



Vocational education

Jean Han

Department of Social work, Heidelberg University, Heidelberg, Germany.

DESCRIPTION

Vocational education is education that prepares students for add a selected trade, a craft, as a technician, or in professional vocations like engineering, accountancy, nursing, medicine, architecture, or law. Craft vocations – like jewellery making, or metalwork like those training to become silversmiths – are usually supported manual or practical activities and are traditionally non-academic, but related to a specific trade or occupation. Vocational education is usually mentioned as career education or technical education.

Vocational education can take place at the secondary, post-secondary, further education /FE, and higher education level; and often is part of apprenticeship programmers. At the post-secondary level, vocational training is usually provided by highly specialized trade, technical schools, community colleges, colleges of further education UK, universities, Institutes of technology/polytechnic institutes. Historically, most vocational training happened within the classroom or on the work site, with students learning trade skills and trade theory from accredited instructors or established professionals. However, in recent years, online vocational training has grown in popularity, making learning various trade skills and soft skills from established professionals easier than ever for college kids, even those who may live distant from a standard trade school.

The World Bank's 2019 World Development Report on the longer term of labour suggests that flexibility between general and vocational training particularly in education is imperative to enable workers to compete in changing labour markets where technology plays an increasingly important role. General education systems had not been effective in developing the talents that a lot of children needed to secure employment in industry. The late 1980s and early 1990s saw the introduction and expansion of latest vocational curricula and courses, often developed together with industry, and a rise within the variety of work-based learning routes on offer to youngsters.

OPINION BY COUNTRY

Germany

Vocational education in Germany is predicated on the German model. A law was passed in 1969 which regulated and unified the vocational education system and codified the shared responsibility of the state, the unions, associations and Industrie- und Handelskammer. The system is very popular in modern Germany: in 2001, two-thirds of young people aged under 22 began an apprenticeship, and 78% of them completed it, meaning that approximately 51% of all children under 22 have completed an apprenticeship. One in three companies offered apprenticeships in 2003; in 2004 the govt signed a pledge with industrial unions that each one companies except very small ones must combat apprentices.

Hong Kong

In Hong Kong, vocational training is typically for post-secondary 6 students. The Hong Kong Institute of vocational training (IVE) provides training in nine different vocational fields, namely: engineering, business administration, child education and community services, construction, design, printing, textiles and clothing, hotel service and tourism studies, information technology, electrical and electronic engineering, and mechanical, manufacturing and industrial management.

Japan

Japanese vocational schools are known as senmon gakkō. They are part of Japan's higher education system. They are two-year schools that a lot of students study at after finishing highschool (although it's not always required that students graduate from high school). Some have a good range of majors, others only a couple of majors. Some examples are computer technology, fashion, and English.