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POINTS OF INTEREST FOR CANADIAN INSTITUTIONS

General features which describe China's professional training and post-secondary education sector include:

**PREPARED FOR  
FOREIGN AFFAIRS AND INTERNATIONAL TRADE  
CANADA**

Canadian Embassy - Cultural Section

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**Education & Training Services**

**Market Sector Profile**

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Canadian Embassy  
19 Dongzhimenwai Dajie, Chao Yang District  
Beijing 100600 P.R. China



Contractor  
Consultants Corporation  
Beijing Representative Office

Submitted:  
March 1996



Dept. of External Affairs  
Min. des Affaires extérieures  
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# I. SUMMARY HIGHLIGHTS

## A. POINTS OF INTEREST FOR CANADIAN INSTITUTIONS

General factors which describe China's professional training and post-secondary education sector include:

- quality of training programs provided by Chinese institutions are poor due to outdated teaching methods and a lack of Western management and curriculum development knowledge.
- domestic and foreign companies are sending some employees abroad to study management techniques; most companies provide limited in-house training serviced by foreign managed HRD firms primarily from Hong Kong and Singapore with a few U.S. and Australian based deliverers.
- training programs currently provided in China do not meet the demand. In Beijing alone, there is a untapped education and training market valued in the ten's of millions of U.S. dollars.
- the most likely buyers of management training programs are medium to large sized foreign enterprises in the service sector.
- training currently provided by foreign companies tends to be specialized, i.e. skills based with measurable output.
- regulations governing the education sector are constantly changing. The need for and viability of foreign joint-venture programs are offset by bureaucratic regulations set out by the State Education Commission.
- continuing education programs delivered by local institutions which meet international standards are currently not competitive with North American and European course offerings. Management courses which may or may not be tied to a degree program, designed with a foreign curriculum, taught by qualified foreign instructors or local Chinese teachers trained overseas, priced competitively would prove to be the winning package.
- training programs must provide opportunity to enhance critical thinking, leadership, personal communication skills as well as creative ability.

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## **B. OPPORTUNITY OVERVIEW**

China's continual move from a centrally planned economy toward a socialist market economy has created a great demand for Western executive training programs designed to enhance the problem solving, interpersonal communication and leadership skills of China's management personnel. This demand, however, is not being met and clearly provides opportunities for college, university and private deliverers of training services. The stifled development of managerial talent can be attributed to several factors: ideological roadblocks, a narrow interpretation of modern management, the absence of a consistent national policy on management education and training, and a lack of qualified teaching faculty.

The need for high quality, cost effective training programs can be proven by a recent survey on management training needs of foreign and domestic enterprises conducted by Gallup China. According to the survey, there appears to be an excellent market for executive management training programs. Based on survey results, Gallup estimated that some three to four thousand companies in Beijing alone are willing to spend between US \$20,000-\$33,00 each to have mid level to senior managers participate in full and part-time training programs fostering critical thinking skills. This is a substantial "interest pool" that Canadian universities and colleges can target in marketing their programs.

An additional source of information provided by U.I. Consultants is a questionnaire given to various ministries under the State Council on their training needs. (Refer to marketing analysis section of this report) The conclusion drawn from this survey is that not only are the ministries interested in Western training programs, they are clearly open to cooperation with foreign institutions wishing to share curriculum and deliver joint-degree/diploma, certificate programs. This openness for cooperation is not without its challenges. The appendix of this report includes current regulations for joint-venturing with Chinese institutions. These and other central government policy guidelines should be given close consideration prior to committing resources to potential Chinese partners.

A report issued by the Canadian Bureau of International Education CBIE stated, over the past few years enrollment of international students in Canadian colleges and universities has declined steadily. This infers that Canada should strengthen its efforts in promoting its universities and colleges to the vast China market to reap the full benefits and positive economic impact of international students on the economy of university and college communities. Canadian universities and colleges cannot afford to decrease its share of a growing base of Chinese students who meet the academic and financial criteria to study in Canada. A more aggressive marketing strategy is required to inform potential applicants to the merits of studying in Canada. Of growing concern should be the politics concerning rejection of applicants due to Immigration Canada constraints. A recognition of the changing economic realities of certain segments of the population in China and a policy that dissuades foreign students from remaining in Canada upon completion of studies, both need comprehensive consideration.



## C. SECTOR OVERVIEW

### I. China's post-secondary education /adult training - Background Information

Graduates from China's national universities are bright, eager to learn and are open to new ideas and techniques. The narrow specialization forced upon students attending Chinese universities results in most graduates lacking a range of conceptual and skills based management training. These students, taught by Chinese professors, based on the State Education Commission SEdC approved business curriculum perceivably lack the necessary depth offered in Western approaches to business and management. However, graduates of China's official MBA programs are a promising source of talent, provided the complement of critical thinking skills become a component in their academic and life-long learning process.

The trend of theoretically based verses applied learning concepts are unlikely to change in the near future. SEdC, China's regulatory bureau for its education system, remains one of the more ideologically conservative ministries of the central government. One perception suggests the aim of SEdC is to produce subservient cadres with a strong natural science training, a limited sense of original thinking and initiative, and little practical ability. Moreover, China's traditional teaching techniques of rote learning and group thinking are still widely employed today, while initiative and creative analysis can be equivocated to insubordination. Even among China's premier educational institutions, the teaching quality is being further undermined by the fact that increasing numbers of teaching staff are flocking to the more lucrative private sector, lured by foreign companies or by the prospect of launching their own business.

Of China's present management personnel, those aged 45 and over have been exposed to the devastating experience of the Cultural Revolution. The general message of the movement -- "do not think for yourself, do not take risks", -- have left them averse to both risk and initiative. Most members of this age group approach exposure to foreign ideas and culture with skepticism and caution. Without further training to acquire the managerial competence essential to the development of a successful economy, Chinese enterprises simply cannot survive the cut-throat competition of the global economy. There is still a noticeable vacuum in professional leadership skills at the senior management levels.





## II. IN CHINA FOREIGN TRAINING PROGRAMS

### A. Examples of foreign institutions providing training programs in China [Partial Listing Only]

#### i) North American Universities and Colleges

##### American Universities and Colleges

<u>American Universities and Colleges</u>	<u>Type of training provided</u>
◆ Atlanta Business Management Institute	Quality control management
◆ George Mason University	Accounting, Energy saving
◆ George Washington University	General management training
◆ Harvard University	General management training
	Trading and business law,
	Sales strategies, Finance,
	International investment
◆ MIT (Massachusetts Institute of Technology)	Business administration,
	Marketing strategies
◆ University of Houston	General management training
◆ University of Kentucky	Business management
	Accounting
◆ University of Michigan	Business administration
◆ University of New York	General management training
◆ University of Wisconsin	Business administration

##### Canadian Universities and Colleges

◆ Centennial College	General management training
◆ Lawrenson College of Mineral Resources	Energy saving, Energy conservation
◆ Niagara College	General management training
◆ Seneca College	General management training, Curriculum development
◆ University of Toronto	Sales strategies, Finance, International investment
◆ Queen's University	M.B.A.
◆ B.C.I.T.	Joint International Business
◆ Capalano College	Diploma Programs
◆ Canadian International Development Agency	See CIDAmultilateral government funded programs which relate to HRD management training-list attached



## II. IN CHINA FOREIGN TRAINING PROGRAMS Examples continued...

### ii) European Universities and Colleges

- ◆ Middlesex University (U.K) Business administration, Accounting

### iii) Asian Universities and Colleges

- ◆ University of Queensland -- Australia General management training
- ◆ University of Technology of Hong Kong Property management

### iv) Training Offered By Foreign Councils and Associations

- ◆ America Chamber of Commerce in Beijing
- ◆ Asian and Pacific Economic and Social Council -- U.S.
- ◆ AOTS (Association for Overseas Technical Studies) -- Japan
- ◆ Association for Economic Conversion
- ◆ Chicago Futures Exchange -- U.S.
- ◆ U.K. Culture Commission
- ◆ EDI (Economic Development Institute of World Bank)
- ◆ Foundation for International Training F.I.T. -- Canada
- ◆ Sino-Australian International Talents Exchange Association -- Australia
- ◆ CEMA China European Management Training Center -- based in Shanghai

### v) Foreign Enterprises with training centers in China

- ◆ Ameco
- ◆ Babcock & Wilcox
- ◆ Lido Hotel
- ◆ Motorola
- ◆ United Biscuits
- ◆ General Motors GM

## B. Training programs provided by Chinese Institutions

There are currently few foreign corporate financed and/or foreign institution [on a cost-recovery plus basis] affiliated short term management and technical training programs of international standard delivered by Chinese institutions or companies. ISO 9000 training is an exception. The process of localizing the skills necessary to deliver ISO 9000 training has been accomplished by a handful of Chinese companies in the Beijing, Shanghai and a few other commercially developed centres in China.

The wealthy domestic companies, primarily in the energy sectors such as Oil and Gas, Electric Power and their affiliated Ministries send key managers abroad to participate in foreign management training programs which offer on-the-job co-op training components.



## II. IN CHINA FOREIGN TRAINING PROGRAMS Examples continued...

### B. Training programs provided by Chinese Institutions

Chinese institutions have limited avenues to support the practical application of their theory based learning programs. There are a number of Chinese schools offering MBA programs. Approximately, twenty-nine institutions in China are sanctioned by SEdC to deliver MBA programs. The following is a list of such schools in Beijing and Shanghai:

**Beijing:** University of International Business and Economics (UIBE)

Huixin Dong Jie, Heping Jie Beikou

Chaoyangqu, 100029

Beijing

Telephone (8610) 422-5522

Fax (8610)421-2186

People's University

39 Haidian Lu, 100872

Beijing

Telephone (8610) 255-5431

Fax (8610) 256-6374

Qinghua University

Qinghuayuan, 100084

Beijing

Telephone (8610) 259-4114

Fax (8610) 256-2768

**Shanghai**

Fudan University

220 Handan Lu, 200433

Shanghai

Telephone: (8621)549-2222

Fax: (8621) 549-1875

Shanghai University of Finance and Economics

777 Guoding Lu, 200433

Shanghai

Telephone: (8621) 549-0001

Fax: (8621) 548-5798

Shanghai Jiaotong University

1954 Huashan Lu, 200030

Shanghai

Telephone: (8621)431-0310

Fax: (8621) 0892



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## **IV. Marketing Opportunities**

### **A. Sector Outlook - emerging opportunities**

#### **1. Analysis**

Managerial competence is the sine qua non for the development of a successful economy. This competence can only be obtained through education and training. Over the past few years, China's rapid economic growth has resulted in an insufficient supply of qualified management personnel. Faced with critical shortages of trained personnel at all levels within their organizations, particularly at management levels, both foreign and domestic companies are finally appreciating the fact that training is a necessary cost of doing business. Although China is taking hesitant steps to improve and expand the range of management training available through its education system -- mainly its universities -- the onus to train remains largely with foreign institutions and companies. Teaching personnel in Chinese institutions often have little practical knowledge of business and have had minimal international exposure.

Foreign institutions are in a better position to provide training programs in China than their Chinese counterpart for reasons other than quality. Firstly, many foreign and domestic companies are presently spending in the region of US \$3,500 -- \$6,000 per month (per trainee) to send their senior managers abroad to study. (Refer to graphs) The cost would be considerably less if a foreign institution were to have an in-house operation in China. Secondly, an institution planning to offer programs in China can design its courses to include not only Western management techniques but also critical issues relevant to the Chinese business environment. The end result is a custom-built program with its emphasis on Chinese business issues offered at a reasonable cost.

#### **2. Forecast**

The survey conducted by Gallup International, under contract by the Foreign Commercial Service FCS of the U.S. Embassy, indicates a vast market for foreign training programs. A conservative estimate of the market in Beijing alone is worth well over US \$180 million. Gallup China estimates that some three to four thousand companies are willing to spend US\$ 20,000-33,000 each to send managers to a part-time two year training program. Companies expressed an interest in sending from two to ten employees to such a program. The market for short term programs will be even greater due to the high turnover rate. If anything like what has been experienced in the hospitality sector in the PRC, once an employee has completed training they move on to a more rewarding opportunity.



### 3. Specific Opportunities

Likely clients for Canadian training programs include:

- ◆ foreign companies that are currently operating in China
- ◆ foreign companies with plans to invest in Sino-foreign joint-ventures
- ◆ various ministries under the State Council (state-owned companies)

The most likely buyers of management training programs are medium to large sized foreign enterprises in the service sector. These companies appear to want their Chinese executives to focus on Western approaches to problem solving and leadership skills. In view of the limited supply of managerial talent and the enormous and ever-growing demand, the shortage of competent middle and senior managers will become the major bottleneck for foreign business expansion in China over the next five to ten years.

Chinese enterprises have only just begun to realize that efficiency and productivity and consequently, profit, come from effective management. Most Chinese industries in the past have been protected from fierce competition, but after the liberalization policy of 1987, Chinese companies have had a taste of competition from foreign conglomerates and have seen what effective management can bring.

The following is a list of the various ministries interviewed and their training needs. From this overview we can determine a variety of requirements which generally include: office administration skills, applied critical thinking, management techniques for industries including financial and marketing management applications. As part of this research project, a series of graphs have been included in this section of the report. The graphs provide a statistical analysis of education and training needs in the People's Republic of China. The ratio of foreign funds to domestic funds and the total number of trainees sent abroad by various ministries are shown in the graphs.

#### I. The Ministry of Railway and affiliated organizations

- ◆ Mid to senior level management training. For instance: accounting, business administration etc.
- ◆ Short-term training in computer applications, including use of office software: Microsoft Office, Word Perfect.
- ◆ English language training of mid to senior level cadres.

#### II. The Ministry of Metallurgical Industry and affiliated organizations

- ◆ Long-term mid to senior level management training in accounting/accounting management, business and administration management, marketing strategies, international economics, etc.



**III. The Ministry of Electronic Industry and affiliated organizations**

- ◆ The short-term training of mid to senior level management in business administration, marketing strategies, information engineering, curriculum development for ministry college programs

**IV. The Ministry of Chemical Industry and affiliated organizations**

- ◆ Short-term training in quality control management and accounting management, energy-saving.

**V. The Ministry of Mechanical Industry and affiliated organizations**

- ◆ Mid-term and long-term mid to senior level management training
- ◆ MBA training program.
- ◆ The international cooperation with foreign institutions that are an extension of past bilateral programs

**VI. Bureau of Building Material Industry and affiliated organizations**

- ◆ Short-term management training, especially in business management, accounting management and marketing strategies.
- ◆ Short-term technical training in energy-conservation.

**VII. CAAC ( Civil Aviation Administration of China ) and affiliated organizations**

- ◆ Yearly training of 200 pilots
- ◆ Technical training of the maintenance staff.
- ◆ Aviation management training

**VIII. The Ministry of Light Industry and affiliated organizations**

- ◆ Technical training in the manufacturing of paper, glass, food, leather, plastics, light machinery, everyday commodities (shoes & hats, furniture, sewing machines, clocks & watches, soaps & detergents, cosmetics )

**IX. Bureau of Environmental Protection and affiliated organizations**

- ◆ Management training, for example, training in environmental accounting and auditing.
- ◆ Technical management training of the heads of stations of environmental monitoring.



## 4. Ministry of Railway and the Affiliated Organizations

## IV. Marketing Opportunities A. Sector Outlook 3. Specific Opportunities Continued...

**X. China Electricity Council and affiliated organizations**

- ◆ Short-term general management training (department heads or division heads)
- ◆ Short-term vocational educational training of principals of technical secondary schools or polytechnic schools.

**XI. The Ministry of Foreign Trade and Economic Cooperation and affiliated organizations**

- ◆ The mid to senior level management training in trading & business law, sales strategies, finance, international investment, etc.
- ◆ MBA program.

**XII. The Ministry of Coal Industry and affiliated organizations**

- ◆ Short-term training in marketing and economics.
- ◆ Short-term training in distance adult education.

**XIII. The Ministry of Agriculture and affiliated organizations**

- ◆ Short-term management training of cadres in charge of agriculture at or above the level of county-heads and cadres at or above the level of the department heads in the ministry.
- ◆ Short-term technical training of technical and research staff.

**XIV. The Ministry of Construction and affiliated organizations**

- ◆ Training in tendering & bidding, project cost management, architectural design and property management.
- ◆ Training leading to Certificate of Qualification in eight areas: a) Architect b) Structural Engineer c) Project ( Cost ) Accountant d) Project Supervisor e) Building Contractor f) City Planner g) Property Appraiser h) Horticulturist.

**XV. People's Bank of China and affiliated organizations**

- ◆ Training of financial supervisors (officials who supervise all financial activities in the commercial banks and insurance companies, like the Bank of Construction, Ping An Insurance Company etc.)
- ◆ Training of macro-economy analysts in the central bank and commercial banks.
- ◆ Training of staff responsible for the concrete operation of international finance and international laws.

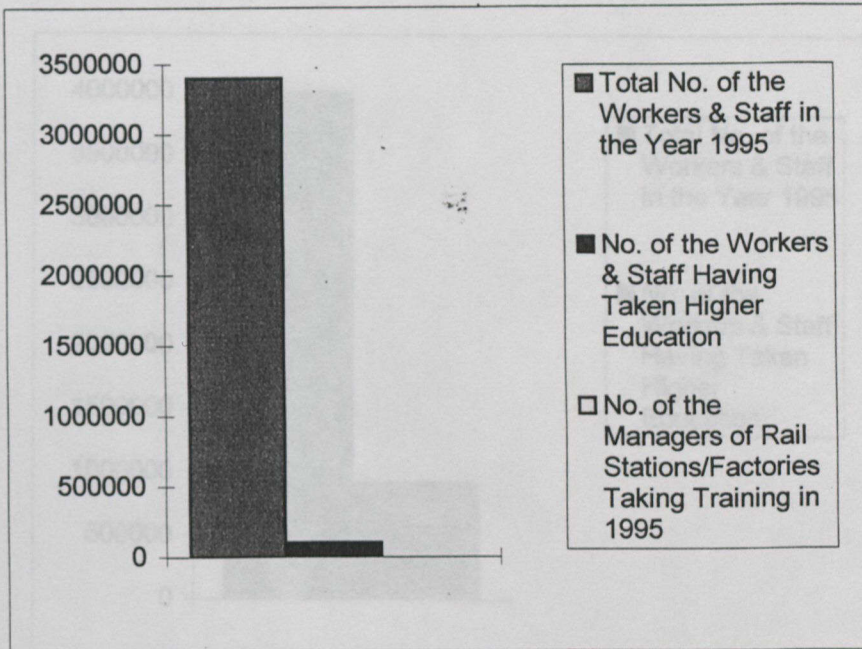




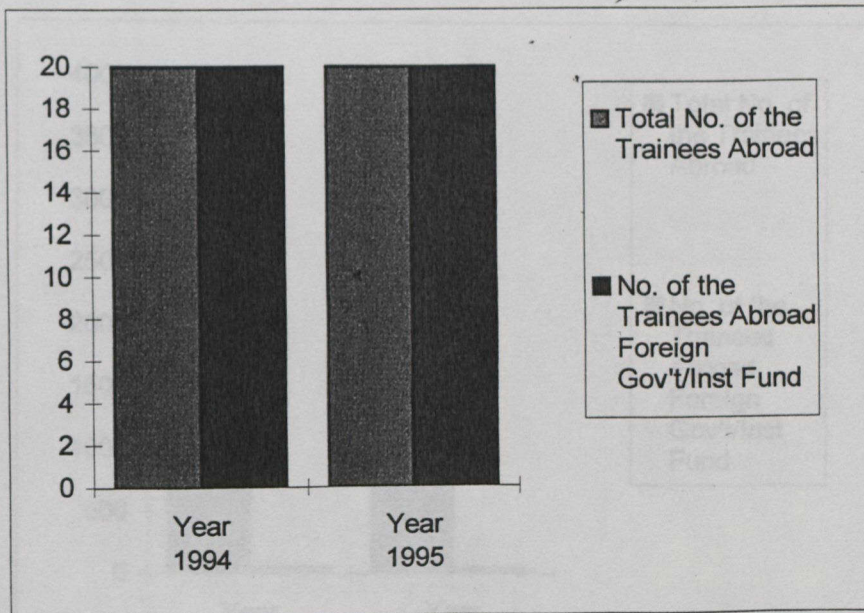
# STATISTICS RE EDUCATION AND TRAINING

## 1. Ministry of Railway and the Affiliated Organizations

Graph A.



Graph B.



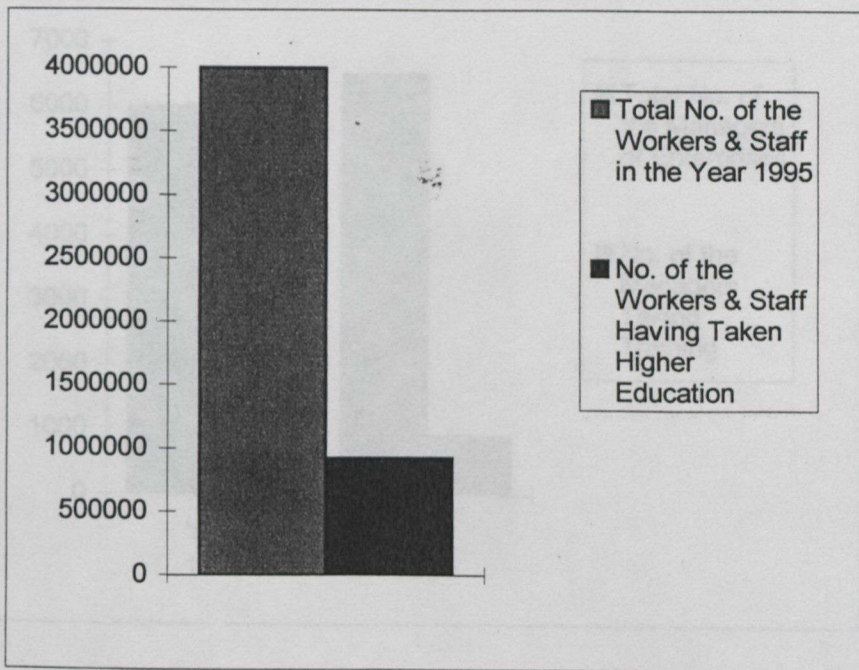
Cooperation in management and technical training with foreign countries in the past has been minimal



# STATISTICS RE EDUCATION AND TRAINING

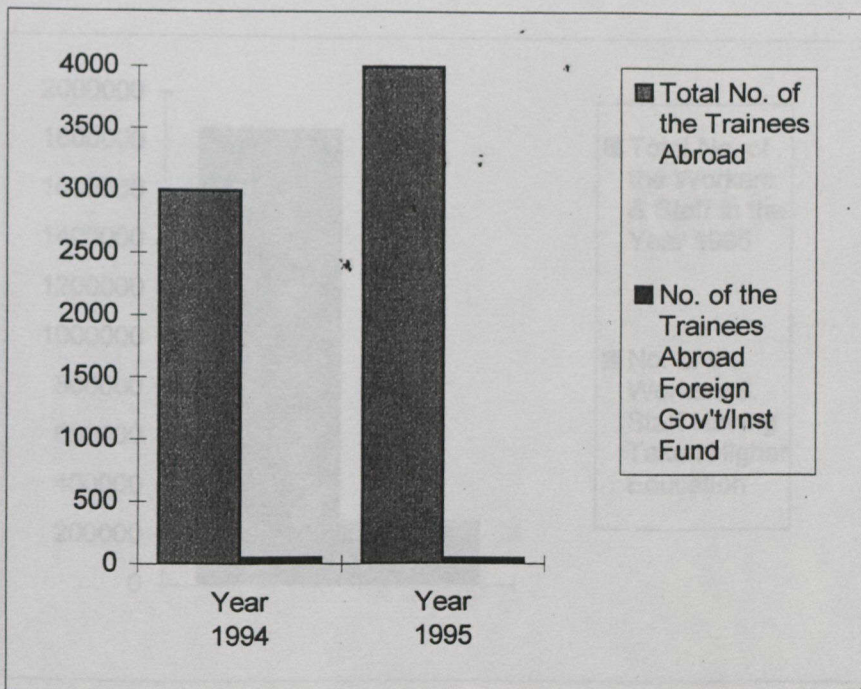
## 2. Ministry of Metallurgical Industry and the Affiliated Organizations

Graph A.



## Ministry of Electronic Industry and the Affiliated Organizations

Graph B.

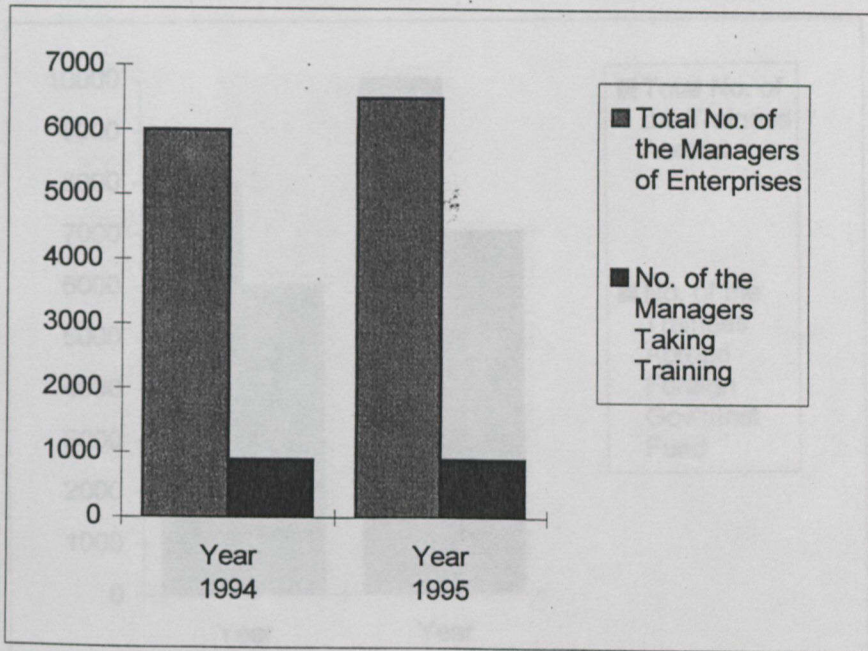




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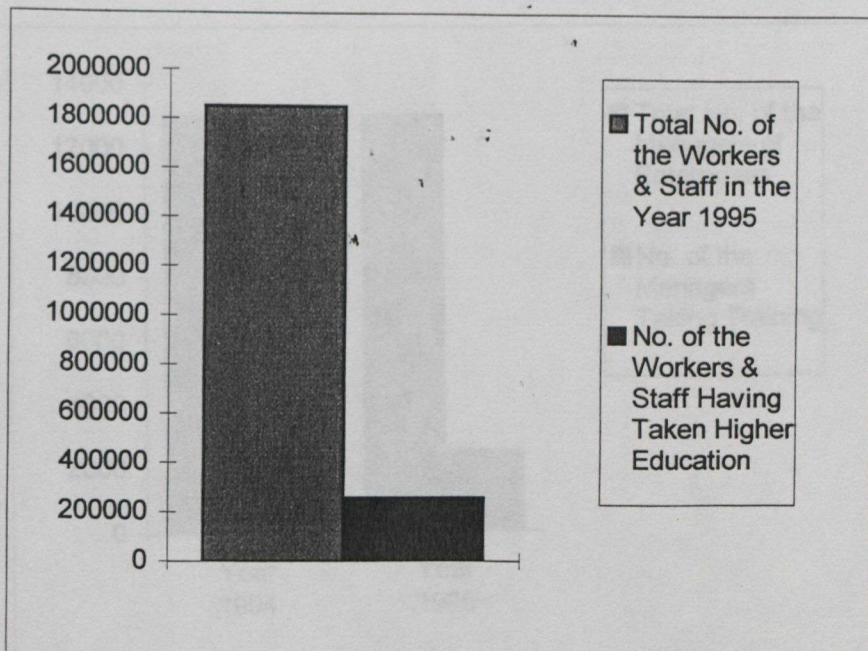
## 2. Ministry of Metallurgical Industry and the Affiliated Organizations

Graph C.



## 3. Ministry of Electronic Industry and the Affiliated Organizations

Graph A.

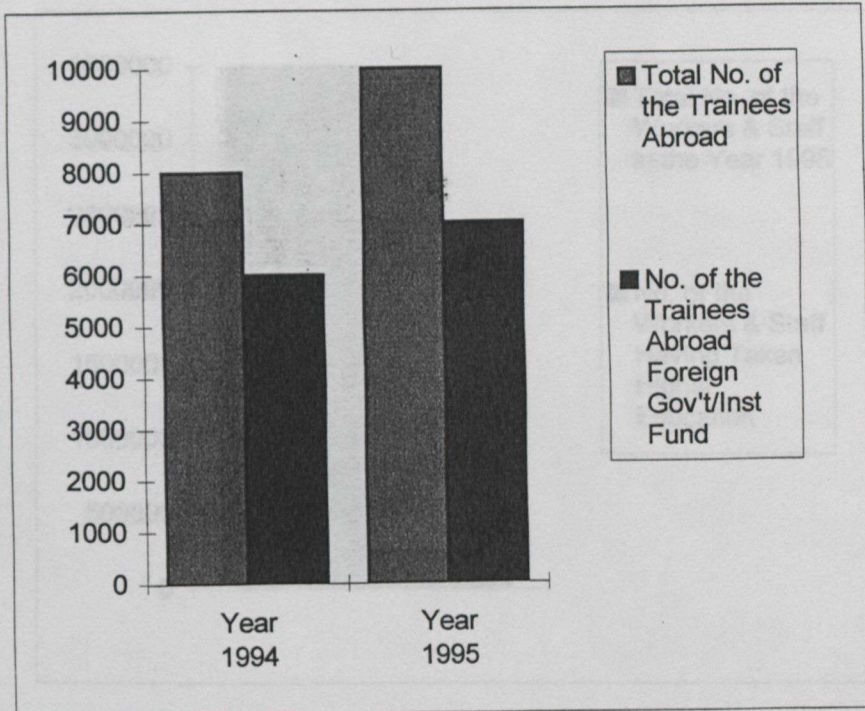




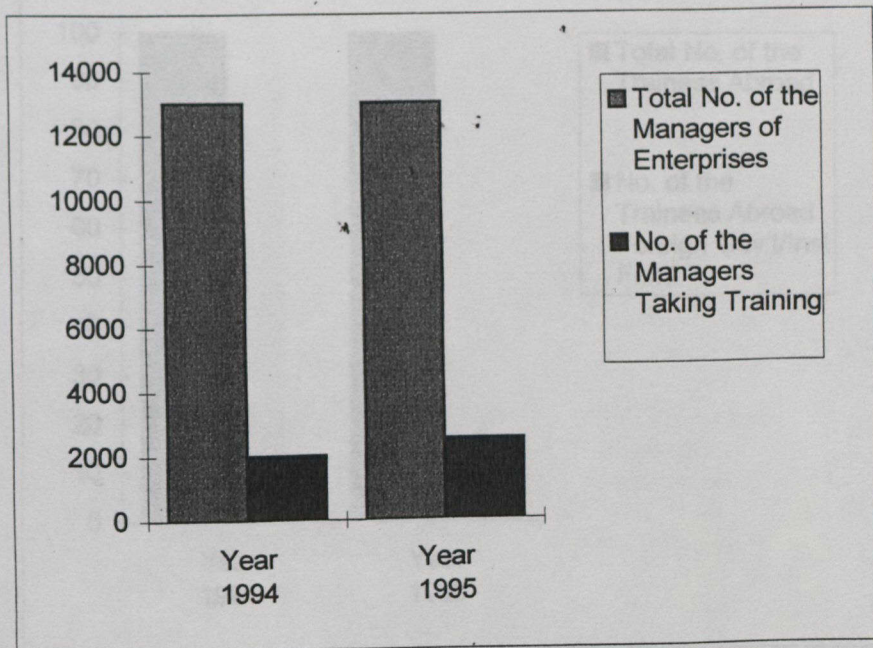
# STATISTICS RE EDUCATION AND TRAINING

## 3. Ministry of Electronic Industry and the Affiliated Organizations

Graph B.



Graph C.



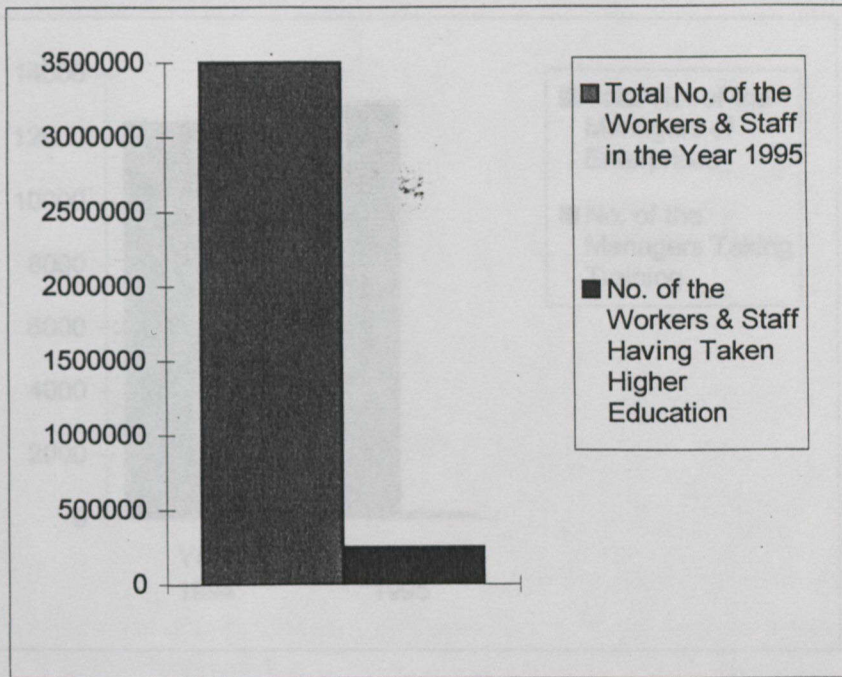




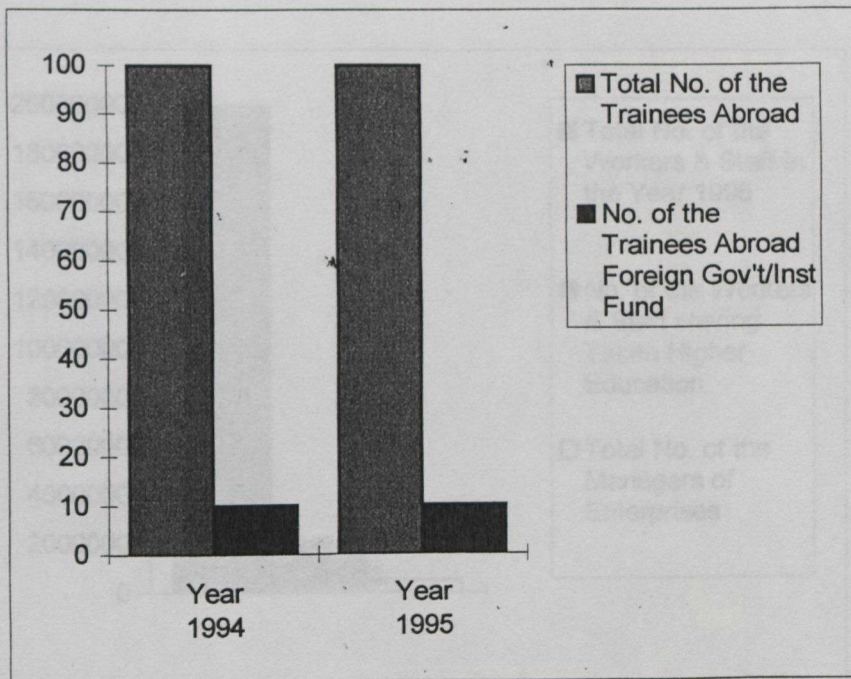
# STATISTICS RE EDUCATION AND TRAINING

## 4. Ministry of Chemical Industry and the Affiliated Organizations

Graph A.



Graph B.

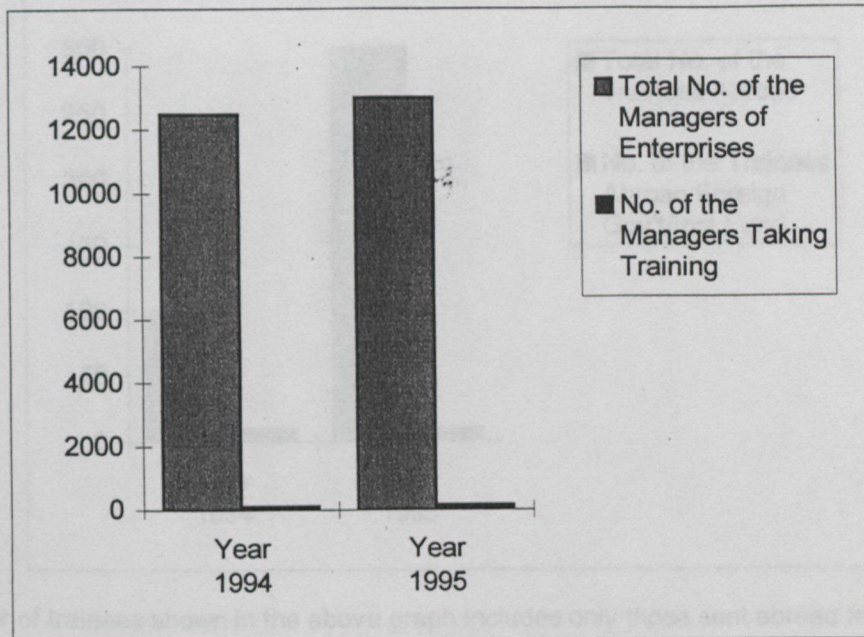




## STATISTICS RE EDUCATION AND TRAINING

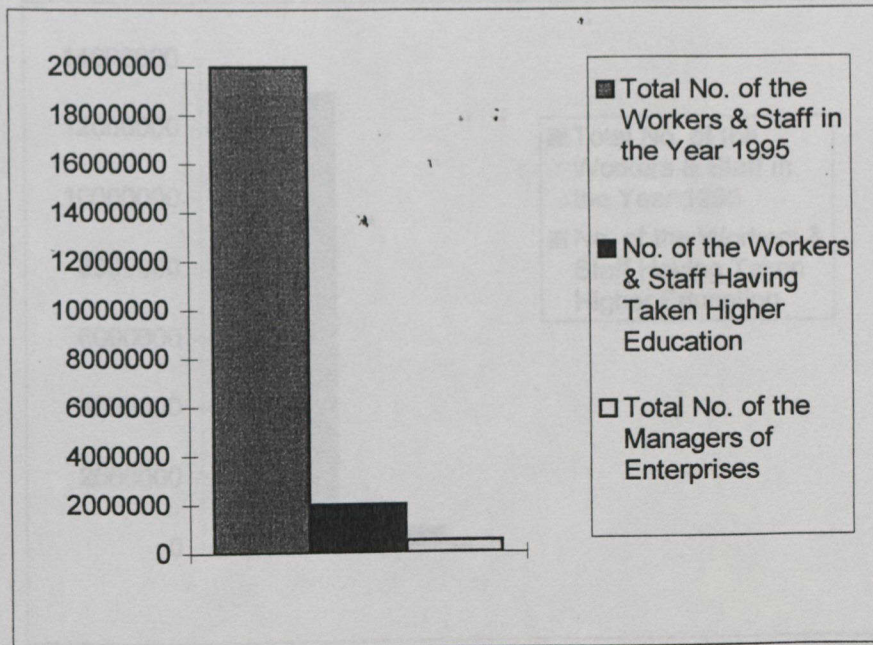
### 4. Ministry of Chemical Industry and the Affiliated Organizations

Graph C.



### 5. Ministry of Mechanical Industry and the Affiliated Organizations

Graph A.

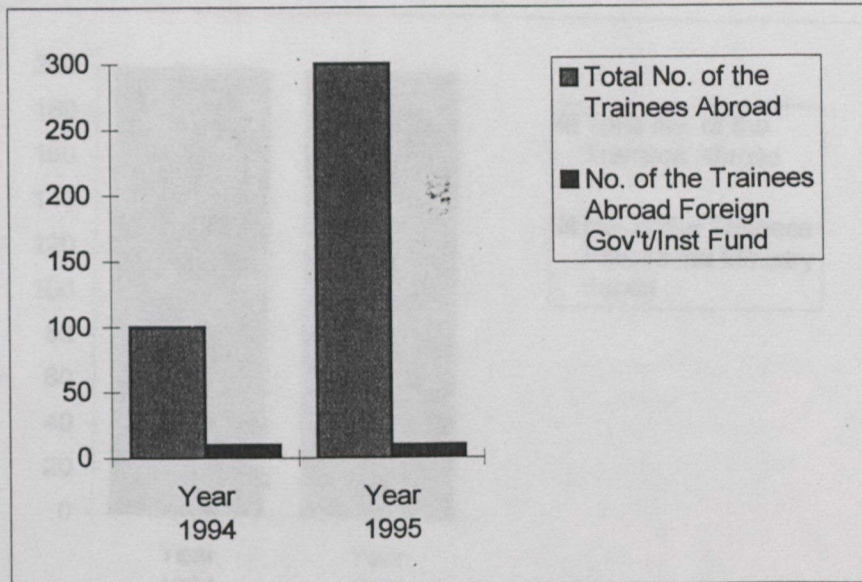




# STATISTICS RE EDUCATION AND TRAINING

## 5. Ministry of Mechanical Industry and the Affiliated Organizations

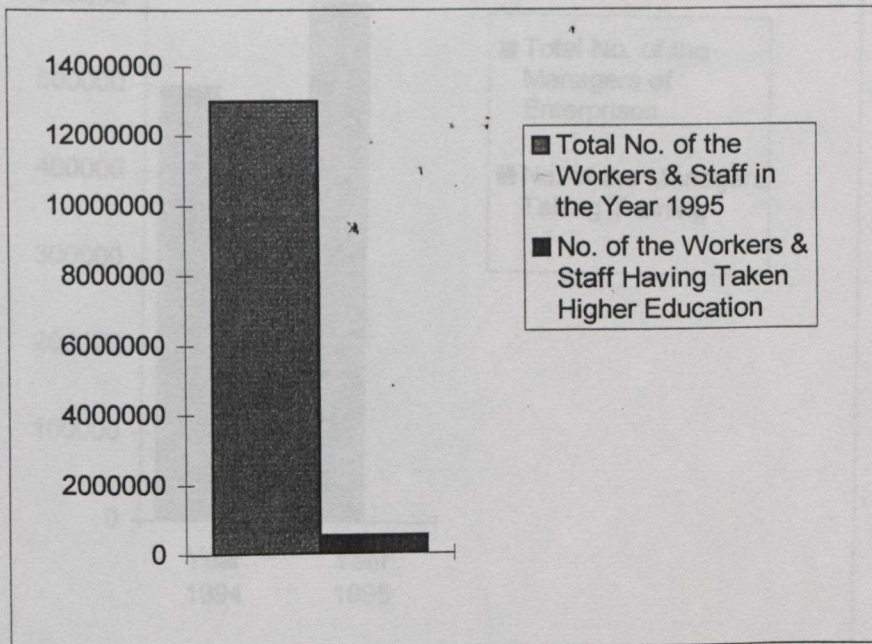
Graph B.



The number of trainees shown in the above graph includes only those sent abroad from head office of Ministry of Mechanical Industry

## 6. Ministry of Building Material Industry and the Affiliated Organizations

Graph A.

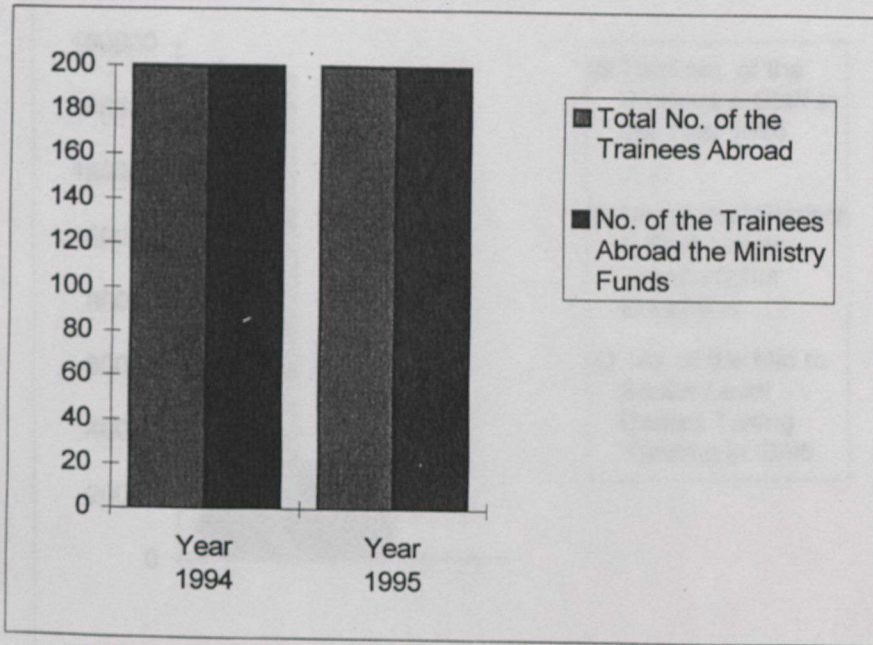




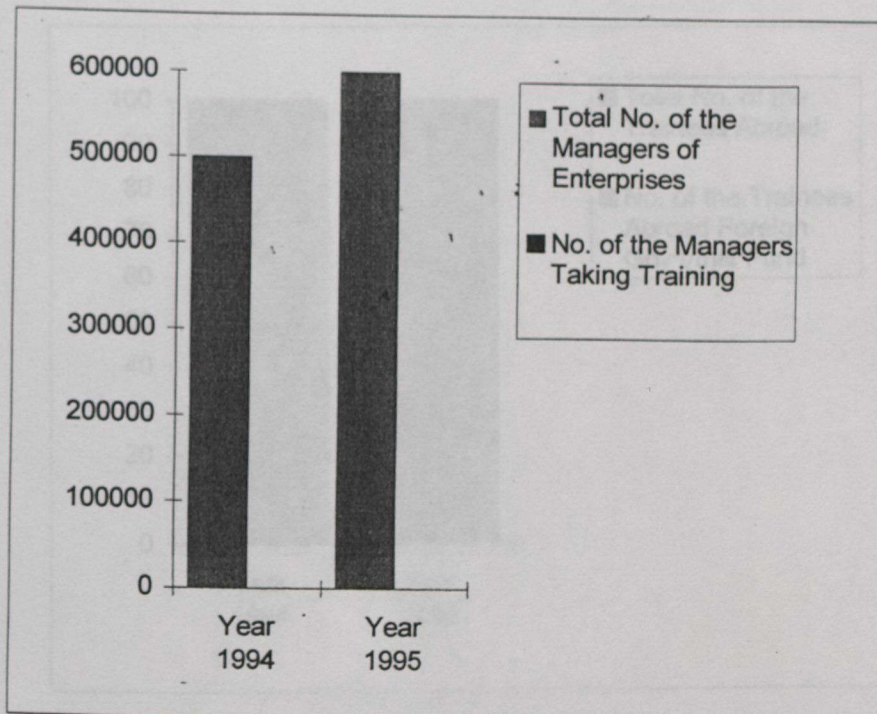
# STATISTICS RE EDUCATION AND TRAINING

## 6. Ministry of Building Material Industry and the Affiliated Organizations

Graph B.



Graph C.



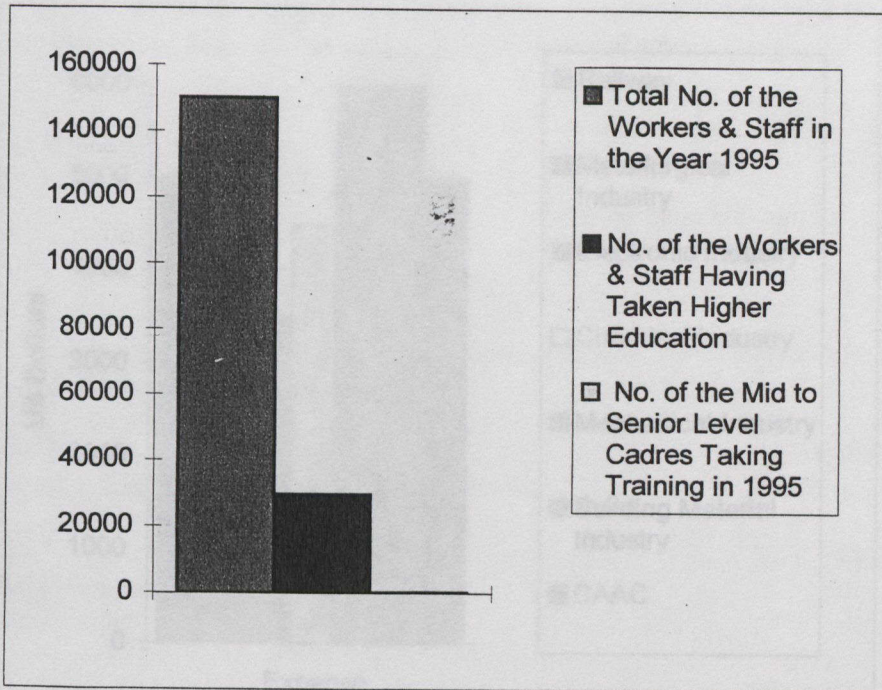




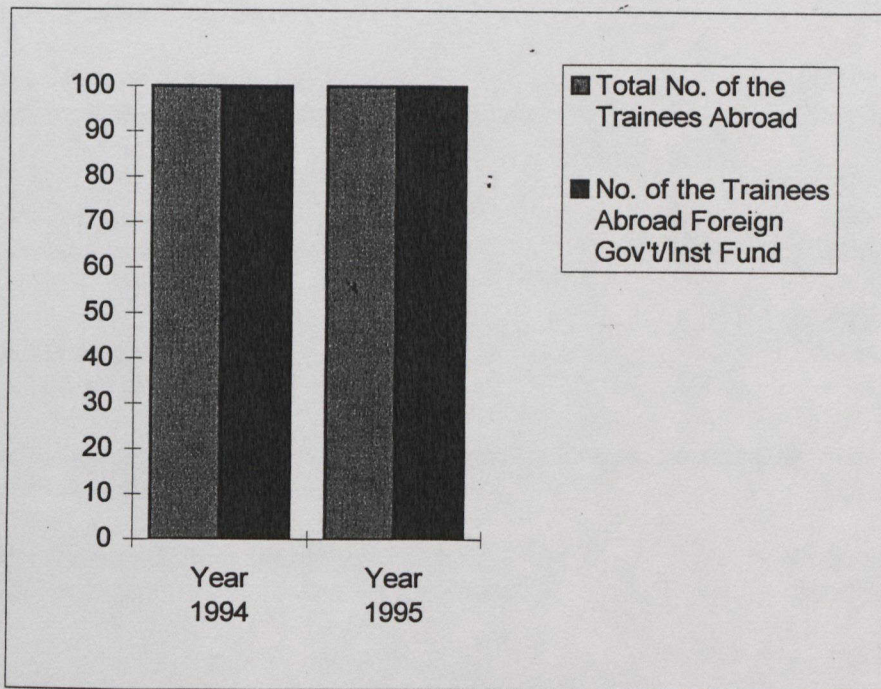
# STATISTICS RE EDUCATION AND TRAINING

## 7. CAAC and the Affiliated Organizations

Graph A.



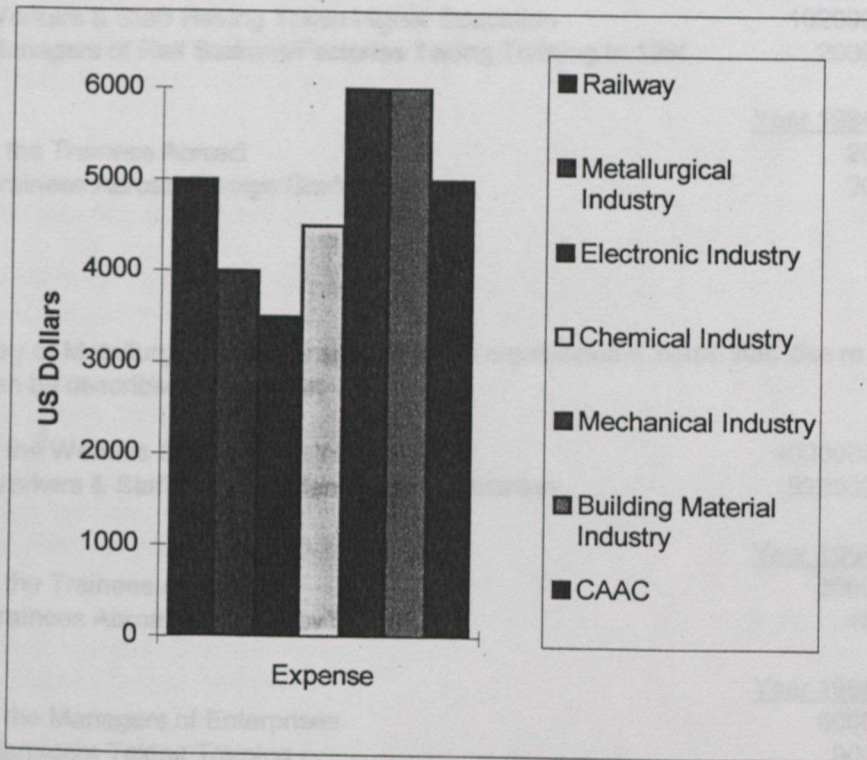
Graph B.



The number shown here includes only those sent abroad from the headoffice of CAAC



8. Expense Paid for Each Trainee of One-month Training Abroad in Seven Ministries





## STATISTICS RE EDUCATION AND TRAINING

In the Ministry of Railway and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	3400000	
No. of the Workers & Staff Having Taken Higher Education	102000	
No. of the Managers of Rail Stations/Factories Taking Training in 1995	2000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	20	20
No. of the Trainees Abroad Foreign Gov't/Inst Fund	20	20

In the Ministry of Metallurgical Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	4000000	
No. of the Workers & Staff Having Taken Higher Education	920000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	3000	4000
No. of the Trainees Abroad Foreign Gov't/Inst Fund	45	40
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Managers of Enterprises	6000	6500
No. of the Managers Taking Training	900	900

In the Ministry of Electronic Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	1850000	
No. of the Workers & Staff Having Taken Higher Education	259000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	8000	10000
No. of the Trainees Abroad Foreign Gov't/Inst Fund	6000	7000
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Managers of Enterprises	13000	13000
No. of the Managers Taking Training	2000	2500

In the Ministry of Chemical Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	3500000	
No. of the Workers & Staff Having Taken Higher Education	245000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	100	100
No. of the Trainees Abroad Foreign Gov't/Inst Fund	10	10
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Managers of Enterprises	12500	13000
No. of the Managers Taking Training	100	150



## STATISTICS RE EDUCATION AND TRAINING

In the Ministry of Mechanical Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	20000000	
No. of the Workers & Staff Having Taken Higher Education	2000000	
Total No. of the Managers of Enterprises	500000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	100	300
No. of the Trainees Abroad Foreign Gov't/Inst Fund	10	10

In the Ministry of Building Material Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	13000000	
No. of the Workers & Staff Having Taken Higher Education	520000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	200	200
No. of the Trainees Abroad the Ministry Funds	200	200
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Managers of Enterprises	500000	600000
No. of the Managers Taking Training	150	150

In CAAC and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	150000	
No. of the Workers & Staff Having Taken Higher Education	30000	
No. of the Mid to Senior Level Cadres Taking Training in-1995	200	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	100	100
No. of the Trainees Abroad Foreign Gov't/Inst Fund	100	100

	<u>Expense</u>	
Railway	5000	
Metallurgical Industry	4000	
Electronic Industry	3500	
Chemical Industry	4500	
Mechanical Industry	6000	
Building Material Industry	6000	
CAAC	5000	





#### 4. Recommended Strategy re Offering Training to Chinese Ministries

In discussions with various ministries, a common request suggested foreign organizations prepared to provide training programs in China contact the education/training officers of the ministries concerned (Refer to the list of contact officers in the appendix of this report). The various ministries will then provide further information on steps necessary to set up training programs or initiate negotiations between the institutions. In the process of this survey, the education/training officers showed a great interest in the matter of cooperation with foreign countries. They are willing to provide as much help and as many teaching facilities as they can. An institution wishing to set up a comprehensive program in either Beijing or Shanghai may also want to contact the Ministry of Foreign Trade and Economic Commission (MOFTEC) which boasts they will be able to provide the essential information.

A further alternative is to contact U.S. consultants who have demonstrated experience in Canada-China education linkages and program management and coordination. Their advisory role capacity is utilized by several North American, U.K. and European institutions, as well as Canadian and U.S. Embassy departments in Beijing; and the firm has been known to serve as a bridge between industry, both Chinese and foreign institutions and professional associations.



## V. Competitive Factors

### A. Introduction

#### 1. Foreign training programs offered in China

In addition to the training programs mentioned earlier in this report, there are also a growing number of professional training providers in China:

##### *Asia East Gate Development Inc.*

Offers training in English and Mandarin, in sales and marketing and in management process skills such as communications and problem-solving. Company bills US\$2,500 a day for programs with classes of between 10-20 students. Length and frequency of training courses are negotiable.

##### *William M. Mercer Asia-Pacific*

Offers training in a range of general management areas including supervision skills, problem-solving and decision-making skills. Currently costs US\$250-400 for a two-day program.

##### *Michael Cheng & Associates*

Offers training in management, sales and customer service. All programs are conducted in Mandarin using Chinese-language training materials.

##### *Wellmore Management Consultancy*

Offers training in areas such as performance appraisal, management by objective, and job description programs. In-house training for a group of 12 or more students costs around US\$1,200 a day.

##### *I will not complain*

Training modules include team-building, interpersonal communication, leadership and personal challenge. Courses are offered in both English and Mandarin.

##### *Cross-cultural Consulting*

Focus is on demands of inter-cultural management. Helps companies to develop structures for supporting cross-cultural relations, including analysis of likely areas of conflict, multi-cultural team-building and coaching.



*TechSearch Asia Ltd.*

Offers general management training in areas such as problem-solving, inter-cultural management, and productive group skills.

*Asian Sources Media Group*

Offers training in areas such as human resource management and marketing.

*Universal Ideas Consultants Corporation*

*U.I.* offers management consulting services specific to the education and training sector. The firm assists training institutions, organizations and management consultant firms with their market entry strategies. Services may range from establishing an ongoing presence in-China to project-management, market research and mission coordination. Marketing overseas, short-term study programs to Chinese ministries and related enterprises is also a viable part of its operation. *U.I.* has more than ten years of various aspects of Canada-China education and training related experience. Representation is on a retainer and/or commission fee basis pending the nature of the assignment. References include the Canadian Embassy, Commercial and Cultural sections; and the Foreign Commercial Service of the Embassy of the United States, Beijing, PRC.

2. Partial list of foreign companies with training centers in China include:

- ◆ Matsushita
- ◆ Beijing Jeep
- ◆ China Hewlett-Packard
- ◆ Shenzhen Philips
- ◆ Peugeot
- ◆ Siemens
- ◆ General Motors
- ◆ Rolls-Royce
- ◆ Lufthansa Airlines
- ◆ Motorola



## B. International Competition

### 1. North American Competition

The United States government has for many years used international higher education activities to promote American scientific interests, strengthen relations with trading partners and to ensure national security. The list of American institutions providing training programs in China is not comprehensive but indicates a strong existing presence. American institutions have long realized that there is an untapped market for adult training in China and have actively taken steps to ensure their share of the market. They are constantly knocking on the doors of the U.S. conglomerates operating in the China business arena primarily selling their management training wares. Their shortcoming is that they lack a coordinated effort and unified marketing strategy plan.

The quality of American university programs is perceived as world renowned, especially names such as Harvard, Berkeley, Stern and Wharton School of Business. The cost of physically attending these universities is high. Companies in China would like their management personnel to receive the best training possible. Several foreign and domestic companies have indicated a preparedness to make this type of investment, but not if it is necessary to send their valued local mid-senior managers overseas for prolonged periods of time. Government departments from the United States are now paying meaningful attention to the importance of marketing appropriate management training programs to foreign and domestic companies operating in the PRC. U.S. training initiatives will most likely become more focused over the next five years. U.S. institutions have first access to U.S. multinational corporations, corresponding joint-venture partners and domestic feeder industries who are also the most capable purveyors of a variety of training programs to ensure the success of the business ventures in China. American institutions may play a predominant role in the field of international higher education. U.S. accredited degrees are not a priority in the selection process of which training programs would best suit local training requirements. This statistically supported premise demonstrates Canadian institutions still have the opportunity to be on equal footing with U.S. institutions, provided there is a unified effort to promote and actively market Canadian learning programs.

A key competitive advantage is that Canadian schools can offer equivalent programs perceivably on a more cost-effective basis. Encouragement of this marketing effort could take place in the respective publications of the Association of Canadian Community Colleges ACCC, the Association of Universities and Colleges of Canada AUCC, the Canadian Bureau of International Education CBIE and the Asia Pacific Foundation of Canada APFC and its mandate for promoting education through the network of Canadian Education Centres.

In one sense Canada's education system being primarily governed provincially is a potential disadvantage in that we do not present ourselves as a coherent body of trainers. Each association and its members should develop a unified strategy clearly highlighting its





best strengths and develop niches to assist its members in entering the China market. There needs to be a unified approach to remain competitive against some of China's larger trading partners. Increased efforts are necessary to promote Canadian programs to potential end-users. A clear role exists for private firms to undertake the marketing of Canadian education and training programs in China. An expensive alternative to this approach would be for individual institutions to set up their own representative offices in China at an approximate cost of \$250,000.00 Canadian per year. If you want a piece of the China market you have to be prepared to invest human and financial resources.

## 2. European Competition

The European Union sees "trans-national" higher education activities as an important contribution to the development of an European identity while respecting the diversity of cultures, institutions and practices, and important also to strengthening European economic and social development. Stronger marketing efforts and better targeted marketing schemes have attracted more international students and trainees to study in Europe. However, the same cannot be said for efforts aimed at providing training programs in other countries.

The number of institutions currently providing training programs is very small. This is unlikely to change in the future: courses offered by North American universities are perceived by the Chinese to be more dynamic, and preference would most likely be given to North American universities when choosing a partner. Therefore, competition from European universities and colleges will be minimal with the exception of Germany whose efforts in technical and vocational training is exemplary.

## 3. Asian Competition

Institutions in Southeast Asia have one general advantage in that there is greater mobility in Southeast Asia. This means that it is easier and cheaper for an Asian institution to come into China and provide training. Also, because of the relative similarities in the culture and customs of Southeast Asian countries, courses given by universities in Southeast Asia may be perceived as more relevant. Conversely, Southeast Asia is still a new force in the globalized economy and has only recently been exposed to the concept of efficient management of enterprises. The two exceptions are Australia and Japan. Both countries see international students and internationalized curricula as important elements in strategies to strengthen their economic relations and position in international trade. However, they are not at the forefront of providing training in other countries. To date, there have been comparatively few training programs established by Australia and Japan which are geared to meet the needs of Chinese enterprises, specifically mid to senior management programs. This will change in the future as the untapped adult training market in China is revealed. At present though, with the exception of private companies from Singapore, competition from Asian institutions is not a threat.



It is difficult to add further comment on Japan's influence in the training service sector. Japanese efforts are naturally extended to their own firms and joint-venture operations. The fact that English is the international and preferable language of doing business lends more credibility to entities who utilized western management methodologies and practices. One should not overlook the opportunity to offer services to Japanese, South Korean, Taiwanese, U.S. and European companies operating in the major trading centres of China.

As an indication of potential level of competition, the following is of course a partial list only of education and training programs provided in cooperation with foreign countries.

### 1.1. Sino - Canadian Education & Training Exchange Programs.

#### 1. Technical or Vocational Education Programs ( CIDA Programs ).

- a) Technical Assistance for Domestic Satellite System
- b) Oil and Gas Technology Transfer Program
- c) South China Power Studies Project
- d) Strategic Energy Planning for Southern China
- e) Technical Assistance to the Electric Power Research Institutes of the Ministry of Energy
- f) Hebei Dryland Project
- g) Tanggu Animal Quarantine Project.
- h) Potash Agronomic Development Program.
- i) Integrated Dairy Cattle Breeding Project.
- j) China Rehabilitation and Research Center.

#### 2. Professional or Management Training Programs ( CIDA Programs ).

- a) Canada/China Management Education Program
- b) Canada/China Enterprise Management Training Center
- c) Canada/China Language and Cultural Program
- d) Human Development Training Program
- e) Applied Economic Research Institutes Linkages
- f) Integrated Intensive Forest Management Project
- g) Transport Systems Training Project
- h) Civil Aviation Transport Training Project
- i) Comprehensive Transport Management Training Project



## **1.2. Sino-German Education & Training Exchange Programs.**

### **1. Technical or Vocational Education Programs**

- a) Vocational training centers, funded by Hanns Seidel Foundation
- b) Postgraduate studies, delivered by Federal Ministry for Economic Cooperation and Development
- c) Scholarship programs, funded by Federal Ministry for Economic Cooperation and Development
- d) One year scholarships for students and graduates/study tour for foreign academics, funded by German Academic Exchange Services

### **2. Professional or Management Training Programs**

- a) Medical specialists or mid-level/executive management, delivered by Deutsche Artze gemeinschaft
- b) Scholarship program for Chinese doctoral candidates in physics, funded by Stiftung Volkswagenwerk
- c) Training for sports teachers and trainers, funded by University Leipzig.

### **3. Key Short-term Management or Technical Activities.**

Follow-up seminars within the Scholarship Program International Training Courses in Rural Development and Agricultural Production.

## **1.3. Sino-Israeli Education & Training Exchange Programs.**

- a) Sino-Israeli International Agriculture Training Center, which is engaged in the training in Agricultural Engineering, located in China University of Agriculture, and funded by both Chinese and Israeli Governments.
- b) Some short-term study tours to Israel, mostly funded by Israeli Government.

## **1.4. Sino-New Zealand Education & Training Exchange Programs**

- a) ODA ( Occupational Development Assistance ) Project, delivered by the Embassy of New Zealand
- b) Cheap Student Exchange Program (each year 10 students from the Ministries of China are dispatched to New Zealand to take one year of English language training), funded by Asian 2000 Foundation



### **1.5. Sino-French Education & Training Exchange Programs**

1. Technical or Vocational Education Programs
  - a) The technical training in Air Conditioning, delivered by French Government and Beijing Municipality
  - b) The vocational training of automotive engineers, delivered by Chinese government, French government, and French companies at Wuhan of Hubei Province
2. French and Chinese Government Co sponsored Professional or Management Training
  - a) MBA program, delivered in Beijing, Nanjing and France
  - b) Tourism Management training, delivered in Beijing
  - c) MBA Law training, delivered by French and Chinese Governments
  - d) The training of senior engineers, including delivery by companies & universities

### **1.6. Sino-Switzerland Education & Training Exchange Programs.**

- a) The training of teachers for management in China, funded partly by the Swiss Development Cooperation, jointly organized with the China Training Center for Senior Personnel Management Officials in Beijing.
- b) Switzerland and China exchange students and scholarships on an official basis every year. The Swiss Federal Government is offering 6 scholarships for post-graduate studies of one year renewable for a second year. About 8 "cantonal" scholarships, provided by various Swiss Universities, are also offered every year to advanced students (close to BA).

### **1.7. Sino-U.S. Education & Training Exchange Programs.**

- a) University Affiliation Program ( in each year U.S. Government dispatches about 40 experts in Management, Economics, International Relations, International Politics, etc. to China to take about two weeks of study tours ), funded by the U.S. and coordinated by U.S. Embassy and the State Education Commission of China.
- b) Fulbright Program (the Sino-U.S. program of exchanging students and scholars ), funded by Chinese and U.S. Governments, coordinated by U.S. Embassy and the State Education Commission of China SEdC.





## VII. Marketing (tips) Observations

The People's Republic of China is in a 'quick march' to develop its educational training sector. Clearly, the Chinese business environment poses several difficult challenges. Canadian institutions are still learning to address and cope with the needs of a rapidly changing, socialist-market economy with Chinese characteristics. So are the Chinese! They are naturally much faster at their own game. When developing a liaison, Canadian institutions should therefore acknowledge their Chinese counterpart as the stronger partner.

In the market research process of this report, several recommendations for institutions wishing to enter the China market have been identified. A brief summary of these suggestions include:

- 1) The negotiation, signing, implementation and renegotiation of a joint-program in the Chinese context is a relationship building process. Developing relations is the quintessential, 'virtual reality' of closing in on more and more market opportunities. The sharing of relationships, where there may be a perceived benefit to all parties concerned, is also widely practiced. Canadian institutions could be as effective as its US, Asian and European competitors if they formed strategic alliances (consortiums) among themselves.
- 2) Expect Chinese institutions to behave as commercial partners rather than public officials. Concerns will focus on commercial viability, the upper hand in profit sharing, transfer of training components.
- 3) Adopt visible marketing and promotion tools, translated into Chinese, that inform potential clients of the significance and benefits of utilizing your services. Maintain a generous supply of information.
- 4) The training program must be cost efficient. The main advantage of setting up training programs in China is to preclude the need for either Chinese or foreign companies to send their management personnel abroad to study.
- 5) Design relevant programs which can be applied to the Chinese culture. There is a general prejudice in Chinese industry that Western business and management training is not relevant to China, and that "China is different -- Western management methods are very good, but cannot be applied in China"
- 6) The market is most receptive to courses delivered by a combination of interactive teleconferencing and traditional face-to-face lectures, discussions and laboratory exercise. The delivery method should be a hybrid approach.



- 7) Having a Canadian internship component would be more attractive to foreign enterprises than domestic enterprises, however almost every Chinese participant would envy the chance to visit Canada or even more so the U.S. even if it was just for a few weeks. Genuine overseas study programs should be less than six months and greater than three weeks.
- 8) Provide development opportunities to employees in an aggressive way, both within China and abroad, and link training to career development.
- 9) MNC's prefer the courses be taught in English, domestic firms prefer Mandarin
- 10) Training programs in business should focus on the following skills:
  - ◆ Leadership
  - ◆ Interpersonal communications
  - ◆ Creative [critical] thinking
  - ◆ Negotiations
  - ◆ Self-development
- 11) Having an executive leadership component in the executive management training program is critical to its success. Other important areas include:
  - ◆ Corporate Strategy
  - ◆ Human Resources management
  - ◆ Marketing Management
  - ◆ Operations Management
- 12) An appropriate marketing mix to attract Beijing enterprises who will sponsor their Chinese executives to proposed executive management training programs include:
  - ◆ Invitations to visit the EMT program offices
  - ◆ TV advertising
  - ◆ Newspaper advertising
  - ◆ Written testimonials
  - ◆ Visits to enterprise offices by university officials
  - ◆ Brochures mailed to enterprise offices with a facility for follow-up
- 13) The Canadian university/college should ensure that the Chinese partner is fully committed to training programs and understand their central role in the profitable development of the programs, and is not simply offering token support.
- 14) Monitor training and recruitment possibilities within China -- there is a great likelihood of change in future years.
- 15) Design realistic training plans - do not underestimate the effect that work and time pressure can have on a training program.



## VIII. Canada and People's Republic of China sources of Information Educational Sector contacts in the PRC

### Index of the Ministries/Bureaus/Councils/Banks

#### 1. The Ministry of Railway

Contact Person: Mr. Lu Chang  
Contact Phone: ( 8610 ) 324 - 0859 Fax: ( 8610 ) 201 - 1589  
Contact Address: Beijing Railway Business Management Institute  
27 Bei Tai Ping Zhuang, Haidian District  
Beijing, China, 100088

#### 2. The Ministry of Metallurgical Industry

Contact Person: Mr. Li Xing-jian  
Contact Phone: ( 8610 ) 513 - 3322 ext. 4620 Fax: (8610) 513 - 1966  
Contact Address: Training Division Personnel & Education Department  
The Ministry of Metallurgical Industry  
46 Dong Si West Street, Dongcheng District  
Beijing, China, 100711

#### 3. The Ministry of Electronic Industry

Contact Person: Mr. Wu Hai-min  
Contact Phone: ( 8610 ) 820 - 8561 Fax: ( 8610 ) 822 - 1832  
Contact Address: Talents Exchange Center Personnel & Education Department  
The Ministry of Electronic Industry  
27 Wan Shou Lu, Haidian District  
Beijing, China, 100846

#### 4. The Ministry of Chemical Industry

Contact Person: Ms. Yang Chun-ling  
Contact Phone: ( 8610 ) 491 - 4455 ext. 2622, 2624 Fax: ( 8610 ) 495 - 1445  
Contact Address: Training Division Personnel & Education Department  
The Ministry of Chemical Industry  
An Hui Li, Asian Games Village, Chaoyang District  
Beijing, China, 100723

#### 5. The Ministry of Mechanical Industry

Contact Person: Mr. Fan Zhi-kai  
Contact Phone: ( 8610 ) 859 - 5050 Fax: ( 8610 ) 859 - 5038  
Contact Address: Vocational Education Division  
Education Department  
The Ministry of Mechanical Industry  
48 San Li He, Xicheng District  
Beijing, China, 100823



**6. The Bureau of Building Material Industry**

Contact Person: Mr. Zhou Gong-ya  
Contact Phone: ( 8610 ) 831 - 1144 ext. 405 Fax: ( 8610 ) 831 - 1497  
Contact Address: Vocational Education & Training Division  
The Bureau of Building Material Industry  
11 San Li He Street, Xicheng District  
Beijing, China, 19831

**7. Civil Aviation Administration of China**

Contact Person: Mr. Jiang Buo  
Contact Phone: ( 8610 ) 401 - 2233 ext. 8426 Fax: ( 8610 ) 401 - 4104  
Contact Address: Vocational Training Division  
Science & Education Department  
Civil Aviation Administration of China  
155 Dong Si West Street, Dongcheng District  
Beijing, China, 100710

**8. The Ministry of Light Industry**

Contact Person: Ms. Tang Li-yun  
Contact Phone: ( 8610 ) 839 - 6640 Fax: ( 8610 ) 858 - 8653  
Contact Address: Talents Exchange & Training Center  
The Ministry of Light Industry  
22 Fu Wai Street, Xicheng District  
Beijing, China, 100833

**9. The Bureau of Environmental Protection**

Contact Person: Mr. Ren Nai-an  
Contact Phone: ( 8610 ) 615 - 3366 ext. 5726 Fax: ( 8610 ) 615 - 1780  
Contact Address: Education Division  
The Bureau of Environmental Protection  
Xi Nei Nan Xiao Street, Xicheng District  
Beijing, China, 100035

**10. China Electricity Council**

Contact Person: Ms. Wang Xin-hua  
Contact Phone: ( 8610 ) 341 - 5150, 341-5153 Fax: ( 8610 ) 341 - 5153  
Contact Address: Center of Education & Training  
China Electricity Council  
1, Lane Two, Baiguang Road, Xuanwu District  
Beijing, China, 100761





### 11. The Ministry of Foreign Trade and Economic Cooperation

Contact Person: Mr. Li Wen-tong

Contact Phone: ( 8610 ) 970 - 4702, 974 - 5123 ext. 153 Fax: ( 8610 ) 978 - 1033

Contact Address: International Economic & Business Executive Training Department  
International Business Management Institute  
Dong Sanqi, Changping County  
Beijing, China, 102209

### 12. The Ministry of Coal Industry

Contact Person: Ms. You Ya-nan

Contact Phone: ( 8610 ) 421 - 7766 ext. 24413 Fax: ( 8610 ) 427 - 6911

Contact Address: Talents Exchange & Training Center  
The Ministry of Coal Industry  
21 He Ping Li North Street, Dongcheng District  
Beijing, China, 100713

### 13. The Ministry of Agriculture

Contact Person: Mr. Zhao Yao-hui

Contact Phone: ( 8610 ) 419 - 2728 Fax: ( 8610 ) 500 - 2448

Contact Address: Adult Education Division  
Education Department  
The Ministry of Agriculture  
11 Nong Zhan Guan Nan Li, Chaoyang District  
Beijing, China, 100026

### 14. The Ministry of Construction

Contact Person: Ms. Geng Pin-hui

Contact Phone: ( 8610 ) 839 - 3725, 839 - 4045 Fax: ( 8610 ) 839 - 3333

Contact Address: Training Division  
Department of Personnel, Education & Labor  
The Ministry of Construction  
Baiwanzhuang, Haidian District  
Beijing, China, 100835

### 15. People's Bank of China

Contact Person: Mr. Zhang Xian-jia

Contact Phone: ( 8610 ) 601 - 6465, 601 - 6437 Fax: ( 8610 ) 601 - 6434

Contact Address: Cadre Education Division  
Education Department  
People's Bank of China  
32 Cheng Fang Street, Xicheng District  
Beijing, China, 100800



# Appendix

## Chapter I General Provisions

- Article 1. For the purpose of strengthening control of Chinese - foreign cooperation in running schools and promoting education in China, the State Council has issued these Interim Provisions.
- Article 2. This Provisions refers to education undertakings enrolling Chinese citizens as the main objectives. Foreign bodies corporate, joint venture international organizations and Chinese educational institutions and other social organizations with the status of legal person may cooperate with foreign bodies corporate, joint venture international organizations and Chinese educational institutions and other social organizations with the status of legal person.
- Article 3. Chinese - foreign cooperation in education shall be carried out on the basis of mutual benefit and cooperation, and serves as a complement to Chinese education.
- Article 4. Chinese and foreign parties may run educational institutions of various forms at varying levels, excluding China's compulsory education, and those focus at education and training under special provisions by the state.
- The state encourages Chinese - foreign cooperation in running schools in the field of vocational education.
- Article 5. Chinese - foreign cooperation in education shall abide by the Chinese law and decrees, implement China's guidelines for education, conform with China's need for educational development and requirement for the training of talents and ensure teaching quality, and shall not seek profits as the objective and / or damage the state and public interests.
- Article 6. Chinese - foreign cooperation in running schools in China in pursuant of their agreements is under the jurisdiction and protection of Chinese law.
- Article 7. The educational administration of the State Council shall be in charge of Chinese - foreign cooperation in running schools. The educational administration of the local people's governments at the county level and higher shall be in charge of the control and supervision of cooperative educational institutions in their respective localities.



# Interim Provisions for Chinese - Foreign Cooperation in Running Schools

## Chapter I General Provisions

- Article 1** These provisions are formulated for the purpose of strengthening control of Chinese - foreign cooperation in running schools and promoting education in China and cooperation in the field of education with foreign countries.
- Article 2** Chinese - foreign cooperation in running schools mentioned in these provisions refers to education undertakings enrolling Chinese citizens as the main objectives and run by educational institutions (hereinafter referred to as cooperative educational institutions) established in cooperation by foreign bodies corporate, individuals and relevant international organizations and Chinese educational institutions and other social organizations with the status of legal person.
- Article 3** Chinese - foreign cooperation in running schools is an important form of Chinese education in its international exchanges and cooperation, and serves as a complement to Chinese education.
- Article 4** Chinese and foreign parties may run educational institutions of various forms at varying levels, excluding China's compulsory education and those forms of education and training under special provisions by the state.
- The state encourages Chinese - foreign cooperation in running schools in the field of vocational education.
- Article 5** Chinese - foreign cooperation in education shall abide by the Chinese law and decrees, implement China's guideline for education, conform with China's need for educational development and requirement for the training of talents and ensure teaching quality, and shall not seek profits as the objective and / or damage the state and public interests.
- Article 6** Chinese - foreign cooperation in running schools in China in pursuance of these provisions is under the jurisdiction and protection of Chinese law.
- Article 7** The educational administration of the State Council shall be in charge of Chinese-foreign cooperation in running schools. The educational administration of the local people's governments at the country level and higher shall be in charge of the control and supervision over cooperative educational institutions in their respective localities.



## Chapter II

### Establishment

**Article 8** Application for cooperation in education shall meet the following requirements:

- (1) A correct purpose of running education;
- (2) A sound educational organization and a professionally efficient managerial staff;
- (3) A qualified faculty;
- (4) A campus, library, teaching instruments and equipment and living facilities that are up to the requirements for running a school;
- (5) A fund needed for starting the educational undertaking and a steady source of fund.

**Article 9** An applicant applying for running a cooperative educational institution shall submit the following documents:

- (1) A written application for running cooperative education;
- (2) The articles of association of the cooperative educational institution;
- (3) A feasibility report;
- (4) Comments of the professional department in charge of the Chinese party to the cooperative undertaking upon examination of the project in question;
- (5) A letter of intent or an agreement on the cooperation signed by both parties;
- (6) A notarized or authorized credit certificate of the foreign party.

**Article 10** The norms for the establishment of cooperative educational institutions offering formal schooling shall pattern after the norms for the establishment of Chinese educational institutions of the same categories.

**Article 11** An application for a cooperative educational institution with an independent program offering formal higher education shall be first examined by the people's government of the province, autonomous region, municipality or the department in Charge under the State Council in accordance with the affiliation of the Chinese party to the cooperative project and then submit to the educational administration of the State Council for approval.

In the event of applying for a cooperative educational institution with a non - independent program offering formal higher education, the Chinese party to the cooperation shall be an institution of higher learning offering formal higher education, and the application shall be examined and approved by the people's government of the province, autonomous region, municipality or the department in charge under the State Council in accordance with the affiliation of the Chinese party to the cooperative project and then reported to the educational administration of the State Council for the record.





**Article 12** An application for a cooperative educational institution with an independent program offering formal secondary education shall be first examined by the educational department in charge in the province, autonomous region or municipality in accordance with the affiliation of the Chinese party to the cooperative project and then submitted to the people's government of the provincial level or the department in charge under the State Council for approval and reported to the educational administration of the State Council for the record.

**Article 13** An application for a cooperative educational institution offering various types of informal education and training shall be examined and approved by the educational department of the province, autonomous region or municipality or the department in charge under the State Council in accordance with the affiliation of the Chinese party to the cooperative project and reported to the educational department of the provincial government or of the State Council for the record.

An application for running a cooperative kindergarten shall be approved by the educational administration in the people's government of a province, autonomous region or municipality.

**Article 14** An application for cooperative education shall be denied of approval if one of the following occurs:

- (1) It violates the Chinese law or decrees or regulations;
- (2) It is not in keeping with China's strategic plan for educational development;
- (3) It is not appropriate for approval in other respects.

**Article 15** The authorities in charge of the examination and approval shall determine whether to approve the application for running a cooperative educational institution or not within three months upon receiving the application, unless it is otherwise stipulated by other laws, decrees or regulations. The applicant which is approved for running a cooperative educational institution shall be issued a letter of approval.

**Article 16** Having obtained a letter of approval for running a cooperative educational institution as having met the qualifications for establishing school and starting enrollment, the applicant for establishing a cooperative educational institution shall register with an educational administrative department of the provincial level and obtain a permit therefrom. A cooperative educational institution with a cooperative education permit may start formally enrolling students in accordance with the state stipulations.

An independently established cooperative educational institution shall have the status of a legal person after official approval for registration and having been granted a permit for running a school.



- Article 17** An applicant applying for official registration shall submit the documents listed below:
- (1) An application for registration and a letter of approval for cooperative education;
  - (2) An inventory of the school site, documents on proprietary rights to the school property and school facilities;
  - (3) Documents confirming fund contribution and fund from the relevant authorities;
  - (4) Certificates of the qualifications of the chairman of the council of trustees and president of the school;
  - (5) Lists of the leading body and trustees of the school and the payroll of the teaching and administrative staff;
  - (6) The name, scale, length of schooling, composition of departments and majors and courses and the size of enrollment.

**Article 18** An applicant applying for establishing a cooperative school offering formal education which has not been entirely qualified with conditions for establishing a school for formal enrollment shall be approved by the examining and approving authorities to make preparations for the establishment of a cooperative school and given a letter of approval to the effect.

An applicant having been granted approval for making preparations for establishing a cooperative school shall, within two years from the date of the approval, after official approval. In the event an applicant having failed to apply for formal establishment of a cooperative school and enrollment, the original authorities granting the approval for making preparations for establishing a cooperative school shall cancel the approval.

Enrollment is prohibited during the preparatory period.

### **Chapter III OPERATION**

**Article 19** A cooperative educational institution with the status of a legal person shall assume the responsibility of running education independently.

A cooperative educational institution without the status of a legal person shall have the responsibility of running education borne by both parties to the cooperation.

**Article 20** A cooperative educational institution with the status of a legal person shall establish a council of trustees; a cooperative educational institution without the status of a legal person shall set up a joint administrative organ. The leading



member of the council or joint administrative organ shall be elected by the council or joint administrative organ.

Chinese members in the council or joint administrative organ shall not be less than half of the total number thereof.

- Article 21** A council or joint administrative organ shall exercise the following functions:
- (1) Electing, appointing and dismissing the members of the council or joint administrative organ;
  - (2) Appointing and dismissing the president (dean) or leading member of the school;
  - (3) Formulating the development plan for the cooperative educational institution;
  - (4) Deciding plans for raising the educational fund;
  - (5) Examining and approving the budget and final account of the cooperative educational institution;
  - (6) Administering the fund and property of the cooperative educational institution;
  - (7) Deciding on other major issues.

**Article 22** The president (dean) or leading member of a cooperative educational institution shall be a Chinese citizen of permanent residence within China and be approved by the authorities.

The president (dean) or leading member of the cooperative educational institution which has the status of a legal person shall be the legal representative of the institution. The president (dean) or leading member shall implement the resolutions of the council and take charge of the all-round work of the cooperative educational institution.

**Article 23** A cooperative educational institution may employ full - time and part - time teachers whose qualifications shall refer to those for Chinese public schools of the same categories at the same levels.

Employment of foreign teachers and administrative personnel shall refer to relevant Chinese state provisions regarding employment of foreign cultural and educational experts and foreign teachers.

The employment, firing, remuneration, welfare and working conditions in a cooperative educational institution shall be defined in contracts signed between the institution authority and the employee in accordance with law.

**Article 24** The activities of the basic organizations of the Chinese Communist Party, labor union and other social organizations in a cooperative educational institution shall refer to the relevant Chinese law and the articles of association of the relevant organizations.



- Article 25** The enrollment of a cooperative educational institution offering formal education shall be conducted in pursuance of relevant Chinese regulations and under the unified control of the state enrollment plan.
- Article 26** A cooperative educational institution enrolling students outside China shall refer to the stipulations by the educational administrative department of the State Council regarding enrollment of foreign students.
- Article 26** A cooperative educational institution conducts its teaching with full autonomy provided it adheres to the state educational guideline and the goals and basic specifications for training useful personnel for society determined by the state.
- The basic language used in a cooperative educational institution is Chinese, but certain courses may be taught in foreign languages.
- Article 27** A cooperative educational institution offering formal education shall grant diplomas in accordance with relevant Chinese regulations. A cooperative educational institution offering informal education shall issue to its graduates certificates of Chinese academic degrees.
- A cooperative educational institution offering vocational training may issue certificates of qualifications of the country of the foreign cooperative partner or of international recognition.
- Article 28** The starting fund of a cooperative educational institution, tuition fees collected from students and the fund (including facilities) raised in the name of the cooperative educational institution shall be used solely for the expenditure and development of the institution, and shall not be used for other purposes.
- Article 29** A cooperative educational institution shall have a sound financial and accounting system complete with professional accountants and accounting books and subject to the audit by the department in charge and the auditing authorities.
- Article 30** The property of a cooperative educational institution shall be managed and used by the institution under the protection of Chinese law when the institution exists. The assets and facilities directly used in education and teaching shall not be sold, transferred or mortgaged.
- Article 31** A cooperative educational institution in importing goods for scientific research and education shall refer to the state "Procedures for Exemption of Customs Duties on Imports of Goods for Scientific Research and Education" and other relevant regulations.





## Chapter IV Supervision

- Article 32** A cooperative educational institution should accept the guidance, control, supervision, appraisal and checks by the educational administrative department.
- Article 33** In one of the following cases, a cooperative educational institution may apply to the approving authorities for dissolution:
- (1) When a situation defined as fit for dissolution by the articles of association of the school arises;
  - (2) When it has failed to reach the set objectives;
  - (3) when there is a serious shortage of the resources (such as fund, student supply or teaching staff) for normal operation.
- Article 34** After the dissolution of a cooperative educational institution, the educational administrative department or a professional department in charge under the State Council shall organize the relevant financial and auditing departments to conduct liquidation of the school property; part of the property of the cooperative educational institution after liquidation shall be returned to or converted into money and repaid to the original contributors according to the original agreement, and after the aforesaid payment, the part of the school property including donations from various quarters of the society shall become state property and to be used to develop education.
- Upon dissolution of a cooperative educational institution, the founders in charge shall make proper arrangements for the resettlement of the students at school.
- Article 35** When the council of a cooperative educational institution is unable to convene because of major disputes or because of breaches of the law, the educational administrative department shall order it to make consolidation within a specified time, and if it has not been consolidated in time or to no avail, the educational administrative department in charge shall order it to be reorganized or to take necessary measures to make due consolidation in accordance with the articles of association of the council.
- Article 36** If a cooperative educational institution violates these provisions in one of the following ways, the educational administration of the provincial level shall mete out an administrative penalty of a warning, a fine; confiscation of the illegal gains, ordering it to make consolidation within a specified time, or to suspend enrollment or suspend operation in the light of the gravity of the case:
- (1) Starting preparations for establishment or starting enrollment without official approval;
  - (2) Winning approval for preparing for establishment or officially establishing a school and starting enrollment by means of lies, fraud and false certification;



- (3) Taking tuition or granting diplomas or certificates in violation of relevant provisions;
- (4) Poor management and inferior teaching quality;
- (5) Other law breaking activities.

**Article 37** The party concerned who does not agree to the administrative penalty may plead for a review of the case or bring up an administrative procedure. If the party does not request for review or bring up an administrative procedure within the legitimate time limit and refuses to accept the penalty, the educational administration may request the people's court to coerce the party to accept the penalty.

**Article 38** Disputes between the Chinese and foreign parties to cooperative education over a contract or articles of association may be settled through consultation or mediation. If the parties do not agree to settle the dispute through consultation or mediation, or if consultation or mediation fails, they may bring the case for a Chinese arbitral body for arbitration in accordance with the written clauses or agreement already reached. If there are no written clauses or agreement on arbitration, either party may bring the case to a Chinese court.



## Chapter V Auxiliary Provisions

**Article 39** When organizations or individuals with the status of a legal person in Hong Kong and Macao and domestic organizations with the status of a legal person intend to run cooperative education, they shall refer to these provision.

The state educational administration shall join other departments concerned to formulate separate provisions for educational institutions to be run on the mainland by Taiwan civil organizations or individuals with the status of a legal person.

**Article 40** Organizations or individuals outside China shall not run schools or other educational institutions on their own and enroll Chinese citizens within the Chinese territory.

Overseas organizations or individuals running schools in China which enroll the children of foreign nationals residing in China shall follow relevant Chinese provisions.

**Article 41** Foreign bodies corporate and individuals and relevant international organizational mentioned in Article 2 of these provisions exclude religious organizations and clergyman.

**Article 42** People's governments of the provinces, autonomous regions and municipalities may formulate rules for implementation of these provisions in the light of the actual conditions of respective localities.

**Article 43** These provisions shall come into effect as of the date of implementation.



## PREFACE

Since 1978 when the Chinese Government adopted its "Open Door" Policies, it also encouraged many bilateral education and training exchange programs with several foreign countries in almost every commercial, industrial and regulatory sector.

China's central government recognizes the importance that foreign countries have played in assisting Chinese education & training initiatives. Unfortunately, a precedent of providing International Financial Institution's IFI development funds is a given expectation and has somewhat spoiled a normal understanding that education and training services are also a business and are not always free. It may be challenging to get domestic enterprises and institutions to pay the true value for foreign training programs even though there is a recognized benefit from the given training which will promote the favourable development of Chinese economy and/or improve the economic situation of a state run enterprise.

The ongoing economic transition from a "Planned Economy" to a "Marketing Economy" yields a large number of demands for the training requirements of mid to senior level managers.

The following section this report includes an overview of education and training programs that foreign governments or organizations have participated in or funded. Information for this report was derived from a series of questionnaires specifically designed for this report and distributed to selected Chinese Ministries and foreign embassies located in Beijing.

The results of the attached survey should serve as a checks and balance system indicating the types of training that both the Chinese government and foreign governments have considered of importance to meet China's development needs.





**Section 2. Charts that describe the areas and programs of Chinese education & training funded by or with foreign participation**

**2.1. Areas where Foreign Governments or Organizations Fund Chinese Education & Training Programs.**

	Technical & vocational exchange programs	Mid to senior level management training	University & college linkage programs	Training programs as a component of international trade	Short-term study tours ( less than 3 months )	Other
Australia						
Canada	yes	yes	yes	yes		
France	yes	yes	yes	yes		
Germany	yes	yes			yes	Research scholarships for academics
Israel	yes					
Japan	yes		yes		yes	Japanese Government-funded scholarship students
New Zealand						Exchange students and occupational & development assistance
Sweden		yes				
Switzerland	yes	yes	yes			
U.K.	yes	yes	yes		yes	Short or long term training as part of collaborative project
U.S.A.			yes			Ten-month research grants in American Studies
UNESCO	yes		yes		yes	



World Bank	yes		yes		yes	
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2.2. Major technical & vocational programs with foreign participation

	Hospitality/ tourism	Agriculture	Business ( secretarial/ bookkeeping/ finance, etc.)	Business ( management information system, etc. )	Technician/ technologists ( automotive, etc. )
Australia					
Canada		yes			
France	yes	yes	yes		yes
Germany		yes		yes	yes
Israel		yes			
Japan		yes			yes
New Zealand				yes	
Sweden		yes	yes		yes
Switzerland					
U.K.				yes	
U.S.A.			yes	yes	
UNESCO					
World Bank	yes	yes	yes	yes	yes
	Infrastructure (i.e. Airports )	Energy ( i.e. coal )	Education management	Other	
Australia					
Canada	yes	yes			
France			yes		
Germany	yes	yes	yes	Engineering, Art, Medicine, Economics, Law, Natural Sciences, Sociology, Architecture, Environmental Protection	
Israel					
Japan	yes	yes			
New Zealand					



Sweden	yes	yes		Comparative Seminar on Law and Development	
Switzerland					
U.K.	yes	yes	yes	Environment Sciences, Legal Study, Social Sciences, Medicine	
U.S.A.				Journalism, History, Law, Psychology, Economics	
UNESCO			yes		
World Bank		yes	yes		

### 2.3. Major university programs with foreign participation

	Professional (i.e. Lawyer/ Medicine)	Professional (i.e. Aviation/ Architecture)	M.B.A. (Degrees/ Cert.)	Management Information Systems	Research & Development	Agriculture/ Forestry
Australia						
Canada						
France		yes	yes		yes	yes
Germany	yes	yes			yes	yes
Israel						yes
Japan	yes				yes	yes
New Zealand			yes			
Sweden						
Switzerland						
U.K.	yes	yes		yes		yes
U.S.A.	yes		yes			
UNESCO						
World Bank	yes	yes		yes	yes	yes
	Business Management (i.e. Finance)	Infrastructure (i.e. Airports/ Transport)	Energy (i.e. Coal/ Oil-Gas)	Education Management	Environment	Other
Australia						



Canada						Medical Sciences, Ecology
France	yes			yes	yes	Other
Germany	yes				yes	Information, Telecom.
Israel						
Japan						
New Zealand						
Sweden						
Switzerland						
U.K.	yes		yes	yes	yes	
U.S.A.						University Affiliation Program
UNESCO				yes	yes	
World Bank	yes		yes	yes	yes	

2.4. Average age of trainees on professional programs to foreign countries.

	18-25 years of age	25-35 years of age	35-45 years of age	45-55 years of age	55 years or older
Australia					
Canada					
France		yes			
Germany	yes	yes	yes		
Israel		yes	yes		
Japan		yes			
New Zealand		yes			
Sweden		yes	yes	yes	
Switzerland					
U.K.		yes	yes		
U.S.A.			yes		





2.5. Situations that the Cost for the Training of Chinese Students Studying in Foreign Countries Is Paid by Any Governments/Organizations/Individuals.

	Self-funded (paid for by the individual students)	Funded solely by Chinese Gov't	Funded by both Chinese Gov't and the foreign gov't indicated	Funded solely by the foreign gov't indicated	Scholarships provided by the inst. in the foreign countries indicated	Other
Australia						
Canada						
France			yes			
Germany	yes	yes		yes	yes	
Israel						
Japan	yes		yes			
New Zealand	yes					
Sweden						
Switzerland	yes		yes			
U.K.			yes		yes	Funded by international organizations/ foundations
U.S.A.	yes	yes				

2.6. Situations in which education & training programs delivered in China through the resources of foreign countries/organizations are funded.

	Primarily paid for by individual participants	Funded solely by Chinese Government	Funded by Ch. Gov't & foreign gov't/ org indicated	Funded solely by foreign gov't/org. indicated	Funded by enterprises/ jv w/ Ch operations	Other
Australia						
Canada						
France			yes			
Germany	yes		yes	yes		
Israel		yes	yes			
Japan	yes	yes	yes	yes	yes	
New Zealand			yes			
Sweden						



Switzerland			yes			
U.K.			yes		yes	
U.S.A.				yes		
UNESCO						Funded by UN or A.D.B.
World Bank			yes			

2.7. Types of students/participants ( beneficiaries ) of training programs.

	Mid-level management	Executive management	Technicians/ technologists/ engineers	Unskilled/ semi-skilled labourers	Office support staff	Other
Australia						
Canada						
France		yes	yes			
Germany	yes	yes	yes			
Israel			yes			
Japan						
New Zealand					yes	University students
Sweden						
Switzerland	yes					
U.K.	yes	yes	yes			Chinese team members of technical coop. projects
U.S.A.						University students
UNESCO	yes					Teachers
World Bank	yes		yes	yes		

2.8. Importance of training as a component of the international ( China ) trade policy. foreign countries'/organizations'

	Major/key	Common/usual	Only a part	Rarely used	Other
Australia					
Canada					
France	yes				



Germany			yes		One of the priorities in German cooperation programs
Israel					
Japan					
New Zealand				yes	
Sweden					
Switzerland					
U.K.	yes				
U.S.A.					Minor
UNESCO			yes		
World Bank		yes			

2.9. Foreign institutions interested in further information on developing short-term industry/business/trade related study tours to the corresponding foreign country.

	Embassy commercial section	University-college-training sector	Travel & tourism bureau	Economic development centres	Other
Australia					
Canada					
France	yes				
Germany					German Academic Exchange Services, Section for Economic Cooperation of the Embassy
Israel		yes			
Japan	yes	yes			
New Zealand					Coresponding departments
Sweden					
Switzerland	yes				
U.K.	yes				Cultural & Education Section of British Embassy
U.S.A.	yes				



# TYPES OF IN-CANADA TRAINING PROGRAMS & CORRESPONDING STUDENT-VISITOR VISA GENERAL REQUIREMENTS

## BRIEF SUMMARY OF CRITERIA REQUIRED FOR CHINESE APPLICANTS TO OBTAIN A STUDENT OR VISITOR'S VISA FOR IN-CANADA TRAINING (DRAFT ONLY 10/31/95)

The information provided is subject to change & if adhered to, does in no way guarantee an applicant will receive a visa to study in Canada. These guidelines are by no means comprehensive & reflect only in part Immigration Canada, Student Visa Policies. This is also a benchmark based on observations of more than ten years of Canada-China linkage training activities.

**Rule of thumb:** If you are the recipient of a post-graduate scholarship; you can prove a substantial and legitimately earned net worth with an continuing source of income; a solid job opportunity awaiting upon return to the PRC; carry a Chinese public affairs passport; all expenses are paid by a Chinese Ministry, affiliate &/or under a bilateral agreement with the Government of Canada; sponsored by a Canadian public institution or established Canadian corporation; you are exceptionally creative at verifying a story &/or have won the Lottary 6/49 through mail order; you then have an excellent chance of securing a visitor's visa to Canada.

### Language Proficiency:

Very, very few students are approved to study ESL. Full-time applicants need 475-575+ TOEFL scores or equivalent, pending the type of program entering. Some students approved for Short-term ESL upgrading prior to start of full-time selected curriculum.

### Medical Requirements:

Medical Approval required for all visitors staying over 6 months & for those on missions related to medical and agricultural activities.

### U.I. Education & Training Consultants

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Beijing, 100004, PR China

Tel/Fax: 8610 500-7299

### Full-time College-University Programs **A**

1. Scholarship Applications-99% Approval  
Several recipients opt for US packages.
2. Self-funded Applicants Questionable?
3. Sufficient funds for full length of program  
pre deposited in Cnd. Bank.
4. 1st year tuition+housing fully paid.
5. If Local (Family) Sponsor Proof of significant ongoing income+submit tax report
6. Disclose full Assets-Property/Autos/  
Possessions.
7. Overseas Sponsor-Immediate Family  
Member Not Recommended-Provide  
Full banking, income & tax disclosures.

### PRC Government/corporate sponsored **B**

- Full-time Program Applicants
1. PRC Public Affairs Passport Preferred
  2. Proof of Length of Employment in China
  3. Guarantee Employment a/p return-PRC
  4. Proof & documentation re govt. funding
  5. Solid explanation why particular  
applicant warrants overseas training
  6. Significant work related & academic  
experience and qualifications
  7. Age is often a factor-usually 30 ~ 45  
Preferably no family members residing  
in Canada

### Full-time post-graduate M.A., PhD. **C**

1. Usually on grant or scholarship
2. Age is often a factor-under 40
3. Proven academic qualifications
4. TOEFL: 550-600
5. Sufficient funds for personal expenses
6. Applicants who are not self-funded have  
a perceived lower investment in their  
careers & tend to return vs. self-funded  
students have greater need for a return  
on their personal investment & stay
7. No relatives in Canada
8. No classmates or spouses currently  
studying in North America/Canada

### Six Month's or Less **D**

1. Institution to institution linkage preferred
2. Small groups of 6-30 preferred
3. Full disclosure re funding
4. Self-funded applicants-questionable?
5. Government-Enterprise funded preferred
6. Provide documented training plans!
7. TOEFL 450+ if trng. longer than 1 mos.
8. All expenses to be prepaid to Canadian  
organizer in advance
9. Invitation Letter required from Cnd. host
10. Note required from affiliated Chinese
11. Ministry/Foreign Affairs Office is  
responsible for submitting passports

### Short-Term Training 2-4 weeks only **E**

1. Primarily work-study/observation  
missions with Chinese government  
authorization & payment in-part or full
2. Usually Institution to institution linkage
3. Small groups of 8-30 preferred
4. No English Proficiency Requirement
5. PRC Public Affairs Passport Preferred
6. Chinese Note of Authorization required
7. Invitation Letter required from Cnd. host
8. Ch. Ministries Foreign Foreign Affairs  
Office responsible for drop-off/pick-up  
of participants passports
9. Self-funded/private passport holder must  
demonstrate relation to study prgm

10. Any questionable applicants will be  
called in for interview &/or rejected with-  
out explanation. Most likely have to  
demonstrate strong financial or political  
commitment & opportunities with  
convincing motive to return to PRC

### Other Programs **F**

1. Linkage Planning Missions-See E above
2. Corporate Training Programs Adminis-  
trated by Cnd. Institutions-Similar to D  
above
3. Independent Student Recruitment  
Agents are Not Legal Entities in PRC





## STATISTICS RE EDUCATION AND TRAINING

In the Ministry of Mechanical Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	20000000
No. of the Workers & Staff Having Taken Higher Education	2000000
Total No. of the Managers of Enterprises	500000

	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	100	300
No. of the Trainees Abroad Foreign Gov't/Inst Fund	10	10

In the Ministry of Building Material Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	13000000
No. of the Workers & Staff Having Taken Higher Education	520000

	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	200	200
No. of the Trainees Abroad the Ministry Funds	200	200

	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Managers of Enterprises	500000	600000
No. of the Managers Taking Training	150	150

In CAAC and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	150000
No. of the Workers & Staff Having Taken Higher Education	30000
No. of the Mid to Senior Level Cadres Taking Training in 1995	200

	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	100	100
No. of the Trainees Abroad Foreign Gov't/Inst Fund	100	100

	<u>Expense</u>
Railway	5000
Metallurgical Industry	4000
Electronic Industry	3500
Chemical Industry	4500
Mechanical Industry	6000
Building Material Industry	6000
CAAC	5000



## STATISTICS RE EDUCATION AND TRAINING

In the Ministry of Railway and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	3400000	
No. of the Workers & Staff Having Taken Higher Education	102000	
No. of the Managers of Rail Stations/Factories Taking Training in 1995	2000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	20	20
No. of the Trainees Abroad Foreign Gov't/Inst Fund	20	20

In the Ministry of Metallurgical Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	4000000	
No. of the Workers & Staff Having Taken Higher Education	920000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	3000	4000
No. of the Trainees Abroad Foreign Gov't/Inst Fund	45	40
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Managers of Enterprises	6000	6500
No. of the Managers Taking Training	900	900

In the Ministry of Electronic Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	1850000	
No. of the Workers & Staff Having Taken Higher Education	259000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	8000	10000
No. of the Trainees Abroad Foreign Gov't/Inst Fund	6000	7000
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Managers of Enterprises	13000	13000
No. of the Managers Taking Training	2000	2500

In the Ministry of Chemical Industry and affiliated organizations, some statistics re education & training can be described in the graph

Total No. of the Workers & Staff in the Year 1995	3500000	
No. of the Workers & Staff Having Taken Higher Education	245000	
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Trainees Abroad	100	100
No. of the Trainees Abroad Foreign Gov't/Inst Fund	10	10
	<u>Year 1994</u>	<u>Year 1995</u>
Total No. of the Managers of Enterprises	12500	13000
No. of the Managers Taking Training	100	150



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