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**TRENDS CONCERNING THE VOCATIONALISATION
OF SECONDARY EDUCATION AND INTEGRATING TVET INTO
SECONDARY SCHOOLS**

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Asia-Pacific: Major Education Problems Facing Humankind

- Approx. 518 million **illiterates** (65% of the world total)
- **Gender inequalities** (72% of illiterates in A-P are women and girls)
- 56% of the school age population (6 to 11 yr olds) **not enrolled in school**: most are girls, mainly in South Asia

Key Issues for Countries in Asia-Pacific

- **Modernisation** means **westernisation**?
 - Role of **values / ethics**, beyond **materialism**
 - Resolving the **emerging tensions** in society
(Delors Report, 1996, *Learning: The Treasure Within*)
 - Importance of a **Holistic view** of education:
The three H's - Head, Hand and Heart
 - Education as a **Human Right**? (UN Declaration)
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SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

SUSTAINABLE DEVELOPMENT GOALS

Strengthening and Upgrading Technical and Vocational Education and Training (part of Sustainable Development Goal 4) is the **Master Key to achieving Sustainable Development**



Key Issue: Vocationalisation of Education

World wide trend towards greater **vocationalisation of education**, both secondary schooling, and higher education including university studies.

With popularisation of post primary education, and a growing attention to human capital formation, and preparing individual for work, education and schooling is often equated to vocational preparation.

Previously, for many students secondary education was to provide for general, liberal education and general knowledge with many students undertaking employment related programmes at the post secondary level.

Vocationalised Secondary Education

“A curriculum which remains overwhelmingly general or academic in nature, but which includes vocational or practical subjects as a portion of the timetable. The greater that portion becomes the more vocationalisation shades into TVET”

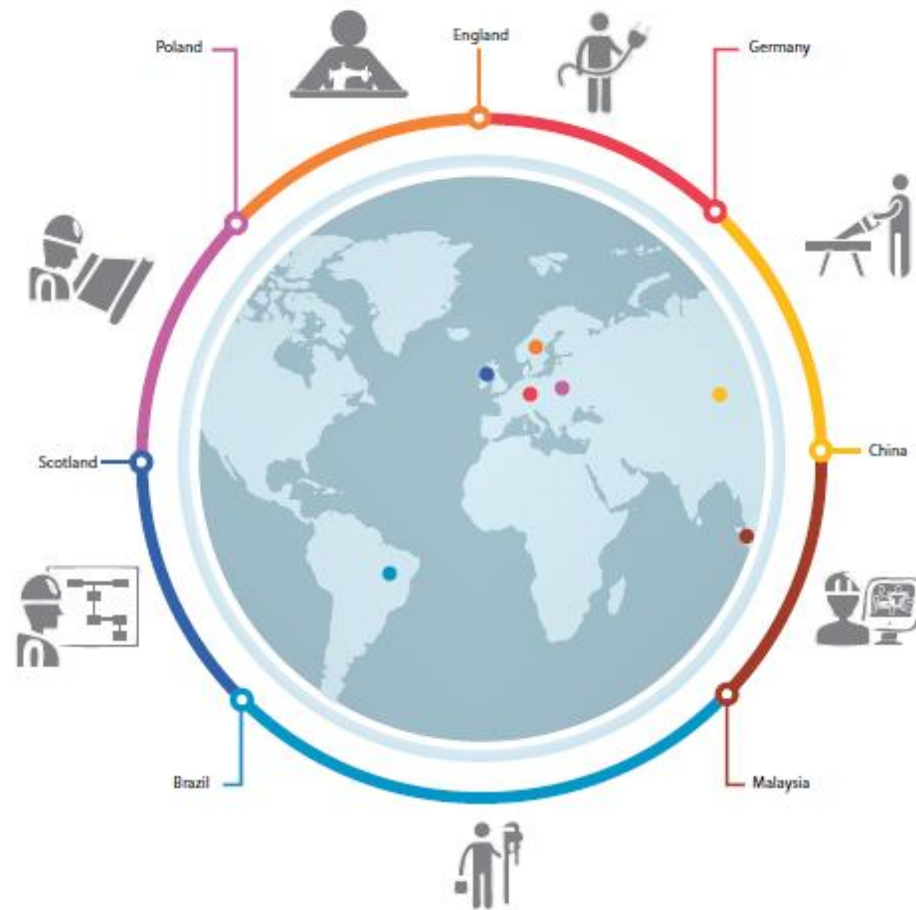
(Lauglo and Maclean, 2005, p. 3)

Major references relevant to Vocationalisation of Secondary Education



SECONDARY Vocational Education

International Experience



VOCATIONALISATION OF SECONDARY EDUCATION REVISITED

Edited by
Jon Lauglo and Rupert Maclean



TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING SERIES

 Springer

Technical and Vocational Education and Training:
Issues, Concerns and Prospects 27

Rupert Maclean
Shanti Jagannathan
Brajesh Panth

Education and Skills for Inclusive Growth, Green Jobs and the Greening of Economies in Asia

Case Study Summaries of India,
Indonesia, Sri Lanka and Viet Nam




Purpose of Vocationalisation of secondary education

Improve the vocational relevance of secondary schooling as part of skills development for employability

- Personal development
- Socio-political goals
- Economic goals

Contextual Factors

- Access to Education for All
 - Move to the universalisation of secondary education
 - Lifelong learning: informal and non-formal, as well as formal
 - Promoting equity: gender, socio-economic, etc.
 - Quality and relevance issues
 - Sustainable development and the greening of economies and societies
 - Increasing the status of TVET
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SECONDARY Vocational Education

International Experience



World Bank Group and UK Aid Report

- Deemed the most useful, up to date and useful study to date
- Examines situation in Scotland, England, Germany, Poland, Brazil, China and Malaysia
- Identifies 6 main issues that need to be addressed
- The next several slides draw on the work of Toby Linden, Lead Education Specialist, World Bank, on this topic

Six issues to address



Issue 1: Separate schools, streams or courses?

- **Scotland**: No streaming (1 path), option to choose across academic and vocational subjects (from age 14 years)
- **England**: Same schools, but is some streaming (Choice at age 14 years)
- **Brazil/China**: Two separate paths, one technical (Brazil, choice at 14 yrs; China, as early as at 12 yrs)
- **Germany**: Three types of institutions (choice at 16 yrs)

Issue 2: Best balance between vocational and general subjects?

Issues arise mainly with schools which stream students or have separate schools

Conflicting trends because of conflicting objectives:

‘relevance’ is taken to mean more vocational content, but access to tertiary education means more general content’

How much vocational content occurs varies enormously across countries and, within countries, across types of courses and institutions; and therefore across types of students? For example:

- England, <20% of students’ time;
- Poland, 15% of curriculum;
- Germany, U/S Fachoberschule are full-time vocational schools but also teach German, mathematics, science, economics and society

Issue 3: The role of workplace learning

Two different approaches:

1. A taste of working life (this also occurs in general education systems such as Scotland)
2. An internship/apprenticeship (with link to assessment) (China, Germany)

Issues

- Getting *good* workplace arrangements
- Getting *enough* good arrangements as vocational schooling expands (or economy changes, e.g., Germany)
- Role of local initiatives versus national agreements
- Countries with large informal sectors (do informal firms want to be involved? Role of SME's; Students' aspiration is for formal sector employment)

Issue 4: Access to tertiary education

- Most countries say that this is possible, or are being encouraged in that direction by students and parents (China)
- Most countries have a national qualifications framework

Issues

- Depends on availability of relevant or accessible courses in tertiary education
- Depends on certification at the end of secondary school
 - Scotland, England: vocational education exams alongside academic exams;
 - China: same tertiary entry exams, but students perform worse because content of exams geared towards academic subjects
- What is the purpose of secondary compared to secondary vocational education?

Issue 5: Teachers and teaching and provision of infrastructure

Should vocational teachers have a teaching qualification?

- Countries split on this issue. Germany and Malaysia have separate requirements; for Poland and England, it is the same
- What is the pedagogy of vocational courses/programs?
- Specialist higher degrees for vocational education teachers?

Who chooses which courses to offer?

- Movement to localize curriculum development and choice
- Funding constraints impact on the offerings

Issue 6: Certification and the assessment of learning

- Most countries have assessment and certification of vocational content done by industry (or else independent of the schools involved)
- Equivalency of general and academic qualifications
 - Mostly by administrative/regulatory fiat (e.g., map onto NQF; appear in school league tables in England)
- Assessment and certification are different – qualification for a specific job

What role can the vocationalisation of secondary education play in providing skilled workers for labour markets with rapidly changing needs?



Need to have realistic expectations regarding what the vocationalisation of secondary education can achieve.


For example, it cannot on its own overcome the problem of youth unemployment.




Main issues, concerns and challenges (1)

- Balance in the curriculum between general and vocational education subjects
- Achieving high quality and relevant programmes
- Achieving Access for All, including girls and women, regardless of socio-economic, ethnic or regional characteristics

Main issues, concerns and challenges (2)

- Financing and costs: vocational subjects necessarily more expensive?
 - Effective assessment of learning outcomes: need to be largely performance/competency based?
 - Importance of teachers: recruiting, training/educating and retraining suitable people
 - Adopting a holistic approach: Head, Hand and Heart
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Main issues, concerns and challenges (3)

- Importance of well functioning partnerships
 - Role of employers
 - Work experience an essential part of programmes?
 - Importance of cost effectively harnessing ICT's
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Conclusion



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- World Bank Report 'Secondary Vocational Education: International Experience' (2015); and Toby Linden, Lead Education Specialist, World Bank, Washington
- Lauglo and Maclean 'Secondary Education Revisited' (xxxx) Springer
- Cambridge Education 'Secondary Vocational Education - International Experience' (2015)



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