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Strategy to Revitalize Technical and Vocational Education and Training (TVET): Management Perspectives

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Abstract - TVET at the beginning of its implementation is more focused on the formation of skilled workers in technical fields that focus on the skills of the hands (hands-on skills). However, the passage of time and technological developments demand change for change needs to be done in the TVET to form a generation that has a variety of skills, not only in technical skills and knowledge, but in producing future leaders of integrity. Therefore, this article is planned to discuss some aspects of management perspectives in upgrading the employability of TVET graduates from TVET. From reviews articles, TVET management seems to be more successful by considering the criteria of relevance to the labour market (one that meets employer's needs and expectations), access for trainees, quality of delivery, standardization, inclusion of soft skills, and funding for the system is secure and uninterrupted. In conclusion, the key to this success is that the TVET system be adapted to a specific country.

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I. INTRODUCTION

Technical and vocational education and training (TVET) refers to education and training that prepares persons for gainful employment (Finch and Crunkilton 1999). In other words, TVET refers to deliberate interventions to bring about learning which would make people more productive (or simply adequately productive) in designated areas of economic activity (e.g., economic sectors, occupations, specific work tasks). TVET has the potential to enhance human capabilities and enlarge peoples' choices. The benefits of TVET need to be more equitably distributed between men and women, and between rural and urban areas.

TVET is able to develop and produce skilled groups in the industry. Knut Phillips (1994), in a book entitled "Learning to work, working to learned from" saying that vocational training can provide a basis for young people to careers in the future. Vocational training is a first level of training in a particular field of employment. This statement clearly shows that individuals who are involved in vocational training is one who has a strong knowledge base and pick up a specific job field (Lis C.K., et al., 2012).

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a) TVET Management

UNEVOC as a policy implementation arm of the United Nations have placed renewed strategic importance on TVET especially for developing countries. UNEVOC has indicated that TVET embodies those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in all sectors of economic and social life. Technical and vocational education is further understood to be (Addis A. E., 2007):

- An integral part of general education;
- A means of preparing for occupational fields and for effective participation in the world of work;
- An aspect of lifelong learning and a preparation for responsible citizenship;
- An instrument development for promoting environmentally sound sustainable;
- A method of facilitating poverty alleviation.

The beginning of TVET is difficult to trace as it connotes skills and competencies which has been embedded in surplus of other histories. The perception of the origin of TVET by many is in diverse ways. However, general education and training began in pre-history with the transmission of knowledge and culture from one generation to the next. The use of tools, beginning with those made from stones, evolved as humans evolved. In the pre-historic hunting and gathering society, skills were passed from parent to child as members of small, usually related, migratory groups. The transition from this stage to the settled cultivation of crops marks the beginnings of civilization and with it recorded history. The education and training that occurred is best embodied in the Chinese proverb: Give a man a fish and he will eat for a day. Teach him how to fish and he will eat for a lifetime.

II. DISCUSSION

a) Revitalize TVET in Management

Revitalize TVET in management perspectives should always be done for a number of aspects. From article reviews some of the keys are:

- i. TVET has a high impact on the country's productivity growth,
- ii. TVET makes its recipients relatively secure from poverty and extends and sustains this security into retirement years,
- iii. TVET reduces inequality, filling income gaps that would otherwise exist between the rich and the poor,
- iv. Through the reduction of inequality and its direct effects in increasing the average number of years of schooling,
- v. TVET reduces crime and the high costs of crime,
- vi. TVET reduces migration and offsets the high costs of the brain-drain,
- vii. More TVET leads to moderated family size, reduced vulnerability, and higher security of living conditions for the family of the TVET graduate, and
- viii. TVET perpetuates its benefits into retirement by maintaining or raising income during retirement years.

b) Main Strategies of a Successful TVET Management

The key issues that the proposed TVET strategy seeks to address are the following :

i. Poor perception of TVET.

The public and even parents consider the vocational education track as fit for only the academically less endowed. In many countries, students entering the vocational education stream find it difficult, if not impossible, to proceed to higher education. There is the need to make TVET less dead-end.

ii. Gender stereotyping.

Some vocational training programmes like dressmaking, hairdressing, and cookery are associated with girls - very often girls who are less gifted academically.

iii. Instructor training.

The delivery of quality TVET is dependent on the competence of the teacher; competence measured in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the workplace.

iv. Linkage between vocational and general education.

In general, vocational education and training forms a separate parallel system within the education system with its own institutions, programmes, and teachers. This situation tends to reinforce the perception of inferiority of the vocational track. It is therefore important to create articulation pathways between vocational education and general education.

v. Linkage between formal and non-formal TVET.

It should be possible for students who drop out of the school system to learn a trade to re-enter the formal vocational school system to upgrade their skills, either on part-time or full-time basis. Similarly, regular

vocational school students should be able to acquire relevant practical skills in the non-formal sector.

vi. Linkage of TVET to the labour market.

The ultimate aim of vocational training is employment. TVET programmes therefore have to be linked to the job market. In this way, the socio-economic relevance of TVET can be enhanced.

c) Main Principles of A Successful TVET Management System

The top six (6) principles inherent in a successful TVET system are (Stephen M., et al., 2010):

i. Relevance to the labour market (one that meets employer's needs and expectations).

An effective Technical and Vocational Education and Training system within a country is a critical pillar of any successful economy. It can serve as the impetus to boost the value of the nation and its GDP in the global marketplace. Effective TVET also recognizes that education and training in any country needs to be based on reliable labor market information and demand and employer needs, particularly in priority trades and occupations.

ii. Access for trainees.

One of the fundamental aspects of a successful TVET system is the access that it provides to trainees. It is important for trainees to be able to enroll easily in training and have adequate transportation to TVET schools. Access also involves ensuring that there are sufficient populations in close proximity to a training facility, so that an adequate number of trainees are available to ensure the school/college is fully enrolled and has strong retention and participation rates. Access, affordability, and proximity are therefore important considerations for TVET expansion activity. Taking account of this, it is also necessary for the training facilities to be near employers. Staff from key industries need to be able to regularly visit the schools/colleges to ensure that training and equipment is up-to-date and relevant, thereby addressing employer needs. These attributes underpin graduate pathways to relevant and quality employment opportunities.

iii. Quality of delivery.

The quality of a TVET system is largely determined by the industry partners; they are the key drivers of the system who work in collaboration with the operators of the country's TVET system. Linking training to certification requires a uniform framework based on :

- a) Competencies (including competency development frameworks),
- b) Standardization of competencies (as quality standards),
- c) Occupational standards (that define competencies and which describe good work practice) and National Occupational Standards (NOS),

- d) The development of a National Qualifications Framework (NQF) as a result of NOS, and
- e) Certification of competencies (which brings competency-based training and competency-based assessment into a comprehensive national, regional, and international framework).

iv. *Standardization.*

While increasing access to the TVET system it is important to remember that there is also a need for standardized training. Though seemingly daunting, if a TVET system is adopted at a national or regional level, the cost and time needed to train instructors and trainers will be greatly reduced. By adopting TVET in this manner, training can be coordinated so that all trainees receive the same training, making all trainees more marketable to employers no matter where they are within the country or region. Uniform standards also help countries adapt their systems to match global standards more closely, making the country and its workforce more globally competitive. India is a good example of standardization. While the country is proliferated by many private run TVET institutions, the public TVET systems have adopted international standards and curricula to ensure quality and uniformity.

v. *Inclusion of soft skills.*

The global economy demands much more from people than it has in the past. Competition is no longer just local, and this drives up the demands on employees, focusing employers on developing employees that are more engaged in work, that local customs or norms might have hindered in the past. This demand might be seen in time at work, type of work, or different interactions. These demands may clash with local customs or beliefs. Instead of trying to eliminate these customs TVET students need to be trained in the demands that their industry may require. This will help both industry and employers to adapt their customs and beliefs to what might be a new way of doing business. In many cases this type of training is categorized as soft skills. These are the skills that all employers say they want (i.e. timeliness, productivity, teamwork, etc.). In many countries, some soft skills will take time to be inculcated due to customs or other regional issues and a movement towards global norms.

vi. *Funding for the system is secure and uninterrupted.*

For a TVET system to become a success, it needs to have government support in the way of a continual funding stream. Many TVET systems in developing nations are funded by outside entities. These entities may include USAID, World Bank, or the UN. Though these organizations provide needed funding for TVET, the funds are typically not available over a long span of time. However, the funding provided by outside organizations gives developing nations the initial investment, and once established as a value-added system to employers, policy makers find ways to

continue the funding. State Training Fund (STF) instruments are the most common; in the US, STFs exist but are different from state to state. In Australia and other small population countries, the State Training Fund is nationally managed. This model is often cited as an example (by World Bank for instance) for use in other countries.

III. CONCLUSION AND RECOMMENDATION

Governments play a critical role in the success or failure of these systems. Governments need to be invested in the TVET system enough to provide what the TVET system may require. Therefore, government policy makers must ensure their TVET system (Stephen M., et al., 2010):

- Is aligned to current and future labour market demands;
- Engages the business community; and
- Has policies, regulations, and laws which support TVET.

Finally, to sustain the system and produce the quality of employees that businesses need, students must have an educational foundation which enables them to take advantage of the offerings of the formal TVET system. TVET success can be found anywhere in the world under many different circumstances. The key to this success is that the TVET system be adapted to a specific country. No one will be able to take what works in one country and transpose to another. There are too many variables involved in that for success. However, different pieces can be used from a variety of TVET systems that when put together, like a puzzle, any country can find success. It is a matter of finding the right pieces and using basic principles for success.

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