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VOCATIONAL EDUCATION & TRAINING SCENARIO (INTERNATIONAL PERSPECTIVE)

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Abstract

Vocational education plays an important role for the complete development of country. The aim of this paper is to present Vocational Education System adopted by various developed and developing countries. Strategy of developed and developing countries is different in manner of implementation and infrastructure.

Keywords : VET, NVQF, curriculum skill development

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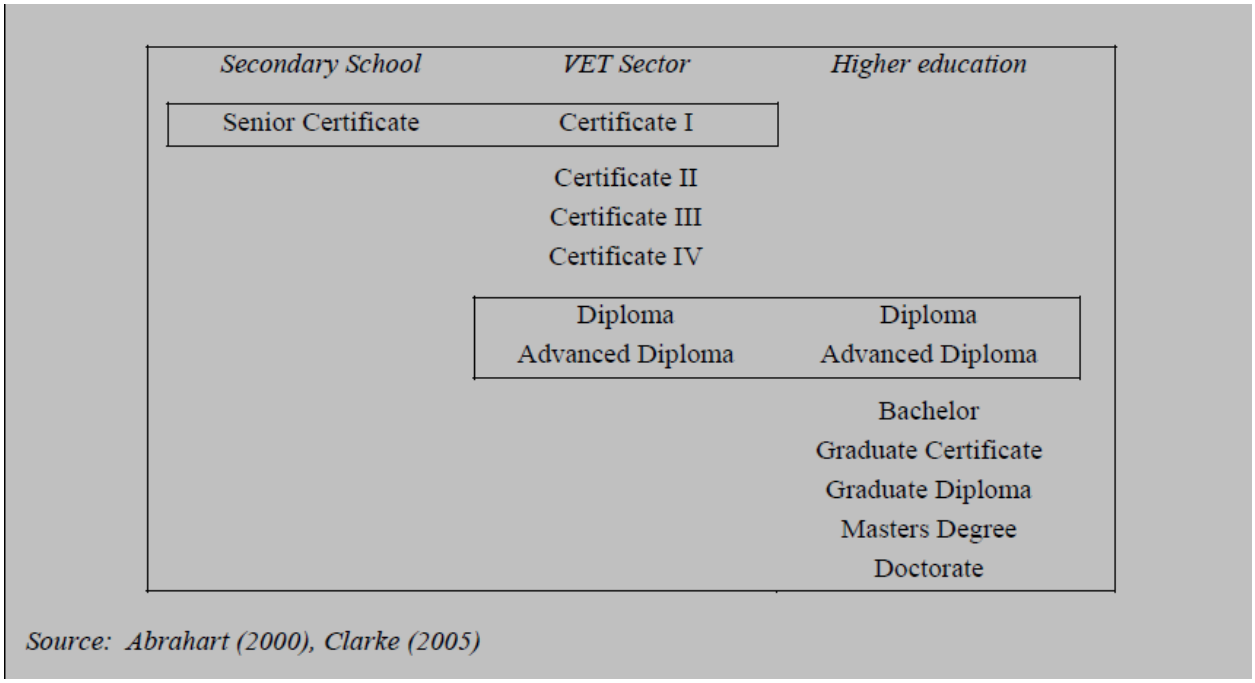
Introduction

Each country have their own pattern to conduct this type of education. Here, I have collected system of their vocational education in developed and developing countries.

1. Australia

Australia has a well defined National Qualification Framework. Australia has developed 'foundation' vocational skills courses offered through VET schools and standardized by the Australian National Training Authority, the single tripartite body responsible for training standards. (Australia VET Bill 2010, Australian National Training Authority Act 1992; World Bank Report 2006) Level-I Certificates from the VET system are regarded as educationally equivalent to Senior Certificates from secondary schools, and Diplomas and Advanced Diplomas may be issued by the VET system or by higher education institutes. Depending on the courses of study, credits are allowed to be accumulated as participants choose to move between the three sectors. Some VET certificates may now be issued with little or no formal training, for example, to enterprise workers who have obtained their skills over a number of years.



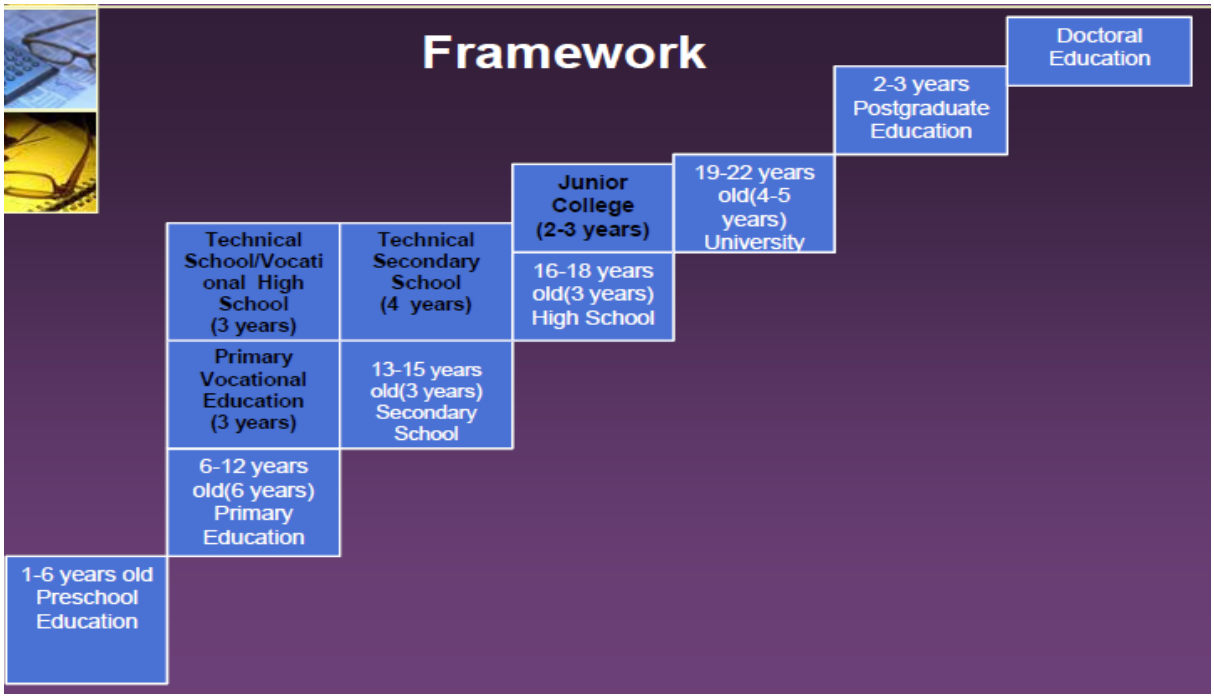
Source: Abrahart (2000), Clarke (2005)

2. China

In recent decades, China's vocational and technical education has produced a large quantity of low-level technical workers, low-level managerial professionals, and skilled workers. Vocational

education in China is primarily associated with two or three-year institutions, and specialized training institutions closely linked to local industry and business needs. Post secondary education in China is divided into four categories: formal four-year higher education institutions (Benke in Chinese), three-year or two-year vocational education institutions/ Universities (Zhuanke), private institutions (Minban), and adult universities (Yeyu).

(Development and reforming trends for Chinese Vocational and Technical Education and Training by Che Weimin, Chinese Service Center for Scholarly exchange, Dec 2009) The framework of education system in China is as follows:-



The Vocational Qualification Framework in China has divided into 5 levels (unlike the British system of 9 levels). Schematic presentation of NVQF is as shown-:

3. Korean Vocational Education System

The Korean vocational education system has evolved considerably since it was set up in the early 1960s. While initially the emphasis was on churning out semiskilled workers for the industry, the current focus is on equipping students with basic knowledge and skills and providing them with a foundation which will enable them to learn further. Some key features of the system include:

a) Delaying streaming into vocational education till high school (for three years after grade 11). All students undertake a common national curriculum in the first year of high school, following which they choose to enter the general or vocational stream for the remaining two years – however the vocational stream includes extensive elements of general education;

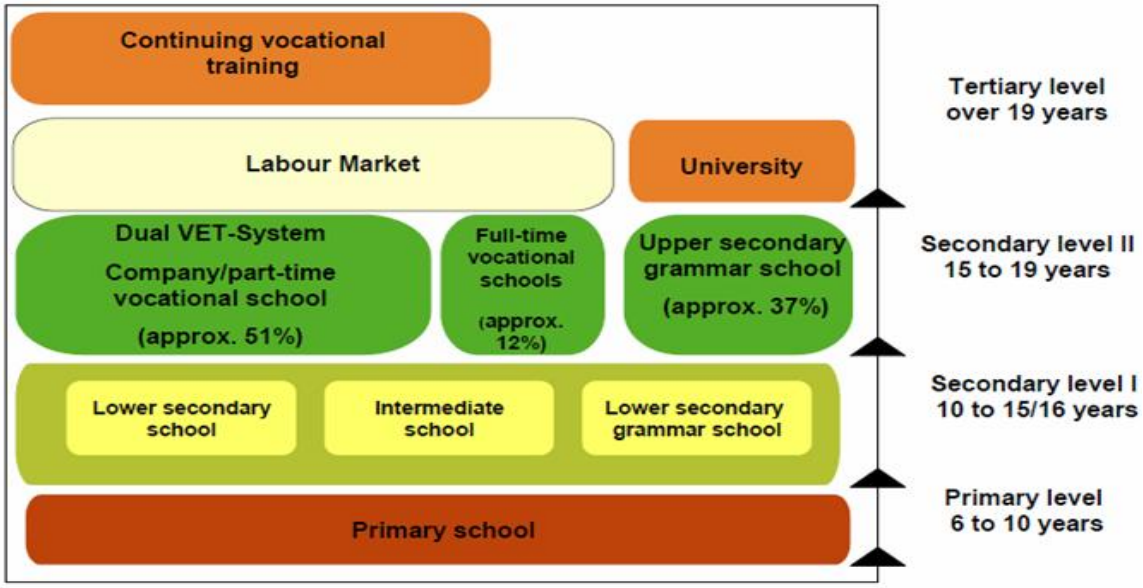
b) Ensuring the vocational stream is not dead-end – by allowing vocational students to proceed to higher education;

c) Financing vocational education through government and private resources – about 40 percent of financing for vocational education comes through entrance and tuition fees;

d) Linking up vocational schools with specific industries to ensure that curriculum and outputs match industry needs.

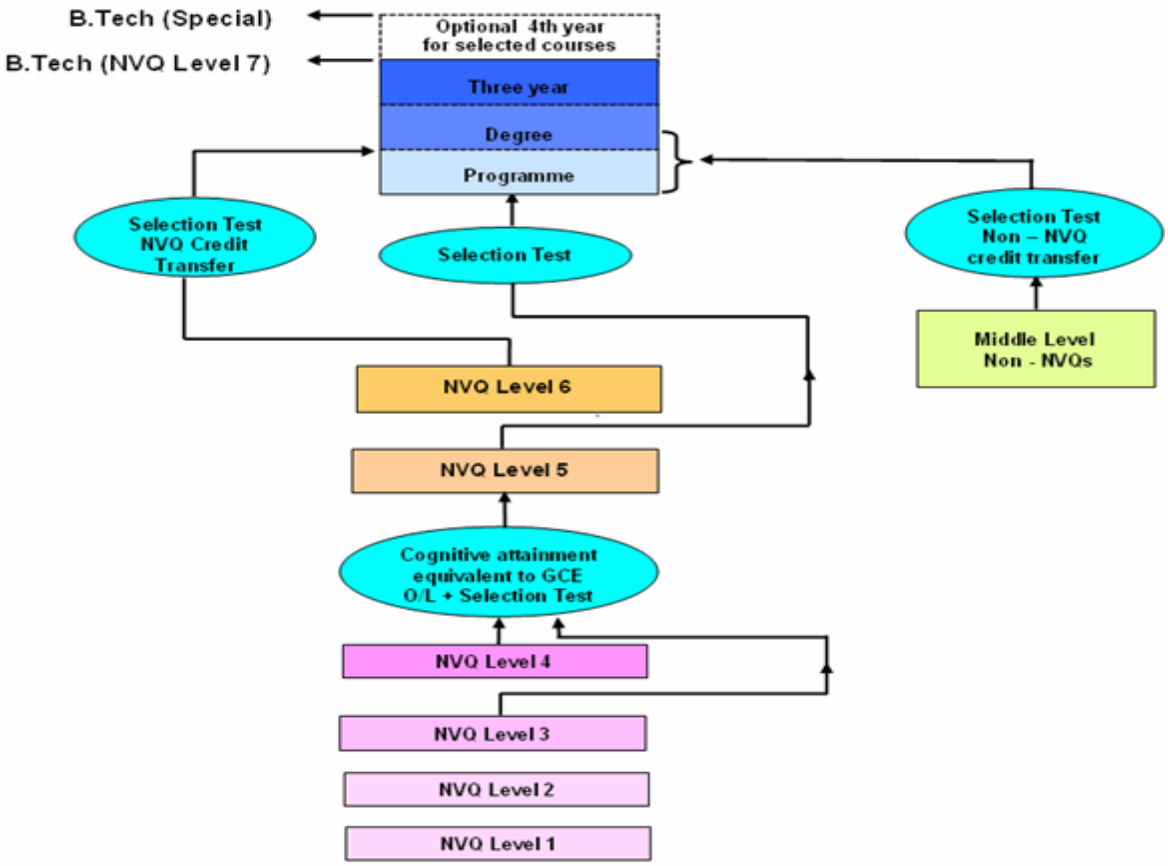
4. German Vocational Education System

The structure of education system is as illustrated:-



In Germany, vocational education is provided at secondary level (age group 15 to 19 years) through dual VET system and full time vocational schools. (Vocational Training Act, Germany; Accreditation and Quality Assurance in VET) Vocational Universities in Germany called as Universities of Applied Sciences offer Bachelors and Masters Degree Programs in Vocational Streams. There are a total of 160 Universities of Applied Sciences in Germany. The Universities of Applied Sciences offer practical university-level education and training focusing more heavily on teaching rather than research and by offering degrees tailored to specific jobs and industries. Courses at these Universities are in great demand as they increase the status of vocational training by providing opportunity to vocational students to pursue University level courses. In fact today in Germany Universities of Applied Sciences currently train nearly all of Germany's social workers / social educators, two-thirds of all of its engineers and about half of its economists and computer scientists.

5. Sri Lanka



In Sri Lanka, there is a National Policy Framework on higher education and vocational and technical education. (The vision for Sri Lanks's Tertiary and Vocational education, Dr. T. A. Piyasari, Director General, TVEC; Qualification Frameworks: Implementation and impact background case study on Sri Lanka, G. A. K. Gajaweera, Skills and employability department, ILO; National Policy Framework on Higher Education and Technical and Vocational Education, National Education Commission, Sri Lanka).

6. UK

National Qualifications Framework (NQF)		Framework for Higher Education Qualifications (FHEQ)
Previous levels (and examples)	**Current levels (and examples)**	
5 Level 5 NVQ in Construction Management † Level 5 Diploma in Translation	**8** Specialist awards **7** Level 7 Diploma in Translation	**D (doctoral)** Doctorates **M (masters)** Masters degrees, postgraduate certificates and diplomas
4 Level 4 NVQ in Advice and Guidance † Level 4 National Diploma in Professional Production Skills Level 4 BTEC Higher National Diploma in 3D Design Level 4 Certificate in Early Years	**6** Level 6 National Diploma in Professional Production Skills	**H (honours)** Bachelor degrees, graduate certificates and diplomas
	5 Level 5 BTEC Higher National Diploma in 3D Design	**I (intermediate)** Diplomas of higher education and further education, foundation degrees and higher national diplomas
	4 Level 4 Certificate in Early Years	**C (certificate)** Certificates of higher education
3 Level 3 Certificate in Small Animal Care Level 3 NVQ in Aeronautical Engineering A levels		
2 Level 2 Diploma for Beauty Specialists Level 2 NVQ in Agricultural Crop Production GCSEs Grades A*-C		
1 Level 1 Certificate in Motor Vehicle Studies Level 1 NVQ in Bakery GCSEs Grades D-G		
Entry Entry Level Certificate in Adult Literacy		

† Revised levels are not currently being implemented for NVQs at levels 4 and 5

In United Kingdom, the National Qualifications Framework (NQF) lays down the levels against which a qualification across various learning sectors can be recognized. The NQF framework with examples is illustrated in subsequent slides. (Qualification and Curriculum Authority London)

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