

**Regional Workshop on TVET Policies for Employment and  
Entrepreneurship in Asia-Pacific, 23-24 May 2018, Tashkent,  
Uzbekistan**

**TRENDS CONCERNING THE VOCATIONALISATION  
OF SECONDARY EDUCATION**

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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

Source: UNESCO Institute of Statistics, 2015

# 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

<b>1</b> NO POVERTY 	<b>2</b> ZERO HUNGER 	<b>3</b> GOOD HEALTH AND WELL-BEING 	<b>4</b> QUALITY EDUCATION 	<b>5</b> GENDER EQUALITY 	<b>6</b> CLEAN WATER AND SANITATION 
<b>7</b> AFFORDABLE AND CLEAN ENERGY 	<b>8</b> DECENT WORK AND ECONOMIC GROWTH 	<b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE 	<b>10</b> REDUCED INEQUALITIES 	<b>11</b> SUSTAINABLE CITIES AND COMMUNITIES 	<b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION 
<b>13</b> CLIMATE ACTION 	<b>14</b> LIFE BELOW WATER 	<b>15</b> LIFE ON LAND 	<b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS 	<b>17</b> PARTNERSHIPS FOR THE GOALS 	

**Strengthening and Upgrading Technical and  
Vocational Education and Training (part of  
Sustainable Development Goal 4):**

**Master Key to achieving Sustainable  
Development**



## **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)**



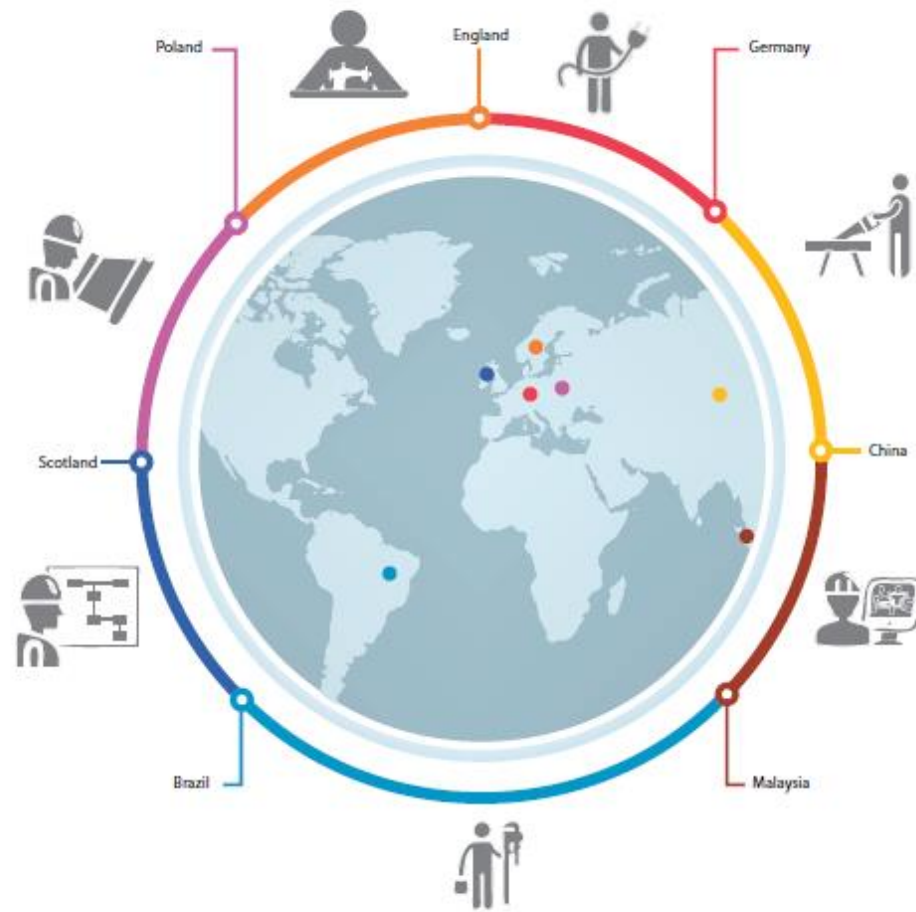
# **Some Major references relevant to Vocationalisation of Secondary Education**





# 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



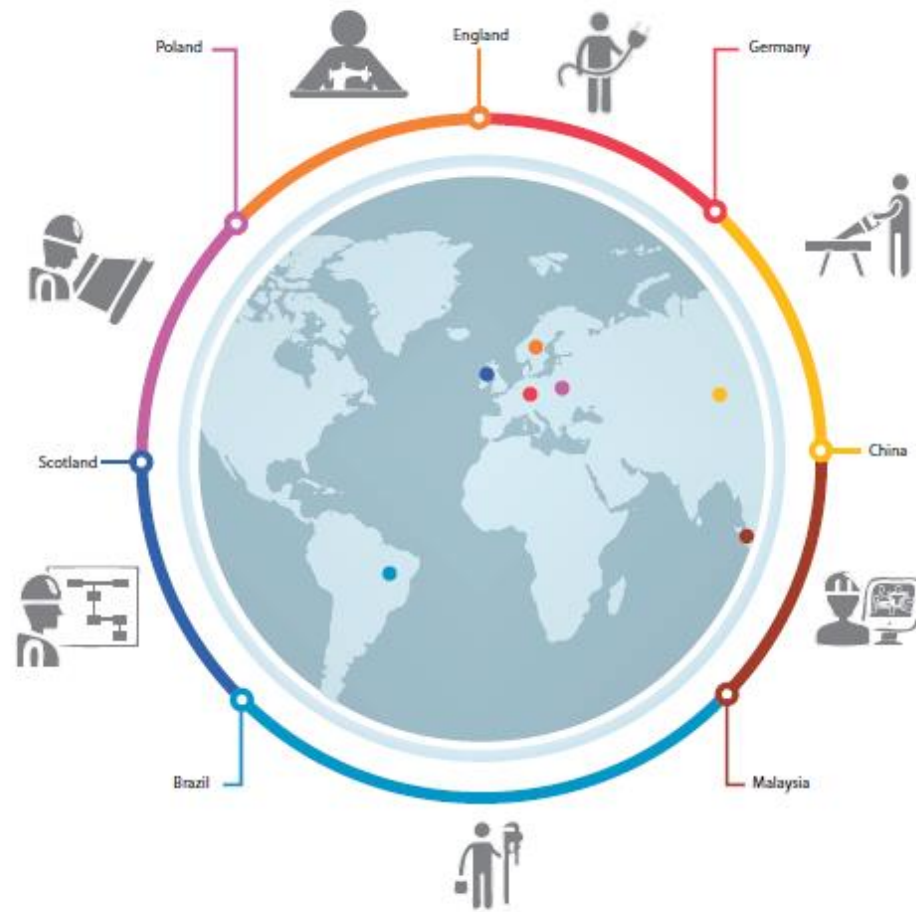
# **Purpose of Vocationalisation of Secondary Education**

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


- **Personal development**
- **Socio-political goals**
- **Economic goals**

# 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 the 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**
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# Six issues to address

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## 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)
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## 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**
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## **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 vocationlisation 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**
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- A decorative horizontal bar at the bottom of the slide, composed of several colored rectangular segments in orange, light blue, yellow, green, and dark blue.



## **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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# Acknowledgements

- World Bank Report 'Secondary Vocational Education: International Experience' (2015); and Toby Linden, Lead Education Specialist, World Bank, Washington
- Jon Lauglo and Rupert Maclean, (2005) 'Vocationalisation of Secondary Education Revisited', World Bank/Springer, Washington/Dordrecht
- Cambridge Education 'Secondary Vocational Education - International Experience' (2015)



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