

**SAARC Human Resource Development Centre (SHRDC)
Islamabad, Pakistan**

**TRAINING COURSE ON
VOCATIONAL AND TECHNICAL EDUCATION AND
TRAINING: A MEANS OF HRD**

(Concept Paper)

INTRODUCTION:

Countries in the South- Asian region have placed varying emphases on general and vocational education, depending upon their historical, social, economic and political considerations. There is a diverse pattern of provision of vocational and technical education and training (abbreviated hereafter simply as VTET) in countries of South-Asia. It includes at least two major forms: vocational and technical education and training in formal education systems (lower and senior secondary schools, post-senior secondary but less than college level institutions like polytechnics, and colleges at tertiary level), and training outside formal system of education (pre-employment training and on-the-job-training). The later kind also includes apprenticeship-training systems, non-formal training centers, enterprise based training, etc.

VTET is viewed as the solution to the educational problems in the economies of the South-Asia. It is believed that many educational problems can be solved by focusing the secondary education curriculum towards vocational and technical education. If the VTET is institutionalized, the unbridled demand for higher education can be controlled, the financial crisis in education will be eased by reducing pressures on higher education budgets, and unemployment among college and secondary school graduates can be reduced. Furthermore, vocational education is also seen as an equity measure. As an antidote to urban-biased elite education, vocational education will promote equity with a

rural bias and serve the needs of relatively poor people. It is also seen as the answer to an enrolment problem: the tendency of some students (especially lower class students) to drop out of schools without occupational skills -- a problem that vocational education promises to resolve by providing a more interesting and job-relevant curriculum. More specifically, it is believed to be an effective answer to rural problems, to alleviate unemployment; to reorient student attitudes towards rural society, to halt urban migration; to transmit skills and attitudes useful in employment and as an important measure of development for disadvantaged youth in rural and urban areas.

Vocational and technical education is not necessarily favoured by all. There are many who argue that vocationalisation cannot be a remedy for educated unemployment: it cannot prepare students for specific occupations and reduce mismatches between education and the labour market. Nevertheless, in this age of globalization, liberalization and rapid technological change, technical and vocational education is a development issue for countries in South-Asia. With rapid transformation of societies in South-Asia in social, political, economic, technological, and education spheres, there has been a change in the perspectives on the need for and nature of VTET. New challenges have begun to emerge, and old ones to reemerge. After all, VTET has inherently a powerful appeal.

Countries in South Asia have very tiny vocational secondary educational systems as social attitudes to vocational education are not encouraging in the region. Negative attitudes to manual work severely dampen the demand for vocational education. Further, VTET is conceived as a system of education for the poor, and for the educationally backward sections that are not eligible for admission into higher education. This is viewed as one that perpetuates inequalities in the system.

There are many issues associated with the VTET and they are not just curriculum questions, nor are they just economic. They are intricately linked with social, cultural, historical, economic, technical, and political parameters. Technical and vocational education for the 21st century must provide skilled workers, enhance skill levels continuously, meet the needs of new industries and production patterns, and help

overcome unemployment and social exclusion, cope with the requirements of the service sector, and deal with the special problems of transition economies. Hence formulation of sound and effective policies and plans of VET requires an inter-disciplinary development approach, treating VET as an integral part of overall educational planning.

Women are indispensable development partners and they need to be equipped with skills. It is largely accepted that VTET can equip women for the job market or self-employment, thereby increasing their self-reliance and self-confidence. In South-Asian countries, although there is a marked improvement in the women's status and role as a whole, gender disparities are still evident in the participation of females in VTET.

It is therefore, VTET can be a means to promote HRD in the region and consequently, it can be regarded as a panacea to combat ever increasing poverty problem in the region. Hence, as a continued activity, the SAARC Human Resource Development Centre is organizing a training course entitled “Vocational and Technical education and training: a means for HRD” at the end of the calendar year 2003.

OBJECTIVE

The main objective of the training program is to make participants able to conceive the importance of vocational and technical education and training and help formulate, execute, monitor and evaluate suitable policies, programs and strategies in this field.

APPROACH

The training program on vocational and Technical Education and Training has been structured in a way to sensitize the participants regarding the importance of vocational and technical education, deepen and update the knowledge and understanding on the issues of VTET, policies and planning in the public and private sector to plan and promote Vocational and technical education. Besides, it intends to analyze the role of

VTET in the context of globalization and liberalization and also tries to deal with the training approaches in VTET. The following would be the Training Modules:

- ❖ Contemporary Trends and Issues of VTET
- ❖ Globalisation and VTET
- ❖ Entrepreneurship and Self-Employment Training in Technical and Vocational Education.
- ❖ Training approaches in VTET
- ❖ Promoting Equal Access of Girls/Women to Technical and Vocational Education
- ❖ Policies and Planning of VTET

METHODOLOGY

Training methodology includes lectures by resource persons followed by discussions, case studies, country report presentation by the participants, and experience sharing. Field visits will also be arranged for the training purpose. All the audio visual aids like multi media projector, slide projector, overhead projector, flip chart, and board etc will be used for the training program.

EXPECTED OUTCOME OF THE TRAINING

At the end of the training program the participants will be able to:

- (I) Conceive the importance of vocational and technical education and training;
- (II) Understand different dimensions and issues of vocational and technical education with its linkages with human resource development;
- (III) Explain different approaches to training for VTET; and
- (IV) Formulate, execute, monitor and evaluate plans, policies and strategies conducive to VTET.

PARTICIPANTS

This training course is primarily meant for the mid level functionaries, trainers/ professionals from government, semi-government organizations and NGOs working in the field of vocational and technical education related training, educational planning and development, policy analysis and advocacy of SAARC member states. There will be 25 participants in total- 3 each from Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka, and 7 from Pakistan (being the host country).

DATE AND DURATION

Duration of the training program will be two weeks. It will start on December 8, 2003 and will end on December 21, 2003.

VENUE

SAARC Human Resource Development Centre, Chak Shehzad, Islamabad.

TRAINING MODULES

There are altogether 6 modules which are described below in detail with objectives and contents.

MODULE – I

CONTEMPORARY TRENDS AND ISSUES OF VTET

The objectives of this module would be to explain to the participants the concept and philosophy of VTET .The role of VTET in poverty alleviation and women empowerment would also be the topics under this module. The detail of the module is as follows:

- Introduction to vocational and Technical education;

- Issues and constraints of VTET in South-Asia;
- Various Systems and approaches of vocational education in South-Asia;
- Vocational education and training: Means of poverty alleviation and empowerment of women;
- Access to VTET; and
- Issues of environment in Vocational education and training

MODULE – II

GLOBALIZATION AND VTET

The objectives of this module would be to equip participants with basic knowledge about the main issues related to VTET in the context of globalization. The role of the government in the changed context in the promotion of the VTET and issues of cost (financing) and productivity of VTET would also be discussed in this module. The contents of this module are depicted as follows:

- Competitiveness, quality, labor migration issues in VTET;
- Globalization and its effect on technical and vocational education;
- Public Vs. Private sector in VTET;
- Issues of Cost Vs. Productivity of VTET ;and
- Financing of VTET

MODULE – III

ENTREPRENEURSHIP AND SELF-EMPLOYMENT TRAINING IN VOCATIONAL AND TECHNICAL EDUCATION

The objectives of this module would be to impart knowledge to the participants regarding the development of enterprise and entrepreneurship considering VTET as a means of rural employment. More specifically, enterprise based training would be the main focus under this module. Areas for discussion under this module are the followings:

- Developing enterprise and entrepreneurship;
- innovation, creativity, assessing and managing risk, making one's own job;
- Managing small enterprises;
- Enterprise based training: a key to success of VTET;
- Vocational Education: A tool of rural development; and
- Vocational Education: A means of rural employment.

MODULE – IV

TRAINING APPROACHES IN VTET

The objectives of this module would be to provide participants with the ability to understand and apply various training approaches in VTET. Reengineering of the curricula and the technology based training would be the focused areas for discussion under this module. The contents of this module are presented as follows:

- Apprenticeship training scheme: A means for vocationalization;
- Interactive teaching strategies;
- Using low cost equipment and experiments;
- VTET and distance education in South-Asia;
- Distance vocational education: Problems and prospects;

- Quality aspects of VTET (Skill passport-Qualification obtained in one country is accepted in another);
- Technology based training (computer based or web-based):The future of vocational Training;
- Reorientation of vocational training institutions and trainers;
- Professional development of trainers in VTET; and
- Appropriate assessment

MODULE – V

PROMOTING EQUAL ACCESS OF GIRLS/WOMEN TO VOCATIONAL AND TECHNICAL EDUCATION

This module aims at enhancing participants’ knowledge regarding the importance of promoting equal access to girls/ women to VTET. It would also intend to discuss about Gender sensitive planning, Gender Inclusive Curricula and Gender Neutral Educational Guidance and Counseling Services for Girls and their Parents. The contents of this module are as follows:

- Increasing Participation of Girls, especially rural girls in VTET;
- Removing the Gender Bias in VTET from Planning, Parents, society and Employers;
- Expanded programme of non-formal, Low Technical and Vocational Training for Rural Girls;
- Gender sensitive planning, Gender Inclusive Curricula and Gender Neutral Educational Guidance and Counseling Services for Girls and their Parents; and
- Role of VTET in minimizing gender disparities

MODULE – VI

POLICIES AND PANNING OF VTET

The objective of this module would be to provide knowledge to the participants regarding the importance of having an effective VTET system under which VTET would be an integral part of overall educational planning. Development and analysis of

appropriate VTET policies and strategies along with institutionalization of VTET would be the areas for discussion under this module. The details of the module are as follows:

- Establishment of effective VTET system;
- Develop appropriate policy and strategy;
- Development of partnership in VTET (Local as well as global);
- VTET: An integral part of overall educational planning;
- Institutional development for vocational education;
- Decentralized governance and vocational education; and
- Participatory Approach in vocational education.