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The Analysis of Social- and Labor Market Policies' Impact on NEETs in China

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MSc in Welfare Policies and Management

Master's (Two Years) Thesis 30 credits (WPMM42)

Spring term, 2012

Supervisor: Anett Schenk

Abstract

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This thesis addresses the impact of social- and labor market policies on youth unemployment in China; particularly on NEETs. The acronym NEET stands for the youths aged 15-34 that are “Not in Education, Employment or Training”. This group of individuals is experiencing a bad time with less job opportunities and more competitive labor market which are led by the recession. NEETs and their families are suffering from various consequences of unemployment. Meanwhile, the situation of NEETs will also lead to both short-term and long-term loss for the communities and the state. This thesis will further analyze how different social- and labor market policies' affect NEETs in China. Three policies: the higher education enrolment expansion, the family planning policy and job training have been chosen to explore how these social- and labor market policies affect NEETs in China since all of them have influence in unemployed youths. The study is based on qualitative research methods, such as semi-structured interviews, as well as statistical data, qualitative content analysis, and case study method. The enrolment expansion and family planning policy have been adversely affecting on NEETs situation even though it is unintended consequence of policy implementation. However job training as the main intervention of solving this problem is not effectively working on this group of youth.

Key words: China, NEETs, youth unemployment, unemployment, college enrolment, “one-child family” policy, job training.

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1. Introduction

The report “Global Employment Trends” (UN 2007), which is issued by the UN International Labor Organization, emphasizes the importance of creating more job opportunities for the sustainability of economic growth and the reduction of poverty. As illustrated in the OECD Employment Outlook (2010), the 2008-2009 recession led to a severe high unemployment rate on a global scale; particularly youth unemployment has been increasing. Thus the unemployment situation for youths now is a serious problem all over the world.

The latest China Labor Statistical Yearbook (National Bureau of Statistics of China 2006) had made a rank of various reasons of being unemployed. Individuals who are out of the labor force after graduation is ranked as the second highest reason, which is ranked after losing job from work units. The third and fourth reasons on the ranking are retirement and taking care of housework. In the end of 2010, there were more than 6 million youths graduated from colleges and universities in China, but the average youth employment rate is only 73%; which means there are a lot of graduates without jobs (NBSC 2011; MHRSS 2011). There is a group of youths who are not attending school, not working or not participating in any training programs; this group of youths is called NEETs¹ (Nomura Research Institute 2004).

Belonging to the category of NEETs does not only lead to a direct financial loss for each individual, but also damages young people’s confidence, self esteem and self worth (Inui 2005). Meanwhile, according to social insurance regulations, which are enacted by the Chinese central government, health care, unemployment subsidies and old age pension are occupationally connected and distributed to individuals accordingly. This means that individuals must have been registered as employed to get these benefits that are mentioned above; and explains why NEETs are excluded from the social insurance system.

So far, NEETs and their families are suffering from the consequence of unemployment, but it is also a serious loss for the communities and the state for both short-term and long-term period. The

¹ The acronym NEET stands for the youths aged 15-34 that are “Not in Education, Employment or Training”.

NEETs problem requires a state intervention, which enables the provision of more job opportunities and wider coverage of welfare system. The situation of NEETs has drawn the attention from the individuals. The Report of Work of the Government (The State Council of the People's Republic of China 2012), which is announced by Premier, Wen has emphasized the urgency of solving the youth unemployment problem. Therefore, further research on the situation of youth unemployment has become important and popular in China.

1.1. Research question: How do social- and labor market policies affect NEETs in China?

This thesis will analyze how social- and labor market policies affect NEETs in China. One labor market policy: job training, and two social policies: the enrolment expansion² and family planning policy, are chosen to explore their influence on unemployed youths. It is inequitable to deny that all the three policies are more or less dealing with different social problems, but they are also unintentionally and adversely affecting the situation of NEETs. Therefore, starting from the broad research question, it is necessary to construct the following sub research questions which are more specific:

- Has the expansion of enrolment reduced the surplus of labor force, thus helped the central government release the pressure of youth unemployment?
- How does the family planning policy affect NEETs in China?
- How does the job training program work on NEETs in China?

1.2. Outline

After introducing the topic and research question it is important to discuss the structure of the thesis. The second part will give a background study of the NEETs in China. The third part will focus on the research overview of the NEETs in the UK and Japan since the phenomenon of NEETs has been studied comprehensively in these two countries. Thereafter the fourth part briefly discusses the methodology: data, qualitative content analysis and case study with the use of semi-structured interview. Part five, six and seven will follow the sequence of the sub research questions that have

² In this thesis, the enrolment expansion particularly means higher education enrollment expansion policy.

been mentioned above to analyze social- and labor market policies' impact on NEETs. Part eight continually develops my research with a case study in Kunming which is a southwest city in China. The final conclusion will gather the main findings from the analysis together with possibilities for future research.

2. Background: the current situation of NEETs in China

It is important to introduce the current situation of NEETs in China since it will provide basic information as a platform of this thesis for readers; at the same time it helps me to build up my theoretical framework later. Moreover, the background and classification of NEETs can capture unemployed youths' needs better and reshape the progress of policy making. Furthermore, this section will help readers to understand why those three policies are chosen to develop my study on NEETs.

The state has its main focus on youth unemployment, particularly on college graduates employment, when it comes to NEETs. In some provinces, the population of NEETs has grown larger than the laid-off from the state-owned enterprises and collective-owned enterprises (Lin 2008). A report (2009), which published on the official website of China Communist Youth League, has predicted the youth unemployment rate and the population of unemployed youths based on the supply and demand for youth labor force. It illustrates that by the end of 2020, the population of unemployed youth will be nearly 20 million. The 12th Five-Year Plan (2011) highlighted that college graduates' employment is the primary work of the government, especially the implementation of employment policy incentives (Hong 2011).

Most of the Chinese NEETs were born in the 1980s. They are the beneficiaries of the enrolment expansion policy when it comes to higher educational background since the government launched it in the late 1990s. The youths of the 1980s are also the first generation under the implementation of one-child family policy (Zhang 2008). Their parents have been through such hard time like the Great Leap Forward, 3-year famine and the Cultural Revolution. The parents want to prevent their children from any kinds of risks, such like poverty, hard-working, economic crisis and unemployment since their children cannot get the same social protection that was determined the command economy. What's more, because of the collapse of the command economy, the state does not take the responsibility of assigning jobs for individuals any more. Therefore this transition makes the youths over-protected, over-taken-care-of, spoiled, and over-dependent by their parents (Yi et al. 2010). The NEETs in China do not only financially dependent on their parents, they also get a lot of help from

their parents with housework, even though some of them do not live with their parents (Jiang 2007). The situation of NEETs has been treated as a passive social phenomenon in China. The NEETs in China always relate to those negative words such like 'lazy youth', 'spoiled children', 'parents' attachment' and 'forever kids' (Liu & Zhang 2008; Mei 2008; Jiang 2007; He 2005).

Liu (2008) cited that almost 30% urban youths were NEETs in China in 2007, which means there are a large number of youths who are not in education system, not employed and not attending any job training programs. The statistics makes me curious about the category of NEETs in China since the classification of youth could reshape the process of social policy making, which will directly and indirectly affect NEETs. Liu's figure divides NEETs into 6 classes. First, the youths, who are suffering from educational and work experience underachievement, could not find a good job as they want. Second classification is the youths who just graduate from college have relatively high job expectation. Third, the youths with higher education background and good experience have decided to quit from work since they cannot adapt to their new role. Forth, the youths with extremely high self-confidence are never satisfied with any jobs since they want an imaginary decent job. Fifth, for those youths from a rich family, they never have a strong desire to earn money and they are used to live on their parents. Sixth, some employed youths, who have heavy burden of paying back house mortgage, still ask for money from their parents (Liu 2008; Zhang 2008). The sixth category, which is totally different from other countries, is more related to the economic policy, and will lead to another topic about the affordability of housing. Meanwhile, it is not strong connected when it comes to social exclusion. Therefore the sixth category is not included in this thesis as one kind of NEETs.

Since I have already touched upon youth's job expectation as a reason of youth unemployment, it is necessary to bring in more theories about their opinions toward job. Zhang (2005) has done a survey on Chinese youth. When asking what jobs those 12-year old children wanted, they had a general tendency to choose a position with authority and freedom. The children have a strong desire to be powerful and successful when they grow up (Zhang 2005). This hope has a great impact on their job expectation when they enter the labor market. Some of the youths' value leisure time higher than work; they spend a lot of time with friends chatting and shopping since they can get as much pocket money as they want from their parents (Bai 2005). Speaking of wage, youths have higher

request than the actual salary the employers usually provide (Huang 2005). When the salary cannot meet their expectations they choose either to ask for money from their parents, or to quit their job since they think it is not worth their efforts. Most of youths are not satisfied with their previous and current jobs. The 2010 College Graduates Employment Report (2010) which is conducted by MyCOS Institute has stated that among all the youths who lost their jobs in 2010, 88% of them quitted their jobs, 10% had experienced both resignation and lay-off, and only 2% of them got fired by the employers. Their job expectation not only makes them feel disappointed at their current jobs, but also weaken their competitive strength since they are quite unstable in the labor market. Furthermore, it is necessary to clarify that youths' parents also have high job expectations on their children since they have been investing a lot of money on their children's education to support their aging lives in the future.

Hong (2011) has criticized youth unemployment has tremendous negative influence on both the individual and the society besides the financial loss. For a state, college graduates unemployment will cause a big waste of human capital, thus affect economic and social sustainable development. People thought staying at home during the economic crisis would help them avoid experiencing rough time, releasing the employment pressure within a short period for the society. But actually, once youths become to NEETs, it will take much longer time for them to find a new job and adapt to new work environment; it is not conducive for youth's social transition, especially the transition from school to work (Sun 2005). The situation makes more direct loss for the family and the state. As Chinese NEETs get help from their parents with money and housework, it shapes their attitude towards life and work, which advocates acquiring material comforts without any efforts or contributions (Zhang 2008). Moreover, NEETs have diffusive influence on their friends since peer group has a great impact on young people among society, family, school and other sources (Nie & Tian 2005; Zhang 2005). The worst consequence of NEETs is youth crime; it will directly influence the stability of society (Liu 2010).

So far the state intervention on NEETs has been focusing on employment promotion service such as tax incentives and job training which concentrate on college graduates' entrepreneurship (The Employment Promotion Law 2008). According to the Employment Promotion Law (Article 17,

2008), if a company employs laid-offs or college graduates, it will get tax relief. Meanwhile, the state supports unemployed individuals with micro-loans as the start-up capital of their business (Article 19). The local governments provide various employment promotion services such as entrepreneurship policy consulting service, labor market supply and demand information, vocational guidance and job placement service and job training with a main focus on practical skills (Article 35). The state encourages unemployed individuals to join a variety of job training programs; and provide specific amount of training subsidies to the individuals who has participated in job training programs (Article 44 & 49).

Lin (2008) demonstrated two existing social policy shortcomings that are affecting NEETs. First, even though the state has enhanced the youth employment policy according to 12th Five year Plan (2011), the problem of NEETs has not gained enough attention from the state, compared with laid-offs. Meanwhile, the current youth employment policy mostly focuses on employment incentives rather than tackling the social exclusion. Unemployed youths are still not included in the social insurance system. Second, the social mobilization towards NEETs is not diversified. The state has been mainly taking the responsibility of youth employment, leaving private sector and third sector mostly out of the system. Since private sector is a part of labor relations, it is necessary for them to help promote youth employment.

This section of the thesis has introduced some related studies about Chinese NEETs. As shown above, Chinese NEETs has its own characteristic within a special context. They are the first generation that is benefit from the expansion of enrolment when it comes to higher education. Meanwhile, most of them are from one-child families so that their parents are always willing to support them with money and house work as much as they can. This situation has shaped youth's attitude towards life and work. Furthermore, the state has enacted the Employment Promotion Law to encourage those jobless youths to actively participate in job training programs. This thesis will explore more about how these three policies affect the NEETs in China.

3. Research overview

The situation of NEETs has been a worldwide phenomenon since the late 1990s (Nakamura 2004). In the beginning, this special group was simply defined as the youth who is not in education, not employed or not in any type of job training programs. With the increasing knowledge of NEETs, researchers and relative organizations admitted that this definition of NEETs was far from ideal. The definition and classification of NEETs varies in different contexts (The Stationery Office 2010). So far the studies of NEETs in the U.K. and Japan have been well-developed and gained the main approval to this research field.

The definition and classification of NEETs help the policy makers to better capture the particular condition of young people and to focus specific intervention on NEETs (Nakamura 2004). According to the Japanese researcher Inui (2005), NEETs are defined as young people from 15-34 years old who are out of the labor force, single, not in education, and not keeping house; mostly they financially depend on their parents. Genda (2007) focuses on the group of youths who do not attending any kinds of school, do not have any paid work and who are not married. Toivonen (2011) demonstrates that there is a big group of unemployed youths who do not have desire to work or study. In the U.K., the definition of NEETs includes the youths who are temporary sick or long-term disabled, putting efforts on developing artistic or musical talents, or simply taking a break from school or education (York Consulting Limited 2005).

The main different focal point on the research field of NEETs between Japanese researchers and British researchers is that the group of youth who is looking for work is excluded in the U.K. (Nakamura 2004). With this definition that conducted by British researchers, it is difficult to distinct different policy interventions toward different unemployed groups especially with the vulnerable groups involved (Inui 2005). Although based on different ranges of NEET, Japan and the U.K. have same degrees of concern towards jobless youths.

By looking at the previous research at hand, I decide to use the definition of NEETs which conducted by Japanese researchers, since Japan has similar traditional idea towards welfare policies as China. This idea mainly relies on support of families, communities and corporations

(Seeleib-Kaiser 2007). Moreover, both Chinese NEETs and Japanese NEETs are influenced by their better family financial condition. It is therefore important to point out that most of NEETs in those two countries are raised up in a middle-class family (Zhang 2010). This thesis will focus on the demographic group aged 15-34 who satisfy the following conditions: (a) they graduated from college; (b) they have abilities to be in the labor market but they are out of the labor force; (c) they are not attending any types of school or training program; (d) they do not have any incomes; (e) they are not employed by their families.

To make the research framework of NEETs in this thesis unambiguous, it is necessary to declare some more details about the range of NEETs besides the condition mentioned above. The urban youths are compulsorily requested to graduate from junior high school. Normally the Chinese high school education system is able to keep youths in school until they are 15 years old (The Education compulsory law 2006). The educational background of youths in this thesis is defined by the research questions, which determined that the thesis would focus on educated youths. Moreover, the youths who are temporary sick or long-term disabled, who put efforts on developing artistic or musical talents, and who are looking after children or relatives at home are excluded from this thesis.

The reasons behind the appearance of NEET vary. Some individuals simply chose to withdraw from society. Their family background, such like the financial position and over protective parents will also affect youth's attitude towards work. Lack of confidence and low self-worth will in many cases lead a disconnection with the society. Instable transition from school to work makes youth fall out of the system; and educational underachievement is also a main cause of unemployment (Social Exclusion Unit 1999; Nakamura 2004).

Looking at these different conditions, the situation of NEETs becomes prolonged, complicated and individualized (Social Exclusion Unit 1999). To deal with those problems, the U.K. and Japan have reinforced efforts on supporting NEETs both psychologically and financially since it's not only protecting the national economy but also defending the potential benefit for communities and society as a whole (Confederation of British Industry 2008). In Japan, a lot of career advice centers are built up to provide consulting service for job-seekers. A large range of job training programs are implemented to help unemployed youths gain confidence and give them suggestion about how to

start up their own business (Nakamura 2004). The attendance rate of employment services tends to increase only when youths think they can actually get what they need from the services (Cheung & Ngai 2010). In the U.K., they provide provision and guidance available for teenagers to teach them how to make their career plans through academic courses; the benefit system provides allowance for job seekers, which entitles jobless individuals for free school meals, health benefit, maximum council tax benefit, maximum housing benefit and certain social fund payments (The Prince's Trust 2007; Social Exclusion Unit 1999). There are many facts that affect NEETs; this thesis will only focus on macro-level of policies' design and implementation.

4. Methodology

The use of research methods are significant for social research (May 2001:1). The purpose of this thesis is to explore how different policies affect the situation of NEETs. Based on the theoretical framework which is shaped in the previous two sections, I decide to mainly apply two main qualitative research methods: qualitative content analysis and case study. At the same time, some relevant statistics will be cited as a complement.

Before I start to describe the methods which will be employed to carry on my study, it is necessary to explain some facts which relate to the research of NEETs in China. I believe those facts are helpful to build up more specific framework and keep the research on the same level when writing the thesis. First of all, it is important to clarify that since China has different institutional systems in urban- and rural area, it is difficult to make the thesis covering both systems (Jefferson & Rawski 1992). Therefore this thesis will only focus on the policies in urban area. Secondly, the central government had empowered the market and the local governments to distribute resource since the command economy collapsed (Duckett & Hussain 2008). According to The OECD statistics (2009), the Gini index³ of regional unemployment rate is 0.3262 in 2009 in China. The central government makes the guidance of social- and labor market policies, followed by detailed regulations which are enacted by the local governments (Duckett & Hussain 2008). Therefore, there is a large socio-economic difference which is led by the decentralization in China. It is one of the biggest obstacles to interpret and standardize the compensation and support for the unemployed youths among different regions (Duckett & Hussain 2008). Because of these facts, the comparative study of regional difference on NEETs research excluded; this thesis will analyze the social- and labor market policies and regulations which made by the central government.

³ "The Gini index is a measure of inequality among all regions of a given country. The index takes on values between 0 and 1, with zero interpreted as no disparity" (OECD 2009).

4.1 Data

To analyze the situation of NEETs in China, it is required to present statistics relevant to the research questions. The statistics are collected from academic research reports and official statistics.

There will be a small numbers of statistics from academic research reports. The main sources of the statistics are from the National Bureau of Statistics of China (NBSC) and the Ministry of Human Resource and Social Security of the People's Republic of China (MHRSS). The "one-child family" policy was adopted for the purpose of reducing the birthrate in 1979 and the plan of expansion of enrolment was enacted in 1999, make the data of youth unemployment rate before 1997 are irrelevant to the research (Zhou 2007; Bai 2006). It is impossible to approach youth unemployment rate after 1995 since the government agencies stopped conducting youth unemployment rate (NBSC 2006). Therefore it is impossible to access relevant youth unemployment rate throughout those two governmental official websites. Despite youth unemployment rate, other related data such like unemployment population, employment rate, the number of graduates, the number and constitution of employment service agencies can be found throughout those two websites; thus these data will be illustrated in the thesis to prove the research result. Moreover, the unemployment rate which conducted by the state or its agencies only counts those unemployed individuals who have registered in the social insurance system (Giles et al 2004). Therefore, the accurate unemployment- and employment rate are difficult to estimate and calculate.

4.2 Qualitative content analysis

To achieve the research on NEETs, qualitative content analysis is a useful way to collect the relative theories and data rather than require direct experience about the situation of NEETs; meanwhile, it is known as a systematic manner to analyze documents and texts with a long history of use in sociology (May 2001; Elo & Kyng äs 2008; Bryman 2008). Qualitative content analysis is a method which connects the description and the event which it refers to. Documents are seen as the sedimentations of social practices of both historical and current-day (May 2001:176; Elo & Kyng äs 2008). They provide abundant important information of social events, processes and transformations, thus help us to better understand social relations in different contexts (May 2001).

The aim of qualitative content analysis in this thesis is to explore the answer of how the social- and labor market policies affect NEETs in China from description of this phenomenon (Elo & Kyng äs 2008). May (2001) interprets documentary research with a broad definition, which contains first- and secondary resources when it comes to document collecting. In this thesis, all the materials that have been collected are secondary resource. The documents are collected from published academic thesis, research reports, laws and governmental regulation. The relevance and scope of the documents are shaped by the research questions which mentioned above (May 2001:177, 182). All the documents which will be presented are related to the relation between social- and labor market policies and NEETs.

Induction is a good way of connecting theories with research since there are not enough former researches about NEETs in China (Elo & Kyng äs 2008). This method helps me “proceed from a collection of facts concerning social life and then make link between these to arrive at our theories” (May 2001: 32). When reading through all the materials at hands, it is necessary to view the authors as self-conscious since they present different theories about specific social context (May 2001: 193).

Every method has its advantage and disadvantage. By using qualitative content analysis, it is necessary to understand the bias of documents when selecting and reading materials since “the text is approached through understanding the context of its production” by the analyst (May 2001:193, 197). There are two main potential biases in this research. First, when selecting the documents, our understanding will influence the results. Second, the document itself might be informed by decision which related to the social, political and economic environment of which people who wrote the texts are a part (May 2001:197). It is therefore important to consider the context behind the selected documents.

4.3 Case study

Kunming, a southern city of China, has been chosen as a single case for collecting more detailed information about NEETs since it is one of the “ten cities” when the state conduct sample survey

about employment rate (China's Employment 1999; May 2001: 128; Gomm et al 2000:2)⁴. Therefore, it has a certain representation in the research field. Correlative data are chosen to support on my point, and all the collected data is highly related to the research question. This is a case study that focuses on collecting relevant data and studying the current social- and labor market policies' impact on NEETs rather than a long period (Gomm, 2000:108). The aim of this case study is to gather more information on issues related to social- and labor market policies' impact on youth unemployment, particularly educated youths. Semi-structured interview is employed to determine the case study. Most of the universities in China collect their graduate employment rate every year. This fact determines that the interviewees will be professionals who have been working on graduate's employment promotion in six universities in Kunming.

4.4 Semi-structured interview

Semi-structured interviews are conducted to explore more about youth unemployment and graduate employment. The interviewees are chosen as experts on the field since their work includes experiences with the situation of graduates unable to enter the labor market, their expectations on possible future jobs and the universities' engagement in job-training and adapting curriculum to labor market expectations. Instead of investigating the purpose behind the data and testing its accuracy, this thesis will combine the findings with related theories to analyze the NEETs phenomenon which is affected by social- and labor market policies. The semi-structured interview will be utilized as the main social research method to conduct the case study. The use of semi-structured interview is an ideal methodological instrument for my research purpose to elicit the interviewee's perceptions.

Professionals who work as the head of graduate employment promotion department in all selected six universities are considered as experts since this department takes the most responsibilities to conduct data about graduate employment and implement employment incentive policies. As mentioned above, when collecting documents and data, it is hard to avoid being bias as a researcher. By using expert interview, it allows me study my topic independently from my own

⁴ The ten cities: Tianjin, Shanghai, Chongqing, Shenyang, Shijiazhuang, Fuzhou, Zhengzhou, Xi'an, Chengdu, Kunming (China's Employment).

judgement (Bogner et al. 2009: 18). According to Bogner et al. a detailed transcript of expert interviews is not always necessary for the analysis, because the statement within a single interview is not as important as the knowledge about the institutional-organizational context (Bogner et al. 2009: 35). Nevertheless, I have chosen to transcribe the interviews as a tool for analysis, since it allowed for better cross-checking the information given in the interviews. The transcripts are attached in the Appendix II of this thesis.

Semi-structured interview allows me to follow a particular set of topics and questions but at the same time I will be free to investigate more beyond the giving answers. This method provides me a good chance to seek further clarification and elaboration in the answer given to the research questions. Uncovering a wider range of different ways to explore the answers that are given to me and create an opportunity to enter in to a dialogue with the interviewees (May 2001:123). With the help of semi-structured interview, I can gather more information about NEETs in Kunming, China. The semi-structured interview will be carried out in Chinese, so it is important to conduct the interview transcription and precisely transfer the conversation.

5. The expansion of college enrolment

The college enrolment expansion is a process of improving mass higher education; at the same time it is also a feasible way to expand domestic demands, thus accelerate the socio-economic development (Wu 2002). According to the 3th census (NBSC 1982) and 6th (NBSC 2011) census, the whole Chinese population with higher educational background increased sharply from 4.41 million to 119.63 million. The enrolment number increased from 0.28 million in 1980 to 6.81 million in 2011 (NBSC 1996; 2012). The college enrolment expansion has indeed accomplished a change from elite education to mass education. This policy affects the youth employment in a positive way, such as increased the level of youth's education; but also in a negative way by making the labor market more competitive. The following part of the section will discuss how college enrolment expansion adversely affects the NEETs.

5.1 Policy preference on laid-offs

In China, the education is always seen as the responsibility of the state. After the country was founded in 1949, the central government took the responsibility of distributing jobs to reduce high unemployment rate. Urban individuals got jobs with life-long employment contracts from the state when they reached the legal age of 16. During the same period of time, a wide range of educational institutions were directly related to production needs; the students had to attend various production works in factories and farms (Seybolt 1974). Most individuals would continue to get employed as full-time employees by the state-owned- or collective-owned enterprises that they had worked for when they were college students. With this arrangement the students gained a relevant work experience and an explicit view of their future job from the production works. This structure had built an easy transition from school to work.

The central government had been trying to marketize employment policies; however the central government still had the responsibility of assigning jobs for individuals still kept until 1988 because of the collapse of command economy (Cheng 2010). In 1988, with the wide spread of neoliberalism, which believes that a market with free trade and competition has the capability to allocate goods and services, the central government stopped distributing jobs for individuals (Whitfield 2010: 66). The

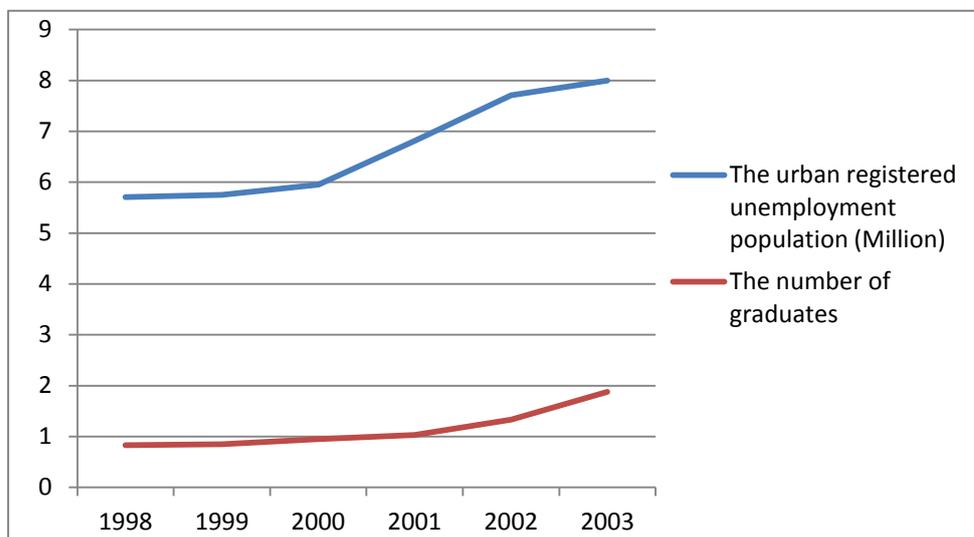
central government then adopted a market-oriented employment policy which requests individuals to find jobs by themselves (Cheng 2010). Thus, the employment policy started to be regulated by the government and mainly provided by the market. From the late 1990s, due to the collapse of command economy, the government empowered state-owned enterprises and collective-owned urban enterprises to recruit and fire employees (Cheng 2010). Those enterprises started to retrench surplus work force. Before the college enrollment expansion was enacted in 1998, the population of urban registered unemployment had been 5 million for several years (NBSC 2006).

There were over 2.6 million high school graduates in 1999; if continued to apply the enrolment number 1.16 million as 1998, most of them could not get in any colleges or universities and would therefore enter the labor market (Bai 2006; NBSC 2006). In 1998, the urban registered unemployment population was 5.75 million (NBSC 2006). The situation of high school graduates now started to add heavier burdens on the labor market. Additionally from 1999-2003, there were 28 million laid-offs from the state-owned enterprises and collective-owned enterprises waiting for re-employment (Li 2008: 4). The number of job opportunities had decreased comparing with those in 1998 (Zhang 1999).

To support individuals and their families to adapt into this socio-economic transition, it is necessary and important for the state to maintain their current basic economic security (Hacker 2006:15, 25). In the late 1990s, there was an increasing level of surplus labor force entering the labor market (Zhang 1999). Due to the fact that most of the unemployed population were laid-offs, the central government made its employment incentive policy preferred encouraging laid-off re-employment. At the same time, the central government enacted a plan of expansion of enrolment (Bai 2006). The policy makers believed that the expansion of college enrolment would postpone more graduates entering the labor market and leave more job opportunities for laid-offs. After the state almost resolved the re-employment problem it would be easier to deal with youth employment (Bai 2006). Policy makers believed that the expansion of college enrolment could release the pressure of employment for both short- and long term period.

Since 1999, the government has upgraded many three-year colleges to become four-year universities and approved additional bachelor programs and master programs to absorb as many

candidates as possible (Bai 2006). During 1999-2001, the college enrolment rate for high school graduates had increased from 36% to 57% (Li 2008: 6). The government estimated that the expansion of enrolment would leave 5-6 million job opportunities for laid-offs (Bai 2006).



Graph 1. (Source: China Labor Statistical Yearbook by NBSC in 2006)

As showing in the graph 1, both the urban registered unemployment population and the number of graduates are increasing every year after the college enrolment number expansion. Especially from 2000 to 2001, the urban registered unemployment population has increased from 5.95 million to 6.81 million. By the end of 2001, the college enrolment rate has increased to 14.4%. Therefore, before the first wave of students who were under the expansion enrolment graduated, the government had not yet resolved the high unemployment rate which was mainly led by laid-off workers. The urban registered unemployment rate has increased along with the increase of graduates. As mentioned in the 11th Five-year Planning (2005), the re-employment policy for laid-offs from state-owned enterprises and collective-owned urban enterprises is still emphasized by the central government. With this rapid increasing amount of labor force and limit job opportunities in the labor market, at the end of 2005 the urban registered unemployment rate was 4.2% (NBSC 2006). At the same time, the youth unemployment rate which is conducted through a sample survey by the Ministry of Labor and Social Security (2005) was 9%. Thus, the situation of youth unemployment has been getting worse since 2005 (NBSC 2006).

Under the condition of globalization and marketization, the higher education system in China was undergoing a reform before the expansion of enrollment. In 1993, the government enacted a policy to collect tuitions from all the college and university students because the government does not have enough budgets to support mass higher education (Bai 2006). Thus, the higher education as public service has entered into the quasi- market as a purchasable goods (Seeleib-Kaiser 2007). The mass media takes the responsibilities to make sure that the implementation of collecting tuition will not have adversely influence on higher education (Bai 2006). Colleges and universities have highlighted a high individual's income as a return of high educational background under the knowledge-based economy; and it indeed encourages many individuals to enter higher educational institutions (Bai 2006). Meanwhile, under the strict household registration system which limited the migration works, the central government entitled college graduates to get jobs in developed areas (Bai 2006). Moreover, the state allows graduates to start their own business without paying administrative fees for the first three years (China's Employment 2009). This policy has been carrying on effectively since parents are willing to spend a large portion of their family income on child education for better return of children's career and parents aging life (Bai 2006).

5.2 Higher educational background determines job security?

It has been more than ten years since the college enrollment expansion in China in 1999 when conducting this thesis. The number of graduates increased from 0.95 million in 2000 to 6.14 million in 2010; and the population with higher education background increased from 45.71 million in 2000 to 119.64 million in 2010 (NBSC 2002, 2006, 2011). There are a large number of graduates entering the labor market every year since more and more educated individuals will graduate from colleges and universities. But the labor market cannot absorb all the labor force, even worse, the available job opportunities have been decreasing (Cheung & Ngai 2010). Moreover, the expansion of enrolment made the labor market more competitive among the group of educated youths. The employers have increased the job requirement to better work experience and higher level of education such as master degree or PhD. The mass media on higher education also changed individual's work expectation and work commitment. After being in education system more than 15 years, most of graduates with a college degree generally have a high job expectation, indicating higher income, better work

environment and better social status, than the actual position they can get in the labor market (Yang 2004). Additionally, they can financially rely on their parents. Some of them therefore prefer to stay unemployed without any income rather than take the job opportunities that are provided by the labor market.

The socio-economic transition does not only shape individuals' relations to the state, but also leads to a change in people's ideology (Hacker 2006). As mentioned before, the NEETs' parents have experienced the command economy which guaranteed that each individual would get a job with a life-long employment contract from the state (Zhang 2010). Nowadays job allocation is ruled by the liberal market, individuals have therefore lost their job security. There is now no job guarantee for youths from the state. What's more, mass media leads people to believe that higher educational background will lead more choices of job opportunity, higher income and less risk to be unemployed. After the recession in 2008, parents try to keep their children in the education system by encouraging them to further education and support them to study abroad since they believe higher educational background will lead better job. However, the parents have to pay the tuition and living costs for their children as the state only provides a small amount of student loans for absolute poor families.

The individual financial condition and stability cannot just rely on higher educational background, but it is also determined the personnel policies of a state and demands for human capital in the labor market (Hacker 2006:28; Zang 2002). Moreover, the Chinese education is examination-oriented in China; students learn more about examination skills rather than gaining the knowledge which can help them acquire practical experience. Most of the companies want their potential employees to have strong work ability. This situation has created a mismatch between educated youths' work ability and the actual requirements in the labor market. The students' competitiveness in the labor market is therefore weakened (Wang & Zeng 2006). Higher educational background will not guarantee a better financial condition and stability. The high graduate unemployment rate makes individuals realized that a higher educational background will not bring better job opportunities as mass media says; it therefore leads to a consequence that the public trust on higher education weakens (Wang & Zeng 2006).

5.3 Allmendinger's typology

Allmendinger (1989) highlights the importance of educational system for job mobility in the labor market since educational system defines occupational opportunities for individuals and determines the match to jobs. Allmendinger generates a new typology to connect educational system with labor market. It employs two dimensions to analyze how educational system affects labor market: standardization and stratification. Based on Allmendinger's typology (1989), this thesis will refer to the curriculum as the variable of standardization and national college enrollment examination as the variable of stratification.

A Standardized educational system will guide a stable transition from school to work (Allmendinger 1989). In China, there is a large difference of curriculums from college to college. This decentralized and unstandardized educational structure determines certain segments of students. Thus, leads a more competitive labor market by differing the qualities of education among all the colleges (Allmendinger 1989). When the economic crisis in 2008 had reduced available job opportunities in the labor market, leading to a high unemployment rate, college students started to question their college curriculum (Hong 2011). Compared with the curriculum before the college enrollment expansion, the current college curriculum contains less practical teaching program. One of the reasons behind these changes is the increasing amount of students, which it is difficult to arrange as much practical experience (Seybolt 1974; Melvin 2006). The current college curriculum is not effectively helping students in their preparation future careers (Allmendinger 1989). Some college graduates are not satisfied with what they have learned from school; some of them even regret to spend 4 years in the college since they feel that they have not gained what they expected from school (Melvin 2006). The attitude of college graduates has changed the college teaching program. Colleges and universities plan to eliminate the bachelor programs which have showed a relatively low level of graduates employment rate (Melvin 2006).

As mentioned before, educational system shapes the matching of individuals to jobs (Allmendinger 1989). A low stratified educational system will be an advantage for individuals when applying jobs (Allmendinger 1989). The stratification is measured by the selection process of college enrollment. Before 1980s, the college entrance examination was not the only way to get in colleges

and universities; there were a lot of exceptions for state-owned enterprise workers, peasants and veteran if they could get recommendation from their superiors (Seybolt 1974). But after 1993, the three-day knowledge-based examination is in many cases the only way of selecting college students; and according to the mass media which publicizes a better job with good salary as the return of higher education, good grade means the key to success (Melvin 2006).

In China there is an “official list” called 211-college which classifies the colleges and universities on their quality of education and their quantity of programs (Ministry of Education of China 2005). A lot of professional institutes are neglected on this list. It has created a ranking system among all the colleges and universities in China. To enter the highest rank of colleges and universities, students have to get a high grade from the national enrollment examination. The employers regard the name and the rank of the college higher than the graduate’s actual ability of work. This classification has created bias in the labor market. 211-college students have their pride of their higher education background since it is still not easy to fulfill the requirements even though the enrollment number has increased from 1.08 million in 1998 to 6.81 million in 2011 (NBSC 1998, 2011). Individuals graduated from 211-college have higher job expectation than the actual situation in the labor market. In this case, college graduates do not have strong motivation to work if they cannot get the job they want.

The stratification of educational system is also shown a geographical bias which is led by the regional socio-economic diversity in China. Some colleges and universities in big cities such like Beijing, Shanghai, and Shenzhen require higher enrollment examination grades compared with other cities. In addition, with the rapid socio-economic development of big cities, there are a large number of international enterprises in those cities (Weil 2008). Individuals believe that more decent job opportunities are provide by those international enterprises; thus leading to better social and economic status. To achieve social and economic status, youths take the offer from colleges and universities in big cities as first step of their career; then apply to a job in one of the big cities after they graduate. If the work condition do not follow they expectation, they generally do not give up their geographic job preference and will choose to refuse job opportunities in other smaller-scale cities.

5.4 Conclusion

This section of the thesis has shown how the expansion of college enrolment carried forward the development of mass higher education in China, helping the government to resolve the problem of laid-offs from the state- and collective-owned urban enterprises only within a short term period. During this transition, the government, the market and individuals have not been ready yet. This policy has added financial burdens on individuals since all the higher education institutes started to collect tuitions and most of the NEETs have to live on their parents. One of the main problems is that the college enrollment expansion releases more and more educated labor force into the labor market every year, making the labor market of knowledge-based economy become more competitive with a limited number of available job opportunities. Thus it led to a higher youth unemployment rate. The knowledge-based economy shapes individuals ideology towards the importance of higher educational background with job security. This situation has created a gap between graduates' job expectation and the actual demands in the labor market. When the work condition cannot meet graduates' needs, they choose to stay at home since they have over-protected and over-supportive parents. Last but not least, the unstandardized and stratified educational system in China has weakened the link between individuals and jobs; thus increased difficulty for the transition from school to work. Therefore, as one of the unintended consequences of the implementation of the college enrollment expansion, the phenomenon of NEETs in China has become prolonged and effort-consuming.

6. The “one-child family” Policy

In 1953, the Chinese government conducted the first census (NBSC 1953) which showed that the population in China was not 450 million as generally estimated, but more than 600 million. It aroused a high degree of concern about the importance of birth control. In addition, during that decade population control had started to be seen as a “grand ideology”. Mao Zedong inherited and carried forward Malthus’ theory about the principle of population which predicted that the world food output lost the competition with the increase of world population will cause the decrease of food production per capital.

After the Great Leap Forward and the 1959–1961 famine, “one-child family” policy has been adopted to reduce the birthrate in 1979 (Zhou 2007). In 1980, Deng Xiaoping emphasized this policy as a basic national policy to solve the Chinese situation with an imbalance relationship between large-population and limited cultivate fields. As stated above, China has great contribution on the whole world fertility rate decline by its dramatic decline in fertility (Desai & Potter 2002:370). According to the statistics of the sixth census (NBSC 2010) the average household size is 3.10 and the annual population growth rate is only 0.1% in 2009, which means the policy basically established one child household size to control the population growth (The WHO 2011). Undeniably, the policy helps the state to control the growth of population in order to reduce poverty and distribute its resources. According to Amartya Sen, tremendous problems occurred within a short of time through the implementation of the “one-child family” policy. Female infant mortality, and sex-specific abortion have led to a combination of policy implementation and traditional sex preference of males for last two decades of the 20th century (Sen 2001: 258-259). In the long term period, the policy adversely affects the ideology of humanity and social reform in China.

The implementation of the “one-child family” policy, not only led selective abortion and female infant mortality, but also led to the phenomenon of the ‘spoiled single child’ as one of the unintended consequence. Youth’s attitude towards work is shaped by “one-child family” policy, which also makes parents spoil their children. This section will discuss how the “one-child family” policy affect NEETs’ attitude towards jobs thus leads NEETs problem.

6.1 Transition from school to work

Lunsing (2007) has concluded three possible reasons for the sharp increase of NEETs by reviewing previous studies. These three possible reasons are economic crisis which leads to less job opportunities, the college education that is not adequately helping youths to prepare for the labor market, and parents who are not providing their children with incentives to enter the labor market. Among all the reasons, the parents' value and household income are the variables that changed the most in China.

The NEETs' parents have been through the bad time such as the Cultural Revolution and the Great Leap Forward, also through good time when the state took the responsibility of distributing jobs instead of the labor market. No matter what happens, they always keep a really strong relation with their families, since individuals have a deep-rooted idea of family-based welfare system in China (Seeleib-Kaiser 2007). Before the implementation of the family planning policy in 1979, the traditional idea of family is elderly-centered which is led by the Confucianism (Liu 2006). Most of the NEETs were born in the 1980s during the "one-child family" policy. Now, the families in China are only-child-centered. Since they are the only child in the family, they have gained a high degree of attention from their parents and other relatives. The children have full access to the resources of their families. Their parents do not only organize small things such as washing their clothes, making food for them, sending them to school and cleaning their rooms; but also plan their studies and career (Sun 2005).

Based on the shift of the idea of family, parents spoil their children with a belief that their efforts should concentrate on nothing but the better life of their next generation; it thus encourages their children to dependent on them without any doubt or being guilty (Zhang Renjie 2008). This creates a very different situation of NEETs in China compared with other countries. Some of them are from middle class; they still provide their children a lavish life (Liu 2008). Youths get financial support from their parents to go shopping, hang out with friends at some fancy café and go clubbing in town. This situation weakens youth's work commitment since they do not see the actual loss for them not to earn money by themselves. Thus, the child-centered family idea and the

increasing family income together have created opportunities and financial conditions for youths to choose enter or leave the labor market.

The transition from school to work is a socialized process for youths (Sun 2005). They get to know the society and social relations through their work experience. In the labor market, some interpersonal skills such as teamwork, leadership and creativity are required according to employers (Bynner 1998). As mentioned before, colleges and universities do not provide adequate practical course or internship for students. When they graduate from colleges and universities, some of the students are not used to the transition from school to work. Therefore, some of youths who cannot accept their new identity just simply choose to withdraw from the society. There are still a large number of youths are living under their parents' over-protection and far away from independence. At the same time, the so called 'help' from their parents has weakened youth's life skills and the ability to think independently since the parents care more about providing their children with better material life than capacity building (Zhang Renjie 2008; Liu & Zhang 2008). The environment for their growth determines their strong self-centered personality. With the special characteristics of youths in China, it takes longer time and more efforts to accomplish the social transition from school to work.

Most of the NEETs are not used to the transition from school to work because of their only-child psychology. They get the feelings of loss since they are not the center of attention anymore and they are forced to adapt to the new environment where they must cooperate and compromise with others (Bai 2005). According to the report of the 2010 College Graduates Employment which conducted by MyCOS Institute, 88% the youths has experienced unemployment because they quitted their job initiatives, not being fired. The reasons of quitting jobs vary. The most common reason is that they are not satisfied by their personal career development in the company, followed by not satisfied by the salary and other benefit, planning to change positions or industries, not used to the enterprise's management system and culture, feel insecure by employed, and not able to hand the stress from work (MyCOS Institute 2010). Youths who quitted their jobs because of the last three reasons together only account 18% (MyCOS Institute 2010).According to the data which mentioned above, the salary is therefore not the most

important reason behind the youths made the decision to quit their jobs, since they get financial support from their parents. This statistics shows that when they are not ready to the transition from school to work they simply withdraw from the new environment which they are not suitable for.

To conclude, the implementation of the “one-child family” policy is now effectively controlling the population growth in China; shifting individuals attitude, value and belief toward the family and society. Those micro changes reacts back to the labor market on a macro level, thus leads the problem of NEETs. An unexpected collective psychology of parents and children has shifted along with the change of tradition and culture which are determined by the “one-child family” policy (Yi et al. 2010). This policy has a great impact on parent’s idea about how to raise their children; especially in middle- or upper class families. Parents are supposed to take the responsibilities in educating their children, preparing them in their process of social transition from school to work. The parental education is considered as one of the biggest contribution to youth’s process of socialization (Zhang Renjie 2008). Unfortunately, the parents of the Chinese NEETs care more about their children’s material lives, neglecting the importance of independence and socialized process of their children (Zhang 2008). In this scenario, parent’s educational role is not working. Affected by the psychology ‘one-child’ parents, when Chinese youths meet the difficulties of social transition from school to work, they just initiatively withdraw from the process, or even worse, the society. This policy outcome weakens youths’ work commitment since they are out of labor force (Zhang 2008). The ‘one-child’ psychology of NEETs and their parents, together with the lack of working experience, mentioned in the previous section, make the social transition from school to work more difficult and time-consuming.

6.2 Dual labor market

Before further elaboration of the “one-child family” policy and job training program, it is important to highlight the subject of labor market segmentation, since it has built up the classification of social and economic status. There are huge differences between primary market and secondary market. In primary market, individuals enjoy high salary and better work environment because their employers have a strong market power to process resources (Harrison & Sum 1979). This segmentation makes sure that individuals who work in the primary labor market

have higher purchasing power to different kinds of commodities. Most of the enterprises in the primary labor market provide a better personal development with a pyramid of inner promotion structure (Harrison & Sum 1979). Moreover, based on better work condition in primary labor market, individuals who work in the primary market have a higher degree of freedom when it comes to job mobility in the whole labor market.

The personal career development for most of the individuals who are hired by the enterprises in the secondary labor market is usually restrained by low salary, poor work environment, fewer opportunities to be promoted, relatively unstable career and frequently job changes (Piore 2001; Wu 2011). Their jobs are much easier to be substituted since this type of jobs, which derives from labor-intensive industries, not requiring professional skills or higher educational background (Harrison & Sum 1979). The regulations of labor relation in the secondary labor market are proved to be less effective, compared with the primary labor market. The margin between primary labor market and secondary labor market is large. At the same time, primary labor market gives high return of human capital investment, such as educational background, work experience and career training (Piore 2001). In addition, once an individual enters into the secondary labor market, the job mobility normally will stay inside the secondary segmentation. It is difficult to achieve the job mobility from the secondary labor market to the primary labor market.

Compared with the labor market in developed countries, the labor market in China is suffering a higher level of segmentation by several different variables such as region, industry and ownership. This segmentation affects salary, job mobility and social status (Zhang 2010). Due to this hierarchy which is shaped by segmented labor market, in order to obtain higher salary, and better working conditions, entering into the primary labor market is a megatrend for all the educated labor force. As mentioned before, the youths in China want a job with freedom and authority; and they have a strong desire for both power and success. The youths who have higher expectation than the actual situation in the labor market will try to enter into the primary labor market to achieve their goals. The segmented labor market has led to a social stratification which is founded upon the job stratification. For most of the youths, working in the primary labor market not only affects their future social and economic status, but also shows their work ability (Zhang 2010). For the youths,

who just graduated from colleges and universities, it is absolutely important to get a job from the primary labor market. Therefore, youths who are from “one-child” middle- or upper class families do not have any financial burden; if they cannot find a decent job in primary labor market, they would wait at home rather than take a job from secondary labor market as a humble start of their career.

Since different segmented labor markets determine different returns of human capital investment, most of the employers in primary market are willing to organize career training and personal development plan for their employees to accumulate human capital while most of the employers from secondary labor market provide nothing but salary to their employees (Piore 2001; Guo 2003). Individuals usually expect to promote their human capital during their lifetime. After they graduate from colleges and universities, the most useful way to accomplish human capital accumulation is to attend the training programs at the workplace (Yu 2008). Individuals obtain related work experience from the extension of working hours which is also the main progress of human capital accumulation. In order to acquire better personal development, individuals have a tendency to enter into the primary labor market. Especially for those youths who have over-supportive parents and maintain higher job expectation with higher salary, better working environment and more promoted training programs, a decent job from primary labor market seems to be their only choice.

It is necessary to clarify that it is not only the “only-child” youths that have a high job expectation, but their parents also have high expectations on child’s future job. The bias that people who work in the secondary labor market have to do the dirty work and suffer from bad working environment and low salary, has rooted an idea of job hierarchy in the labor market. Most of the NEETs were born under the implementation of “one- child family” policy. They are spoiled by their over-protective parents who will not allow them to take a job from the secondary labor market (Bai 2005; Zhang 2008). People in China have the thoughts that higher educational background equals to a decent job in the primary labor market (Huang 2005). Parents do not want their children to take any risk to experience humble jobs after they graduate from college. Thus, they are willing to support their children until they find a decent job in the primary market. What’s more, instead of

getting a humble job with low salary in the secondary labor market, NEETs can get a relatively high non-labor income as pocket money from their parents (Zhang 2008).

The NEETs and their over-protective parents value a decent job on an upper hierarchy higher than actual income and work experience. But as known to all, work experience and job training are useful ways to accumulate human capital after graduate from college. This process continues to improve throughout the working hours and leanings from vocational training (Yu 2008). When youths choose to stay at home, not being employed and not attending any job training program, their human capital accumulation stops progressing; or even worse, it goes backwards since they are not updated to works and society. Thus, For the NEETs who have not been part of the workforce in the labor market for a long time, when they finally decide to return to the labor market they will find out it is more difficult than ever before to get the decent job they want from the primary labor market. Then they might choose to stay at home longer, leading their families to bare more economic loss. This situation therefore makes the NEETs problem more severe and prolonged.

6.3 Child's career determines parent's life in old age

The state should offer quality jobs for individuals to maintain a good quality of life (Whitfield 2010:72). In China, after the collapsed of the command economy, the central government started to give away the responsibility of distributing resource to the market and the local government. At the same time, the central government developed different welfare policies to protect individuals from various risks which are not well-managed by the market. After the recession in 2008, individuals are more afraid of income instability than income inequality since the new 'economic roller coaster', which brings growing workplace insecurity and the erosion of stable social security (Hacker 2006:29). This situation adversely influences individuals' lives. Individuals need the state to provide adequate social services when the market does not give them the protections they anticipate (Jordan 2006:35). People expect that the policy makers will precisely understand their needs, and the state will take the responsibility of providing basic social service. However, the coverage of social insurance is far from ideal. In 2010, the estimate population is 1.34 billion; the number of recipients

covered by health insurance is only 432.06 million while the number of recipients covered by old-age pension is only 256.73 million (NBSC 2011).

East Asia has a mixed welfare regime when it comes to public service provision, finance and service delivery (Gough & Wood 2008). The provision, finance and service delivery are not only depending on the state; family and private sector are also intensively involved. The tradition of Confucianism has established the household-based economy within the Chinese welfare state (Gough & Wood 2008: 184). The idea that children rely on their parents in the early years while aging parents dependent on their offspring has been embedded in the society as an ethical regulation. Before the implementation of “one-child family” policy, the moral obligation of supporting elderly were distributed to two or more children. The economic pillar for a family was multiple because of the number of child. But now, there is only one child that a family can rely on when the parents are retired. So child’s economic status determines the parents’ life in old age.

Since the family takes an important part of the responsibility of provision and distribution of public service in China, the family member who has the most ability to ensure economic stability is required to find a job with good salary and ideal personal career development. Youths’ parents need to rely on their only child when they are old. The salary and the future development of the child’s job are extremely important to a family. Youths parents therefore desire their children to have a decent job from the primary labor market as a start of their career. This will increase the possibility for the child to support the parents when they cannot ensure the quality of aging life they used to have before. Therefore, to guarantee a good career for youth, which can determine a family’s future security and stability, parents are willing to support the youth until an ‘ideal’ job opportunity appears. Meanwhile, there are less job opportunities from the primary labor market after the economic crisis in 2008. Due to the large margin between the two segmentations and the flow of job mobility, parents do not want to put the family’s future in the risk of a job from the secondary labor market (Hong 2011). The situation of NEETs in China has been worsened by the change of family structure which is led by the family planning policy.

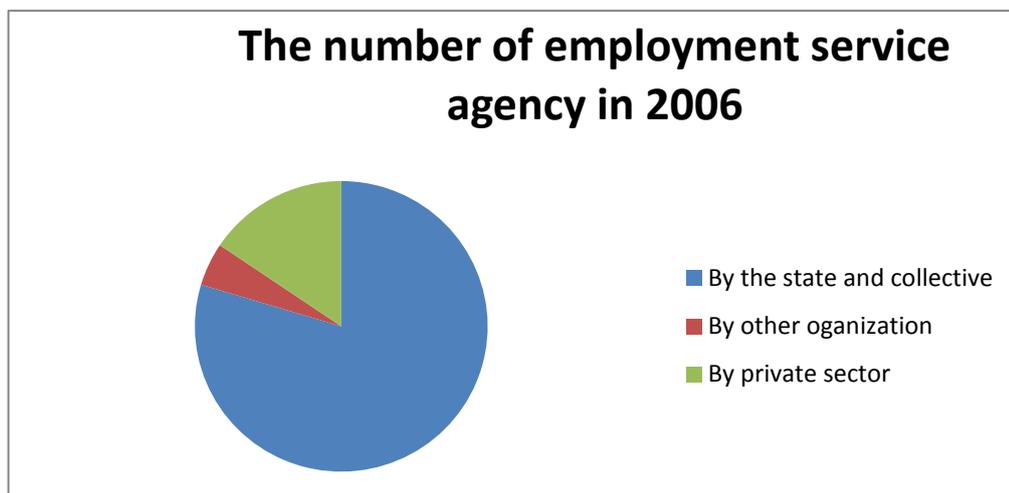
6.4 Conclusion

In summary, the “one-child family” policy do not only create a large number of spoiled children, but also make parents over-protective and over-supportive. When youths cannot adapt to the transition from school to work, parents are willing to allow them stay at home and provide them a good life just for ensuring the child’s happiness. Based on the theory of labor market segmentation and new family value, a decent job from the primary labor market is more important than actual income since those families can bare the economic loss temporarily. As mentioned in enrolment expansion section, it is not a small expenditure to support a youth to achieve higher education for a family since universities require certain amount of tuition. After graduating from colleges and universities, it is reasonable that their parents would like to get return on their investments as soon as possible. For the parents, the best return will be for the youths to get a decent job which will provide their children a good life. In this case, a decent job with higher salary is the fastest way to get a return on investment. The family-based welfare system has led to a belief of livelihood security that children’s career development determines parents aging life. Hence it is not only youths who have a high job expectation, but also their parents. Therefore, those unintended consequence which led by the “one-child family” policy together make the situation of NEETs severe and prolonged.

7. Job training

As Whitfield demonstrates, there are ten elements of public infrastructure in terms of political economy; they are ‘economic, social, public health, finance, climate change, environmental, sustainable development, social justice/poverty reduction, employment and operational management’ (Whitfield 2010:71). Employment activation policy has always been an important part of public infrastructure. To deal with the laid-offs problem and help them re-employ, in 2000, the government took the responsibility of introducing employment service agencies with a main focus on providing skill-training programs (Yan 2006; Duckett & Hussain 2008). Most of the job training programs are for the jobs in secondary labor market, such as chef training, horticultural training, manicurist training, and hotel room attendant training for the unemployed (SVTC 2007). The job training program can function in NEETs, but there are no specific data which shows that youths who have participated in such training programs have less risk to become NEETs (Lunsing 2007). Due to the hierarchy which shaped by the labor market segmentation, those training programs are neither useful nor helpful for the youths who graduate from colleges and universities.

After the development of job training programs, the proportion of ownership of employment service agencies in 2006 is presented in Graph 2:



Graph 2. (Source: Chinese Labor Statistical Yearbook by NBSC in 2006)

As we can see from graph 2, even if the government has cooperated with non-public sector in this area, most of them are still run by the state and the collectives. Thus, most of them are still mainly towards laid-offs and providing skilled-based training. To encourage more unemployed individuals to get involved in job training programs, the central government adopted The Employment Promotion Law in 2008. According to this law all the job training programs are voluntary (The Employment Promotion Law 2008). For those unemployed youths, what they request to get trained and improved is their work commitment and how to start their own business of their interests (Nakamura 2004; Cheung & Ngai 2010). When the situation of NEETs occurred, the agencies are not able to handle the youths' needs. This fact has partly eliminated the unemployed youths' strong motivation to participate in any types of job training programs since they do not have a strong desire to learn new skills. There were only 13% of unemployment youth participating in the job training programs in the end of 2005 (MRHSS 2005).

According to the article 53 and 54 of The Employment Promotion Law, all the unemployed individuals, who are willing to participate in job training programs can apply certain amount of job training subsidies from the local government to pay for the training costs. State-owned agencies, collective-owned urban agencies and private agencies are applied in this article. However, these articles only mention the requirement of applying the job training subsidies, the requirement of obtaining it has been ignored. Within this ambiguous regulation, the local governments are principally empowered to make the condition of acquiring the job training subsidies. Some regions regulate that only when all the family members have been registered as unemployed, the applicants are qualified to obtain the job training subsidies (SVTC 2007). Compared with the average annual urban family income, the job training subsidies are very limited (NBSC 2011). Hence its incentive role is relatively weak. The Notice of Promotion on Employment (2008) has encouraged local government to strengthen the intervention to reduce unemployment rate and highlighted the urgency of resolving youth unemployment. Nevertheless, the content and purpose of most training programs have not been updated to effectively target youth unemployment problem. These facts lead to a consequence that the training programs cannot successfully attract unemployed youths. Therefore it cannot accelerate the motivation of unemployed youths' participation.

The state outsources its responsibilities to the private sector, private companies can help the state to provide public service for individual (Whitfield 2010:51). The state has started to cooperate with the private sector such as private skill training schools and professional certification training schools. When the government entitles private sector to provide public goods and service, the related regulation has not been adopted to standardize and control the partnership between the state and the private sector, thus, increasing inequality and corruption risk might be the adversely consequence (Whitfield 2010:66-70). Moreover, even though the local government financially provides some job training programs for NEETs; the unemployed youths and their families are still taking the whole responsibilities of their quality of life, especially when it comes to living cost and other expense.

Entrepreneurship is a popular topic in China when it comes to youth employment promotion. The state believes that entrepreneurship not only improves youth employment, but also creates more job opportunities in the labor market. There are a lot of entrepreneurship training programs available in both colleges and vocational training agencies. Since the state has a supportive attitude towards entrepreneurship, it is not hard for youths to start their own business. But due to information- and market imperfection in China, it is difficult to make business run effectively and to ensure a progressive development; especially for those youths who just graduate from college and have no previous experience of how to run a company (Yueh 2009).

To sum up, the vocational training agencies provide certain types of job training programs with a main focus on skills which are required in the secondary labor market. The youths who graduate from colleges have their specific job expectation which is to acquire a better working condition by obtaining a decent job in the primary labor market. Hence the job training programs are not considered as helpful for those jobless youths. Furthermore, when the state enacted the policy to encourage youths to start their own business, the institution has not been well developed yet to support the development of entrepreneurship.

8. A case study of NEETs in Kunming

Kunming is the capital city of Yunnan province which is located in the southwest of China. It is one of the “ten cities” when the state conduct sample survey about employment rate (China’s Employment)⁵. Therefore, it has a certain representation in this research field. The case study of NEETs in Kunming is based on semi-structured interviews. The original plan was to interview 3 governmental agencies which related to youth unemployment and 3 state-owned universities, and then there would be 6 interviews representing different sectors. When contacting officials who work in the relative agencies and carrying on the interviews, some of them refused to take part in my interview and some of them essentially were not willing to answer my interview questions. Hence it was necessary to change my plan to another one which is more feasible.

There are 12 state-owned universities in Kunming which have been entitled to reward bachelor degrees and master degrees, and allowed to run PhD programs. According to an official statistics which conducted by the Bureau of Education of Kunming (2011), the number of college graduate was 115000 in 2011 and the estimated number of college graduate in 2012 is expected to exceed 120000. All the colleges and universities are required to conduct graduate employment rate by the Bureau of Education in China. Based on my theoretical framework which is mentioned in the section of research overview, the unemployment problem of educated youths is the main focus of this thesis. The graduate employment rate, which can be obtained by interview, is highly related to the research questions. I had already got my interview permission from 6 state-owned universities before I went back to China. Therefore, interviewing universities is the best way of accomplishing case study when it comes to feasibility and information accessibility. Professionals who work as the head of graduate employment promotion department in these six universities are my informants. This fact determines that I gathered the most information about how enrolment expansion affects NEETs among all the three policies in this section.

⁵ The ten cities: Tianjin, Shanghai, Chongqing, Shenyang, Shijiazhuang, Fuzhou, Zhengzhou, Xi’an, Chengdu, Kunming (China’s Employment).

The aim of using semi-structured interview in this research is not only to obtain data which cannot be accessed from statistics and academic research (e.g. Registered youth unemployment rate and registered educated youth employment rate), but also to gather more information on issues which related to how social- and labor market policies affect youth unemployment, particularly those educated youths. The structure of this section will follow the structure of the interview questions⁶, but it will not be clearly divided into the enrolment expansion, family planning policy and job training since a consequence can be caused by two social- and labor market policies or more.

When collecting the data by interviewing the experts from universities, it is important to start the interviews with some basic questions as shown in the interview guide (see Appendix I); then move to an open conversation based on the research question (Bogner et al. 2009). Meanwhile, the statement within a single interview is not as important as the knowledge about the institutional-organizational context that obtained from ‘which the expert’s position is embedded and which provides the actor with guiding principles’ (Bogner et al. 2009: 35). This thesis is about how social- and labor market policies affect NEETs on a macro level. Therefore, in this thesis, it is not necessary to quote the informant’s word by word; on the contrary, it will mostly focus on generating data. Hence, most of the findings which are presented in this section are made by generating the results of all the six interviews.

8.1 The graduate employment rate and the registered youth unemployment rate

According to all the six interviews, there are two different official statistics systems conducting youth unemployment rate: the social security agencies and the universities. The first one is conducted by the social security agencies, called the registered youth unemployment rate. This system requires urban jobless people to register as unemployed at the social security agency of their household registration. The government agencies stopped publishing the registered youth unemployment rate after 1995; it is thus impossible to obtain the registered youth unemployment rate even though interviews. Since it is difficult to find youth unemployment rate from any published government

⁶ See Appendix I.

documents, it is more feasible to conclude the youth unemployment from interviewing universities about graduate employment rate.

The second one is graduate employment rate which is basically guided by the bureau of education and conducted by all the colleges and universities annually. All the universities that have been interviewed have the same way of conducting graduate employment rate. Every graduate employment promotion department actually conducts two graduate employment rates annually. One is called the initial graduate employment rate, which is normally conducted in May. The other is the final graduate employment rate, which is carried out half year after students' graduation. When asking for the number of graduate employment rates in the last three years, the answers from all the universities which are interviewed are extremely close. The initial graduate employment rate is 80%-85% while the final data is 95% ($\pm 0.5\%$) among all the level of studies.

With this high graduate employment rate, it is necessary to explain the categories behind the statistics. The graduate employment rate contains 5 categories: 1.) employed by companies or government agencies, 2.) graduates' entrepreneurship, 3.) flexible employment, 4.) further education in China, and 5.) study abroad. Different categories have different data sources. 1.) is gathered by counting the number of students who have signed the employment intention contract or acquired a full-time job offer before graduate. 2.) is proved by some specific government approval documents. 3.), 4.) and 5.) are based on students' reporting. So except 1.) and 2.), other categories are not so reliable since mostly they can be unpredictable and subjective. If the graduate employment rate is only counted by 1.) and 2.) which can represent the students who actually got employed, both of the graduate employment rates would be much lower.

According to interviewee D, if a youth is running some money in the stock market, even this youth is losing money and he has already been registered as unemployed in the social security system, this youth is still seen as employed under the category 'flexible employment'. So it is inadequate to classify the category 3.) as employed. The reason of classifying 4.) and 5.) as 'employed' is part of the same as the reason of enacting the enrollment expansion. For the state, it is an effective way to have the educational system absorbing surplus labor force, thus solve the youth unemployment problem. To release the pressure from bachelor students' unemployment in

2001-2002, which is the time of the first batch of enrollment expansion students graduated, there was a sharp increase of college enrollment rate of master programs (Interview C).

By sending more students to further education does not mean that the youth unemployment problem has solved. Those students still have to face hard time of finding a job after they graduate. Not to mention youth's and their parents' job expectation will increase along with higher educational background after more years of study, since further education requires more investments. There are a large number of educated youths in the labor market; particularly the primary labor market is competitive. Higher educational background will not guarantee a decent job. It is necessary for educated individuals to adjust their job expectation.

Last but not least, as one of the consequences of two youth unemployment rate conducting systems, there will be two different results of youth unemployment rate. For instance, if a college student cannot find a job after graduation but he has not registered as unemployed in the social security system, he will have two different statuses in those two systems: one as employed in the social security system and the other as unemployed according to the university statistics. It causes more problems to the state since it is hard to tell which one is accurate; or maybe neither of them can be considered as accurate. So when the government makes policies to tackle youth unemployment problem, the hidden unemployed population, such like the individuals who is not registered or the graduates who are planning further education, is usually easy to be ignored.

8.2 The number of enrolment by the end of the 12th Five Year Plan

When processing the interview, all the six universities have briefly introduced their 12th Five Year Plans as the response to the question of enrolment number. All the universities tend to have a big growth of enrolment in the last 5 years. The numbers of bachelor student are expected to rise from 25000 to 50000 by the end of 2020. According to this result, the enrolment expansion is still considered as an important policy to develop mass higher education in China. By carrying on the expansion of enrolment, there will be a rapidly increase in the number of educated youths, who are waiting to enter the labor market. If youths and their parents do not change their attitude towards job expectation and work commitment, it will make the primary labor market much more competitive

than ever before. Educated youths will find out that it is incredibly difficult to get a decent job. This situation has brought up other interview questions: how do the government and universities provide training programs to adjust students' job expectation and work commitment? Are the policies working on youths, especially the youths from one-child family?

8.3 National policies to tackle the NEETs problem

The state has enacted some policies to improve youth employment. There are two main policies so far. One encourages college graduates to work for grassroots government agencies in the countryside since there is an unequal development between urban- and rural area in China. The second one is applied to absorb more educated labor force working for grassroots government agencies in the west of China, in order to narrow the socio-economic gap between the west- and the east parts of the country. Both of these policies have provided a large amount of job opportunities for college graduates. As the interview results shown, most of the students who are from urban middle-class families are not willing to take those jobs even though they have not got any job offer yet. The main reason that those job opportunities are not popular for urban youths is that working for the grassroots government agencies normally will not result a good salary and the work environment is considered below the average level.

Most of the NEETs were born in the 1980s under the "one-child family" policy, whose parents have been through bad time in the countryside and the west because of the Cultural Revolution. Their parents are aware of the hard life in those areas. Thus, to protect their children from hard life in the poverty-stricken areas, the NEETs parents are willing to financially support their children until they find a decent job in cities. It is also an effective way for parents to avoid having an aging life with their children in the countryside or being apart from their children since the welfare system in China is still based on family. For the youths who are from one-child family, they are spoiled and dependent since they usually have full access of resources of their families. They do not want to work in the west or rural area as living in those areas means much lower quality of life compare with other areas. Neither NEETs nor their parents believe that working for grassroots government agencies is an effective way to change the unemployed situation. These two national policies partly sort out youth unemployment problem. However, these two policies are not effectively working on

NEETs since the NEETs and their parents are not satisfied with the salary and work environment. The NEETs would rather stay unemployed than work for grassroots government agencies.

8.4 College policies to tackle the youth unemployment problem

All the six universities that have been interviewed have implemented some policies to improve graduate employment. These policies can be divided to three main parts: compulsory courses towards youth's job expectation and work commitment, campus recruiting event, and internship. In all of the six universities, the department of employments promotion take the responsibilities to enact and implement graduate employment policies.

When asking interviewees if there is any survey towards work commitment, only interviewee C mentioned a sample survey towards one-child psychology. 200 students are randomly selected to complete a three-page questionnaire. The result shows that most of the students are spoiled when it comes to life style; and they do not have a strong desire to work. Even though not all the informants of this survey are from one-child families, they still share the same psychology as a generation group.

In China, the college entrance examination leads to that a large number of students could not enter the programs that they are interested in, since different majors require different points. The policy of enrolment expansion provides youths more opportunities to get in other bachelor programs with lower requirements. Most of the high school students take the chance to obtain higher education. The universities which are represented by interviewees B, C and E have statistics showing that every year at least 50% of students are studying in the bachelor programs or universities they were not aiming for. This fact therefore causes a conflict that is between youth's interests and the actual curriculum plan. Since youths cannot study in the program they wanted, there will be less opportunity for them to get the job that they planned when they were in high school. To be more practical, they have to start over to sketch their career development again. This situation has been confusing for a lot of youths about what they really want to work as after they graduate. They do not have a strong motivation of their study or a clear career plan except acquiring a bachelor degree.

The answers of interviews show that all the six universities provide a compulsory course towards youth's career planning and work commitment in China. This course advocates that a job is much more important than a decent job when they graduate. The professionals suggest youths to aim for finding a job first; then start to select a better job after they are independent from their parents. The professionals who work in the graduate employment promotion offices have emphasized the difficulty of carrying on this course because many students do not know what they want to work with and they do not have pressure to find a job when they graduate. Meanwhile, the course has changed some students work commitment. Students decide to seek their career development after they get a job. But they have the tendency to change jobs quite often since they are still searching for a job which can combine their expectations on both interests and income. This result is consistent to the statistics made by the MyCOS Institute (2011) which illustrates that 88% of the jobless youths quitted their jobs in 2010.

All the six universities have highlighted the importance of campus recruiting event since it has built a platform for the two-way selection between employers and students. According to interviewee F, before the enrolment expansion, there were not so many educated labor forces in the labor market. When universities planned to hold the job event, a lot of state-owned companies and private companies were keen to join it. These employers had provided a large number of job opportunities with good salary and work environment to the graduates. Nowadays there are a lot of surplus educated labor forces in the labor market; it is difficult to invite as many companies as before to join job events. Although some companies are willing to participate in the job events every year, they treat the event as the necessity of public relation, not as a way to recruit graduates. There is a common phenomenon that a company comes to the campus recruiting event providing only one job with extremely high requirement. There are limited job opportunities that companies provide can be considered as good and reachable. Thus it worsens the NEETs problem.

Like most of the universities in the world, internship is a necessary part of curriculum in China. All the students in the universities are required to do their internship in their senior year. All the interviewees have admitted that it is not that easy to arrange a internship schedule after the enrolment expansion since there are only limited amount of teachers dealing with the internship for a large

number of students. So they cannot really put a lot of efforts on tutoring the students. On the other hand, a lot of students just get the internship feedback from their parents' contacts since the supervisors do not have enough time and energy to spend on the management of students' internship. Some youths value their leisure time higher than work experience. These youths can take 2-3 months off hanging out with their friends, shopping and playing computer games instead of doing their internship. Therefore, most of the interviewees think that the mismanagement of internship is directly led by the enrolment expansion policy and family planning policy.

8.5 Job training and certification

The original plan for the case study was to interview both government agencies and state-owned universities, so that some information about vocational training institutions could be gathered from government agencies since most of those institutions are operated by the government. As the plan of interviews has changed because of the inaccessibility of government agencies, this section will only discuss training programs in universities. There are many different job training programs available at all the six universities. However, training programs are not mandatory for all the students. The programs, which are provided as selective courses, can be classified to two main types: one is towards graduate's entrepreneurship and the other is to help students get certification of some additional skills. Students can choose which program they need based on their interests and career plans.

As mentioned before, graduate's entrepreneurship is one of the employed categories. All the informants have emphasized that the course of entrepreneurship is quite popular in universities. According to the statistics which is acquired from all the six universities, the average graduate's entrepreneurship rate is less than 1.5%. Interviewee A mentioned a questionnaire that is conducted by the university, which was designed by the office of employment promotion and completed by the senior students. A lot of students said that they were interested in entrepreneurship and had taken the course. When asked why they do not want to actually start their business after they graduate, more than 80% of students answered that they are lack of experience since the course is not practical. Interviewee C stated that a lot of graduates gave up their own business and went back to search for jobs in the labor market because the lack of practical experience.

Furthermore, different from the state-owned vocational training institution, the training programs in the universities are more knowledge-based since it is designed for educated youths, not laid-offs. It gives students higher chance to get a job in the primary labor market. All the six universities provide various courses to help students with diverse certifications, such like computer certification, language test, CPA (Certified Public Accountant), CFA (Chartered Financial Analyst), CIA (Certificated Internal Auditor) and architect certification. These courses do help students make a better resume when they graduate. Since those selective courses are free of charge for students, there are a lot of students sending their application every year; but not all of them can get in the courses because of the large number of applicants with very limited teaching resource. The teachers who are in charge of entrepreneurship course and training programs have complained that even though they are aware of students' needs, it is still difficult to make a big improvement with such a large number of students and limited budget.

8.6 Conclusion

The state applies two systems to conduct the youth employment rate, but neither of them can be considered as accurate or transparent. This fact leads to a complexity for the government to make policies to tackle the educated youth unemployment problem. Even though the universities think the shortage of teaching resources towards large number of students, the enrolment expansion plan is still carrying on. On the contrary, they have already made a plan of rapid increase of the number of student in their 12th Five Year Plan. Moreover, the one-child psychology has added the difficulty of policies implementation towards youths. Job training programs in universities are restrained by the limited budget and the large amount of college student enrolment. Therefore, when the enrolment expansion and family planning policy together make the youth unemployment problem worse, job training program is not effectively playing its role which is referred as employment promotion.

9. Final conclusion

This thesis has analyzed the impact of three different social- and labor market policies on NEETs in China from a macro perspective- those policies were the enrolment expansion, family planning and job training. All the three social- and labor market policies have adversely affect on NEETs; at the same time, these policies have been together worsened youth unemployment. The thesis has a main focus on educated youth unemployment problem. Accurate youth unemployment rate is not accessible, but after discussing adverse influence of three policies, the research has been fruitful in various ways; especially with the help of a case study in Kunming.

The expansion of college enrolment expansion has indeed carried forward the development of mass higher education in China, and helped the government to resolve the problem of laid-offs from the state-owned enterprises and collective-owned urban enterprises only within a short term. During the reform of higher education is happening, the government, the market and the individuals have not been successfully prepared yet. The problem is that the college enrollment expansion releases more and more educated labor force into the labor market every year, which makes the labor market of knowledge-based economy become more competitive since the available job opportunities are limited. According to the result from the interviews, the state still does not have a plan to slow down the increase of college enrolment rate. Thus, this situation will lead to a higher youth unemployment rate if the demand of labor market cannot increase as rapidly as the number of college graduates. Additionally, the fact, that there are a large number of students in colleges and universities is also an obstacle when the state and colleges make policies to tackle youth unemployment. Moreover, the knowledge-based economy has created a mismatch between graduates' job expectation and the actual demands in the labor market. When the working conditions cannot meet graduates' expectations, they choose to stay at home since they have over-protected and over-supportive parents. Last but not least, the unstandardized and stratified educational system in China has weakened the matching of individuals with jobs; thus, this system has increased difficulty for the transition from school to work.

The family planning policy not only creates a large number of spoiled children, but also makes parents over-protective and over-supportive. When youths cannot adapt to the social transition from school to work, parents are willing to allow them to stay at home and provide them a good life just for ensuring the child's happiness. The enrolment expansion policy together with the "one-child family" policy have weakened youth's work commitment when it comes to the social transition from school to work. Based on the theory of labor market segmentation and new family value, a decent job from the primary labor market is more important than actual income since those families can bare the economic loss temporarily (Hong 2011; Zhang 2008). As mentioned in the enrolment expansion section, it is not a small expenditure to support a youth to achieve higher education for a family since universities require a certain amount of tuition. After youths graduate from colleges or universities, it is reasonable that their parents would like to get returns on their investment as soon as possible. For parents, the best return will be a decent job, which is able to provide their children a good life. Furthermore, the Chinese family-based welfare system has led to a belief of livelihood security that children's career development determines parents aging life. It is not only youths who have high job expectation, but also their parents. All the facts that are caused by the "one-child family" policy together built up the difficulty of carrying out national and college employment promotion policies. Thus, this consequence has led the phenomenon of NEETs severe and prolonged.

Most of the job training programs are towards laid-offs since the state has policy preference on this group of individuals in China. There are many basic skill training programs which are aiming to help laid-offs to get re-employed in the secondary labor market. For the youths who have high job expectation, basic skill training is not sufficient. When the enrolment expansion and the "one-child family" policy together weakens youth's work commitment, job training programs are not working on motivating their desire towards jobs. Besides skill training and work commitment training, entrepreneurship training is also one of the main training programs in China. Entrepreneurship requires a lot practical works. However, there are not so many graduates that chose to start their own business since youths' experience is not sufficient to support them to run a company right after graduate. Therefore, the current job training programs are not helping the educated youths to enter the labor market and find a job.

To sum up, the enrolment expansion and family planning policy have been adversely affecting on NEETs situation even though it is unintended consequence of policy implementation. But job training as the main way of solving this problem is not effectively working on this group of youth. The research on NEETs is a popular topic when it comes to social policy making. It is difficult to cover every perspective relating to NEETs in this thesis. There are some suggestions about further research as follow:

- Even though the research about NEETs in China is not well-developed compared with that in the U.K. and Japan, the situation of NEETs in China is quite different from those in the U.K. and Japan. The classification of NEETs in China is quite different from those in the U.K. and Japan. In China, some jobless youths would stay unemployed rather than take the available job opportunities since those jobs are not considered as good as youths and their parents expect. Meanwhile, the phenomenon of NEETs in China describes rather a middle-class or upper class problem, while NEETs in e.g. the U.K. more often have a working-class background. A comparative study among these three countries will be helpful for the research.
- Some researchers claim that it is better to shut down some study programs with comparatively low graduate employment rate. It brings a question: should the college provide the courses based on student's interests of knowledge or should the course design in college be market-oriented?
- Individuals in China have obvious bias on the secondary labor market since it does not provide as good work conditions as in the primary labor market. It is necessary for individuals to adjust their opinion towards a dual labor market in China. Meanwhile, it is also obligatory for the state to narrow the gap between the segmented labor markets by improving work conditions in the secondary labor market.
- This thesis has discussed how social- and labor market policies affect NEETs in China. Studies about the policy making and policy implementation are relevant to this topic; especially the discussion of a state's employment promotion policies.

- Since this thesis has mentioned that most of the NEETs are excluding from the social insurance system in China. It is necessary to discuss how the state should expand the coverage of welfare system.

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11. Appendix I: Interview Guide

The Analysis of the Social- and Labor Market Policies' Impact on NEETs in China

Basic information

The type of interview: Semi-structured interview

Duration: From 2012-04-01 to 2012-04-16

Location: Kunming, Yunnan, China

Objective: To explore how the social- and labor market policies affect the NEETs in China.

Interviewees:

- Six professionals who are the heads of graduate employment promotion department from six stated-owned universities.

A short introduction about the interviewer and the study

I am a postgraduate student majoring welfare policies and management at Lund University. I am now writing my master thesis about how the relevant social- and labor market policies affect a group of Chinese youths who are not in education system, not attending training program and not employed (so called “NEETs”). The semi-structured interview will be conducted to support a single case study of NEETs in Kunming. I expect that with the help of semi-structured interview, I can obtain some unpublished data such like graduate employment rate and youth unemployment rate and discuss the impact of social- and labor market policies on NEETs in Kunming. I believe your answer and your opinion will be definitely helpful for my research. I will take audio record of our conversation. Please feel free to talk about your own opinion. You will be referred to my study as anonymous. I

will follow standards of academic conduct. If you have any question or you want to supplement any information, please do not hesitate to contact me. Thank you for your cooperation!

Interview question

According to the three different relevant policies which will be analyzed by my study, in each part I divided my interview questions into three themes: the college enrollment expansion, family planning policy and job training.

College:

Theme: College enrollment expansion

1. What was the enrollment number of the college last year?
2. How were the graduate employment rates in the last three years?
3. How does the college collect the graduate employment rate? What is the category of graduate employment?

Theme: Family planning policy

1. Can you provide any statistics about the one-child ratio of students?
2. Does the college have any policy to help youth adjust their work commitment?

Theme: Job training

1. Does the college provide any job training programs to senior students? If it has, can you give more detailed information about those job training programs?

12. Interview transcription

Interview A

1 S: 请问学校的毕业生就业率是多少?

2 A: 学校就业率分两次统计, 一次是初次就业率, 另一次是最终就业率。初次就业率大概在
3 6 月份以前统计出来, 一般大概在 75%-80%之间, 最终就业在学生毕业之后半年出来, 一
4 般都是在 95%上下浮动, 去年的最终就业率是 95.2%。

5 S: 学校是如何统计就业率的? 分几类统计?

6 A: 学校每年按照教育局要求统计就业率, 统计结果上报教育。毕业生就业率下面的科目一
7 共有 5 类: 受雇于企业, 自主创业, 升学, 灵活就业, 出国留学。并且每所高校统计的
8 就业率科目都是一样, 都是按照教育局要求进行。统计办法分两种, 一种是自主填报的,
9 另一种是按照三方协议的签订情况统计。并且毕业生就业率是分学院统计的, 但是从不
10 分学院公布的就业率, 因为这样会影响到来年各专业的招生情况。

11 S: 那么请问学校对就业率很低的专业有什么举措吗?

12 A: 目前没有, 因为就业是以市场为导向的。有些学者提出关闭就业率较低的专业, 这个我
13 是不赞成的。

14 S: 请问学校明年招生计划是要招多少本科学生?

15 A: 学校按照第十二个五年计划, 预计到 2020 年预计将招生 50000 人。

16 S: 那么如此看来, 学校扩招的趋势近期是不会改变的。

17 A: 对。

18 S: 请问学校是否有关于独生子女比例的数据?

19 A: 没有, 我们从来不统计这个数据。

20 S: 请问国家有什么专门促进高校毕业生就业率的政策?

21 A: 目前主要的政策有“去西部”还有“到基层”。但是由于目前很多独生子女都没有吃
22 苦耐劳精神, 嫌西部和基层生活条件不如大城市, 所以其实这个政策对一些家境好的
23 学生没有太大激励作用。

24 S: 请问学校是否有专门针对学生工作意愿的课程?

25 A: 有的, 从第一年学生进来我们都开设就业辅导课, 以前其实都是在大三或者大四才开设,
26 但是现在提早了。这门课主要就是帮助学生发现他们喜欢的工作, 帮他们建立一个“先
27 就业, 再择业”的意识。我们门口你就能看 30 到一个标语写着: 大学生是受过教育
28 的劳动力, 其实就是在教育学生端正就业姿态, 不要对工作有过高的, 不切实际的期望。

29 S: 学校是否有关于学生就业意愿的调查?

30 A: 没有。

31 S: 那么学校有什么关于促进就业的举措吗?

33 A: 有的, 这个一直就是就业促进中心的主要工作。

34 S: 那么主要有哪些举措呢?

35 A: 除了刚才提到的就业辅导课, 那个是必修课, 我们还开设了其他的选修课程专门针对学
36 生的其他就业意愿, 比如自主创业, 还有一些其他的心理辅导课程, 这些课程都是很热
37 门的, 常常由于申请的学生人数太多, 而不能保证每个学生都能成功选上, 这个确实也
38 是我们有心无力的地方, 因为教师数量有限, 学校预算有限。还有, 尽管国家和学校都
39 很鼓励大学生自主创业, 很多学生一开始也很希望能有自己的公司, 但是其实每年自主
40 创业的比率还不到 1%, 这个比例是相当低的。也有学生抱怨在自主创业这块太缺少实际
41 经验, 多数时候都是纸上谈兵。另外一个就是每年的校园招聘会, 招聘会是毕业生和企业
42 沟通交流最好的平台, 但是近年来由于劳动力盈余, 这方面工作也有了一定难度。最后
43 一个是毕业实习, 其实这个是找工作最好的途径, 但是很多学生不愿意真的去实习, 更
44 想享受这 3 个月的闲暇时间, 态度比较不端正。我们对找到实习的学生有一定的实习补
45 助, 但是很多专业由于一个辅导员下面学生人数太多, 学生工作太繁琐, 因此每年实习
46 补助常常是直接不管学生有否找到实习, 都直接将实习补助发给每个学生。其实就业促
47 进这个工作很多时候也是很受学生数量, 学校预算限制的。

48 S: 学校有什么针对就业培训、职业培训的项目吗? 除了刚刚提到的自主创业。

49 A: 学校现在提供很多关于资格认证的课程, 比如说会计师资格, 建筑师资格, 理财师资格,
50 审计师资格。另外还有一些学生兴趣的, 比如说茶艺, 外语, 体育等。但同样这些课程
51 也是很热门, 申请学生很多, 任课老师有抱怨过学生人数太多导致很难具体到个人, 也
52 因此让授课质量有所下降。

Interview B

1 S: 请问学生的就业率是多少?

2 B: 我们每年分两次统计,一次叫初次就业率,一次叫最终就业率。初次就业率一般是 80%,
3 最终就业率是 96.4%。

4 S: 学校是如何统计就业率的?分几类进行统计?

5 B: 教育局对就业率的统计分为两种:一种是学生自主填报而另一种是按照学生三方协议的签
6 订情况统计,学校是按照教育局的要求进行统计的。统计一般分五大类:受雇于国企或者
7 民企、自主创业、升学、出国和灵活就业。

8 S: 明年的招生计划是什么?预计招多少本科生?

9 B: 按照学校第十二个五年计划,截止 2020 年底预计招收 3 万本科生。

10 S: 我是不是可以理解为学校在 2020 年以前会一直保持对本科生的扩招?

11 B: 是的。

12 S: 学校是否分专业统计就业率?

13 B: 是的。但是学校不分专业公布就业率,因为这样会影响来年的招生。按照学校的统计,
14 其实每年 50%的新生都未能进入自己之前理想的专业,因为受高考分的限制。

15 S: 学校是否有关于独生子女比例的统计数据?

16 B: 没有。

17 S: 请问国家有什么专门促进高校毕业生就业率的政策?

18 B: 目前有两个:“去西部”和“到基层”。这两个政策主要是鼓励毕业生到西部和基层就
19 业,但是现在很多独生子女怕吃苦,嫌西部和基层生活条件不好,宁愿选择大城市,所
20 以这两个政策对一些家境好的学生并没有起到缓解就业的作用。

21 S: 请问学校是否有专门针对学生工作意愿的课程?

22 B: 有。我们以前是在学生大三、大四的时候开设就业辅导课,但是现在我们对新生就开始
23 就业辅导。这门课程主要是开发学生的兴趣,帮助他们寻找自己喜欢的工作,建立“先
24 就业、再择业”的意识。

25 S: 学校是否有关于学生就业意愿的调查?

26 B: 没有。

27 S: 学校是否有促进就业的举措?

29 B: 我们主要有三个举措。一个是开设一些就业辅导的选修课程,比如企业管理和有关自主
30 创业的课程,但是由于扩招,选课的学生太多,师资数量并不能满足学生的要求,而且

31 学校自主创业的比例很小，不到 1.5%，并且学校做过追踪调查，很多毕业生在一段时
32 间后由于经济，客户等原因放弃了自己的公司；另一个促进就业的方法是校园招聘会，
33 但是由于就业市场的饱和，一些企业参加校园招聘会的目的并不一定是招聘，而是仅仅
34 把它当作对企业的一个宣传；还有一个方法是毕业实习，不过同样因为扩招，让辅导员
35 安排每个学生都参加毕业实习并不现实，有一部分学生需要自己找实习，而其中一些态
36 度不够端正的学生往往只是找企业开一份实习证明，而并非真正完成实习。

37 S: 学校有什么针对就业培训、职业培训的项目吗？除了刚刚提到的自主创业。

38 B: 我刚才已经提到了自主创业的比例很小不到 1.5%，所以学校还会提供一些其他的课程，
39 比如 CPA、CFA、CIA、教师资格考试等。

Interview C

1 S: 老师您好, 请问学校的毕业生就业率是多少?

2 C: 学校就业率分两次统计, 一次是初次就业率, 另一次是最终就业率。初次就业率大概在
3 6 月份以前统计出来, 一般大概是 80% 左右, 最终就业在学生毕业之后半年出来, 近三年的
4 都是在 95% 上下浮动, 去年的最终就业率是 95.4%。

5 S: 学校是如何统计就业率的? 分几类统计?

6 C: 学校每年按照教育局要求统计就业率, 统计结果上报教育。毕业生就业率下面的科目一
7 共有 5 类: 受雇于企业, 自主创业, 升学, 灵活就业, 出国留学。并且每所高校统计的
8 就业率科目都是一样, 都是按照教育局要求进行。统计办法分两种, 一种是自主填报的,
9 另一种是按照三方协议的签订情况统计。统计数据一般都是不公布, 只是上报教育局存
10 档。对了, 2001-2002 年研究生也开始扩招, 刚好是第一批本科扩招学生毕业的时候。

11 S: 那么请问学校对就业率很低的专业有什么举措吗?

12 C: 目前没有特别针对就业率较低的专业, 但是学校有学校的就业促进政策。

13 S: 那么学校促进就业的举措是些什么?

14 C: 我们开设了一门就业促进的选修课, 专门针对学生未来就业趋势, 还有端正学生就业态
15 度。另外一些选修课程比如有助于自主创业的企业管理, 还有一些其他的心理辅导课程,
16 这些课程常常由于申请的学生人数太多, 而不能保证每个学生都能成功选上, 因为教师
17 数量有限, 学校预算有限。还有, 尽管国家和学校都很鼓励大学生自主创业, 很多学生
18 一开始也很希望能有自己的公司, 但是其实每年自主创业的比率很低, 还不到 2%, 和
19 一些发达国家比这个比例是相当低的。也有学生抱怨在自主创业这块太缺少实际经验,
20 多数时候都是纸上谈兵。我就觉得政府或者学校应该拿出实验基金来, 每年给予创业点
21 子最好的一些学生这些创业基金, 让他们真正从学校作为个起点, 发展自己的事业, 不
22 管他们赔还是赚, 就是实际经验最重要。另外一个是一年的校园招聘, 每年都会有企
23 业来到学校进行员工招聘, 学生对这块也很看重, 但是近年来由于劳动力盈余, 这方面
24 工作也有了一定难度。最后是毕业实习, 其实这个找工作最好的途径, 但是很多学生
25 不愿意真的去实习, 觉得不如趁此好好休息, 态度非常不端正。其实就业促进这个工作
26 很多时候也是很受学生数量, 学校预算限制的, 更重要的是, 现在不是计划经济时代了,
27 如今都是以市场为导向。

28 S: 那么除了学校, 请问国家有什么专门促进高校毕业生就业率的政策?

29 C: 目前主要的政策有“去西部”还有“到基层”。其实这个是个很好的机会, 一方面积
30 累经验, 另一方面现在公务员招聘很看重基层工作经验, 但是由于目前很多独生子女
31 都没有吃苦耐劳精神, 嫌西部和基层生活条件不如大城市, 所以其实这个政策对一些
32 家境好的学生没有太大激励作用。一些家境一般的学生, 抓住这次机会, 其实以后发
33 展还是会很好的。

34 S: 刚刚您也提到了学生人数众多这个问题, 那请问学校明年招生计划是要招多少本科学生?

35 C: 学校按照第十二个五年计划, 预计到 2020 年预计将招生 45000 人。

36 S: 那么如此看来, 学校扩招的趋势近期是不会改变的。

37 C: 对。

38 S: 请问学校是否有关于独生子女比例的数据?

39 C: 没有, 我们从来不统计这个数据。

40 S: 那么学校是否有专门针对学生工作意愿的课程?

41 C: 有的, 从第一年学生进来我们都开设就业辅导课, 这门课主要就是帮助学生发现他们喜欢的工作, 帮他们建立一个端正的就业态度。我们不是常常说爱岗敬业吗, 这个意识确实是重要的, 影响到劳动力市场的稳定。

44 S: 那么学校是否有关于学生就业意愿的调查?

45 C: 我们虽然没有专门对独生子女做调查, 但是现在很多年轻人, 即便不是独生子女也是有独生子女的群体心理的。我们做过一个调查, 随机选了 200 名学生进行了一共三页的问卷调查, 主要就是针对学生就业心理的。结果显示, 很多学生都是我们常常说的从小在父母溺爱的环境下长大, 对工作似乎没有太大的渴求, 特别是比如一些家境特别好的学生。他们享受很悠闲但又所谓很“小资”的生活, 用父母的钱随时出入商场、咖啡馆、酒吧。很大一部分学生很看重自由, 休闲时间对他们来说是最能体现自由的方式。而且很多人都认为他们的父母是十分乐意一直养着他们的。

52 S: 那么学校有什么针对就业培训、职业培训的项目吗?

49 C: 学校现在提供很多比较热门的关于资格认证的课程, 比如说注册会计师资格, 注册建筑师资格, 注册理财师资格, 注册审计师资格。这些其实在各高校还是很普遍的。而且其实从广义的来说, 学校很多针对学生兴趣的选修课, 也能算是对学生就业有促进作用的。很多学生由于高考分数不够, 进了自己不想进专业, 据我所知至少 50% 的人是没有进入自己想进的大学或者专业。但同样这些课也是很热门, 申请学生很多, 任课老师有抱怨过学生人数太多导致很难具体到每个人, 也因此让授课质量有所下降。

Interview D

1 S: 请问学校的毕业生就业率是多少? 能回答到近三年的吗?

2 D: 学校就业率分两次统计, 一次是初次就业率, 另一次是最终就业率。初次就业率大概在
3 6 月份以前统计出来, 一般大概在 75%-80% 之间, 最终就业在学生毕业之后半年出来, 去
4 年的最终就业率是 94.9%, 其实近三年的最终就业率也都是在 95% 上下浮动的。

5 S: 学校是如何统计就业率的? 分几类统计?

6 D: 学校每年按照教育局要求统计就业率, 统计结果上报教育。毕业生就业率下面的科目一
7 共有 5 类: 受雇于企业, 自主创业, 升学, 灵活就业, 出国留学。其实学校在对就业的
8 定义为: 通过自身劳动, 从而获取报酬的就算是就业。比如现在有些同学喜欢做自由职
9 业者, 在家炒股, 有的是做专职摄影师, 其实这些方式都是算就业的。统计办法分两种,
10 一种是自主填报的, 另一种是按照三方协议的签订情况统计。

11 S: 那么请问学校是否分专业统计就业率? 对就业率很低的专业有什么举措吗?

12 D: 就业率一直都是分学院分专业统计的。特别的举措目前没有, 但是就业办一直都是在努
13 力做好毕业生就业工作的。

14 S: 请问学校明年招生计划是要招多少本科学生?

15 D: 按照学校第十二个五年计划, 预计到 2020 年预计将招生 50000 人。

16 S: 那么我可以理解为: 到 2020 年底前学校扩招的趋势是不会改变的。

17 D: 对, 因为高校扩招是由精英教育到素质教育全民教育的一个重要过程。

18 S: 请问学校是否有关于独生子女比例的数据?

19 D: 没有, 我们从来不统计这个数据。

20 S: 请问国家有什么专门促进高校毕业生就业率的政策?

21 D: 主要的政策有“去西部”还有“到基层”, 我个人认为这两个政策都是很好的, 但是由
22 于目前很多独生子女都没有吃苦耐劳精神, 嫌西部和基层生活条件不如大城市, 所以其
23 实这个政策对一些家境好的学生没有太大激励作用。

24 S: 请问学校是否有专门针对学生工作意愿或者说未来就业意向的课程?

25 D: 有的, 从第一年学生进来我们都开设就业辅导课, 以前其实都是在大三或者大四才开设,
26 但是现在提早了。而且我们学校还引进了职业测评软件, 分析学生的优势, 劣势和职业
27 倾向, 另外我们也要求学生在结束这门课的时候上交个人职业规划书。虽然说这份规划
28 书不一定完全决定学生未来的职业, 但是至少能迫使学生提前开始思考自己的就业问题,
29 也让他们意识到, 自己的就业问题其实也是社会责任心的体现。另外, 我们也希望通过
30 这门课程, 帮助学生了解认识我国的劳动力市场情况, 早日认清目前的就业形势, 不要
31 抱有太高的工作期望。但是其实很多学生对自己的价值取向不明确, 没有自己未来的工
32 作规划, 这样就加大了学生就业工作的难度。但是其实我们也很能理解这些学生, 很多

- 33 学生因为高考分数不够，未能进入自己理想的学校或者专业，所以入学以后他们很可能要
34 放弃原先的个人工作兴趣，重新开始调整自己的就业规划。
- 35 S: 学校是否有关于学生就业意愿的调查?
- 36 D: 直接的数据没有，其他的数据我们都是保密的。
- 37 S: 那么学校有什么关于促进就业的举措吗?
- 38 D: 有的，这个一直就是就业促进中心的主要工作。
- 39 S: 那么主要有哪些举措呢?
- 40 D: 我们还开设了必修选修课程专门针对学生的就业意愿，特别是自主创业，还有一些其他
41 的心理辅导课程，但常常由于申请的学生人数太多，而不能保证每个学生都能成功选上，
42 这个确实也是我们工作做得不到位的地方，但是确实因为教师数量有限，学校预算有限。
43 不过其实每年自主创业的比率还不到 1.5%，这个比例是相当低的。也有学生抱怨在自主
44 创业这块太缺少实际经验，多数时候都是纸上谈兵。另外一个就是众所周知的每年的校
45 园招聘会，我们学校的招聘会规模一向是很大的，招聘会是毕业生和企业沟通交流最好
46 的平台，特别是一些办公地点离学校比较远的企业，我们是提供了一个有利于双方的平
47 台，但是近年来由于劳动力盈余，这方面工作也有了一定难度。最后一个是毕业实习，
48 毕业时西一直都是算在选修课里面，其实这个是找工作最好的途径，但是很多学生不愿
49 意真的去实习，更想享受闲暇时间，态度比较不端正。
- 50 S: 学校有什么针对就业培训、职业培训的项目吗? 除了刚刚提到的自主创业。
- 49 D: 现在很普遍的学校都在提供关于资格认证的课程，比如说会计师资格，建筑师资格，理
50 财师资格，审计师资格。但同样这些课程也是很热门，申请学生很多，任课老师有抱怨
51 过学生人数太多导致很难具体到个人，也因此让授课质量有所下降。

Interview E

1 S: 请问学生的就业率是多少?

2 E: 教育局每年下文通知统计毕业生就业率,一年两次,一次在六月份统计的叫初次就业率,
3 一次在学生毕业半年后统计的叫最终就业率。初次就业率一般是 80%-85%, 最终就业率
4 一般都是 95%左右。

5 S: 学校的毕业生就业率分几类进行统计?

6 E: 统计一般分五大类:受雇于国企或者私企、自主创业、升学、出国和灵活就业。

7 S: 请问明年的招生计划是什么? 预计招多少本科生? 请问在近几年内学校会一直持续扩招
8 吗?

9 E: 按照学校第十二个五年计划,截止 2020 年底预计招收 46000 本科生。

10 S: 我是不是可以理解为学校在 2020 年以前会一直保持对本科生的扩招?

11 E: 对。

12 S: 学校是否分专业统计就业率?

13 E: 是的。但是学校不分专业公布就业率,因为这样会影响来年的招生。按照学校的统计,
14 其实每年差不多一半的新生都未能进入自己之前理想的专业,因为受高考分的限制。

15 S: 学校是否有关于独生子女比例的统计数据?

16 E: 没有。

17 S: 请问国家有什么专门促进高校毕业生就业率的政策?

18 E: 我想你之前的采访也问了同样的问题,而且其实从学校的角度看主要的政策就是两个:
19 “去西部”和“到基层”。这两个政策主要是鼓励毕业生到西部和基层就业,但是现在
20 很多独生子女怕吃苦,嫌西部和基层生活条件不好,宁愿选择大城市,所以这两个政策
21 对一些家境好的学生并没有起到缓解就业的作用。

27 S: 学校是否有促进就业的举措?

29 E: 我们主要有三个举措。一个是开设一些就业辅导的必修选修课程,比如就业促进课、企
30 业管理和有关自主创业的课程,这些课程其实都是很有用的。特别是就业促进课主要是
31 针对学生的工作意愿,就业态度,职业生涯规划。但是由于扩招,选课的学生太多,
32 师资数量并不能满足学生的要求。自主创业也是个很好的解决就业的途径,大学生在创
33 业解决自身就业的同时,也为社会提供了更多的就业机会,但是学校自主创业的比例很
34 小,不到 2%。另一个促进就业的方法是校园招聘,但是由于就业市场受经济危机影响,
35 现在比较不景气,招聘会规模也不如以前,但是招聘会还是为用人单位和学生提供了一个
36 很有效地交流平台,特别是一些办公地点在外地的,招聘会为学生节省了不少旅费。
37 还有一个方法是毕业实习,不过同样因为扩招,让辅导员安排每个学生都参加毕业实习
38 并不现实,大部分学生需要自己找实习。

37 S: 学校有什么针对就业培训、职业培训的项目吗? 除了刚刚提到的自主创业。

38 E: 现在很多高校都会提供一些专业资格认证的培训课程。比如说外语, 会计师, 审计师,
39 建筑师等。

Interview F

1 S: 老师您好, 请问学校的毕业生就业率是多少? 近三年的呢?

2 F: 我们学校就业率分两次统计。都是严格按照教育局要求进行统计的, 并且, 这 2 个统计结
3 果都会上报到教育局。一次是初次就业率, 另一次是最终就业率。初次就业率大概在 6 月
4 份以前统计出来, 一般大概是 85% 左右, 最终就业在学生毕业之后半年出来, 近三年的都
5 是在 95% 上下浮动, 去年的最终就业率是 95.4%。

6 S: 那么学校是如何统计就业率的? 分几类统计?

7 F: 学校每年按照教育局要求统计就业率, 统计结果上报教育。毕业生就业率下面的分类一
8 共有 5 类: 受雇于国家单位或企业, 自主创业, 升学, 灵活就业, 出国留学。并且每所高
9 校统计的就业率科目都是一样, 都是按照教育局要求进行。统计办法分两种, 一种是自主
10 填报的, 另一种是根据受雇于企业或国家单位的毕业生所出示的三方协议的签订情况统计。
11 统计, 数据一般都是不公布。

12 S: 老师我能问一下如果除去了升学和出国留学这两个分类, 毕业生就业率是多少呢?

13 F: 这个数据我们不方便透露。

14 S: 那么请问学校对就业率很低的专业有什么举措吗?

12 F: 我们的就业率确实有分专业统计, 但是统计结果并不公布, 因为这样会影响来年的学校
13 招生, 同时也会对高中毕业生在填报志愿时可能产生误导。目前没有特别针对就业率较
14 低的专业, 但是学校有普遍针对所有学生的就业促进政策。

15 S: 那么除了学校, 请问国家有什么专门促进高校毕业生就业率的政策?

16 F: 目前主要的政策有“去西部”还有“到基层”。其实这两个都是提供给了高校毕业生事
17 业起步很好的机会。一方面可以积累工作经验, 另一方面现在公务员招聘很看重基层
18 工作经验, 但是由于目前很多独生子女都没有吃苦耐劳精神, 嫌西部和基层生活条件不
19 如大城市, 所以其实这个政策对一些家境好的学生没有太大激励作用。一些家境一般的
20 学生, 抓住这次机会, 其实以后发展还是会很好的。

21 S: 那么学校促进就业的举措是些什么?

22 F: 我们开设了一门就业促进的选修课, 专门针对学生未来就业趋势, 还有端正学生就业态
23 度。另外一些选修课程比如有助于自主创业的企业管理, 还有一些其他的心理辅导课程,
24 这些课程常常由于申请的学生人数太多, 而不能保证每个学生都能成功选上, 因为教师
25 数量有限, 学校预算有限。还有, 尽管国家和学校都很鼓励大学生自主创业, 很多学生
26 一开始也很希望能有自己的公司, 但是其实每年自主创业的比率很低, 还不到 2%, 和
27 一些发达国家比这个比例是相当低的。也有学生抱怨在自主创业这块太缺少实际经验,
20 多数时候都是纸上谈兵。我就觉得政府或者学校应该拿出实验基金来, 每年给予创业点
21 子最好的一些学生这些创业基金, 让他们真正从学校作为个起点, 发展自己的事业, 不
22 管他们赔还是赚, 就是实际经验最重要。另外一个每年的校园招聘会, 每年都会有企
23 业来到学校进行员工招聘, 学生对这块也很看重, 但是近年来由于劳动力盈余, 这方面

24 工作也有了一定难度。我记得大学还没有扩招的时候，很多国家单位和企业都对大学毕业生的招聘需求都很多。以前是用人单位求高校分配几个大学生过去，现在是学校求着
25 用人单位来参加校园招聘会。这样说可能夸张了点，但是现在校园招聘确实不太好组织。
26 有些企业来了招聘的要求都很高，不然就是提供的月薪很低，没有太多工作能同时视为
27 是好工作并且学生能够申请上的。最后是毕业实习，其实这个是找工作最好的途径，但
28 是很多学生不愿意真的去实习，觉得不如趁此好好休息，态度非常不端正。其实就业促
29 进这个工作很多时候也是很受学生数量，学校预算限制的，更重要的是，现在不是计划
30 经济时代了，如今都是以市场为导向，学校没有能力，也没有办法分配工作，学生不能
31 想着依靠学校，要多靠自己去找工作机会。
32

33 S: 刚刚您也提到了学生人数众多而影响了学生就业工作这个问题，那请问学校明年招生计划
34 是要招多少本科学生？

35 F: 学校按照第十二个五年计划，预计到 2020 年预计将招生 25000 人。

36 S: 那么如此看来，学校扩招的趋势近期是不会改变的。

37 F: 对。这是我们国家发展大众教育，提高全民素质的一个重要过程

38 S: 请问学校是否有关于独生子女比例的数据？

39 F: 我们虽然没有专门对独生子女做调查，但是现在很多年轻人，即便不是独生子女也是有
40 独生子女的群体心理的。他们享受很悠闲但又所谓很“小资”的生活，喜欢用父母的钱
41 随时出入商场、咖啡馆、酒吧。很大一部分学生很看重自由，休闲时间对他们来说是最
42 能体现自由的方式。而且很多人都认为他们的父母是十分乐意一直养着他们的。

52 S: 那么学校有什么针对就业培训、职业培训的项目吗？

49 F: 从第一年学生进来我们都开设就业辅导课，这门课主要就是帮助学生发现他们喜欢的工作，帮他们建立一个端正的就业态度。我们不是常常说爱岗敬业吗，这个意识确实是很重要的，影响到劳动力市场的稳定。另外，学校现在提供很多比较热门的关于资格认证的课程，比如说注册会计师资格，注册建筑师资格，注册理财师资格，注册审计师资格。
50 这些其实在各高校还是很普遍的。而且其实从广义的来说，学校很多针对学生兴趣的选修课，也能算是对学生就业有促进作用的。很多学生由于高考分数不够，进了自己不想
51 进专业，但同样这些课也是很热门，申请学生很多，任课老师有抱怨过学生人数太多导
52 致很难具体到每个人，也因此让授课质量有所下降。
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