

China
Xinjiang Technical and Vocational Education and Training
Project Social Analysis Report

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In addition, we invited some teachers such as Xing Bo, Liu Yong, Yin Shengu, Jiwenli, Julaiti, etc and 5 students in the 5 project schools to help us fulfill the questionnaire.

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Executive Summary

1. Brief Introduction

As it was pointed out in the “Second Meeting by the Central Government on Work in Xinjiang” on May 28-29, 2014, “Employment First” shall be adhered to for enhancing the employment capacity and guiding the people of all ethnic groups to go to cities for orderly employment, local employment and employment of proximity, or returning home for entrepreneurship. Employment, in particular the employment of minority youth, is the long-standing key factor affecting economic and social development as well as long period of stability in Xinjiang. Among them, vocational education is one important path to enhance the employment capacity. The development of vocational education in Xinjiang not only requires the efforts of the ethnic groups in Xinjiang, and the assistance from the central government and other provinces and cities, but also needs to mobilize all the other forces which can be mobilized to achieve this goal. This is the important background of the " Xinjiang Technical and Vocational Education and Training Project Funded by World Bank Loan" (Xinjiang TVET project) .

The project aims at improving the overall quality of vacation education through a series of reform, and promoting the balanced development of Xinjiang vocational education through autonomous-level policy openness and project management etc. The unit in charge of the project is the Education Department of Xinjiang Uygur Autonomous Region, and the implementation units are Xinjiang Engineering College, Xinjiang Agricultural Vocational & Technical College, Xinjiang Vocational & Technical College of Light Industry, College of Xinjiang Uyghur Medicine and Urumqi Vocational University. The project includes five components, i.e. strengthen Linkage between School and Industry, update curriculum, building up high quality teaching and management teams, improve external support to other schools and local communities and upgrade facilities and equipment. The Project will be implemented in five years between 2015 and 2020, and the total investment is CNY636.625million yuan. The loan from the World Bank is US\$50 million, accounting for 48.69% of total project investment, and the domestic counterpart fund is CNY326.625 million yuan, accounting for 51.31% of total project investment.

This report is the social analysis report for the Project, which include following sections, project background; the major affected groups; social analysis activities; views of key stakeholders; the issues raised in the survey; and suggestions and conclusions.

2. Project Background

Although Xinjiang has made great progress in training of highly-skilled labors, there is still a considerable gap compared with the national average level. In 2009, the average of highly-skilled labors in the nation is 24.7% compared with only 18.9% in Xinjiang, and the difference is 5.8%. According to the national and Xinjiang's "*Personnel Development Planning Program (2010-2020)*", the national proportion of highly-skilled labors will reach 27% in 2015 while Xinjiang's target will be 22% with the difference being 5%. However, by 2020, the national proportion is planned to be 28%, and target for Xinjiang is also set to 28%. It will be a long way for Xinjiang vocational education to make up the gap of 5-6% in a short period of time and realize synchronous development with the national vocational education. Xinjiang is in a phase of accelerated industrialization and urbanization, requiring a large number of highly-skilled labors. But the current level of vocational education in Xinjiang could not meet this demand.

In 2000, the figure of full-time students in the ordinary colleges and universities of Xinjiang was 74,063, and by 2012, it increased to 284,172, an increase of 3.8 times (data source: *Xinjiang Statistical Yearbook 2000-2013*). In 2013, there were 19 higher vocational schools in Xinjiang with enrollment of 31,444 students, 6.8% higher than the previous year; 26,566 graduates, 18.6% higher than the previous year; and 89,043 full-time students, 4.0% higher than the previous year. This shows a rapid growth in the number of students in Xinjiang's higher vocational education, and also reflects the importance attached by the government to vocational education and training of highly-skilled workers.

Along with such change, the number and proportion of minority students also grew rapidly among student community. In 2000, the number of minority students in Xinjiang ordinary colleges and universities was 31,989. By 2012, the number had reached to 106,893 with an increase of 3.3 times. The proportion of minority students in the total students had also increased from 43% in 2000 to 58% in 2012. However, between 2000 and 2010, the proportion of full-time minority students had decreased from 43.19% to 35.89%, a decrease of 7.3%. Such change indicated that although the number of the minority students had increased during those ten years, the growth rate was significantly lower than the growth rate of total student population. This trend changed in 2012, and the proportion of minority students increases to 58% the total full-time students of ordinary colleges and universities (data source: *Xinjiang Statistical Yearbook 2000-2013*), which shows a rapid growth in both size and proportion of minority students in recent years. The survey of 5 project schools also confirmed that both size and proportion of minority students are on the trend of further increase in future.

The number of teachers in the ordinary colleges and universities of Xinjiang has also increased visibly since 2000. There were 7,924 teachers in 2000, and 17,570 in 2012, an increase of 2.2 times. In comparison, the growth rate of teacher population was significantly lower than that of student population. In 2012, there are 8,202 faculty members in Xinjiang vocational schools, including 5,536 full-time teachers, and the proportion is 67.4% (data source: *Xinjiang Statistical Yearbook 2013*). In general, there is a relatively stable team of teachers for the higher vocational education in Xinjiang while some prominent problems exist in the structure. First, the proportion of ethnic minority teachers is low. Except for colleges with strong professional and prominent nationality features like the College of Xinjiang Uyghur Medicine, the proportion of ethnic minority teachers in most colleges is less than 30%. Secondly, the proportion of bilingual teachers is low, and in most colleges the proportion is less than 30%. In addition, the proportion of the teachers having both teachers' qualification and professional qualification is also low, and there is no unified standard for that.

As a result, Xinjiang higher vocational education has seen visible improvement in school conditions, which is reflected in per student housing area and administration and teaching purpose, teaching and scientific research equipment as well as book collection etc. Higher vocational colleges have also established training and practice bases, and created good conditions for practice and employment of students through school-enterprise cooperation. However, in spite of such improvement, many vocational colleges are still facing with insufficient teaching facilities, inadequate practice and training bases, and obsolete and incomplete books and reference materials, which are becoming the main obstacle to improve the students' professional skills, and restrict the development of higher vocational education in Xinjiang. The most obvious is that the minority students face serious shortage of software and hardware conditions in Chinese learning, including language lab, multimedia classroom and books, audio and video data as well.

3. Major Affected Groups

Among five project schools, there are 2,519 faculty members, including 775 minority teachers, which account for 30.7% of the total teachers. Specifically, there are 190 minority teachers or 80.5% of the total teachers in College of Xinjiang Uyghur Medicine (236). For other four schools, the proportion of ethnic minority teachers ranges from 23.5% in Xinjiang Engineering College to 30.4% in Urumqi Vocational University. In those 5 schools, there are 105 full-time Chinese teachers, accounting for 4.1% of the total number of teachers. Xinjiang Agricultural Vocational & Technical College sees the least number, which is only 8, accounting for 1.9% of the total number of teachers. Xinjiang Engineering College sees the largest number,

which is 36, accounting for 6.3% of the total number of teachers. It is clear that there are insufficient number of the full-time Chinese teachers among five project schools, which makes it difficult to meet the demand of preparatory Chinese language teaching in those schools. At present, project schools try to solve this problem by engaging some external teachers to solve this problem, ranging from 20 to 30 in each school.

There are a total of 56,708 students in 5 project schools, including 24,670 minority students or 44% of the total number of students 43.4%. College of Xinjiang Uyghur Medicine sees the highest proportion of minority students (3,237), which is 97.5% of the total number of students. Xinjiang Vocational College of Light Industry Technology sees the lowest proportion of minority students (4,235), which is 29% of the total number of students. The number of minority students in those schools has increased by 1.5 to 2.2 times since 2010. In descending order, they are Xinjiang Agricultural Vocational & Technical College, Xinjiang Engineering College, College of Xinjiang Uyghur Medicine, Urumqi Vocational University and Xinjiang Vocational College of Light Industry Technology.

In addition, among minority students, the poverty ratio is significantly higher than the average, ranging from 45% to 90%. Those students are mainly from four prefectures in southern Xinjiang (Hotan, Kashgar, and Akesu Cities as well as Kizilsu Kirghiz Autonomous Prefecture) and the pasturing area in northern Xinjiang (Altay, Tacheng, and Yili Cities). Those cities or prefectures are also the areas where the state-level poverty counties concentrated in Xinjiang; and 25 out of 27 state-level poverty counties in Xinjiang Region are located in these areas. The proportion is as high as 92.5%. Besides Xinjiang Vocational College of Light Industry Technology, the employment rates of minority students in the other four schools are mostly about 80%, which is 10-15% lower than the average level of those schools. The employment rate of minority students in Xinjiang Vocational College of Light Industry Technology is only 38.5%.

Among those five schools, 4,701 freshmen of ethnic minorities, about 70% of total freshmen of ethnic minorities, are required to receive Chinese preparatory education due to limited language capacity. According to the future development trend, the preparatory education will continue in the short term, and the students receiving preparatory education may also further increase. There are two reasons: on the one hand, the size and the proportion of minority students are on the increase, and the number of minority students who use their native language for entrance examinations increase quickly in some schools; on the other hand, the level of Chinese for many bilingual students is low at enrollment and they also need to receive the preparatory Chinese language education. As mentioned before, all project schools are short of teachers in teaching preparatory Chinese language (including both full-time and externally-engaged teachers).

The ratio of teachers to students is quite low, mostly between 1:25 - 1:30, which is not conducive for minority students for Chinese learning, and the annual passing rate of minority preparatory college students is only 25-30% in MHK test; moreover, those students are generally poor in Chinese listening, speaking, reading and writing.

4. Social Analysis Activities

The survey team consists of 20 persons (excluding the students), including 7 minority researchers and 5 female researchers. In the survey, the investigation methods such as questionnaire, interview and meeting are used.

Questionnaire: total 2131 questionnaires were sent out and 2131 recovered, the effective rate is 100%. The questionnaires for teachers are 400 copies, including 135 questionnaires for the minority teachers, accounting for 33.75% of the total. The questionnaires for students are 1731 copies, including 688 questionnaires for the minority students, accounting for 39.7%. The number of questionnaire copies for minority teachers and students basically reflects the ratio of minorities to Han people in the teachers and students of those project implementation units.

Meetings and interviews: totally 33 meetings were held in five schools, with 4 to 5 meetings planned per school, including 1 meeting on teaching and scientific research, 1 meeting on grassroots students work, 1 meeting of students, and 1 to 2 meetings on school-enterprise cooperation respectively. Total 292 students and teachers participated in the meetings, including 117 ethnic minorities, i.e. 40% of the total number. Total 96 female students and teachers participated in the meetings, accounting for 32.8% of the total participants. Total 66 persons were interviewed, including 51 minority students and teachers, accounting for 77.2% of the total interviews. Total 29 female students and teachers were interviewed, accounting for 43.9% of the number of interviews.

The discussion and interview transcripts of 270 thousand words have been prepared, in addition to 375 copies of electronic documents and 60 copies of paper documents. During meetings, supplementing information of projects have been provided and shared with participants.

5. Attitude of Project Stakeholders

The survey on the attitude of teachers and students to the project was conducted. Only 2% of the teachers expressed public opposition to the project while no students did so. Only 1% of teachers said they did not care about the project while 11% of students did so. 97% of teachers and 89% of student express their welcome to the project funded by World Bank loan, which

shows that the World Bank-funded project in general is recognized and supported by most teachers and students. We also made a survey on the channels through which the teachers and students collecting the information about the World Bank-funded project. The main channels for teachers include the documents issued by the school, the notification from the leadership and the colleagues, which account for 85%. The students were informed of the project mainly by the teachers, classmates, leadership and network, which account for 88%. This shows that those schools succeed to some extent in the publicity of the project funded by the World Bank loan, and most of the teachers and students have obtained the relevant information, which ensure the right to learn the truth of students and teachers.

The project may also bring some negative impact on the teachers and students, including the impact of project investment (including the school-raised funds and repayment of the interest of the World Bank loan) on the faculty income, the impact of infrastructure works on the life, work and learning (e.g., dust and noise pollution, travel inconvenience and so on), the school's debt risk and the lack of respect of the foreign construction personnel to the living habits of local ethnic minorities. The teachers and students expressed their understanding to those potential negative impacts, but hoped to create a mechanism of public participation including all the students and teachers, and avoid these problems in the project construction as far as possible.

6. Problems Found Out in Survey

In the in-depth investigation conducted in 5 project schools in accordance with project design and terms of reference, some universal problems were found. These problems will have an impact on whether the students and teachers could be benefited from the project or the degree of benefits, which will also have an impact on the project's economic and social benefits.

For the student group, those problems are mainly reflected in two aspects, one is the quality of Chinese language learning for preparatory students, and the other is the internship and employment of students.

Chinese language learning problem of preparatory students: the preparatory students are usually poor in language level, which not only has a negative impact on their passing rate of MHK examination, but also seriously affect their professional knowledge learning and employment. They are reflected specifically in the following aspects: 1) there is wide disparity in terms of language capacity among minority students, but existing mode of teaching does not reflect the principle of "teaching students in accordance with their aptitude"; 2) serious shortage of Chinese-language teachers, which leads to too large class size and low ratio of teachers to students, and the teaching effect is not ideal; 3) very poor language learning conditions (such as

lack of language lab and multimedia classroom) and a serious shortage of teaching equipment, obsolete Chinese teaching material, teaching methods and ideas; 4) the environment for minority students in Chinese learning environment needs to be improved, and "mute Chinese" problem is serious; 5) the interlink between preparatory Chinese language learning and professional Chinese learning is not smooth.

Student internship and employment problems: some internship, training and employment problems also exist in the student community generally, and some of them are especially prominent among the minority students. They are reflected in the following aspects: 1) students training and internship is not standard yet, and it is common that "the content of the internship is not in the field of their major"; 2) lack of training and practice bases, experimental or training equipment is inadequate and obsolete, which fails to meet the demand of professional development and training needs, and is not conducive to improve students' professional skill; 3) the school-enterprise cooperation create conditions and employment for students, but the enterprises are not very enthusiastic to receive students as intern; 4) The internship and employment of minority students is of difficulty, and their environment of internship and employment is not ideal; 5) the employment guidance courses are not well-targeted, particularly in the areas of guiding the minority students to establish a correct concept of employment.

In addition, the students also raised three other questions worthy of attention. 1) The structure of curriculum types is not very reasonable and the cultivation of students' comprehensive quality needs to be strengthened; 2) teaching materials and teaching methods are obsolete and fail to conform to the regional characteristics in Xinjiang; 3) the linkage between the adjustment in major and curriculum and the demands from the enterprises and market is not close enough.

The problems raised by the teachers mainly are concentrated in two aspects: one is the teachers' development opportunities, and the other is the faculty structure and school management.

The problem of teacher development opportunities: the development opportunities of the teachers include studying for a degree, training, visiting and so on, and the existing problems are: 1) there is equal opportunity of training, further study or studying for a degree for all teachers, but the minority teachers and female teachers are tend to be encumbered due to personal concerns; 2) for the teaching-supporting staff and basic-education teachers, their development space is limited and growth potential is non-smooth; 3) many problems exist in the transformation from "theory-type personnel to practical-type personnel" and from "practical-type personnel to theory-type personnel", which are not conducive to the team building of the teachers having both teachers' qualification and professional qualification.

The problem of faculty structure and school management: the main problem existing in faculty structure is a low proportion of minority teachers and bilingual teachers, which is not conducive to the management and cultivation of minority students, and fails to match the growth trend of minority students' size. The problems existing in school management are mainly embodied in three aspects: 1) lack of selection, appointment, evaluation and assessment mechanism for the teachers having both teachers' qualification and professional qualification; 2) the incentive mechanism for teachers participating in and promoting school-enterprise cooperation is not clear; 3) the management of externally-engaged part-time teachers is not standard, and it is difficult to implement the existing regulations. Since many external teachers are Chinese language teachers, such a problem will have a significant adverse impact on Chinese language learning effect among minority students.

It is the duty of vocational education to serve local society, which is also the aspect that the World Bank funded project hopes to improve. In this regard, the problems exist in those 5 project schools include weak initiative, lack of smooth communication and systematic planning. The programs of those schools serving the society lack of close cooperation with the economic and social development of Xinjiang, especially with the modernization construction of the agricultural and pastoral areas in southern and northern Xinjiang.

7. Proposed Measures

Centered on those five subprojects under the "Xinjiang TVET project", many problems are found worthy of attentions. It is suggested that the PMO and the project schools should pay attention to these problems, listen to the teachers and students, and establish an effective mechanism for consultation and public participation. Based on these problems, a series of corresponding measures are proposed based on social assessment. At the same time, feedback on these suggestions were collected from PMO and project schools based on discussions with affected students and teachers, and listen to their views on these measures through interviews and network communication. On such basis, changes were made on the proposed measures in order to ensure they are in line with the actual conditions of project schools, and accepted by teachers and students there. In fact, these recommendations have been incorporated into the project design, and some of them have been arranged in the project activity.

Some problems found in the survey are mainly related to the minority students and teachers, which may have adverse impact on the potential benefits to be shared by minority students and teachers from the Project. In order to ensure equal benefits to be shared by minority students and teachers from the Project, it was recommended that an Ethnic Minority Development Plan

(EMDP) should be prepared based on the current situation in Xinjiang, and special problems the minority students and teachers are facing. Following the requirements of the World Bank, EMDP should cover the improvement of minority students' education quality (especially the preparatory language education quality), increase of minority students' employment rate, and improvement of the minority teachers' development mechanism and so on. The "*Social Impact Assessment Report*" also proposed to engage a consulting unit to conduct social monitoring during the implementation of EMDP to ensure the full implementation of the Plan. Those recommendations have been taken seriously by the PMO and five project schools, and an EMDP has been prepared by each project school.

8. Conclusions

In summary, the Project positive benefits with limited potential negative effect. For the potential negative impacts, such as construction disturbance efforts will be made to avoid or minimized. For those impacts could not be avoided, mitigation measures will be taken to address such impacts. The positive benefits include both direct and indirect benefits. The direct positive benefits mainly reflect on the improvement of education quality and school condition for both teachers and students in five project schools. The indirect benefits refers to the development of Xinjiang vocational education and its role in promoting the development of economy and society in Xinjiang.

Concerning the project schools, the World Bank-funded project provides a new opportunity for understanding the existing problems in the development of those schools, exploring a way of vocational education in line with Xinjiang's economic and social development needs in order to eventually realize the scientific development of the schools. Under the Project, the teachers may reach better teaching and living conditions and environment, and more opportunities for realizing self-development through further study, training, visiting and studying for a degree, and having better conditions to enhance their ability of teaching and scientific research, in addition to have more opportunities to participate in school-enterprise cooperation and become a teacher having both teachers' qualification and professional qualification. The students can have better learning conditions, enjoy the achievement of teaching and curriculum reform, and receive service provided by a teaching team and management team of higher level. It is especially important that the students can receive more professional and comprehensive training through the development of the school and teachers, and in this way, the students will learn more professional skills in line with the demand of the society and the enterprises, obtain more stable and higher-quality employment opportunities.

The World Bank-funded project will also help Xinjiang vocational education to adjust and innovate in the system, policies, mechanisms and concepts, establish a modern vocational education system which adapts to Xinjiang regional and social background, especially to the requirements of economic and social development in Xinjiang. This will also effectively enhance the basis and conditions of Xinjiang in highly-skilled personnel training, improving the training size and quality of highly-skilled personnel, and creating conditions for labor force transfer in Xinjiang agricultural and pastoral areas, and for the improvement of knowledge level and technical ability of the population there. In fact, the Project creates conditions also for the population of all ethnic groups in Xinjiang to increase their economic income (especially the population of ethnic minorities), which is conducive to narrowing the gap in the economic and social development between different ethnic groups. In the context of accelerating industrialization, urbanization and modernization of agriculture and animal husbandry in Xinjiang, the development of vocational education will effectively promote the transformation of the production and life style, social structure and cultural values of the ethnic groups, and promote the development of minority community to achieve common development and prosperity of all ethnic groups.

1. Brief introduction

As it was pointed out in the “Second Meeting by the Central Government on Work in Xinjiang” on May 28-29, 2014, “Employment First” shall be adhered to for enhancing the employment capacity and guiding the people of all ethnic groups to go to cities for orderly employment, local employment and employment of proximity, or returning home for entrepreneurship. Employment, in particular the employment of minority youth, is the long-standing key factor affecting economic and social development as well as long period of stability in Xinjiang. Among them, vocational education is one important path to enhance the employment capacity. The development of vocational education in Xinjiang not only requires the efforts of the ethnic groups in Xinjiang, and the assistance from the central government and other provinces and cities, but also needs to mobilize all the other forces which can be mobilized to achieve this goal. This is the important background of the " Xinjiang Technical and Vocational Education and Training Project Funded by World Bank Loan" (Xinjiang TVET project) .

The project aims at improving the overall quality of vocational education through a series of reform, and promoting the balanced development of Xinjiang vocational education through autonomous-level policy openness and project management etc. The unit in charge of the project is the Education Department of Xinjiang Uyghur Autonomous Region, and the implementation units are Xinjiang Engineering College(XJEC), Xinjiang Agricultural Vocational & Technical College(XJAVTC), Xinjiang Vocational & Technical College of Light Industry(XJVTCLI), College of Xinjiang Uyghur Medicine(CXJUM) and Urumqi Vocational University(UVU). The project includes five components, i.e. strengthen Linkage between School and Industry, update curriculum, building up high quality teams, improve external support to other schools and local communities and upgrade facilities and equipment. The Project will be implemented in five years between 2015 and 2020, and the total investment is CNY636.625million yuan. The loan from the World Bank is US\$50 million, accounting for 48.69% of total project investment, and the domestic counterpart fund is CNY326.625 million yuan, accounting for 51.31% of total project

investment.

This report is the social analysis report for the Project, which include following sections, project background; the major affected groups; social analysis activities; views of key stakeholders; the issues raised in the survey; and suggestions and conclusions.

1.1 Scope of Project

Component 1: strengthening linkage between school and industry: construct new personnel nurturing model to promote the profession construction. Through the main forms of personnel nurturing model as “school-industry linkage, work and learning combination as well as post substitute internship” of the vocational college education to revise the personnel nurturing plan, enrich teaching type and standardize teaching segment to make students early contact the employment area and serving object to form the profession teaching system which exists in the whole process of personnel nurturing and consists of the basic ability, professional skills as well as integrated employment ability, to promote the personnel nurturing of vocational education and the construction as well as the development of different majors.

Component 2: building up high quality teaching and management teams: through the integrated school-running mechanism construction of sending managers and teachers to the cooperative enterprises to implement the project, and inviting enterprises’ managers to the production base of project schools to manage and guide the practical teaching work, the objective is to further create a group of “double professional teachers” for the corporation between school and industry; to improve the degree level, teaching ability, enlightening ability, social serving ability, teaching research ability as well as academic level of teaching teams; to nurture a group of school management officers who have the modern enterprise operation idea, and the most advanced teaching and research personnel, to form a high quality teaching team with stronger teaching ability, implementing ability, scientific research ability as well as the combination of their own profession and other ones.

Component 3: strengthening linkage between school and industry, perfecting

teaching management system and increasing teaching quality. Let the school-industry linkage expand from the one-sided cooperation in the aspect of training practice to a deeper level cooperation which includes the plan arrangement, institution establishment, the process coordination, organization of faculty, the guarantee of condition, and overall management by carrying out the reform of personnel development for the work-study students. The real objective is to let the schools and enterprises manage school together and makes it a reality that there is no distance between the capability of graduates and industry's needs. At the same time, according to the new teaching pattern, there is a need to develop relative curriculum standards and the assessment standards of teaching goals which make the curriculum teaching adjust to the new teaching pattern and to set up relative quality monitoring and evaluation system which can regularize the management system in teaching progress and guarantee the teaching quality. The teaching quality of school will be sharply improved and the quality of personnel development will be accepted by society through the teaching reform.

Component 4: upgrading facilities and equipment. Vocational education institutions in Xinjiang have poor infrastructure, especially the shortage of teaching classrooms which hinders the development of vocational education all the time. The most important job for each college is to set up necessary facilities such as building teaching buildings and lab buildings, which play an important promoting role in the process of thoroughly improving the operating conditions. At mean time, if the index of operating condition meets the national standard of Ministry of Education, it will lay a sound material foundation for the promotion in the further expanding enrollment levels of vocational education institutions in Xinjiang and meet the needs of society.

Component 5: improving external support to other schools and local communities. Fully promoting the capability of serving the local society of certain vocation education institutions and making the vocational education institutions play a more significant role in the development of economy and society in Xinjiang through construction of the above four aspects.

The five components of the Project include strengthening Linkage between School and Industry, updating curriculum, building up high quality teams, improving external support to other schools and local communities and upgrading facilities and equipment. We set two relative questions in questionnaire which are also the opinions of students and teachers in the school about what problems exist in the vocational education and where need to be changed. Table 1-1 shows the order of the two questions which are answered by 400 interviewed teachers. It indicates that the components of the Project are highly consistent with the recognition of teachers about what problems exist and where need to be changed. In fact, we handed out questionnaire about the prominent problems in the school to students too. In consequence, the top three problems are the outdated school facilities, insufficient linkage between schools and enterprises as well as in interscholastic linkage. It indicates that the recognition of students and teachers about what problems exist in the school vocational education is basically consistent.

Table 1-1 Teachers' view on the problems in vocational education

Sequence of the existing problems	%	Sequence of places needing improvement	%
Outdated school hardware facilities	65.0	Improve the school hardware facilities	71.8
Low quality of the linkage between school and industry	11.8	Improve the quality of the linkage between school and industry	9.0
Low teaching quality and lack of high quality teaching teams	6.5	Improve teaching quality and build up high quality teaching teams	8.5
Outdated teaching materials construction	3.8	Improve teaching materials construction	1.5
Inefficient management of the school management teams	7.5	Improving the management quality of management team	4.8
Low quality of serving the local society	5.5	Improve the quality of school to serve the local society	3.3
		Improve the comprehensive quality of students	1.3

The implementation of the Project provides opportunity for overcoming these problems, and Xinjiang will proceed its social and economic development by its vocational education development, which is good for realizing its long period of order and stability. There are 3 reasons behind it: firstly, the implementation of the project

will provide more opportunities for students to improve their techniques to get stable employment opportunities, especially create more chances for the transferring of the surplus labor force in the rural and pastoral district; secondly, it is good for improving the knowledge level and technique ability of people in the rural and pastoral district (especially areas with concentration of minorities), and promote the transformation of rural and pastoral society and communication of urban and rural areas to form the civilized idea of including agricultural modernization, industrialization and urbanization; thirdly, it's good for increasing the income of people in the rural and pastoral district (especially the minority ones), and reducing the disparity of the social and economic development among different ethnic nations to promote the common prosperity of different nations and proceed the consolidation and development of the harmonious national relationship. The project implementation colleges also formulated their construction plan of the project with reference to their reality. (omitted)

1.2 Activity of Social Analysis

In order to make the project implementation meet the requirement of the safeguard requirement of the World Bank for the Project, Urumqi limited liability company of social and economic consultation for the lasting stability and peace takes the social analysis work of this project which is authorized by Xinjiang Education Department. It is finished under the organization of Mr. Li Ze.

1.2.1 Objective of Social Analysis

Social analysis is one of the most important parts in the analysis of the feasibility of the project and an indispensable part in the procedures of World Bank Loan. The purpose of the social analysis is to help the project units acquire the broad support and active participation of individuals or groups, especially the poor, ethnic minority, females and other groups whose opinions are likely to be ignored, to guarantee and expand the project's positive impacts as far as possible; meanwhile, to avoid or reduce

the negative social impacts. At the same time, the social analysis lays the foundation for the future project monitoring and evaluation. There is one point needs to be clear. It is that the key point of the social analysis about the Project on Xinjiang vocational education is focusing on the potential problems of the five components which need to be paid great attention in the implementation process of each project schools. It can be proved from the following two aspects:

First, according to the law and trend of vocational education development, the difficult problems which need to be solved urgently on vocational education in Xinjiang Uyghur Autonomous Region and the actual situation of these difficult problems lie in project's implementation units. In Xinjiang, on the one hand, for its historical and actual reasons, the development of its vocational education has the problems of “soft, weak, small and loose”, and that’s also the universal problems of the 5 project schools. On the other hand, due to different development history, majors and profession background as well as the gap between the demands of this background and the current social and economic development, these problems will inevitably become unique in these 5 schools. These unique problems also need special attention during the project implementation, which will have different impacts on the economic and social effects of the project.

Second, the faculty members and students’ understanding of the problems faced with their schools’ technical and vocational education as well as the potential negative impacts brought by the Project implementation, and the corresponding suggestions proposed based on these. On the one hand, the teachers and students group, as the important stakeholders of the project, is not only the main affected group of the project, but also the main participants of the project implementation. Therefore, learn what they think about this project is necessary for the social analysis. On the other hand, the teachers and students is a group of strong heterogeneity, which will involve the differences of identity, gender, nationality and age. Therefore, special attention should be paid to the impacts on these differences to the teachers and students group’ views of the project. In this report, we will attach great importance to the teachers and

students group to guarantee their views, wishes and suggestions can be embodied. In addition, the ultimate suggestions of the social analysis is actually from those of the teachers and students group.

The specific targets in this social analysis includes: (1) pointing out the current situation, common problems and specific problems of five project schools in implementing five components of the Project and collecting relevant information and opinions from Education Department, teachers and students; of course, those of the students group should also be taken into consideration, especially those of the ethnic minority ones. (2) enhancing the consultation/participation of most teachers and students by setting up the consultation mechanism which can benefit different interested parties and make sure that their requirements and opinions can be fully considered; (3) conducting extensive, free, and pre-informed consultations among minority faculty members and students and to collect their views and opinions before the implementation, which can ensure the design of the project's activity fit their needs and adjust to the local culture, and also is widely accepted by the ethnic minorities. In addition, there is a need to analyze how schools preferably coordinate with minority lifestyle and cultural characteristics in the implementation of five components of the Project and to put forward the improvement suggestions. (4) For the potential inconvenience caused by the construction of proposed on teaching activities and school operation, there is a need to analyze these potential impacts and propose some measures to reduce the negative impacts, and set up the mechanism for public participation. (5) Finally, the social analysis report will also provide basic data for the preparation of *Ethnic Minority Development Plan*, monitoring and evaluation and putting forward the monitoring index.

1.2.2 Content of Field Investigation

The respondents of the social survey include staff of Education Department of Xinjiang Autonomous Region and PMOs of all levels, teachers of five project schools, students of five project schools (including some graduated ones), and company

representatives of school-enterprise cooperation and so on. The scope of the survey is determined by the scope of the 5 higher vocational schools affected by the Project(including positive and negative influences) located in Urumqi, Changji and Hotan cities. The method of the survey includes questionnaires, interviews and meetings. The number of questionnaires handed out is 2131 and we recovered 2131 copies. The effective rate is 100%. The social statistical software SPSS was used to analyze and process the collected data. The data of interviews and meetings amounted to 270000 words, and there are 369 electronic documents and 55 paper documents collected. The main focus of the questionnaire is the teachers and students of the project schools. Then we will explain concretely of the results of the questionnaires, meetings as well as the individual interviews of the 5 vocational colleges.

Between Aug. 2 and 28, 2014, the social analysis group registered a professional subscriber (<http://www.sojump.com>) on the questionnaire website, and through the website of <http://www.sojump.com/report/3699064.aspx> released the questionnaire of the Xinjiang TVET project. The subject group retrieved the questionnaire on the website, among which are 2,131 effective ones, and 400 of the teachers and 1,731 of the students.

Among the 400 questionnaires of the teachers, 65 of them is from XJEC, accounting for 16.25% of the total number of the teacher questionnaires; 94 from the XJAVTC, accounting for 23.5%; 106 from XJVTCLI, accounting 26.5%; 69 from CXJUM, accounting for 17.25%; 66 from UVU, accounting for 16.5%. Among them, there are 265 questionnaires were done by Han nationality teachers, accounting for 66.25%; and that of the minority ones are 135, accounting for 33.75%. Among the minority teachers, there are 92 Uyghur teachers, accounting for 23%; 9 Kazak teachers, accounting for 2.25%; 18 Hui nationality teachers, accounting for 4.5%; and 16 of other minority teachers, accounting for 4%.

Among the 1,731 student questionnaires, there are 426 from XJEC, accounting for 24.61% of the total number of the student questionnaires; 383 from XJAVTC, accounting for 22.13%; 264 from XJVTCLI, accounting for 15.25%; 141 from

CXJUM, accounting for 8.15%; 517 from UVU, accounting for 29.87%. Among them, there are 1, 043 questionnaires were done by Han nationality students, accounting for 66.25% and 688 from the minority ones, accounting for 33.75%. Among the minority students, 486 from the Uyghur students, accounting for 28.08; 78 from Kazak students, accounting for 4.51%; 17 from Hui nationality students, accounting for 4.56% and 45 from other minority students, accounting for 2.59%.

In addition, there are altogether 400 teachers answering the questionnaires, 193 of them are males, and 207 females. There are 1,731 students answered the questionnaires, 705 of them are males, and 1,026 females. In a word, the amount of these questionnaires is very large(2,131), which involves teachers and students from different schools, nations, genders, professional ranks and titles/places.

Table1-2 Introduction of questionnaire

Project Schools	Teachers' group			Students' group		
	Han nationality	Minority	In total	Han nationality	The Minority	In total
XJEC	47	18	65	276	150	426
XJAVTC	68	26	94	225	158	383
XJVTCLI	78	28	106	202	62	264
UVU	50	16	66	329	188	517
CXJUM	22	47	69	11	130	141
In total	265	135	400	1043	688	1731

Under the collaboration, support, and coordination of the Education Department of the autonomous region and the PMOs of each party, the research group carried out field study (meetings, in-depth interviews and gathering paper & e-materials) to the 5 vocational colleges in terms of 2 groups and 3 batches. The first batch of research units are XJEC and UVU, the second one is XJAVTC and XJVTCLI, and the third one is the CXJUM. There are 4-5 meetings in each college, which are respectively 1 teaching and scientific meeting, 1 fundamental faculty member meeting, 1 student meeting and 1-2 school-industry meetings (the meetings outline can be seen the the appendix 2). After each meeting, we will focus on 3-5 participants to carry out further individual interview. In the real surveys, we added the number of meeting in some

colleges in accordance with real needs. The statistics of the meetings and interviews in the 5 vocational colleges are shown in Table 1-3.

Table 1-3 The Situation of Meetings and Interview in Project Schools

Project Schools	The situation of symposiums				The situation of case interviews		
	The number meetings	The number of participants	Female participants	The minority	In total	The minority	Females
XJEC	5	63	12	12	9	8	3
XJAVTC	9	62	18	15	2	1	1
XJVTCLI	4	35	12	10	11	5	3
UVU	4	54	31	17	9	3	4
CXJUM ¹	11	78	23	63	35	34	18
In total	33	292	96	117	66	51	29

The work of the PMO starts on January of 2014, which mainly divided into 4 stages: detailed information is shown in Table 1-4. Before the formal survey, the project group together with the PMO and the implementing party held a meeting and invited the specially-appointed researcher Ge FengJiao from Xinjiang Academy of Social Sciences to provide professional training for the project group members, and there were also training within the project group and made preparations as the meeting outline, interview outline and questionnaire design for the formal survey; stage 5: after the field survey, for the lack of some materials, we contacted the project implementation units for the materials and finished sorting the materials, then began to write the report.

¹ Note: The data of forums and interviews collected from College of Xinjiang Uyghur Medicine(CXJUM) including the previous data which project team collected from the research to the construction of the World Bank Project in January,2014.

Table 1-4 Working schedules of project team

The time of activity	The place of activity	Outcome of activity
January, 2014 to March,2014	CXJUM	In order to finish the social evaluation of this school, we do the field survey and hand in the evaluation report with 40000 words.
July 21 st	Education Department in Autonomous Region	Client signed with assignee for the social evaluation and the monitory development plan of the five colleges
July 28 th	Education Department in Autonomous Region	Project team will meet the leaders of each project's management unit and train the members of project's management units
July 29 th	Xinjiang Academy of Social Sciences	Invite specially-appointed researcher Ge Fengjiao from the Xinjiang Academy of Social Sciences to do the lecture about the situation of The Development of Vocational Education in Autonomous Region
July 30 th to August 1 st	Xinjiang Academy of Social Sciences	In-house training for project team, making the outline of symposiums and interviews, designing the questionnaire
August 2 nd to August 20 th	They respectively are XJEC, UVU,XJAVTC, XJVTCLI and CXJUM	There are in total 33 forums, 292 participants and 66 case interviews.
After August 2 nd		Start to write the social analysis report

1.2.3 Investigation team

The social analysis of this project is finished under the organization of Mr. Li Ze who comes from the limited liability company about the social and economic consultation for lasting stability and peace. The investigation team is made up of relevant scientific researchers who come from the Institute of Sociology, the Institute of History, the Institute of Ethnology of the Xinjiang Academy of Social Sciences and from libraries and the teaching researchers who come from the Three Gorges University, Xinjiang Normal University and who are the directors of the project's management unit in five colleges and other units. There are in total 20 people (except students) in the investigation team, including 7 minority researchers and 5 female researchers. In addition, some of the main members have attended and finished the

work about social evaluation and external monitoring of the World Bank Project several times, so they are familiar with the policy of World Bank Project and know something about sociological analysis.

The composition of the social analysis team

The leader of the team: Mr. Li Ze who has organized several World Bank Projects including the social evaluation and the external requisition and demolishing of Xinjiang Loan Project. Such as "the socioeconomic impact analysis about the project I and project II of improving the urban traffic in Urumqi"(in 1999 and in 2014): the work of the external monitoring of land requisition and demolishing of "the project I on Xinjiang highway", "the project II on Xinjiang highway" and "the project III on Xinjiang highway" (from 1993 to 1998, from 1997 to 2002, from 2003 to 2008); "the socioeconomic impact analysis about the renovation project of central heating and energy saving in Urumqi" (in 2010); "the social evaluation about the improving project of urban traffic in Yining City, the plan of minority development, resettlement of inhabitant and the land requisition and demolishing (in 2010) and so on.

Person in charge: Tuerwenjiang, Uyghur nationality, associate researcher, taking part in the consultation service of World Bank Project at least 10 years, participating in a dozen counseling tasks of World Bank Loan Project.

Zhu Yifan, associate researcher, managing the consultancy team of World Bank Loan Project for many years, participating in managing the service team in a dozen World Bank Loan projects.

Xiao Ping, the doctor and professor of Three Gorges University, taking part in the consultation service of World Bank Project for many years, making three minority development plans for the projects of Xinjiang.

Tan Benyan, the doctor and professor of Three Gorges University, takes part in the consultation service of World Bank Loan Project for many years, has rich experience in social investigation and strong analytic ability of social economy.

Yuan Bolan, doctor and associate professor of Three Gorges University, has rich experience in social investigation, does a deep study on ethic theory and policy, as well as minority students' preparatory education.

Luo Yi, the doctor of Xinjiang Normal University, lecture, takes part in the consultation service of World Bank Loan Project for many years, the lead writer of the consultation result, has rich research experience.

Gulina, Kazak nationality, female, associate researcher, have participated in consultation service in several World Bank Loan Projects, having strong ability in rapid assessment(PRA)

Mahemuti, Uyghur nationality, male, associate researcher, the doctor of Li Na, female, doctoral candidate, research assistant, have participated in the consultation service in several World Bank Loan Projects, comes from the Institute of Ethnology of Xinjiang Academy of Social Science

Shi Chunxia, female, lecturer, has participated in the research of several social evaluation projects, comes from the college of Ethnology and Sociology of Xinjiang Normal University

Li Yuanbin, male, research assistant, comes from the Institute of History of the Xinjiang Academy of Social Sciences

Su Kuijun, male, research assistant, comes from the Institute of History of Xinjiang Academy of Social Sciences

Guo Dehai, male, research assistant, comes from the Institute of Sociology of Xinjiang Academy of Social Sciences

Khesar, male, has the post-graduate master's degree, comes from the college of Ethnology and Sociology of Xinjiang Normal University

1.2.4 Reference of this report

(1) The Decision about Increasing the Development of Modern Vocational

Education Made by the State Council(issued by the State Council<2014>No.19)

(2) National Development and Reform“the Interim Procedures about the Management of the National Finance Corporation and the Project of Foreign Government's Loans and Investments” (Decree.No.28, the National Development and Reform Commission)

(3) The Ministry of Finance“the management method of the national Finance Corporation and foreign government's loans and grants” (Decree No.38, the Ministry of Finance)

(4) The National Development and Reform Commission “The Proposal of National Finance Corporation and the Demonstration Outline of Making the Feasibility Research Report”

(5) “The Work Procedure of Preliminary Administration of Foreign Government's Loan Projects(put into trail use)” issued by the National Development and Reform Commission Office and the Ministry of Finance Office

(6) The National Development and Reform Commission Office “The Note of Further Developing the Preliminary Work of Foreign Government's Loans and Enhancing the Implementation Monitoring” (issued by The National Development and Reform Commission Office on Foreign Investment<2008> No.1969)

(7) National Development and Reform Commission "The Plan about the Twelfth Five Years Making Use of Foreign Investment and Overseas Investment"

(8) The decision about Greatly Developing Vocational Education Made by the State Council(issued by the State Council<2005>No.35)

(9) The National Outline of Medium-term and Long-term Educational Reform and Development(2010-2020)

(10) The Outline of the Twelfth Five Years about National Economy and Social Development of Uyghur Autonomous Region in Xinjiang

(11) The Opinion about Greatly Developing the Vocational Education and the Training of Vocational Skills Put Forward by Autonomous Region Party Committee and Autonomous Region People's Government (issued by Xinjiang party committee<2005>No.7

(12) Ministry of Education" Basic School Condition Index of General Colleges(put into trail use)" (issued by Ministry of Education<2004>No.2)

(13) Ministry of Education "Setting Standards of Higher Vocational Schools"(issued by Ministry of Education<2000>No.4)

(14) Party Committee and People's Government of Xinjiang Autonomous Region" Several Opinions about Speeding Up the Talent Development"(issued by Party Committee of Xinjiang Autonomous Region<2012>No.2)

(15) The Outline of Long-term and Medium-term Educational Reform and Development in Autonomous Region(2010-2020)

(16) The Statistical Bulletin about National Economy and Social Development of Xinjiang Uyghur Autonomous Region in 2013

(17) The Development Plan of Talent Cultivation in Xinjiang Coal, Coal power and Coal Chemical Industry(issued by Xinjiang government office<2009>No.101)

(18) The Development Plan of Twelfth Five Years on Health Service in Xinjiang Uyghur Autonomous Region

(19) The Development Plan of the Twelfth Five Years in XJEC

(20) The Development Plan of Twelfth Fives Years in XJAVTC

(21) The Development Plan of Twelfth Five Years in XJVTCLI

(22) The Development Plan of Twelfth Five Years in CXJUM

(23) The Development Plan of Twelfth Five Years in UVU

(24) The Medium-term and Long-term Development Plan of Uyghur medicine

in Hotan

Except above data, various written materials were collected from each school, such as the annual summary from the year of 2012 to 2013, the statistical data about the result of scientific research and teaching reform, and the research report of students' employment. Since the number of such documents are quite large, they are not listed one by one.

1.3 Basic conclusion and major advice of the social analysis

1.3.1 Basic conclusion

Technical and vocational education is an important way for Xinjiang to nurture highly skilled personnel, and is the vital support for its new industrialization, agriculture and animal husbandry modernization and the development of its new industrialization, which has great significance for Xinjiang's economic and social development, the social stability and long-term safety. In Xinjiang, promoting development of vocational education is also necessary for improving the minority workers' quality, and promoting the minority social development as well as increasing the minority society's ability to share the national and regional social economic development achievements. More importantly, the project provides essential guarantee for the improving of people's education level and technical ability in the rural and husbandry district of Xinjiang, which is beneficial to the lifestyle transformation of the husbandry society, and establishment of a civilized attitude which can be merged into the industrialization, husbandry modernization and urbanization. More people in the husbandry district (especially the minority) will get more stable and better working opportunities through better vocational education, which is good for the narrowing the disparity of the economic development among each nation as well as promoting the common development of each nation and improving the consolidation and development of a harmonious national relations.

After the social analysis group's investigation on the five aspects of the Project,

such as strengthening linkage between school and industry, updating curriculum, building up high quality teams, improving external support to other schools and local communities and upgrading facilities and equipment, the attitudes of main stakeholders towards the Project, the possible functions of the project's support on Xinjiang vocational education, the potential problems and possible side effects to be brought by the project, and the suggestions and recommendations for the Project were identified. The project supervision department, the project schools, the teachers and students as well as the school-industry linkage units have had a lot of knowledge of the "Project, and expressed strong support. They believed that the Project will offer a great opportunity to improve Xinjiang vocational education level, which will do good to the colleges, individuals as well as the society. The teachers and students showed their understanding for the possible side effects and inconveniences in their schools and personal working and lives brought by the project. Based on above understanding, the project supervision department and the implementation units should listen more to the teachers and students' suggestions and establish an effective public participation mechanism to specially solve the universal and specific concerns raised by them. The implementation of the project will help to promote the vocational colleges' efforts on school-enterprise cooperative innovation, the assessment reform of curriculum and instruction, the creating of high-level teaching and management groups, serving the local community and improving the schooling conditions to improve the quality of the school operation and provide more highly skilled people for the social development in Xinjiang autonomous region. And this will also be beneficial to the development of industrialization, husbandry modernization and new-type urbanization of the autonomous region, and the improvement of the employment environment in the autonomous region to provide more employment opportunities for the youngsters from every nations (especially the minority ones) and enhance the living standard of the public from each nations.

1.3.2 Major Suggestions

According to the common problems found out in the investigation of the 5 project schools from 5 aspects, such as updating curriculum, building up high quality teaching and management teams, strengthening the linkage between schools and industry, improving external support to other schools and local communities, and upgrading facilities and equipment, a total of 41 suggestions were proposed by the social analysis team, which include some advices for the specific problems faced with the 5 project schools. Table 1-6 is the brief summary of these suggestions. More detailed information will be explained particularly in chapter 9 of this report.

Table 1-5 Major Suggestions of Social Analysis Report (Brief version)

Suggestions for the Education Department of the autonomous region	<p>◆The Education Department should organize survey to impel the regulation innovation and establish communication platform(9 ones)</p> <p>(1) Establish the selection, assessment, evaluation and encouragement mechanism of the double professional teachers.</p> <p>(2) Explore the classifying teaching mode for preparatory students' Chinese learning according different capacity, and adopt regulations for improving the Chinese ability of bilingual students.</p> <p>(3) Change views, and solve the problem of lack of faculty for preparatory and professional Chinese education.</p> <p>(4) Establish mechanism and platform for mutual communication and learning among higher technical and vocational colleges and universities.</p> <p>(5) Guide higher technical and vocational colleges and universities to more actively and positively serve the local communities in Xinjiang.</p> <p>(6) Intensify the operating mechanism to develop the school-industry linkage organization and institutions.</p> <p>(7) Conduct survey for the employment status, problems, ability and concept of the minority students, and provide better employment conditions and policies.</p> <p>(8) Discuss and and perfect each sub-components' planning by project schools</p> <p>(9) Conduct effective monitoring to the infrastructure construction of the project implementation units.</p> <p>(10) Formulate key measures in the Ethnic Minority Development Plan, and invite counseling units to carry out a 5-year social monitoring .</p>	
	Suggestions on common problems in terms of updating curriculum, pedagogy and assessment (7 ones)	Suggestions on specific problems in terms of updating curriculum, pedagogy and assessment
	(1) Starting from the preparatory courses, the colleges are supposed to intensify the ideology and moral education as well as the cultural quality education of students to nurture students with outstanding	UVU: Implement the internship and training base for its Conferences and Exhibitions major and the

<p>professional skills and comprehensive qualities.</p> <p>(2) Establish the language improvement plan for minority students to solve the problem of poor Chinese capacity for minority students in preparatory stage and in professional learning stage.</p> <p>(3) standardize and institutionalize students' internship, and avoid the problem of "the content of the internship is not in the field of their major" to improve the students' internship effect.</p> <p>(4) Further explore the curricula and teaching reform model to be participated by colleges, enterprises and industries</p> <p>(5) Create better Chinese learning environment to make it possible for the minority students to overcome "dumb Chinese".</p> <p>(6) Colleges should further provide more effective career planning and employment guidance for students and involve the planning and employment guidance into the whole learning period.</p> <p>(7) Actively proceed the exploring mechanism of students' sustainable development.</p>	<p>Tourism major.</p> <p>XJVTCLI: Provide more specific employment guidance courses for students and add psychological tutoring courses</p> <p>XJVATC: Add English and professional theory courses for students with ambition to improve their educational background; further spread the internship handbook regulation of post-substitute to the profession internship;; respect student' main position on curriculum setting.</p> <p>XJEC: Strengthen the support for the teaching reform subject; Effectively solve the problem of not suitable internship for certain majors ; provide minority students with English teaching material and opportunity for English learning.</p> <p>CXJUM: Exploring the resolution for the separation of language environment between Chinese learning school and the society; compile teaching materials for Uyghur medicine, and clarify the relationship between Uyghur medicine and Chinese medicine; further strengthen the support of teaching reform subject</p>
<p>Advice for the common problems in terms of building up teaching and management groups(6 pieces)</p>	<p>Advice for the specific problems in terms of building up teaching and management groups</p>
<p>(1) Cultivate the consciousness of teaching and management team development, identify the objective of team building, and earnestly implement various measures for team building.</p> <p>(2) Make special efforts to introduce and development plan for different professions with specific target, and establish a teaching team with "discipline leader, academic core staff, and young talents.</p> <p>(3) Establish incentive mechanism to transform "theory-type personnel to practical-type personnel" and from "practical-type personnel to theory-type personnel", to develop the teaching team having both teachers' qualification and professional qualification.</p> <p>(4) To establish and carry out the development plan for teaching-supporting staff and basic-education teachers'</p>	<p>UVU: Reduce the amount of teachers' non-teaching tasks to avoid the influences to their normal teaching and research work; Further strengthen the construction of art room.</p> <p>XJEC: Implement the already existed rewarding system for teaching and scientific research, and set up a virtuous circle mechanism which will make a contribution the construction of teaching and management team</p> <p>XJVATC: Cooperate with universities in and outside Xinjiang autonomous region(like China Language University and Xinjiang University, etc), to solve the mismatch problem of Chinese teachers' training, further studying and studying for a degree.</p> <p>XJVTCLI: improve the regulations for teachers' studying for a degree, and provide them with basic living guarantees, like salary; solve the authorization problem of 72 newly introduced teachers as soon as possible.</p> <p>CXJUM: Increase the subsidy for famous senior</p>

<p>training, studying for a degree so as to activate the motivation of the school management team</p> <p>(5) Increase the proportion of ethnic minority teachers in teaching and management team.</p> <p>(6) Increase the number and proportion of bilingual teachers and overcome the shortage of bilingual teachers by means of personnel bringing in and training plan.</p> <p>(7) Establish and implement the management regulation of the external-engaged teachers, as well as the stimulating mechanism for the external-engaged teachers' participating in school teaching and scientific research.</p>	<p>doctors and open offices for them; through short-term and long-term training to make teachers learn Urdu language ; Offer Chinese and English language training, further study opportunities for teachers; recover and broaden the personnel development model of co-operating school with Jiangxi college of traditional Chinese medicine.</p>
<p>Advice for the common problems in terms of the linkage between school and industry (8 pieces)</p>	<p>Advice for the specific problems in terms of the linkage between school and industry</p>
<p>(1) Improve and fulfill the school-industry linkage system to ensure the school-industry linkage organization operate smoothly.</p> <p>(2) Establish the assessment team and evaluation mechanism</p> <p>(3) Improve the level of school-industry linkage and deepen the content of cooperation.</p> <p>(4) Raise the enthusiasm of school and enterprise to deepen close cooperation of school and industry.</p> <p>(5) Pay attention to the cooperation between school-industry linkage and traditional industrial advantage of Xinjiang ethnic minorities.</p> <p>(6) Pay more attention to create the internship and practical training conditions for minority students</p> <p>(7) Establish the incentive mechanism to encourage teachers to participate in school-industry linkage</p> <p>(8) Establish and perfect the two-way flow mechanism for enterprise and school workers, provide a system guarantee for the mutual employment between school and enterprise.</p>	<p>XJVTCLI: Enrich the cooperation connotation on the basis of the title sponsorship class, especially to achieve substantive cooperation in the aspects of the construction of teacher groups and cultivation as well as employment of students.</p> <p>CXJUM : (1) Cooperate with hospitals and pharmaceutical companies and use the special fund to ensure the internship of medical professional students' life safeguard during their intern period. (2) Speed up the construction of affiliate hospital and new drug company to provide training and practice base for students;(3)investigate the problem of the recruitment policy of the rural hospitals(their requirement of interviewees' diploma must be above undergraduate degree) as well as the negative effects brought by it, and hand in investigation report to the relevant departments of the autonomous region or districts; (4) normalize the publicity of "bringing in enterprises into schools", to promote students employment concept transferring and broaden the employment channel of the ethnic minority students.</p>
<p>Advice for the common problems in terms of improving external support to other schools and local communities (5 pieces)</p>	<p>Advice for the specific problems in terms of improving external support to other schools and local communities</p>
<p>(1) Develop a long-term and annual plan for the service of local society according to professional and relative advantage, and provide diverse and systematic service to local communities.</p>	<p>XJVATC: promote the experience of building Shawan town into a typical new socialist countryside and cultivating new type of professional farmers to other places in north and south part of Xinjiang. And find</p>

<p>(2) Transform the interests oriented service tendency to local society and change it into a kind of conscious action.</p> <p>(3) Expand financing channels to improve school operating conditions and lay a stable concrete foundation for local society service.</p> <p>(4) The profession setting and curriculum adjustment should actively adapt to the development of relative industries in autonomous areas and support these industries with intellectual and human resources.</p> <p>(5) The 5 higher vocational colleges should further promote the technical and vocational education of each districts and prefectures through the implementation of the Project, to improve the overall education quality of the whole autonomous region.</p>	<p>out a set of experience model to act as the example for other 4 project schools.</p> <p>CXJUM: (1) Further emancipate their mind and realize that their mission in servicing the basic medical and health career in Xinjiang has a unique value; (2) Integrate other forces in society like WuDong hospital to speed up the collection, sorting, editing and publishing work of ancient medical literature; (3) the transferring work of the ancient medical literature should be done as quickly as possible, to make the public to have the access to high quality, reliable, and affordable medical and health services; (4) Increase the investment in Uyghur medicine’s modernization and promotion.</p> <p>other 3 higher vocational colleges: the three higher vocational colleges should adapt themselves to the need of the industrialization, new type of urbanization and informatization in Xinjiang and make a corresponding plan to service local society as soon as possible.</p>
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Advice for the common problems in terms of upgrading school facilities and equipment (4 pieces)

<p>(1) Focus on the improvement or solve the construction of students’ practical training and internship base, update the old fashioned experiment and teaching equipment</p> <p>(2) Improve students’ study and living conditions, provide students with a better accommodation, dining room, sports and entertainment facilities.</p> <p>(3) Increase the investment for the construction of books and information materials to provide better book resources for teachers’ teaching, scientific research and students’ study.</p> <p>(4) attentions should be paid during the infrastructure construction: take an active part in the supervision work for the building contractor’s issuing of migrant workers’ wages; Enhance the education to mainland migrant workers about ethnic policies and national unity. Encourage construction enterprise on the absorption of ethnic minority migrant workers; strengthen the management of transportation vehicles in construction site; enhance the publicity work among teachers and students.</p>

2. Social analysis

2.1 The basic situation of Xinjiang vocational education

2.1.1 The importance of the vocational education in Xinjiang social and economic development

As the practice proves, the development of vocational education plays a vital role in meeting the needs for skilled labors of Xinjiang economic development, industry construction and people's livelihood improving, improving the minority youth of all ethnic groups' employment ability as well as promoting nation's union and social stability. On May 28 to 29, 2014, the central government emphasized the principle of "employment first" and "education primarily" again in the "Second Meeting by the Central Government on Work in Xinjiang". Premier Li Keqiang pointed out in his lectures that we should start from Xinjiang stability strategy, and focus on improving employment, proceed the improvement of people's livelihood and promote social stability. All of the enterprises and investment project should focus on absorbing local workforce. Attract the inland enterprises to orderly transfer, intensively distribute and develop to Xinjiang autonomous region, to realize the intensive and standard employment and actively develop the ethnic flavored handicraft industry and meanwhile encourage Xinjiang residents to work in the inland. This shows that at present and in a quite long time, the highly skilled labor's development is supposed to be the key point in Xinjiang economic and social development, social stability and long term safety.

In the recent 10 years, the highly skilled workforce development in Xinjiang has achieved great success but still has quite disparity compared with the national level. As pointed out in the medium and long term of Xinjiang's national "*Personnel Development Planning Program (2010-2020)*": the proportion for highly skilled personnel in skilled workforce accounts for 18.9% in 2009, and 22% in 2015, and will reach 28% in 2020. The amount of the highly skilled personnel is 394,000 in 2009

and 490,000 in 2015, and will reach 680,000 in 2020; the practical personnel amount in the countryside is 699,000 in 2009, and 900,000 in 2015, and will be 1,240,000 in 2020. Compared with the national level, the highly skilled personnel percentage is relatively low. The medium and long term of Xinjiang's national "*Personnel Development Planning Program (2010-2020)*" pointed out that, the proportion of the highly skilled personnel in skilled workforce accounts for 24.7% in 2009, and around 27% in 2015, and will be about 28% in 2020.

From Xinjiang and the national highly skilled personnel planning, we can see that if Xinjiang wants to keep pace with the national development from a relatively low point, its highly skilled personnel training still has a long way to go. Therefore, the autonomous region has taken a lot of policies and measures to proceed this work. "*The highly skilled personnel training method of the autonomous region in 2013*" has specifically pointed out the training objective, training project, procedure and check standard, etc of the highly skilled personnel training, and formulated the subsidy standard of the training.

In 2014, Xinjiang established 7 highly skilled training base of the autonomous region and 10 technique master studio of the autonomous region. Among them, the highly skilled personnel training base of Xinjiang Agricultural Technician Training School, the Fan Junmin Jade Carving Technician Studio of UVU, and the Gardening Facility technician Studio of XJPIA are included in the project implementation units. In addition, the autonomous region set the highly skilled personnel training base in Xinjiang Changyuan Water Cooperation, which is the cooperation unit of XJEC. Therefore, the 5 vocational colleges of the project undertake the important task of the highly skilled personnel nurture in the autonomous region and plays a vital role in the development of Xinjiang technical and vocational education.

2.1.2 The students scale and development tendency of Xinjiang vocational education

In 2000, the number of full-time students in the common colleges and

universities of the autonomous region is 74,063, and increased to 284,172 in 2012, with an increase of 3.8 times (data resource: *Xinjiang Statistical Yearbook 2000-2013*). In 2013, there are 19 technical and vocational colleges in the autonomous region, increased 1 compared with 2012; enrolled 31,444 students, with an increase of 6.8% of the last year; 26,566 graduates, with an increase of 18.6% of the last year; 89,043 full-time students, with an increase of 4.00% of the last year. The enrolled students has obviously surpassed the graduates, which is due to the increase of the school running scale and the enrollment scale of the technical and vocational colleges in the recent years, and also reflects the government's support for Xinjiang technical and vocational education and its hope to nurture highly skilled personnel. Among the 19 colleges, 8 of them chose independent recruitment. There are 7 colleges with less than 3000 full-time students, accounting for 35% of the total amount (3 of the colleges belong to the new vocational colleges); 8 colleges with 3000-5000 full-time students, accounting for 40%; 2 colleges with 5000-8000 full-time students, accounting for 10%; 3 colleges with more than 8000 full-time students, accounting for 15%. The maximum number of full-time students is 9976, and the minimum one is 330. The students resources at the senior high school level of the technical and vocational colleges accounts for over 90%. According to the employment report of the year's common colleges and universities' graduates in 2013, the employment rate of the 2013 session of graduates is 82.91%. The 5 project implementation units is included in the 19 vocational colleges. What's more, from what we investigated, the employment rate of the 5 project implementation units is supposed to be above that of the common colleges. Pick the XJAVTC as an example, in 2013, its first employment rate of the minority graduates is 99.78%, and 98.1% in 2014.

The above statistics lack two kinds of key data. First, the change of the students scale of Xinjiang vocational education in the recent years; secondly, the concrete figure and proportion of the minority students. We consulted the "*Xinjiang Statistical Yearbook 2013*" but found no such information. That's because the vocational colleges are involved in the colleges universally. Here we total number of the

full-time students in the 5 project implementation units to reflect the change of the students scale of the technical and vocational colleges. And then describe the scale and proportion of the minority students. Diagram 2-1 shows that there has been small amount of increase in the full-time students scale in the 5 project implementation units, with an increase of about 10%-20%. Among them, the CXJUM has the fastest increase in the students scale, with an increase of 1.8 times. In the investigation, the project implementation units pointed out that with the finishing of the new campuses of each colleges, there will be an obvious increase of the students scale.

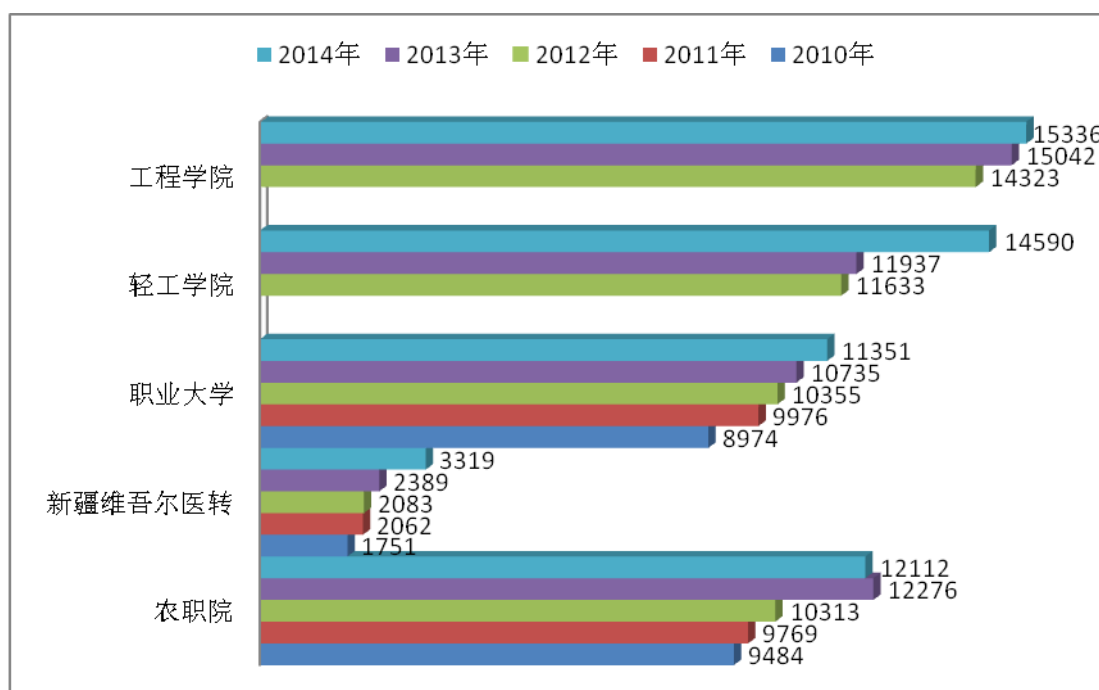


Diagram 2-1 The change of the students scale in the project implementation units(工程学院: XJEC, 轻工学院: XJVTCLI, 职业大学: UVU, 新疆维吾尔医专: CXJUM, 农职院: XJAVTC)

Compared with the slow increase of the student scale in vocational colleges, that of the minority students is relatively fast. In 2012, the number of full-time students of the Xinjiang common colleges and universities is 284,172, among which that of the minority ones is 106,893. The number of the minority full-time students accounts for 37.6% of total number of the full-time students. In the 5 vocational

colleges, the proportion of minority students in CXJUM is the highest, having reached 97.6%. Actually, there are no Han nationality students in this college until in 2014 it recruited 82 Han nationality ones. The proportion of the minority students in other 4 technical and vocational colleges is about 28.3-51.26%, and that of 3 vocational colleges of the 4 ones is apparently higher than the average level of the common colleges and universities, with that of only one college is below the average level. This illustrates that the technical and vocational education is the main way for the minority students to receive high-level knowledge and skill training, and also fully demonstrates that the importance of the technical and vocational education for the minority social development.

Table 2-1 Ethnic composition of students in project schools in 2014

College	The total number of students	Han nationality	The proportion of Han nationality	The minority	The proportion of the minority
CXJUM	3319	2.4%	3.2%	3237	97.6%
UVU	11351	5532	48.73%	5819	51.26%
XJVATC	12112	6798	56.12%	5314	43.8%
XJVTCLI	14590	10715	71.6%	4235	28.3%
XJEC	15336	9271	60.45%	6065	39.5%

Because the minority students of the vocational colleges have been included in those of the colleges, so we can not manage to get the overall situation of the increase of the number of the minority students in Xinjiang vocational colleges. However, two kinds of data can illustrate this situation: firstly, we can use the number of the minority full-time students in colleges and the proportion of that in the total number of the full-time students in colleges to reflect this tendency. As shown in the Table 2-2, the number of the minority full-time students has been upsurging constantly since 2000, with an increase of 3.34 times in the past 12 years, which is obviously relevant

with the enlargement of the colleges' recruitment scale. While that during the 10 years of 2000-2010 reduced 7.3%, which shows that increase scope of the minority students is apparently lower than that of the total number. And this changed in 2012, in which the proportion of the minority students of the normal college students reached 58%, which shows that, in recent years, whether the scale or the proportion of the minority students have increased quickly.

Table 2-2 Total full-time students in common colleges and universities in

Year	The number of the minority undergraduates	The total number of the undergraduates	Proportion
2000	31989	74063	43.19%
2005	75744	188752	40.12%
2010	94708	263835	35.89%
2012	106893	284172	58.00%

Xinjiang Data resource: *Xinjiang Statistical Yearbook 2013*

Secondly, we can also reflect the change of the minority students' scale in the vocational colleges from the increase of the minority students in the 5 project implementation units. Generally, in recent years, the number of the minority students in each vocational colleges(apart from CXJUM) has increased 2-3 times, and at the same time, the proportion of the minority students has also increased.

That of the XJVATC has increased to 43.8% from 24.4% in 2010, and that of XJEC has increased to 39.5% from 19.6% in 2012, that of UVU has increased to 51.2% from 38.8% in 2010(and had reached 56.3% in 2012). The proportion of the minority students in the 3 colleges has increased quite quickly of about 20%. That of the XJVTCLI has increased to 29.0% from 22.9% in 2012, with an increase of only 6.1%, so it's the college with the slowest increase rate among the 5 ones. Before 2014, all students in CXJUM are minority ones, and that of it is 97.6% after recruited 81

Han nationality students in 2014. And among the minority students, the Uyghur ones take the most position, with the proportion of 97.8%. Apparently, the increase of the total number of students mainly comes from that of the minority ones. The statistics of the minority students in the 5 vocational colleges shows that the increase of the number and proportion of the minority students in the vocational colleges has become a universal tendency, and has the trend to further increase.

Table 2-3 Growth of minority students in 5 project implementation units

Unit: person

College	2010	2011	2012	2013	2014
XJEC			2814	5550	6065
XJAVTC	2320	3021	3558	5512	5314
UVU	3434	5769	5832	5752	5819
CXJUM	1751	2062	2083	2389	3237
XJVTCLI			2667	2880	4235

The poverty rate of the minority students is apparently higher than that of other students in the whole school, with the percentage of 45%-90%. Most of them came from four prefectures in southern Xinjiang(Hotan, Kashgar, and Akesu Cities as well as Kizilsu Kirghiz Autonomous Prefecture)and the pasturing area in northern Xinjiang (Altay, Tacheng, and Yili Cities). These places are of the most intensive poor districts of the national level, and 25 of the 27 poor counties of Xinjiang are here, with the proportion of 92.5%. In addition, except XJVTCLI, the employment rates of the minority students in the other 4 colleges are mainly 80%, 10-15% lower than that of the average level of the whole college. The employment rate of the minority students in XJVTCLI is only 38.5%. With the increase of the minority students' number and

scale in recent years, the poverty rate of the minority students may further increase.

In addition, to reflect the overall situation of Xinjiang vocational education, it's necessary to brief the basic situation of various middle vocational schools. By 2013, there are 288 various middle vocational schools (including vestibule schools) in Xinjiang autonomous region, with 281,800 full-time students(142,500 minority students, accounting for 50.57%). Among them, there are 3 normal middle technological schools, with 160,400 full-time students; 69 vocational senior high schools, with 54,000 full-time students; 108 vestibule schools, with 52,500 undergraduates; 18 adult middle technological schools, with 15,000 full-time students. Apart from this, there are 2155 adult technique training schools, with 97 ones more than those of the last year and 1, 557,140 full-time students in the whole region. What's more, the proportion of the minority full-time students accounting for the total number of full-time students has been always high, with 63.6% in 2000, 56.8% in 2012. Although the proportion has been relatively lower, the number of full-time students of 2012 is lower than that of 2005, and the middle vocational education is still the important platform for nurturing minority highly skilled personnel. Meanwhile, the decrease in proportion and number of the minority students may result in the increase of those in the technical and vocational colleges. In other words, more minority students have the opportunity to receive higher-level vocational skill nurturing and more tend to choose vocational colleges.

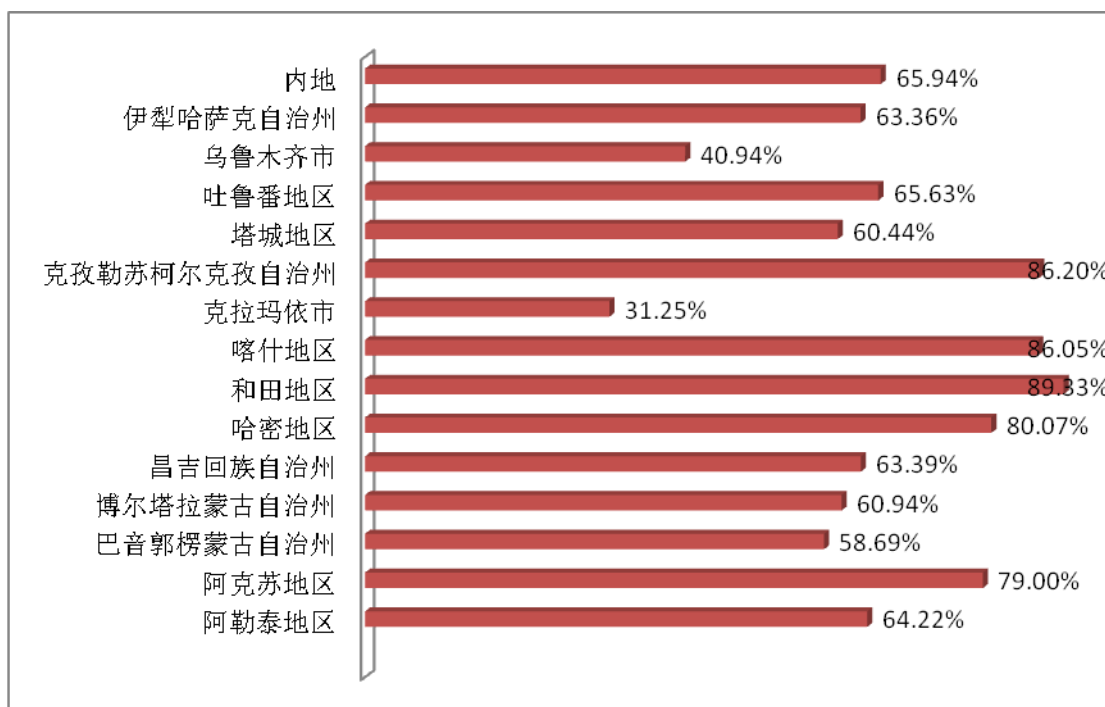


Diagram 2-2 The geographical disparity of the poor students in XJPIA

(内地: inland; 伊犁哈萨克自治州: Yili Kazak autonomous prefecture; 乌鲁木齐市: Urumqi City; 吐鲁番地区: Tulufan district; 塔城地区: Tacheng district; 克孜勒苏柯尔克孜自治州: Kezilesukeerkezi autonomous prefecture; 克拉玛依市: Kelamayi city; 喀什地区: Kashgar district; 和田地区: Hotan district; 哈密地区: Hami district; 昌吉回族自治州: Changji Hui nationality autonomous prefecture; 博尔塔拉蒙古自治州: Boertala Menggu autonomous prefecture; 巴音郭楞蒙古自治州: Bayinguoleng Mmenggu autonomous prefecture; 阿克苏地区: Akesu district; 阿勒泰地区: Altai district)

2.1.3 The faculty and school-running condition of Xinjiang vocational education

From 2000, the teachers scale of Xinjiang common colleges and universities has been obviously increasing. There are 7,924 teachers in 2000, and become 17,570 in 2012, an increase of 2.2 times. Obviously, the increase of the teachers scale is largely lower than that of the students scale. In 2012, there are 8,202 teaching and administrative staff in Xinjiang vocational colleges, with 5,536 full-time teachers, accounting for 67.4% of the total number of teachers. In addition, during the development of Xinjiang technical and vocational education, one team of minority teachers has come into being. We don't have the proportion of the minority teachers in the faculty of Xinjiang technical and vocational education, but the situation of the 5

project implementation units can generally reflect this point. Among the 5 colleges, the proportion of minority teachers in CXJUM is the highest one, having reached 80.5%, and the following are 30.4% of UVU, 28% of XJAVTC, 25.82% of XJVTCLI and 23.5% of XJEC. What's more, there is a considerable proportion of teachers whose mother language is Chinese know one or several minority languages. In other words, the proportion of the bilingual teachers who know two language is supposed to be higher than that of the minority teachers. But it does not mean that the proportion of the bilingual teachers who can teach bilingually is higher than that of the minority teachers. In 2014, the proportions of bilingual teachers in the total number of teachers of the UVU, XJVATC, XJVTCLI and XJEC are respectively 22.2%, 14.77%(including 7 part-time bilingual teachers), 22.2% and 23.5%. CXJUM is an exception, for its faculty is mainly the minority teachers, therefore, the proportion of teachers who know two languages is 93%, while that of teachers who can teach bilingually is only 28.4%, which shows that compared with the proportion of the minority students in the total number of students, that of the lingual teachers is relatively low in the 5 project colleges, and the proportion of the minority teachers in the 4 colleges is relatively low(except CXJUM).

The school-running condition of Xinjiang technical and vocational education has been improved apparently, the administrative and teaching house use per student, the teaching and scientific research instruments and devices as well as the libraries have been improved largely. The technical and vocational colleges have established training and internship base and create better opportunities for the graduates' internship and employment by school-industry linkage. However, they still face the problems like the lack of teaching facilities and equipment, the shortage of training and internship base as well as the outdated and insufficient libraries and materials, which have become the main obstacle lying ahead the students' improvement in their professional skills, and also limited the development of Xinjiang technical and vocational education. Most obviously is the hardly shortage of hard and soft facilities for the minority students' Chinese learning, which includes the language classroom, multi-media classroom as well as the books and audio and video materials, etc.

2.2 Background of project's implementation

In the past decades, although Xinjiang vocational education has achieved great success, it still has a long way to go compared with the national average level, especially that of the middle and eastern part of China. Meanwhile, the importance of vocational education in Xinjiang's social and economic development as well as the its long period of stability determines the necessity of promoting the development of vocational education (especially the higher ones). *The development plan of twelfth five years on education in Xinjiang Uyghur autonomous region* guides the way of the development of vocational education of the region, and planned specifically. We think it the important background of the project implementation, which mainly includes the following 3 parts²:

Firstly, Set up the idea of technical and vocational education and lifelong education, enhance the attraction of technical and vocational education, build technical and vocational education system which adapt to the development of industries, forming the pattern that the proportion of high school education and common colleges and universities education is almost the same. Increase the efforts to control the subjects and professions of vocational colleges, make arrangement and construction plan of subjects and professions on base of specific superiority professions and setting up professions scientifically according to industry's demand to personnel. Unblock the channels for further study of graduates in technical and vocational colleges, set up the technical and vocational education entrance examination system which is based on practical skills and working effect, expend training scale of application-oriented postgraduates.

Secondly, perfect the producing and learning mechanism. Regard the new industrialization as the guide, the construction of practice bases in the four technical and vocational education areas as the breakthrough, the inland class of secondary vocational education as supplement, to cultivate the scale talents with medium and

² "The 12th Panning of the Education Development in Xinjiang Uyghur Autonomous Region" data resource: <http://www.xjedu.gov.cn/xjjyt/null/jgcs/fzghc/csxx/2011/47446.htm>

high techniques for autonomous region. Supporting the vocational colleges and enterprises units to build internship and scientific bases together and improve the integration of production and teaching process according to the development demand of industries such as modern agriculture, new industry, modern service, petroleum and petrochemical, coal, textile and so on. Enhancing the basic capacity-building of vocational schools, supporting the construction of demonstrative vocational colleges and exquisite specialties and courses. Speeding up the development of technical and vocational education to the farm and pastoral areas, promoting the combination between agriculture, science and teaching, improve the ability of technical and vocational education to serve local economic and social development.

Finally, conduct the technical and vocational education which faces to everyone. according to the principle of training before going to position and focusing on cultivating students' work ethic, work skills and employment ability and entrepreneurial ability, to coordinate resources of secondary and vocational education, vocational education in autonomous region and out of autonomous region, to promote the school-running level of vocational schools gradually. Greatly Conducting vocational education of professions which have national features, perfect the funding policy to students of secondary vocational education, implementing the policy of exemption on three aspects and subsidy to one group on secondary vocational schools which children from poor family attend in. the states of southern Xinjiang at first. Implementing the project of training and. transfer of surplus labour forces, strengthening the training network of vocational education which covering the counties, townships and villages, widely carrying out the training on product technique in farming and the skills of migrant workers.

In order to achieve above goals, the government of autonomous region did lots of work related with system, policy, plan, financial investment. For example, in order to solve separation from others of their kind, scattered school running, redundant construction, resource waste and the school-running features is not bright in each technical and vocational education colleges and institutes, integrate the resource of

technical and vocational education in autonomous region effectively and increase the service ability of vocational education to the adjustment of Xinjiang economic structure and industry development. Autonomous region has sequentially started the training bases of talents in the first, second and third industry, the vocational education areas for petroleum and petrochemical, and coal, coal electricity and coal chemical industry since 2006. Setting up the mechanism which the industry, enterprise and school participate in the construction of vocational education areas together by taking the government as guide, to lead the resource of technical and vocational education concentrating on leader industry and the key areas; achieving the multi-investment and resource sharing by constructing the public training base for high-skilled talents; building the cultivating platform for high-skilled talents in autonomous region; establishing the garden council to integrate the garden construction and to manage it. What's more, regularly holding negotiation of cooperation between vocational colleges and enterprises every year to promote cooperation between industry, trade and enterprise.

The “12th Five Years Development Planning” also mentioned some concrete objectives and measures of the development of Xinjiang technical and vocational education, which involves the creating of faculty construction, titles system reform and students aiding system, etc. The detailed information is as follows: (1) the proportion of “double-professional teachers ” reaches around 45% in the middle vocational schools; that of the vocational college, junior college masters and above reaches about 35%; (2) intensify the “double-professional teachers ” group construction of the vocational colleges, in terms of the professional courses teachers, perfect the teachers training bases construction of the vocational education; implement the improvement vocational college teachers’ qualities project; carry out management staff training of the vocational colleges; and support them to invite highly skilled personnel and professional ones to act as part-time teachers. (3) deepen the teachers’ title system reform, and set specific evaluation system for vocational colleges’ teachers’ title system; (4) enlarge the free charge range of the middle

vocational education, implement the policy of the college fee subsidy and loan and compensation. Improve the stipend standard of the normal colleges. Involve the primary and junior high schools, middle vocational schools and university students in the new cooperative medical insurance; (5) plan the middle vocational schools' layout in terms of districts to further enlarge the middle vocational education material, and construct a group of representative vocational schools.

The “12th Five Years Development Planning” guides the development of Xinjiang vocational education for a period of time in the future, but to realize the above objectives, we still have many prominent problems³ to solve, which are also the important background of the implementation of the Xinjiang TVET project. These problems include: (1) The foundation and condition of school running of each vocational colleges are poor. In addition, as for the basic school conditions that major are practical training conditions in each vocational college, the gap is big. (2)The penetration rate of secondary vocational education is low. (3) In vocational colleges, the proportion of doubled-teachers is low. The teachers who teach specialized courses are not enough. The structure of teachers is not very reasonable and the overall quality is not fit into the development of vocational education. (4) The financial investment is not insufficient. (5)The connection between training and employment is not enough, the efforts to school-enterprise cooperation and training of order form are not enough. And the phenomenon about the vocational education is disconnect with employment still exists. (6) Deviating concept is the major factor to cause the sluggish development of vocational education. (7) It is still arduous for vocational colleges to innovate school mechanism, set up professions reasonably, innovate pattern of talents cultivating,improve the quality of education and teaching,increase the students' employment rate and their employment level around strategic arrangement of economic development in autonomous region. (8) The skill training to vocational colleges students can not be implemented effectively. (9) The system of modern

³ Ge Fengjia, Liu Tong: “*The Current Situation, problems and Solutions of Xinjiang Vocational Education*” we are very grateful for Professor Ge Fengjiao to provide such important literature for us, as well as his training to ur project group on Aug. 29, 2014.

vocational education is not perfect. (10) The attraction of vocational education to trade and enterprise is weak. (11) The basic capacity-building of vocational education need to be increased.

The project provides better conditions for Xinjiang vocational education to overcome the problems it met during the development, as well as its further development for fulfilling the objectives in the “12th Five Years Development Planning”, and also helpful for Xinjiang to nurture highly skilled personnel necessary to the development of its society and economy, that’s where the purpose of the project lies. Therefore, it’s very important to implement the project, the reasons include 7 points: (1) the need of the social and economic development of Xinjiang; (2) the necessity to the bottleneck problem of the social and economic development of Xinjiang; (3) is good for promoting the new industrialization of Xinjiang; (4) is good for improving the medical conditions of the rural places of Xinjiang; (5) is in the request of the national vocational education development strategy; (6) is good for promoting the minority education development of Xinjiang; (7) the important way of realize the sustainable development of Xinjiang vocational education. (from *the Feasibility Study Report*)

2.3 Identification of key stakeholders

Here we will briefly introduce the basic situation of the project implementation units and the teachers and students groups

2.3.1 The basic situation of the project implementation units

XJEC: Located in Urumqi, capital of Xinjiang Uyghur autonomous region, it was ungraded to Xinjiang Engineering College from Xinjiang Industrial Higher Vocational School under the approving of the Education Department on Apr. 2014. In 2012, under the approving of Ministry of Education and the Education Department of Xinjiang autonomous region, Xinjiang Electromechanical Technical and Vocational School incorporated into Xinjiang Industrial Higher Vocational School and became

the current Xinjiang Engineering College. Now, the college has four campuses, with the total area of 1301303 square meters (1952 mu), consists of the main campus locating in Aidinghu Road of economic and technological development zone of Urumqi, the campus locating in Nanchang Road of Saybagh District, the southern campus and northern campus locating in Tianjin Road of New Town District. It has 567 teachers and 15042 students. The total area of school buildings is 308.6 thousand square meters, including 185 thousand square meters of teaching, scientific research and administrative housing area; the area of students' living room is 124 thousand square meters, including 211 classrooms. There are 19 training centers, 76 practice bases outside school and 91 laboratories.

The college has 14 teaching departments(or schools, centers), including Department of Mining Engineering, Department of Mechanical Engineering, Department of Electronic Engineering and Information, Department of Safety and Engineering, Department of Chemical Engineering, Department of Computer Engineering and so on. Besides, the college establishes 76 higher vocational professions, 63 engineering professions. Among them, the profession of coal mining technology is the national elaborate profession needed to be constructed. The professions such as coal mining technology, mine MEP, automation of production process, welding technology and automation are judged the characteristic professions in autonomous region; in 2008, the profession on coal mining technology and mine MEP were listed as the first professions that need to be constructed and cultivate the talents who are scared in major industries in autonomous region; in 2011, the profession of engineering survey, mining geology, mine ventilation and safety, the production technology of coal chemical industry were listed as second professions that need to be constructed and cultivate talents who are scared in major industries in autonomous region. The construction of relevant professions group was driven by the construction to scared profession. What's more, both the profession of numerical control technology and the profession of computer application and software technology are determined as the construction units of national cultivation base of

scared talents with technique and national numerical control training by the seven departments and commission such as national education department. The college puts forward that it will endeavor to construct one autonomous-level major subject, six school-level major subjects and make sure that full-time students majors increase to 25, the specialized majors reduce to 45. In addition, it will endeavor to construct two characteristic professions of autonomous region and have conditions to jointly develop the postgraduate students in three subjects or in the direction of them, what's more, pass the evaluation from the unit conferred the bachelor's degree and ten accredited professions.

XJAVTC: Located in ChanJi City of ChanJi Hui Autonomous Prefecture, which locates in the prior developed central area of economic belt in northern Tianshan from Urumqi to Shihezi, Kuitun and Kelamayi, it is an full-time ordinary higher college which aims at higher vocational education. It was founded in 1958 and is affiliated to the Agricultural Department of Xinjiang autonomous region. Its main campus lies in Changji City of Xinjiang and now it has 4 campuses, with two campuses as Culture East Road campus and Wuyi Road campus of higher vocational education, a total area of over 8000mu. It is an full-time ordinary higher college which aims at higher vocational education, in 2009, it successfully passed the checking of Ministry of Education and Ministry of Finance and became one of 28 national demonstration higher vocational colleges. The graduates' employment rate of the college has ranked the first position for ten years, compared with colleges in the similar situation. The college is one of top 50 colleges that have high employment rate. At present, it has 406 teachers and 12276 students. By the end of 2013, the college covers an area of about 8000 acres. The area of experimental and training building of 14 thousand square meters and the area of building with books and information is 17 thousand square meters, including 900 thousand various books. In addition, it establishes 87 training rooms in school and training bases such as demonstration and training center of Sino-Israeli dry farming. The college cooperates with enterprises well. At present, it has established 1556 double bases for internship and employment.

The college has 13 branch institutes, including the branch institute of biotechnology, the branch institute of landscape, the branch institute of animal science, the branch institute of economic and trade, the branch institute of engineering, the branch institute of international cooperation, the branch institute of continuing education and so on. It establishes 53 professions which mainly involve in agriculture, forestry and animal husbandry. The college drives 21 higher vocational colleges of agriculture in the country to construct the teaching data base of agriculture. There are 7 national major professions, 7 autonomous-level characteristic professions and major professions. In addition, there are 3 national elaborate courses, 3 national elaborate courses of resource sharing, 13 autonomous-level elaborate courses. The college puts forward that it will endeavor to build three to four national key professions, three to four autonomous-level characteristic professions, thirteen to fifteen college elaborate professions and two to three national branch professions.

XJVTCLI: Located in Urumqi, capital of Xinjiang Uyghur autonomous region, it is the first public higher vocational college in autonomous region founded in 2000 and is affiliated to the Economic and Information Commission of Xinjiang Uyghur autonomous region. It is one of the one hundred backbone higher vocational colleges AND also the lead construction unit in the vocational education area of the second industry in Xinjiang. It was initially established in 1958, whose predecessor was College of Light Industry and Vocation of Xinjiang, and now it has 642 teachers and 9558 students. The school totally covers an area of 2300 acres (four campuses), including building area of 370 thousand square meters. The total value of teaching equipment is 110,000,000 Yuan. There are 17 professions practical bases in school, 132 experimental and practical rooms and five training workshops in this college. Furthermore, it sets up the training center and skill identification center, has public training base of Xinjiang textile, the 25th national Occupational Skill Testing Authority in the training base of people's livelihood project controlled by economy and information commission in autonomous region and the third national Occupational Skill Testing Authority in Occupational Skill Testing Center of Textile

Industry in autonomous region, etc. Occupational Skill Testing tests 78 types of work. And the college trains 2500 employees per time every years.

School sets up 61 professions according to trades in engineering, textile, chemistry and mechanics and electricity, etc. In the college, there are branch institute of food and biotechnology, the branch institute of chemical technology, the branch institute of environment and resource, the branch institute of textile technology, the branch institute of mechanistic technology, the branch institute of electrical technology, the branch institute of construction and material technology, the branch institute of economy and management, the branch institute of language and international cooperation, the branch institute of humanities and arts, the branch institute of continuing education, the department of public foundation, the department for preparatory courses, the teaching and research department of ideological and political theory. It has built 6 autonomous-level teaching teams, 16 national and municipal elaborate courses. There are 7 professions that country pays great attention to construct, 6 characteristic professions of autonomous region. The college proposes to add 20 professions around the construction need of local backbone industries, revitalizing industries and strategic emerging industries. What's more, it will endeavor to transfer four national demonstration professions to national branch professions, transfer 10 autonomous-level key professions to national key professions and add 10 autonomous-level characteristic professions. In addition, it will drive 7 groups of advantage professions and add 20 institute-level key professions by the leading and influence of characteristic branch professions.

CXJUM: Located in Hotan City of Xinjiang Uyghur autonomous region, it was founded in 1984 and affiliated to Ministry of Education of autonomous region. It is the only public full-time ordinary specialized college whose aim is to inherit, arrange, improve, promote Uyghur medicine and cultivate Uyghur applied talents with medical technology. The college is responsible for 7 national scientific research projects including the key profession construction project of state administration of traditional Chinese medicine, such as the key profession construction of Uyghur

medicine on cardiovascular disease and 19 autonomous-level scientific research projects, including "the construction of demonstration planting base and industrialization of Uyghur herbal medicine", at the same time, to form a batch of school-level scientific research projects. Among them, three projects receive the autonomous-level Progress Award. In 2009, Uyghur medicine was listed into the autonomous-level intangible cultural heritage project. In 2011, Uyghur medicine was determined as the national intangible cultural heritage and the school determined as protection unit. The school covers an area of 2634 acres. (Among them, the area of the old campus is 100 acres. The area of branch campus is 24 acres. The area of the new campus is 1000 acres. The area of pharmaceutical industry is 200 acres. The area of hospital is 30 acres. And the area of Uyghur herb planting base is 1280 acres.) The whole area of building is 62457.97 square meters, including one directly affiliated hospital, one pharmaceutical industry and one pharmaceutical preparation room. The area of teaching and auxiliary room is 29314 square meters, including 17 professional practical rooms in school and the total value of experimental and practical equipment is 14750 thousand Yuan. Besides, there are 28 multimedia classrooms, 5 network rooms, 120 thousand paper books, 21 thousand electrical books hold 250 GB, 117 kinds of professional journals and 1700 kinds of electrical professional journals which can be shared.

The college establishes 5 higher vocational professions, including Uyghur medicine, Uyghur pharmacy, medical examination, medical nursing and medical rehabilitation and 3 profession directions, including Uyghur internal medicine, Uyghur medicine on gynecology and Uyghur medicine on pharmacy. Besides, it establishes profession of Chinese traditional medicine (in the direction of Uyghur medicine) and the profession of Chinese pharmacology (in the direction of Uyghur medicine on pharmacy) with JiangXi College of Chinese Medicine. There is one directly affiliated hospital, one pharmaceutical industry and one pharmaceutical preparation room in the college. The directly affiliated hospital is founded in 1998, what's more, allowed to have 100 beds and one comprehensive hospital that combine

western medicine with Chinese medicine and on the based of Uyghur medicine. The directly affiliated pharmaceutical industry which is Xinjiang XinWei pharmaceutical company, is founded in 1996, which mainly produces "AiWei Xin liquid" accept by the state food and drug administration. Its production value is more than 30000 thousand Yuan every year. The pharmacy preparation room of the directly subordinated hospital produces 7 kinds of agents of 150 kinds of common Uyghur medicine, is one of the biggest ones of the autonomous region with more kinds of pharmacy products. In terms of “ *The 10 years’ planning of CXJUM’ s development* ” this college intensifies the construction investment and improves the school-running condition, trying to achieve the standard, and have the basic aptitude of becoming Uyghur Medical College. Urumqi Vocational University is located in Urumqi City, it is a national public full-time higher vocational college, and it is also the only comprehensive and full-time Vocational University in Urumqi City. The school was founded in 1985. It is a comprehensive university in Urumqi city of Xinjiang Uyghur Autonomous Region, it is also the earliest higher occupation education college established in the whole country. On July 16 in 2007, permitted by the local government of Xinjiang Uyghur Autonomous Region, the Urumqi Vocational University was combined with the former Urumqi Adult Education College and turned into the new Urumqi Vocational University. A management system is implemented that urban construction is the leader position when district and city develop at the same time. Three old campus as The school department, west campus, Qingnian Road and the the new campus under construction cover an area of 2351 acres.

At present, there are 668 teachers and 10735 students in school. Currently, the experiment equipment for teaching cost more than 6700 yuan, including 194 laboratories in school and 189 bases for training outside school and 700000 books in library . The new campus covers an area of 1055 acres and the total construction investment is 389000000 yuan. The school has become one of the largest higher vocational education colleges in Xinjiang. It forms such running pattern that the

higher vocational education is the leading position and secondary vocational education, teachers' training and adult education are important parts. Now the school contains 16 teaching departments, including business department, information and engineering department. The school implements the strategy of developing students with ability and actively promote the project of "three plans, five projects". The quality of teachers continuously improves. There are 140 teachers with senior professional titles and more than 86% professional teachers with double quality as well as three autonomous district teaching team. The school aims to complete the construction task that the school becomes the excellent model both in the autonomous region and the country during the 12th Five Year Plan period with excellent achievement. There are three professions of the new autonomous region, ten key construction professions and to build 6-8 professions with the ability of undergraduate education.

2.3.2 The Teachers and students group of the project implementation units

There are totally 2519 teachers in five project implementation schools, including 775 minority teachers, accounting for 30.7% of the overall number of teachers. In five schools, there are 190 minority teachers in CXJUM, accounting for 80.5% of the 236 teachers in the whole school. As for the rest four schools, the proportion of minority teachers is less than 30.4%(UVU), among them, the proportion of XJEC is only 23.5%. There are 105 full-time teachers on Chinese language, accounting for 4.1% of the overall number of teachers. XJVATC has the least number, with only 8 full-time teachers on Chinese language,accounting for 1.9% of the overall number of teachers. XJEC has the largest number, with 36 full-time teachers on Chinese language, accounting for 6.3% of the overall number of teacher. It is obvious that the full-time teachers on Chinese language of each project implementation unit are severely insufficient and it is hard to meet the demand of preparatory teaching on Chinese language. School solves this problem by employing external-engaged teachers whose

number ranges from 20 to 30.

There are totally 56708 students in five project implementation schools, including 24670 minority students, accounting for 44% of the students. CXJUM(3237 minority students) has the largest proportion of minority students, accounting for 97.8% of students and XJVTCLI(4235 minority students) has the lowest proportion of minority students, accounting for 29% of students. Since 2010, the proportion of minority students in several schools has increased ranging from 1.5 to 2.2 times. It is XJVATC, XJEC, CXJUM, UVU and XJVTCLI respectively according to the order ranging from high to low. At the same time, the poverty rate of minority students is obviously more than that of students in the school, its rate ranges from 45% to 90% and minority students mainly come from the four prefectures of southern Xinjiang (Hotan, Kashgar, Aksu, the Kirgiz autonomous of Kizilsu) and pastoral areas of northern Xinjiang (Altai, Tacheng, Yili area). It is these areas that have the most concentrated Xinjiang national impoverished counties. In 27 national impoverished counties of Xinjiang, 25 counties locate in these areas, accounting for 92.5%. In addition, excepting XJVTCLI, the employment rate of minority students in four schools is more about 80% which generally 10 to 15 points lower than the average level of school. The employment rate of minority students in XJVTCLI is only 38.5%.

In the five schools, there are 4701 minority students needing to take preparatory Chinese language, accounting for 70% of the total number of minority students. From the future development tendency, preparatory education will continue in the short term and the number of students who take the preparatory education may increase. Two reasons behind this, in one aspect, the scale and proportion of minority students is increasing and the number of students who take an college entrance examination of their nations in some schools rapidly increases; in the another aspect, a considerable proportion of bilingual students' ability level of Chinese language was low when they attended school and they also need to take preparatory education on Chinese language. As mentioned before, all project schools are short of teachers in teaching preparatory Chinese language (including both full-time and externally-engaged teachers). The

ratio of teachers to students is quite low, mostly between 1:25 - 1:30, which is not conducive for minority students for Chinese learning, and the annual passing rate of minority preparatory college students is only 25-30% in MHK test; moreover, those students are generally poor in Chinese listening, speaking, reading and writing.

2.4 The stakeholders' attitude and cognition to the project

As the survey indicated, whether the Education Department of the autonomous region and the five higher vocational colleges or the large group of teachers and students all show their support to the project's implementation and think that the project's implementation will obviously improve the situation of schools on school operating condition, school-industry linkage, updating curriculum, pedagogy and assessment, building up high quality teaching and management teams and improving external support to other schools and local communities. In addition, they think that it must promote the development of each higher vocational college and the development of vocational education in autonomous region. The Education Department of autonomous region and five higher vocational colleges have already made a extensive mobilization and publicity among the group of teachers and students to the content of the Project. In the questionnaire, we do the survey on the attitude and cognition of teachers and students to the project. As shown in Diagram 2-3, 2-4, the number of teachers who publicly oppose the project only account for 2% and no students did so. As for the number of teachers who said they did not care about the project only accounts for 1%, while that among the students group is 11%. The reason for the higher proportion in students' group may be that students don't think the the Project connect with their study and employment. At the same time, 97% of teachers and 89% of student express their welcome to the project funded by World Bank loan, which shows that the World Bank-funded project in general is recognized and supported by most teachers and students.

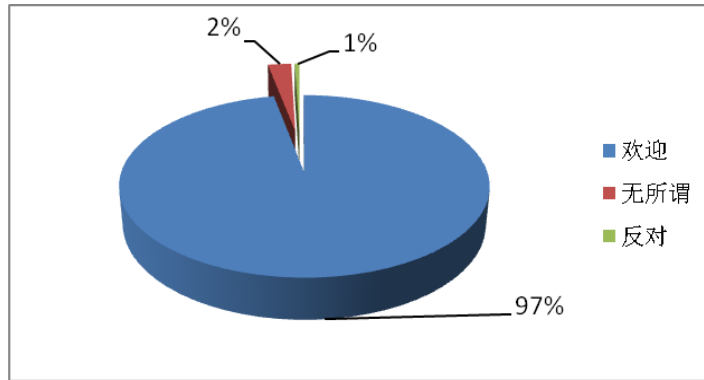


Diagram 2-3 The teachers' attitudes to the project

(欢迎: welcome; 无所谓: indifferent; 反对: oppose.)

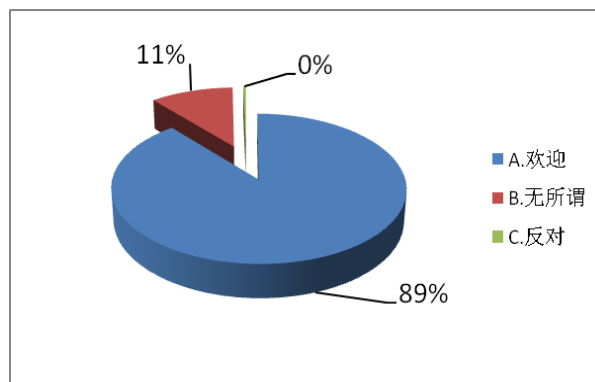


Diagram 2-4 The students' attitudes students to the project

We also made a survey on the channels through which the teachers and students collecting the information about the World Bank-funded project. The data in Diagram 2-4 and Diagram 2-5 is respectively from the questionnaire to the teachers and the questionnaire to the students. The main channels for teachers include the documents issued by the school, the notification from the leadership and the colleagues. The students were informed of the project mainly by the teachers, classmates, leadership and network which shows that those schools succeed to some extent in the publicity of the project funded by the World Bank loan, and most of the teachers and students have obtained the relevant information, which ensure the right to learn the truth of students and teachers. Meanwhile, we should notice that yet small part of teachers and students don't know World Bank Project. It perhaps due to their personal reasons. But school should do further publicity work on this part teachers and students and ensure they have right to know.

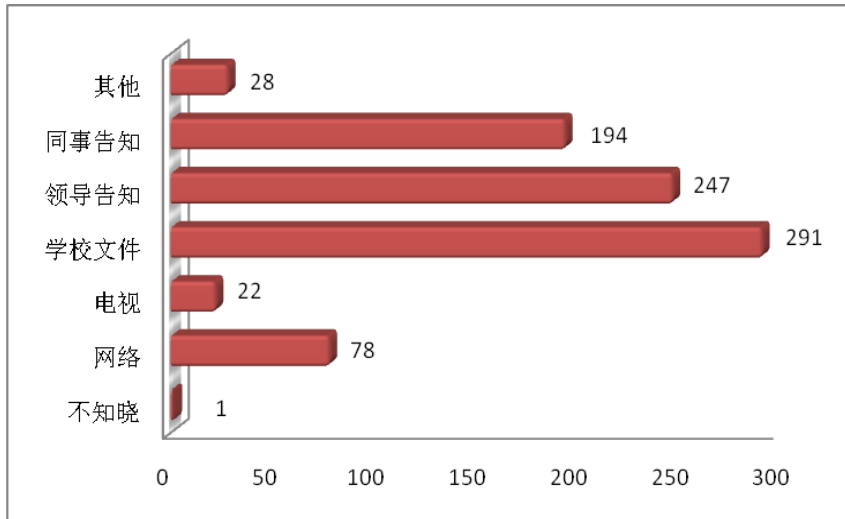


Diagram 2-5: Channels available for teachers to know the project

(其他: others; 同事告知: informed by colleagues; 领导告知: informed by leadership; 学校文件: school files; 电视: TV; 网络: network; 不知晓: not know.)

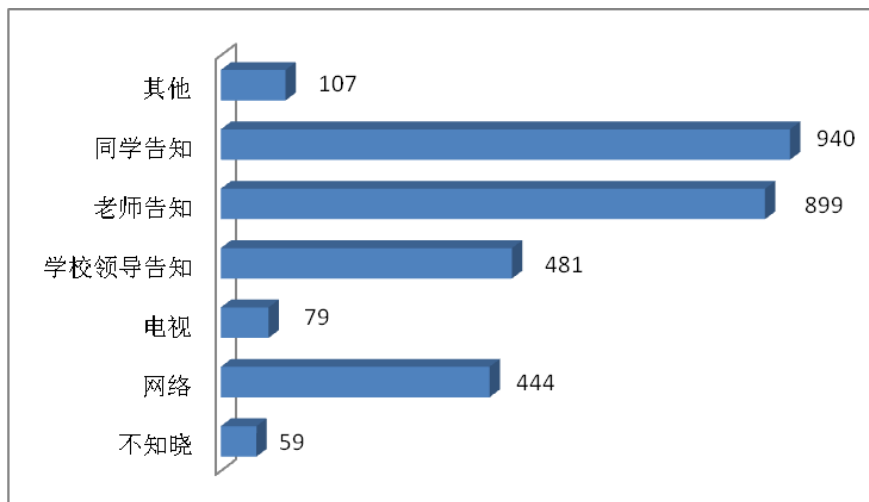


Diagram 2-6 Channels available for students to know the project

We also focus on knowing the attitude of enterprises in school-enterprise cooperation of World Bank-funded Project and their ways to get information of the Project. Generally speaking, cooperation enterprises all think that using World Bank Project to develop Xinjiang and the vocational education of cooperation schools is good for the development of school and enterprise, and will enhance schools' ability on school-industry linkage and will provide enterprises with better technology, knowledge and human resources. We see from the ways, it gets above information mainly by the council or board of directors of school-industry linkage established by

schools. It also gets information by personal relationship with teachers of higher vocational colleges. No matter what kind of ways information comes from, they all show the support and expectation to the World Bank Project.

3. Update curriculum, pedagogy and assessment

This part includes: Firstly, the general problems five higher vocational colleges faced in teaching reform. These problems are also the problems that five higher vocational colleges should pay great attention; Secondly, to respectively analyze the specific problems five higher vocational colleges faced.

3.1 Common problems in updating of curriculum, pedagogy and assessment

Teachers and students put forward many noteworthy questions focusing on school's updating on curricula pedagogy and assessment. It includes eight aspects.

Problem 1: The structure of curriculum types is not very reasonable and the cultivation of students' comprehensive quality needs to be strengthened

One question generally pointed out is that the proportion of courses among ideology and morality, literature quality, basic professional theory and professional technology and practice is hard to coordinate. Five schools all repeatedly stress that the difference between vocational education and university education is employment-oriented and ability standard. At the guidance of school running ideas of employment oriented and ability standard, the cultivation of students pays more attention to practical skills. There are more technology and practice courses in the arrangement of courses. Its advantages and disadvantages caused by this guidance is very obvious. In one aspect, students can master professional skills in concentrated and short time and find jobs. In order to ensure students to get enough skill training and achieve full employment, XJAVTC comes out "coming back project" to graduate students. It means that within three years after graduation, if students are not satisfied with their employment or think their professional skills are not enough, they can come back school for free learning. This is the innovation on professional skill training and students' employment; In another aspect, students' comprehensive quality is not

adequate. While it is exactly the problem that generally put forward by enterprises, students and teachers in meetings and interviews.

Table 3-1 Teachers and students' view on the possible improvement of education quality

Options	Teachers	Students
Interpersonal communication	23.7%	29.1%
Social environment adaptation	26.4%	25.7%
Professional cognition	26.9%	24.8%
Humanistic knowledge,such as history,literature,policies,laws,arts, etc.	23.0%	20.4%

The survey indicates that in the first year's preparatory Chinese language learning, most schools do not systematically open other courses except Chinese language courses. Actually, it is bad for students' development of comprehensive quality and sound personality. The most important reason is that preparatory students face the problem that whether they can pass the MHK or not after one year's study. If they can not pass it, they could not normally enter university for professional study in first grade. Therefore, teachers and students both have great pressure. Another reason is that the number of school teachers in this aspect are not enough. In fact, few schools have the ability to open courses like humanity, professional cognition, arts and so on.This restricts preparatory students to acquire these knowledge when they study preparatory Chinese language.

In the questionnaire to preparatory students, we do research to "the preparatory students' view on the possible improvements of humanities quality". There are 428 students who have attended preparatory courses participate in this survey. The data in Table 3-2 show that students want to master more humanistic knowledge. However,

perhaps they more need to combine these knowledge with national history, culture and celebrities, what's more, carry out in various ways. For example, humanistic knowledge courses should pay more attention to multi-ethnic and multi-culture fact of Xinjiang and the explanation to the communication, interaction and fusion of different cultures. It is better for structuring the harmonious inter-ethnic relationship and campus stability. How does each school ultimately do to improve students' comprehensive quality such as ideology and morality, humanistic quality is a question that desire to think and explore. Besides, in this process, schools should take students' different national background, educational background and ability of Chinese language into account.

The meeting record of teaching and scientific research of XJAVTC: We know minority students. Limited ability and limited level of Chinese language have caused certain influences on their psychology. In addition, minority students' initiative is poor and they are too passive. Teachers have guided them. Department of preparatory courses has opened eight specific topics focusing on minority students' ideology and politics education, including setting up goals and right views of life and value. It was mainly conducted by the moral education class on Wednesday every week. Combing with the social stability of Xinjiang, minority teachers teach nation, religion, history, the life habits of all ethnic groups and the cases of Xinjiang. Sometimes, we ask famous experts in Xinjiang to have a lecture. Teachers speak vividly. And students write their feelings and experience after the lecture. We think that the view of value has influence on students, more or less. Department of social science organizes these eight specific topics, and faculty of humanities and branch institute of economy and trade participate in it.

Table3-2 the preparatory students' view on the possible improvements of humanities quality

Options	Frequency	Percentage
Taking historical and cultural celebrities as example to enhance the motivation of language learning	193	18.4%
Combing cultural activities in school with language learning	338	32.2%
Combing national unity pair-share with mutual language learning pair-share	301	28.7%
Mastering more humanistic knowledge(such as history,literature,policies,laws,arts,etc.)	217	20.7%

Some students who want to be undergraduates or postgraduates face a problem that their English and professional foundation are not qualified when they take exam. Taking English as an example, the most important thing for "students taking entrance examination of national college "students is to study Chinese language well when they are in college. Therefore, English study is put into a lower position. It is bad for these students who want to upgrade four-year college or have further study. Although schools have opened optional courses focusing on this part of students in the college, the time is severely insufficient, and the English training is not systematic. Therefore, how to open English courses which is good for students' professional knowledge learning and their future development and coordinate these courses with other courses on the basis of ensuring professional courses learning,ensuring "students take entrance examination of national college" students' Chinese learning is the key problem need to explore in the process of reform of curriculum and teaching.

Mr. Zhao, director in department of preparatory courses of XJEC: There are little cultural lessons in preparatory courses. There are computer lesson, math lesson, English lesson, PE lesson and situation and politics lesson before. While, now, all of

them are cut except that the lessons have relationship with PE and politics. These courses will be opened in the professional courses study. But I think that these courses should be opened when the preparatory courses begin. One interviewed students points out: I choose dance appreciation in my optional courses. It usually plays dance video to us. The problem is that we just can watch the video, teachers do not allow us to dance and sing by ourselves. Therefore, I think the participation in cultural courses is not enough. **Liu Dai, the vice-president in branch institute of gardens of XJAVTC:** Sometimes, we singly emphasis practice. This has existed for a long time in this profession. We have enhanced practical ability and hoped that undergraduates and postgraduates can heal ox when they come. However, after our students have 3-5 years' internship in enterprises, their growth is inferior to undergraduates and they lack latent development. (**Alipu, graduate in 2001 of XJPIA**) According to our chosen profession, we realize that we need to improve our professional knowledge at the beginning of entering, but we did not have specific English lesson at that time. Now, our company cooperates with Germany on seeds, due to language barrier, we can not communicate with them. Besides, we don't have relevant courses on social knowledge(adapting to society).

Other three higher vocational colleges also have similar situation. Teachers in CXJUM point out that Xinjiang Medicine University has opened undergraduate program of Uyghur Medicine, which reduced junior college students' opportunities of internship, training and employment. The reason is that students' comprehensive quality is inferior to students' in Xinjiang Medicine University; The leader of "TongYan electricity" cooperated with UVU points out that students do not pay much attention to occupational safety and work ethic during their internship, which makes their occupational quality is not high. While these two qualities are exactly what enterprises emphasis. It indicates that the establishment of curriculum structure of five higher vocational colleges is not reasonable,so that producing negative influence on the improving of students' comprehensive quality.

Problem 2: the connection between Chinese preparatory learning and

Chinese professional learning is not smooth and there is language barrier in minority students' professional knowledge learning.

Schools test minority preparatory students' ability of Chinese language every year. However, the result is not good. XJVATC would do MHK test to these two parts of students when they first enter to this school every year. The result shows that more than 75% students' Chinese basic phonetics and Chinese grammar are poor. They just master about 1500 Chinese characters. In fact, they do not meet the demand of MHK on Chinese speaking, listening, writing and so on. This phenomenon also exists in other four vocational colleges. For example, the Chinese teacher of XJEC said that students' Chinese basis is poor. Their ability on Chinese listening and reading is better, but their oral Chinese and writing are wingspread poor. The Chinese teacher of UVU said that preparatory students' placement tests for the new students conduct mainly depended on the form of previous HSK. Compared with MHK, HSK more emphasizes on students' reading ability. While, the demand to writing ability and oral Chinese is lower. In our placement tests, nearly half of students at level 0. CXJIM tests 218 preparatory students' level of Chinese language who enter school in 2014 by the written test of MHK. The score in total is 300. The highest score is 249. The lowest score is 72. There are only 40 students' score above 200. The analysis of CXJUM to the Chinese ability of students who enter school for the first time is very typical.

When students start to enter school, schools would do the MHK test to "taking entrance examination of national college" students and bilingual students. The result is that more than 50% students' Chinese vocabulary, expression ability and grammar are poor. They can not meet the demand of MHK on Chinese listening, speaking, reading and writing. Due to Chinese teaching of high school education lack of training on oral and written expression ability, writing knowledge training, "dumb Chinese" is widespread. As for the ability on writing, students can not write Chinese characters strictly according to their stroke orders. As for four tones, students do not master them well. And they are not familiar with grammar structure and have a poor vocabulary.

They even do not know the basic writing knowledge.

"Taking entrance examination of national college " students' Chinese ability has greatly improved after one year's Chinese preparatory learning. However, the MHK passing rate is still not good. The survey made by XJVATC shows that: firstly, students can recognize and know about 4500 Chinese characters, what's more, they have good command of 1500 Chinese characters included above. Secondly, they can write a short passage including about 350 Chinese characters within 35 minutes. Thirdly, about 70% students at level two of MHK, more than 30% students' level of Chinese language is level-three second-grade. In 2013, XJEC, XJVATC, UVU and CXJUM all regard level-three second-grade as the standard of passing the MHK test, with the passing rates respectively of 30.78%, 24.77%, 27.6% and 45.73%.⁴ Different from the 4 colleges, XJVTCLI sets the passing standard of MHK at level-four second grade, which is often the standard of the undergraduate universities. The passing rate in 2014 is 28.5%. A teacher in UVU said that through one year's Chinese learning, the passing rate of MHK can close 30%, which is the result of the students' efforts and the teachers' teaching.

This kind of data is certainly the basis of evaluating the preppies' Chinese learning ability and effects, but only having the passing rate of the MHK is not suitable to be regarded as the basis of evaluating their ability of using Chinese in their daily learning and living, as well as that of expressing. Many students claimed that, although they have passed MHK, and are able to listen to and recognize Chinese, they cannot speak out. This shows that the Chinese learning in the preparatory period can not solve the students' problems in language learning, and may have negative influences on students after they come into professional courses learning.

In a questionnaire survey, we did a survey to 428 students who had had preparatory experience based on the question that the difficulties you faced on learning and deficiencies you found on teaching. Among these, 27.4% students gave a

⁴ The passing rate of level-three second-grade of MHK in CXJUM is 45.7%, involving about 200 students, which may be higher than that of the minority preppies.

respond of being unsuitable for the teaching materials and 28.1% students stated their needing of targeted preparatory textbooks. This indicates that so far the effects of teaching materials for preparatory education are not ideal as considered and there are various problems needing to be solved.

Table 3-3 Difficulties the students met in studies and their view on the improvement

Main difficulties	%	Places need improvement	%
The weak teaching ability of the teachers	15.1	Improve teachers' teaching ability	18.4
Not fit for the textbooks	27.4	Provide textbooks for preppies	<u>28.1</u>
Unsatisfactory language environment	32.7	Create better language environment	29.8
Lack of confidence in learning Chinese	24.8	Improve cultural quality to enhance the confidence of learning Chinese	23.8

Yi Xuefeng, the deputy director of mining department of XJEC, advised that adding more professional terms was beneficial to students. When they run into difficulties, they could not do nothing to follow. **Ma Zhonghua**, the teacher from the preparatory department, made an announcement that After one-year study of Preparatory Chinese Learning, 95% students felt hard to digest. A small group of students had a good knowledge of Chinese but when they touched the professional concepts and terms such as, mining, chemicals, electricity and so on, they still felt hard to understand. **Faruk**, the teacher of XJVTCLI, said that the main point of minority students' learning of preparatory courses is humanities and social science and daily expression. However, when entering to study professional courses, especially some areas of science and engineering, such as, the terms of engineering design, food inspection and mechanotronics, they would face language barriers. Now it appears that the incremental enrolling minority students enforce us to explore a better solution to these issues. **Sammy Mijity**, a student of XJVTCLI says that I

suggest that teaching both in two languages is a good way. Of course, Chinese has a larger portion than Uyghur language, which means when students don't understand Chinese, teachers can explain with the local dialect. This is beneficial to improve their professional courses and Chinese.

According to the minority students' problems of learning language in stage of preparatory and profession, the five higher institutions should provide corresponding the plans of training or developing language and put them into the whole learning cycle rather than just one-year preparatory instruction. This problem has already made the concern of higher vocational schools. Some schools also have made some efforts on teaching material and school curriculum and the like. And some schools start the learning of professional Chinese on the last stage of preparatory and still others offer professional Chinese after students begin to study professional knowledge.

Ma Zhonghua, the teacher of XJEC mentions that in order to solve the problem of learning professional Chinese for minority students, we compile two textbooks, professional Chinese bible, which refers to eight majors— electric, engineering safety, science knowledge and so on. After minority students finishes the MHK level examination, they spend one month or more time to study the added professional Chinese, which sometimes will be explained with Uyghur language, so that students can learn some terms in advance. **Ay Kimira, the teacher of XJAVTC** says that professional Chinese is a kind of service class, whose teaching pattern is that in the first year, minority students study Chinese in Humanities and finish the MHK level examination. As for professional study, it is arranged on the basis of the contents. Our textbook is divided into three volumes including Chinese entry, Chinese phonetic alphabet and Uyghur language. We will add translation for some important contents.

However, the actual teaching material and curriculum is still hard to catch up with the previous plans. For example, the two teaching materials made by engineering college are planed to be divided nine parts but finally two volumes because of the cost of publishing. Besides, students only have one month to study professional Chinese

and the teachers are also not professional, which causes students only can speak some vocabularies but it is still a long way to understand the meaning of the terms and combine it with professional knowledge. Mu Lina have already pointed that it is a little late to begin to study terms after preparatory because when having class, sometimes students cant follow the teachers and also be hard to learn the meaning of professional vocabularies. Some branches of Light Industry have tried to compile professional Chinese material and extend preparatory Chinese learning to the whole three years. But most of them don't put plans into practice. Some teachers of vocational school say that at first, they want to compile a kind of supplementary material for U-C paginal translation but because of the inconformity with previous teaching, it fails. Obviously, the preppies are to be confronted with the difficulties on the change from the learning of Preparatory Chinese Learning to Professional Chinese Learning. And teachers have already noticed this problem but still need to find a solution to solve it.

Problem3: Students training and internship is not standard yet, and it is common that “the content of the internship is not in the field of their major”

Internship or practice training mainly includes two forms: one is that at the end of term, it provides professional internship or practice training for professional courses; the other is that the internship for the last term or even one year before graduating. It is important for students to have a internship. On the one hand, it can consolidate their theory knowledge and train their professional skills; on the other hand, students can learn the work-flow of the company in advance and adapt themselves into the atmosphere and develop their professional abilities. Teachers and students mention that practice training or internship is depended on teachers' personal relationship and schools don't provide enough and formal efforts and also it comes into being that what students get from internship is not what students get from practice training. In a questionnaire investigation of 1730 students in five higher institutions, when facing the question of internship, there are 51.5% students choosing the less number of school-enterprise cooperation and 42.2% students choosing the

time, chance and the problem of processing during internship. Comparing minority students and the Han students, minority students are likely to the time, chance and the problem of processing during internship. This states there is no difference towards the question of internship between minority students and the Han students. Two reasons can be explained that the number of school–enterprise cooperation actually decides whether the job opportunity is enough and time and chance will decide whether students can catch the chance to improve their skills and solve job problem.

Table 3–4 Main problems students may suffer during internship

	Frequency	Han nationality	Minority nationality	Sum
Number of units of school–enterprise cooperation is less	frequency %	573 64.3%	318 35.7%	891 51.5%
Time for training and internship is too short	frequency %	142 48.0%	154 52.0%	296 17.1%
The lack of chance of post internship	frequency %	166 57.8%	121 42.2%	287 16.6%
The lack of the masters' guide	frequency %	85 57.4%	63 42.6%	148 8.5%
The level of school–enterprise cooperation is too low	frequency %	77 70.6%	32 29.4%	109 6.3%

Palti Guri, a student of XJVATC tells us that our major is Marketing and Planing and we go to Maiquer for one month just for packing. We go to crowded cattle factory but just do some basic work, like milk the cow. The job is decided by companies and students and schools don't have any discourse. **Arnie Guli, who is a student of XJVTCLI and major in food inspection** says that I am in charge of cleaning, holding plates and deliver meals and the like, which is different from what I

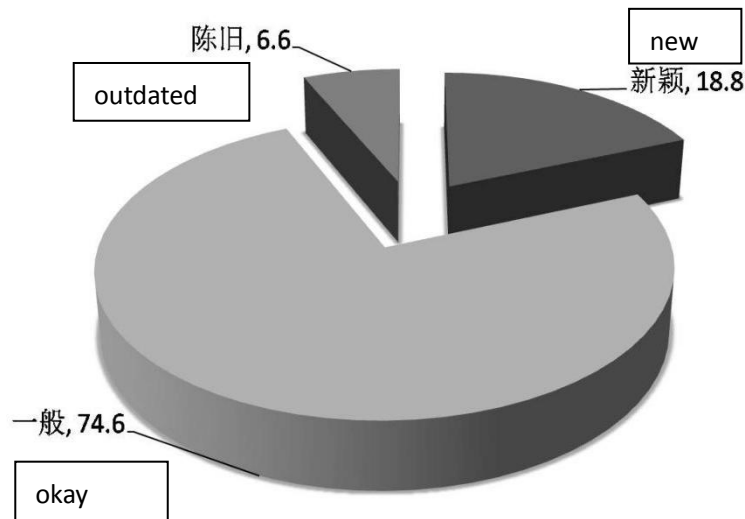
thought before. **Maimaitijiang, the department head of Medical College of pharmacy of CXJUM**, states that some companies are likely to employ students in our major and students there can do lots of work but cant find work to adapt their own major. **Mr. Wei, a teacher of department of arts of UVU** says that unlike the vocational colleges in the south that they arrange the second and third students into the city of GuangZhou and the chance of training and practicing is here and there, Xinjiang has little demand and students' internship, to some extent, depends on teachers' personal resources. **Miss Li, a teacher of Department of Information Engineering in UVU** states that at present, the cheap workforce is our biggest competitive advantage to attract companies.

Problem 4: The teaching reform concept is insufficient, and the teaching materials and teaching methods are obsolete and fail to conform to the regional characteristics in Xinjiang

The Education Department of the autonomous region and the 5 higher vocational schools all paid special attention on the necessity and importance of the innovation of teaching form, content and method. For example, XJVTCLI wants to set up teaching evaluation system in the theme of various interests, and XJTATC has already opened the skill competition between students and teachers. These years, higher vocational schools have been devoted to promoting the curriculum and teaching reform by setting up the school-level subject both in curriculum and teaching reform and they have already put some achievement into teaching. From the result, students and teachers approve these efforts. We can feel that the leadership have realized that building the concept of teaching reform is very important but most teachers have not had this awareness. For example, the dean of the branch of The humanities and Arts of XJVTCLI, Mr. Zeng mentioned that every year, teachers have chance to engage in advanced study in Nanyang Technological University of Singapore and some domestic universities but after coming back, they are unlikely to adjust the traditional teaching plans or improve their teaching methods. It performs in teaching that teaching material and method are obsolete and cannot satisfy the needs of students'

development. This survey of 394 teachers in higher vocational school shows us that 74.6% teachers think teaching content is ordinary and 6.6% teachers think teaching material is out-dated.

Diagram 3–1: The teachers' assessment to the content of teaching material



22.3% students of 1731 think the teaching content should be updated and others suggest adding the supplementary content, which actually teaching method needed providing. Most aspects that can be improved are not only language, especially the perspective of Chinese learning of minority students, but also how to improve the teaching material and adjust to the requirement of Xinjiang region and the regular of vocational education.

Table 3–5 the aspects of teaching material that students think can be improved

Options	Frequency	Percentage	Percent of cases
Update the out-dated content	860	22.3%	49.7%
Match the content of audio and video that is relative to the teaching material	1232	32.0%	71.2%
Increase the corresponding supplementary material	1195	31.0%	69.1%
Choose simple and easy teaching material	564	14.6%	32.6%

Mr. Maimaiti, director of the Pharmacy Department of CXJUM states that teaching reform is our weakness. I didn't really know the teaching reform and the subject of it before, although we put the reform into practice, I still don't understand how to report the project until now. And schools just talked about this orally but no one ever learned how to put it into practice before, what problems need to be solved, how to report this subject and how to get the subject fund. I ever wanted to learn this, but never did so. It is like that a former comrade meets a new question.

The deficiency of the concept of teaching reform is primarily embodied in teaching material of preparatory Chinese learning and don't conform to the language base of minority students and influence their improvement of language ability. Some teachers emphasize that school should organize power to compile the teaching material for minority students and innovate the teaching method and reflected on the Project is that we need to proceed curriculum and teaching reform in several higher vocational schools and give special concern to teaching and teaching material for minority students' learning of preparatory Chinese.

Yi Xuefeng , the deputy director of Mining Department of XJEC, advises that now the traditional teaching material for preparatory language does not work efficiently. School should organize teachers to compile our own teaching material and

need to study more about diglossia teaching material. Only teaching method that suits minority students can work for them. **Mu Lina, a student of XJEC**, stated that we provide the same teaching material for students of the next year and hope to compile teaching material which can combine with professional courses. **Mr. zhan, the teacher of the department of Chinese teaching in UVU** said, now there exists this kind of property that teaching material doesn't adjust to the students of higher vocational school. For example, the listening material is so difficult and long that teachers cannot teach it easily and students also have great difficulty to learn it. In order to motivate the students' enthusiasm, I will also add some Chinese traditional culture into curriculum. **A teacher of XJAVTC:** In our school, there are few Chinese learning material and teaching material connected with agriculture. If there is such teaching material in the process of preparatory Chinese language learning, this can lay a sound foundation for students' profession learning, and the combination of basic Chinese learning and professional materials can be possible. Hence, we are preparing for compiling this kind of teaching material and now we are searching for materials.

Obviously, we must pay more attention to the connection between Chinese language and profession in terms of teaching material of preparatory Chinese learning so as to lay foundation for students profession learning in the mean time of language learning.

Mr. Song, the person in charge of preparatory department of CXJUM, said we mainly take the Chinese teaching material of Xinjiang Medical University as ours, which is conform to the situation of our school and students. But this teaching material is not perfect because it is a little inconsistent with our medical teaching. After this, CXJUM compiles a kind of teaching material, which is of great scientificness and practicability and can guide the teaching and educating, so we took this teaching material as ours since then. And now the third edition of this teaching material with high practicability has already been published.

Similar problems on professional teaching materials also exist. And some of the teaching materials are inconsistent with students' basis of higher vocational schools

and the characteristics of Xinjiang regional economic society and moreover do not conform to the actual situation of Xinjiang autonomous region.

Tian Guozhong, director of the Dean's Office of XJEC: for example, the curriculum of Microcomputer Principle is hard to learn, not only for minority students, but also for the Han nationality students. The curriculum of Microcomputer Principle itself is a complex system and the basic terms are also not easy to understand, especially some teaching materials, designed for Higher Vocational Colleges, compress the theory and emphasize the practice. In consequence, such teaching material is difficult for junior college students and teachers who prepare the lessons. **Mr. Wei, a teacher of economic and trade department of UVU:** the teaching materials of Logistics curriculum are not practical enough. Logistics is a new major. At present, the teaching materials of this major vary a lot and the whole quality is not high, either, with deficiency in both theory and practice. **A student majors in Conferences and Exhibitions of UVU:** the teaching material of the profession of Conferences and Exhibitions updates much more slowly than those of domestic higher vocational schools, which doesn't fit in with the requirement of enterprises and market.

The problem of obsolete teaching method and inadequate attention from school. As pointed out by one of the teachers of UVU that the attention paid on curriculum cultivation is far more much than that of class teaching organization, which is against the normal teaching laws. Teachers think that curriculum cultivation can get fund by setting up theme for a project, while updating class teaching method doesn't have any approval of fund. To some extent, this becomes a sort of interest orientation, which encourages teachers to take part in the curriculum cultivation but ignored the updating of class teaching method. Alyea, a student from UVU says that students are not interested in the accounting profession because its terms are hard to understand and teachers just read what it writes in book and what they represent in PPT is almost on the book and also the content is lack of operability.

Problem 5: the linkage between the adjustment in major and curriculum and the demands from the enterprises and market is not close enough.

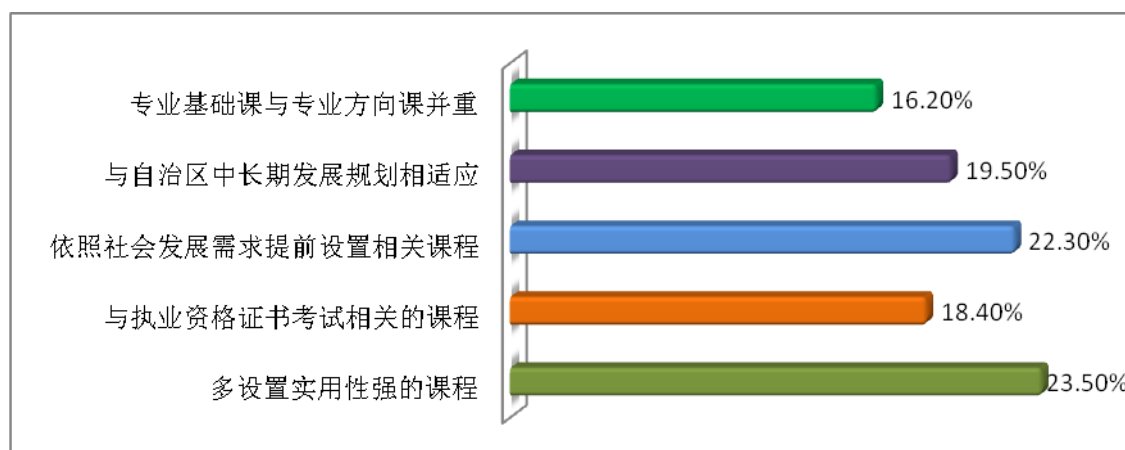
The demands from the enterprises and market should be the barometer of the curriculum adjustment. Some schools have already made some innovation on system reform and have made lots of achievement, which is a typical example for actively adapting the requirement of market and enterprises.

Investigation record: XJVATC sets up the "33351" system and keep track in the demands from the enterprises and market and adapt the relative curriculum with the backbone of enterprise technology. Then we can find the disadvantages by the questionnaire to the graduates. In **XJVTCLI**, *The Personnel Development Plan* was first formulated by school and then examined and verified by enterprises, and determine the final development plan to carry out the Plan. In the process of carrying out the Plan, XJVTCLI combines with theory and practice and through sharing resources with enterprises to fulfill the tasks of enterprises. **UVU** sets up a kind of Professional elimination system. They eliminate those majors that are not suitable to the demands from the enterprises and market. Every year, 3 majors were increased and 5.6 ones were eliminated, with the number of professions decreasing from 80 to 64, which depends on delegating the institution, Mycos that provides data of education consulting and the assessment of the quality of education and assessment data of the demands of graduates and the quality of training. According to the requirement of agricultural and pastoral hospital in South and North Xinjiang, **CXJUM** set up a kind of inspection major and employed Kurexijiang who has thirty-year experience and the botanic physician in Hotan Uyghur hospital. Nowadays, some graduates who study in this major have already been the period of internship and more graduates are in need.

During the meeting with the person in charge of enterprises and several teachers, they mentioned that in this aspect, schools still have many problems. In a survey of 2131 teachers and students, 23.5% of them hope to strengthen the practicability of curriculum and 22.3% of them hope to arrange curriculum according to the demand

for social development, and still 19.5% of them think the arrangement of curriculum should be conform with the medium and long-term development of the autonomous region (reading the following Diagram3-2 for reference.) This indicates that if we want to adjust ourselves to social demands, we should rearrange the arrangement of curriculum, in fact, which requires the conformity between the curriculum reform and the demands from the enterprises and market. Therefore, the number of teachers and students who put forward this problem and hope this can be improved actually takes up 41.8% of the total number. Actively stimulate the conformity between curriculum and the demands from the enterprises and market is a necessary responsibility of updating curriculum, pedagogy and assessment, moreover, this must be a sustained and dynamic process.

Diagram 3-2 Teachers and students' suggestions of the arrangement of specialized courses.



(专业基础课与专业方向并重: Lay equal stress on professional courses and professional directions; 与自治区中长期发展规划相适应: Fit the medium and long term development planning of the autonomous region; 按照社会发展需求提前设置相关课程: previously set curricula in terms of the social needs; 与职业资格证书考试相关的课程: set curricula related to occupation qualification certificate; 多设置实用性强的课程: set more practical curricula。)

Mr. Wang, the manager of Su Ning Business Trade of Xinjiang, one of the school-enterprise cooperation of XJVTCL: the curriculum school provided cannot completely adjust to the requirement of era and graduates don't master many new software and methods, even if they major in them. It also can be said that vocational education of Xinjiang does not consider the external factors into consideration, and

the differences between vocational education and companies' demands as well as the inconformity with the development of tertiary industry caused students' low employment ability. **The person in charge of a certain department which belongs to school and enterprise cooperation of XJVTCLI:** students' professional quality is good but has limitation in their skills. When facing the special requirement, students can not solve it with their limited skills. We hope to be consistent with and get along well with companies in the aspect of training of skills. **Hay Rizzetti, the student of UVU** says that knowledge learned from book hardly works on internship and our school, and she wonders if school can improve in the arrangement of curriculum and consider more about students. **Li Hui, the teacher in XJVATC** says that every year, every major has the opportunity to study inland. From the last two years, our school asked all teachers to make some researches in companies to learn the social demands and revise the scheme in time. But there still exists the problem of rearrangement in terms of professions concerning agriculture.

Problem 6: how to help students(especially minority students) form the correct employment concept and improve their employment ability

Five higher vocational schools start two courses with specific target: Career Planning and Employment Guidance. Besides, they help students to form correct employment concept and improve their employment ability by meetings, report made by successful employee and some skill training for employment interviews. XJEC opens courses that guide students to make a good resume. XJVATC starts providing the curriculum of Employment Guidance at the first year of professional study and before graduating, opens the curriculum of Employment Guidance. CXJUM provides interview Chinese courses and the like in the third year as to solve the lack of quality of minority students' Chinese interview. And every year, school keeps track of their situation after graduating and takes the results as the base of adjusting the problems during career guidance course and students' chance of getting jobs. We made a survey to 1731 students as for the topic – what teachers should make changes in teaching. The conclusion is that 24.2% of students pay more attention on increasing the teaching

content for improving employment, which is the second place among these four options.

Table 3-6 the place that students think teachers should improve

Options	Frequency	Percentage	Percent of cases
Make use of multi-media to teach	931	20.4%	53.8%
Increase students' chance of practicing	1444	31.7%	83.4%
Increase the enthusiasm of curriculum	1079	23.7%	62.3%
Increase the content for improving the employment ability	1101	24.2%	63.6%

Although schools opened the relevant curriculum in terms of the employment concept and employment ability, there is still lack of intensity and also is not enough to overcome the difficulties students met when trying to get a job. In the meeting of school-industry linkage, the company put forward to a common misunderstanding about employment content and show this in students' internship and working.

Mr. Pei, secretary of Electric Power Engineering Co. Ltd, the school-enterprise cooperation department of XJEC: at present, there are 15 people go to enterprises for practice every year. As far as I know, only two persons including me stay in enterprise at present. I personally think that the students don't like to stay in our company because of the following several aspects: firstly, they don't put themselves in the right position. They think they are not supposed to engaged in the basic work since they are graduates from university. The second reason is that they are not willing to do the the first line of work but they can't do work requires ability either. **Mr. Wang from the HR Department of a Cooperative Enterprise of XJVTCLI :** the most important thing is that students will have some problems during their changing of their thoughts in the process of job hunting, and the problem is exactly the mentality and attitude that the employees should have. Students get such training the first day they come to our company, and I hope that the school can also attach great importance to this aspect in the future to solve the problem before

students get employed. **Guanghua power, the cooperative enterprise of UVU:** they may make mistakes and be criticized due to nervousness when helping their teachers in work. Some students don't like to work overtime, they think they only have the duty to work eight hours for practice , but a lot of repair work requires 24 hours. **Mr. He, minister of of UVU's linkage enterprise Hitachi brand Service Corporation:** I think it is important to strengthen the training of professional accomplishment to know what to do and what not.

Minority students suffer problems in two aspects: firstly, they do not think working on a company is employment and only entering to the system (such as, the civil service system and The teacher system) is called employment; secondly, minority students in south Xinjiang are likely to get a job in their hometown, even if others can provide more opportunity, which is caused by the following reasons: firstly, the secondary industry and service sector of agricultural and pastoral areas in south and north Xinjiang are lagging behind and graduates do not have enough chance. In fact, even if graduates take part in these industries, they are hard to get the corresponding guarantee, which is the root of the problem that they do not think working on a company is employment and only entering to the system is called employment; secondly, because of the differences of language, culture and habit, it is hard for them to get a job outside their hometown and it also happens various mental, social and cultural and behavioral situation of losing balance, so, more graduates are likely to choose to stay in hometown; finally, after getting a job, it is hard for them to make a living by themselves, most of them still need to the help from their family or relatives. But if they get away from the social relationship in hometown, they will face more severe pressure. So, on the one hand, the bank's project is beneficial to minority students' improvement of employment ability and increases the job opportunity; on the other hand, it can not separate with the local economical development.

A teacher, from the employment center of XJEC: the data shows that 57% of minority graduates of 2013 session choose to work in hometown for the first time. **A student of XJVATC, Munal** shows her plans to develop her own career of

Mushroom cultivation in hometown. And **Ai Nipai, a student of XJVTCLI** says she wants to be a TGXX or village officer in hometown. **Nur Biya, the student of UVU** says that I need to listen to my parents' suggestions and they hope to be together with me. Also, **Muhtar Nur Maimaiti, a manager of school-industry linkage company with CXJUM** states that only 2 of 8 stay here after internship, and maybe their family do not want them to work in a factory or stay in Hotan. **Mr. Wang, the manager of HR Department of a school-industry linkage company with XJVTCLI** says that minority students would not face any problems but the number of students who stay here after internship are less. And if their hometown is from the south Xinjiang, they are likely to go back home.

Many teachers and minority students have mentioned that the main reason is their parents or other members do not want them to work away from hometown or work in a factory. Still some people hold that working in a company is lack of long-term guarantee, for example, students of Medical College of pharmacy in Xinjiang says that they can work in companies on the condition of signing a at least 3 or 5 –year agreement. Besides, because of the distance or differences of language, professional skills, behaviors and living habits, the willingness that companies want them is very low. Even students would like to work in a company, they still need to suffer lots of difficulties because of the above-mentioned reasons. But these elements will promote the development of employment in the system and solidify the employment concept of their family. We noticed that schools and teachers have already realized this problem but do not combine the family education, school education and social environment and also do not start researching and guide minority students' employment concept.

Problem 7: the environment for minority students in Chinese learning environment needs to be improved, and "mute Chinese" problem is serious

The biggest problem in the learning of preparatory Chinese language that teachers and students of five higher vocational schools have mentioned is "can not speak anything"—"the mute Chinese". Some students tell me that they can understand

my words but can not express their own ideas and it often needs the translation to communicate. Five higher vocational school students have some different view on the degree of expression of the problem—"the mute Chinese". But the popularity of this problem still attracts our attention. In the meeting with preparatory teachers, they emphasize the present preparatory education is the examination-oriented education system, whose goal is to pass the levels. So, students' abilities of listening, reading and writing are quite good but the ability of speaking is the one they lack. During investigation, the Chinese teaching teachers of five higher vocational schools all pointed out that this problem is quite common and they estimate 30% of students face the same situation. The 879 minority students who get the certificate of Chinese language proficiency before October, 2014 in XJVTCLI, and 251 students can not completely know how to communicate in Chinese, which is 28.5% of them.

Mu Lina, a student of XJEC says that during the study of Preparatory Chinese language , we learn language lessons, which mainly depends on what teachers teach in classes. Actually, we are clear when teachers teach but after class, they go away. Our problems are still problems and also we do not have any training, so, our ability of learning Chinese is not good. I feel that when we study in the learning of preparatory Chinese, if we can not speak Chinese and after graduation, we still can not speak anything.

The data in Table 3-7 show that 38.6% preparatory students and 33.5% teachers emphasis that we should enhance inter-ethnic communication and create a good environment of language learning. In preparatory students' choice, this option ranks first place. In teachers' choice, this option ranks second place. It indicates that the environment of Chinese learning is not satisfied has become the key problem which students and teachers both have realized and stressed. In fact, five schools have conditions to create atmosphere of language communication between minority schools and Han nationality schools , what's more, create more opportunities for communication. However, they do not give full play to these advantages. The objective reason is that the minority students' proportion of XJEC, XJVATC, XJVTCLI and

CXJUM has increased just in recent few years,while CXJUM have enrolled Han students just in recent two years.The subjective reason is that schools do not realize the importance of language environment creating.They pay attention to it gradually after problems occur.

Table 3-7 The teachers and students' advice on the reform of bilingual education

Options	Preparatory students %	Teachers %
To analyze and research students' bilingual teaching	32.7	35.0
To enhance inter-ethnic communication,creating a good environment for language learning	38.6	33.5
To classify and implement bilingual education according to students' language level	9.3	18.5
To promote bilingual education gradually on the basic of students' mother tongue	16.4	7.3
To train bilingual teachers due to the demand of teachers	.7	4.5
To develop bilingual teaching materials according to students' needs	2.3	1.3

All schools do some works by the form of the mixed class, mixed internship, learning language from each other, being learning partners to minority students and Han students. It has certain effect and also acquires students' acceptance.Minority students in mixed dormitory of minority students and Han students all say that their language has improved greatly, especially the Chinese expression ability.Meanwhile,part of Han students start to learn Uyghur language.

Mr. Zhao, director of the Preparatory Courses of XJEC: we encourage minority students and Han students to be learning partners by all kinds of class meetings and establish bilingual club, which has certain effect on students' mutual communication. **One teacher of XJVATC:** we need to promote Han students to learn Uyghur language,the atmosphere of Uyghur students' Chinese learning, mixed class,

mixed dormitory, mixed internship and create more opportunities. We provide preparatory class with class of Han students who study the same profession. Two class have class meeting together. In addition, in students' optional courses, we arrange course of Uyghur language learning. If students whose mother tongue is Chinese chose this course, they would get one credit. Therefore, we not only encourage minority students to study Chinese, but also encourage students whose mother tongue is Chinese to study minority language. **Department head Mr. Ma OF Students' Affairs Office of UVU:** we require bilingual students and "taking entrance examination of college of Han nationality "students to obey the rules that minority students and Han students live together. Last term, we encourage "taking entrance examination of national college"students to obey this order. Students in Normal College have a strong will. That is because the demand on Chinese is higher for teachers. **Mr. Song, teacher of CXJUM:** Teachers from Han nationality teach students in our school. And we encourage class of Han nationality students and class of minority students to be learning partners.

A Student in XJEC: we get along well with Han nationality students. Everyone respects each other their own customs. we play together, chat together, make fun of each other, feeling very interesting. We have a lot of Han nationality friends now and I feel very good about it. Everyone together is very united and harmonious. **A student Mai Methi Tuerxun in XJVTCLI:** I think that living together with the Han nationality students is also acceptable, as long as they have good Chinese ability.

Obviously, it is an important way to foster good language learning environment by sharing dormitories between Han nationality students and minority ones. However, from the current point of view, this kind of dormitories is very limited and the proportion is also not high. There are 405 shared dormitories in 2014 in XJEC, reduced by 162 compared with 2013. There are 270 shared dormitories in 2014 in XJVATC, increased by 74 compared with 2013. The proportion of total dormitories is 25% in 2014, increased by 3.8 percentage points compared with the previous year. XJVTCLI didn't carry out shared dormitories until 2014 and by October this year,

there have been 16 pilot dormitories and a total of 95 students of accommodation, including 43 minority students. CXJUM has 328 dormitories in 2014 without shared ones, in which nine dormitories are for the Han nationality students. The main reason is that it's just the beginning to recruit Han nationality students and whether to foster the shared dormitories is under consideration. UVU has 512 shared dormitories in 2014, accounting for 36.4% of the total dormitories and 465 dormitories for pure minority students, accounting for 37.9% of the total dormitories. With the increasing of minority students and the function of the shared dormitories to improve minority students' Chinese aptitude and promote inter-ethnic communication, the proportion of shared dormitories will be increased by a further step, but the speed won't be too fast.

We also notice that students have disagreements when it comes to shared dormitories. Some students worry about the possible frictions and conflicts caused by the differences of living habits and customs in the process of sharing dormitories. For example, a Uyghur girl in engineering department pointed out that the differences of diet, behavior and time management led to a series of problems of quarrels, lack of understanding each other. Some students in other schools point out that they prefer shared classrooms instead of shared dormitories if they can choose. An important reason is that shared classrooms mainly relate to study but shared dormitories relate to daily life. Differences of language customs and habits in daily life are easily revealed and therefore contradictions are easily enlarged. Fostering language environment is not just for learning language. Be aware of uncertainties caused by cultural, behaving and mental differences that are beyond language during the process. These uncertainties can not only weaken the actual effects of activities but also affect the union and harmony between different nations in school.

In the view of teachers, current improvements of language environment have obvious problems, shown as it's hard to ensure the constancy of activities due to restrictions on funds, space and faculty. At the same time, some teachers mention that school lacks support in building campus culture and club events. And some other teachers mention that such activities as Uighur students and Han nationality students

learn from each other mean good but it's hard to receive good effects. Some schools try to promote language communication between inner nations by forming small groups to learn language from each other. However, the problem is that Uighur students behave actively while Han nationality students are not. The key to the problem is that the Uighur students have obvious interest drive to study Chinese while the Han nationality students lack such drive to study Uighur language. This made the language learning group eventually become a mere formality or broke down half way. While promoting inner nation's interaction, what should be realized is that the minority students learn and communicate actively with the Han nationality is one aspect, another aspect is to arouse the enthusiasm of the Han nationality students.

Mr. Li, a teacher in Language school of XJEC: Because the school didn't provide any activity funds, the effect of the bilingual clubs was very poor. **A teacher from preparatory school of in XJVTCLI:** The preppies lack vivid situation when they learn Chinese outside the classroom. **Huo Kai, a student of UVU:** the student union provide far from enough activities. As college students, we shouldn't only focus on study, we should take part in more activities to exercise our abilities. **Mr. Song, a preparatory teacher in CXJUM:** because the teachers who are responsible for twinning are in the form of volunteers for participation, and the number of Han students is very small, it is not easy to realize and continue shared dormitories. **A teacher in XJVATC:** we offer Uyghur in the electives and students can take 1 credit to encourage Han nationality students to study Uyghur. Our economic and trade department has been in the office of activities for students to learn from each every Wednesday for an hour,each side learn 10 words. But most students who attend the activity are minority nationality students and the Han nationality students seldom go there, making it null. **A student Patiguli in XJVATC:** I attended a mutual learning language activities. At the beginning, some Han nationality students as well as Hui nationality students participated in the activities, but in the end, only the minority nationality students insisted. Han nationality students and Hui nationality students don't have a strong will to take part in such activities. If only the minority students

attend the activity, it is not possible to reach the purpose of learning language from each other and improving.

In addition, we should pay special attention to the combining of campus language environment and social language environment. This means that even campus language environment is ideal, but that beyond the campus language environment maybe very poor. Mutual transformation between campus environment and social environment for students does harm to their language learning in school. Our survey also supports this point. For example, the Chinese teacher of CXJUM pointed out that students learn and speak Chinese at school, but when they return home, they speak Uighur instead, because the village is almost 100% of the Uyghur villagers. This makes their Chinese ability reversed when they go back to school. Because this problem in CXJUM is obvious, we will pay high attention to the problems as well as dealing with it carefully, and do a detailed explanation later.

Problem 8: the minority students have different command of Chinese, how to make it "teaching students in accordance with their aptitude"

A teacher teaching Chinese points out that the minority students have obvious different ability before they enter college, and the difference also has regional characteristics. Students from south of Xinjiang have poorer Chinese ability than those from east and north of Xinjiang; students from agricultural and pastoral areas have poorer Chinese ability than those from towns. This may have something to do with the frequency to communicate with Chinese speakers. In Xinjiang, Han, Hui and other native Chinese nationality mainly live in the town, especially in the southern region. Five schools of implementation of the project are located in Urumqi, Changji and Hotan City. The proportion of the population has a gap between Han and minority nationality in these three areas. By the end of 2012, the total population in Urumqi city where the project was located was about 2,578,000, including 1,872,000 people (72.61%) of Han nationality, 706,000 people (27.39%) of minority. By the end of 2012, the total population in the state of Changji was about 1,402,100, including 1,024,200 people (73.05%) of Han nationality, 377,900 people (36.95%) of minority.

By the end of 2012, the total population was about 2123400 In Hotan, including 74600 people (3.51%) of Han nationality, 2048800 people (96.49%) of minority, of which 2044200 (96.27%) were Uyghur (data from the "Xinjiang statistical yearbook in 2013"). In short, before entering higher vocational colleges, the Chinese ability of those minority students already existed in internal differences, which in turn had something to do with the the birth, growth and life language environment of the students.

After entering the school, classification teaching is not carried out according to students' ability in the preparatory Chinese learning and later professional Chinese learning. Some preparatory teachers mentioned that it's hard for them to balance students with good or poor Chinese ability in the same class, only teach students according to middle level of most students. On one hand, this discourages minority students with good Chinese ability. On the other hand, this frustrates those with poor Chinese ability. In order to solve the problem, XJVATC and CXJUM have taken actions to reform teaching for minority students by classifying teaching. XJEC and CJVTCLI will also take classification mode of development into the plan. This wins support according to the questionnaire survey data . The data in Table 3-7 shows that "bilingual education is carried out by classification according to students' language ability" and "bilingual education is carried out gradually at the base of students' mother tongue ", preparatory students accounting for 25.7%, teachers accounting for 25.8%. Therefore, to promote the preparatory college students learning Chinese by classification has reached a consensus.

A teacher of XJVATC: classes and grading teaching will be divided after the test of preparatory. Fast class uses materials from Peking University Language Culture Press, which are suitable for fast and improving classes. But there is no suitable material for slow class so we developed a professional Chinese textbooks for slow class. **Mr. Zhao, director of the Preparatory Education of XJEC:** two years ago, we went to Xinjiang Agricultural University for education exchange, we felt that to teach minority students by classification according to their Chinese ability was in accordance with the rules of language learning. **Mr. Chen, teacher of Chinese**

Teaching Department of UVU: teaching material is from Peking University Language Culture Press, the class is divided into three types of fast, middle, slow class. We use Chinese only to teach students in fast class; in middle class, we use some Uyghur language apart from Chinese; in slow class, we adopt half Chinese and half Uyghur language: **Mr. Song, teacher of CXJUM:** every time we first examine students' ability and after that, students will be divided into senior, intermediate and junior class. Teaching tasks are arranged according to teachers' Chinese ability. Teachers who are not so good at Uighur are assigned to the senior class; those who have ordinary Chinese ability are assigned to middle class; and those who are bilinguals are assigned to the junior class.

In theory, such teaching pattern as grading and classification is imperative. In reality, each school is facing many obstacles. The teachers pointed out that due to the shortage of teachers, hardware facilities, system guarantee, materials, information and so on, it's difficult to carry out graded teaching. Five vocational colleges are seriously short of teachers, they have to hire teachers outside of school for 60% of the the courses, and phonetics rooms for Chinese learning are seriously inadequate. How to guarantee the plan works smoothly is a Universal problem that the five schools are facing, and it is also a problem the world bank should pay special attention to when turning the project plan into implementation.

Table 3-8 : Enrollment situation of different types of minority students of the five project implementation school

Schools	2013			2014		
	Uyghur language	Chinese	Bilingual	Uyghur language	Chinese	Bilingual
XJEC	918	98	165	1041	107	320
XJVATC	1339	362	390	1124,	294	315
XJVTCLI	431	872	----	237	1051	---
UVU	1104	147	296	1222	98	361
CXJUM	2118	131	140	2836	159	324

Teachers also notice that part of bilingual students in professional learning have poorer command of those minority students who accept a year of preparatory Chinese learning. The data testing students' Chinese ability carried out by CXJUM in 2014 provides a good illustration of this problem. The school held a test for 190 bilingual students about their Chinese ability in the form of MHK examination written test. The full score was 300 points, the highest score was 209 points and there were more than eight students got 190 points but the lowest score was only 34 points. From the view of enrollment ratio, the ratio of Uyghur and Bilingual Student has increasing trend. For example, in 2013-2014, the proportion of the two of the Urumqi Vocational University has increased from 27.6% to 29.8% and from 7.4% to 8.8%. The ratio has increased from 7% to 9% and 1.3% to 2.5% in XJVATC. This indicates that the shared classes will become mainstream, and the speed will be accelerated obviously. Three types of minority students in CXJUM have obvious growth, but the bilingual students' growth rate significantly faster than the other two types. In addition, the school also begin to recruit students of Han nationality, which also shows the possibility of shared classes is strengthening in future. Some teachers further pointed out, students' ability in shared classes also differs in Chinese, mathematics, physics, chemistry and other basic subjects, and the gap is enlarging. XJVTCLI is rather special, they not only have bilingual students enrollment, but also the number and proportion of minority people is on the decline. However, the ratio of students who take Chinese test is increased. Usually, students majoring Chinese have little difference in Chinese language and other disciplinary foundation ability compared with Han nationality students.

Table 3-7 shows that 32.7% of the preparatory students think it is necessary to investigate and analyze the teaching of bilingual students; 35% of the teachers think it is necessary to do this work. On the problem of bilingual teaching and bilingual ability, the most important thing is to do the actual investigation and analysis to provide basic data for minority students learning Chinese and making it teaching students in accordance with their aptitude.

Several teachers from the preparatory school of XJVATC : we teach

matriculation for many years , and we feel that bilingual students behave worse after they taking up professional learning than the preparatory students do. The northern parts are better than the southern parts. Bilingual teaching should also set the access system and be tested. Although the high school, Junior high school hold unified bilingual examination, language learning differs from area to area. So it is necessary to test students when they enter university. **Mr. Chen, school-industry linkage meeting, Changji prefecture Xiya Seed Company with XJVATC:** it is not wise to let bilingual students enter Chinese class without test. **A teacher Tihaski Obrien of CXJUM:** after a year of studying preparatory class for Uighur students, some of them even have better Chinese ability than those who major Chinese. Some students in bilingual class are inferior to Uighur students finished one year of Chinese learning.

Some schools have already been aware of this problem and have taken some measures. For example, XJEC arranged bilingual students to learn in other classes in 2013, but the effect was not very ideal. From the beginning of 2014, the school began to make bilingual students separate and set up groups as pilots. The introduction of separate classes means that the corresponding class will be in accordance with professional minority talents training plan implementation, so it will be more targeted. But for some bilingual students whose Chinese ability is outstanding, we allow them to pass the individual application and inserted into the class of Han nationality student. At present, arranging for bilingual student separately is still under experiment. Whether it is effective or how effective remains to be seen. It also shows that it is worth pondering to know about differences in language and professional basis of different students and to solve this problem.

3.2 Specific problems in updating of curriculum, pedagogy and assessment

During the meeting and interview among various schools and teachers, they also mentioned some special problems in teaching reform the school face.

3.2.1 UVU

Most of the professions has established a relatively perfect training room or practice base, but there are still some professions without training rooms, or failed to guarantee students' professional training or practice. This reflects a problem that each profession's development is not balanced in school. Of course, there also comes with its historical reasons, but the student internship or training room in higher vocational colleges is the most important link in the training, and it is wrong to be eager to take the old road of "first on the bus, then ticket after the replacement " .

The major of Conferences and Exhibition: it is very important to practice for the major of Conferences and Exhibition. But I feel it very deficient compared with the mainland universities because there was no training room. We just simulate scenarios, which has many differences of the real scene. I Hope that practice outside campus will still continue in the future. **Students majoring in Tourism:** what we have are the simulation courses, we have problems when we step into the travel agency practice. When explaining scenic area, we may be doubted by our customers, because we have never been there, the introduced is only from textbooks. So we hope to have the opportunity to go to the scenic spots to have a look. The school organized to go to the near scenic areas, but we failed to go to the famous scenic spots in distant. Once, when we were giving our customers introduction about Kanas, a customer asked "Have you ever been to Kanas?". I said no, then the customer said "you haven't been to, how can you explain it to me".

3.2.2 XJVTCLI

Graduating students pointed out that in the aspects of employment, the guidance course in school is of little help. And there lacks of psychological counseling class curriculum in the process of learning. This shows that employment guidance and psychological counseling course as well as occupation planning in Light Industry Institute failed to have a good convergence with the demand of students. And it is high time to make adjustments in the form and content.

Student Wang Chieh: there is no counseling course before employment, if only we can get better transition from the school to the society. **Student Sammy:** I think it is of no help. We usually take employment guidance course with more than 150 people of three or four classes together. The loudspeakers are not good, making us hear nothing. **Student Abby:** I can not think of the employment guidance course quickly, but we don't have such courses as psychology, policy interpretation before we get employed. I hope that schools can carry out employment psychological counseling before we get graduated or practiced

Many teachers put the cultivation of moral quality and the training of career quality to the first place during the forum, and this also get illustrated by the head of the enterprise cooperated with the school.

3.2.3 XJVATC

Interns and back to school graduates mentioned some problems that should be noticed in the curricula reform. Firstly, a substantial proportion of the students had planned to pursue a bachelor's degree. But in the process of upgrading from junior college student to university student, they are facing the problems of inadequate English, advanced mathematics and expertise. Some students estimated, about 20% - 30% students in a class planned to upgrade in short term. So, some students wish that schools can provide corresponding lessons after the curricula's updating. The third grade student Zhang Huan majoring in Information Management pointed that what impressed him most is that schools should strengthen English, math and expertise later and it can benefit students who want upgrading a lot in learning. The third grade student Lu Hui majoring in Accounting said she want to upgrade to be a finance university student but it is necessary to pass the CET-4. And her school only opens English courses in the first grade and lasts a semester. She did not accept English education systematically. In fact, the problems exist in the five Higher Vocational Colleges. So how to provide conditions to these students with special needs (A substantial proportion) through curricula reform is what schools need to consider.

Secondly, schools provided a more standardized and comprehensive practical manual for interns during internship but did not provide during professional practice in the end of a semester. Students think that internship handbook is needed during a professional practice. With a internship handbook, students can learn specifications, requirements and objects to be attained clearly and masters can also provide more specific guidance. So it is need deep discussion in how to extend the experience of the internship handbook in the internship to all professional practice.

At last, some back to school graduates mentioned that the school's curriculum arrangement was too nervous. Zhang Le pointed that school schedule kept extra lessons sometimes ignoring whether the students can understand or not. From the perspective of vocational education, we can understand that schools should give students sufficient knowledge in the area of expertise, technology practice and develop their ability to be qualified for future work in the limited time. But from point of the regular pattern of education, we believe schools should pay more attention to the problems students pointed in Curriculum's reform.

3.2.4 XJEC

Teachers and students mentioned 3 issues outside the eight common problems. First, although school has established educational reform research in this aspect, the school also increased investment, but the funding support of each teaching reform project is very limited, it is difficult to achieve the expected goal.

Chemical Engineering School director, Yang Zhiyong :I made the construction of chemical engineering principle course in 2013. As chemical principle, director of educational reform, others don't agree with the original before an outline. So unified professional courses, lectures have a unified standard for how many hours of lectures outline, and the depth to unity. there are 5 people in our group, made the basis of course ware, but with only 10000 yuan of funds, now can only do PPT. **Teacher of Chinese language school, Ma**

Zhonghua: in order to solve professional Chinese ability problem of minority students, help students clear professional strangeness, we compiled 8 textbooks, which cost 2000 yuan to each person. The problem is, some specific entries we can't do it ourselves, only to other universities and research institutes to Uighur bilingual proficient teacher for advice. Due to a lack of funding, only through our personal relationship to please the teacher. The teacher is in view of our relationship and to help students learn the circumstances, free to do these things. The book edited by publishing, lack of funds, only will be eight this draw down is in two volumes, published 8 books for things to spend money to buy more ISBN.

Second, there is no way to practice for some professions. The risk coefficient of these professional practice is relatively high, or involving more expensive equipment, enterprises dare not and do not want to let the students to practice.

Teacher Wu Buli: the students of Mining profession should go to mine to practice, but now many coal mines are not willing to receive intern, as a result, students have no choice but to find a common enterprise for internship. **A student:** I was arranged by the school to practice in Bagang Company in grade 2, originally knowledge was learned in the classroom and textbook, but in practice we experience a lot of things in person, this has a lot of help for our profession learning. But we can only see them, not practically to let us do the actual work, because people don't specially trust us, but it is also because some things are too dangerous, so they will let us go to the operation of some of the more simple things. **A teacher of mechanical school:** we contacted the enterprise to arrange for students to practice. However, the answer is "only seeing but no practice is allowed". A visit to the enterprise of course helps students to understand the latest developments in the industry and the new equipment, but only seeing without practice have little effect. Companies fear that students may have dangers in accidents during practice, and they are not willing to bear the responsibility.

Third, some teachers have mentioned the problem of opening English class for minority students and compiling relevant suitable teaching materials for them. Before

college, the minority students did not receive any systematic English training, but during upgrading from junior college to college, or from college to postgraduate, English examinations are inevitable. Therefore, a Kazakh teacher pointed out that, the school organization dedicated to compiling their own suitable English teaching material for ethnic minority students. The school should specifically set up a subject for English teaching, which not only indicates our great concern for the minority students' English learning, but that of English teachers' scientific research work. Whether can we create English learning condition for minority students in the stage of higher vocational education not only has an impact on minority students' individual development, but may also have influence on the development of the whole students group. We think that this problem raised by Kazakh teacher should be given great attention.

3.2.5 CXJUM

First of all, Hotan, as an Uyghur residents intensive area, (the proportion of Uyghur residents of this area accounts for 96.27% of the total population, compared with other four higher vocational schools, it does not possess the social environment of Chinese learning, which has become the main obstacle to improve the ethnic minority students' Chinese ability. As pointed out by Mr. Song, teacher of the Preparatory Department that there are problems laying in the cohesion between preparatory education and professional education. After preparatory education, students can master Chinese well, but due to the problems of our school environment and social environment, some students' Chinese ability fell behind after they start profession learning, because ethnic minority language is mainly used here. This shows that CXJUM should focus on the cohesion between students' school Chinese learning environment as well as that at home and in society.

Secondly, the compiling of professional teaching materials work for CXJUM students should be further strengthened. CXJUM is the only one Uyghur Medicine junior college in our country (or even the whole world), therefore, there is no

referring teaching materials for it. The director of Scientific Research Department, Julaiti, mentioned that the first principle of curriculum setting is in line with the curriculum plan of the National Ministry of Education, but according to the requirement of Uyghur medicine, some courses are necessary. As for the teaching materials, some fundamental ones are handed out by the National Ministry of Education, while the professional ones belonging to the internal medicine profession, we will use some self-compiled teaching materials. We noted that the CXJUM has moved an important step in compiling teaching materials with some achievements, but there is still a lot of things needing to be done, such as collecting the medicine prescription scattered in folk.

Teacher Wubuli-Tolti: The teaching material we now use is mainly the theory part of the prescriptions related with Medicine and those used by folk Uyghur physicians in treatment, which are mentioned in the classic Medicine Literature. These teaching materials were compiled by several famous folk physicians in 2006. And many prescriptions' making process are very effective, and now many people in CXJUM use these prescriptions to make medicine, which have reached quite success. Of course, these teaching materials have shortcomings, now there are still many prescriptions scattered in society, hence, we should make in-depth investigation of these prescriptions.

Teachers of CXJUM pointed out that the Ancient Greek Medicine, India Medicine as well as Chinese Traditional Medicine of East and West medicine have meta in Central Asia the hinterland of Xinjiang in succession, promoting the development of local ethnic minority medicine, with the doctors coming forth in large numbers, writing book translation blunting and actively medical exchanges. Uyghur Medicine is exactly based on accumulation and development of the ethnic minority medicine, absorbing the essence of Eastern and Western medicine culture of different regions and ethnic groups, and thus formed a unique, regional characteristic, and national medical system. How to cope with the relationship between Uyghur medicine system and eastern medicine (actually Chinese

medicine) and western medicine system during the compiling of teaching materials, to realize the mix of eastern and western medicine system in the mean time to embody the geographical characteristic and nationality of Uyghur medicine is an urgent problem to be solved. In addition, Uyghur medicine has behaved better in the treatment of endemic diseases than Western and Chinese Medicine, how to apply these successful cases into teaching material, and the important problem of the reform of curriculum and teaching for school also should be explored.

Kai Saier Aguilar, a professor, says: My topic is infection in Uighur. In 2003, during the spreading of SARS, we sent an Uighur medicine prescription to autonomous region, but received no reply. Hepatitis B is an endemic disease in Xinjiang, and TB is common among 70% of the old people over 60 years old. Most of them are low-income family. Though being under great pressure, urban population can be cured with Lv Lan (the hair of ass is blue), which works better. It is a certain Uighur medicine to cure people affected with TB.

Lastly, some teachers also mentioned the problem of insufficient support of the school subject, especially the teaching reform subject, from school. Since 2004, there is no national project held by teachers, which, for a unique, regional, and national school, is a big pity, meanwhile, is not good to promote curricula and teaching reform on basis of scientific researches. In recent two years, school has started school-level subject research, but the fund is quite limited, and it prevents incubating higher subject from school-level subject.

Mr. Song of the Preparatory courses: the school-level subject research has been carried out for 2 years, it was said that some teachers had national level subject but no school-level subject. From the year before last year, we also set our own school-level subject, but with quite limited funds, just about 3000 yuan, which must be finished in one year. This time, I also applied the subject of compiling Chinese teaching material for Uyghur Medicine profession. Because Uighur medicine classes are taught in Uighur language and so do students of this profession, therefore, they can cure Han nationality patients after graduation.

4. Building up high quality teaching and management teams

This part contains: first, the universal problems existed during building up high quality teaching and management groups faced with the five project schools; and then is the specific problems of them.

4.1 Common problems in building up high quality teaching teams

The five vocational colleges formulated detailed plannings and objectives on the building up of the high quality teaching and management teams. In the real investigation, we contact broadly and deeply with the teachers and students of the 5 colleges, who have raised many problems about the creating of teaching and management groups, and these problems is well worth paying attention to.

Problem 1: lack of the sense and idea of the construction of teaching and management group, and the problems in the preparatory teaching and management group construction is especially prominent

The five project schools all approved of building up high quality teaching and management groups through bringing in highly-skilled personnel from society and providing training and further studying and other ways, as well as guarantee them by corresponding policies and regulations. Before the World Bank-funded project, schools have already set corresponding policies and regulations in this regard, and have done a lot of work, which improved the quality of teaching and management groups to some extent.

XJEC: Our school will establish three training mechanisms by using funds of World Bank Project. First is to sent key teachers to be trained domestically; Second is to train them in Nanyang Technology in Singapore, to learn advanced teaching and practice experience; Third is the training of their scientific research capacity, sending

teachers to work with renowned academicians and researchers of national key labs to carry out subjects and do experiments for one year. **Mr. Ji of XJVATC PMO:** as long as you study for a doctor's degree, school will give you a year and half of allowance (70%). When graduating, you will once be rewarded with 150000 yuan. After being a professor, you can get 150000 yuan again. And then you will be given 20000 yuan to research doctoral thesis. **Director of Research Department of XJVTCLI, Wang Dezhang:** the population of studying education concept and method abroad since last year as well as those participating in domestic and abroad training was 200 personnel. **Mr. Liu, director of UVU:** we made the policy of youth mentoring which means that fresh teachers need mentoring by appointed tutors for some time, to make sure that the youth can go to their post more smoothly. In addition to this, Xinjiang has no Printing major. We can hire teachers from inland, and send teachers to further study or train inland. **A female faculty of Medical Care School of CXJUM:** Teachers from our major have many chances of training and further studying. I ever further studied Pediatrics in Xinjiang Medical University. School encourages us to study for further degree. If we are under doctoral graduation, we will be given a 130 m² house and 200000 yuan as research fund, which has become a written policy.

Teachers also pointed that school does not have clear sense and construction ideas of what is teaching and management groups and how to carry it out. It is an universal problem, especially the faculty members who still have no sense of team building. On the other hand, though school has relevant sense and ideas, the first-tier of faculty members did not digest them. This problem is also reflected in another aspect: although school has introduced high-skilled talents, no team cooperative force has been formed, or it is still in an immature stage. During questionnaire to teachers, we set the question of "how do you think to build up high quality teaching and management groups?" for learning what the teachers think about this problem. Table 4-1 suggests that teachers stress team pride, collective sense and communication in groups, whose essence is to form teamwork. The option of "construction on system of teaching and management", to some extent, belongs to the content of construction ideas.

Accounting for 14.8% of the total number, which shows teachers' great attention on construction ideas of building up high quality groups in school.

Table 4-1 Teachers' advice on the improvement of the teaching and management

options	frequencies	%
Strengthen team pride, collective sense and conduct integrity education	145	36.3
Coordinate and improve team communication	81	20.3
Investigate and solve team conflicts	76	19.0
Reinforce the construction on system of teaching and management	59	14.8
Improve the quality of team leaders	39	9.8

Mr. Wei, teacher of the Art School of UVU, said: At present, due to the lack of talents, we called the professional group will be more suitable. There is a standard of the professional team, about which there are special division of labors in previous period and interim period. But our group can't be called a team. **Maimaitijiang, CXJUM**, said there are five or six people of our team including me, the two of the three got further education, and the others all came back after graduation. Our team is still on establishment. Before this I was in the Department of Scientific Research and now I am in Administration Department. To tell you the truth, I truly become one member of Pharmacy Department from September, so that I can arrange things and do some arrangement, which is my goal this year. All the six people have the experience of team building, and all aspects are appropriate for us. The school plays an important role having to rely on the ability of individuals. The school will support us in the system, but in the implementation process we have to rely on our own ability. There is no mode about how to form a team, which still need some time. **Teacher Qin Bo of XJEC** said: our school introduced lots of talents, including Tianshan scholars. But we

don't have enough integration and we don't form untied force. His strong ability of scientific research doesn't drive young teachers to do scientific research. **A teacher of XJVTCLI**, said: we can implement the system of teachers' practice, the grassroots' exercise and enterprises' training, hold the skill competition. But we don't have enough talents of doctors. The school wants to employ more leaders of industries and enterprise to make breakthrough. The most difficult thing is to make team construction.

There is a common misunderstanding that with the popularization of bilingual education, the Chinese ability of minority students will be continuously improved and the preparatory education in college will no longer exist. This issue reflected to the consciousness and ideas of building up high quality teaching and management teams is that the Chinese teachers of preparatory education are in serious shortage and the school hasn't added any Chinese teacher yet. Even there exists such a point of view in the school leaders that if school now employs more preparatory teachers, school will not be able to arrange for these teachers in the future. So school tries to employ external retired middle school Chinese teachers and graduates studying and majoring in bilingual to solve the problem, which will bring us three troubles: first, these external teachers and graduates, without experience of vocational education, are difficult to provide targeted language training for minority students; second, the management is a difficult problem---how to ensure these external teachers and graduates can strictly obey the rules of school teaching management. And there also exists the problem that we can't tell the object and subject between the school and external teachers or graduates. The school has to rely on these external teachers and graduates for teaching work, so it is difficult to use strict system to require them, and even when it comes to teaching problem, the school can't take punitive measures to them. At last, external teachers and graduates would leave school at end of the course, so it is difficult to give students time for asking questions and exchanging ideas.

The head teacher of Preparatory Education Department, XJEC, said: the number of teachers in preparatory education is in sufficient and the language

department hasn't add any Chinese teachers for 10 years. But the school thinks the preparatory education will be weakened and all students will be bilinguals, so there is no need to add any Chinese teacher. **Mr. Liu, director of UVU** (the Organization of Personnel Department) said: although the school is short of the teachers for general course and preparatory ones, due to the problem of teachers' authorization problem, the school dare not add any Chinese teachers. Because the bilingual teaching is a social transitional product, when the whole autonomous region starts overall bilingual education, it will be no longer necessary in college. **A minority teacher of Medical Care School of CXJUM**, said: students are now starting to learn Chinese from the 3th grade, and even the kindergartens also have bilingual teaching. When these children go to university, the school needn't Chinese preparatory any more.

The Education Department of the autonomous region and all vocational colleges should realize the success or failure of preparatory Chinese teaching determines the success or failure of vocational education of ethnic minority students.

Problem 2: there are structural defects of the teaching team as well as the shortage of teachers (especially the minority teachers and bilingual teachers).

The manifestation of this issue is primarily reflected in the teachers-students ratio of schools is far from enough compared with that of the national standard as well as the demands of common teaching activity. Moreover, due to the shortage of teachers, all teachers must take on the heavy teaching work, so they don't have time and energy to do the scientific research of teaching and course reform.

Ma Wentao, teacher of Mechanical School of XJEC, said: the standard teachers-students ratio is 1:18, but our ratio is obviously higher than that (about more than one time). A student of XJEC said: in our class, there are always these teachers giving us lessons. They are much tried every day and we student have little interest. We hope our school can employ more teachers. **Mr. Song, teacher of the Preparatory education of CXJUM**, said: the preparatory teachers in our school is in badly shortage and under great pressure, which is impossible to meet the requirements

of the students. Generally there will be 300 to 400 preparatory students every year. Though we already have had 15 teachers in Chinese Language Teaching Department, it is still not enough. **Sun Laihua, the president of Food School of XJVTCLI**, said: the ratio of teachers and students is lower than the standard and the solution to this problem is to employ more external-engaged teachers. These external-engaged teachers in our school not only need to do the teaching work but also need to guide students in the enterprise to practice and training, as well as those professional practice teachers. **Mamuti, the director of Enrollment and Employment Department of UVU**, said: our school has added the Printing major, and on a short view the employment prospects is very good. But we don't have enough teachers. At the present time, there is no student of Printing major in Xinjiang, not to mention the graduate. And in our school few undergraduates came from mainland to find job here. **Mr. Chen, teacher of UVU**, said: once we have compiled our own teaching material, but due to the limitation of faculty, it received no ideal result.

Secondly, the proportion of faculty equipment of basic education and professional education is not very reasonable, especially the Chinese teachers of preparatory education and professional education fails to match the growth trend of minority students' size, which will restrict the improvement of minority students' Chinese ability and actually is not conducive for minority students' professional learning. The school should bear in mind that preparatory students should not only improve the ability of language, but also improve the cultural quality. Thirdly, some specific jobs require lots of teachers, which makes some normal teaching activities can't be effectively held.

Ma Wentao of XJEC, said: the school has three laboratories for mechanical experiment, of which the Hydraulic Laboratory covers 100 square meters. All laboratories can hold 60 to 80 people at the same time. Now the students must have appointment before using laboratory. We only have five full-time laboratory technicians and we need more people in laboratory. It will be better for one laboratory having one technician. And in my opinion, three to four full-time laboratory

technicians is the best. **AJi, teacher of Internal Medicine of Hotan Medical College** said: there is only one person in charge of guidance and maintenance of the equipment use. According to our present experiments, we need at least 3 guidance teachers and 4 teachers will be better. **Muyisaier, teacher of Hotan Medical College**, said: at present, our pharmaceutical teachers are also in shortage---only 4 person for 4 courses. One has gone for studying doctorate; one person is deputy director; one person is the laboratory technician; only I have been left, which is obviously not enough.

There also exists the structure deficiency of teachers' profession, age, title and nationality of the teaching team, which is actually the deficiency of faculty structure. The result of survey shows that teachers' understanding of structural defects is ranking for the lack of leadership, the unreasonable structure of teachers' title、the unreasonable structure of teachers' education、the unreasonable structure of teachers' age (Table 4-2)

Table 4-2: Teachers' understanding of structural defects

Options	Frequencies	%	Individual case %
The lack of leadership	316	34.5%	79.0%
The unreasonable structure of teachers' title	250	27.3%	62.5%
The unreasonable structure of teachers' education	187	20.4%	46.8%
The unreasonable structure of teachers' age	162	17.7%	40.5%

Director of Scientific Research Department of XJVTCLI, Wang Dezhang: Currently the presence of structural vacancies, especially around 40 years old or younger can do practice teaching staff. **Director of Finance Department of UVU, Mr. Duan:** The problem left out by the co-school education in the history has also led to the irrational faculty structure, moreover, the former teachers have been already in an old age, therefore, it is impossible for them to transfer professions. **A teacher of Art School of UVU, Mr. Wei:** the age structure of the faculty of our school is not

reasonable: currently, the number of teachers of 35 years old to 45 years old is too much, while very few of them at the age of the two ends of 5 years old to 45 years old, which will result in the faculty fault once this group of teachers retired, with no subsequent teachers. **Liu Yonggong, minister of the Organization Department of CXJUM:** Now our school face the problem of faculty fault, with many 40 year-old teachers and only recruited 40 teachers from 2009 to 2010, with almost no fresh teachers recruited during the middle ten years. **Mr. Lu, vice president of XJVATC:** the faculty structure of XJVATC has the problem of polarization, and it became Higher Vocational College in 2006. There are many faculty members aged at 30 to 36 years old, some positions are very competitive which others not, with a lot of contradictions.

Apart from CXJUM, the other four schools' teachers have also raised the problem of low proportion of bilingual teachers and minority teachers to the total number of teachers. In the survey, teachers emphasized the importance of bilingual teachers, and advised that school should pay more attention to the bilingual teachers' bring in and training, and improve their payment(Table 4-3). Table 4-3 reflects that the options of "Develop and implement a bilingual teacher training plan" and "Recruitment and the introduction of teachers with bilingual teaching ability" are all related to the problem of how to raise the proportion of bilingual teachers, the sum of the two options accounts for 53% of the total, which shows the teachers emphasis on this issue. In their views, the language learning of minority students should not only be emphasized in the preparatory education stages, but also in the whole training process.

Table 4-3 Teacher's views on improving the ability of bilingual education

Options	Frequency	Percentage	Percentage of cases
Develop and implement a bilingual teacher training plan	354	32.4%	88.5%
Bilingual teaching facilities complete	276	25.3%	69.0%

Bilingual teachers improve the treatment of 236	236	21.6%	59.0%
Recruitment and the introduction of teachers with bilingual teaching ability	225	20.6%	56.3%

Wumaier, teacher of XJEC : the number of (ethnic minority) professional teachers is badly enough, the number of minority teachers in our school, plus logistical ones is only 16 people (the figure is the one before the old coal school merging into the Electrical and Mechanical College). Problems that the minority students do not understand, the minority teachers can explain to them in Uighur language to help them understand the professional terms. **Qin Bo, teacher of Student Administration Office of XJEC**: we need to increase the number of instructors, especially the minority ones to match the growth trend of minority students' size **Maria, a student from UVU**: the bilingual teachers of our school is of great help to our language learning, but the number of these teachers is very few, as a result, we have none to turn to for help. **Mamuti, the director of Enrollment and Employment Department of UVU**: the proportion of minority students in our school is increasingly high, so we have started to increase the number of minority teachers. But generally speaking, there is still some difficulty in bringing in personnel due to the limitation of authorization. **Abby, a student from XJVTCLI**: our professional classes are mainly given by Chinese teachers, and there is only one teacher who is able to speak Uyghur language. In think the classes of bilingual teachers are more relaxed. **A teacher from XJVTCLI**: In addition, we also conducted a survey of students, most schools still expressed their hope to have a bilingual teacher to give classes. They believe that bilingual teachers are more suitable, because they can communicate with them as well as exchange some confidences with them..

Problem 3: Lack of selection, appointment, evaluation and assessment mechanism for the teachers having both teachers' qualification and professional qualification

The proportion of "Double professional Teachers" of the total number of

full-time teachers in XJEC is 47%; that of XJVATC is 32.57%; that of XJVTCCLI is 29%; that of UVU is 86% and that of CXJUM is 44%. In the survey, we learned the teachers' understanding of the number of double professional teachers, and the results shows(see Diagram 4-1) that, the proportion of teachers who think the number of double professional teachers is sufficient only accounts for 10.5%, while 37.8% of them think it insufficient, which shows that the number of double professional teachers is still insufficient to meet the demands of the technical and vocational education.

The proportion of double professional teachers in the 5 project schools varies greatly, which is resulted from the disparity of the teachers' determination of "double profession". A teachers from UVU said: the so-called double profession means that teachers need to obtain another certificate through short term training. In the survey, although the Education Department and and the 5 project schools repeatedly mentioned the importance of double professional teachers, actually no clear standard was mentioned. As a result, we find it difficult to figure out exactly what is the so-called double profession. This reveals an important issue, whether it is for the regional Education Department, or for the 5 schools, there is a lack of selection, appointment, evaluation and assessment mechanism for the teachers having both teachers' qualification and professional qualifications, or the lack of clear standards. For example, UVU has established the regulation of double professional teachers, but currently, there is only input without output, which means that although teachers have become double professional ones, they did not go in for any relevant work. Therefore, whether they can be called double professional teachers is a problem, which was heated discussed in the meetings of the faculty member.

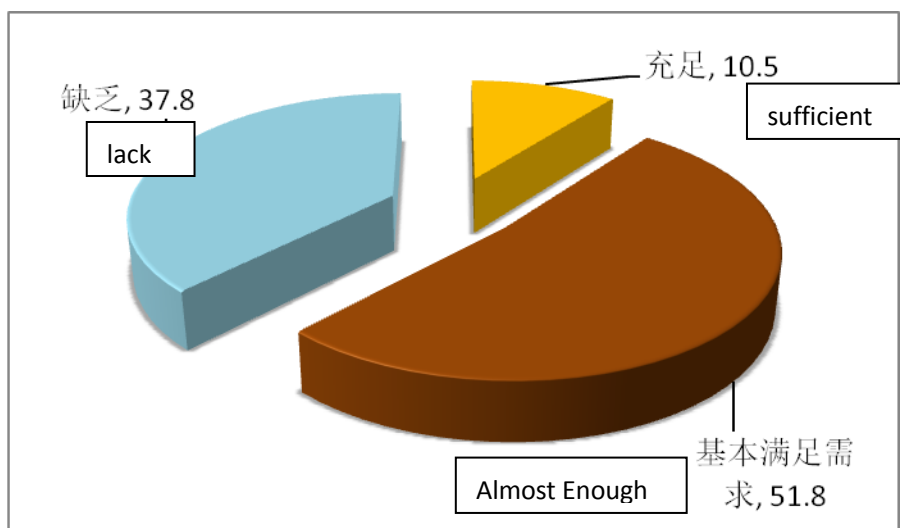


Diagram 4-1 Teachers' view on the number of the double professional teachers in their schools

Tian Guozhong, director of Dean's Office of XJEC : the term of double professional teachers is only mentioned in materials and teaching activities, with no specific determination of it, nor relevant documents or regulations about it in the Education Department of the autonomous region. Without specific certification body, we cannot define what are double professional teachers, so the number of them is also impossible to define. **Mr. Li, a teacher from XJVATC**: double qualification is dynamic. Those teachers who previously worked in business for 10 years and later taught for 6-7 years are no longer qualified enough to be called double professional teachers, because they have been lagged behind by the development of enterprises. Double professional teachers are supposed to bring the latest development of the enterprises as well as the society to classroom. **Mr.Tang, Dean of XJVTCLI**: I used to work in the enterprise and have a certificate of Senior Engineer and a teacher's certificate. However, many teachers only have teacher's certificate, so we encouraged them to work in enterprises and take certificates of Senior Engineer. But there is no unified standard in the whole autonomous region, each school has its own standards. **Mr. Wang, director of Dean's Office of UVU**: Our school has 12 defining conditions of double professional teachers, and those who reach 2 to 3 of them can be called double professional teachers. Our requirement to double professional teachers

is that they should stay in the enterprises for no less than 10 months in five years, for every two months each year.

We had a survey in terms of how to improve the teaching ability of "double-professional teachers", the results showed that 49.5% of people think it necessary to formulate and implement the relevant training plan, 14.3% of them emphasize on improving treatment, 5.8% of people believe it necessary to improve the certification process, as well as 3.8% of people think there should be appropriate incentives. This shows that the selection, selection, appointment, evaluation and assessment mechanisms of double-professional teachers is urgently to be introduced.

Table 4-4 Teacher's views on double professional teachers to improve teaching ability

Options	Frequency	Percent	Valid Percent
Formulate and implement the training plan of double professional teachers	198	49.5	49.5
Employ and introduce double professional teachers	107	26.8	26.8
Improve the treatment of double professional teachers	57	14.3	14.3
Complete certification of practicing certificate	23	5.8	5.8
Reward teachers with practice certificate	15	3.8	3.8

CXJUM is one exception, which is mainly due to the special characteristic of their medical profession. Julaiti, Scientific Research Department of CXJUM mentioned that the school teachers are required to have double titles, the difference between the two titles is that the teaching is much easier, while the Health System is more difficult, because it requires teachers to take exams. In the titles requirement of the Health System, in addition to a variety of assessment to meet their requirements, but also the number of clinics as well as the requirements of guiding young doctors have standards before they can get. Most of us have double titles, which vary a lot

with some of physicians, some of chief physician, and the treatment is in accordance with the higher titles.

Problem 4: there is equal opportunity of training, further study or studying for a degree for all teachers, but the minority teachers and female teachers are tend to be encumbered due to personal concerns

We carried out survey of the teachers' understanding about "how to improve the school teacher's teaching and research capabilities", among the options (see Table 4-5) Subsidized domestic and abroad visiting studying and training, studying for degree and encourage lateral subject study with enterprises came in the top three. From the survey, when it comes to training, further study, study for a degree and other personal development opportunities issues, teachers all clearly pointed out the equality of opportunity, and most of the schools encourage teachers to achieve self-development through these ways.

Table 4-5 The teachers' view on improving the teachers' teaching and their feasible study ability

Options	Frequency	Percentage	Valid Percentage	Cumulative percentage
Subsidized domestic visiting studying, training	186	46.5	46.5	46.5
Subsidized abroad foreign visiting studying, training	53	13.3	13.3	59.8
Subsidized study for domestic degree	49	12.3	12.3	72.0
Subsidized study for abroad degree	11	2.8	2.8	74.8
Encourage serve temporary positions in outer units	27	6.8	6.8	81.5
Encourage inter-scholastic cooperation	31	7.8	7.8	89.3
Encourage lateral subject study	43	10.8	10.8	100.0

with the enterprises				
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We did a survey about the male and female teachers, Han nationality and minority teachers' attitudes to the schools' providing of development opportunities for them, Table 4-6 and Table 4-7 reveals that, there is no big differences of the development opportunities in terms of genders and nationalities, and this does illustrate that schools provide teachers equal opportunities to achieve their self-development. But in the survey, we found that minority teachers and female teachers when in the choice of training, further study or study for a degree concerns more. These teachers emphasize that although the training, further study or study for a degree provided by schools are equal, because of family burden, small children or patients to look after at home and other personal reasons, they missed these opportunities. That is true, but from the perspective of the construction of teaching and management team, as well as the sustainable development of schools, special attention should be paid on improving their ability.

Table 4-6 Gender differences in teachers to provide development opportunities for the school

		Very good	Good	Okay	Bad	Total
Male	Frequency	5	64	93	31	193
	Percentage	2.60%	33.20%	48.20%	16.10%	100.00%
Female	Frequency	10	58	106	33	207
	Percentage	4.80%	28.00%	51.20%	15.90%	100.00%

Table 4-7 Ethnic differences of teachers to provide development opportunities for the school

		Very good	Good	Okay	Bad	Total
Han nationality	Frequency	9	75	135	46	265
	Percentage	3.40%	28.30%	50.90%	17.40%	100%
Minority nationality	Frequency	6	47	64	18	135
	Percentage	4.40%	34.80%	47.40%	13.30%	100%

Wumaier of XJEC: I'm 51 years old this year and I'm the teacher of Security Department in the school. I taught at the old coal school since I graduated in 1984. My situation is the same as his, we couldn't get further study because of family reasons. Sometimes, we can't leave due to shortage of teachers here. In addition, such professional training is far from enough in Xinjiang, so we'll have to go to the mainland to study. **Professional Chinese teacher Ay Kimi (female) of XJVATC:** I am very eager to communicate more, learn more, because in this way we can improve our professional knowledge. In addition, it is generally impossible to leave the family for female teachers like me. We have to take care of the children, it will cost us several months if we go to study. We will worry about the family, making the training ineffective. So I think the problem lies in ourselves. **Mr. Wei , teacher of Economy and Trade Department and Mr. Li, teacher of Information and Technology Department (all female) of UVU :** we often take part in short-term training, but due to personal reasons, we can't attend the long-term training. **Mr. Song, teacher of CXJUM:** the school attaches great importance on this. There are opportunities for further education each year. We send a teacher to other places to study. Because of personal reasons, sometimes teachers fail to go. Some teachers go to Macao for study, and some go to Peking University for study over a period of time. Because of children and family, some teachers may not be able to go to study.

Problem 5: for the teaching-supporting staff and basic-education teachers, their development space is limited and growth potential is non-smooth

Teachers of the Humanity Basic Education profession play a fundamental role in cultivating students' humanities. But at the meetings and interview, these teachers universally reflected that they are often neglected during the building up of subject teams, and their personal development space has not been effectively solved for a long time. A teacher of XJEC said "because our school is a school of engineering, we nearly have no chance to get access to the teaching team construction. We are at the margin of the margin". This has something to do with the school's development concept of emphasizing professional skills, knowledge, and ability but ignore the development of students' comprehensive quality.

Mr. Li, teacher of Language School of XJEC: our school is mainly about engineering, so it is difficult for Arts teacher to apply for subjects. The teachers are still those hired ten years ago, but the number of students has increased for one time. Teaching task is too heavy and the scientific research is far exceeded our ability. **Qin Bo of Student Management Office in XJEC:** the school should also pay attention to the continuity of cultivation when cultivating Arts teachers and help teachers find some schools which are in line with their majors as well as targeted aid. Because Arts subjects are far from enough, it is very difficult to improve the educational quality by ourselves with such heavy workload at present. I hope our school can provide the Arts teachers with more opportunities. **A teacher of the Personnel Department in XJVATC:** some special majors may be relatively weak in degree. Because professional teachers have more demands, while all teachers want to learn English and Chinese, but chances are very limited. Also, support is not enough in the preparatory course, those teachers have less chance to take the subjects. Because college-level subject also requires the ratio of internal and external teachers to be 1:1, which makes the teachers of humanistic education have fewer chance to take subjects. So does in the problem of teachers' titles, only one adjunct professor of the 8 teachers in the preparatory teaching. **Mr. Chen, teacher of Chinese Teaching Department in UVU:** I took part in one training (the meeting) outside of Xinjiang after I worked here for 13 years, but I think the preparatory teachers need more opportunities to go out for exchanges and learning. Only if our ability increases, can students' concept, the quality of learning be improve.

Necessary attention on teachers who are engaged in management (especially engaged in basic management) must be given about their development issues. A common problem is that a teacher who is responsible for the management of the students even has no chance to go out for studying compared with professional teachers. The colleges should realize that the subject of the management staff work is students, and their ideas, behaviors will have potential influences on students, so if the fundamental staff cannot get further development and charge themselves timely, it will be bad for school's management.

Qin Bo, a teacher of Student Management Office of XJEC: I think we should have more opportunities for training and studying. The school should support instructor to take a refresher course or training in forms of special funds, and these funds also can be used to increase communication, or visit and learn from colleges and universities inside and outside Xinjiang, for enhancing the ability of instructors.

An ethnic instructor of XJVTCLI: these training chances are always given the professional course teacher instead of instructors and headmasters in class.

Instructor Jiang Tao of XJVATC: The school should pay more attention to logistics and the management of students. Logistics is to provide the material basis for teaching, the management of students is to give our students a protection of spirit and culture. The development opportunities offered by school among us will be less. But overall, it is necessary to increase the chance for us, for students' ideological education work can not rely on oral language.

Mr. Wei, teacher of Arts School in UVU :instructors, the teaching secretaries and party secretaries hardly have no chance to have a rotational training, to look other schools how to manage students, how to develop students.

Teachers who teach basic disciplines and line managements emphasize that they will choose to train and study for a degree if only some opportunities are available. It is necessary for the occupation education development that give these two part teachers the chance to self-development and self-improvement, this practice is not only favor to these teachers, but also contribute to the strength of the school teaching and management group.

Problem 6: many problems exist in the transformation from "theory-type personnel to practical-type personnel" and from "practical-type personnel to theory-type personnel"

The characteristics of technical and vocational education determine that the majority of teachers should be high-fliers with theory and practice. Most teachers mentioned that the school have difficulties in talent acquisition, so it is difficult for them to recruit talents with high-level theory and practice. Currently, one part of teachers in vocational colleges are graduated from comprehensive university, another

part have been occupied as a senior engineer in some firms, it makes these teachers are both facing questions from professional skills and professional theory in the technical and vocational education class. In short, it exists transform difficulties theory personnel, practical personnel transform to personnel with theory and practice.

Wang Dezhang, a director of XJVTCLI: actually our school still focus on theory education, most teachers are not as good as technical backbone in terms of the practical operation, this is also one of the problems we concerned. Therefore, we still focus on deepening the cooperation between college and enterprise, create a mixed team, import enterprise talents and maximize the most of them, for improving the quality of double-teacher mixed team in our school. **Mr. Wei, teacher of Arts School in UVU :**Team building also has big problems, most of our present teachers are masters degree or above from comprehensive university, comprehensive university education and occupation education have different concerns, these personnel need relearn as soon as they into school. **Mahemuti, director of Employment Department of UVU:** The personnel we brought in have begun to phase out of touch with practice, policy is not very complete. In accordance with the relevant provisions of Urumqi City, we only recruit teachers with Master's degree or above, but some special major(for example the added new Printing major) have no place to develop practical skillful personnel. In fact, we don't have to be research type teachers,we need teachers who have a strong capability; **Abudureheman, a teacher from CXJUM:** there is no master degree and Ph.D degree to develop Uyghur Medicine. The person we recruited are students from comprehensive university like Xinjiang Medical University and so on, their major are western medicine, so they must relearn Uyghur Medicine when they get into school.

There are also problems that technical backbone from enterprises also need to adjust themselves to the teaching work in higher vocational colleges, which means they should study the teaching content and methods again ——the transformation from "practical-type personnel to theory-type personnel", which is also the problem during the development of double professional teachers.

Problem 7: the management of externally-engaged part-time teachers is not standard, and it is difficult to implement the existing regulations.

These five schools have been recognized that externally-engaged part-time teachers play an important role in the development of school teaching team and student development, besides, the result of contributing the expert database is starting to happen.

A teacher in XJVATC: except for basic lessons, higher vocational colleges based on coal major, externally-engaged part-time teachers can consolidate students' abilities, it also brings about dynamic changes of enterprises, the concept of enterprise, empirical methods of enterprises, and gives these students a broader perspective by means of scene teaching and lecture. **Director of Dean's Office in XJVATC:** we have built a part-time teacher base, but in the next few years, the part-time teacher base will be three times larger than that of full-time teacher, so there is room for screening when we recruit part-time teachers. Selection has process and standard, we would not employ this person if he has been separated himself from this industry for two years, the aim is that we have a deadly option to choose and update. We will dismiss some part-time teachers who don't have teaching ability or practical ability. **Mr. Mai, Vice President in Affiliated Hospital of CXJUM:** we will arrange hospital staff to give lectures in case there is not enough teachers. Otherwise, doctors in our hospital also have teaching tasks, this is one of necessary conditions if they want pass the assessment. For example, a new doctor in Hotan Uyghur Medical Hospital, Muhetaer, if he wants to commentary a senior title, he must have the demonstration of school teaching. If he doesn't have the demonstration, he doesn't have a credential to commentary the senior title. **Kurexijiang:** we have four part-time teachers, they are deputy director of inspection technician or above who works for district hospital. They are veterans and some heads of each department are also give lessons to our students, so our teachers are gradually strengthening.

Each college has their corresponding management regulations on external recruitment, but these existing regulations can not be conformed, it is also difficult for

school to have an effective supervision on these teachers. For illustrate, Xinjiang Agricultural Vocational College has a complete external recruitment management regulation, but in order to deal with the preparation before class, they allocate full-time secretaries for these teachers. In the interview of students, some argue that external recruitment part-time teachers bring about new knowledge for students, it helps to develop their students' comprehensive quality. However, these teachers will leave as soon as they finish the lesson, so students can not ask the teacher for advice. Others point out that these teachers' teaching content are more novel, and can converge better with the demand of the enterprise and market. but their teaching have more randomness, and lack teaching logic, students have some difficulties understanding that.

There is a large proportion of externally-engaged part-time teachers of these five higher vocational school Preparatory Chinese Language Teaching, in some schools, the number of externally-engaged part-time teachers is even more than that of full-time teachers. Most of these part-time teachers who teach Chinese are masters from several of the university of Urumqi, or retired Chinese teachers in a middle school. Because of the understaffed of Chinese teaching, these externally-engaged part-time teachers are all of different heights, and it is difficult to manage them effectively, This seriously affected the development of ethnic students' Chinese ability and vocational skills.

Mr. Zhao, dean of The Preparatory Department of the XJEC: we can only find some externally-engaged part-time teachers in the state of understaffed, they also have some problems, they often come to work late and leave early. Some teachers are docked their pays by us due to this reason, but they throw us into the Education Department. We are fairly strict to our own teachers in the school, we will dock their one-month pay once some accident happened. Our external recruitment regulation is just an agreement, we can not dismiss them, we can only coaxed them to have lessons.

Mr. Zhan, teacher in the Preparatory Department of UVU: Generally, externally-engaged part-time teachers of The Preparatory Department are masters,

they lack teaching experience and go back as soon as the class over, so they don't have enough time to communicate with students. Although have been signed the passing rate with these teachers, the action will not be complement in practical. **Sun Laihua, Director of Food branch in XJVTCLI:** currently there are some externally-engaged part-time teachers coming to our school to have teachings, but the time can not be guaranteed. Some only have one lesson a week, the lesson is only one hour, despite restrained by the agreement, but the enforcement is not big. **Nayedi, a student in XJVTCLI:** part-time teachers are not as responsible as full-time teachers. They go away after class, so the after-class coaching can not be guaranteed. **Hai Gang, Vice director of Humanities School in XJVATC:** the problem of the Preparatory Chinese teachers in our school is very urgent, last year, we had no choice to do but to invite five masters from Chinese Department of Xinjiang Normal University. We have to reimburse their return fees, but they don't come here because of the long distance.

4.2 Specific problems in building up high quality teaching teams

Except for the following seven common questions faced by these five schools, the school teachers and students also raise some special questions.

4.2.1 UVU

Teachers and students raised two special problems about teaching groups and management team building.

Problem 1: management and teaching tasks are heavy, scientific evaluation indexes are difficult to complete.

Teachers from UVU reflected that on one hand, school requires teachers to undertake heavy teaching tasks and management works, on the other hand, teachers also required to develop scientific abilities and must finish the corresponding index of scientific research. In the long run, the whole development of teaching, scientific

evaluation and management favor to teachers, but actually teachers can not complete three works at the same time. This problem should be paid attention to in the school level, for one thing, it is not good for teachers self-development, for another, it is not favor to build high-level teaching groups and management teams.

A teacher in Chinese Teaching Department: I think I spend most of the time in managing, however, the teaching task is too heavy, I should have political study on Wednesday, service learning on Friday, and do the work of class teacher at the rest of the time, so my scientific evaluation is weak, this is also the reason that influence self-development. **A teacher in Art school:** our occupation university are state-owned and private institution and has flexibility and dynamic. Lower productivity were found after our school has joined with normal university, adult education college and become a state-run college. Administrative trend become worse, more and more activities which disturb teaching and scientific evaluation exist.

For example, a very small reimbursement procedures and program must get the allowance of six or seven leaders, which is too complex. And now the heavy tasks of the mass line, dimension stability and other non teaching task cost us teachers a lot of energy of teaching and scientific research.

Problem 2: construction of the talent pool by arts and crafts master of Xinjiang is creative but also needs to strengthen the relevant work

In the profession setting of UVU, art design, tourist arts and crafts design and production docking strongly with the special culture industry of Xinjiang (such as traditional national process, jade carving etc.). The profession of Arts and Crafts Design and Manufacture of UVU created the platform of " arts and crafts innovation and manufacture center of Xinjiang" , and brought in five great fine arts studios of "Ma Jianghong gourd carving studio", "Xuan Long characteristics of gift packaging design studio", "Shan Xiumei's national puppet studio", "Xue Wu Yu studio" and "Zhang Guojing Tourist Arts and crafts development studio," This is helpful to promote the development of the special culture industry of Xinjiang , and contributes

to the inheritance and development of handicraft of the regional and national characteristics.

This work seems to be at the starting stage, which is manifested in two aspects: firstly, the number of studio is relatively few. It has not formed a certain scale yet and has no significant effect on the the group of teachers and students. And it is not mentioned at the forum for teachers and students. This shows that although the work has been started , the problem how to make this work formed a certain scale and how to make students and teachers to understand and participate in this work widely need to be resolved. Secondly, all ethnic groups in Xinjiang have a traditional handicraft with distinct characteristics and each handicraft has folk heirs. How to put the talent resources into the project is a problem the school should pay attention to.

4.2.2 XJEC

The incentive mechanism should be a part of the construction of teaching team and management team. This can not only encourage teachers to enhance their teaching and research ability through training, getting higher education and degree, but also can promote the teachers to improve teaching methods and teaching quality. In recent years, the teachers have made remarkable achievements in teaching, scientific research and other aspects. For example, they achieved six scientific research awards of the autonomous region level in three years, which is also the achievement of school's teaching team. Teachers generally reflect that school has incentive measures and regulations, but there is no specific implementation. Some teachers also pointed out that school's incentive mechanism is not perfect, failing to form the benign cycle mechanism to promote teaching, scientific research and team building.

Mr. Li, teacher of Language School: The incentive mechanism has not established well in school. We can classify students according to their situation when they entered university and then conduct the supervision of teaching quality and teaching management. Next, we can use a certain method to detect the teacher's teaching ability. As for the students and classes which improves quickly, we reward

and commend them according to situations. This is an incentive for teachers and a mechanism of benign cycle, too. **Teacher Kazakh(one teacher of Chinese Language Course):** We hope the school can give material or spiritual reward to the teachers and the instructors who represent school and receive an award. In Foreign Language Department, many teachers guided students to win a lot of honor in English contests in their autonomous regions or countries. Schools promised that they should be rewarded verbally. However, it is just a word, not yet has been implemented.

4.2.3 XJVATC

In recent years, XJVATC has made outstanding achievements in the domain of teacher's training, further study for a degree and has contributed to the improvement and perfection of teachers' structure. For instance, there are 18 PhD in the school currently and the school selects 5-6 teachers to go further study in Agricultural University of China and Peking University every year. And the school make use of the annual summer vocational training plan to train 8-10 young teachers. According to the survey, elementary teachers (such as preparatory course and the humanistic education) and supporting staffs could get equal opportunities. However, there exists the problem that the preparatory Chinese language teacher training unit did not match. That is to say that the counterpart of the teacher's training unit can not provide the corresponding professional training for Chinese teacher.

Hai Gang, the president of a branch School of Humanities: As for further study for teachers, school acts fairly to all. There is no distinction between nation and professions. So everyone rushes to participate. We have eight teachers of the preparatory Chinese teaching and two of them studied further in Journalism and Communication at Agricultural University of China. One teacher, had not been a lecturer last year, was assigned to Normal University of Tianjin for further education. So I think the support of further study is enough. One of my teachers and a Uighur teacher are in the Confucius Institute in Tajikistan. The problem is that the preparatory education in minority is not implemented all over the country. So the counterparts in

teacher's further education is not strong. One may study journalism in Agricultural University of China but study management in Tianjin. Only study in language and culture university of China, can our direction of study be the counterpart of high-level. I should take the profession attributes and needs into account, but the autonomous region only gave us four choices of Agricultural University of China , Normal University of Tianjin , Peking University and Southwest Normal University (now it is Southwest University). But there are no bilingual professions of all these universities mentioned above.

4.2.4 XJVTCLI

In the teachers' meeting, two problems arisen should attract great attention from the college.

Problem 1: the college no longer offer financial aiding to teachers for their study for further degrees, and for those who are absent of work, the college will deduct some of their salaries

The president of Food School of XJVTCLI, Sun Laihua: in 1980s, there were two batches of teachers aided by the college to study for higher degrees, but gradually finished the financial aiding to them for the lack of school funding and other reasons. Now the policy is that the college does not provide financial aids if there are teachers studying for further degree; what's more, if they are absent of work, the college will deduct some of their salaries. This brings some puzzles to teachers, and some of the young ones give up their idea of studying for further degrees for this kind of reason.

In terms of this policy, we can think this may be the result of the school's concern of brain drain. But the real effects may be against the college's will. In terms of the teaching group construction, it will count against the teachers' self-development through studying for further degree, nor is good for improving and perfect the education background and knowledge structure of the teaching group. And it will also bring damage to the improvement of teaching group structure as well as its level.

Problem 2: The problem of the school's bringing in teachers' authorization after 2009 hasn't been solved

This problem has resulted the teachers' lack of the sense of safety, which will bring damage to the stability and development of the teaching and management group. Mr. Ju, teacher of the students affairs division points out that, teachers after 2009 have no authorization, although their salaries and other rights are equal to those of the teachers with authorization, we have not the sense of safety. We interviewed the leaders of the PMO and personnel division on the phone in terms of this problem. According to the materials they provide, we learned that there are 72 teacher of this kind, accounting for 9.81% of the total number of teachers, and the reason is there is no vacant authorization for them.

4.2.5 CXJUM

There are many specific problems of CXJUM existed during the teaching and management group construction.

Problem 1: The subsidies for the famous and elder doctors is relatively low, which resulted in the not outstanding function during the teaching and management group construction

Because there is no Uyghur Medicine major in other colleges in the hinterland, the personnel brought in who originally study Western Medicine and Chinese Medicine need to begin to learn it after entering the college. In addition, the young teachers who want to improve their medical competence can hardly find related units to study. However, there are a group of elderly famous doctors working in Uyghur Medicine hospitals. The CXJUM creatively have all teachers with above vice-senior titles follow those elderly famous Uyghur doctors to study in the form of "masters teach apprentice" to improve their professional skills. This not only solved the problem of the backbone and middle-aged as well as young teachers' improving of professional skills of the teaching group, but also fits for the teaching pattern of the Uyghur social tradition as "master and apprentice", full of innovation and

effectiveness.

Maimaitijiang, dean of Pharmacy Department: our teachers from Uyghur Medicine Clinical did not go for a training inland, we all trained by some old famous Uyghur Medicine doctors. These veterans have some prestige in Uyghur medicine hospital and this circle. These veterans are assigned some disciples to develop, and teach them some knowledge. **Aji, a full-time teacher of Internal Medicine:** our school are holding an activity which is learning from old famous Uyghur Medicine doctors. The teachers are deputy high or above should study with these veterans. We confirmed six veterans at first, but one of them has passed away last year, so we only have five now. Each veteran lead four people, so in total, there are twenty four people. This is the rescue project of intangible cultural heritage, and special fund, each veteran has two thousand yuan subsidies a month. We all think this subsidize is too low, and we hope the school could give some fund to help the inheritance of Uyghur Medicine. Now, school is going to build hospital, the school hospital, we suggest that we should build a office place for these veterans, for one thing, they know the teachers in our school is going to treat, for another, it is useful for us to make the school hospital famous, and raise its profile.

Aji indicated that the subsidy of these veterans are lower, and their functions in teaching and managing groups still not develop. And there is a institutional question existed above this question, teachers could develop their skills by the way of taught by veterans, but is can not deal with the question of educational background. CXJUM put forward to achieving this will rise, but the teachers' educational background is a problem that can not be inevitable.

Maimaitijiang, dean of Pharmacy Department: they can teach some knowledge, but could not have the diploma, there is very little we can do. The status also advocate this kind of person who have the diploma and also can train disciples for us. The policy which school regulated for teachers who study from veterans is to raise their salaries by the standard of the higher title. Health Department has such regulations that if someone study from these veterans for two or three years and make

some records, then they should be assessed by the Health Department. Six or seven from us (who participate in this meeting) have been taught by veterans.

Problem 2: the development of talented teachers who teach Urdu language is dislocated, not conducive to inheritance and development of Uyghur Medicine.

The teachers pointed out that one third component of the Uyghur Medicine have some connection with the Chinese Medicine, one third component have connection with central Asia, and another one third component comes from South Xinjiang Uyghur folk society. Uyghur medical books have a large proportion of written by Urdu language. Quoted by teachers' words is that Urdu language and Urdu language books is the root of Uyghur medical books. Teachers who have learned systemic Urdu language in this school is all over forty years old, the younger is almost few. Talented teachers who teach Urdu language is dislocated, and it is not conducive to inheritance and development of Uyghur Medicine, it is also not good for the development of the teaching and managing groups. The school should emphasize this question, and think about the serious consequences of this question.

Maimaitijiang, dean of Pharmacy Department: now our school advocate that just know a little Urdu language is also no problem, it will be good if can know and translate it. The amount of Urdu language teaching is large before, but it is become more and more less now. You must have a ability to find the knowledge from that ancient books if you want do some researches. The Urdu language is necessary in a long run because our root is over there. Now the person who can translate and sort just about twenty people. Looking at the whole Xinjiang, only our school have the this resource and there can not be found during other place, so our school is also the training base of Urdu language. The person who know this language will be less and less from now on, it is the question which must be deal with for the development of Uyghur Medicine, even the culture. During the teachers who know the language, some people are under thirty, but not more. Most of them are become old. **Kurexijiang, dean of Department of laboratory:** In theory, the people who study Uyghur

Medicine should learn Urdu language or Arabic. Because a lot of Uyghur Medicine ancient books written by these languages.

Problem 3: lots of difficulties in improving teachers' English and Chinese ability

Some teachers indicated that the western English documents have existed some heavyweight academic papers about Uyghur Medicine. So it is high time to dealt with the Transformation of Urdu language, Chinese, and English if Uyghur Medicine wants to go to the world. However, looking at the education background of teachers, most of them are graduated from this school, and they did not study systematic Chinese and English. In the study of Chinese and English, they feel overwhelmed. A real question is that teachers should pass the Chinese and English grade examination if we raise their education background by the way of take postgraduate entrance and phd exam. The result is that these teachers get the opportunities to study but they can not get the certificate. This question must has historic reasons, but it restrict the perfect of the teachers construction and the development of managing groups.

Julaiti, director of Scientific Research Department: we have the opportunity to for master's and doctor's degree. For example, there was a Chinese Medicine Uyghur Medicine in Xinjiang(the class for master), over twenty teachers participated this class. But because of the fail pass of the English, so fifty of us can not get the diploma. I also joined the English Exam twice, but failed. We hope that if it could test Chinese instead of Chinese, but the status did not agreed. Uyghur Medicine has some connection with Chinese Medicine, actually it is not necessary to learn English. There are 84 people in Xinjiang in this class(except for our teachers, others are doctors from local Uyghur hospital), we represented the whole Xinjiang to write a report to ministry of education, director Kashgar has been there, but it still not be agreed. Among these 84 people, only a female passed the English exam, the rest haven't got the certificate.

5. Improve external support to other schools and local communities

This part includes: First, in the aspect of improving external support to other schools and local communities, the common problems all five universities are facing; Second, we will illustrate the special questions each school faced when serving the local community.

5.1 Common problems to improve external support

We had a deep communication with teachers and students of these schools in search. Teachers and students raised some deserved questions in connection with serving the community, all include six aspects.

Problem 1: the plan of serving community is not perfect, the channel is not smooth, the incentives hasn't been established.

These five vocational colleges, which World Bank Loan on Xinjiang Vocational Education, play important roles in the Xinjiang regional economic society. Xinjiang Engineering College and Xinjiang Light Industry Institute of Technology mainly for the second industry, undertake the heavy responsibility for supporting the development of secondary industry and servicing new-style industrialization in Xinjiang. XJVTCLI is mainly for the first industry, undertaking the heavy responsibility for supporting the development of primary industry and servicing the modernization of farming and pastoral in Xinjiang.

Urumqi Vocational University is the only comprehensive school with the full-time ordinary occupation college, the professional system based on the modern service industry is basically formed, and gained greater prominence on the development of regional real estate industry. Hotan Uighur Medical College is the only occupation school developing Uyghur Medicine in the world, it is not only the

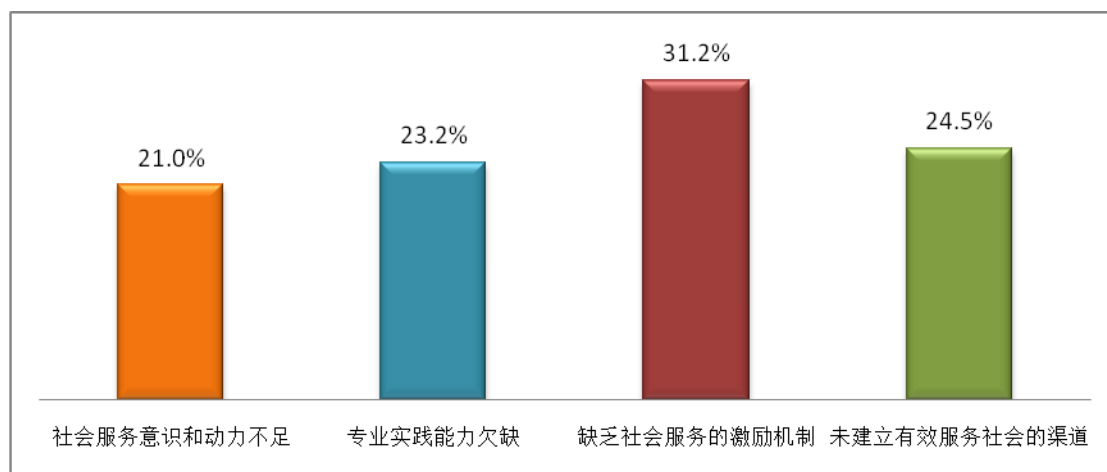
most important heritage base of Uyghur Medicine, but also an important force in improving medical and health conditions on farming and pastoral of Xinjiang northern and southern. The position and status of these five vocational colleges in the development of their own regional economic society, it also suggested that their importance of promoting the new urbanization of Xinjiang and fully achieving the social goal of building a well-off society.

Liu Yong, UVU (dean of the Party and Government Office): we have built three bases, internet, electronic commerce, four bases and eight centers in these years. Our goal and position is serving the middle, small and micro-enterprises. **A teacher in XJEC:** our school fully implement "Five synchronization" strategic deployment, insist on the position of "Based in Xinjiang, facing the industry, give prominence to mining, expanding the field of energy, serving the development of Xinjiang economic society", established the developing direction of the subject center on Engineering Education, as conventional energy and unconventional fuels for the two wings, new fuels as strategic distribution. **Wang Dezhong, a director of XJVTCLI:** we insist on the education orientation of "based on the secondary industry, servicing regional new-style industrialization". **A teacher in CXJUM:** highlighting the characteristic of Uyghur Medicine, cultivating practical abilities and innovation spirit of senior specialists of technology and application, serving for the development of Xinjiang economy and medical and health services.

The leaders repeatedly stressed colleges have been working plans on serving society and the future in the investigation. However, these schools' plan of serving regional society are different. Specifically, XJVATC's plan is more detailed, and the coverage is wide. But it seems that XJEC, CXJUM and other colleges don't recognized the advantage possessed by serving the development of economic society, and their plans were slightly rough. In the case of XJEC, serving the society is not only need work on the system and mechanism, but also looking the workforce demand of mechanism, mine, and electrical and information engineering, and providing the training and supporting to farmers and herdsmen with target. CXJUM

should on the basis of collecting and sorting literature, facing the fact of poor hygiene and inadequate medical care, and carry out more targeted serving social projects.

In the questionnaire survey for teachers about “school social serving is inefficient”, total response times is 1047, “Not established the valid channel of serving the society” represented 24.5% of the total. Besides, “Lacking social serving incentives” has the largest proportion, up to 31.2%. It seemed that these five schools don’t recognized the advantage possessed by the important role of the development of economic society and their advantages, they didn’t form the idea of serving the regional society actively, or build a social serving incentives, or not established the valid channel of serving the society.



1. Lack of social serving conscience and stimulus;
2. Lack of professional practice ability;
3. Lack of the stimulus mechanism for social service;
4. Lack of effective social serving channel.

Diagram 5-1 Teachers’ view on the school’s deficiency in serving society

Problem 2: the conception of government-leading serving regional society is strong, and school’s subjectivity is not obvious.

These school’s projects they undertook reflect a vivid characteristic, most of these training projects are organized by government, school autonomous projects for serving regional society are not so much. It reflected that the leading role of government is obvious during the part of serving regional society about higher

vocational school, but the main body of the school does not make fully use. School repeatedly stressed the importance of “government leading”, “policy support”, but seldom discussed how to play the initiative of the school. This question has been confirmed by the 400 teachers questionnaires. Diagram 5-1 illustrated that the lack of social service consciousness and motivation accounted for 21.0% in the total response times of the question that school social serving is inefficient.

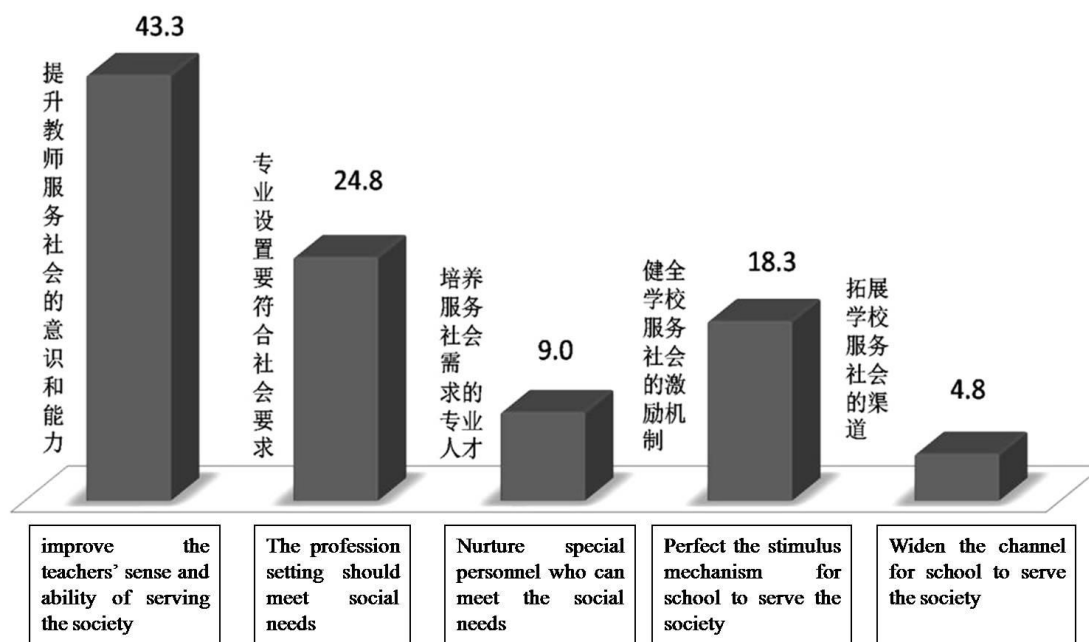


Diagram 5-2 Teachers' view on improving the society-serving ability of the school

XJEC: it established a cooperative platform of Industry University Research and personnel development on September, 2010, which is led by the regional government and with the help of sixteen scientific research institutions, and carried out in-depth cooperation with more than twenty enterprises to provide and technical services and promotion. Mr. Ar, director of the Enrollment Office of **XJVTCLI:** the policy students of our three prefectures in south Xinjiang(including **XJVATC**), technical secondary school students from Hotan and Atushi, whose technical secondary school stage fees are free, and also have 1500 state subsidies. These students were mainly engaged in mechanic learning, whose counterpart is Akesu area, and thus their living expenses are paid by Akesu area. These students are convened by local government, and students choose their majors with a voluntary selection. **UVU:** Recent years,

school has trained up to 29292 people (18092 ethnic minority people) for society, and cultivated 350 regional backbone teachers; cultivated 70 rustic cadres for the Kanas scenic area; undertook the task of continued education of the schoolteachers in Urumqi, altogether cultivated teacher more than twenty thousand people; the bilingual teachers training of the autonomous region, and altogether trained 980 bilingual teachers. **XJVATC**: our school is also the training base for university student village official; Immigration training center of the state council's poverty support office. The Faculty training base of the Ministry of Education is mainly targeted for vocational colleges as well as training agricultural technique teachers of the whole country and regional areas.

It is necessary for vocational colleges to receive various training tasks, and deal with the demand of Xinjiang economic and social development, it also the important form of serving local community. The government also has duty and responsibility to provide more resources and conditions for higher vocational school, to promote the development of vocational education and the approval of the ability of serving local society. However, it can not contribute to the reliable of government and regulations in forms of serving society—— government pay the bill, school train the people. Diagram 5-2 illustrates that 43.3% of teachers emphasize that school should promote teachers' consciousness and ability of serving society, ranked first of these options. It is worth thinking that how to develop the initiative of school for serving the society, support with government's regulations and institutions each other, for making use of the Xinjiang vocational education function in the economic development and social stability and improvement of people's living level.

Problem 3: the hardware conditions restrict the development of its serving for regional community.

This common problem is that several higher vocational schools are facing the hardware shortage of teaching facilities and working conditions, it restricts the development of their serving for regional community. The headmaster of XJEC, Wumanjiang, aili pointed out that the most fundamental problem of Xinjiang is the

education problem, our school also undertake the task of new industrialization of the autonomous region, and coal chemical industry training bases are settled in our school, but the facilities actually built is only one third. Now school dormitories and laboratories are in short supply, due to the long experiment turn, equipment operation and facilities can not keep up with the demand, so we need to be strong to serve for the regional district. In the survey, every school emphasized that they will take advantage of the World Bank-funded project to improve the hardware conditions, and teachers and students all mentioned that teaching facilities fell behind, and they didn't have the fundamental language labs, laboratories or training base. These conditions are all in fact during our investigation.

Problem 4: the combination between the project of serving community and Xinjiang economic social development, particularly with the demand of the northern and southern Xinjiang agricultural modernization of the pastoral areas is not tight enough.

Five higher vocational schools have carried out more serving activities by the advantages of their majors, including training talent for regional special-access divisions, local enterprises, build agriculture demonstration center, religion and help local government host relevant activities and so on.

Sun Laihua, director of Food School in XJVTCLI: there is a walnut food-processing company in Hotan, and the local government discussed with us and gave us a Hotan walnut class. We provided them special training, and they are all minority students. **Maimaitijiang, the dean of Pharmacy Department in CXJUM:** Our school is the training base of Urdu language, Xinjiang Public Security Department delegated 20-30 scouts to learn Urdu language, this is the demand of counter-terrorism. **Wang Haibo, vice president of XJVATC:** we built facility agriculture training bases in Turpan and Tacheng, and we also built 3600-acres of modern agriculture demonstration center. **A teacher of UVU:** 306 teachers and students were dispatched to 9 counties and 53 teaching units to carry out practice teaching works, and helped Bozhou government host the *Sailimu Lake Road Cycling*

Race of 2013 and successfully hold the National Higher Vocational Colleges Accountant Race and Tour Guide Race of Xinjiang Zone. **Mr. Duan, a director of UVU:** for example, our Tourism School has a training base in Kanas, we also trained local village cadres with some tourism knowledge and culture in this platform. Up to now, there already about 70 people have been trained.

The above materials demonstrated that each higher vocational school's social serving not only can connect with the regional primary, secondary and the third industry, but actually, it also can connect tightly with the construction of agricultural modernization of the pastoral areas. A teacher in XJEC pointed out that their school can supplement theory for skilled craftsmen. Director of Dean's Office, Li Chunyu emphasized that they should develop practical technical personnel for the south of Xinjiang and exploit some materials aimed at ethnic minorities. However, some schools are still not equipped with these consciousness or plans yet. For example, CXJUM has the advantage of training country medical staff, they also recognize that Uighur Medicine plays an important role of the medical and health industry of improving medical and health conditions and serving rural area's people, but they don't carry out some plans of the World Bank project.

Diagram 5-2 illustrates that 24.8% of teachers think "professional setting need to fit the social demand", 9% of teachers think professional talents fit for social demand should be cultivated, another 4.8% of teachers emphasize the channel of serving community should be broadened. The proportion of these three options reaches 38.6% of the total number, which illustrates that a part of teachers are still not satisfied with the current situating of serving local community, and they think it is necessary and possible to further develop it.

Problem 5: The systematic combing of the operating experience of the vocational education park and the existing problems is urgently to be strengthened

The autonomous region insisted on the principle of "government leading,

industry guidance, Scientific research institutions and enterprises to participate in, school as the corpus” since 2006, and built the primary, secondary, third industry and petroleum and petrochemical four vocational college parks and skillful personnel public training base and coal personnel training base successfully. The primary, secondary and third industry vocational college parks are located in XJVATC, XJVTCLI, and UVU, and the coal personnel training base located in XJEC. For one thing, vocational college parks and training bases have become an important platform of school-enterprise cooperation, for another, it is also the main platform for serving community. Currently, vocational college parks’ organization (such as council, board) has been built, and has made some achievements in the aspect of driving school-enterprise cooperation and student employment.

In our investigation, the five project schools’ leaders all focus on the management, regulation and policy, institution building and achievements of vocational college parks, and also confirmed by the materials. However, some teachers also pointed out the question that the regulation and policy are weak, as well as the poor operation of institution, they even indicated that the board is defunct. We also noticed that each school summarized a lot on their building experience, but few of them could focus on various questions in the process of running and the understanding of vocational college parks. This is not good for developing vocational college parks, and it also bad for establishing teachers’ participation mechanism in the running of vocational college parks and make use of them.

Problem 6: the form of serving local community is relatively simplistic and not systematic, efforts to local higher vocational schools and middle vocational schools need to be strengthened.

Another common question is the form of serving local community is relatively simplistic. Mr. Wang, a director of UVU pointed out that “with regard to the question of serving community, we are still carrying out this with the form of subject and training”. Otherwise, from the perspective of the serving community programs made by these schools, most of them are the training tasks undertaken by the government

leadership, the school didn't have a systematic plan and arrangement. CXJUM almost did not undertake relevant training tasks, and also didn't make arrangement in the feasible plans. We did research on "the main form of serving community" by questionnaires, and the number of teachers' response to this question is 1229, among which the option of training have the largest proportion, up to 30.6%.

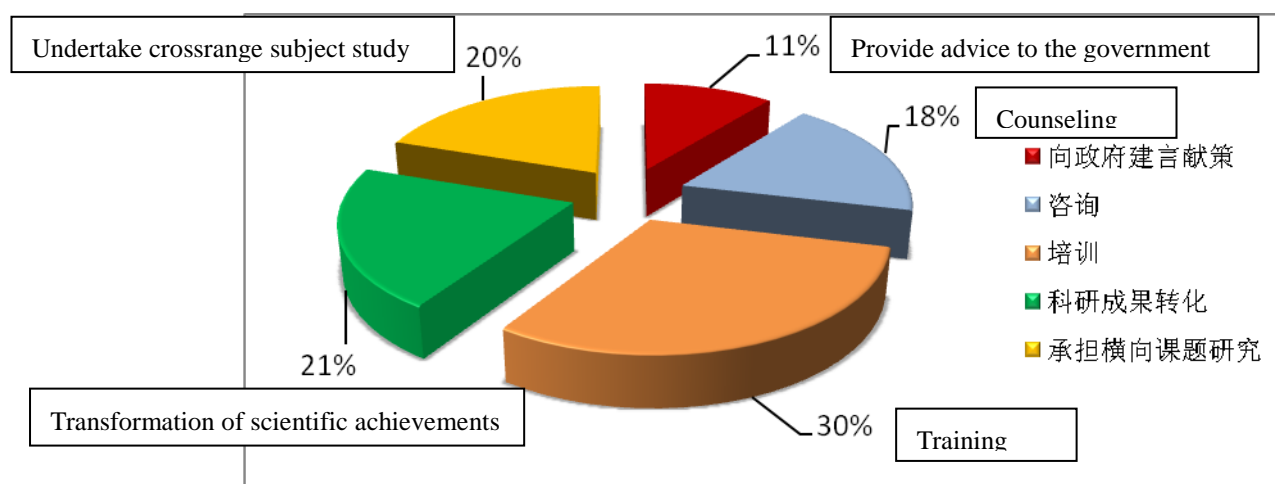


Diagram 5-3: Teachers' response to the forms of the school's society-serving

Looking from the function of Xinjiang vocational education, we can not neglect the development of vocational education and vocational colleges in the south of the northern counties. Senior, junior and higher vocational schools in these places remain to be widespread, but for the lack of teachers, school resources and capitals, it hovered at lower level for a long time. These schools have listed helping vocational education center and vocational schools in the northern and southern Xinjiang into their plans. UVU's recipients are vocational education center in Kashgar Yecheng and Gashen , Shufu vocational high school and Akesu middle vocational and technical school. XJVTCLI's recipients are Yecheng middle vocational and technical school, Shufu middle vocational and technical school, Bachu middle vocational and technical school, Hotan Luopu technical school. While XJEC advocated to give support to 19 vocational colleges' teacher training, 2 vocational colleges' specialty construction, and 2 vocational colleges' subject construction and training base development. XJVATC has planned to establish branch school in Hotan and Kashgar to manage Kashgar Shufu vocational high school and Hotan Luopu vocational high school by the way of

trusteeship, and signed a contract with Shufu county people's government. directors from XJVATC also pointed out that, they are helping build Kashgar vocational technical college, and delegate college leaders to take a temporary post of it.

5.2 Specific problems on improvement of external support

Apart from the six common issues among the five schools as we mentioned above, there also exists some special problems for XJVTCLI and CXJUM serving in the local community.

5.2.1 XJVATC

Further summarize and promote the modern training experience of farmers and herdsmen: during the meetings and interviews of XJVATC, teachers mentioned the typical case in compiling practical husbandry teaching material which is suitable for farmers and herdsmen cooperated with Altai Vocational school and the typical case concerning new socialist countryside construction of Wulanwusu town of Shawan County and training new-type vocational farmers are also included. We hold the view that both the two cases are the typical type of vocational schools' serving the local society, and the experience deserves other vocational schools learning.

Jiwenli, teacher of PMO: we have special textbooks for the farmers' training, and the key point is not the professional theory or the professional principle, but the practical technology. Among all the subjects, more content focus on the animal science, and it is consistent with the industrial structure and local husbandry economic structure feature of this area. What's more, most of our textbooks are written by Chinese, and for the reason that we have close corporation with local vocational schools, they also take part in the compiling of the textbooks and do the translation, at the same time, they compiled some brochure of Kazakh. Another thing is our textbooks are under the project, and we revise them every year. The detailed

information is as followed. *XJVTCLI's Serving and Social Development's Steps and Effect*, in 2002, our school cooperated with Shawan county, and we opened the technology consulting, *the winter science* and so on. In 2005, our school signed the contract of the construction of science demonstration base with WulanwuSu town, with the pattern of the government paying for the bills, then the farmer gains the benefits, using omnibearing cooperation. In July, 2006, at the opening ceremony of the first vocational industry area, the two sides signed the agreement of the *model town-building of the new socialist countryside construction* formally. In September, 2008, our school admitted 43 students from horticultural techniques class and animal husbandry and veterinary class, both two classes are educated directly by WulanwuSu, and the training of the new type of farmer lifted its curtain. In June, 2009, after three years' hale-time training, all the 43 students came to the medium level of technical skill and got the diploma of vocational school. People in WulanwuSu took up 3 mu of land per capita, but in these years, the income of per capita increases thousands of RMB each year. In 2011, the income of per capita reached 14973 yuan. In recent years, over 40 farmers received the vocational diploma, and more then 300 people participated the vocational training, and the people who gained the benefits now has rising enthusiasm. In 28, March, 2012, XJVATC and Shawan held the opening ceremony of farmers' class, and recruited 110 students from three classes, herding and planting.

We think that XJVATC should conclude further experience from the two cases, explore the patterns, and then express them to a large scale. This pattern should be attached much more importance by other vocational schools, and equipped it with feasibility. For example, XJVTCLI has proposed they will write the textbooks involve handicraft for south Xinjiang minority area, and during the edition, the language matter should be concerned. What's more, CXJUM can try to compile the Uighur medicine brochure for farmers and herdsmen in bilingual edition, or even in Uyghur language. XJEC can compile the similar textbooks or brochures for husbandry. The development of the new type of husbandry is not only the Government Issue, but the

key point that the five vocational schools can play their role.

5.2.2 CXJUM

The local society's medical and health services' ability in South and north Xinjiang is not embodied completely: during the survey, the teachers in CXJUM drummed in that Uighur medicine had good reputation among the society, and owned high recognition. What's more, the expense of Uighur medicine is far more less than TCM or Western Medicine, which the agro-pastoralists can afford it. And our survey can perfectly prove it; the interviewers are from Erie, Aksu and Kashgar.

A farmer, Kalibinuer, 23 years old, from Yiliqi country of Hotan City, he said: I trusted Uighur medicine and its therapy for it did not have side effects and can treat the root. Although Western Medicine was fast, it came with the side effects at the same time. I got sick several years ago, I went to the hospital of Uighur medicine in county for in my hometown we didn't have doctors of Uighur medicine. But now, we had two doctors of Uighur medicine without any sickbeds. Most of the farmers went to the doctors of Uighur medicine, so we hoped that the government can establish more sections and specialized SICU. We lacked the doctors and we hoped to have more doctors of Uighur medicine. I was a patient, and after checking, I knew I got cervical erosion. The doctors injecting me with Uighur medicine, and I felt the potency was better. And I would do to the Uighur medicine hospital if there was a one. What's more, the policy in countryside was better for the farmers, and we could spend less, like we could report the medical expenses with a week. Most people in my town took part in cooperative medical serve union, which was very beneficial to us, so the difficulties of us had gone to the large extend. As all mentioned above, we considered developing the Uighur medicine and this was advantageous for us farmers.

As for serving local community, our school does the gratuitous treatment in the festivals with affiliated hospital in Hotan City. This is the typical activity of the school's local serving, which aims at exerting the school's advantages, but the problem is the gratuitous treatment doesn't have the normalization, and this is the part

we should pay attention when we do the local serving. Moreover, the teachers mentioned that they took the responsibilities of supporting the job in the countryside. And this is also the example of exerting the school's advantages and serving the local area. Like the gratuitous treatment, the similar medical treatment in countryside should be expended its range and added more connotation. The school should understand that the gratuitous treatment and the volunteer job are the fulfilling of taking local social responsibility, and at the same time, it can help to enlarge the effects of the school and the Uighur medicine.

On the whole, comparing with the other four vocational schools, CXJUM is far more behind in the part of local serving. Rearranging and editing ancient Uighur medicine books are what CXJUM regards at the main content of local serving, and they plan to choose ten ancient Uighur medicine books that have high medical study value to translate into Chinese and then publish them. From the aspects of inheriting Uighur medicine culture, popularizing its knowledge and improving agro-pastoralists' medical conditions, it is undoubtedly the Uighur medicine doctors' responsibility of doing their local serving job.

However, if we choose to view as a long-term potential way, CXJUM still has many aspects of rearranging ancient Uighur medicine literature to be strengthened: firstly, though the school has set up a section that mainly study the ancient literature with owning 64 ancient books, the section apparently has its weak point in rearranging, and it can not apply for both the society and the demands of Uighur medicine's development. Secondly, as for these parts, like the diaspora ancient books in the folk, the collecting, arranging, screening and the establishing of data base are in the agenda or need to be strengthened. Thirdly, the problem as for how the arrangement Uighur medicine adapt to the writing and editing of Uighur medicine books, and how Uyghur language.

During the process of Uighur medicine's development, inheritance and promotion, there exist two main troublesome aspects. CXJUM, as the inherit part, and the other part is the policy and the limit of the medical conditions.

Reziwanguli, 24-year-old, the Uighur medicine doctor in Yiliqi country of Hotan City: we have 41 doctors and medical workers in all, but only two Uighur medicine doctors. The dean pays high attention to the Uighur medicine for we don't have any Uighur medicine doctors. Therefore, we open the Uighur medicine section in the hospital. The two Uighur medicine doctors take turn to do their jobs. But we don't special wards with only three sickbeds, one treat room. 90% of the patients are farmers, and the hospital has 40 people on average every day, and among the 40, about 30 people choose Uighur medicine doctors. We hope to enlarge the section and open all kinds of departments with specialized wards, so that we can meet the demands.

The information mentioned above can conclude three important messages: first of all, Uighur medicine has wide civil foundation, and the expense is within the farmers' acceptance. What's more, Uighur medicine still has many difficulties, the medical hospitals and clinics in the countryside can't satisfy the demands, and supply and demand has the problem of attachment of each part. The last thing, Uighur medicine still possesses the large development part, and we need to think more for the aspect of how to develop, explore, inherit and popularize the Uighur medicine. As we mentioned, the XJVATC's training and compiling. Whether CXJUM can develop toward this direction, and the school should enhance the ability of serving south and west Xinjiang's basic medical and health business.

6. The linkage between school and industry

This part includes: firstly, during the school-enterprise cooperation, the five vocational schools both face the common problems; secondly, we noticed the special of XJVTCLI and CXIUM, and we'll list them alone and give explanations.

6.1 Common problems of 5 schools in school-enterprise cooperation

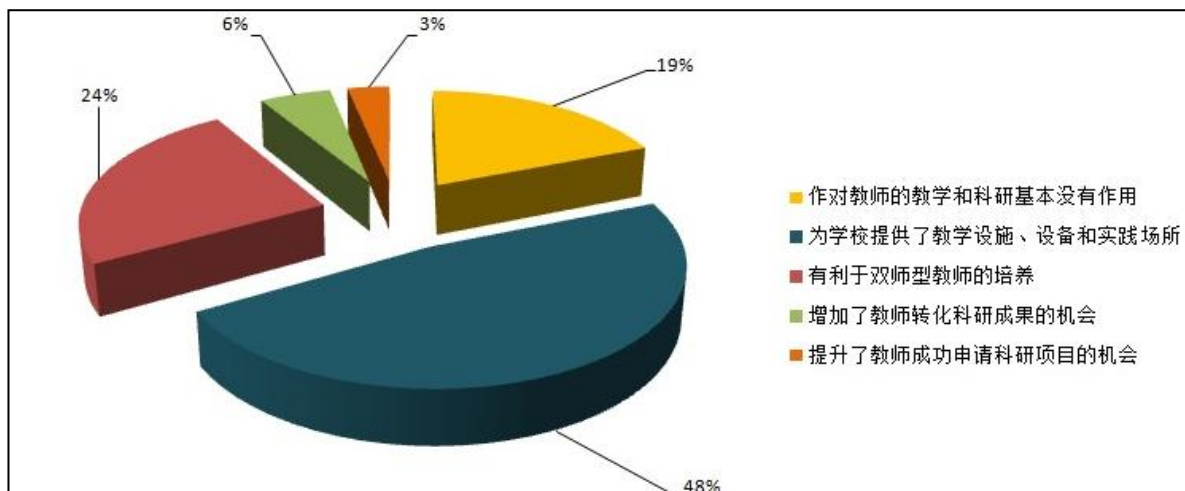
In the real survey, we have extensive and in-depth conversation with the five schools' teachers and students. And they put forward many noticeable problems for the school-enterprise cooperation, and involve eight parts.

Problem 1: The policy of school-industry linkage has not been perfected and implemented, nor the school-industry linkage organization works well.

Advancing the school-enterprise cooperation, facing the market, employment, and combining with engineering with learning are the key points of developing the vocational education that are supported by the enterprise. Since 2010, the documents and plans of advancing the vocational education in autonomous regions' have all made the school-enterprise cooperation clear among the five schools. Therefore, the five schools have done plenty of jobs, including signing the Internship training agreement with the enterprise, establishing the vocational education area, and setting up the school-enterprise cooperation' council or boards of directors. Then the school-enterprise cooperation's policy and organization has set up, and none of the main functions is to support the schools' teaching and studying. As for the question of the support that the school-enterprise cooperation offer to the teaching and studying, the first two are teaching facilities and equipment and practice place, the advantages of the teachers' development. These show that the school-enterprise cooperation has clear positive effects to the schools' teaching and studying.

Wang Haibo, the vice-president of XJVATC: there are 1238 enterprises having

the cooperation with our school, and the 880 enterprises have steady cooperation with our school's job training. These are the enterprises with agreement. The institutional innovation of school-enterprise cooperation has five or six types: the school council with enterprise, and we have 62 syndic units; Jichang Husbandry School, Tianhai School, as well as Seed School with the cooperation with Seed Company; the industrial school running with the Agricultural Machinery Bureau of the autonomous region, and integrate the government resource to strengthen the linkage between school and industry. And we will also establish a new agricultural as well a flexible educational system of 2-6 years with cooperation with Shawan county. **Sun Laihua, the vice-president of the Food School of XJIVTCLI:** our school is where the vocational education park of the second industry of the autonomous region locates, which involves our school and many enterprises to establish the board of directors, which is for standardize the school-enterprise cooperation with such mechanism. **Mr. Wang, director of the Dean's Office of UVU:** our school is the vocational education park of the third industry in Xinjiang, which have many enterprises of service industry. In order to advance the development of the school-enterprise cooperation, Urumqi Development and Reform Commission and the Local Bureau of Finance are all the syndic units of our school. **XJEC:** in recent years, our school through the school-enterprise cooperation like the method of order-type personnel nurturing to strengthen the cooperation with industries and enterprises, realized the multi-win objective of "students have jobs after graduation, enterprises have personnel for their development and schools have students source for school running"



1.No use for teachers' teaching and scientific research; 2. Provide teaching facilities, devices and places for school; 3.Be good for nurturing double professional teachers; 4. Increase the teacher's opportunity to transfer scientific achievements; 5. Increase the success rate for teacher to apply for scientific project

Diagram 6-1 Teachers' understanding of the school-industry linkage's support to the teaching and studying

However, the school-industry linkage's function on increasing teachers' scientific achievements transferring and applying of subjects have not been embodied yet, and even 19% of people think that it's useless to teachers' teaching and scientific researches. We did the survey in terms of the problems of the school-enterprise cooperation for the teachers. And the ranking of the options are respectively 2, 1, 3, 5, 4, 6(the detailed information is in the Table 6-1), which suggested that the school-industry linkage still has many problems to be solved. And the problems are exactly related with to the imperfection and hard implementation of the school-enterprise cooperation policy as well as its non-smooth operation of the organization institution, which is also confirmed by the interview materials.

Table 6-1 Teachers’ understanding of the school-industry linkage’s issues

Contents	Frequency	Percentage	Valid percent
No school-industry linkage or it exists in name only.	75	18.8	18.8
The teaching does not apply to the content, the teachers can not improve their teaching and studying ability through the school-industry linkage	132	33.0	33.0
The invited specialists Lack the teaching direction.	67	16.8	16.8
Only small enterprises, without medium or big ones.	54	13.5	13.5
The limitation of working area.	59	14.8	14.8
Hard to gain trust and coordination of the enterprise.	13	3.3	3.3

A teacher from UVU, the school doesn’t have special organization for the school-enterprise cooperation, so the school is in charge of all the issues, which are done by the teachers specific to each schools. **Aji, a teacher of Internal Medicine School of CXJUM**: the school-enterprise cooperation is between school and enterprise, but nowadays it becomes the cooperation between individual and enterprise. The school-enterprise cooperation is not perfect, and still lacks many documents and regulations. **A teacher from XJVATC**: enterprises who join inboard of directors are mainly for getting more graduates but do not care about the functions of the board. Although school has tried very hard to advance the school-enterprise cooperation, now it seems that the effects are not satisfying. **Mr. Zeng, the president of the Humanistic Art School of XJVTCLI**: the current situation is that the enterprise doesn’t have deep understanding of our school, so did the school. The each side doesn’t knew well of each other. There is still quite distance from our objective of “factory in school” and “school in factory”.

This issue is embodied in the experience summary and investigation of the school-enterprise cooperation.

XJEC: firstly is the lack of necessary assurance mechanism, like the policy, laws

and regulations of guiding the school-industry linkage; no authoritative rules and brochures of the school-industry linkage; no corresponding incentive methods of the school-industry linkage, as well as the deficiency of stimulation and protection of the enterprises' activity during the school-enterprise cooperation; no special coordination organization of the school-industry linkage, so that many projects can not receive the thorough coordination from the competent department of the enterprises and the Labor Department; the flexible education system has not been established or completed yet. UVU: the school-industry linkage doesn't have special staff or organizations, moreover, the current situation is that each schools are in a state of fragmentation, without the corresponding mechanism and policy security of the projects of the school-enterprise cooperation, and only depends on the personal endeavor to maintain the conduction, but can not ensure the efficiency or feasibility ultimately, and is of great possibility of expediency. The school and the enterprise' responsibilities don't have the policy or security from school. The problem of identification and treatment for the enterprise personnel during their participation in the school-enterprise cooperation project as well as those for the schools personnel during their participation in the school-enterprise cooperation project.

The reasons why these problems are produced may not only come from school and enterprise, these problems were raised in the report of march, 2012 of UVU:

According to the accepted standard created by leading schools, in the in-depth school-enterprise cooperation, a "school-industry linkage board" should be launched which is an institution responsible for school-enterprise cooperation. Is it determined by the school's establishment and operation? Or it still need authorities certification? How to deal with the relationship between school-enterprise cooperation board and president-in-charge system under the leadership of the party committee? Whether the school-industry linkage board constitution need other certification procedures?

Problem 2: A lack of evaluation system about the form , content, effect of school-industry linkage.

These five higher vocational schools are actively exploring the form of school-industry linkage, and they emphasized to deepen the connotation. In order to guide and promote school-industry linkage, the autonomous region held three meetings about running a school in a cooperative way and cultivating personnel in the form order since 2008. A teacher of XJVATC World Bank PMO, Jiwenli, summed up the forms of school-industry linkage well, including order-typed cultivation model, the model running school into enterprise, trusteeship management and school-enterprise cooperation. In fact, these schools still have the cooperative form of school and enterprise cooperation to complete a project. These forms are in essence dealing with the question of “enterprise in school, school in enterprise”. From the perspectives of the connotation of school-industry linkage, this mainly includes aspects of students internship(the construction of training bases), combined cultivating, student employment, combined training and scientific research and so on.

Different forms of school-industry linkage have made an important promotion to school development, teacher ability improvement as well as the improvement of training student quality. However, some teachers mentioned that the effects of these forms are different in the investigation. Take the order-typed personnel cultivation for example, it is a common cooperation form, but more than a few students will break the contract they signed with enterprises when they are employed, which will actually disrupt the initiatives of school-enterprise cooperation. The common question is that school has not yet built a evaluation system about the form, content, effect of school-industry linkage.

The school-enterprise cooperation company of XJEC, Changyuan Water, Hu Yan: we launched a new project in 2011, so we established an order-typed personnel cultivation plan with XJEC. We felt the potential risks (students break their contracts), for we were not that strong for the moment. We have clarified the conditions such as working place, the situation of the firm and so on when recruiting students. Before the recruitment, we paid them 300 hundred subsidies a month, they would go to our company when they graduated, but they must undertake certain

expenses if they broke their promises. We need to contact the school, and school would do the students' work to avoid high failure rate. The number of students who went to our company is 64, three of them broke their promises. Now, we could give up the order-typed cultivation, because we now are able to recruit people directly from schools.

The case of Changyuan Water illustrates that, the school should notice that they should appraise the existing forms of school-industry linkage properly when they develop and perfect school-industry linkage's form and content. An important fact of school-industry linkage is that teachers could realize their self-development during the cooperation, and school teaching becomes more integrated into the knowledge of principal technicians. But Diagram 6-1 shows that 33% of teachers think it difficult for them to improve their teaching and scientific research abilities by the school-industry linkage, another 16.8% of teachers think that the experts who were invited lack the practical training to teaching. These indicate that school did not appraise the existing forms of school-industry linkage and the content, effect of school-industry linkage, and change relevant combined forms. For example, which forms of personnel cultivation are more effective among the existing ones? Where are the problems lying in the forms of school-enterprise cooperation and how to deal with these problems? Which forms are no longer fit for the social demands?

Problem 3: the school-industry linkage is simplistic in form and low in quality

Five schools all mentioned that school-industry linkage should "facing the market, facing the employment, work-study combined", this is also conform to the characteristic of them. So the main purpose of school-industry linkage is to deal with the problems of student internship, training, employment and enterprise's recruitment. These five schools did a lot of work to deepen school-industry linkage, the main form is to develop the scientific research of school-industry linkage, and they have already made some achievements. During this aspect, the experience of XJVATC is worth learning. XJVATC teachers not only required to have the same number with the

technical staffs when they declare or finish research project above the regional level, insist on this principle in the scientific research and teaching reform project, but also insist in the development of teaching groups and teaching reformation.

Mr. Ma, the director of UVU: teachers mainly guide school-enterprise cooperation by scientific research, particularly, they join in the school-enterprise cooperation in the form of project, such as the program of Xinjiang logistics development and so on. Some teachers also participate in Asia Europe Expo, and publish magazines. **Mr. Dai, dean of Electric Power Department of XJEC :** we combine provincial project with cooperative enterprises, transform technology products. Currently, altogether 26 people participated in three the department or bureau level scientific research projects in our school. **Delegate of XJVATC Changjiyaxi seed company:** XJVATC has an affiliated Fine Seed company, which make it become the cooperation between company and company, making use of the advanced technology of school to cooperate, and school also has breeding and scientific research business to cooperate with us. **Julaiti, from CXJUM:** we haven't received state fund and natural science fund of various levels. But we participated in a project of ministry of science and technology, the host unit is regional hospital and regional traditional Chinese medicine and ethnic medicine research, we only did some subjective projects-----modernization of Uyghur Medicine. **Mr. Guo, director of XJVTCLI:** we searched horizontal project with enterprise, for example, the question of subsequent products deep processing. Helping and combining enterprise to declare some projects from department of science and technology. **Mr. Wang, the HR of the cooperation enterprise of XJVTCLI:** we established a research and development center by the cooperation with enterprise in 2008, sharing the equipment resource, half of the projects were cooperated with school.

However, we all feel that the current school-industry linkage is simplistic in form and low in quality. XJEC summarize this question in the summary of school-industry linkage: the depth is not enough, and also is simplistic in form. The main aim at cooperation teaching is to deal with the problem of enterprise employment.

school-industry linkage stop the low level of one project one discussion, an enterprise of a sign, the companies will not reach their goals, and the school will not meet the demand of talents. This point could be told in the data of Diagram 6-1, and the most current co-operations stop at the aspect of providing teaching machines, facilities, practical places, and two-way flow between school and enterprise, and need to strengthen the forms of scientific achievement transform and combine the projects. In the data from 6-1, 18.8% of teachers think school-industry linkage is anti-regulatory, 13.5% of teachers think school-industry linkage has a low level, 14.8% of teachers think school-industry linkage enterprises limited to Xinjiang. These indicated that the school-industry linkage is actually exists the problem of low level and narrow range.

Mr. Zhang of XJVATC: although we have built a lot of school-industry linkage, we should think about how to combine deeply. But now, most enterprises are directed at our students. Otherwise, our teachers do not have the ability if the enterprise should research and develop some new products. **Wang Dezhang, the director of XJVTCLI:** the level of school-industry linkage is low, and this is the question wanted to be solved at the status level. I think, whether can we continue the interference between upper leaders and the policy, to motivate the initiative of enterprises. **Duan Yuqing, director of UVU Finance Department:** school-industry linkage is still weak currently, foreign countries such as Germany's industry associations play an important role, but domestic industry associations are anti-regulatory. Now, the attraction of school-industry linkage is the cheap labor we provided, the real demand of enterprises is low, for the enterprises think that they are unprofitable. **Yi Feng, Mining Department of XJEC:** there are lots of disadvantages in the school-industry linkage, like its simplistic content which mainly reflects on the internship, to sign contract to solve the employment. **Julaiti, an expert from CXJUM,** said, "We start to develop drugs and cooperate with enterprise, we can do some experiment at laboratory and then do the further research. However, because of money issue, there is not much examples like this, usually, advanced enterprise

would go to Urumqi.

Teachers made a lot of analysis on this issue at the meeting, and reasons put forward by them was also verified by cooperative enterprises' points. Many schools mentioned that to have a further cooperation with enterprises while many teachers don't have such ability. During the school-industry linkage, on the one hand is whether enterprise has such a desire; on the other hand is whether school has the ability of cooperation. During the conversation of the enterprise which cooperated with XJEC, Liyunchuan, the principal of Hydro power of human resources, and Tangyunlong, a man from Shanghai Volkswagen Company, both of them stressed that they have collaboration with domestic famous universities in a long term, namely, those Xinjiang vocational colleges don't have the ability of cooperating with enterprise deeply, hence, schools should focus on improving the ability of scientific research and the construction of scientific research team.

Table 6-2 Students' views of the school-industry linkage activity organized by school

Options	Answer times	Percentage	Individual percent
Never	236	5.5%	13.6%
Go to enterprise to visit and study	735	17.2%	42.5%
Invite entrepreneur to deliver public lecture	979	22.9%	56.6%
Invite technician to teach at school	581	13.6%	33.6%
Practice at enterprise	898	21.0%	51.9%
Enterprise recruitment meeting	840	19.7%	48.5%

We should concern about the degree of way of students participating, which is also an important standard of measuring school-enterprise. We did a survey among

students about the school-industry linkage activity organized by school. According to data from Table 6-2, for students, the main activity of school-industry linkage is entrepreneur's speech, internship, recruitment, visit and study in enterprise, invite technician to teach at school, which means the way of training students is not various and content is also limited.

Problem 4: Both of school and enterprise should have more activeness.

Teachers have mentioned the problem that only school has enthusiasm while enterprise being passive during the cooperation. School and enterprise, the two interest subjects of cooperation, have differences in positivity. The teachers' view focuses on three aspects: Firstly, there is no corresponding requirements and the encouragement policy of the state in the system and policy on enterprise. In the next place, in the cooperation of enterprises and the school, there is no more interest association in addition to the recruitment of employing. Thirdly, schools lack the discourse right in the cooperation with enterprises

Wang Dezhang, Director of the Scientific Research Office of XJVTCLI said that "We can not bind schools and enterprises together by interests. Although the state has promulgated a series of policies and regulations, the enthusiasm and positive degree of enterprises in participating in school-industry linkage is not very high. **Mr. Liu, teacher of XJVATC** said" No national policy on fiscal policy is implemented to support companies to do some of the things. So, the enterprise which cooperated with us consider the consciousness and morality, it does not reflect a kind of the responsibility of education too much. Therefore the school is very serious, the enterprise is in a relatively passive stage. **Mr. Lv, teacher of XJVATC** said that in practice, we take the students to the enterprises and the position is decided by the enterprises, the school and the students have no voice. We are considering about the students, but the enterprise just considers their own. **Vice president of Department of economics and trade of the UVU** said" At present, the enterprises cooperated with the school has no preferential policies such as tax deductible .The enterprises believe that they have nothing to do with the development of Vocational education , this led

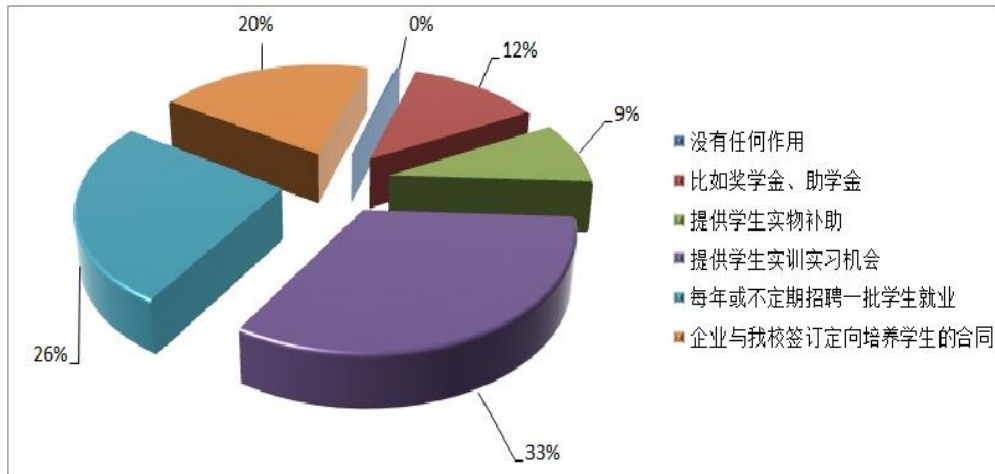
the degree of the participation of enterprises in the Vocational education is insufficient. **A teacher of CXJUM** thinks that we are so strict with the practice, but teacher of the hospital do not require students in accordance with this way. This is because, the best indicators to enter these hospitals require bachelor degree or above, while what our students take is the diploma, they could not enter them. Which hospital is willing to spend time and energy to develop the students who could not work in their hospital .Therefore, the relevant departments of the hospital does not pay attention to these things, they will saffix their seal as long as the intern finished the internship .

Although the school Compared with the enterprise is more active in the School-enterprise cooperation, we can also see the idea of “wait , rely on demand”the "open education", and the idea of carrying out cooperation with enterprises actively has not been fully reflected. For example, XJVATC and Agricultural Machinery Bureau of Autonomous Region implement business school and a new agriculture, and farmers secondary classes ,they all in the way of “paid by the government, run by the school“. And XJVTCLI also use the Vertical leadership with Municipal Commission of Economy and Information Technology and ask them for help to build a cooperation platform between the various regions of Municipal Commission of Economy and Information Technology and the enterprises, they share data, carry out Transverse research by cooperation, so as to broaden the path of school-industry linkage. Teachers of the UVU stressed that the government should guide the industries and enterprises to better docking, and provide it with a better policy. There is no need for reticence, there are problems in arousing the enthusiasm of the government and enterprise in the school-industry linkage. As a matter of fact, there are issues of the shortage of the school positivity or subjectivity , and this shall be the vital problem which schools should focus on and solve.

Problem 5: school-industry linkage provides the conditions for students to develop and get employment, but many aspects need to be improved.

Students' internships and employment is always the core question in the various forms of school-industry linkage, and it is also the most significant achievements of the place. 5 higher vocational colleges have their own characteristics in the aspects of work and achievements. For example, XJEC, XJVATC implement "Order Type Education" in the form of "enterprise order, school compound food" aims to achieve the goal of entering the enterprise post teaching work directly after graduation without retraining. UVU and XJVTCLI vigorously promote the school enterprise cooperation to build a laboratory (training room), and take the advantage of enterprise resources to create conditions for students to practice. XJPIA also create running mode of "lead the enterprise into school", "the new mode of "enterprises running" and "trusteeship". It established the School-enterprise to set up Tianshan spring Food Co., Ltd and found "Tianhai College" in Akesu "and operate "Yu Quan" training base of 2100 acres with modern agricultural technology. CXJUM develops the school run pharmaceutical factory and hospital actively. The practice conditions of the students improved significantly, the opportunities of employment increased distinctly by the dint of form.

The results firstly revealed in the teacher questionnaire on the "the effect of school enterprise cooperation in training students and employment". As shown in Diagram 6-3, in the 1165 times response, it provides students with employment accounted for 33%, to recruit a group of students irregularly accounted for 26%, signing contract of oriented training for students accounted for 20%. In the Student questionnaire on the question of " the help degree of school enterprise cooperation on your academic program ", 58.1% of the students consider that as very helpful, 35.1% as certain helpful, only 4.6% and 2.2% of the people think that helps a little or does no help.



1. No help; 2. Like scholarship, stipend; 3. Provide material subsidy for students; 4. Provide training and internship chance for students; 5. Employ some students to work every year or irregularly; 6. The enterprises sign directional nurturing contract of students with our college.

Diagram 6-2: Teachers' views on the school-industry linkage's function in the students nurturing and employing

Table 6-3: Students' view on the school-industry linkage's function in their studies

Options	Frequency	Percentage	Valid percentage	Adding percentage
Very helpful	1006	58.1	58.1	58.1
Helpful	607	35.1	35.1	93.2
Not very helpful	80	4.6	4.6	97.8
No help	38	2.2	2.2	100.0

Ms. Qian, a woman from Taikun cooperation of XJVATC said, we have 5 cooperative directed Taikun classes with school, students in the second term of freshmen year can apply for position according to enterprise's introduction as their willing, while enterprise will increase curriculum and chance of internship for them based on job demand in the future. There are 80 to 90 percent of students in these five classes chose Taikun Company. **Mr. Tang, the dean of Admissions Office in XJVTCLI**, said, we have many majors designed as two- year theory study plus one or half of year practical training. Compiled unit like Railway Bureau, it should be signed agreement after students got diploma. However, now after negotiating with enterprise, there will have 230 students graduate in next year and on September the enterprise

will arrange teachers to train students, after they pass the training, they can sign employment agreement with enterprise. **The cooperative enterprise of XJEC is Shanghai Volkswagen Xinjiang Company**, the spokesman said, we have cooperated with Engineering College since 2012, and recruited more than 170 students during 2013 and 2014, most of them were production line workers and mechanical warranty clerks, only 8 percent of students who have received our training but didn't join it. **Li Xiaojuan, a woman from three industrial park of UVU**, said, at the moment, there are 293 companies joined the cooperation, and there are 19,500 times of students took positions in companies, at the end of 2013, 535 students work in cooperative enterprise. **Abudukeremu Tuerxuntuohuti, the president of Hotan municipality Wudong Uygur hospital which has cooperated with CXJUM**, said, now we have 47 doctors, they almost graduated from Hotan Uygur Medicine Vocational School where is also the intern base for Uygur vocational school.

Currently, there are some important problems need to be solved, like problem we have mentioned in the third part Teaching Reform of this report which is "what they did was not what they have learned." In addition, both of students and teachers in XJEC and XJVATC have mentioned the security issue in the internship during the conversazione.

A teacher from XJEC said, enterprise with huge danger are not willing to undertake the security risk for they afraid of afford responsibility, thus, they don't want students practice at their enterprise. Even though they agree to accept some of students to intern at there, they won't allow them to do the deeper or core work not to mention to operate on hands. They are only allowed to visit at place with little danger that left them a shadow of impression. **Mr. Zhang, a teacher from XJVATC**, said, some majors have security risk during the internship, thus, we would ask enterprise to buy personal accident injury insurance for interns, if they don't, then school would buy it for students. **A student from XJVATC whose surname is Zhang**, said, we buy insurance on ourselves when intern at factory. During my internship, I buy an accident insurance on my own.

We have made a questionnaire about what kind of problems do you think exist in school-enterprise cooperation and how to work it out. According to diagram 3-4, students thought the top three problems exist in school-enterprise cooperation is the number of cooperative enterprise is small, time of practical training and internship is too short and lack of opportunity of internship. We think small number of enterprise is the result of scarcity of chance of interning and employment, hence, students should concern more about this two items. The time of practical training and internship is too short, on the one hand, it not conducive to improve their professional skills; on the other hand, it also not good for students to win enterprise's favor through interning. Diagram 6-4 shows that many students asked for more guiding from teachers and chance of interning is what they thought enterprise needs to improve, actually, they want have more opportunities of improving their skills and increase the chance of employment, which means students not only want chance of employment, but also want better chance of development. Besides, it reveals from Diagram 6-4 that students from ethnic groups and students from Han group have reached an agreement in this problem without ethnic differences.

Table 6-4 Students' recognition towards where should be improved the school-industry linkage.

Options which exist problems	%	Options for improvement	%
Number of cooperative unit is too small	51.5	Number of cooperative unit is too small	10.1
Time of practical training and internship is too short	17.1	Time of practical training and internship is too short	9.5
Lack of interning chance	16.6	Lack of interning chance	27.8
Lack of technician's guiding during internship	8.5	Lack of technician's guiding during internship	28.0
Low level(level of management and production is quite low)	6.3	Low level(level of management and production is quite low)	24.6

In a word, the main problem that all of vocational schools need to consider and handle with is help students to use their knowledge into practice and provide them a much better and safer environment to work.

Problem 6: Students from ethnic groups have difficulty in employment and their internship and employment environment is not good.

According to employment data from school, students from ethnic groups have difficulty in interning or employment. Take graduates' rate of employment from Engineering College as an example, in 2012, the rate of employment of Han group graduates is 96 percent while the rate of employment of students from ethnic groups is 88 percent, which has a difference of nearly 10 percentage points. In 2013, the rate of employment of Han group graduates is 93 percent while the rate of employment of students from ethnic groups is 85 percent, which also has a difference of nearly 10 percentage points. It must be pointed out that this problem is not only exists in these five vocational schools, but exist in almost all of vocational schools in Xinjiang. We set a question "Does the school-industry linkage broaden the way of employment?" in the questionnaire among students. According to Diagram 6-5, there are 54.2% of students from ethnic groups didn't choose this option, which is obviously higher than students from Han group that they only took 29.6%. That means students from ethnic groups didn't think highly of effectiveness caused by school-industry linkage compared with students from Han group.

Table 6-5: Students' recognition about whether the linkage broaden the way of employment.

		Not chose	chose	Sum-up
Han group	times	309	734	1043
	percent	29.6%	70.4%	100.0%
Ethnic groups	times	373	315	688

	percent	54.2%	45.8%	100.0%
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Problems revealed from above data have been proved by materials from conversazione and interview. Therefore, there is problem exists in school-enterprise cooperation that is how to handle with disparity of students from ethnic groups in terms of language, life style and behavior and create more practice opportunities and better employment environment for them.

Mahemuti, the director of Employment Office of UVU, said, I think enterprise also have problems, especially mainlanders who come to Xinjiang to start business, whether they can fit in Xinjiang regional culture. If government pay attention to it and both of them will make efforts, it maybe improve the employment situation for students from ethnic groups. Hiring situation in those traditional national enterprises is not good but they don't need students from ethnic groups. **A person in charge of the enterprise which has cooperated with XJEC**, said, all of enterprises want students from Han group and refused others by no mosque canteen, which is can't work it out either. But they took resource of Xinjiang and didn't take any social responsibility. I think college students' employment problem should be solved since it began. **A student from CXJUM** said, "What we learned is Uyghur Medicine, but we Chinese is poor and suffer loss during the interview, hence, we can't pass it."

During the conversazione with heads of enterprises, they didn't show much recognition on the problem that the proportion of students from ethnic groups among all interns in enterprise and their adaptability in enterprise. From the perceptive of enterprise, when they are recruit employees, they usually won't consider their ethnicity unless job demand. To solve this problem, teachers from school have emphasized that state-owned enterprise in Xinjiang should recruit a certain proportion for local people who from ethnic groups and which should be same as private enterprise. Actually, the constitution of the PRC and Regional National Autonomy Law of the PRC has already built a systemic frame for the sake of ethnic minority and ethnic municipality. For example, according to the law of regional national autonomy,

in the 67th rule, in the national autonomous local enterprises, institutions under the state organs at higher levels to recruit personnel in accordance with state regulations, shall give priority to local minority people. That means even it has related legal system, but enterprise didn't have the idea of inviting local ethnic groups to join their construction if they want further development in Xinjiang, or concern the market competition and decrease management cost, thus they don't want to carry out the policy, as a result, students from ethnic groups have difficulty in interning and employment.

XJVTCLI: in 2011, it recruited 3,004 students included 655 students from ethnic groups. In 2012, it recruited 3,047 students included 843 students from ethnic groups. In 2013, it recruited 3,161 students included 1,042 students from ethnic groups. This year, it plans to recruit 4,200 students and will recruit 1,500 students from ethnic groups. **XJEC:** now, it has 15,032 students and students from ethnic groups take 40 percent. It was going to recruit 1,500 junior college students but actually it recruited 1,400. This year, it will recruit 2,370 students included students who take exam through the same paper like Han group, the native-tongue-using students from ethnic groups (preparatory course) and bilingual students (past exam). **XJVATC:** now the school has 12,000 students, including 9,375 students from higher vocational school, 2,000 students from middle vocational school and students from ethnic groups take 44.9 percent. **UVU:** it has similar proportion of students from Han group and ethnic groups, students from ethnic groups take 44.6 percent and most of them from Uyghur which has taken 85 percent in ethnic groups.

To solve this problem with efficiency, when send students to practice in enterprise, XJVATC would ask enterprise to accept them according to the proportion of Han and ethnic groups. We think it will be figured out during internship, but students from ethnic groups may not have much effect on employment. Because the proportion of students from ethnic groups has risen rapidly in several vocational schools (except CXJUM) in recent years that we have stressed the problem about their internship and employment. Actually, the increase of absolute number and proportion

of students from ethnic groups is the result of improvement of Chinese study environment and conditions, increased numbers of teachers and paid attention to students' language problem in curriculum and teaching reform. That is to demand all of schools should make language training plan for students from ethnic groups on purpose in the World Bank Project.

Problem 7: The incentive mechanism of teachers participating in and promoting school-industry linkage is not clear.

Another problem is, the reward mechanism for teachers to participate in and to promote school-industry linkage is not clear or no clear implementation. In fact, whether student internship, employment, or the scientific research projects carried out by enterprises and teachers, schools' hierarchy have no clear reward. Here refers to reward includes material and immaterial. In XJEC, with cooperation enterprises united application the province departmental topic is an important form of school-industry linkage. There are 26 people participating in, the school made clear in the reward mechanism of scientific research project "provincial projects of more than 500000 Yuan accord with the ratio of 20% ". Teachers point out that when the teacher received a similar topic, this policy is not implemented. CXJUM has no access to the national natural science foundation of China since 2004, only two horizontal cooperation subsidiary project, and schools have no supporting facility or rewards of subsidiary project. In addition, most of the teachers involved in school-industry linkage projects, cannot regard this project as their annual appraisal performance, nor as a title of promotion materials. The not clear incentive mechanism is not useful for playing the enthusiasm of teachers to participate in and promote school-industry linkage, which should arise the attention of the higher vocational colleges.

Problem 8: The two-way flow mechanism of teachers and enterprise technical personnel is imperfect in the school-industry linkage

The two-way communication of teachers and enterprise technical personnel is an important form of cooperation between colleges and enterprises, on the one hand,

involving the school employ enterprise technical backbones undertake the course and cultivate students, on the other hand, involving the school teachers go to the enterprises to exercise or to provide intellectual support for the enterprises. Under investigation, we noticed that the enterprise technical backbones participated in the school curriculum and teaching reform and teaching and the construction of the management team is a common phenomenon. For example, XJVTCLI jointly published materials with enterprise technical backbones in the school-enterprise cooperation invited enterprise technical backbones to offer courses targeted for students. And XJVATC invited cooperation enterprise technical backbones to participate in the discussion of adjusting and reforming the professional course. UVU and technical personnel of enterprises jointly develop the course system of "work-integrated learning", to move forward the goal "factories have schools, and schools have factories". CXJUM invited the director of Wu Dong city Uyghur hospital to participate in scientific research and teaching management, therefore, there is a close two-way flow of school teachers and cooperation enterprises (hospital) personnel in school-enterprise cooperation, and make an important contribution for the school teaching, scientific research and talent training.

The cooperative enterprise of XJVTCLI, TianRun company's manager, Mr.He: personally, I think this mode of enterprise teaching effect is very good, not only promoted the students' practical ability, and stabilize the students' employment thinking. In the process of teaching, our professional technical personnel, also found a lot of problems in the teaching material. To solve these problems, we jointly compiled in total three sets of teaching materials with schools, including food inspection, and production and processing materials, thus it is closer to the students and the factory. At the same time, we and schools focus on communication of personnel and technology, the teachers will go to internship, enterprise training, and enterprise professionals go to school to teaching. This positive interaction also deepened the relation of cooperation. **The vice President of XJVATC Mr. Luo:** when we in the curriculum, enterprises come in. Reform, curriculum, and every profession has

technical committee, including enterprises, research institutes and industry. We invite to have curriculum argument are engineers, technicians, generally, there are special rules to manage these people, and every profession has talent training scheme and the curriculum reform demonstrating every year. Revision of the standard is the situation of teachers' research and the students' reaction, such as the new technology that enterprise applied , the teacher said that light doesn't work, and need 5-6 enterprise representatives to see if such modification is feasible. The same subject, have to invite multiple enterprise, because students are not in the face of an enterprise. **The vice President of CXJUM affiliated hospital, Mai:** we also participate in school of material , and I participate in part of obstetrics, this is the thing that did with our hospital and the school teachers. There are some doctors participate in from other hospital, such as from Uyghur hospital of autonomous region, and from Uyghur hospital of Khotan region .We only had three teachers that are from schools in obstetric textbook writing, I'm from school affiliated hospital, and another is from Uyghur hospital of autonomous region, another is from the Uyghur hospital of khotan region, in total is six people taking part in the compilation teaching material.

The communication of two-way flow between school teachers and enterprise (hospital) technical personnel is very frequent, but the school did not introduced corresponding normative documents or system for two-way flow and the responsibility in flow. Such as the part-time teacher Li of light engineering computer major, was already assessed as engineer title in the former unit in 1995.Later, Li has been as a part-time teacher (not compiled) undertake the school teaching work, but there's no way to get the opportunity of the title of technical post in the school. The problems of Li, in fact are not within school's power, it involves the problems of evaluation of professional title in educational industry. The essence of the problem is the part-time teachers undertake courses for class fees besides, can get what other things. Schools and enterprises combine and invite each other is a developing trend, and a inevitable demand that promote teaching quality in vocational education, enhance the level of teaching and management team and serve local society ability.

Therefore, from the Education Department of autonomous region's perspective, a few higher vocational colleges and universities in this respect should be encouraged to innovate, to improve and solve problems of two-way flow mechanism of teachers and enterprise technical personnel.

6.2 Specific problems of 5 schools in school-enterprise cooperation

In the meetings and interview of teachers and students of CXJUM and XJVTCLI, they also mentioned some specific problems about school-industry linkage.

6.2.1 XJVTCLI

The form of title sponsor class is novel, but lacks substantive connotation: in the survey of XJVTCLI, the title sponsorship class as its characteristics of school-industry linkage was introduced. So far, there are 11 universities have been endorsed by the enterprises. This form of school-industry linkage is somewhat less likely to appear in other universities, and is one of the big characteristics of school-industry linkage in XJVTCLI. But in the discussion and interview, we have not find out what is the difference between the form of school-industry linkage of title sponsorship class, exactly what are its connotation. Some teachers solved the problem.

The director of Scientific Research Department of XJVTCLI Wang Dezhang: The last but most special characteristic is that there are 11 universities are endorsed by enterprises. But we do not charge any fee. Just to show how close is the relationship between us and the enterprise. Title sponsorship mainly relies on personal relationships.

From this perspective, the title sponsorship class just has the form with no real connotation. Of course, there is no denying that title sponsorship class helps to enhance relationship and emotional of enterprises with the schools, but more should

be considered that how to make them fall into place. For example, as title sponsorship class in the form of school-industry linkage, what support can enterprises offer for the teachers' skills improvement and students cultivation and employment which did not exist before, and how universities should inject the substantial contents for the construction of naming class. In fact, the problems of title sponsorship class may be not unique to XJVTCLI, and not just exist in the form of school-industry linkage. The important reason of inadequate attention being paid to this problem is that "the school did not establish the evaluation mechanism aiming at school-industry linkage form, connotation and effect ", that we mentioned in the second record of universal problems.

6.2.2 CXJUM

Through the investigation, we feel that CXJUM is faced with more problems in school-industry linkage, especially on the issue of student internship and employment.

Problem 1: Some students are in shortage of basic living guarantees during their internship in school-enterprise cooperation units

The teachers and students mentioned that the internship of Medicine profession can earn 300 to 400 Yuan per month from enterprises, but clinical students have no internship fee when they go to the hospitals that are not medical college affiliated hospitals. Although students still enjoy various subsidies given by the government during the internship, because the cost of school living is lower than that of the internship outside, so it caused pressure to most of students from poor families. In addition, during internship in some hospitals, the hospitals do not solve the problems of students' accommodation. Some students even need family support, to rent a house near the internship unit, which also increased the burden of students' families. We should realize that CXJUM students came from minority families of south and north Xinjiang, and the income is not high. In school-industry linkage, therefore, it is quite necessary that solve the basic needs of internship students during internship lives through a reasonable way.

The vice President of CXJUM affiliated hospital, Mr. Mai: Our hospital and Pharmacy and Medical Department of our school is of the same department, so we don't have to sign the contract. Our doctors have classes in our school, and the teachers can also take students to our school for trainee, these are all of each other, is don't have to sign the contract. Like me is the doctor of the hospital and a school teacher. Students didn't earn any money former, but we consider students that we will give students some traffic subsidies, because our hospital is a bit far .As far as I know, internship students get a few subsidies and not almost have good accommodation in the other hospitals. **Teacher Maimaiti:** the time of internship process with time in school is the same, but the cost of living in school will be less. After entering internship units, their cost of living will be improved, the schools have no good ways to communicate with practice units.

Problem 2: the implementation and improvement of professional training bases during the school-enterprise cooperation

Despite students majoring in Medicine have internship places, and multiple enterprises go to schools to ask students to practice, but teachers generally reflect "they don't guarantee the quality of the student's internship".

Scientific Research Department, Julaiti: It is a little bit difficult to choose suitable internship places of Uyghur Medicine and Medicinal Materials Profession students, there are some Uyghur hospitals that doesn't reach our requirements. Many individual companies and the hospitals may not meet our requirements, and practice quality, academic level and stability is not able to meet our requirements, but we can only do to arrange students' internship temporarily. Before our new affiliated hospital and new pharmaceutical factory setting up, we can only do this. Only if the pharmaceutical construction well, the difficulty can be solved. **Director of the Pharmacy Department, Maimaitijiang:** Some companies all want our students of Pharmaceutical Profession, and we talked about it for several times. The number of students they want for internship is not just 1 or 2 people, but students of our whole class, and they will give living allowance and provide accommodation and so on, but

we are afraid of their business quality is not enough, and students cannot meet their demands to do some illegal work. If they request strongly, we will go to their company, and then let a few people practice.

The internship difficulties of students of Pharmaceutical Profession are associated with the development of Uyghur medicine industry, enterprise level is not that enough students that provide targeted internships. In meetings and interviews, therefore, the teachers emphasized to build a new affiliated hospital and pharmaceutical factory in new campus to solve the problem of students' internship and employment.

Problem 3: Students' employment is difficult, and relative regulations and policies are poorly supported.

Uyghur hospital has a broad mass base in the framing and pastoral areas of south and north Xinjiang, the local people recognized Uyghur hospital. While we visited Hotan, there are people from Yili, Akesu and Kashgar and other places of south and north Xinjiang. They recognize curative effect of Uyghur hospital, also take a fancy to the advantage of low price of traditional Chinese medicine compared to Western medicine. The Uyghur farmer of Hotan Yumuo county Maitirouzi Niyazi, had 8 days in WuDong hospital, costing 850 Yuan. He told us that, if they went to other hospitals, may be more than 3000 Yuan, which is unbearable for a family. Obviously, Uyghur hospital not only enjoy a high reputation, but also have a wide market. In fact, every south village of Xinjiang clinics are in urgent need of Uyghur medical doctor, but the students of Xinjiang Uyghur medical college account of its "specialist qualifications" cannot enter the medical and health system.

The director of Scientific Research Department, Julaiti: Our school is the only Uyghur medical professional training base in the country. But our students can't enter into some professional field, because of human affairs hall professional is strict for us. Our students also don't see the real job fairs, it is undergraduate that can enter such occasion generally and what we cultivate are college students. The students that

we cultivate every year, some graduated early but didn't obtain employment yet, this is a big problem. Our school is the only school that training grassroots Uyghur medical doctors, but because we are college, we can't go to the county or township hospitals , the doctors of these hospitals are undergraduate students in general. We all have our recruitment meeting each year, but are private enterprises, such as health care products factory. Student employment in a place like this also not well because private enterprise development also is not very good now, no leading enterprises, so there are still some problems of the stability of the students in employment and the job quality. Now we have 43 Uyghur hospitals above the county level in the whole Xinjiang, where most employees are our former students, but autonomous region will not give batch preparation - now they need bachelor degree certificate.

The complexity of the problem is beyond the reach of the CXJUM, it is the problem of a policy, system and reality will not unite. On the one hand, Uyghur medicine has good foundation, and also meet the needs of the development of medical and health service in the farming and pastoral areas of south and north Xinjiang: But on the other hand, because the level of the school, students have no way to enter the health care system. In a sense, students can't get jobs and play their role in the villages of farming and pastoral areas in south and north Xinjiang and medical and health service, this is a waste of resources, and is unfavorable to development of these areas and minority society. This problem should draw attention of the Education Department of the autonomous region, health department and the schools, and jointly explore the solution.

Problem 4: How did schools create conditions for enterprise self-promotion, and promote the transition of the employment concept of minority students.

The employment concept of "go into the system" has become an important factor of blocking minority students employment. Unlike other several higher vocational colleges, minority students of Xinjiang Uyghur medical college are in the majority. The teacher pointed out that, the employment situation of medicine, nursing and rehabilitation professional students is relatively good, and pharmaceutical

employment situation is bad. Many pharmaceutical professional students reluctant to enter the drug firms, on the one hand, because the enterprise is not standard, on the other hand, they thought working for a private company doesn't count employment. In 2013, the CXJUM affiliated companies began to publicize enterprise benefit to campus, to provide internship allowance for intern students, set up special scholarship, eventually attracted many students to pharmaceutical factory. Factory director Muhetaer thought this kind of publicizing enterprise, lets the student understand the way of enterprises promoting the transformation of students' employment concept.

The decade before 2012, students cannot get into the pharmaceutical factory. Graduates are not willing to stay in business, it is must be compiled, and parents don't agree to let the child stay in enterprises. We also have some students that have been reluctant to sign our contract, and pay social security. Not only don't give, but also let me give. There is such an idea that social enterprise is fail at the end. I consulted with the leadership of the department of pharmacy after entering factory, at least to put pharmaceutical professional interns into the factory in 3 months. As a result, we got the three students in 2013. Right now, it is better, there are eight students internship of department of pharmacy. According to the income of our factory, the internship students got 400-800 life subsidies every month, and are provided accommodation for free. In May of last year, the school sports meeting, I took the drug company's brand. The purpose of participating job fairs and games is let students know that we are enterprise of the school. Our campus publicize thoughts and development prospects, we give lectures to the students every semester, to let the student understand enterprise. I consulted with vice director, Aiweisi(group's main grand) set up scholarship, and each professional (8) give a quota to him, and give every student 1000 Yuan, and issued publicly at the conference. Then students' perceptions of our pharmaceutical factory changed, a few students said that they will work in the factory after graduation. Therefore, in what way the enterprises demonstrate themselves has become an important factor inspired by these students.

This is a very typical case, and the practice of affiliated companies is inspired, raising an important question: when complaining about the employment idea of minority students is out-dated, what the school done, how to make the employment guidance work more targeted and more efficient. The case also shows that in promoting transformation process of minority students employment ideas, on the one hand, is the enterprise have to be willing to promote themselves to the school, but on the other hand is the school should consider what kind of conditions of self-promotion for the enterprise to create.

7. The school-running conditions

This part mainly includes: first, in terms of operating conditions, five higher vocational colleges face the universal problems; Second, the situation of civil engineering of the 5 project schools.

7.1 Common problems in upgrading of facilities and equipment

Poor school conditions is the key factors which restrict the development of the several vocational colleges, it also be recognized by the teachers and students of meetings and interviews. At the same time, teachers and students put forward various views about should focus on which aspects of improving school conditions, we will illustrate these opinions that divided into five general problem.

Problem 1: Lack of training and practice bases has severely restricted the development of the school

Teachers pointed out the school educational condition is bad, the first reason is lack of funds. The most concentrated performance of this problem is there are not enough training and practice base, and this performance comes into the discussion and interview data own. As the president of institute of zoology of farming institute Deng Shuang put forward that a cattle farm as student Internship base needs to be constructed there, but the president of Food School of XJVTCLI Sun Laihua said" even with the instruments and equipment, there is also have no place to put them", Julaiti, director of CXJUM emphasizes the shortage of school affiliated hospital scale restricted the student internship and employment. It seems that the lack of training and practice bases has restricted the development of the school.

The director of Scientific Research Department of XJVTCLI, Wang Dezhang: the development of the school is really restricted by area and capital, infrastructure can only by self-raising or a bank loan, so funds are very nervous, with

quite large gap. As a result, the World Bank-funded project's support is very significant for our school. We are going to focus on perfecting our training base after getting the project fund of World Bank, , such as creating a industrial training center, build up the practice base; **The president of Food School of XJVTCLI, Sun Laihua:** Our training bases only have colorbond board room with two-layer, which are very crowded, the lack of infrastructure is an important factor restricting the development of our school for a long time, a lot of work is restricted by the space. **Director of CXJUM, Julaiti:** The affiliated hospital of our school will achieve the size of 500 beds in 2016, the scale is of 1000 beds in 2020. So our students don't have to go out, and can practice in our hospital, but now we have no conditions, only practice in collaboration hospital and teaching hospital. We are building a new pharmaceutical factory, only the pharmaceutical factory built, pharmaceutical professional students can solve the problems of the practice base. **The president of institute of zoology of farming institute Deng Shuang:** our professional is special, our students need a lot of practice. If students inject into cattle, but how to find so many cattle, if killed a cow and have to find another, so there are no companies are willing to bear the loss. So, we need to combine the requirements of the professional to make a simulating training.

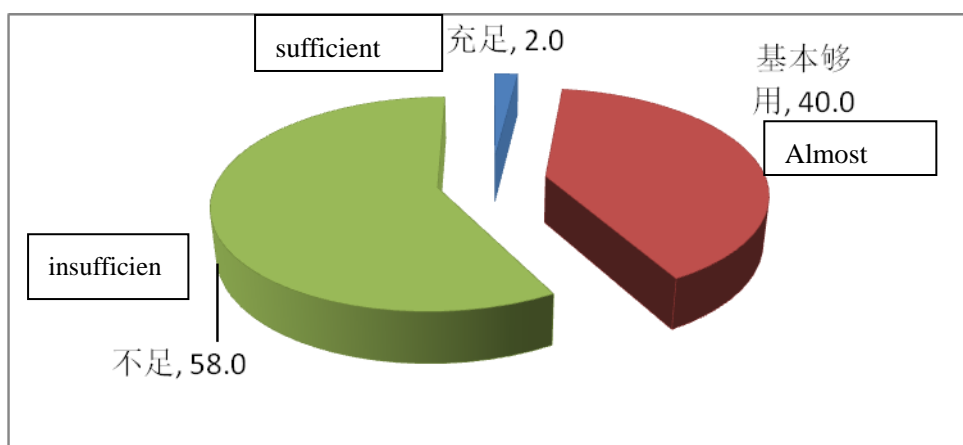


Diagram 7-1 Teachers' understanding of school teaching infrastructure

Table 7-1 Teachers' and students' understanding of school running conditions

Options	Students			Teachers		
	Rate	Percentage	Effective percentage	Rate	Percentage	Effective percentage
data	1159	67.0	67.0	260	65.0	65.0

We made an investigation of "quantity" of teaching infrastructure" in teachers' questionnaire, and Diagram 7-1 reveals that 58.0% of teachers think that is not enough, 40.0% of teachers think that is enough, and only 2.0% of teachers think that is adequate. In the investigation of "the prominent problems existing in our school" for teachers and students, teachers and students put the hardware conditions hysteresis in the first place (teaching building, laboratory, dormitory, canteen, sports venues, etc.), the ratio is also pretty close - students was 67%, the teacher is 65% (table 7-1). This fully shows the hardware condition and teaching infrastructure is not good, and has become the most important factor in restricting the school development.

Problem 2: Insufficient and timeworn experiment equipment, which can hardly meet the demand of professional development and students cultivation.

One of the problems that the teachers and students concern most is the insufficient and timeworn laboratories and experiment equipment. Zhang, one college from the XJVATC, points out that, "There are some agricultural machinery equipment, but they are timeworn for about ten years or probably twenty years, compared with current equipment used in enterprises, old-fashioned and useless, which spawns a problem: although the equipment are same in principle, graduates who step into the enterprises still have to master the new equipment. For them, it is not to the advantage of adapting to the posts."

A student from the XJEC: We are in shortage of classrooms. When we were freshmen, we got our own self-study classrooms. However, things are changed in our

second year. We have no self-study classrooms for the sake of insufficient classrooms. And we are lack of laboratories, which affects our experiment operations concerning the poor conditions. **Zhang Le, a graduate from the XJVATC, who majored in programming:** We had eight machinery rooms, among which one was old-fashioned equipped with kind of computers used in our primary schools, and when we were programming or the teacher was demonstrating, they would crash. The other seven machinery rooms were used when other colleges needed to operate practically. The main problem was that we had comparatively few opportunities to enter the rooms, because there were many classes, and I could not enter any one of them even though I got my spare time. **Maimaiti Turxun, a student from XJVTCLI:** When we have Vocational Counsel class, we think that the teacher's voice is a little bit low on account of the timeworn amplification system. What's more, there are plenty of people, because it is a combined class, which influences our learning. The hard equipment in laboratories is old-fashioned, and there are relatively few touchscreen computers. **Maria, a student from the UVU:** What the teacher uses is sound recorder in our Listening class with tapes. Especially this year, when we fought our final exam, it broke off for a moment. Although it recovered, we were terribly nervous. **Aji, a full-time teacher from CXJUM:** There is a simulated hospital in our college, but the devices are timeworn and useless with poor maintenance. **Mu-Yi Zael, a teacher from the Department of Pharmacy of CXJUM:** The scale of laboratories is a little bit small, and the acreage is small, too. The devices are not enough where there is only one available, which causes a problem that when some of us are operating, the others only remaining watching. If there were sufficient equipment, then everybody would be involved and master better. For the lack of advanced equipment, many modern experiments are operated in a traditional way, receiving unsatisfactory results.

Certain educational institutions have made some effort on experiment equipment, and devoted to advance it to make sure that the specialized knowledge learning of the colleges is keep pace with the times.

Ma Wentao, a teacher from the XJEC: My teaching-reform project is

concerning VC-3 experiment table's PRC comprehensive experimental development, concerning the project of machinery. At present, the old devices cannot meet my project, whereas the introduced new devices permit teachers and colleges to realize their assumptions, increasing the positivity and activity, transforming passivity into positivity. I have published one of my papers on my project, which has not into the implementation phase. The experiment itself is to supporting the specialized courses. But the condition is not permitted. Experiments are supplementary professional courses, but now time and conditions of the experiment is not enough. Our goal is developing the function of the test bench, promoting the open teaching.

Problem 3: Lack of lab equipment of Chinese language learning and teaching seriously, restrict the improvement of minority students ability of Chinese

The teachers that teach preparatory Chinese language and minority students in five higher vocational colleges thought, there is not only a serious shortage in teaching of Chinese language refer to the fourth part- teaching team section), and lack of basic facilities of sound labs and teaching of Chinese language, this is the key to improve Chinese language ability of minority students effectively, especially oral English ability.

Mr. Zhao, director of Language School of XJEC: We have constructed language teaching for a long time, so does the software of this kind. But the effect is very poor, because there are no hardware facilities, so that thirty teachers cannot use the teaching equipment. These thirty teachers face with eight hundred students, even can't keep up with the hardware facilities, how to guarantee the progress and quality of teaching? **Teachers of Preparatory Education of XJVATC:** teachers' teaching method still belong to the traditional teaching mode, belong to the exam-oriented education, and modern teaching means is not enough. We proposed build a Chinese language lab, so before the exam, the teacher can try to mock exam. College now just put the recorder, if we build two language labs, and take examinations of the students' listening, speaking, reading and writing, modern technology developed the student

look at mobile phones when under simulation tests. **Mr. Zhan, teacher of Chinese Language Teaching Department of UVU:** Due to the large number of students, our school hardware facilities cannot keep up with, only one sound lab at present, and began to use this semester. The language lab is in the charge of the school teachers, every class has one practice opportunity to use it every week, and external teachers only take lessons in the regular classroom. We began to start our language lab in March 2014, one person with one machine, man-machine dialogue, students feel more confident in the language lab class more than in the normal classroom. He could hear his voice, and can communicate with teachers, classmates, very interested. If the condition is better then, our listening course can be equipped with digital recorder and a projector for the teachers. The teachers record every student's pronunciation, and students copy it through mobile phones that can listen to repeatedly, and repeatedly error correction, students through projector image understand word pronunciation, mouth more clearly, by contrast, the learning effect will be better.

There are three reasons of this problem: the first is caused by the insufficient funds of the school; The second aspect is due to the surge of minority students of higher vocational colleges in recent years, The third aspect is due to the over estimation of effect of bilingual teaching of Xinjiang autonomous region education department and school, they think preparatory Chinese language teaching will reduce along with the development of the bilingual teaching in south and north Xinjiang.

Problem 4: The daily study and living environment of students is bad, which is of great importance to improve the material conditions

We also should pay attention to the improvement of the basic needs of student learning and living. This problem was raised by the school of engineering, light engineering, and Xinjiang Uyghur medical college in students' colloquium. This problem has universality, should arise the attention of the school.

A student of school of XJEC: dormitory condition is poor, only some are little bit good, most dormitories are still very poor. Such as no toilet, no shower, no charge

place. The dormitory is adapted into eight people from six people, and change four people to six people. The classroom is not enough seriously, we have own self-study classrooms in the freshman year, but have none in sophomore year, because the classroom is not enough. **The student of XJVTCLI, Abifa:** Firstly, our dormitory, now lives 8 people, and has no outlet, very inconvenient for us. **The student of XJVTCLI, Maimaiti turxun:** there is another difficulty for minority students is the school canteen. Our dining room is a little small. At present, our school has a total of four restaurant, a common restaurant ,a Hui restaurant, and two Chinese restaurants. At 2 o'clock noon of Beijing time all the students go to the dining hall after class, sometimes a lot of food have been eaten. **The student of XJVTCLI, Wang Jie:** students exercise equipment is little, and the floor as well as instruments are less, too, such as football basketball court ,football field, and table tennis tables are also less. **The student of UVU, Nadiye:** I'm major in preschool education, dancing is our obligatory class. But dancing room is in the basement where winter is cold. **The student of CXJUM, Xiarepati :** school students are so many, but less activities, the playground, student canteen are too small. Bathhouse is not enough, two for woman, two for men, it's not enough anymore. The dormitory is too small, the boys' dormitory is converted by the classroom, it contained 20 boys, condition is too hard. Girl's dormitory condition is also hard, eight people live in a room.

The student of XJILIT Maimaiti turxun reveals another problem that school need to focus on, the number of minority students (most are Muslim students) increased year by year, schools should consider how to create better eating and living environment for the students.

Problem 5: The library facilities construction is not perfect

The library facilities construction is an important part of improving operating conditions of higher vocational colleges. We have noticed that the schools have strengthened the construction of books and materials, such as buying the CNKI, super magnitude electronic database, create a good condition for the teachers' scientific research and teaching and student learning. But some teachers' opinion, the current

books and materials are still imperfect, support strength for the teaching and scientific research is still not enough.

The teacher of Infrastructure Department of XJEC, Mr. Xu: the construction of our library is also very limited, the collection is little, and didn't buy electronic books. Now, our school's scientific research, especially in the liberal arts research is not enough. Although it is vocational and technical college, if it can make some scientific research achievements, will undoubtedly promote the strength of the whole school, for school education environment or reputation, is a good foundation. Our school didn't buy electronic library system, lead to we cannot search for information. In order to solve the demand of the books and materials, we need to turn to other schools or friends to solve it. **The teacher of Chinese Language Teaching Department in UVU, Mr. Zhan:** the school journal net can't open all at present, sometimes we can't download the required information, if we have more online information available to the teacher, will be very beneficial to the teacher's development.

Minority teachers and students point out that minority language is less in the school library, and it will be very bad for students to improve learning ability. The school should be aware of the importance of this problem, especially with the situation of minority students increasing gradually and quite part of them find difficulty in learning Chinese.

The teacher of Scientific Research Department of XJVTCLI, Farouk: I proposed to buy in the Uyghur book materials of adapting to the ethnic students and they tend to understand and accept. The number of Uyghur books materials is not enough, so this behavior can be done completely to beneficial ethnic student learning. **The student XJVTCLI, Adaibi:** we are living in the north campus, the open time of library is so short. The number of books about language is so small, some are in Russian, English, Chinese, not the Uyghur language books. Perhaps because of this situation, people go to the library seldom, so I suggest that the school can consider to buy more some series books about on the ethnic language.

7.2 Due diligence review of resettlement for school construction

Five schools involve the issue of land requisition, demolition and resettlement in the project feasibility study report of the world bank. This is the problem that we concern in editorial. In field survey, we heard the process of necessity of civil engineering and process on the one hand, on the other hand to ask them to provide construction land information. In these five schools, the XJVTCLI made adjustment on civil engineering, including two aspects: first is the new outdoor sports ground supporting (8 million Yuan), located on the north of the total campus (the original soil field). Football field (field) 106 m * 68 m, sixth is 400m plastic runways whose width is 1.2 meter each. The total area is 12000 square meters; Second, the original art hall decoration of the library (the built blank wall of original north first middle school, did not decorate for many years. School supports 3 million Yuan), the use area is 800 square meters. From the point of our investigation, five of civil engineering in higher vocational colleges are not involved in land requisition, demolition, of course, have no resettlement problems.

8. The possible side effects brought by the project

We have made an analysis of the attitudes of the Education Department of the Uighur Autonomous Region and of the teachers and students from the 5 vocational colleges, the result of which shows that the project enjoys a high recognition and support from them. However, we also need to learn that the project may bring some side effects to the colleges and the teachers and students there. To clarify this problem, we we have set the question “What do you think is the possible side effects brought by the project?”, then we will make an brief analysis of the possible side effects brought by the implementation of the project, as listed in Table 8-1. From the teachers’ response, we can see that, from their perspectives, the sequencing of the problems in terms of importance are respectively the effect on the income of the teaching and administrative staff brought by the repaying of the project loan, the effect on people’s life, study and work in the school during the implementation of the infrastructure construction of the project, the increase of debt risks of the schools and the effect on the harmony between teachers and schools’ departments brought by the imbalanced use of the loan, as well as the lack of respect to the living habits of the local minorities from the outer constructors. We think these possible side effects, especially the teachers’ views towards them, should arise the attention of the 5 vocational colleges.

Table 8-1 Teachers' views on the possible side effects brought by the project

Options	Frequency	%	Effective %	Adding up %
The lack of respect to the living habits of the local minorities from the outer constructors	53	13.3	13.3	13.3
The effect on people's life, study and work in the school during the implementation of the infrastructure construction of the project	106	26.5	26.5	39.8
The effect on the income of the teaching and administrative staff brought by the repaying of the project loan	133	33.3	33.3	73.0
The effect on the harmony between teachers and schools' departments brought by the imbalanced use of the loan	42	10.5	10.5	83.5
The increase of debt risks of the schools	66	16.5	16.5	100.0

9. Conclusion and suggestions

Technical and vocational education is an important way for Xinjiang to nurture highly skilled personnel, and is the vital support for its new industrialization, agriculture and animal husbandry modernization and the development of its new industrialization, which has great importance for Xinjiang's economic and social development, the social stability as well as its long-term safety. In Xinjiang, proceeding the development of its vocational education is also inevitable for improving the minority workers' quality, and promote the minority social development as well as increasing the minority society's ability to share the national and regional social economic development achievements. More importantly, the project provides essential guarantee for the improving of people's knowledge level and technical ability in the husbandry district of Xinjiang, which is beneficial to the lifestyle transformation of the husbandry society, and hence form a civilized concept which can merge into the industrialization, husbandry modernization and urbanization. More people in the husbandry district(especially the minority) will get more stable and better working opportunities through better vocational education, which is good for the narrowing the disparity of the economic development among each nation as well as promoting the common development of each nation and improving the consolidation and development of a harmonious national relations.

After the social analysis group's investigation on the five aspects of the strengthening linkage between school and industry, updating curriculum, building up high quality teams, improving external support to other schools and local communities and upgrading facilities and equipment in the five project implementing units, we learned the main stakeholders' attitudes towards the project, the possible functions of the project's support on Xinjiang vocational education, the problems we should focus on, the possible side effects brought by the project as well as the suggestions and proposals of the project. The project supervision department, the

construction unit, the teachers and students as well as the school-industry linkage units have had a lot of knowledge of the World Bank-funded Project and showed their welcome to it. They think it's a vital opportunity to improve Xinjiang vocational education level, which will do good to the colleges, individuals as well as the society. The teachers and students showed their understanding for the possible side effects and inconveniences in their schools and personal working and lives brought by the project. In our perspective, the project supervision department and the implementation unit should listen more to the teachers and students' suggestions and establish an effective public participation mechanism to specially solve the universal and specific problems. The implementation of the project will help to promote the vocational colleges' inform in the school-enterprise cooperative innovation, the assessment reform of curriculum and instruction, the creating of high-level teaching and management groups, serving the local community and ameliorating the schooling conditions to improve the quality of the school running and hence to provide more highly skilled people for the social construction in the autonomous region.

9.1 The project's influence on the stakeholders

Xinjiang TVET project will have an obvious proceeding effect on the improving of the current situation and the level of Xinjiang vocational education, which is not only beneficial to the teachers and students in project implementation units and the teachers and students group there, but also will be good for the industrialization, husbandry modernization as well as the new urbanization construction in the autonomous region, and improving the employment environment of the autonomous region to create more employment opportunities for the youngsters of each nation (especially the minority ones), to improve people's living standards of all ethnic groups. Actually, the project will also have benefit on the consolidation and development of the harmonious national relations in Xinjiang from the long run, which is also the biggest hope of people from each nation in Xinjiang.

9.1.1 The project implementation units

The implementation units include the Xinjiang Engineering College(XJEC), Xinjiang Agricultural Vocational & Technical College(XJAVTC), Xinjiang Vocational & Technical College of Light Industry(XJVTCLI), College of Xinjiang Uyghur Medicine(CXJUM) and Urumqi Vocational University(UVU). The project has obviously positive influences on the 5 vocational colleges: due to the long-term limitation and influence caused by the school-running conditions, the colleges had great difficulty in the curricula and teaching reform and nurturing students by the society's request as well as establishing high-level platform for the school-industry linkage. Seen from the current situation, it's also not easy for the colleges to bring in highly skilled teaching and managing talents and establish high-level teaching and managing group in terms of the development request of the colleges and their majors. With no better school-running conditions and highly skilled teaching group, the school-enterprise cooperation will inevitably remain at the single-formed and low-leveled state, therefore, proceeding the curricula and teaching reform through school-enterprise collaboration is quite difficult. The problems above will weaken the ability of the colleges to serve the local society in Xinjiang, and in fact, that's where the biggest problem faced by Xinjiang vocational education lies.

Combining with the current situation of Xinjiang vocational education and the real situation of the 5 vocational colleges, we planned scientifically and thoroughly in the school-enterprise cooperation, the assessment reform of curriculum and instruction, the creating of high-level teaching and management groups, serving the local community and ameliorating the schooling conditions, with absorbing the suggestions to this social analysis report to perfect the feasibility study report and then strictly implement every plan and task in accordance with the feasibility study report, which will be a very good chance for the 5 vocational colleges to realize their scientific development. In terms of Xinjiang vocational education, through the project's implementation in the 5 vocational colleges, it can find out the problems ahead and explore the best way for it to develop and furthermore, to find the better channel for it to serve Xinjiang society to fulfill its obligation in maintaining the

social stability and long-term peace.

9.1.2 The teacher and student groups of the project implementation units

Xinjiang TVET project will also bring benefits to the teachers and students groups in the 5 vocational colleges. For teachers, they can acquire better working, teaching and living environments, and have more opportunities to realize their self-development by forms of engaging in advanced studies, training, visiting learning and studying for a degree, and hence have better conditions to improve their teaching and researching ability. Based on it, teachers will get more chance to participate in the school-enterprise cooperation and make themselves double-professional teachers. The project also makes teachers have a sense of being thought highly of and respected, especially will improve their sense of pride in engaging in vocational education, which will further drive their will to voluntarily serve the local society, as well as enhancing the students' nurturing qualities through participating in the curricula and teaching reform to gain their sense of achievement.

For the students, they can get better teaching conditions(like better laboratories, training base and language lab, etc.), participate in the curricula and teaching reform and enjoy the reform achievements and gain higher quality teaching and managing groups' service. Of course, the most important thing is that they can get more professional and thorough training by the teachers groups' change/development to make their professional techniques more fit for the demand of the society and enterprises, and improve their employment ability and quality. The minority students will enjoy better Chinese learning conditions, environment and devices, as well as more specifically employment guiding service and promote their professional techniques.

9.1.3 The school-enterprise cooperation and the local society

The enterprises cooperate with the colleges will also get benefits from the

project. The enterprises can gain more interns and graduates who are more highly skilled and more likely to adapt to the modern enterprise culture and management regulations, and carry out more effective cooperation with the teaching and managing groups who have stronger professional techniques as well as the schools which enjoy more excellent school-running conditions. Anyway, the enterprises will become the main beneficiary of the project. So is the local society. There will be more youngsters having the opportunities to receive better vocational education which will promote Xinjiang economic social development and help in maintain its stability and safety.

9.1.4 Potential side effects

Generally speaking, the side effects of the project is not so obvious. We have already explain it in the 8th parts of the project, so we will not do that here.

9.2 Suggestions to the project

9.2.1 Suggestions for education department of the autonomous region

The project proceeds smoothly under the actively organizing and coordinating of the education department of the autonomous region, which, as the competent organization of the project, should play its role in the research of the relevant problems, the innovation of some important regulations and the communication among each vocational colleges.

(1) The construction of the double professional teachers group is the key of the vocational education development. For the lack of standard in the double professional teachers, the education department of the autonomous region is supposed to coordinate the Academy of Educational Science of the autonomous region and the 5 project implementation units to carry out research on the current situation of the double professional teachers groups, based on which establish the selection, appointment, evaluation and assessment mechanism for the teachers having both

teachers' qualification and professional qualification, as well as proceeding the system innovation in the autonomous region.

(2) Entrusting the Academy of Educational Science of the autonomous region or other bilingual research base in other colleges to carry out the investigation and going behind work of the minority preppy' s Chinese ability as well as the Chinese ability level of the bilingual students, based on which write the investigation report and then depending on it to conclude and grope for the Chinese hierarchic teaching method of the minority preppies. According to the bilingual students' real Chinese ability level to see whether they need the preparatory Chinese course and make relevant arrangements for improving the bilingual students' Chinese ability from the regulations level. The Education Department should also urge each vocational colleges to formulate or perfect the nurturing plan for improving the minority students' Chinese ability in terms of the problems talking above, what's more, it should monitor and supervise the implementation of the plan periodically.

(3) Intensify the knowledge of the importance of preparatory Chinese teaching in the minority students' vocational education, and change the over optimistic attitude in bilingual teaching effect as well as the lack of knowing the chronicity, complexity and toughness of the preparatory Chinese teaching. From the regulation level, arrangements should be made for the inefficiency of the preppy and professional Chinese teaching resource to make preparations for the vocational colleges to bring in and nurture this kind of teachers. At the same time, the Education Department should propel each vocational college to investigate its current Chinese faculty and make specific plans combining with the project.

(4) Establish the inter-communication and learning mechanism and platform for the vocational colleges, and conclude the experience and lessons from each project implementation unit's practice in the 5 sub-projects implementation, then spread the effective patterns learned from each colleges' experience. This kind of mechanism and platform should be carried out in the form of seminars in different vocational colleges yearly within the project construction period, and invite other vocational colleges

inside and outside Xinjiang to show the project's demonstrative effects.

(5) Guide the vocational colleges to serve the local society more actively and more positively. Apart from continuing providing various training or other projects for the vocational colleges, the Education Department should also encourage them to explore and release social service project meeting with the real needs of the husbandry district, and intensify it by putting it as one of the yearly achievements check index of the five project implementation units.

(6) Strengthen the construction of the school-enterprise cooperation organization and running mechanism, and demonstrate the function of the staff and teaching area in the school-enterprise cooperation and serving the local society, stimulate the enterprises' activity in the cooperation. Organize specific workforce to investigate the construction achievements of the staff and teaching area, the existing problems, the views of the colleges and enterprises, the suggestions of students and teachers, and accordingly put forward the perfecting and implementing the operation mechanism of the staff and teaching area. Meanwhile, organize relevant workforce to do further investigation to the reasons behind the inactivity of the enterprises and cooperate with relevant departments to stimulate the enterprises' activity by innovating the regulations.

(7) Entrust the Academy of Educational Science of the autonomous region or other colleges to further investigate the minority students' employment. We should not only learn the deficiency in the minority students' employment ability but also the problems lie in their employment idea, as well as analyze the enterprises' willingness and concerns during their employing of the minority students. Based on this, coordinate with relevant departments in the autonomous region to provide better employment conditions and policies for the minority students.

(8) Further require the project implementation units to demonstrate and perfect the sub-projects plan of the World Bank project to ensure the project plan to be more applicable and more fit for the colleges' reality.

(9) Effectively supervise the infrastructure construction of the project implementation units to ensure to try to reduce the construction's influence to the teachers and students' work and lives as much as possible on the premise of not involving land acquisition and demolition as well as migrants resettlement.

(10) The Education Department of the autonomous region should coordinate the 5 vocational colleges to **formulate the “*The Ethnic Minority Development Plan*” and invite the third party institute to monitor the implementation of the plan within the project period.** The aim of formulating the plan is to guarantee that the minority teachers and students can also benefit from the project. However, as we pointed out that the minority teachers and students are in the disadvantaged place in seizing the development chance and employment opportunities provided by colleges, and the vocational education development of Xinjiang will have obvious influence on the development of the minority society. Therefore, we advise that the Education Department of the autonomous region and the 5 vocational colleges should formulate the “*The Ethnic Minority Development Plan*” in accordance with their reality before the project construction to ensure the minority teachers and students can benefit the project effectively and also the project implementation can pose positive influence on the minority social development. At the same time, we also suggest inviting the third party institute to carry out proper tracing monitoring to the implementation of the “*The Ethnic Minority Development Plan*”, to guarantee that the plan can be put into practice.

9.2.2 Suggestions on updating curriculum, pedagogy and assessment

For the reform of curricula and teaching method, the five colleges should do well in the following aspects:

(1) Starting from the preparatory courses, the colleges are supposed to intensify the ideology and moral education as well as the cultural quality education of students to nurture students with outstanding professional skills, comprehensive qualities and

wholesome characteristics. They should bear the concept that “The preparatory education is by no means the simple language training, but also need to pay attention to students’ wholesome quality nurturing”, and teach students in a way they like and easy to be accepted, in this sense, the “8 lectures” teaching model of XJVATC is worth referring to. Considering the diversity of the students’ nations, the ideology and moral education as well as the cultural quality education must focus on the traditional cultural resources of each nation and meld them into classes. This is not only the respect for each nation’s traditional culture, but also an effective way to stimulate the students’ activity in learning. Each project implementation units can also invite professionals from other colleges or scientific research institute of the autonomous region to solve the lack of faculty in the ideology and moral education as well as the cultural quality education.

(2) Establish the language nurture plan for minority students to solve the continuing problem of the Chinese learning of the minority preppies and majoring, as well as the language barrier existing in the minority students’ professional knowledge learning. The minority students’ language nurturing is a systematic program, on the one hand, make professional Chinese teaching and tutoring materials for each college according to their profession setting, to try to provide solid basis for students’ change from mandarin learning to professional Chinese learning; on the other hand, insist on “continuous Chinese learning”, and still need to set language curricula for the minority students after the preparatory courses to timely overcome the possible language barrier in their future professional learning. In fact, these problems have arisen the widely concern among the teachers in every colleges who have tried to to solve these problems. Hence, their primary work to do is to carefully comb the work already done and the obstacles during the work to find the key of solving the problems. In the project, focus on problems (like the capital scarcity and the faculty limitation and so on.)to effectively design how to solve them as well as other aiding measures. For instance, whether we can provide tutoring classes or lessons for those students with poor Chinese(the ability of listening, speaking, reading and writhing),

and set corresponding examination and complimenting regulations. Furthermore, we should also do practical research on the minority students' disparity in their profession and skills learning, especially the combining class of the minority and Han nationality to learn the real situation. Through ways like minority language tutoring material for professional courses and creating pairs between minority students and Han nationality students, etc to reduce the minority students' sense of failure in this aspect. In terms of the minority language tutoring materials, there are students putting forward advice like composing dictionaries or supportive entries for the textbooks, etc. We think these suggestions are practical, so colleges should listen from teachers and students and put their applicable suggestions into practice.

(3) Proceed the standardization and institutionalization of students' practical training and internship, and establish friendly communicative channel with the enterprises to make preparations for students' practical training and post internship, to avoid the problem of "the content of the internship is not in the field of their major" and hence improve the students' internship effect. During this process, the colleges are required to pay attention to the students' feedback and should establish effective tracing monitoring and feedback mechanism(like carrying out questionnaires for the students' internship condition), and regulate or re-choose students' practical training or internship base in accordance with the monitoring results.

(4) Further explore the curricula and teaching reform model for colleges, enterprises and industries to participate, and actively guide colleges to combine more closely with the needs of enterprises and market in their profession setting and the content as well as method of curricula teaching. Strengthen the support for the teaching reform subject and encourage colleges teachers to participate in it to creatively solve the bottleneck problem lies in teaching of different professions and posts. They to achieve two combinations: the combination of curricula cultivation and class teaching organization with teaching method innovation, and the combination of textbook updating with the local textbook cultivation. At the same time, establish evaluation, feedback and revising mechanism for the curricula and teaching reform, to

ensure that the reform is targeting, dynamic and practical. In this sense, the “33351” mechanism of XJPIA has the possibility and value to be spread.

(5) Create better Chinese learning environment to make it possible for the minority students to overcome “dumb Chinese”. Special attention needs to be paid in the following aspects: firstly, intensify the campus culture construction to create a campus atmosphere of multi-national culture melting and mutual respect of each nations, and publicize the history, culture of each nation as well as the national and religious policies of the Party; secondly, encourage and perfect the forms and mechanism of the shared dormitory for minority and Han nationality students, the share of one classroom between them, and create pairs for each nation, to promote the communication and contact of minority and Han nationality students during their daily life and learning; thirdly, strengthen the support fund, place and other conditions for the minority and Han nationality students’ bilingual learning activities; fourthly, organize the regulating group which involves the minority teachers, assistants, headteachers and student representatives to timely solve the conflicts during the minority and Han nationality students’ daily learning and lives; finally, they need to realize that the overcoming of “dumb Chinese” needs to explore the co-existence between the college language environment and the family, social one, which may be the most difficult task among all the works because it needs the college, government and family to work together. The 5 vocational colleges can explore and accumulate experience step by step in accordance with their reality.

(6) Colleges should further provide richer and more effective career planing and employment guidance for students and involve the planning and employment guidance into the whole learning period. As for the minority students’ employment idea, colleges should guide the minority students and their family to form an employment idea that is fit for the needs of enterprises and market through school education. For one thing, the colleges need to add career planning and employment guidance courses during the curricula and teaching reform; for another, they need to pay attention to the innovation of teaching methods and content f these kinds of

curricula. For example, they can gather the successful students' employment and starting business cases and compose them into volumes to serve as the reading material for students career planning and employment guidance courses, which is a way to guide students to transform their employment idea by their nearby stories.

(7) Actively proceed the exploring mechanism of students' sustainable development. The lifelong tutor mechanism of XJEC (detailed information can be seen in the 9th part of this report) is a creative case in this respect. XJVATC established "baking again" mechanism, which means that once a student lose his job, he can return to the college to free study until he master certain skills. There is no doubt that, the 5 vocational colleges should innovation in regulations from students' long-term development. Actually, the 5 vocational colleges have done a large quantity of work for this aspect, but they should further proceed the systematization and regularization of these works and try to formulate practical implementation scheme.

Suggestions on the special problems put forward by teachers and students from each vocational colleges:

UVU: Implement the internship and training base for its Conferences and Exhibitions major and the Tourism major.

XJVTCLI: Provide more specific employment guidance courses for students and add psychological tutoring courses, correct their sense of the relations between these curricula and their professional courses.

XJVATC: Add English and professional theory courses for students with ambition to improve their educational background, in which they can adopt flexible forms like adding optional course or opening tutoring classes; further spread the internship handbook regulation of post-substitute to the profession internship; pay attention to students' digest in knowledge during the curricula and teaching reform and respect students' main position in it.

XJEC: Strengthen the support for the teaching reform subject to ensure the effectiveness of the subject. Effectively solve the problem of not suitable internship

for certain majors, and communicate with enterprises to remove concern in this respect. Make a investigation in terms of the desire to learn English and the English level of ethnic minority students and provide them with teaching material and opportunity for English learning. Thus, it will lay a foreign language foundation for the ethnic minority students' further development.

CXJUM: Exploring the resolution for the separation of language environment between Chinese learning school and the society. As for the composition of professional teaching material, there is a high necessary to illustrate the relationship between Uyghur medicine and Chinese medicine and clarify that the Uyghur medicine is an important part of traditional Chinese medicine while outstanding the characteristics of Uyghur medicine. Besides, one more key point is to solve the problem of the relationship between Uyghur medicine, traditional Chinese medicine, and western medicine system. And put some successful cases in to the teaching material so that to enhance the Uyghur medicine system's legitimacy. Schools should further strengthen the support of teaching reform subject and realize its meaning for the inheritance, development of Uyghur medicine.

A central problem of Xinjiang Uyghur medical college's curriculum and teaching is: scientifically define the concept between traditional Chinese medicine and all ethnic groups' medicine. For a long time, there exists a shoddy problem between traditional Chinese medicine and ethnic medicine. Specifically, is called Han Chinese medicine for traditional Chinese medicine. As for ethnic medicine, we usually add their ethnic name like Mongolian, Tibetan, Zhuang, Wei medicine etc. This is not consistent with the preamble of the constitution which illustrates the Chinese ethics and ethnic culture. The constitution points out: "all ethnic groups jointly created a splendid culture of the motherland". This is the embodiment of the principle of national equality in culture. Han medicine is the traditional medicine and ethnic medicine, is also part of Chinese medicine. Therefore, a scientific expression should be: Han, Tibetan, Uyghur and 56 ethnic group's medicine is generally called Chinese medicine and each of them is the indispensable part of traditional Chinese medicine,

the treasure of Chinese nation. For this problem, can we start with this project, taking it seriously for identifying the concept of Chinese medicine and ethnic medicine based on the level of scientific, and put it into various professional textbooks, making a good leading for the country. It has a significant importance for national unity by putting the view of ethnic and ethnic culture which has already been identified scientifically by our constitution into the medical textbooks of Han nationality and minority groups.

9.2.3 Advice for building up high quality teaching teams

In terms of building high level teaching and management team, five schools should focus on the following several aspects:

(1) Cultivating the consciousness of teaching and management team construction, clear the goal of team building, and earnestly implement the various planning of team building. On the one hand, the higher vocational colleges should learn advanced experience of mainland colleges actively, clear the construction target of teaching management team through the counterpart support and various platforms; on the other hand, inside the school there should be a further discussion about the aim of teaching and management team construction, a clear-cut about construction planning details. Besides, schools should publicize the team construction building planning designed and niche targeting among teacher groups to assure their participation. It is especially important to attach much attention on the construction of Chinese teaching team while planning the team building.

(2) In terms of the defects of teaching team's structure and the shortage of teachers, they should make a personnel training and bringing in plan for different professions with specific target. Thus, it is better for them to focus on three aspects: first, evaluate the teachers structure of different professions, find out the main problems exist in teaching team and listen to the teachers' opinions widely; secondly, as for the self cultivation talents of schools, schools should provide them with basic life safeguard, solve the problems for teachers while they engaging in advanced

studies, studying abroad, studying for a degree; finally, create better conditions (such as: laboratory, discipline platform, etc) to absorb high-qualified personnel and provide various institutional guarantee for the brain drain. On the basis of professional attributes, set up the “discipline leader—academic backbone—subsequent talent” teaching team.

(3) To conduct a stimulative mechanism of the transformation from "theory-type personnel to practical-type personnel" and from "practical-type personnel to theory-type personnel", to develop the team building of the teachers having both teachers' qualification and professional qualification. Establish a double quality teacher incentive mechanism in school in coordinate with the requirement of the autonomous region. They refer to the XJVATC's experience to absorb enterprise technical backbone to participate in teaching and scientific research, and establishing the concrete evaluation index and standard in order to promote the construction of double type teachers.

(4) To establish and carry out the development plan for teaching-supporting staff and basic-education teachers' training, studying for a degree so as to activate the motivation of the school management team, improve the management team's business ability, realize the coordinated development of the management team and teaching team. This is a particular problem that schools should pay attention to while the construction of management team, must fully consider the teaching workers and base course teacher's self development opportunities, broadening the channels for their development, in a more scientific management to support the development of vocational education school.

(5) Pay special attention to increase the proportion of ethnic minority teachers in teaching and management team to exploit their advantages in the preparatory education, professional class education and students management area and adapt to the reality of the growing number of minority students. Therefore, it is important to encourage teachers whose mother tongue is Chinese to learn minority language or introduce more bilingual teachers and provide more training, further study, visit study and studying for a degree opportunities for minority teachers whose Chinese level is

not so high. Minority teachers have many barrier and worries about personal development chance. So schools should have a try on changing the form of training, further education like arranging the training, further education and visit study opportunities in several important colleges in Xinjiang or hiring teachers outside school during holidays to open training class in the school, try to explore the new model of “minority teachers’ on-site training, on-site improvement”.

(6) Increase the number and proportion of bilingual teachers and overcome the shortage of bilingual teachers by means of personnel bringing in and training plan. On the one hand, corresponding indicators should be reserved based on the shortage of bilingual teachers in the annual talent introduction plan. On the other hand, more improvement opportunities should be offered to bilingual teachers in school’s talent cultivating plan. In addition, schools can further excavate their internal potential and niche targeting training the teachers who has the bilingual ability but not has bilingual teaching ability and finally take them into the bilingual teacher group. In short, it will take three to five years’ construction to ultimately solve the problem of the shortage of bilingual teachers.

(7) For the current school management of external-engaged teachers, on the one hand, develop a measurement for part-time teaching teachers’ management which should meets the school’s actual and should be practical. For the system that has already been set, make efforts to not keeping them away but to implement, make the management of external-engaged teachers to be standardization and effective. On the other hand, corresponding incentive mechanism should be formulated for external-engaged teachers’ participation in teaching and scientific research so that to stimulate the external-engaged teachers’ enthusiasm to participate and promote the school’s teaching reform and team building actively.

Some suggestions for several specific problems put forward by teachers and students in higher vocational colleges.

UVU: (1) Reduce the amount of teachers’ non-teaching tasks to avoid the

influences to their normal teaching and research work; (2) Further strengthen the construction of art room and make a deeper publicity and mobilization among teachers and students. But two main points should be considered seriously: first, the construction of art rooms should support the school's high level teaching team construction. Clear the responsibilities that the institutions and individual should assume when they carry on teaching scientific research and management work; second, pay more attention to the connection with Xinjiang's traditional ethnic culture industry and crafts art, take the advantage of art rooms to cultivate folk descendants of crafts art and take them into school's teaching and scientific research team.

XJEC: Implement the already existed rewarding system for teaching and scientific research to stimulate the teachers' enthusiasm to participate in school teaching and team building. Further perfect the incentive mechanism and set up a virtuous circle mechanism which will make a contribution the construction of teaching and management team in the implementation of World Bank-funded project.

XJVATC: Solve the mismatch problem of Chinese teachers' training, further studying and studying for a degree. On the one hand, schools should provide appropriate support for relative professional teachers by communicating with famous universities in mainland (such as the Chinese language and culture university); on the other hand, in terms of the development of preparatory Chinese language teachers, schools can choose universities in Xinjiang such as Xinjiang university, Shihezi university and Xinjiang normal university as a counterparts for teachers' training, further study and studying for degree. These schools' bilingual education have made a great development, hence they have the ability to training teachers and save training resources as well.

XJVTCI: (1) Improve and perfect the policies and regulations on teachers' studying for degree, especially that school does not provide tuition fee during the teachers' studying for a degree, even to deduct part of their salary, which will do harm to school's teaching and management team building and is likely to cause brain drain. Besides, schools also should strengthen their support for teachers' studying for degree

in the World Bank-funded project, excavate their internal potential to enhance the level of teaching and management team; (2) school is supposed to solve the authorization problem of 72 newly introduced teachers after 2009 as soon as possible. Because this problem has led to these teachers' lack of security and affect the stability of teacher group, harmed the etiquette and emotions of teachers as well. Schools should through seminars to stable these teachers, to resolve their insecurity if the problem can not be solved in a short time because of policy and authorization reasons.

CXJUM: (1) Increase the subsidy for famous senior doctors and open offices for them in school and affiliated hospital. For one thing, it can help the famous senior doctors continue to play their role in cultivating teaching resources for school, strengthen school's ability to serve local society, enlarge the influence of the school; (2) Great importance should be attached to the inheritance of Uygur language, through short-term and long-term teacher training form to solve the inheritance of Uygur medicine from the language level; (3) Offer Chinese and English language training, further study opportunities for teachers. For one thing, they can take the advantage of holidays to open training class in Hotan city, as for teachers, they can be hired from other universities in Xinjiang; for another, make a contraction with other universities in Xinjiang and send teachers to these universities to receive a more than three months' intensive language training; (4) CXJUM should continue to adhere to cooperating with Jiangxi college of traditional Chinese medicine in TCM (Uygur medical direction), Chinese material medicine (Uygur medical direction) professions to cultivate teaching resources and improve school teachers' education structure so that to lay a basic for the school to rise its groundwork. At the same time, it would be a better choice to have a try on the new model to cooperate with other universities, scientific research institutes (such as the Chinese society of traditional medicine) to cultivate professional talents.

9.2.4 Proposed measures to improve external support

In terms of the service for local society, five schools should do the followings accordingly:

(1) Develop a long-term and annual plan for the service of local society according to professional and principle superiority to solve the tough problems exist in Xinjiang's economic and social development accordingly. And make the service be diverse and systematic. In terms of service local society, many patterns (refer to section nine of this report for more details) of XJVATC are mature ones and have the promotion value. For example, XJVATC can further strengthen the technical training of new farmers and herdsmen in pastoral areas and organize people to write technical training books in two languages; CXJUM can offer rural doctor training class for pastoral areas in Xinjiang systematically, write practical medical handbook and carry out more general activities of seeing patients on a volunteer basis; XJVTCLI and UVU can provide professional skills for the farmers and herdsmen especially minority youth in the south and north part of Xinjiang. While providing these services, they can also make full use of modern multimedia, network teaching methods to expand the time and space scope and its acceptors. In addition, the higher vocational colleges should also think that on what aspect they can offer new service except the existing form of serving local society and put these new service forms into the school's whole system to serve local society.

(2) Transform the interests oriented service tendency to local society and change it into a kind of conscious action. Set up the ideal to "open education" and service the economic and social development of local society and improve people's living standard actively. On one hand, schools should continue their professional and teaching resources advantage to take on various of training projects from all levels of our government, provide intellectual support for the development of local society; On the other hand, schools must adhere to the concept of "going out", contracting with enterprises and government actively, making researches so that to grasp and understand the latest demand of the society thus offering the service local society's projects that keep pace with times.

(3)The World Bank-funded project will greatly improve the teaching conditions of five higher vocational colleges and this will enhance their ability to service local

society. At the same time, we should clearly realize that the improvement of teaching conditions could not merely depend on World Bank project funding. Education department and higher vocational colleges in autonomous areas should fully expand financing channels, take the advantage of funding for support Xinjiang to improve teaching conditions as soon as possible and lay a stable material foundation for local society service.

(4) The development of vocational education in Xinjiang is a key factor for the industrialization, agricultural modernization and new type of urbanization of Xinjiang. Each higher vocational college should consider that their major setting and adjustment should actively adapt to the development of relative industries in autonomous areas and support these industries with intellectual and human resources. They should pay especially attention to explore and develop the professions that have a close relationship with region and national characteristics. Because it would both benefit the development of industries, promote people's living standard and push the development and inheritance of ethnic minority's traditional culture and crafts. It can also increase the ethnic minority people's sense of proud and identification of the mother land.

(5) The five higher vocational colleges is the backbone of the professional education development in Xinjiang, they should take a lead for the development of other cities' vocational education to form system that will cover the vocational education all over Xinjiang in the construction of World Bank project so that to strengthen their ability to service local society through the improvement of the whole vocational education level in Xinjiang.

Some suggestions for the specific problems put forward by teachers and students in higher vocational colleges:

XJVATC: We have made an introduction about the model and results of our school's service for local society. We think that it is a representative of vocational education service the local society, its experience is worth for other colleges to follow.

In the seminar of this school they pointed out that they should “take a lead for the nation’s agricultural college reform and Xingjiang’s vocational education reform”. Based on this, we suggest that on the basis of the existing work and experience summary the agricultural vocational college should promote the experience of building Shawan town into a typical new socialist countryside and cultivating new type of professional farmers to other places in north and south part of Xinjiang. And find out a set of experience model based on this. Education department of autonomous region organize the other higher vocational colleges to refer to this experience mode to have a try on carrying out a training project for the second industry and the tertiary industry workers so that to provide the much- needed human resources for the modernization of pastoral area, industrialization and new type of urbanization.

CXJUM: 1.They should further emancipate their mind and realize that their mission in servicing the basic medical and health career in Xinjiang has a unique value; 2. Exerting the ancient books office’s role to integrate other forces in society like WuDong hospital. Speed up the collection, sorting, editing and publishing work of ancient books about Uyghur medicine including the ones that scattered among the people. Earnestly fulfill the social responsibility of the intangible cultural heritage inheritance unit; 3. Transform the professional, teaching resources and literature advantages of schools into concrete forms to service local society. Collecting and organizing ancient books are only the primary work in terms of servicing local society, the ultimate goal is to allow the public to have the access to high quality, reliable, and affordable medical and health services, such as practical medical handbook and regular and irregular training courses for village doctors, etc. 4. Increase the investment in Uyghur medicine’s modernization and promotion, expanding the Uyghur medicine’s cultural influence in the world. While sorting and publishing ancient books in modern Uyghur language, if they can have a try to put these books as well as practical medical manuals into Chinese version which will do great good to the inheritance and development of Uyghur medicine, it can also directly meet the need of local society and local people.

XJEC and the other two higher vocational colleges: Compared with the agricultural vocational college and Xinjiang medical college its advantage or characteristic in servicing local society are not obvious. Actually otherwise, Xinjiang is now in a critical period of industrialization, new type of urbanization and informatization. The southern and northern part of Xinjiang in a much-need of skilled industrial workers and technical worker groups and this is the promising aspect of the three vocational colleges. In the survey of the three vocational colleges, we feel that they do not have a clear training plan for industrial workers and new type of technical workers in pastoral areas which is not equal with its role in Xinjiang vocational education and the development of economic and society. Therefore, we suggest that the three higher vocational colleges should adapt themselves to the need of the industrialization, new type of urbanization and informatization in Xinjiang and make a corresponding plan to service local society as soon as possible.

9.2.5 Advice for the linkage between school and industry

In the linkage of school and industry, five schools targeted to do the following several aspects:

(1) Improve and fulfill the school-industry linkage system to ensure the school-industry linkage organization operate smoothly. In the cooperation between university and enterprise, the initial problem should be solved is the lack of regulations or the existing system can not put into operation. Resulting in the school-industry linkage just has a form without actual connotation or can only stay in low level. Some schools have already set up the organizations in terms of school-industry linkage, but most of them performed poorly. From our point of view, schools should be in line with the attitude of seeking truth from facts, conducting an internal investigation of these established organization, perfect the operation mechanism according to the survey, putting the school, enterprise and industry into a whole set of organization so that to serve the school-industry linkage.

(2) Establish the assessment team and evaluation mechanism for the form,

connotation and effect of school-industry linkage and perfect as well as enrich cooperation connotation through the evaluation. The assessment team should include the responsible department of school-industry linkage, the representatives of profession as well as discipline and representatives of enterprise and students and its essential is to build a multiparty assessment mechanism and summarize the achievements, problems, experience and lessons from the angle of different interest subjects. And on this basis, summed up the effective mode of experience, provide the basis for school-industry linkage in the future.

(3) Improve the level of school-industry linkage and deepen it. In fact, according to the survey schools do not have the requirement to cooperate with enterprise in a high level which results in the cooperation just restrict in internship and employment and the high level of “industry, education, scientific research” is not prominent as well. “We should have our own superiority”, only schools improve their teaching, especially their scientific research ability, can they improve the level of school-enterprise cooperation. These schools are all stress the employment oriented and ability standard, emphasize the construction of the teaching and management team but can not ignore the construction of scientific research ability and scientific research team. As for us, the agricultural vocational and technical college’s one to one scale for the allocation of enterprise technical personnel in scientific research project and the cooperation way between Xinjiang medical college and Wudong hospital are worth promoting.

(4) Arouse the enthusiasm of school and enterprise so that to deepen school-industry linkage jointly. We noticed that enterprise has not set up the concept that “enterprise’s development in Xinjiang can not go on smoothly without the participation of all the nationalities of Xinjiang. For one thing, there is a necessary to further promote of Xinjiang enterprises’ historical mission toward the development of local society. For another, they should consider to build up a corresponding incentive mechanism (such as the decrease of tax or other supporting policies), through interest oriented system to encourage enterprise to cooperate with higher vocational college

actively. We also suggest the five colleges to carry out a relate survey in cooperation and submit the survey report to education department and related department in autonomous region so that to make a well preparation for the setting of benefit oriented mechanism. At the same time, the higher vocational schools should abandon the concept of “waiting, depending, requiring” and communicate with enterprise and industry actively, broaden the channels and deepen the connotation of university-enterprise cooperation.

(5) Pay attention to the cohesion between school-industry linkage and the industrial advantage of Xinjiang ethnic tradition, for example, Kazak, Kirgiz ethnic group’s specialty in animal husbandry, Uygur ethnic group’s specialty in oasis agricultural and forestry and different ethnic nationalities’ specialty in textile, embroidery, etc. Schools should choose some enterprise like this consciously in the process of school-industry linkage, and make corresponding adjustment in major setting and course setting. This is not only do benefit to the modernization of minority nationality’s traditional industry and the heritage and development of traditional craft, but also help the minority nationality people to perform their specialty, guarantee the employment of minority students, enhance their sense of national pride, speed up their steps to adapt to the pace of modern society as well. Fundamentally speaking, it is also helpful for social stability and security in Xinjiang.

(6) Pay more attention to create the internship and practical training conditions for minority students, the essence is to create conditions for their employment. On the one hand, in the process of school-industry linkage schools should propaganda “Constitution” and “The law on regional national autonomy” as well the framework of local minority region and minority people’s interest, let the enterprise realize their own social responsibilities; On the other hand, schools should make more efforts on the internship and practical training system and policy of minority students. Agricultural vocational college school’s way of allocating intern students to cooperate enterprise according to proportion is worth to recommend. The “lifetime adviser system” of engineering college in Xinjiang can also help to stimulate the school

teachers' enthusiasm and strength and create favorable conditions of minority students' internship, practical training and employment. What's more, from the perspective of enterprise, it is important for them to respect the habits and customs of minority students (such as provide them with Islamic canteen and provide accommodation for internship students, etc) and through the enterprise culture activities to promote minority students to adapt to the modern enterprise culture and management system.

(7) Establish the incentive mechanism to encourage teachers to participate in school-industry linkage, and fulfill their subjective initiative in the process of school-industry linkage. Both material reward and spiritual reward should be included in the incentive mechanism. In the aspects of students' internship, practical training and employment, school should offer material reward for the individuals who behaved well instead of just require the teachers to shoulder and fulfill their corresponding responsibility. As for teachers who participate in the subject of university-enterprise cooperation or promote the school-industry linkage in other forms, these achievements should taken into the system of teachers' annual appraisal, evaluation and title evaluation system to let teachers get spiritual encouragement from promoting the university-enterprise cooperation.

(8) Establish and perfect the two-way flow mechanism for enterprise and school workers, provide a system guarantee for the mutual employment between school and enterprise. It would be a better choice for the schools to make a survey in terms of the recent two-way flow situation of workers between schools and enterprises so that to find out the responsibilities that the enterprise technical workers undertake in schools and their contributions to the development of vocational education for the school and clarify the obstacles that exist in the two-way flow of workers. At the same time, teachers in schools are encouraged to take a part-time job in enterprise and undertake technical work. However, there are also problems exist in the teachers' flow between schools and enterprises. Therefore, the higher vocational colleges should base on their own actual situation, on the basis of investigation and research, set the system and

policy for the workers' two way flow between schools and enterprises as soon as possible. Hence form a virtuous cycle of management mechanism to ensure the interests of these personnel and specification the responsibilities that they should undertake from the system basic.

Some suggestions for the special problems that put forward by teachers and students in higher vocational colleges:

XJVTCLI: the title sponsorship class is one of the distinctive forms of school-enterprise cooperation; it is good for them to enrich the cooperation connotation on the basis of the form, especially to achieve substantive cooperation in the aspects of the construction of teacher groups and cultivation as well as employment of students. At the same time, schools should do more propaganda about the named class among teachers and students so that to attract more teachers and students to participate in university-enterprise cooperation.

CXJUM: 1. Cooperate with hospitals and pharmaceutical companies and try their best to ensure the internship of medical professional students' life safeguard during their intern period. At the same time, it would be better for the schools to take a certain amount of money to support student internship fee from their running expanses. 2. Take the advantage of World Bank project funding to speed up the construction of affiliate hospital and new drug company to provide training and practice bade for students.3. In terms of the problem that it is hard for students to get a job in cooperation hospital which resulted from the system and the policy of rural medical and health institutions to recruit doctors, schools should organize a team to research and analysis this problem. In the recruitment of rural medical and health institutions in Xinjiang, all parties of government and related department should reduce the threshold of the recruits (from undergraduate education to junior college education) or recruit employees through technology test rather than simply depend on diploma based on the principle that seeking truth from facts and satisfy the medical demand of grassroots people. At the same time, governments of all levels must fully consider the basis that Uyghur medicine exist among the people and the importance,

urgency and necessity to inherit Uyghur medicine. And set up Uyghur medical clinic in village health hospital to recruit junior and higher college students of that profession.⁴ To solve the change of employment concept of minority students and families, we suggest that schools introduce famous Uyghur medical enterprises into campus, and offer convenience and support for the enterprise's propaganda inside the school, expand the employment channels for minority students.

9.2.6 Suggestions for upgrading school facilities and equipment

The five schools should do the following aspects in order to upgrade their facilities and equipment

(1) Focus on the improvement or solve the construction of students' practical training and internship base, update the old fashioned experiment and teaching equipment, provide material guarantee for school teaching and students cultivating. Moreover, higher vocational colleges should face up to the serious inadequate of Chinese teaching equipment for minority students. A pressing matter of the moment is the language lab and other multimedia classroom and equipment of Chinese language learning.

(2) Improve students' study and living conditions, provide students with a better accommodation, dining room, sports and entertainment facilities.

(3) Increase the investment for the construction of books and information materials to provide better book resources for teachers' teaching, scientific research and students' study. Meanwhile, school should speed up the electronic process of the school's book resource; provide a better service for teachers and students by means of internet.

(4) As for infrastructure construction, we suggest that attention should be paid on the following four aspects:

First, take an active part in the supervision work for the building contractor's issuing of migrant workers' wages. The charge department of the project and

enterprise should joint the local department of industrial and commercial and stability to supervise relevant enterprises effectively. Sternly observe the requirements of “*The Margin Management of Migrant Workers’ Wages in Xinjiang Uyghur Autonomous Region*” (the *New Deal* [2007] number 114) to pay the salary deposit of migrant workers. Supervise the contractor pay the public payroll to individuals; forbid the way of sending migrant workers’ wages to contractor. Avoid migrant workers’ petition to the government because of their unpaid salary which will affect the stability of local society.

Second, encourage the construction enterprise to absorb local ethnic minority migrant workers. Enhance the education to mainland migrant workers about ethnic policies and national unity. Encourage construction enterprise on the absorption of ethnic minority migrant workers, enlarge proportion of local migrant workers, and help enterprise to reinforce the training of local ethnic minority migrant workers. At the same time, enhance the education for migrant workers from mainland about ethnic policies, national unity, taboos of local custom as well as legal.

Third, strengthen the management of transportation vehicles in construction site. There is great necessary to enhance the management of the transportation vehicles and take it as an important task in the process of management. Beware of the impact on local resident and ethnic tensions that caused by noise, accident and air pollution while the vehicle going across the residential areas.

Fourth, enhance the publicity work among teachers and students. The construction project will unavoidably do some expect-able negative effects to the teachers and students’ outing, study and normal life. Therefore, schools should propaganda the construction project’s importance in improving school’s running conditions, promoting school’s development among teachers and students to earn their understand. Moreover, release the information about infrastructure projects timely to ensure teachers and students can get the latest related information, thus avoid misunderstanding, and make proper adjustment in terms of the inconvenience on study and normal life.

Appendix

1. The questionnaire on the World Bank's developing of Xinjiang vocational education.

2. The outline of the meetings on the Project.

3. The working record of the investigation groups in the 5 schools