



VOCATIONAL STUDIES IN EGYPT AND INDONESIA

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SUMMARY

Vocational Education can be seen as that type of education given to an individual to prepare that individual to be gainfully employed or self employed with requisite skill. At the post-secondary level, vocational education is often provided by highly specialized trade schools, technical schools, community colleges, vocational universities, and institutes of technology. Recently, online vocational education became more popular; thus learning various trade and soft skills from established professionals became more easy than before. Technical and Vocational education & Training (TVET) and skills development were viewed as an important component in promoting economic growth in general and addressing youth unemployment in particular. Recently; the introduction and expansion of new vocational curricula and courses, often developed in collaboration with industry, and an increase in the variety of work-based learning routes on offer to young people. The Government of Egypt co-funded TVET as a nationwide initiative. In Indonesia still the number of higher education institutes that provides vocational education is limited; compared with the number of universities that provide academic education and industrial needs. In spite of that; great improvement is achieved under the help of the government and private sector.

KEYWORDS: Vocational Education – Research – Health –Engineering – Business - Egypt – Indonesia.

Vocational education is defined as that prepares people to work or to be employed in a skilled craft or trade. It is that type of education given to an individual to become employed with requisite skills.^[1] Vocational education is known by a variety of names, depending on the country concerned, including career and technical education,^[2] or acronyms such as technical and vocational education & Training (TVET) and technical and further education (TAFE).

A vocational school is a type of educational institution specifically designed to provide vocational education.

Vocational education can be initiated at the post-secondary school or higher education level and can interact with the apprenticeship system. At the post-secondary level, vocational education is often provided

by highly specialized trade schools, technical schools, community colleges, colleges of further education (UK), vocational universities, and institutes of technology (formerly called polytechnic institutes).

Historically, almost all vocational education took place on the job site, with students learning trade skills and trade theory from accredited instructors or established professionals. However, recently, online vocational education became more popular ;and so, learning trade and soft skills from professionals easier than ever for students, This can be achieved for even those who may live at far distances from a traditional vocational schools.

The World Bank's 2019 World Development Report on the future of work^[3] suggests that flexibility between general and vocational education particularly in higher

education is imperative to enable workers to enter competitions in changing labor markets ; where the use of technology has a great role.

Trends have emerged in the implementation of Technical and Vocational Education (TVET) and skills development worldwide. Since late 1980s onwards; some governments began to stress on the role of vocational education in preparing learners for the world of work. So, the "new vocationalism", put the skills needs of industry at the centre of discussions for the aim of public education. For promoting economic growth in general and addressing youth unemployment in particular; TVET and skills development were found very important.^[4] So, United Nations Sustainable Development Goal 4 advocates the expansion of equitable access to TVET needs for increasing the number of youths with relevant skills for decent work.^[5]

It was noticed that General education systems were not effective in developing the skills that many adolescents and adults needed for employment in industry. Since about 50 years; the introduction and expansion of new vocational curricula and courses, often developed in collaboration with industry, and an increase in the variety of work-based learning routes on offer to young people.^[4]

Certain kinds of knowledge must be of a general nature and a certain cultivation of the mind and character are needed. If this basis is laid through schooling, vocational skills are easily acquired later on^[6]

TVET is education and training that provides the necessary knowledge and skills for employment.^[7] It uses many forms of education, including formal, non-formal and informal learning,^[8] and is said to be needed for social equity and inclusion, as well as for the sustainable development. TVET, literacy and higher education, is considered as one of three priority subsectors for UNESCO. Indeed, it is in line with its work to foster inclusive and equitable quality education and lifelong learning opportunities for all.^[8]

Egypt`s ministry of education showed that it has 2,472 vocational schools; only 284 (11%) of which are run by the private sector. The majority of schools with private sector participation teach business and commerce, with only two dozen that prepare hotel employees and a handful for factory workers^[9]

The Technical and Vocational Education and Training Reform Programme (TVET Egypt) is a nationwide initiative co-funded by the Government of Egypt (GoE) and the Complimenting technical education, vocational training allows students and graduates to enroll in specialized courses ranging from 45 days to 6 months.^[10]

Complimenting technical education, vocational training allows students and graduates to enroll in specialized

courses ranging from 45 days to 6 months, to specialize in further developing their skills. Learning experiences span many different career tracks. As a result, and in line with Egypt`s national Sustainable Development Strategy: Egypt Vision 2030, the EU in collaboration with the GoE launched **TVET Egypt** to improve the structure and performance of the TVET system and boost employability to aid in furthering Egypt`s economy.^[10]

Vocational skills mean occupations that we can learn with some basic training or on-the-job in lieu of a college degree. Emergency medical and medical records`s technicians, hair stylists, electricians and truck drivers are some examples of occupations needing vocational skills.^[11]

Vocational activities include learning a skill that could lead to a specific job, like how to repair cars or how to be a chef, you're getting vocational training. Vocational means "related to a career." A vocation is a job or career, so something vocational is related to a specific kind of work.^[12]

Teaching is considered as a vocation; depending on the dedication that one does to give better quality learning to his students. Most teachers sacrifice all of their time for teaching; either in or outside their classrooms. Teachers have to educate and enable their students to become more knowledgeable. This requires knowledge, skills and experience to become worthy in the profession.^[13]

For improving human resources of vocational education graduates, collaboration with business/industry must be maintained. Development of technology and vocational education can be done through school education and out of school education.^[14]

The following are important factors for successful vocational guidance^[15]

- Legal framework. ...
- Motivation and commitment. ...
- Leadership. ...
- High qualifications. ...
- Further training and educational.
- Multi-disciplinarity. ...

Partnership, co-operation

For integration of vocational education; we need^[16]

- Academic content must be incorporated in vocational courses. ...
- Cooperation of vocational and academic teachers for enhancing academic competencies in vocational programs. ...
- Developing of academic courses that wil become more vocationally relevant. ...
- Curricular "alignment": modifying both vocational and academic courses.

A vocational degree must be specific; according to the desired career or trade for a student. They can be taken at

a higher institution, such as a technical or trade school or a community college. However, they can also be taken at traditional colleges and universities.^[17]

The existence of vocational education in Indonesia can not be separated from the Indonesia Vision 2045 and the National Medium-Term Development Plan 2020-2024 (*Rencana Pembangunan Jangka Menengah Nasional, RJPMMN*), which include forming a high quality, capable, and competitive human resources, that are healthy, intelligent, adaptive, innovative, and skillful.^[18] Vocational education in Indonesia is regulated under the authority of the Ministry of Education and Culture. In this case, the Directorate General of Vocational Education within the Ministry of Education and Culture is the one in charge in providing plan, executing policy, as well as controlling and evaluating the vocational education.^[19] The TVET system in Indonesia are available in both formal and non-formal settings. The formal TVET education requires 3-4 years at the upper secondary level in the form of Vocational high-schools (*Sekolah Menengah Kejuruan, SMK*) and Islamic vocational schools (*MAK*); and 1-5 years diploma and specialist program at the tertiary level such as polytechnics, community colleges, academics, advanced schools, institutes, and universities.^[20]

According to the Law No. 20/2003 regarding the National Education System^[21], higher education in Indonesia is classified into three types of education form, academic, professional, and vocational education. Article 16 of Law No. 12/2012 regarding Higher Education^[22] describes vocational education as a higher education program that prepares its students for a career with certain applied skills. Article 59 of the same law also mentions several higher education institutions that provide vocational education, including university (*universitas*), institute (*institut*), advanced school (*sekolah tinggi*), polytechnic (*politeknik*), academy (*akademi*), and community academy (*akademi komunitas*). Although the vocational education plays a big role in supporting the educational development in Indonesia, it still faces many challenges and experiences limitations.^[23]

In Indonesia still the number of higher education institutes that provides vocational education is limited; compared with the number of universities that provide academic education and industrial needs. Higher Education Statistics (2020)^[24] shows that out of 4593 higher education institutions, 25.91% (1.190) of them are vocational institutions. As for the distribution of the study program, the same data mentions that the number of academic higher education dominates the chart up to 88.35% (25.987); while there are only (11.68%) 3.426 vocational study program in higher education. Moreover, the development of applied research is not quite optional; while has effects on the number of applied research works; being produced. A case study published in 2017 mentioned that applied research as the result of the

collaboration between lecturers of vocational education and professional and industrial associations is limited.^[25] This collaboration can be considered important as in the developed country like Canada, the co-investment and collaborative applied research between colleges, polytechnics, and company generates better result in some aspects of the industry.^[26] Thus, some universities are developing Faculties of Vocational Education; aiming at development of this career.

Universitas Airlangga, Indonesia, is one of the leading universities in Indonesia; with its Faculty of Vocational education; that holds 3 main branches: Health, Engineering and Business. Faculty of Vocational Education makes an important great conference of vocational education since 4 years and invites partners from different countries in different branches of science. Faculty of Vocational Studies Universitas Airlangga envision to strategic development involving the academic aspects, namely education, research, and community development.^[27] In order to support the work and progress in applied research, an annual conference has been held by Faculty of Vocational Studies Universitas Airlangga. This conference aims to provide a scientific forum for academicians, researchers, professionals, practitioners and postgraduate students to share, discuss and disseminate ideas and innovations in applied sciences; especially in the fields of health, business and information technology. Therefore. This conference is always expected to result in ideas, inputs, innovations and works or products that can help contributing positively to the wider community at the regional, internal and international levels.

Generally, we can say that vocational education and training (VET) is an important avenue for improving work-related skills, organizational effectiveness, productivity growth, and national competitiveness. VET also plays an important role in assisting disadvantaged members of society, including those with a disability.

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