

This is not an ADB material. The views expressed in this document are the views of the author/s and/or their organizations and do not necessarily reflect the views or policies of the Asian Development Bank, or its Board of Governors, or the governments they represent. ADB does not guarantee the accuracy and/or completeness of the material's contents, and accepts no responsibility for any direct or indirect consequence of their use or reliance, whether wholly or partially. Please feel free to contact the authors directly should you have queries.



教育学院

GRADUATE SCHOOL OF EDUCATION

Crossing the Rivers by Touching the Stones: Alternative Approaches in Technical and Vocational Education and Training from PRC and ROK

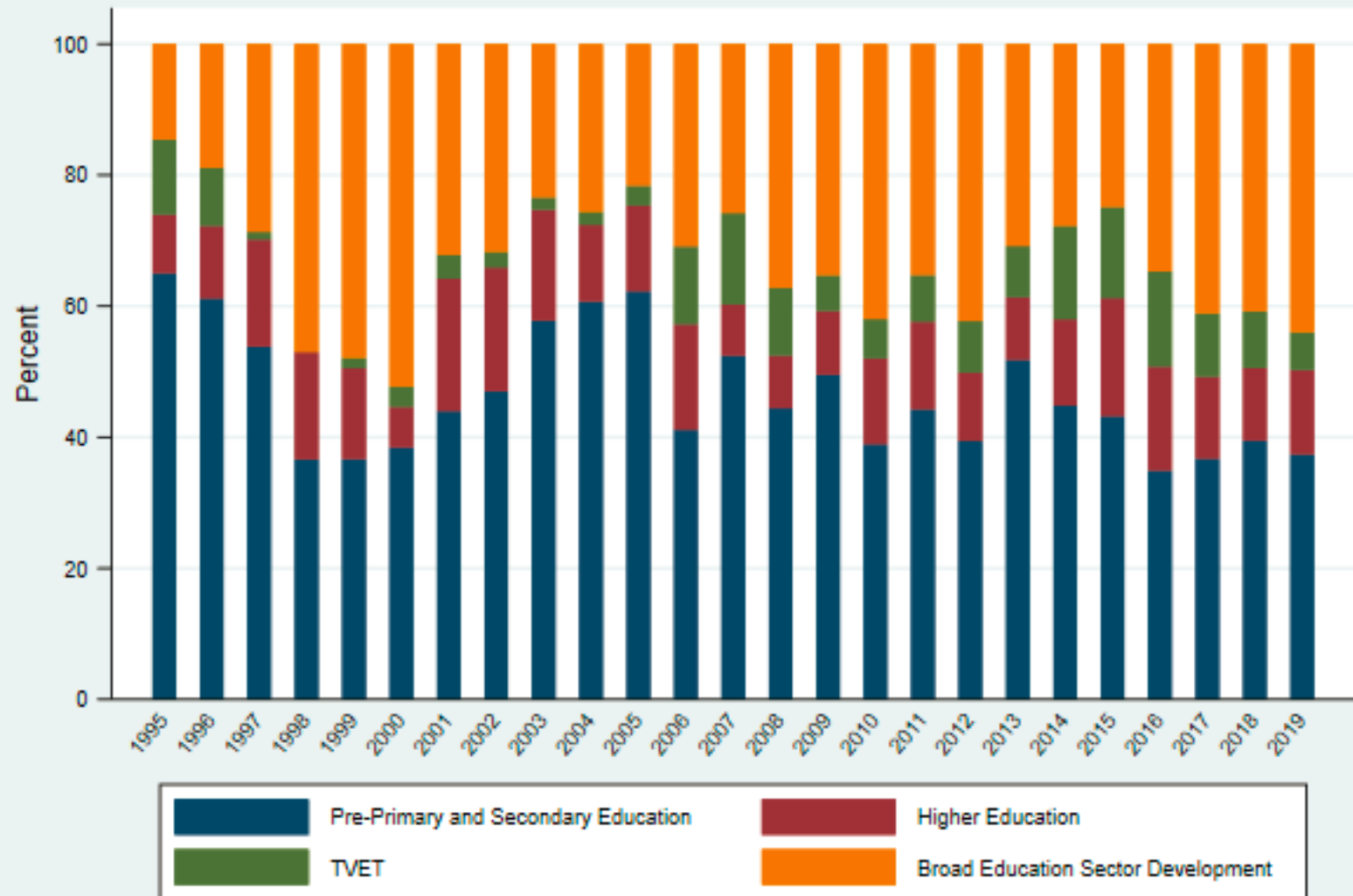
Ha Wei and Conor McCutcheon

Graduate School of Education, Peking University

15/03/2022



World Bank's Education Investment by Sector



Source: OECD CRS
3 year rolling average

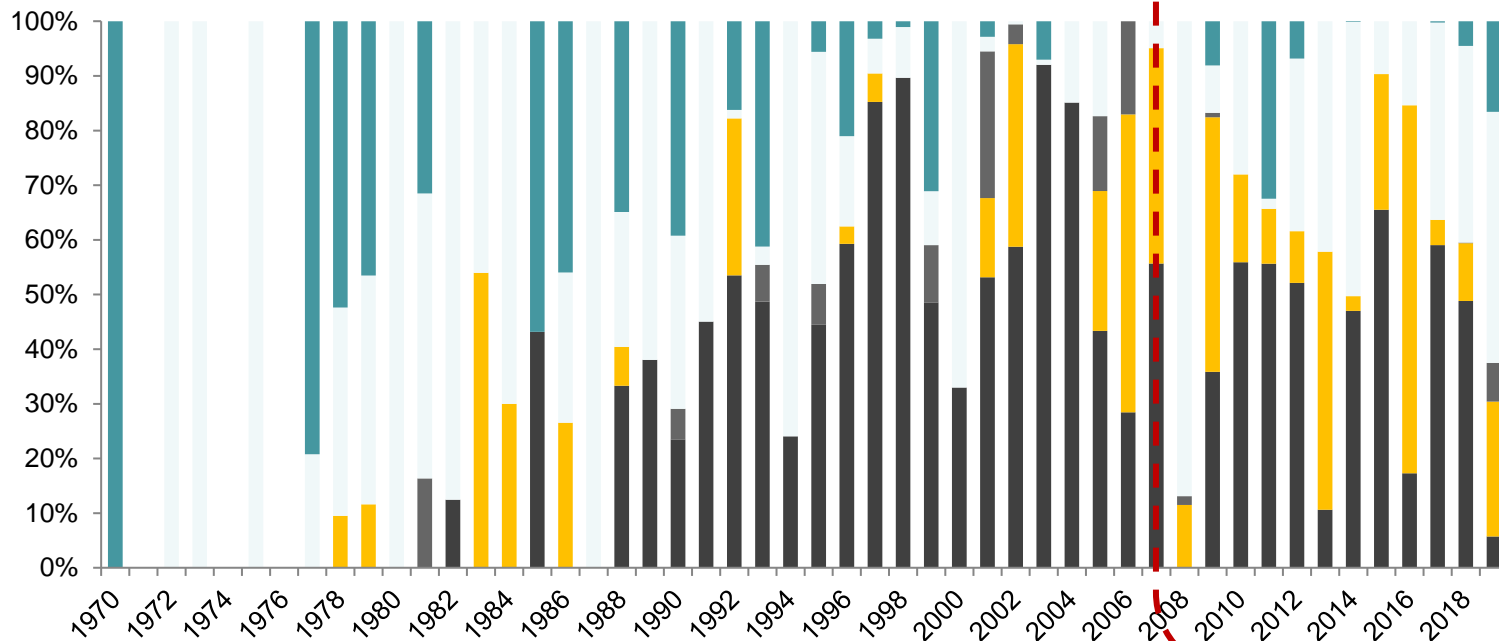


ADB's Education Portfolio Structure 1971–2019 (3 year rolling average)

Focus on Higher Education & TVET

Focus on Basic & Secondary Education

Re-emergence of HE & TVET



- Pre-Primary, Primary and Secondary Education
- Non-Formal Education
- Tertiary and Higher Education

- Broad Education Sector Development
- Technical Education and Vocational Skills





Best practices in TVET

Table 2: TVET Building-Block Approaches

2.1 10 essential building blocks in TVET

1. Leadership and clarity of purpose across policy domains
2. Labour market relevance and demand driven provision
3. Well-functioning partnerships and networks promoting access and equity with partners adequately representing constituents' interests
4. High-performing, quality training institutions
5. Standardized quality assurance mechanisms and portability of qualifications
6. Stable and sustained financing
7. Well-functioning institutions, incentives, and accountability mechanisms
8. Public esteem, strong graduation and employment rates
9. Availability of accurate data and information including Labour Management Information Systems
10. Culture of policy learning and continuous improvement

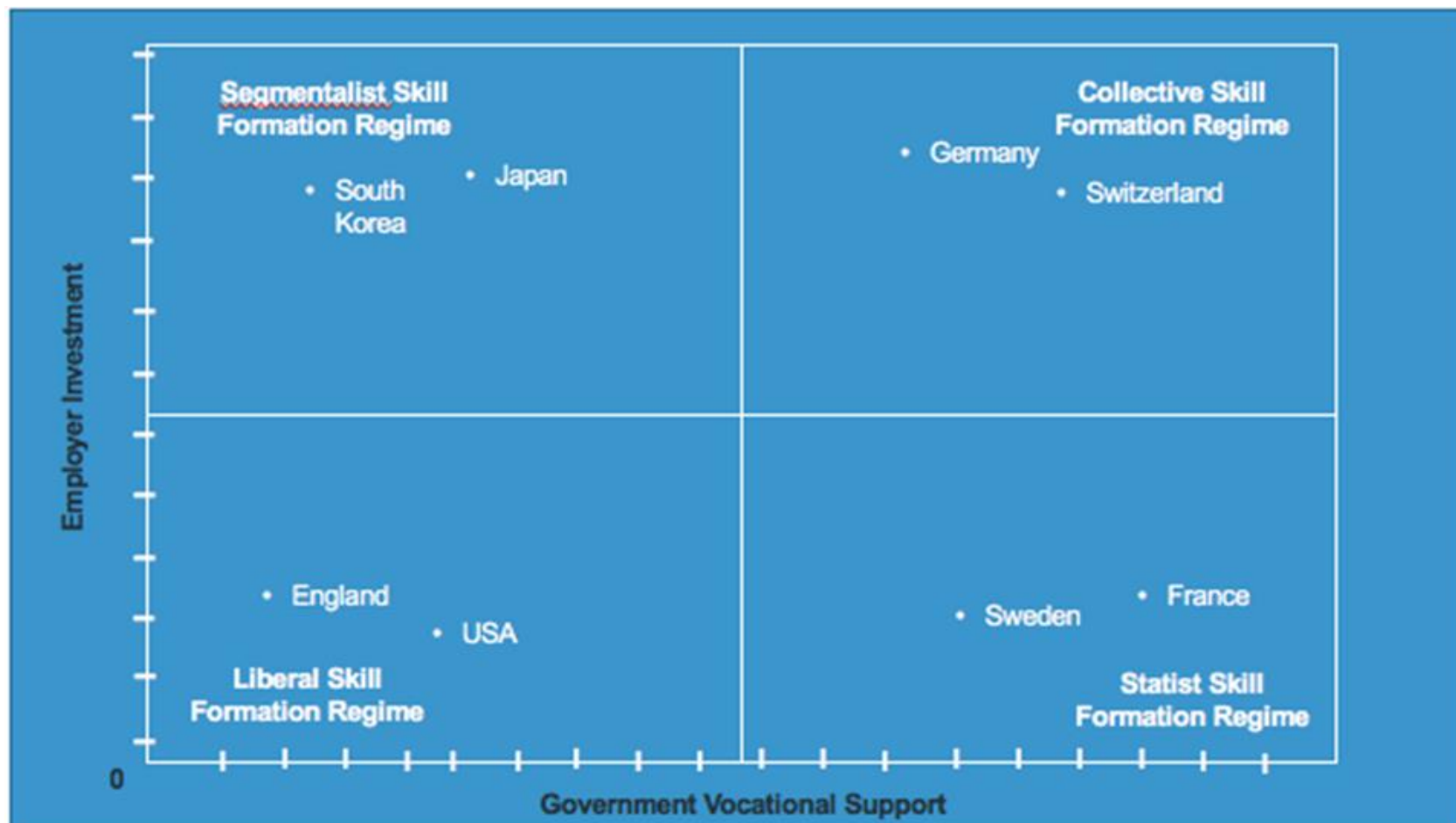
Source: UNESCO and ILO 2018

2.2 TVET Recommendations

1. National qualifications framework (NQF)
2. Curriculum blending and ladders
3. Apprenticeships, internships, and on-the-job learning
4. Lifelong learning and adult and continuous education
5. Partnerships with industry and the private sector
6. Mix of financing of TVET and equity
7. Linking TVET institutions with higher education institutions

Source: Fawcett et al (2014) with minor revision. Components 7 and 8 are both related to higher education and therefore we merge the two.

Typologies of TVET Systems



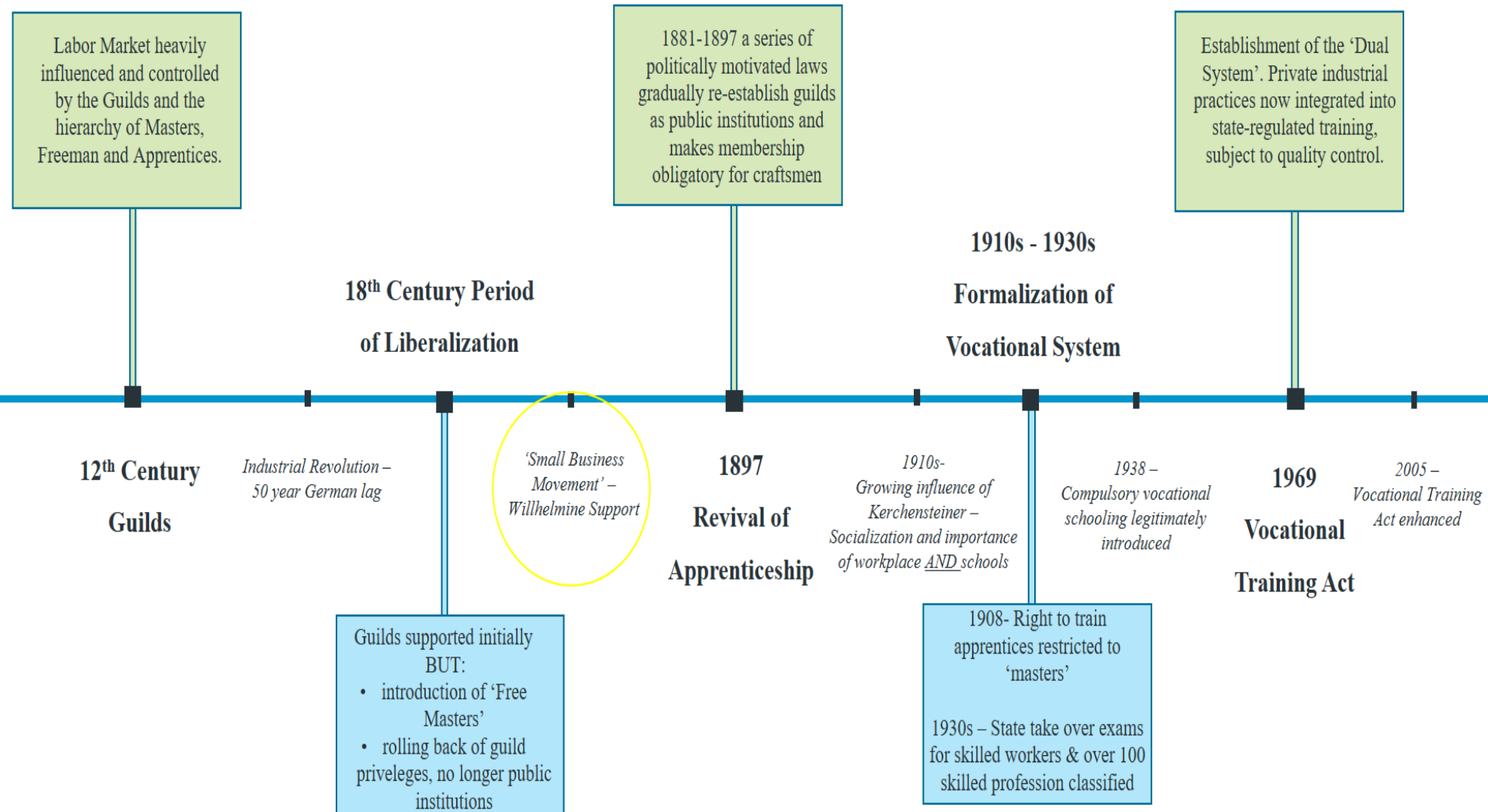
TVET Typologies (Busemeyer and Trampusch, 2014; Pilz, 2016a)



Theories to explain the diversity of TVET Systems

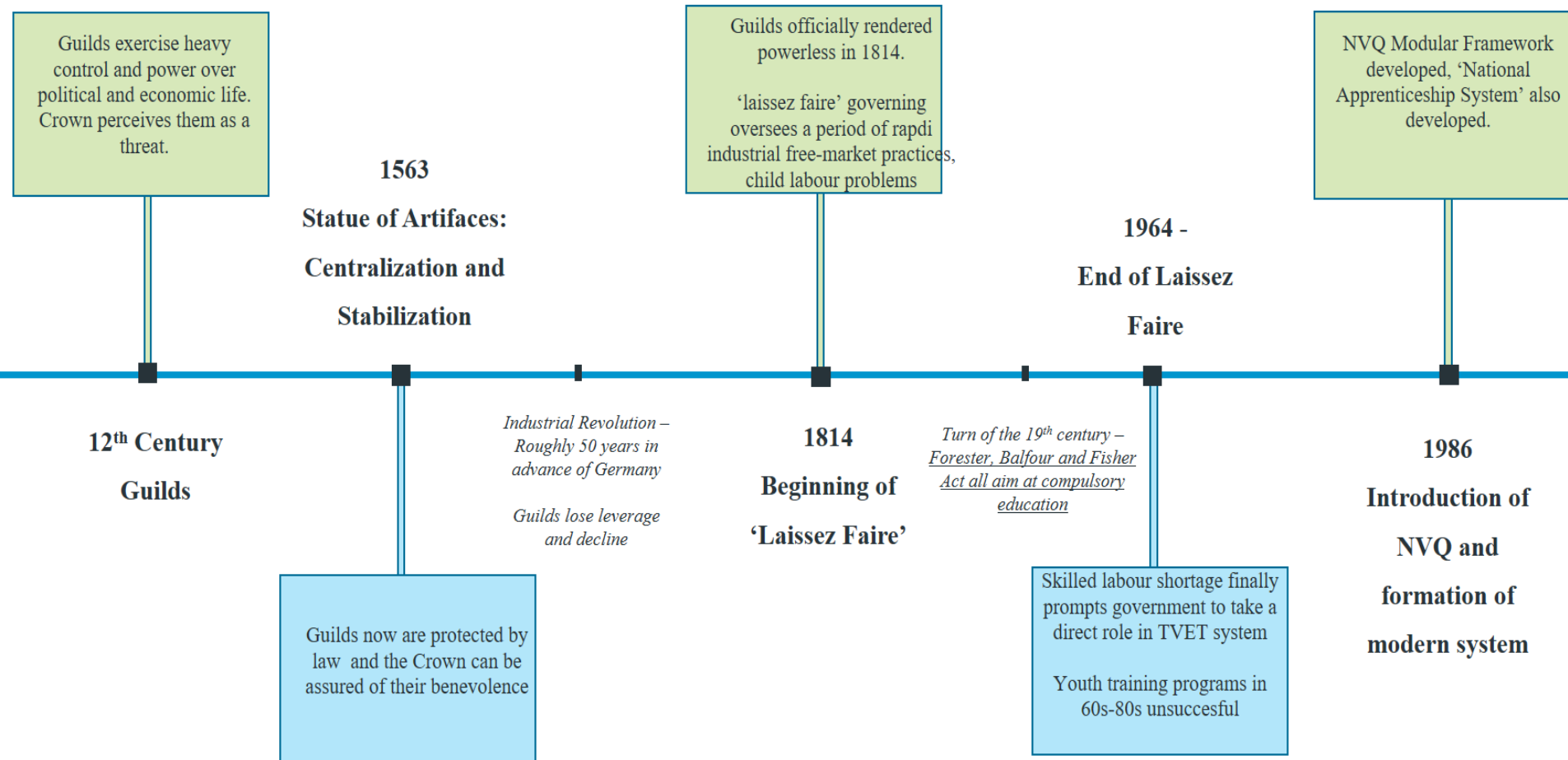
- Power Resources Theory examines the development of institutions as a result of class dynamics between upper and lower classes. For example, the initial reduction in power of the lower classes stemming from the industrial revolution and the devaluation of skilled labor.
- Varieties of Capitalism, examines the role of social policy in reducing 'co-ordination risks' between private and public actors within the TVET system. For example, the success of reducing co-ordination risks, like employee poaching, for private employers has been a major instigator of success within the German Dual System. These perspectives offer certain value in explaining the evolution of TVET systems, however there are certain factors which are not covered within their framework.
- The final perspective Historical Institutionalism focuses on the unique cultural and historical circumstances of particular regions in the development of education systems, whereby there are historical windows of volatility wherein culture and other factors can become extremely influential. For example within the German and British examples we can see how the response to the Industrial Revolution was greatly influenced by both regions respective cultures, to the extent that the result would be entirely different developmental trajectories.

German Dual System: Timeline





English TVET





Failed Adoption of Dual System

Difficulties of replicating German success in:

- Developing Economies: Such as Botswana and Indonesia
- Emerging Economies: Such as Korea and India
- Even in Developed Economies: **USA**

Enacted Acts:

- Karl D. Perkins Applied Technology and Vocational Act of 1990
- School-to-Work Transition Act of 1994

Reasons for Failure:

- Social Structure: Dual System could deepen racial inequalities
- Lack of History of Industrial Co-operations: Private enterprises no history of ‘social contract’,
- Lack of Centralized Agency to co-ordinate System: Individual states exert autonomy own education policy, no central agency to enforce industrial participation

Remington (2018)
Lewis (2007)



Table 3: Key Areas in Technical and Vocational Education and Training Transfer

Institutional Mismatch	Cultural Mismatch
Relevant to the way important national institutions and structures of governance are organized.	Relevant to the distinct place of TVET within a nation's culture and history.
Power Differentials	Sociological Mismatch
Relevant to the imbalance in decision-making power between developing nations where partnerships may exist with multiple donors using varied approaches.	Relevant to the particular social structure of a country and how it can interfere with a country's ability to borrow from other systems.

TVET = technical and vocational education and training.

Source: T. Lewis. 2007. The Problem of Cultural Fit—What Can We Learn from Borrowing the German Dual System? *Compare: A Journal of Comparative and International Education*. 37 (4). pp. 463–477.



Key Lessons

Partial Borrowing

- Only selected aspects with best chance of success
- Could be selected based on pre-existing local expertise etc.

Pilot Borrowing

- Adapt a new model within a small-scale trial or on experimental basis
- Can identify any adaption issues early on and try and create solutions
- Useful for low political risk

Customization

- Tailored system in keeping with local circumstances
- Does not necessarily ignore foreign models, rather typically uses them as inspiration
- Most unlikely method to incur cultural issues

Conceptual Borrowing

- Transfer not literal, only idea-based
- Adopts abstract intent and tries to create a model which maintains its essence

Lewis (2007)



References

- Brockmann, M., Clarke, L., & Winch, C. (2008). Knowledge, skills, competence: European divergences in vocational education and training (VET)—the English, German and Dutch cases. *Oxford review of education*, 34(5), 547-567.
- Dessinger, T. (2002). Apprenticeship systems in England and Germany: decline and survival. *Towards a history of vocational education and training (VET) in Europe in a comparative perspective* (pp. 28-46). Florence: CEDEFOP.
- Dessinger, T. (2002): Different Approaches to Lifelong Learning in Britain and Germany: A Comparative View with Regard to Qualifications and Certification Frameworks. In: Klaus Harney (Ed.): Lifelong Learning: One Focus, Different systems. Frankfurt/Main: Lang. 183–19
- Dessinger, T. (1994). The Evolution of the Modern Vocational Training Systems in England and Germany: a comparative view. *A Journal of Comparative Education* , 17-36.
- Deissinger, T. (2015). The German dual vocational education and training system as ‘good practice’?. *Local Economy*, 30(5), 557-567.
- Hanf, G. (2002). Georg Hanf: Introduction. *Towards a history of vocational education and training (VET) in Europe in a comparative perspective* (pp. 11-16). Florence: CEDEFOP.
- Lewis, T. (2007). The problem of cultural fit—what can we learn from borrowing the German Dual System? *Compare: A Journal of Comparative and International Education* , 37 (4), 463-477.
- Ministry of Education and Research (2015). *Report on Vocational Education and Training 2015*. Federal Ministry of Education and Research.
- OECD. Education at a glance 2008: OECD Indicators. Paris 2008.
- Remington, T. F. (2018). Public–private partnerships in TVET: adapting the dual system in the United States. *Journal of Vocational Education & Training*, 70(4), 497-523.
- Sadler, M. E. (1912a) England’s debt to German education, in: J. H. Higginson (Ed.) Selections from Michael Sadler (Liverpool, UK, DeJall & Meyorre International Publishers Ltd), 103–105.



Thanks for listening!