

1 Strategy to Revitalize Technical and Vocational Education and 2 Training (TVET): Management Perspectives

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6 **Abstract**

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

19 *Index terms*— TVET, strategy, management, revitalize, skill worker.

20 **1 I. Introduction**

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

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

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33 Batu Pahat, Johor, Malaysia. E-mail : suriana_nasir@yahoo.com a) TVET Management UNEVOC as a policy
34 implementation arm of the United Nations have placed renewed strategic importance on TVET especially for
35 developing countries. UNEVOC has indicated that TVET embodies °those aspects of the educational process
36 involving, in addition to general education, the study of technologies and related sciences, and the acquisition
37 of practical skills, attitudes, understanding and knowledge relating to occupations in all sectors of economic and
38 social life. Technical and vocational education is further understood to be (Addis A. E., 2007):

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

5 C) MAIN PRINCIPLES OF A SUCCESSFUL TVET MANAGEMENT SYSTEM

44 The beginning of TVET is difficult to trace as it connotes skills and competencies which has been embedded
45 in surplus of other histories. The perception of the origin of TVET by many is in diverse ways. However, general
46 education and training began in prehistory with the transmission of knowledge and culture from one generation
47 to the next. The use of tools, beginning with those made from stones, evolved as humans evolved. In the
48 pre-historic hunting and gathering society, skills were passed from parent to child as members of small, usually
49 related, migratory groups. The transition from this stage to the settled cultivation of crops marks the beginnings
50 of civilization and with it recorded history. The education and training that occurred is best embodied in the
51 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
52 lifetime.”

53 2 II. Discussion

54 3 a) Revitalize TVET in Management

55 Revitalize TVET in management perspectives should always be done for a number of aspects. From article
56 reviews some of the keys are: i. TVET has a high impact on the country's productivity growth, ii. TVET
57 makes its recipients relatively secure from poverty and extends and sustains this security into retirement years,
58 iii. TVET reduces inequality, filling income gaps that would otherwise exist between the rich and the poor, iv.
59 Through the reduction of inequality and its direct effects in increasing the average number of years of schooling,
60 v. TVET reduces crime and the high costs of crime, vi. TVET reduces migration and offsets the high costs of
61 the brain-drain, vii. More TVET leads to moderated family size, reduced vulnerability, and higher security of
62 living conditions for the family of the TVET graduate, and viii. TVET perpetuates its benefits into retirement
63 by maintaining or raising income during retirement years.

64 4 b) Main Strategies of a Successful TVET Management

65 The key issues that the proposed TVET strategy seeks to address are the following : i. Poor perception of TVET.
66 The public and even parents consider the vocational education track as fit for only the academically less
67 endowed. In many countries, students entering the vocational education stream find it difficult, if not impossible,
68 to proceed to higher education. There is the need to make TVET less dead-end.

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

71 iii. Instructor training.

72 The delivery of quality TVET is dependent on the competence of the teacher; competence measured in terms
73 of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the
74 workplace. iv. Linkage between vocational and general education.

75 In general, vocational education and training forms a separate parallel system within the education system
76 with its own institutions, programmes, and teachers. This situation tends to reinforce the perception of inferiority
77 of the vocational track. It is therefore important to create articulation pathways between vocational education
78 and general education. v. Linkage between formal and non-formal TVET.

79 It should be possible for students who drop out of the school system to learn a trade to re-enter the formal
80 vocational school system to upgrade their skills, either on part-time or full-time basis. Similarly, regular vocational
81 school students should be able to acquire relevant practical skills in the non-formal sector.

82 vi. Linkage of TVET to the labour market.

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

85 5 c) Main Principles of A Successful TVET Management System

86 The top six (6) principles inherent in a successful TVET system are (Stephen M., et al., 2010): i. Relevance to
87 the labour market (one that meets employer's needs and expectations).

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

93 ii. Access for trainees.

94 One of the fundamental aspects of a successful TVET system is the access that it provides to trainees. It is
95 important for trainees to be able to enroll easily in training and have adequate transportation to TVET schools
96 Access also involves ensuring that there are sufficient populations in close proximity to a training facility, so that
97 an adequate number of trainees are available to ensure the school/college is fully enrolled and has strong retention
98 and participation rates. Access, affordability, and proximity are therefore important considerations for TVET
99 expansion activity. Taking account of this, it is also necessary for the training facilities to be near employers. Staff
100 from key industries need to be able to regularly visit the schools/colleges to ensure that training and equipment

102 is up-to-date and relevant, thereby addressing employer needs. These attributes underpin graduate pathways to
103 relevant and quality employment opportunities.

104 iii. Quality of delivery.

105 The quality of a TVET system is largely determined by the industry partners; they are the key drivers of
106 the system who work in collaboration with the operators of the country's TVET. While increasing access to
107 the TVET system it is important to remember that there is also a need for standardized training. Though
108 seemingly daunting, if a TVET system is adopted at a national or regional level, the cost and time needed
109 to train instructors and trainers will be greatly reduced. By adopting TVET in this manner, training can be
110 coordinated so that all trainees receive the same training, making all trainees more marketable to employers no
111 matter where they are within the country or region. Uniform standards also help countries adapt their systems
112 to match global standards more closely, making the country and its workforce more globally competitive. India
113 is a good example of standardization. While the country is proliferated by many private run TVET institutions,
114 the public TVET systems have adopted international standards and curricula to ensure quality and uniformity.
115

116 v. Inclusion of soft skills.

117 The global economy demands much more from people than it has in the past. Competition is no longer just
118 local, and this drives up the demands on employees, focusing employers on developing employees that are more
119 engaged in work, that local customs or norms might have hindered in the past. This demand might be seen in
120 time at work, type of work, or different interactions. These demands may clash with local customs or beliefs.
121 Instead of trying to eliminate these customs TVET students need to be trained in the demands that their industry
122 may require. This will help both industry and employers to adapt their customs and beliefs to what might be
123 a new way of doing business. In many cases this type of training is categorized as soft skills. These are the
124 skills that all employers say they want (i.e. timeliness, productivity, teamwork, etc.). In many countries, some
125 soft skills will take time to be inculcated due to customs or other regional issues and a movement towards global
126 norms. vi. Funding for the system is secure and uninterrupted. For a TVET system to become a success, it
127 needs to have government support in the way of a continual funding stream. Many TVET systems in developing
128 nations are funded by outside entities. These entities may include USAID, World Bank, or the UN. Though
129 these organizations provide needed funding for TVET, the funds are typically not available over a long span of
130 time. However, the funding provided by outside organizations gives developing nations the initial investment,
131 and once established as a value-added system to employers, policy makers find ways to continue the funding.
132 State Training Fund (STF) instruments are the most common; in the US, STFs exist but are different from state
133 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.

134 **6 III. Conclusion and Recommendation**

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

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

140 Finally, to sustain the system and produce the quality of employees that businesses need, students must have
141 an educational foundation which enables them to take advantage of the offerings of the formal TVET system.
142 TVET success can be found anywhere in the world under many different circumstances. The key to this success
143 is that the TVET system be adapted to a specific country. No one will be able to take what works in one country
144 and transpose to another. There are too many variables involved in that for success. However, different pieces
145 can be used from a variety of TVET systems that when put together, like a puzzle, any country can find success.
146 It is a matter of finding the right pieces and using basic principles for success. ¹ ²

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Figure 1:

147 [Phillips ()] *Learning to work, working to learn*, Knut Phillips
148 ISIS Malaysia . 1994. Malaysia. (How The Dual System Works)

149 [Meeting of the Bureau of the Conference of Ministers Of Education of the African Union (COMEDAF II+)] Africa (2007)]
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