


Chapter 11

Tools and Means to Facilitate Understanding of TVET Models in Developing Countries: A Conceptual Approach Based on International Comparative TVET Research

Stefan Wolf

 <https://orcid.org/0000-0003-3325-5555>
Technische Universität Berlin, Germany

ABSTRACT

The topic is to bridge concepts from Western international and comparative TVET research with TVET development in developing countries. The main aim is to offer a concept to facilitate the understanding of the often diverse TVET models in developing countries. In the conceptual approach, the authors will rely (1) on two typologies of TVET models, as these allow a comparison to be made, while at the same time permissibly simplifying the complex characteristics of TVET. Both are selected from the long-standing scientific discourse in international comparative science. One from the more German background of comparative TVET research and the other from the comparative political science. (2) In order to understand the context deeper, they use the concept of work culture. After the explication, they give an outline of findings from a case research within the Egyptian construction industry and then show the prospects and the limits for this conceptual approach.

DOI: 10.4018/978-1-7998-2607-1.ch011

INTRODUCTION

International cooperation with developing and emerging countries has been a focus of German international policy since the emergence of development politics as a political field in the late 1940s, and then increasingly since the 1960s. Until the late 1990s, the main emphasis was on cooperation in the TVET domain. Until this point, Germany has been working hard – for decades and in different programmatic forms – to implement the dual vocational training concept, which was perceived as the most successful model for developing and emerging economies. But the efforts to transfer German dual vocational training to developing and emerging countries have shown very little evidence of success over the decades; as a result, the programme has been made more flexible, taking a step back from the transfer of the dual TVET system (Gold, 2005).

The German academic discussion on foreign aid in the transfer of vocational training policies was prominent in the 1980s and 1990s, but remained above all in the German scientific community, with little influence in international comparative educational research dominated by Great Britain and the English-speaking community. Only few German scholars are influential in the English speaking community specifically the recently deceased W.-D. Greinert. He was inspired for developing his famous concepts of the ideal types of the classical European models of TVET by his experiences with the German development agency in the TVET cooperation with developing countries (Greinert, 2003). However he developed his concepts by a profound cultural and historical comparative study of the development of British, French and German solutions of its specific models to qualify the labour force. Unfortunately he never have had the possibilities to prove his concept with developing countries, but his general approach implies that it could serve there a lot. Because as we understand from the more than hundred years of comparative research of TVET the embeddedness of TVET models in the wider social environment is the key to understand. Or to explain with the statement of D. Phillips and K. Ochs that “the centrality of context in the field of comparative education is axiomatic” (Ochs, 2002, p. 15).

For successful cooperation in TVET development with developing countries we will need a closer understanding of the framing and the context of the field in which the interventions should take place. We know that the form in which TVET takes place is a historical but nevertheless contingent result of social, economic and political processes and thus deeply anchored in societies (Greinert, 2017), but we have no clear and convincing concepts to understand that background in developing countries.

The development agencies of the donor countries in the global North very often use reduced concepts for the development of vocational training models. Economic

28 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/tools-and-means-to-facilitate-understanding-of-tvet-models-in-developing-countries/268449

Related Content

Reasons Behind a Career Change Through Vocational Education and Training: A Case of Pakistan

kinza Yousfani, Thembisile Ernest Gweyand Khair un Nisa Noonari (2021). *New Models for Technical and Vocational Education and Training* (pp. 244-259).

www.irma-international.org/chapter/reasons-behind-a-career-change-through-vocational-education-and-training/268450

The Alignment of Civil Engineering Tools and Equipment Between TVET Colleges and Industries: The Preparation of Industrial Contemporary Skills Required for the 4IR Era

Thokozani Isaac Mtshaliand Sylvia Manto Ramaligela (2022). *Research Anthology on Vocational Education and Preparing Future Workers* (pp. 219-234).

www.irma-international.org/chapter/the-alignment-of-civil-engineering-tools-and-equipment-between-tvet-colleges-and-industries/304486

Challenges Experienced by Lecturers About Instructional Practices on Agricultural Programmes in TVET Colleges

Ramongwane Daniel Sephokgoleand Sylvia Manto Ramaligela (2021). *New Models for Technical and Vocational Education and Training* (pp. 49-73).

www.irma-international.org/chapter/challenges-experienced-by-lecturers-about-instructional-practices-on-agricultural-programmes-in-tvet-colleges/268441

Work-Based Learning in the United States: Preparing Secondary-Level Students for Post-Secondary Success

Soung Baeand Svetlana Darche (2022). *Research Anthology on Vocational Education and Preparing Future Workers* (pp. 398-416).

www.irma-international.org/chapter/work-based-learning-in-the-united-states/304496

Work-Integrated and Workplace Learning in New Zealand

Katharine Hoskyn (2022). *Research Anthology on Vocational Education and Preparing Future Workers* (pp. 437-451).

www.irma-international.org/chapter/work-integrated-and-workplace-learning-in-new-zealand/304498