CHANGING PHILOSOPHIES AND AIMS OF TVET FOR SUSTAINABLE AND INCLUSIVE DEVELOPMENT

RESEARCH NEEDS
PHILOSOPHIES OF EDUCATION: A MATTER OF “ENDLESS ‘ISMS’"
PHILOSOPHIES OF EDUCATION

Inherent in and manifested in:

- Education systems, rules, regulations, expectations and reward systems
- Curricula, training packages and syllabi
- Learning materials
- School architecture and design
- Teachers, instructors and professors
Hacia una escuela socialmente crítica
Orientaciones para el currículo y la transición

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Presentación y traducción de Encarna Bas Peña
3 CATEGORIES OF PHILOSOPHIES OF EDUCATION

- Classical/Vocational
- Liberal/Progressive
- Reconstructionist/Socially Critical
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But what do these have to do with TVET?
And how do they relate to TVET for Sustainable and inclusive development?
We have concluded that Technical and Vocational Education (TVE), as an integral component of lifelong learning, has a crucial role to play in this new era as an effective tool to realize the objectives of a culture of peace, environmentally sound sustainable development, social cohesion, and international citizenship. (p.61)
ILO AND UNESCO RECOMMENDATIONS ON TECHNICAL AND VOCATIONAL EDUCATION FOR THE TWENTY-FIRST CENTURY

TVET should:

(a) Contribute to the achievement of the societal goals of greater democratization and social, cultural and economic development ....:

(b) Lead to a ... critical view of the social, political and environmental implications of scientific and technological change;

(c) Empower people to contribute to environmentally sound sustainable development through their occupations and other areas of their lives. (p. 9)
... prepare workers to face the challenges posed by the new global economic context – adaptability in the face of change, understanding and participation in the management of work roles and production systems, taking responsibility for contingencies, quality control, innovation and flexible responses ... competencies which are impossible to develop in narrow training systems” (Kraak, 1999:52).
Learners can adapt their knowledge and practice to new situations

Reflexive Competence

Learners show that they can do things

Practical Competence

Applied Competence

Learners show that they know why they are doing what they are doing

Foundational Competence

(Source: LeRoux, 2001:11)
Important when the issues are complex.
RESEARCH NEEDS

❖ What is needed for TVET policy makers to make the move from Classical Vocational or productivist orientation in TVET to include liberal and reconstructionist ones?

❖ What ways of organising the TVET curriculum best support development of applied competencies?

❖ What pedagogical approaches best support development of applied competencies?

❖ What forms of assessment best support development of applied competencies?

❖ What approaches to teacher education best support development of instructors who can support development of applied competencies?