

## THE PHILOSOPHY OF TECHNICAL-VOCATIONAL EDUCATION AND TRAINING

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Students learning needs and the school's standard education programs are correlated in building a progressive community. Learners, as future skilled workers, must be capable of acquiring advanced skills and knowledge across different occupations. The education and skills supply systems must work together to create adaptable pathways between formal education and non-formal education, as well as to recognize and advance non-formal education abilities. Vocational systems and structures should be utilized to teach adaptive skills and prepare students for their careers in the future.

The evolution and development of Technical-Vocational Education and Training (TVET) is critically dependent upon the economic demands of the society that constantly change overtime. As a result, the most manageable, effective, and appropriate form of TVET must be parallel to the unique demands of generational and changing communities. A country's TVET development must recognize its distinctive economic state along with its associated social and political atmosphere. These significant global trends have implications for the framework of TVET.

The trend toward economic communities indicates the significance of carefully identifying future economic opportunities for strategic industrial transformation in order to adapt to and capitalize on potential markets. TVET is an essential component in gearing up for and achieving economic goals and related innovation. Also, there has been a dramatic change in employment opportunities in service-oriented industries. Even in countries where productivity and overall outputs have increased significantly, this has been mainly due to structural changes relating to the more effective use of technology

and the upskilling of a highly skilled workforce. Labor market employment is being created in the emerging business sector. The tourism industry, financial services, office administration, management, medical services, professional care, information systems, desktop publishing, consultancy services, and even education and training are becoming the most popular career paths for all workers.

There is a growing awareness that productivity growth can be realized if workers exercise a variety of skills within their field of work. It fueled a push for the development of skilled labor. It is claimed that allowing workers to apply a variety of learned skills results in higher levels of job satisfaction and work commitment. This also results in higher-quality work outputs and an overall increase in productivity. Furthermore, each worker's multiskilled capability enables the accomplishment of an embedded set of related tasks with different specialized staff. Workplace restructuring to meet the new work arrangements is creating a huge impact on how people work.

In recent years, there has been increasing recognition of the significance of TVET as an industry for producing skilled workers. TVET, as a non-formal education program, is capable of transferring education and training to people demanded by other countries and is encouraged and supported. Aside from the economic advantages to the country, it serves as an essential mechanism for both technology transfer and enhancing the use and manipulation of global and regional training opportunities.

It is highly relevant that the forms of education programs and training structured by education policies are linked to related job creation measures or are in fields of study where employment prospects are expected to improve. This highlights the significance of integrating TVET with government and industry policies.

Learning experiences demonstrate that general and specific vocational education programs can provide significant benefits. General education improves cognitive abilities, literacy, numeracy, and general knowledge, allowing for greater adaptability to

transform and transfer existing knowledge and skills to career opportunities. Vocational education teaches skills that are especially valuable when it comes to being effective in a specific industrial operation.

Education program providers should make every effort to ensure that both types of education are available within their TVET system. When it comes to vocational education, course programs should focus on industrial and commercial products and services that form a component of the country's economic and industrial growth plan. TVET is an educational initiative for acquiring practical and applied scientific knowledge and skills.

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