

# **Technical and Vocational Education (Tve), Transformation and Modernisation in a Globalized China: Model for Educational Development in Nigeria**

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## **Abstract**

Contemporary research in global history is filled with studies in development, modernisation, transformation, and migration among others. The world system has shown different characteristics and played out at various times in history with different terms attributed to them. From mercantilism, colonialism, neo-colonialism and most recently, globalisation, which has affected the development of many countries. Globalisation has been blamed for widening the gap between the rich and the poor; however, it has also contributed immensely to the development of many economies of so many countries of the world; of which many African Countries are yet to benefit from. In contemporary world history, economic history has shifted from the study of trade, commerce and politics, to include industrialisation and innovations and with this development; it becomes pertinent to analyse the Chinese factor in world/global studies. China has presented global scholars with very interesting cultural, economic and political studies to explore; however, there is still a part of Chinese history that has received a very limited attention by scholars of global history. Using historical method of data analysis, this study intends to evaluate, analyse, access and interrogate how education has played a role in the transformation of the Chinese economy in a globalisation era. This study holds that just as the other sectors of the economy of any nation collectively contribute to the all-round development of the nation or state; the significant role of education should be projected and not submerged or treated as a mere footnote in developmental studies of developed and developing countries. Given that education is very vast, this research would limit its scope to the study of Technical and Vocational Education (TVE) in transformation and development of China in this globalisation era and how Nigeria can learn from China. It is against this foregoing that the researcher intends to give a historical perspective in order to show the dynamism in the development of Technical and Vocational Education vis-à-vis transformation, modernisation, and globalisation in one of world's fastest growing continent.

**Keywords:** China, Education, Globalisation, Modernisation, Transformation

## **Introduction**

There have been calls for an interdisciplinary approach to the study of modernisation and transformation by scholars like Biggerstaff (1966), who think that interdisciplinary study of modernisation is easiest to manage in one directed, toward a particular subject or culture. This is perhaps because studies on transformation and modernisation are not fully explored to its maximum. There are many literatures on modernisation and transformation and the motive in some cases has been to understand a people or a society better, in others, it is aimed at identifying common characteristics which might throw more light on human behaviour

generally or to discover means by which future developments in a particular country, or in all "developing" countries, might be influenced or even pushed in a particular direction. China has been seen to be actively involved in modernisation, which has led to the transformation of her economy. China became one of the fastest growing economies in the 1980s. One of the major contributing factors to China's economy has been attributed to her adoption of an open door policy. In 1978 China made a historic decision to adopt a policy of openness and reform and this ushered in a period of rapid economic transformation and social change. After 30 years, China's record of economic success and modernisation is breath-taking and unprecedented despite environmental costs and social inequality (Yeung 2009, 157). The rapid growth in China is obviously related to its relentless pursuit of economic reform that restructured the education system to fully incorporate TVE, subsequently unleashing productive forces previously suppressed by rigid central planning (Wei 1995, 73).

## **Transformation and Modernisation in China**

The concept of modernisation has been both popular and ambiguous. It is popular because it has been frequently and widely used by social scientists in general and by sociologists in particular. It is also ambiguous because it has been used to denote so many different things, from the broadest usage as any 'social change' to a more restricted usage as a specific type of change (Soo 1989). Modernisation is a word that has been widely and rather loosely used for some time to characterize the fundamental changes that have been taking place during the nineteenth and twentieth centuries among non-Western peoples (Biggerstaff 1966). It means a process by which a society replaces institutions, ideologies, beliefs and practices that it envisions as inappropriate. Soo sees modernisation from two perspectives-

first, modernization is used not strictly as a sociological term, but rather as a philosophical-sociological term in a broader sense. As a sociological term, it refers to various types of social change and their related issues or problems. As such, modernization entails multidimensional factors: scientific, technological, political, economic, institutional, etc. At the same time, as a philosophical term, it refers to intangible (or non-material) factors of social change, such as values, modes of thinking as well as the historical, cultural and spiritual heritage. Second, the term "modernisation" is used not as a static term, but as a dynamic term (Soo 1989, 4).

Xia (2014) holds that Modernity as a whole was certainly a Western invention, and some of its core components, such as modern science and technology, industrialisation, market economy, democratic politics, and the nation-state, originated in the West. Hence, the concept of modernisation today is sometimes used interchangeably with 'economic development', or 'industrialisation', or 'Westernisation' (Soo 1989). Modernisation became prominent in China with the advent of modern China, in 1840, which led to the gradual transformation of China's political and social being in an evolutionary and revolutionary way. China's modernisation as opined by Chang (1924), in realisation was such that the weight of tradition was so tremendous and the momentum of centuries of living was according to a specified form that changes have been difficult to bring about. Subsequently, modernisation in China turned the country's economy and necessitating research into China, placing China closer at the centre of international and global studies. Resultantly, scholars have carried out studies and surveys on the economic models, economic development, capital inflow, social history, cultural revolution, human resource development, etc., of China (Suharchuk 1984; Smith 1976; Liao 1985; Jacques 2012; Whyte 1973; Levy 1962; Yu-Fa, 1984; Wei 1995; Lardy 1992; Yeung 2009). It is through these kinds of literature that China's economic growth and development, as well as the contribution of exports and foreign investment to rapid industrial growth in China is known.

A brief review of Soo's (Soo 1989) work titled "China and Modernisation: Past and Present a Discussion" reveals that Chinese modernisation refers to process of transformation of the traditional Chinese society to the modern Chinese society, and China has recorded five attempts at modernisation which include military modernisation, political modernisation, Fragmented modernisation, Soviet model of modernisation, and Dengist Model.

***Military modernisation:***

This had to do with the adoption of Western scientific and military technology (following the Opium War of 1840s), embedded in the concept of "the Self-Strengthening Movement". This movement aimed to make China "strong and wealthy" and marked the beginning of industrialisation in China. With this development, those who had studied abroad, returned home to become leaders in the army, navy, schools, and diplomatic service. They formed, perhaps unconsciously, a new elite class which was responsible for the development of industry and trade, the rise of the new managerial and entrepreneurial class, as well as a new educational system based on Western learning

***Political modernisation:***

Following another defeat from Japan in 1895, Chinese leaders saw the obvious need for another form of reform as it became obvious that China's military modernisation had failed, and that the deteriorating situation was disastrous to the survival of the empire. Subsequently, a moderate reform was proposed by Zhang Zhidong (Governor-General at Wuhan) and Weng Donghe (influential imperial tutor), which called for only administrative reorganisation by adopting some Western methods and procedures as well as science and technology. Subsequently, the famous "Hundred Day Reform" (from June 11 to September 20, 1898) was proposed during which some forty to fifty imperial decrees were issued in rapid succession in the areas of government administration, industry, education, and international relations. However, this period ended with the decline of the Qing dynasty (following the Revolution on October 10, 1911) and the birth of a Republican China (1912-1949) with Sun Yat-sen as the President of the provisional government.

***Fragmented modernisation:***

Following the introduction of a republican system, the republic was soon faced with political instability, continued imperialism, and intellectual disintegration. China was saddled with petty wars among warlords, leading to a historic period known as the warlord period 1916 to 1928. This period featured a central government in Beijing, but the real power lay in the hands of various warlords, a hundred in all who were supported by different Western countries, and they all had personal armies, ruled their territories (i.e., regions or provinces) by force, and fought among themselves. China also witnessed bitter military struggles between the Nationalists and the Communists and was also drawn in series of war like the Manchuria war of 1930, Sino-Japanese War, the World War I & II, as well as other civil wars which left China devastated, resulting to the establishment of the People's Republic of China in Beijing. This period also witnessed the decline in Confucianism as most Chinese intellectuals became increasingly anti-traditional, and rejected the centuries old Confucianism. Resultantly, China saw the downfall of traditional thought on the one hand, the introduction of Western thought and learning on the other. This period also witnessed the introduction of Marxism, following from the success of the Russian Bolshevik Revolution of 1917. Hence, China was swept into an era of ideological imbalance as China's intellectuals underwent a radical transformation in their values and thought from Confucianism to anti-traditionalism, to acceptance of Western democracy and finally to Marxism- suggesting a fragmented modernisation efforts. However, this period ushered in larger degree of industrialisation and modernisation with the financial help of the Western powers to various warlords who invested in some modern industries that

later developed independently in different regions or provinces of these various warlords. These industrial centres later, there transformed into modern industrial centers such as Shanghai, Tianjin, Manchuria and other major cities which serve as the foundation of China's industrial cities today.

#### ***Soviet Model Of Modernisation:***

This began with President Mao Zedong's visit to Moscow to seek financial aid and advice for China's socialist reconstruction, kicking off China's tilt towards Russia and its socialist model in politics and economy sector. Subsequently followed by the introduction of the Maoist model, where President Mao argued that agriculture, not heavy industry, should be the backbone of China's economy. This model favoured the development of agriculture while undermining other sectors like capital-intensive industrial programs. Resultantly, the Great Leap Forward and the Commune System programmes were launched but the outcome of its setbacks as well as the events culminating from the change of power from Mao Zedong and Liu Shaoqi, led to the historic Cultural Revolution of 1966. Sadly, the direct results of the Cultural Revolution was the slowdown of any productive work in agricultural or industrial, as well as educational sector, leading to a strong regression in almost every area.

#### ***Dengist Model:***

This model is associated to President Deng and was necessitated by the destruction and incapacitation of the political and economic sector, resulting from application of the Maoist model. China remained an agrarian society, with almost 85 percent of the people still living in the rural areas. Consequently, in 1977 President Deng pronounced that only through an all-out effort to restore agriculture to normalcy and increase production quickly could the entire economy be assured of fast development. Hence, agricultural modernisation was considered the foundation of China's entire economy while also emphasising industrial modernisation to create a Chinese economy that will mirror the status obtainable in most advanced Western countries such as West Germany, Japan or the United States. Following the industrial revolution which saw the withdrawal of Soviet technicians and their blueprints in 1960, China's disrupted industries were never able to recover fully, and remain fragmented and disorganized till the end of Mao's rule. Thus Maoist doctrine of self-sufficiency which closed up China from the outside world was reversed and China adopted an open door policy. Dengist model emphasised the encouragement of private enterprise to supplement the state-controlled industrial, thereby promoting indigenous industrialisation.

It also emphasised the modification of higher education to encompass science and technology (TVE). Admission into colleges and universities in pre-Deng era was based not on academic qualifications, but on political correctness, thousands of unqualified peasants, workers, soldiers, and Party members entered institutions of higher learning. Hence, Deng had to restore the process of admissions which was based on academic qualifications through a highly competitive process of national examinations. Government also provided for academic sponsorship for citizens outside the country.

Admirably, due to modernisation in China, significantly, the Dengist model of modernisation, China was able to skyrocket into a very significant place in global developmental studies. Pointedly, educational reforms played a very substantial role in sustaining China's modernization for decades. This provisions of the Dengist Model can serve as a model for Nigeria's educational recovery plan and perhaps, after selecting and amending it to suit the Nigerian society, Nigeria can be pivoted into a better position in global discus.

## **The Role of Technical and Vocational Education in China's Transformation and Modernisation in the Era of Globalisation**

The use of education as a tool for economic gains in a globalised China cannot be ignored. Education has always played an important role in China's transformation and without the shift in the country's education policy, China cannot hope to attain its modernisation goal (Cogan 1980, 268). Cogan noted that no one appreciates the power of education more deeply than the rulers of China as they count on school modernisation to achieve the 'four modernisations' in agriculture, industry, military defense, and science and technology. Education is a very important sector of a society and the need for research in education is necessary because education is a key instrument for bringing about changes in knowledge, values, behaviours and life styles, required to achieve sustainability and stability within and among countries (Bajaj, & Chiv 2009; Abubakar 2013; Ajeyalemi 2009; Ihuoma 2018). Education as perceived by the United Nations is certainly most effective in settings, in which several inter-related policies and programmes fostering social and economic improvement are simultaneously at work (United Nations 1980, 14). It can be said that by the very complexity of the problems it helps to solve, education must be conceived in an interdisciplinary context as a factor of multidimensional development of which man is both the end and the instrument (UNESCO 1978). Education is recognized by many countries as an essential instrument to cope with globalisation forces and to assist regions or countries in developing their niches (Ding & Levin 2007, 543).

It is an old and widely held belief that education can contribute to economic development, but neither educators nor economists have theory of how it happens (Ranson 1988, 213). One universal function of education has been to prepare youths to apply the prevailing technology in existing occupations (Ranson 1988, 214). This is made possible through the adoption of Technical and Vocational Education (TVE) system. Technical and Vocational Education Training (TVET) is usually known as the type of education that emphasises the application of skills, knowledge and attitudes required for employment in a particular occupation or cluster of related occupations in any field of social and economic activity (Fien et al 2009). Technical education emphasises the understanding of basic principles of science and mathematics and their practical applications; delivered at (usually) upper secondary and lower tertiary levels to prepare students for occupations that are classified above the skilled crafts, but below the scientific or engineering professions (Tripney et al. 2013). TVET refers to deliberate interventions to bring about learning which would make people more productive in designated areas of economic activity e.g., economic sectors, occupations, and specific work tasks (Lauglo 2009).

An insight in global transformations and modernisation from the twentieth and twenty first centuries revealed an era of globalisation and drastic transformation and this has taken up many global studies themes. Modernisation was first used in this sense to describe developments in Japan, China and Turkey, but with the multiplication of newly independent nations in Asia and Africa since World War II the application of the term has been further extended (Biggerstaff 1966, 607). The concept of globalisation which is said to have taken prominence in the early 20<sup>th</sup> century has brought about, yet another global interconnectedness which do not only focus on trade; but has been characterized by capitalism and the drive to invent and export. Today, TVE is the main supplier to the labour market in many industrialized nations and is often regarded as the 'foundation of the economy' and the 'backbone of society' of many Asian countries. This is because; approximately 40% of the working population in many industrialised countries has obtained a vocational qualification (Casey 2013). TVE had

played a very prominent role in the development of Asia's economy and her Human Capital; this has been captured in literatures to portray the fact that the economy of the countries like China, Japan, Singapore, Malaysia among other fast growing Asian Countries historically attribute their development to TVE. Today, Asia is the hub of technological innovation and has taken the lead in a global era; thus the need for a historical analysis of the role of TVE in a globalised world.

A key requirement for development in the modern technological age is a population that is well educated and trained in science and technology and capable of being readily mobilised to meet changes in technology (ILO 2014). TVE played a very significant role in modernisation as early as the Middle Ages and created awareness of its indispensable potentials (De Jong 2011). Subsequently, the spread of the industrial revolution during the nineteenth century made technology increasingly dependent on the mental skills of scientific inquiry and revealed the possibility of purposely borrowing improving technological activities (which may be called technological inquiry) (Ranson 1988). This development encouraged technical and vocational education both on the formal and informal level or using on-the-job training method. Hence, Technical and Vocational Education (TVE) otherwise known as Vocational and Technical Education (VTE) became a necessity in an era characterised by drastic and rapid industrialisation in virtually all parts of the globe. This indispensable realisation reveals the importance of TVE in the process of modernisation and transformation in an era of globalisation.

### **TVET and China's transformation in a globalised era**

The history of rural education in China, Mexico, Japan, and the United States demonstrate that technologically appropriate curricula are a necessary part of development policy. Countries like Germany, France, Britain and the United States operated TVE at the informal level which were relied on (through adequate mobilisation) during the age of industrialisation. Hence, TVE can be seen as an operational scientific process necessary for building a polity capable of producing real income. Technology has grown cumulatively throughout human history and is clearly a continuing factor in human experience (Ranson 1988). To this end; every community must apply some fraction of this stock to survive, while it must borrow or improve such know-how in order to improve, modernise and transform efficiently and effectively in an era of globalisation.

Modernisation have been seen by scholars as an ancient concept in China and has no link to westernisation (Xia 2014). Effective modernisation started in China following the end of the 10 year long cultural revolution which ushered in Deng Xiaoping as the leader of China, who subsequently lead the country on a tentative journey towards modernisation and development (Yeung 2009). Consequently, China's modernisation went through transformative stages in the late 20<sup>th</sup> century and publications like that of Martin Jacques (Jacques 2012), "When China Rule the World: The End of the Western World and the Birth of a New Global Order" made the notion of China as a "civilisation-state" to gain wide attention in China studies. According to Xia, despite the evidence that western invention, and some of its core components, such as modern science and technology, industrialisation, market economy, democratic politics, and the nation-state, originated in the West, the ancient modernisation available in China is seen in the fact that

China has always largely been a secular state, a meritocratic bureaucracy, a highly self-governed civil society, a written language accessible to both literati and laypeople, a

stratification system based on achieved rather than ascribed status, a cohesive culture open to multiculturalism, the idea and practice of educational equality, etc., which are fundamental to the formation of Western modernity, have long existed in China. On the other hand, Chinese society, pre-modern or modern, distinguishes itself by its, among other things, Confucian values, family morality in particular. Indeed, even today, Confucian familism (in forms of paternalism, nepotism, groupism, personalism, communalism, authoritarianism, etc.) is crucial to the operation of China's power system, market economy, and everyday life. Therefore, as a function of its civilization, China is both similar to and dissimilar from the West. Modern China, while consciously or unconsciously abolishing and retaining different aspects of its traditions, has embraced some basic components from Western modernity. Hence the transformation of China into a modern nation – first by Sun Yat-sen's ephemeral bourgeois revolution, and then by Mao Zedong's decisive socialist revolution. Contemporary China continues to be shaped by the interaction between the remaining fragments from Chinese traditions and global, mainly Western, forces (Xia 2014, 43-47).

Globalisation has provided a fertile ground upon which the advantages of TVE can be hinged. Significantly, TVE creates a pool of entrepreneurs and investors, working independents, collectively or competitively towards achieve some degree of profits. The isolation of China from the rest of the world, as well as the Marxist ideology that had a stronghold in China made the thought of indigenous industrialisation look unobtainable. Despite the fact that Marxism remains its official ideology, entrepreneurship was never entirely suppressed as it flourished in the black market and the underground economy (Field et al. 2006). The cultural Revolution of 1966-1976 ushered in significant changes in China's education system and led to the gigantic economic transition from a centrally-planned economy towards a market-oriented socialist economy in the post-1978 period. After the Great Proletarian Cultural Revolution, splendid achievements was achieved in education under the three successive generations of the CCP leadership of Mao Zedong, Deng Xiaoping and Jiang Zemin and China's educational development was able to compare favourably with countries with similar level of economic development (Tsang 2000; UNDP 1999). However, despite the efforts and achievements of Mao Zedong, Zhou (2009) holds that after ten years of the revolution, China was left in a situation of poor living standard, low economic growth and laggard technology and education and the only way was to reform.

The type of educational system available in pre-1950 China was founded on a distinctly backward-looking national philosophy and with the few available schools, studying classics became a measure of scholarship as well as of political preferment (Chang 1924). At the beginning of the twentieth century, Chinese youths still learned traditional agricultural technology from their parents. However, the Manchu rule of China (Quing dynasty) ended and the new republican government tried to use education to start modernizing the country as efforts were made to expand elementary education and to make it more practical than the traditional formal schooling had been (Ranson 1988); (the period of fragmented modernisation). However, rural education in China did not contribute to technological development since traditional technology was still being transmitted orally from parents to children, hence, depriving the community of the an organised skills sharing technique which would have been necessary to improve indigenous education.

However, this condition was to change years later with the leadership of Deng Xiaoping, one of the highest-ranking Chinese leaders (1978-1997), often referred to as the Architect of Modern China because he initiated the reform and opening-up of China. Deng Xiao-ping ruled China following the death of Mao Zedong in 1976, and is recorded to have pointed out that, Education should face modernisation, face the world, and face the future (Jing & Zhou *Res Militaris*, vol.13, n°3, March Spring 2023

1985). This belief nurtured the strong reform in education and a gradual introduction to comparative education in China, which aimed to train more and better qualified personnel, who develop intellectually, morally, and physically to meet the needs of the modernisation program (Chen 1994). Introducing the Dengist Model of modernisation, Deng Xiao-pings tenure achieved a log of significant economic progress, one of which was the birth of the Chinese space Program (863 Program), known as State High-Tech Development Plan. During this period, one significant feature of China's education policies was the strong emphasis that educational policies must be formulated against the background that education is an economic force directly related to production (Bastid 1984). China had been faced with three major challenges: the diffusion of highly trained individuals from the urban to the rural sectors; the development of educational resources within the rural sector; and the continuing problem of illiteracy. Resultantly, from October 1984, government begun to put measures to ensure rural development through education by formulating rural economic reforms. These reforms looked at three major things: speeding up the implementation of a 9-year compulsory school system for both rural and urban sectors; extension to the rural sector of more secondary technical education; and increased autonomy for higher education (Hawkins 1988). With the implementation of various reforms, changes were noticed in the education system which remodelled Chinese education for development through rapid dissemination of science and technology and promotion of urban-to-rural knowledge diffusion. Hawkins recorded the following:

- College admission system became reformed to admit students from rural collectivized enterprises and specialized households and to admit private individuals. Also length of courses of study became more flexible, tailor-made to the individual student, with all expenses paid by the sponsoring unit (the student being responsible for working in the unit when study is completed).
- Existing units of higher education were encouraged to establish joint development enterprises with local production units.
- A midterm selection procedure was adopted in some provinces whereby at the end of the second year a comprehensive examination is given to screen out low achievers who are allowed to finish the third year and then are given a certificate of completion.
- Vocational education courses was added to regular higher educational institutions to allow some of those who do not pass the regular national examination to acquire agriculture related skills.
- "Job assignment-free" students were admitted under various criteria, the condition being that they will not be automatically assigned a state job on completion of the curriculum.
- The rural sector was encouraged to develop experimental initiatives to solve the problem of lack of higher educational resources for rural development.

Significantly, the goal of Chinese educators from 1978 was to build a socialist educational system that suits China's conditions as problems and aimed to address both the positive and negative experiences of China (Jing & Zhou 1985). An educational system strongly and inextricably linked to change in the larger society (Tsang 2000). Articles on education and development in China can be found in the works of Hawkins (1988), Jing & Zhou (1985), Chen (1994), Tsang (2000), Ransom (1988), Law (1996), Xiao et al. (2011), Tsang (1949), etc. These works show how reforms in educational policy affected China's development. They projected that China embarked on two major educational reform- conventional and revolutionary reform. Cogan (1980) draws a distinctive distinction between the two by stating that conventional education is defined in academic terms of learning, values the acquisition of knowledge; acts on the premise that knowledge can best be learned by systematically mastering graded levels of



subject matter; and holds that study and books are practically synonymous. Revolutionary education on the other hand essentially emphasise non-academic measures, sees learning opportunities on the farm, in the factory, and in the streets; puts a premium on action; scorns prerequisites and rigid requirements in the name of "practice"; favours ad hoc learning to help solve the immediate problems of production and political struggle as soon as possible; emphasises actual experience in production, and sees political struggle as more valuable than book study. Revolutionary education Cogan added, also decries book study, discredit theory unrelated to practice, opposed to intellectual elitism, and rejects selectivity on the basis of academic standards. Under this system, non-academic activities dominate and non-academic qualifications like production records and ideological-political acceptability carry more weight in the evaluation of achievement. Hence, with a combination of both conventional and revolutionary system of education, China was able to modernise within a short period of time.

## **Conclusion**

This paper posits that concept of modernisation encompass the adoption or modification of western economic, social, cultural, religious and political ideals and models. Transformation and modernisation in countries have been used as basic for calculating economic development, hence, the economic history of any region, country or state has often focus on trade, politics and sciences. Sadly, education (especially, TVE) is rarely referred to in the study of economic history, this is not because education is not a globally recognized factor of development but perhaps, because, many people have not really seen the need to extract the sector and treat it as a factor of economic development.

China's historical drive towards modernisation and transformation has been reflected in her educational policies and reforms. Resultantly, this work raise concerns like how is Nigeria effectively managing and utilizing the gains of globalisation? How can Nigeria's education system to productive and essential in an era of globalisation? What necessary tools are needed for significant transformation in Nigeria's education system? How can transformations in Nigeria's education system bring about effective, efficient and productive modernisation in Nigeria? Understanding that China's TVE transformation aided modernisation and that these references are not in isolation; this paper submits that Nigeria stand a chance of positively transforming if progressive reforms can be made in education. China was able to transform its education sector and is currently enjoying the gains of globalisation. Nigeria on the other hand have ignored the potentials of education in its reformative agendas.

Chinese educational system has been seen to engaged both in transmitting to students a given set of socio-political values prescribed by the respective national leaders and importing knowledge, particularly science and technology, from other countries for economic modernisation (Law 1996). The essential aim of educational reforms in China is to train more and better qualified personnel, who develop intellectually, morally, and physically to meet the needs of the modernisation program (Jing and Zhou 1985, 246). Xiaoping (1978) stresses the importance of education in Chinese development by stating that it is imperative to train a large contingent of working-class intellectuals and greatly to raise the scientific and cultural level of the entire Chinese nation. China has for many years attempted to utilize education in her drive towards modernisation and transformation.

The economic growth, transformation and modernisation in China have pushed the country to a very prominent position in the globe. In 1978, China was ranked thirty-second in

theworld in export volume and in 1989, it became the world's thirteenth largest exporter. Its share of world trade almost doubled during this period. Between 1978 and 1990, the average annual rate of trade expansion was above 15 percent, more than three times higher than that of total world trade (Lardy 1992, 151). Barely 30 years later, China is seen as the fastest growing major economy. In 2017, China ranked the largest economy in the world by purchasing power parity, and in 2019, China ranked the second largest in world by nominal GDP with the private sector accounting for over 60 percent of the country's GDP, and providing over 80 percent of urban employment.

This significant progress was made possible by many sections of the society of which education played a very crucial role. Education (TVE) has succeeded in leading to the progress of Chinese economy and projected her in the global field, it has also contributed to China's maximum utilisation of the world system (globalisation) which allowed for massive turnover of Chinese products. Chinese modernisation and transformation history need to be closely studied by policy makers in Nigeria for not just the formulation of economic recovery plans but specifically for the improvement of the country's education system. China developed and transformed its education through four means: the transformation of existing universities and institutes; the development of new universities and institutes; the establishment of ad hoc scientific and technical networks; and creative utilisation of the contract system (Hawkins 1988). Hence, Nigerian government need to emulate this progressive education system and revive TVE by making it more revolutionary by borrowing models from China.

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