WHAT IS YOUR UNDERSTANDING OF THE TECH-VOC CURRICULUM?

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Many parents, students and even teachers hardly appreciate the technical-vocational education by those who have little knowledge of its history and its goals and objectives, its direction and its products. It is imperative that one understands the whence and wherefores of technical-vocational education if he is to appreciate it in its fullness and for its great potential to steer nations to fuller levels of socio-economic development.

There are several definitions of formal technical-vocational education that have surfaced since its early beginnings, there seems a lack of understanding of what it really is. Many people think that tech-voc education involves training in practical skills that enable a student to work for a living through manual jobs, such as carpentry, electronics, bartending, and cosmetology. It is also thought to refer to the scientific approach on acquiring technical skills. According to Yzabe4lle M. Leon, this was distinct from university education because a great part of the learning process involved the practical applications of the skills.

Tech-voc education was also an alternative stage to college from high school that some students ended up in, either because of financial constraints of intellectual limitation that disabled them from pursuing college education.

Many people outside the tech-voc sector including several tech-voc education students seem to fail in understanding its nature and purpose, what it truly is, what it is for, and for whom it is intended. This explains why there is little appreciation and importance given in this field.
As described in the K to 12 curriculum, a tech-voc curriculum focuses not only on the educational process but also on the tangible results of that process; and the tangible results refer to the tech-voc workers who work unnoticeably inside a cramped factory, behind a huge equipment, before a steaming oven, behind a customer service counter or waiting for customers’ orders. Such mental tasks may seem to have a more limited impact on the greater part of society because their service is directed to particular individuals and not to society at large.

Parents, students and even teachers must not think about the nobility of contributing to knowledge, nor should it lead us to conclude that those engaged in manual tasks are lesser citizens than those who are in “knowledge tasks”.

Reference:

Ysabelle M. Leon. Towards the Citizenship of the Tech-Voc Worker