operator, Cl Machinist (1-Month +2-Month OJT), CNG plant / compressor opt., Coding Machi Operator, Colour Man, Computer Applications, Computer Graphics, Compu Hardware,,Computer Literacy with JAWS, Control Room Operator, Cook, Cooki & baking, Core & Mould Technology, Customer Support Executive (2-Month - Month OJT), Domestic Cook, Domestic Tailoring, Drawing Simplex operat Electrical Technician, Electrical Wiring".

Recently under the banner of China Pakistan economic corridor the first university for the vocational training has been established in the Punjab province which is training the students to a wide range to subjects related to the development of the industries with the name of Punjab-Tianjin University of Lahore. These all the new institutions are considered to be source for the development of the Punjab and at large source of progress of country.

Understanding the Development and System of Vocational Education in Hainan Province

China has a well-established vocational education system that has been operational for decades. Gaodeng zhiyi jiaotu, or "higher vocational education," is a subset of China's Technical and Vocational Education and Training system (TVET). Since it does not lead directly to an advanced research certification like a degree, UNESCO's (2003) International Standard Classification of Education 1997 places higher vocational education as the junior level of postsecondary education. It offers workforce-preparation programs that focus on useful, industry-relevant skills (Fu, 2020). In addition, the vast majority of students in higher vocational programs attend public institutions. Colleges for adults, junior institutions, four-year colleges, specialized universities, and colleges linked with universities all fall under this category. The education systems in all of China's provinces are connected to the national one. In addition to being a popular tourist destination and China's second largest island, Hainan is well-known as a center for vocational education and training (Wang, 2021).

In addition, local curriculum, especially in the field of Vocational Education and Training (VET), is heavily influenced by regional economic patterns. Unlike the more theoretical focus of other forms of education, vocational and technical (VET) programmes aim to provide students with the practical expertise they'll need to find immediate work in a certain industry (Han & Li, 2022). VET instructors have responded to regional and national demands by placing a premium on performance, or "doing," as a means of imparting knowledge. Tobacco cultivation, supported by the largest local cigar manufacturer; automotive repair and maintenance, training skilled workers on new energy automobiles; tourism management, encouraging a middle-level labour force

toward the goal of constructing an international tourism island; and woodworking are just four of the new courses introduced by the principal of a local secondary VET college in Hainan (Wang, 2020). Hainan's government officials have instituted laws and procedures at all levels to promote education on the island because of the potential influence it has on people's attitudes and behaviours. The Hainan provincial government allocated 2.74 billion yuan to education this year, up 55.4% from 2014 (with increases of 60.8% in general education and 51.2% in VET). The three counties chosen had spending on education that were in the first, second, and third quartiles, just as the counties and cities in that province as a whole. The interviewees indicated that VET, particularly at the postsecondary level, is a current priority of the policies and planning to improve and strengthen local education because of the available education resources in the areas, the local economic structure, and the skill level of the local labour force (Jushun, 2011). Some of the vocational schools and colleges are given in this chart.

Vocational institutions	Field of study
Sanya city vocational College	Sanya
Hainan Vocational and Technical College	Haikou
Hainan Liyou Fine Arts Vocational Technical School	Haikou
Hainan Jiangnan Vocational Technical School	Haikou
Hainan Huanan Senior Vocational Technical School (South Gate)	Haikou
Haikou College of Economics and Vocational Technology	Sanya
Hainan College of Vocation and Technique	Qiong Hai
Sanya Zhuoda Tourism Vocational College	HaiKou
Hainan Vocational and Technical College of Software	Wenchang
Hainan Vocational College of Political Science and Law	Haikou
Hainan Vocational College of Foreign Studies	Wenchang
Hainan Finance and Taxation School	Haikou

Comparative study of Hainan Province institutions with vocational institutes

The vocational institutions in Hainan and Punjab have the same philosophy of working to impart vocational training and provide skills to the students to contribute to the national wealth of both countries. In this respect, the data shows that the vocational education system in the Punjab province is developing on the Chinese model as a fruit of the China-Pakistan Economic Corridor. The vocational education in the Punjab province does not have a great contribution to the national economy because of several reasons, such as lack of interest from the government, low enrollment of students in the vocational colleges, and a lack of qualified teachers and staff in the vocational colleges. In the same way, the vocational institutions in Hainan are more developed, working, and contributing both to the provincial and national wealth of China. The major development is in technology, navigation, tourism, and marine sciences. Zhong, P., & Yang, L. (2016, November). The Recessive role of Part-time Teachers in Ideological and Political Education in Higher Vocational Colleges.

Conclusion

China and Pakistan Economic corridor opened several new arenas for cooperation between Pakistan and China among them one is the cooperation in the field of vocational training for fast and rapid growth of country. Pakistan and the Punjab province has to develop a vocational training model adopting the Chinese model which is considered to be very successful for the growth and development of the country. There is a need for more joint venture and cooperation between the provinces of China and Pakistan on vocational education development. It is seen that the vocational institutions

in Hainan province were development and established late than other regions of China but still developed with in two decades and reached to new heights. It is important for the Punjab province to set a similar approach towards the development of vocational training.

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