

National Technical Vocational Education Training Tvet

Emerging Trends in Technical and Vocational Education and Training (TVET) Asfa M. Yasin, R. B. Shivagunde. 2016

50 Years of Technical Education in Singapore N Varaprasad. 2016-03-23 This book describes in vivid detail how a newly independent nation with neither a history of technical education nor industry, developed in a short period of time a world-class system of technical and vocational education that helped it make rapid progress in its manufacturing and industrial sector. The economy and the education sector both developed in parallel, with each complementing the other, utilizing strategies and making the decisions that were to bring the country quickly to advanced status. Studies show that premature investment in higher education at the expense of technical and vocational education has created many leaders but few doers, leading to high unemployment. The Singapore Technical Vocational Education and Training (TVET) story demonstrates how governmental support helped changed the image of technical and vocational education to one equal with higher education, yet including bridges and ladders to allow everyone to maximize their potential. Contents: The Colonial Legacy The Adrenalin of Independence Vocational Training Takes Off The Role of the Economic Development Board in Technical Education Polytechnics Come of Age The Transformation of TVET The Labour Movement and Worker Upgrading Connecting TVET with Higher Education Preparing for a Skills-Based Future Key Lessons for Policy-Makers Readership: Professional researchers, government officials, as well as the general public.

TVET Towards Industrial Revolution 4.0 Nur Hazirah Noh@Seth, Norah Md Noor, Mahyuddin Arsat, Dayana Farzeeha Ali, Ahmad Nabil Md Nasir, Nur Husna Abd Wahid, Yusri Kamin. 2019-09-09 Demand for Technical and Vocational Education and Training (TVET) in Malaysia has been growing extensively, involving various involvement from industry and academia. Research related to the improvement of TVET in Malaysia, as well as the sustainability of TVET especially in the Industrial Revolution 4.0 era are among the topics of interest presented in this book. The input from this research provides better insight on the current situation of TVET in Malaysia as a whole, opening up various research fields to be explored in the future by other researchers. The development of education on an international level has sparked the idea for educators and academia to find solutions on issues of education relevant to the 21st century, hence this book shares the strategies and efforts needed to strengthen the education in various regions and make sure it is on par with education in developed countries.

Advances in Computer Science and Engineering Dehuai Zeng. 2012-01-26 This book includes the proceedings of the second International Conference on Advances in Computer Science and Engineering (CES 2012), which was held during January 13-14, 2012 in Sanya, China. The papers in these proceedings of CES 2012 focus on the researchers' advanced works in their fields of Computer Science and Engineering mainly organized in four topics, (1) Software Engineering, (2) Intelligent Computing, (3) Computer Networks, and (4) Artificial Intelligence Software.

The Future of Vocational Education and Training in a Changing World Matthias Pilz. 2012-04-25 Across the globe, vocational education and training is characterised by a number of over-arching trends, including the increasing use of technology, the growing importance of information and communications systems, and changes to national demographics. At the interface between the education and training system and the world of work, VET faces the challenge of tackling these changes, of making a constructive contribution to solving the problems posed by the transition from education to employment, and of ensuring that the next generation has the skills it - and the economy - needs. This volume comprises thirty individual contributions that together add up to a comprehensive overview of the current situation in vocational education and training, its strengths

and weaknesses, and its prospects. VET experts from Canada, the USA, India, China, Japan and Korea, as well as from a number of European countries, focus on their national context and how it fits in to the bigger picture. The contributions combine theoretical discussions from various strands of VET research with evidence from country case studies and examples from current practice.

Viet Nam Technical and Vocational Education and Training Sector Assessment Asian Development Bank.2020-01-01 Viet Nam has achieved rapid economic growth in Southeast Asia. In 2009, it became a lower-middle-income country. However, labor productivity has remained low even with ample foreign direct investment. Technical and vocational education and training (TVET) must now respond to increase skilled workers in the labor market. This report examines Viet Nam's challenges and opportunities in TVET. It recommends reforms in governance structure, organization, and management of TVET; effective teaching of the right skills; greater enterprise-based training and financial support; and equal access to higher quality training particularly for the disadvantaged population such as ethnic minority students.

International Handbook of Education for the Changing World of Work Rupert Maclean, David Wilson.2009-06-29 This six-volume handbook covers the latest practice in technical and vocational education and training (TVET). It presents TVET models from all over the world, reflections on the best and most innovative practice, and dozens of telling case studies. The handbook presents the work of established as well as the most promising young researchers and features unrivalled coverage of developments in research, policy and practice in TVET.

Alternative Schemes of Financing Training Vladimir Gasskov.1994 There is growing interest worldwide in reforming national systems of financing technical and vocational education and training (TVET). Based on examples of countries and industries with innovative arrangements, this book covers many new practices, both successful and unsuccessful: public funding schemes, tax incentives and co-financing. It should be of particular interest to policy-makers wishing to make better decisions on funding TVET.

Change Management in TVET Colleges Kraak, Andre, Paterson, Andrew.2016-07-25 The Technical and Vocational Education and Training (TVET) college environment is marked by increasingly stark juxtapositions between what needs to be achieved in the post-school education sector and the increasing difficulty of current conditions. The 'triple challenge' of poverty, inequality and unemployment weighs heavily on the social, political and economic fabric of the country and expectations are high that the TVET colleges can make a pivotal contribution to counter these challenges. Despite laudable increases in TVET enrolment, the education system needs to work harder to accommodate the weight of demand for post school further education and training (FET) band qualifications from young people not in education, employment or training. At the same time, it is vital to secure adequate quality in TVET programmes which depend so much on the competence and commitment of college lecturers. This collection offers a set of research papers that provide new analytic and empirical material on: • The political economy of TVET types in different countries which, by comparison, illuminate the South African case; • A periodisation of government interventions in the TVET sector over the last three decades; • The unsettled state and status of TVET lecturers in relation to their job requirements and conditions of service; • The halting evolution of collegial relationships between college lecturers towards higher collegiality; • Employer expectations of college graduates and how colleges are responding; and • An analysis of the outcomes of a college improvement intervention in Limpopo and the Eastern Cape. This book will offer valuable information and insights for decision-makers as well as analysts of institutional change concerning links between education and economic growth, with particular regard to TVET graduates' employment rates.

Handbook of Technical and Vocational Education and Training Research Felix Rauner, Rupert Maclean.2008-12-16 Technical and vocational education and training (TVET) research has become a recognized and well-defined area of interdisciplinary research. This is the first handbook of its kind that specifically concentrates on research and research methods in TVET. The book's sections focus on particular aspects of the field, starting with a presentation of the genesis of TVET research. They

further feature research in relation to policy, planning and practice. Various areas of TVET research are covered, including on the vocational disciplines and on TVET systems. Case studies illustrate different approaches to TVET research, and the final section of the book presents research methods, including interview and observation methods, as well as of experimentation and development. This handbook provides a comprehensive coverage of TVET research in an international context, and, with special focus on research and research methods, it is a cutting-edge resource and reference.

The Vocational Quest Helen Connell, Nicholas Lowe, Malcolm Skilbeck, Kirsten Tait. 2002-02-07

Government attempts in recent years to create a national system of vocational education and training have marked a profound shift both in educational policy and in underlying concepts of what education is for. Relations between schools and the working world are changing all the time and the implementation of ideas of vocationalism has forced a blurring of the time-honoured boundaries between educations concerned with concepts and training, or with skills. The challenge now is to define how the schools can give young people the foundations for life in a working world in which they are likely to have to change jobs and where work will fill a smaller proportion of their lives. The Vocational Quest maps the evolution of vocationalism in Britain in historical terms and examines how the particular forms that have come into being in the last few years compare with developments in other parts of the world, including Continental Europe, Japan, the United States, Australia and New Zealand. It argues for new forms of communication and partnership between formal education and training and the wider community, in which values will be shared and no one partner will win at the expense of others.

Vocational Education and Training in Southern Africa Salim Akoojee, Anthony Gewer, Simon A. McGrath. 2005 Publisher Description

Unleashing the potential Marope, P.T.M., Chakroun, B., Holmes, K.P.. 2015-05-26 UNESCO has recently published the third volume of its Education on the Move series, a series dedicated to the analysis of key trends in education with the hope of inspiring dialogue among policy makers, educators and other key stakeholders on the challenges of education for tomorrow. The latest publication, entitled Unleashing the Potential: Transforming Technical and Vocational Education and Training is focused entirely on issues related to technical and vocational education and training (TVET). It takes stock of the steadily increasing demands and expectations on TVET systems around the globe and presents recent policy trends in the field of TVET. In their analysis, the authors provide insights into what it takes to unleash the potential of TVET systems around the world. They propose an integrated analytical approach that takes into consideration such factors as economic growth, social equity and issues related to sustainability so that TVET can contribute more effectively to contemporary policy issues such as youth unemployment, gender disparities and climate change. Overall, the book calls for a transformation of TVET systems to enable them to respond to the demands of their contexts. This transformation should enable TVET systems to acquire agility to stay current and responsive to the rapidly changing demands of the twenty-first century.--Publisher's website.

Foundational of Technical Vocational Education E.O Uko. 2016

Managing Vocational Training Systems Vladimir Gasskov. 2000 Provides state-of-art materials relating to the management and organization of public vocational education and training (VET) systems and suggests a framework for developing the management competence of senior VET administrators encouraging them to review critically their administrative practices in order to move towards professional excellence. Covers management, organizational structure, target setting, planning, financing, and training administration.

Anticipating and Preparing for Emerging Skills and Jobs Brajesh Panth, Rupert Maclean. 2020-11-02 This open access book analyzes the main drivers that are influencing the dramatic evolution of work in Asia and the Pacific and identifies the implications for education and training in the region. It also assesses how education and training philosophies, curricula, and pedagogy can be reshaped to produce workers with the skills required to meet the emerging demands of the Fourth Industrial Revolution. The book's 40 articles cover a wide range of topics and reflect the diverse perspectives

of the eminent policy makers, practitioners, and researchers who authored them. To maximize its potential impact, this Springer-Asian Development Bank co-publication has been made available as open access.

Vocational Education and Training in ASEAN Member States Bin Bai, Paryono. 2019-04-13 This book is the first monograph to systematically introduce readers to technology and vocational education and training in ASEAN countries. It details the current state of development and key development trends regarding technology and vocational education and training in the ten ASEAN countries. For each ASEAN country, the book addresses the history, status quo, characteristics, reform and development trends in technology and vocational education and training. The content mainly focuses on technology and vocational education and training systems, vocational qualification frameworks, technology and vocational education and training related personnel, etc. All the latest data presented here is drawn from the newest official website and research reports, accurately reflecting the development status of ASEAN countries and helping us make better forecasts regarding its future. This book offers a valuable reference guide for academic research in technology and vocational education and training. It can also be used as a textbook for postgraduate courses in technology and vocational education and training, as well as training material for various vocational education teachers and managers.

Competence-based Vocational and Professional Education Martin Mulder. 2016-09-08 This book presents a comprehensive overview of extant literature on competence-based vocational and professional education since the introduction of the competence concept in the 1950s. To structure the field, the book distinguishes between three approaches to defining competence, based on 1. functional behaviourism, 2. integrated occupationalism, and 3. situated professionalism. It also distinguishes between two ways of operationalizing competence: 1. behaviour-oriented generic, and 2. task-oriented specific competence. Lastly, it identifies three kinds of competencies, related to: 1. specific activities, 2. known jobs, and 3. the unknown future. Competence for the unknown future must receive more attention, as our world is rapidly evolving and there are many 'glocal' challenges which call for innovation and a profound transformation of policies and practices. The book presents a range of different approaches to competence-based education, and demonstrates that competence-based education is a worldwide innovation, which is institutionalized in various ways. It presents the major theories and policies, specific components of educational systems, such as recognition, accreditation, modelling and assessment, and developments in discipline-oriented and transversal competence domains. The book concludes by synthesizing the different perspectives with the intention to contribute to further improving vocational and professional education policy and practice. Joao Santos, Deputy Head of Unit C5, Vocational Training and Adult Education, Directorate General for Employment, Social Affairs and Inclusion, European Commission: "This comprehensive work on competence-based education led by Martin Mulder, provides an excellent and timely contribution to the current debate on a New Skills Agenda for Europe, and the challenge of bridging the employment and education and training worlds closer together. This book will influence our work aimed at improving the relevance of vocational education to support initial and continuing vocational education and training policy and practice aimed at strengthening the key competencies for the 21st century." Prof. Dr. Reinhold Weiss, Deputy President and Head of the Research, Federal Institute for Vocational Education and Training (BIBB), Bonn, Germany: "This book illustrates that the idea and concept of competence is not only a buzzword in educational debates but key to innovative pedagogical thinking as well as educational practice." Prof. Dr. Johanna Lasonen, College of Education, University of South Florida, Tampa, USA: Competence-based Vocational and Professional Education is one of the most important multi-disciplinary book in education and training. This path-breaking book offers a timely, rich and global perspective on the field. The book is a good resource for practitioners, policymakers and researchers.

Education, Training and the Future of Work II Mike Flude, Sandy Sieminski. 2013-10-18 This volume focuses on the recent changes in education and training policy, mainly in the UK. The considerable developments of past years and the ways in which they have affected both education

and training are examined. The contributors analyse the methods by which we educate our workforce, and look closely at the kind of training now offered to those in work. The chapters in this reader cover: * the role of the state * how economic factors influence education * national education and training policy * the political factor. Other countries including Germany are looked at, and there is reflection on the ways in which the 'new' industry led qualifications such as NVQs have fared. There is careful analysis as to how much the political climate of the time influenced developments. There is thorough research to back up claims made throughout the book, and many practical examples are referred to. What emerges is an incisive examination of current trends in education and the workplace.

Assessing Advances and Challenges in Technical Education in Brazil Rita Almeida, Nicole Amaral, Fabiana de Felicio. 2015-10-22 As Brazil is massively investing in a scale-up of in vocational education and training (VET) through the national flagship program, PRONATEC, this report assesses institutions and policies in VET taking an in depth critical view of upcoming opportunities. It shares international best practices on selected operational issues identified as strategic bottlenecks for the delivery of technical education. The report explores multiple sources of information including a desk review of existing reports and papers, inputs/data provided by the Ministry of Education and interviews with multiple stakeholders and practitioners at the federal and state level. The report highlights the need of promoting a better alignment between the supply and demand of skills at the sub national level and of promoting better a solid monitoring and evaluation system, including the monitoring of student learning and of the trajectories into the labor market or into higher educational degrees. Issues of student career guidance and teacher quality also emerge as areas of strategic importance to the Brazilian VET system in the years ahead. We conclude with specific policy recommendations for PRONATEC.

Vocational Education and Training in Times of Economic Crisis Matthias Pilz. 2016-12-20 This book brings together a broad range of approaches and methodologies relevant to international comparative vocational education and training (VET). Revealing how youth in transition is affected by economic crises, it provides essential insights into the strengths and weaknesses of the various systems and prospects of VET in contexts ranging from North America to Europe, (e.g. Spain, Germany or the UK) to Asia (such as China, Thailand and India). Though each country examined in this volume is affected by the economic crisis in a different way, the effects are especially apparent for the young generation. In many countries the youth unemployment rate is still very high and the job perspectives for young people are often limited at best. The contributions in this volume demonstrate that VET alone cannot solve these problems, but can be used to support a smooth transition from school to work. If the quality of VET is high and the status and job expectations are good, VET can help to fill the skills gap, especially at the intermediate skill level. Furthermore, VET can also offer a realistic alternative to the university track for young people in many countries.

Technical and Vocational Teacher Education and Training in International and Development Co-Operation Frank Bünning, Georg Spöttl, Harry Stolte. 2022-05-04 This book deals with teacher training for vocational education and training. In individual chapters next to the positions of relevant international organizations, donors and development banks, it also covers selected countries in their ways of shaping of Technical Vocational Education and Training and teacher training. The structure of the book aims at two objectives: To outline positions of important stakeholders of the international Technical Vocational Education and Training policies and international cooperation in TVET teacher training. To discuss the current status of Technical Vocational Education and Training and teacher training in selected countries, from developing countries, countries with emerging economies to industrialized countries. The book is meant to create a platform that supports a reference concept within international cooperation for the further development of Technical Vocational Education and Training and teacher training up to a higher quality and performance.

Areas of Vocational Education Research Zhiqun Zhao, Felix Rauner. 2014-03-23 This book provides an overview of some fundamental topics of international Technical and Vocational Education and Training (TVET), e.g. genesis of TVET research, fields of TVET research, curriculum development,

TVET planning and developing, methods of TVET research etc. The International Handbook of Technical and Vocational Education and Training Research (Rauner/Maclean), published in 2009 by Springer, was the first handbook to provide a comprehensive coverage of TVET research in an international context and with a special focus on research and research methods. Building upon the great success of this handbook and replying to the great demand expressed by researchers, (postgraduate) students and decision makers in VET, this new book "Areas of Vocational Education Research" focuses on providing an easier accessible overview of the fundamental topics of international TVET research.

Regionalization and Harmonization in TVET Ade Gafar Abdullah, Tutin Aryanti, Agus Setiawan, Maizam Binti Alias. 2017-08-07 Regionalization and Harmonization in TVET contains the papers presented at the 4th UPI International Conference on Technical and Vocational Education and Training (TVET 2016, Bandung, Indonesia, 15-16 November 2016). 1. Standardization in Regionalization and Harmonization 2. Skill and Personal Development 3. Social and Cultural Issues 4. Teaching Innovations in TVET 5. Innovations in Engineering and Education.

Technical and Vocational Education and Training in the Philippines in the Age of Industry

4.0 Asian Development Bank. 2021-03-01 New and emerging technologies under Industry 4.0 are rapidly changing the nature of work and demand for skills around the world. Meanwhile, the coronavirus disease (COVID-19) pandemic is causing significant labor market upheavals. In the Philippines, the impacts on economic growth and employment have been highly disruptive. This publication highlights the vital role technical and vocational education and training (TVET) can play in mitigating the negative impacts of these drivers. It assesses what needs to be done to ensure the country's TVET system, and TESDA, the agency responsible for TVET, can meet the challenges and achieve their objectives of a competitive and socially inclusive workforce.

Emerging Challenges and Trends in TVET in the Asia-Pacific Region S. Majumdar. 2011-07-23 The Asia-Pacific countries are in various stages of socio-economic development. Geo-political factors affect the pace of development of the countries in the area also referred to as the Colombo Plan region. TVET's acknowledged importance in the efforts to improve the quality of life of its people is a common motif in the book. The twenty articles by TVET experts and practitioners as well as policy makers provide the reader researcher with a comprehensive appreciation of the respective TVET problems and issues in the countries included. The book is the latest attempt to put under one cover both macro and micro views of TVET, underscoring its current status, emerging trends, best practices and challenges that beset individual systems. The book presents a comprehensive body of TVET information for use as a handy reference, both by serious researchers and national policymakers, also by practitioners on how TVET plays a pivotal role in national socio-economic development. The experiences shared can be models of "systems that worked," learning from them and "avoiding the pitfalls." They further emphasize that "no one solution fits all" when addressing the gamut of challenges and concerns, the resources required and the preferred mindset when implementing TVET reforms.

Planning for Technical and Vocational Skills Development Kenneth King, Robert Palmer. 2010 The position of skills development on the agenda of policy-makers and development agencies improved markedly around the turn of the 21st century. This book tracks the ways skills have gained importance both in the developing and the more industrialized world. It analyses critically the multiple 'drivers' of skills development and the linkages of skills to the knowledge economy, growth, and employment in an increasingly competitive world. It also acknowledges the many modalities and delivery systems for skills development, arguing that this institutional diversity, often spread across several ministries and training authorities, has made it more difficult to give a national account of the skills development sector. The re-emergence of skills has triggered many reform initiatives associated with TVSD, some of which have become almost 'fashions' and are in danger of being adopted without sufficient evidence of their effectiveness. This work provides cautionary advice and fresh insights that planners will find rewarding.

Pathways of progression Field, Simon, Guez, Ava. 2018-11-12

Crossing the River by Touching the Stones Asian Development Bank.2022-01-01 This study examines international approaches in technical and vocational education and training (TVET), and determines their suitability for developing countries. TVET systems in Germany and the United Kingdom are presented to illustrate the diverse paths in developing such systems. These are juxtaposed against the Asian experience, as exemplified by the People's Republic of China and the Republic of Korea. Through these case studies, key lessons pertaining to the role of the state and private sector involvement are extracted for developing TVET policy.

Innovative Strategies in Technical and Vocational Education and Training for Accelerated Human Resource Development in South Asia: Sri Lanka Asian Development Bank.2015-11-01 This publication is part of a series of six country reports on technical and vocational education and training (TVET) and higher education in Bangladesh, Nepal, and Sri Lanka. Each report presents current arrangements and initiatives in the respective country's skills development strategies. These are complemented by critical analyses to determine key issues, challenges, and opportunities for innovative strategies toward global competitiveness, increased productivity, and inclusive growth. The emphasis is to make skills training more relevant, efficient, and responsive to emerging domestic and international labor markets. The reports were finalized in 2013 under the Australian AID-supported Phase 1 of Subproject 11 (Innovative Strategies for Accelerated Human Resource Development) of Regional Technical Assistance 6337 (Development Partnership Program for South Asia).

Technical Education and Vocational Training in Developing Nations Okolie, Ugochukwu Chinonso, Yasin, Asfa M..2017-01-31 Severe economic depression and the difficulty to acquire employment with adequate income have significant impact on a nation's social welfare. The need to provide ample educational opportunities is more imperative than ever, particularly in emerging economies. *Technical Education and Vocational Training in Developing Nations* is a comprehensive reference source for the latest literature on optimizing the implementation of curriculum development and instructional design strategies for technical and vocational education. Featuring innovative coverage across a range of relevant topics, such as curriculum deficiency, teacher competencies, and accessible learning, this book is ideally designed for policy makers, academicians, researchers, advanced-level students, technology developers, and educators interested in the improvement of professional learning programs.

Vocational Education and Training in Greece Vassileia Vretakou, Panagiotis Rousseas.2003 The educational reforms of the past ten years have restructured vocational education and training in Greece. Upper secondary education now comprises the new Technical Vocational Schools (TEE) along with the more general Unified Lykeio. Secondary-level vocational training is heavily school-based: certification is awarded on the basis of study time rather than of skills acquired. Post-secondary initial vocational training is offered at the new Institutes of Vocational Training (IEK), which more closely approximate other European systems and involve the social partners in curriculum planning and certification. Continuing vocational training is mainly offered at Vocational Training Centres (KEK). The planned new supervisory body, the National System for the Linking of Vocational Education and Training With Employment, is expected to correct several of the remaining weak points in the country's vocational training system. -- EU Bookshop.

New Models for Technical and Vocational Education and Training Makgato, Moses, Afeti, George.2020-12-18 Technical and vocational education and training at technical schools are major contributing factors in combating poverty, unemployment, and inequality. The primary purpose of technical and vocational education and training is to prepare students and learners for the world of work and for a smooth transition from education institutions into the workplace. As the Fourth Industrial Revolution continues to create more radical changes in the labor market, experts are calling for a reform of education, including vocational education and training and adult and professional education. *New Models for Technical and Vocational Education and Training* is an essential scholarly research book that examines TVET and CET colleges and programs that provide intermediate skills to enhance students' chances of employability and entrepreneurship in Industry

4.0. The book explores knowledge in respect to workforce preparation, digital skills development, teaching and learning of TVET, flexibility and articulation of TVET to respond to work-integrated learning, and reskilling and upskilling to avoid skill mismatches. It is ideal for TVET schools, academicians, curriculum designers, managers, training officers, administrators, vocational professionals, researchers, and students.

Globalization, Mass Education and Technical and Vocational Education and Training Miriam Preckler Galguera. 2018-06-05 This book assesses the influence of the international organization UNESCO on the development of national Technical and Vocational Education and Training (TVET) systems in the Southern African Community Region (SADC), focusing particularly on Botswana and Namibia. Designed around UNESCO's Better Education for Africa's Rise (BEAR) project, the study is an excellent example of applied policy research. Analysis is from the perspective of key stakeholders including UNESCO headquarters and field offices, Ministries of Education and of Labor, employers and employees, education and training institutions, international partners and more. Both qualitative and quantitative evidence are used to provide a comparative overview, and the author also reveals the current state of data on skills. Readers will discover common goals and challenges across the nations but also a common lack of action to measure the impact and influence that UNESCO's programs have had at a national level, prior to this study. Were the newly implemented educational policies successful or not? If the public policies failed, why was that? These chapters shed light on such questions and how UNESCO's contribution influenced the national development processes, in the context of globalization processes and trends of global mass education. The book has much to offer for both scholars and those working in UN agencies or national governments who seek to develop education systems and better link them to the world of work.

Grading Goal Four Antonia Wulff. 2020 For the third time in three decades world leaders reaffirmed their promise of Education For All when adopting Sustainable Development Goal 4 in 2015. It is the most far-reaching commitment to quality and equity in education so far, yet, there is no consensus on what the agenda means in practice. With a decade left until the 2030 deadline, Grading Goal Four calls upon the education community to engage more thoughtfully and critically with SDG 4 and related efforts. As an ever-growing number of actors and initiatives claim to contribute to its achievement, it is becoming clear that the ambitious but broad priorities within the goal are vulnerable to cherry-picking and misrepresentation, placing it at the heart of tensions between instrumentalist and rights-based approaches to education. This text, a critical analysis of SDG 4, provides a framework for examining trends and developments in education globally. As the first volume that examines early implementation efforts under SDG 4, Grading Goal Four formulates a critique along with strategies for moving forward. By scrutinising the challenges, tensions and power dynamics shaping SDG 4, it advances rights-based perspectives and strategies for effective implementation and builds capacity for strengthened monitoring and analysis of the goal--

Private Technical and Vocational Education in Sub-Saharan Africa David Atchoarena, Paul Esquieu. 2002 The private provision trend in technical and vocational education (TVE) in sub-Saharan Africa occurred as the deterioration of state-run TVE systems in the region created a market niche for private providers. While advocates of deregulation believe the adoption of market principles in TVE will lead to greater efficiency and effectiveness, private providers have emerged in an uncoordinated and unmonitored fashion. A literature review and case studies of two countries Senegal and Mali led to some of the following key findings: (1) in some countries the majority of TVE students are enrolled in private institutions; (2) a large number of private TVE institutions operate illegally; (3) private provision concentrates on the service and commercial trades; and (4) the private sector may operate with lower costs and be more responsive to the labor market, but they do not provide much job-related training or include work-experience programs. Some of the policy issues are as follows: (1) simplifying procedures for establishing private TVE institutions facilitates their growth but is not sufficient to prevent the growth of an illegal sector; (2) the lack of regulation for private TVE institutions raises complex issues regarding the mechanisms required to ensure quality and protect consumers against abuses; and (3) for private TVE to succeed, students and the

programs themselves must receive some public funding and develop relationships with industry. (Includes 84 references.) (MO).

Innovative Strategies in Technical and Vocational Education and Training for Accelerated Human Resource Development in South Asia: Nepal Asian Development Bank. 2015-11-01 This publication is part of a series of six country reports on technical and vocational education and training (TVET) and higher education in Bangladesh, Nepal, and Sri Lanka. Each report presents current arrangements and initiatives in the respective country's skills development strategies. These are complemented by critical analyses to determine key issues, challenges, and opportunities for innovative strategies toward global competitiveness, increased productivity, and inclusive growth. The emphasis is to make skills training more relevant, efficient, and responsive to emerging domestic and international labor markets. The reports were finalized in 2013 under the Australian AID-supported Phase 1 of Subproject 11 (Innovative Strategies for Accelerated Human Resource Development) of Regional Technical Assistance 6337 (Development Partnership Program for South Asia).

Issues in Career, Technical and Vocational Education and Training Halden A.

Morris. 2015-12-15 Can Career, Technical and Vocational Education and Training (CTVET) serve as a tool for poverty alleviation and solve economic problems for nations? CTVET include a wide range of learning experiences which are relevant to the world of work and which may occur in a variety of learning contexts, including educational institutions and the workplace. These include learning designed to develop the skills for practicing particular occupations and careers, as well as learning designed to prepare for entry or re-entry into the world of work in general. (Adopted from Morris, 2015 and UNESCO, 2006)

Vocationalisation of Secondary Education Revisited Jon Lauglo, R. Maclean. 2006-03-30 The book is a cutting-edge contribution to the debate which has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world of work. The book provides concrete examples of the vocationalisation of secondary education, with particular reference to the situation in Africa. The target audience for the book includes policy-makers, practitioners, administrators, education planners, researchers, teachers and teacher educators with a concern about the relationship between secondary education and education for the world of work (with particular reference to technical and vocational education and training - TVET.) The book appears in the Springer book series on 'Technical and Vocational Education and Training: Issues, Concerns and Prospects' and compliments the 'International Handbook of Technical and Vocational Education and Training' and other publications in the 'International Library of TVET' all of which are publications of the 'UNESCO-UNEVOC International Centre for TVET' in Bonn, Germany

Vocational Education and Training in Portugal Eduardo Marçal Grilo, European Centre for the Development of Vocational Training. 1996 This document describes the vocational education and training system in Portugal, beginning in chapter 1 with the administrative, demographic, and economic background in which the training system exists. Chapter 2 provides a brief historical review of the development of the training systems; arrangements for initial training; and arrangements for continuing training, teacher training, and adult training. Chapter 3 indicates where responsibilities for administering the system are located, including the influence of the social partners, and presents information on the financing system. Chapter 4 provides an indication of present trends and developments, including how far the system has been, or would be, influenced by European Community considerations, such as the following: creation of the single European market, mutual recognition of qualifications, the intervention of the Structural Funds, and the Community's education and training programs. Appendixes contain 23 references and the following: list of acronyms and abbreviated titles; major organizations involved in providing or regulating vocational training; and glossary. (YLB)

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