Social Equity, Societal Objectives and Research on TVET System Development

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1. Typology of TVET systems

Result of „International comparative TVET research“

The three types of TVET systems are resulting from the progress of the 1st Industrial Revolution in western Europe (England 1750, France ~1830, Germany ~1850) and their development phases during the 2nd (~1900) and 3rd IR (~1970) (Greinert 1988).

• The „Market Model“: The market is regulating the relation between employer/TVET-provider and employees/learner. Role of State: Absentionism. Focus on training/skills development.

• The „State Model“: State is regulating the system and the quantitative and qualitative demand. School-based TVET. Focus on education.

• The „Dual-Corporatistic Model“: The roles of stakeholders, i.e. enterprise (associations/chambers) and individual (unions) are balanced. State provides regulatory framework and moderates the development process. Focus on a combination of education and training.

The TVET systems reflect the historic relation of state and individual.

2. Permeability between TVET System and High.Ed./LLL

<table>
<thead>
<tr>
<th>High Permeability (Dual-Corporatistic)</th>
<th>Low Permeability</th>
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<tbody>
<tr>
<td>EQF Level</td>
<td>Analyzing, Decision Making, Leading …</td>
</tr>
<tr>
<td>8</td>
<td>Practical Voc. Skills, Operating…</td>
</tr>
<tr>
<td>7</td>
<td>Management „The Thinkers“</td>
</tr>
<tr>
<td>6</td>
<td>Practical Work „The Laborers“</td>
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Societies with a high degree of permeability between TVET system and Higher Education gain a comparative advantage.
### 3. Convergence of pedagogical and economic interests

**TVET Objective: Vocational Action Competence**

<table>
<thead>
<tr>
<th>Pedagogical Ethics</th>
<th>Vocational Action Competence</th>
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<tbody>
<tr>
<td>Development of personality</td>
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<tr>
<td>- bridging towards H.Ed.</td>
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<td>- provision of technical knowledge</td>
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<td>- critical thinking and reflection</td>
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<td>- communication, teamwork, social responsibility</td>
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<td>- creating a basis for „Lifelong Learning“</td>
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<td>- „Greening of TVET“, „Inclusion“</td>
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<tr>
<td>- etc.</td>
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</table>

(Vocational Teacher)

**Utilitarian Ethics**

- efficiency of work processes and quality of work
- repetitive skills training
- fostering entrepreneurship
- etc.

(In-Company Trainer/Instructor)

**Training/ Skills Development**

(Training Center, Company)

TVET-objective in
- Vocational Training Act (2005)
- Curriculum Framework
- Training regulations
- etc.
4. Corporatistic Model: „Vocational Pedagogy“ as element of systemic innovation cycle

Policy Level (strategic decisions)

Administration (policy transformation)

TVET-Operation
- Vocational Schools
- Training Centres
- Workplace Learning

Labour Market (continuous change)

Field of Vocational Education as Academic Discipline

Policy Recommendation
evidence-based Reform

Innovation, Implementation,
Model Trials, Dissemination

Universities/Research Inst.
- Vocational Pedagogy as Academic Discipline
- Action-research
- Education of TVET personnel, background from TVET-System

Ph.D.
Master
Bachelor

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5. Theses on Social Equity in TVET System development and TVET research

- **T1**: The involvement of the state, as an investor and regulator, is a precondition for a societally balanced TVET system and sustainable development. The state mediates, moderates and balances the interests of all investing and benefiting parties.

- **T2**: TVET research on a broad institutional basis (including universities) and as an action-oriented multi-stakeholder process is a precondition for a demand-oriented continuous development of TVET systems.

- **T3**: Action-oriented, processual research approaches need to be combined with comparatistic and positivistic research approaches in order to enhance and sustain the development of TVET systems, its components and its active stakeholders.

- **T4**: TVET systems that respect and include the interests of all relevant societal groups will eventually reach a higher degree of reputation within society.

- **T5**: TVET systems that equally include Education and Training lay a basis for 21st Century Skills and LLL
Questions?

Thank you for your attention!

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