

Module 5 Educational Theory and Practise

Unit 5.1 History and Philosophy of TVET

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About this unit

Welcome to this unit on History and Philosophy of Technical and Vocational Education and Training, in the module Educational Theories and Practises. The unit comprises two sections:

1. The History of TVET
2. Philosophy and Policies

How to use this book

To help you develop knowledge of the history and philosophy of technical and vocational education and apply this knowledge to your setting, this unit includes questions and research activities. These activities aren't part of the assessment for this unit but should be seen as an important way of checking your own progress and understanding.

Read the information, then answer the questions or do the research exercise as you work through the manual.

Answers are provided throughout the unit so that you can check your work as soon as you complete an activity.

A glossary of terms has been provided at the back of the book and you should refer to this whenever you come across a term that you don't understand.

Your tutor will provide **assessment tasks** to determine if you've achieved the learning outcomes for this unit. **These tasks determine whether you pass in the unit.**

How you'll be assessed

The assessment for this unit comprises of two assignments. These determine whether you have attained the learning outcomes for the unit. They must be completed and submitted to your tutor. The assignments will be graded as follows:

1. Assignment 1: 40 marks
2. Assignment 2: 60 marks

Your tutor will assist you to understand the requirements for the assignments. Do not hesitate to ask for clarification of anything you do not understand.

Finding your way

As you work through the text you'll see symbols in the left margin of some pages. These 'icons' guide you through the content.



Read



Assessment task



Self-checking questions or exercises

Learning outcomes

When you have completed this unit you should be able to:

- explain the socio-economic functions of TVET;
- trace the origins of current TVET policy priorities;
- identify philosophies and policies of TVET in the Caribbean; and relate them to global developments in TVET.

Assessment criteria

State five socio-economic functions of TVET

Match national policy statements with identified regional and global policy documents

Discuss current priorities of TVET policy in terms of the historical development of TVET

Section 1: The History of TVET



The Origins of TVET

The human race has always depended on each generation handing down the skills and knowledge necessary for survival to the next generation. The skills needed for survival were principally those concerned with gathering food, building shelter, making weapons and conforming to the social customs of the tribe. The skills were learnt through a process of unconscious imitation as part of the social life of the tribe.

The apprenticeship system

As civilisation evolved, the roles of members of social communities became more specialised. Division of labour led to people learning a craft. People became carpenters, blacksmiths, miners, and so on. Craftsmen pursuing the same craft formed guilds. These guilds became the means by which the skills of a craft were passed on. Young people were apprenticed to master craftsmen to learn the secrets of the craft. However, the master craftsman carried responsibility for an apprentice's education that extended well beyond simply passing on what were termed the 'mysteries of the craft'. They also included responsibility for the apprentice's moral, religious and civic education and sometimes for teaching the apprentice to read and write. In some guilds, the master craftsmen could even be fined if he did not teach his apprentice to read and write. Apprenticeships usually lasted seven years. They became the chief educational institution for the middle classes.

With the emergence of the apprenticeship system, learning changed from being a process of unconscious imitation to being a process of conscious imitation. Conscious imitation represented an extension of unconscious imitation. Even though learning had become intentional it still did not take place in an educational setting. It occurred in the place of work. The process used to facilitate learning did not follow a theory or system of teaching.

In the Middle Ages, the only place where formal education was offered was in the monasteries. This type of education was only available to those who had money. The monasteries combined education of a religious, intellectual and practical nature. The monasteries were responsible for handing down knowledge because it was there that books were produced prior to the invention of the printing press.

With the invention of the printing press in the fifteenth century, new ways of teaching became possible. Knowledge could be passed on in written form and it became possible to develop systems of education based on a combination of the use of books and classroom instruction.

In the sixteenth and seventeenth centuries, educational thinkers began to speak out strongly in favour of including training in manual work as a way of improving the quality of education. Martin Luther railed against the ‘monkish tyrannies’ of monastic schools and sought to have the State take over the role of schooling. He proposed a system of education for industrial workers. John Locke argued that education should equip a boy for practical life. However, these and other new ideas on the teaching of practical skills were not translated into practise until the nineteenth century.

The first schools for teaching manual skills

John Henry Pestalozzi is credited with being the father of manual training and the first person to organise handwork as part of general schoolwork. He was the son of a Zurich physician who initially studied to enter the Christian Ministry, switched to law at the end of his theological studies but did not continue. He took up farming for a time but was unsuccessful at it. He eventually began an experiment in educating the children of the poor by bringing them under his own roof and educating them in farm practises. This experiment was a tremendous educational success and it attracted great interest.

Pestalozzi believed that if the condition of the poor was to be made better, it had to be done through education. He thought that objects and manual labour could be used as a means of teaching traditional school subjects. Pestalozzi hoped that the products produced through the manual labour of children could be used to pay for their education. However, this was where his experiment went wrong. Although an educational success, his experiment was by no means a financial success and after five years he was forced to sell his operation. However, Pestalozzi was later given financial support to open another school where he was able to continue to develop his methods.

By the nineteenth century, attempts were being made to establish schools, known as Ragged Schools, which focused on the teaching of manual skills for working class children and for the poor. The purpose of these schools was not just to provide basic skills training but also to educate the student intellectually and morally.

Development of a Pedagogy of technical education

As indicated above, the apprenticeship system was based on imitation. An apprentice would learn by watching how the master craftsman worked and then attempting to follow the master craftsman's example. It was not until the eighteenth century that anyone tried to develop a pedagogy of technical teaching that would enable manual arts to be taught in a classroom situation.

In Pestalozzi's school, geometric drawing had been analysed into its elements in order to determine how it should be taught. In nineteenth century England, the process of sewing had been analysed into its elements and the analysis had been used to develop the system of exercises based on samplers. However, these attempts at developing a pedagogy for technical teaching were sporadic.

The Russian system of mechanical arts

The mechanical arts do not appear to have been analysed until Della Vos at the Imperial Technical School in Moscow instituted the Russian system of workshop instruction in 1868.

The Russian system was developed with the aim of speeding up instruction and making it more efficient. The system was based on the idea of breaking down the skills involved in using workshop tools into steps and then teaching each of these steps in the appropriate order. The breakdown of each skill was carried out by logical analysis of the skills into steps and each of the steps was then described in a written set of instructions.

In the apprenticeship system, teaching was carried out on a one-to-one basis. However, in the Russian system, teaching was carried out in a class situation in order to increase the efficiency with which skills were taught. An instructional workshop was set up in which each student had an individual work area equipped with a full set of tools. Students were provided with an individual set of written instructions for the exercises they were to carry out. The students were not allowed to move onto working on real work until they had completed all the exercises in the instructional workshop.

The Russian system was shown to be a more effective and more economical way of providing workshop training than had been the apprenticeship system. However, more importantly, it provided a pedagogical foundation to workshop training:

1. it proved that mechanical arts can be analysed into their constituent elements and taught systematically;

2. it showed that provided that the proper equipment is supplied, one teacher may instruct a large number of young workers;
3. it indicated that classroom instruction alone is not sufficient to avoid excessive wastage, quality of workmanship and a satisfactory rate of progress. Some individual assistance is required in addition to the classroom instruction;
4. it emphasised that for the correct instructions to be given, the teacher must be an expert craftsman.

The Russian system was displayed at many world fairs and had a major influence on educational thinking at the time. It was shown at the Centennial Exposition in Philadelphia in 1876 and drew great interest. It led directly to the establishment of the School of Mechanical Art associated with the Massachusetts Institute of Technology in Boston.

The Swedish system of educational sloyd

In Sweden, it had been traditional practise for the members of farming households on the long winter nights to gather round the fire hearth and work on producing craft items. The women would work on spinning, weaving, knitting and sewing. The men would carve wooden implements. The items that were produced were sold locally to supplement the household income. This was called *sloyd* and was a form of domestic industry.

The practise of sloyd offered an opportunity for the younger members of a household to learn manual skills. Because the items were produced for sale, the way in which skills were acquired was by learning to produce a complete item from beginning to end.

With the coming of the power machinery, the profits that could be made from domestic industry disappeared. Men left the farms to look for work and the system of domestic industry broke down. However, as a result, skills levels fell. National policy leaders then sought to bring back sloyd by setting up schools at which it was taught.

In the eighteenth century, Swedish educators proposed the setting up of schools to teach manual arts based on the sloyd approach.

The approach used in educational sloyd differed from the Russian system in several important respects:

- the approach was based on allowing trainees to work on making useful articles;
- teaching was on a one-to-one basis rather than on a group basis;
- The target was school age rather than college age students.

There was considerable debate during the late nineteenth century as to whether practical skills were best acquired by completing exercises as in the Russian system or by producing items from beginning to end as in the Swedish system. Both approaches had strong support. Advocates of the Russian system argued that this approach was much more efficient. Meanwhile advocates of the Swedish system argued that pupils were much more motivated if they were able to put their energies into the production of something useful.



Check your progress

Does the pedagogical approach that is employed in TVET in your country more closely resemble that of the Russian system of mechanical arts or the Swedish system of sloyd? Give reasons for your answer?

Discuss your answers with your colleagues and with your tutor



The aims of technical training

From what has been said it can be seen that the aims of technical training were not just to provide the skills required in the workplace but to provide a more general set of skills which would fit the person to be a responsible member of the community.

At the school level, the aim of providing practise in drawing, woodwork, metalwork and other manual arts was not to develop specific skills but rather to develop general manipulative abilities that could then be applied in a specific craft. However, the programs that were offered were also aimed at teaching reading and writing and mathematics. Important too was the aim of providing a moral and civic education.

Even at the post-school level, the aims of technical training were broader than providing technical skills.

It needs to be remembered that in the eighteenth and nineteenth centuries, the practise of a trade was much more highly regarded than it has been in the twentieth century. Only the wealthy could afford to study at university.

The emergence of the competency-based training movement

During the twentieth century there has been an increasing government acceptance of the need for greater financial resources to be allocated to the provision of TVET programs at the school and post-school levels. However, along with the expansion of TVET programs, came a trend towards a more theoretical and less practical curriculum. Greater emphasis was placed on the acquisition of book knowledge than on the acquisition of the types of skills that were needed in the workplace. The effect of this shift was for industry to become increasingly critical of the way in which the education system was preparing students for the world of work.

One of the most important developments in TVET during the past thirty years has been the shift to a competency-based approach to training. The factor that triggered the birth of this movement was a flow on from events surrounding the United States' entry into the Second World War.

When the US entered the war, its armed forces were not prepared for battle. The training sections of the armed forces recognised that the existing training methods would be inadequate for the task. They therefore started to develop their own training methods by working

from first principles. This led to the development of the systematic approach to the design of training, an approach in which skills are broken down into their constituent components, which are then taught in sequence. The systematic approach to the design of training bore some obvious resemblances to the much earlier Russian system of mechanical arts even though it had different origins and was applied to a quite different range of skills. It nevertheless shared with the Russian system the emphasis on logical analysis of procedures and the sequencing of the teaching of skills in order to maximise efficiency.

The competency approach continued to be used by the armed forces in the US after the end of the war and was then carried over into industry as military trainers started moving into the civilian workforce. The airline and telecommunications industries were two industries to adopt this approach.

Until the 1960s, the systematic approach to the design of instruction was still confined to actual training situations. However, in the mid 1960s, this approach began to be incorporated into the professional education of teachers.

In the United Kingdom, the government White Paper, *Employment for the 1990* which was handed down in 1988, announced the setting up of the National Council for Vocational Qualifications to implement the National Qualifications Framework.

The principal goals of the competency-based training movement have been to:

- make training more relevant to the workplace;
- focus training on outputs rather than inputs — look at what the student can do to demonstrate what he or she has learnt;
- shift the basis of assessment from knowledge to competence
- state outcomes in terms of observable workplace performance; and
- open up the workplace to recognition of prior learning and articulation between vocational and higher education.

In the 1990's, other countries or territories, including the Caribbean, have also established National Vocational qualification framework, and are emphasising competency-based methods of training.

One of the limitations that was recognised in early attempts to specify competencies was that the approach was too narrow and task oriented. The UK Training Agency recommended a shift towards a functional analysis, a method in which competencies are arrived at by analysing

employment functions. The resulting competencies are grouped under duty areas.

Units of competency have currency beyond a particular job or occupation. Consequently, a unit might be common to a number of qualifications. This would be the case, for example in competencies in the area of communication skills.

In this brief overview of the history of TVET several important themes emerge:

1. the importance placed on an education that goes beyond merely learning the skills of a particular trade or occupation;
2. the focus on the development of manipulative skills;
3. the value placed on learning from and for real world experience;
4. the concern to include moral and civic education.

The status of TVET

Today, the social functions that international organisations suggest for TVET are the consequence of changes taking place globally. There are changes in the nature of work that have impacted on the number of women in the workforce, changes in the role of technology, and changes in the way in which education is structured.

UNESCO sees the main function of TVET as the development of skilled manpower. Earlier social functions for TVET have been directed to specific trades, specific economic goals, or reflect changes in society. For example, a social function of TVET might be: to increase the participation of women in non-traditional occupations.

What are some examples of non-traditional occupations? Construction trades are not usually occupations that have an equal participation by men and women. School teaching, particularly at the elementary level, nursing and nutrition are occupations that have engaged more women than men in many cultures.

Changes to TVET

More generally, to match the international social functions of TVET requires an understanding of the factors that create the need for a skilled workforce:

- productivity
- adequate levels of training
- globalisation
- reduction in protective tariffs
- availability for relocation

Thus, attempts to eliminate gender bias must also ensure that the skilled personnel preferred are, in fact, available. A social function will be less likely to succeed if other workplace requirements are not met.

The change in the general education structure was previously discussed. Of importance is the increasing integration of academic and vocational education.

A second factor influencing the need for skilled personnel is the growth in management requirements. This is currently runs counter to the trend to reduce the numbers of individuals required in management. However, the shortage of skilled management in the Caribbean demands emphasis on this facet in TVET education.

The decrease in management requirements result from automation of some tasks, increase in education of the work force, and international competition that drives costs down.

The third factor that creates the need for more TVET is the impact of information technology on a global basis.

The increased power of information technology is changing the organisation of work, favouring small and medium sized companies. These companies are able to adapt and change more easily than large companies, and thus adopt new information approaches more quickly.

Since the pace of technological change is happening more quickly, it is increasingly difficult to make long-term plans for the work force. It has become necessary to place more focus on broad-based training with emphasis on problem solving. The potential impact on TVET is an important consideration as the hope is to better prepare students for the new world of work.

In the new world of work, the evolving occupational structure changes the demands for training, making cooperation between business and education more important for growth of a national economy.

Finally, the rapidly changing workplace means that there are changes in the qualification requirements for TVET graduates. Not only is it more difficult to plan where jobs will be found, the nature of those jobs is constantly evolving.

The global competitiveness of all economies will depend on their ability to integrate high technology into the already existing economy.

To make such an integration requires recognising that TVET is not merely the teaching of the technical demands of the new technology.

Knowledge is based on the development of social abilities, individual character, and is conditioned by language and culture. Therefore an education policy for the future should:

- imply an understanding of the limits of technology
- emphasize the need to link technology to its social context, and
- stress the continuing need for human interaction in an increasingly computer controlled environment.

In many European countries, apprenticeship programs and training for technical education are viewed favourably. However, in North America and the Caribbean, technical and vocational education and training is generally regarded as being for weaker students and the occupations to which it leads are considered less desirable than the occupations to which an 'academic' education leads.

The low status of TVET in the Caribbean is reflected in

- the low rates of application to TVET programs
- the educational support TVET programs receive
- teachers of academic subjects who also have a negative view of TVET programs
- surveys of students and parents concerning their expectations of education which indicate a negative perception of TVET programs

Areas of TVET that have undergone significant change over the course of history include agriculture, heavy industry, transportation, communications, electronics, and now knowledge based industries. The attitude of society to each of these areas goes through stages of caution, appreciation, faith, and disillusion.

Agriculture is a sector that has been particularly important for TVET over the years both directly and indirectly. Development programs have sought to make nations self sufficient in food. The agricultural revolution gave rise to the development of urban centres that led to the development of specialised trades.

Agricultural workers can be seen to have significant political power. In Japan, farmers strike to ensure continued protection of their rice markets. European farmers strike to protest the loss of subsidies as the European Union becomes a reality. Protests are launched against the dumping of agricultural products.

Why is it, then, that in many societies training and education for a career in agriculture is not highly valued?

To begin with, it would appear that the stigma attached to agriculture has its root in the fact that it is viewed as a “dirty” profession and can be very labour intensive;

- although agriculture is vital to the economy of a nation, it has also been very much subject to the impact of technology;
- the high capital investment that makes it impossible for small farmers to enter the sector;
- the decrease in requirement for human effort on account of mechanisation;
- increased international competition, where differing wage rates are significant;
- increased dependence on fertilisers or genetically engineered crops to obtain increased yield;
- the advantages to agri-business in resources, transportation, access to markets; and
- the dubious benefit to the host country of development of free trade zones

For these and others reasons, TVET in agriculture has become less attractive to students and their parents.

Implementation of a policy of increasing participation in a particular job sector is made more difficult if the public has negative perceptions of that job sector.

This example highlights the importance of the social context in which institutions operate to their educational functions. The social context in which institution functions are wider than the immediate

neighbourhood of the institution. It includes aspects of the wider society.

If the competition for jobs is international, then the kind of training that is given to a student to do the job must allow them to compete equally with students elsewhere. The worker may not come from somewhere else in the world to take a job here; the job can be moved to the worker. An example of this is the practise that has emerged in developed countries of moving much of their clothing industries offshore — into countries where labour is cheaper.

Secondly, knowing the history of educational institutions helps to understand why educational institutions change so slowly. The history of particular institutions may be very important to explain why some institutions are always at the leading edge of a trend.

Thirdly, despite knowing the history and being able to identify major competitors, educators must be increasingly aware of the relationships between society's expectations, government policy, and the attitudes of students if they are to make important changes.

A society may place high value on certain aspects of culture that are in conflict with changes in direction of education. For example, using a calculator to do mathematics may be seen by many parents as causing their children to become lazy at mental arithmetic. How does an educator deal with that societal view?

Society may have expectations that a technical education will produce improved economic growth, and while potentially true, the desire does not match with the available government funding. If all the resources are put into the purchase of computers in education, where does the money come from for continuing to operate hospitals, a competing social good?

The students may believe that hard work is not necessary to succeed, or that a job in a 'high tech' area is the best for them. These attitudes may be in direct contrast to the reality that not all of us can do everything, and even with hard work will be less successful in some fields more than others.

And even if a student is well trained in a particular field, the international company may not locate a factory to make use of these skills in a nearby region, or even a nearby country. Having a close relationship of government policy with business initiatives is a key for success in TVET.

The trend to increasing participation by women in a number of TVET fields can be seen worldwide. Several factors may be identified in conjunction with this trend.

At a specific level, the physical requirements for many TVET related activities have been reduced with the increased use of technology. This means that there are fewer strength-related barriers for women to enter technical and related fields.

Secondly, the trends in society now favour increased participation by women. Evidence can be seen in the number of women politicians, the increased activities sponsored by the UN that focus on women, and the international policy statements directed to increased participation by women in the work force.

Assignment 1

Unit 5.1 History and Philosophy of TVET



You are now required to complete **Assignment 1** which you can find at the end of this unit or which will be distributed by your tutor.

Section 2: Philosophies and Policies



Global Policy

It is not valid to speak of global policy in relation to TVET. While international agreements exist in some areas such as the environment, there is no global organisation that has the authority to set policy for TVET.

There are several reasons for this situation. First, education is an area over which countries wish to maintain control as an expression of their sovereignty.

Secondly, the educational policy requirements of one country will not necessarily coincide with the educational policy requirements of another.

Thirdly, the cultural dimensions of a country often impact significantly on that country's educational policy.

Fourthly, it is difficult if not impossible to find common ground in a rapidly changing field such as TVET. The issues that are faced at the international level reflect a wide range of current practises. Some countries can have access to the most up-to-date technology. Other countries must make do with the best technology they can afford.

A number of international organisations issue position papers that advocate directions in TVET. Such organisations include the International Labour Office, the World Bank, and the United Nations. An example of such a position paper is the policy paper issued in 1991 by the World Bank entitled *Vocational Education and Technical Education and Training*. This recommended that training programs should be part of an economic and employment growth strategy, especially for women and rural poor.

One way in which the terms of international agreements may be met is through the inclusion of specific requirements in international development programmes. For example, a programme might specify that half of those admitted to a particular programme be women.

An example of an international policy that you may see in your curriculum is one issued by the International Labour Office. Convention 142 has the aim of:

The development of policies and programmes of vocational guidance and vocational training closely linked with employment.

More specifically, the Convention provides that the ratifying State shall adopt and develop comprehensive and co-ordinated policies and programmes of vocational guidance and vocational training closely linked with employment, in particular through public employment services.



Examine your own TVET curriculum

Are students offered vocational guidance to assist them in making their choice of training?

Examine your own TVET curriculum. Does your curriculum appear to match with employment? Is there a system of vocational guidance that helps students in their choice of training?

Discuss your answers with your colleagues and with your tutor

Regional policy

Regional initiatives in TVET can be found in the Regional Strategy for Technical and Vocational Education and Training. This document outlines ten significant policy directions to improve the state of TVET in the Caribbean.

A CARICOM survey of TVET identified the following problems facing TVET programs:

1. a lack of liaison between education and manpower planning agencies;

2. gaps in the basic knowledge of students taking technical/vocational subjects;
3. lack of workshop space;
4. poor maintenance of machines;
5. inadequate supply of materials;
6. inability of schools and tertiary institutions to obtain staff qualified to teach technical/vocational subjects; and
7. sex-role stereotyping of occupations and career choices.

In 1990, CARICOM published a regional strategy aimed at dealing with these problems: The CARICOM Strategy for Technical Further Education and Training.

One way of analysing the document is to look for evidence of the contributions of significant educators forming part of the policy. For example, the first statements are about the perceptions of TVET and how they affect educational planning. It is worthwhile asking if the views of Illich are found in the perceptions.

Does the public hold a low status of TVET because of their past education? Could one be expected to change their perception if the experience of TVET was more based on a discovery learning (as Bruner proposed) to the increasing importance of TVET?

The Increasing Importance of TVET

Creating public awareness of the importance of TVET, and improving attitudes to TVET is a priority for the Caribbean region.

As elsewhere in the world, rapid technological developments are bringing about significant changes in the socio-economic reality of Caribbean society. It is therefore important for people at all levels of Caribbean society to develop an understanding of the importance of technology and its contribution to life and a contemporary society.'

Other important policy directions call for the integration of TVET systems with both national and regional links permitting better connection to international trends.



Check your progress

Look for connections between the survey of TVET in the Caribbean, as outlined in the first section, and the 10 policy initiatives that follow. What priorities do you find? Are there any problem areas that are not addressed in the policy initiatives?

Discuss your responses with your tutor.

The integration of TVET

The CARICOM document reflects a belief that TVET should become increasingly integrated in the education system. This is also seen in trends around the globe, as countries give TVET a more prominent place in education.

To prepare individuals for the workplace of the future requires that they be prepared for lifelong learning. This means that education in high-level thinking skills is required for all students, not just an elite group.

Vocational education has been historically offered to students who were less academically inclined, but reforms to vocational education are intended to attract more academically proficient students.

Japan has introduced an integrated vocational-academic high school that will prepare students for post-secondary education as well as providing career development.

In France, the array of programs provides general, technical and vocational diploma opportunities for students. A student can choose a three-year program for a general or technical diploma, a two-year program for a vocational diploma, and be eligible to proceed to a technical degree at some of the technical universities.

The traditional separation of apprenticeship and university programs in Germany is being eliminated. The apprenticeship training has been upgraded, and increasing numbers of university students complete an apprenticeship before entering the university.

The United Kingdom has introduced a new certificate in vocational qualifications that is the equivalent of 'A' level examinations and permits entry to post-secondary education.

This closer linking of vocational and academic education also implies an integration of the skills for occupations and academic standards. Such integration can

1. tell the student what academic and technical knowledge is required for a particular occupation
2. give employers an indication of the skills and abilities of applicants
3. encourage the cooperation between business and education that is required

The closer link of business and education can also result in an extension of apprenticeships to work based learning, provided there is an increased sharing of power and responsibility between educators and business.

The development of skills standards, the close relationship between business and education, and the trend to workplace learning are all associated with the need for lifelong learning in the rapidly changing world of today.

However, the integration of academic and vocational education will most likely mark the successful economies of tomorrow as the skills offered by each type of education will be insufficient preparation for the demands of the workplace tomorrow.



Check your progress

Study the policies of the CARICOM document and think about whether these policies are being reflected in TVET in your country, school district and institution. You may want to interview an individual who is involved in TVET and represents one of these three administrative categories to obtain their opinion.

Trends in apprenticeship and non-apprenticeship training options

The increasing emphasis on education and training has produced an increase in the variety of locations where both can occur.

The issue of control, previously mentioned, is one in which the state, the private sector and other agencies have to determine their shared responsibility for providing funding, and overseeing the provision of TVET.

The dilemma is that the pressure to increase funding when the state is unable to provide it means that other providers have an increasing role, at a time when the state can't ensure the quality of what is now provided.

Historically, apprenticeships were for all positions: in the crafts, guilds and in the professions such as lawyers.

As noted above, countries that have had a strong traditional apprenticeship system, such as Japan and Germany are making changes to their approach that will incorporate both changes in the educational aspects of apprenticeship and changes in who provides the training.

In Latin America, dynamic national training agencies work cooperatively with employers to ensure a strong system that has equal participation by both state and private sector agencies.

There is an increasing trend to enterprise-based training to reduce the dependency on the state, in part because of the costs which governments can no longer afford.

The interest in work experience or work placement that gave trainees direct job experience has been a major factor in the increased interest.

There is a search for mechanisms to make TVET more responsive and accountable to the private sector. This reflects the issue of control that is present in expanding these new forms of training.

The World Bank advocates training in the private sector by private employers and in private training institutions as potentially the most effective and efficient way to develop the skills of the work force.

But there are limitations to this kind of training. Small business enterprises, which are favoured in the new economy, do not have the resources to provide such training.

More importantly, perhaps, is the fact that even if small businesses can provide training, it is limited in exposure to new technologies of production or production diversification because of cost.

Large companies as well may be unable to provide the training desired, since an efficient factory will not necessarily have the rich diversity of training through production. They have reduced the cost factors to a minimum.

Other factors affecting the trends in apprenticeship include the development strategy of the state that has an effect on the companies. In an outward looking economy, the protectionist barriers go down.

With protectionist barriers lowered, there is an increase in trade and production for export. To be competitive, companies must use resources that are in abundance and for many countries this is cheap labour.

Therefore the trend is not to increase the trained work force, since more skilled workers demand higher pay and the competitive edge for the company is reduced.

However, in a protectionist environment, there will be inefficiencies in production. While education access is increased, the protectionist policy slows business expansion in the modern sector making use of the better-educated worker, and expands in the low skill labour area.

Two different approaches result in less use of skilled labour and economic expansion unless there is close cooperation between government and the employers.

From the employer's point of view, there is a disincentive to train workers, especially if the turnover is high. The trend of training is to a mix of education and TVET, resulting in increased level of general skills. These skills are highly transferable.

Thus, employers prefer the state to pay for the increased level of general skills, or have the workers pay. Being required to pay for their own education does not increase the loyalty of the worker to the company.

Another economic factor that influences the trend in apprenticeship is the tendency for minimum wage rates to increase.

As wage rates increase is in part due to the higher level of training of the individuals, and in part due to inflationary pressures in the economy, the access to enterprise training goes down.

Access is reduced because the company is paying more wages and has less money available to provide training at company expense.

When union demands increase the apprenticeship rates, the company is similarly faced with increased costs and the number of apprenticeships available declines.

There are several different competing forces involved in the creation and delivery of apprenticeship training. All need to be cooperatively focused for an improving economy with more highly skilled workers.

Assignment 2

Unit 5.1 History and Philosophy of TVET



You are now required to complete **Assignment 5.1 - 2** which you can find at the end of this unit or which will be distributed by your tutor.

Glossary

Apprenticeship

A system of training in which a trainee and a master craftsman enter into a contract for the trainee to work for the master craftsman at an apprentice wage in return for the master craftsman passing on the secrets of the craft.

Guilds

Associations of master craftsmen that became the organisations that regulated admission to the crafts and the system of craft apprenticeships.

Ragged schools

Schools set up in Britain in the nineteenth century by charitable organisations to teach orphans and children of the poor. Teaching was generally undertaken by volunteers. The ragged schools gave rise to the polytechnics.

Russian system of mechanical arts

A classroom system for teaching the mechanical arts that was based on a systematic analysis of the skills involved and the systematic development of exercises to teach each of the skills.

Sloyd

A form of domestic industry that originated in Sweden. Families produced craft items in their homes and sold them locally to supplement their income. The practise of sloyd almost disappeared with the onset of the industrial revolution as factory produced items were regarded more highly. However, the principles of sloyd were adapted to formal education in educational sloyd.

Assignment Number 1

Unit 5.1 History and philosophy of TVET

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due Date: _____

1. Develop, in about 500 words, an outline of the apprenticeship system operating at present in your country. Also discuss whether this system will be undergoing changes in the future and if so how.
2. Identify the current priorities for TVET as set out in *the CARICOM Strategy for Technical Further Education and Training*. Discuss the relationship between each of these priorities and the way in which the development of TVET has taken place historically (about 500 words).

40 marks

Assignment Number 2

Unit 5.1 History and Philosophy of TVET

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: _____ **Due Date:** _____

1. You have reviewed both global and regional TVET policies. Develop an outline in about 800 words of your country's TVET policies as they have been (past), are (present) and what they may become (future). To complete this assignment you will need to acquire documentation on your country's policies and may need to conduct interviews of people who have been concerned with policy formation or implementation.
2. Two global policies have been identified with the same general focus.
 - The World Bank indicates that education and training as a means of increasing fairness and giving opportunity to women and poor individuals, is a desirable goal.
 - The ILO convention relates to the desirability of having an integration of education and training with other economic, and employment policies.

Consider one of these two statements and in about 500 words develop an outline describing how well the global positions for TVET match with the regional and your country's policies.

60 marks