



Development of vocational education in vocational high school

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Received: 28-Nov-2022, Manuscript no: GJVTE-22-83506, **Editor assigned:** 02-Dec-2022, PreQC no: GJVTE-22-83506 (PQ), **Reviewed:** 16-Dec-2022, QC no: GJVTE-22-83506, **Revised:** 23-Dec-2022, Manuscript no: GJVTE-22-83506 (R), **Published:** 30-Dec-2022, DOI: 10.15651/2437-1890.22.10.013

DESCRIPTION

The purpose of vocational education is to provide half skilled labor for the building of commercial, industrial and other vocational fields at the national, regional and worldwide levels. As a result, business should be covered in the curriculum for vocational education. Industry was consulted in the design, execution and assessment of vocational education in order to raise the quality of the programme. Vocational secondary education plays an important role in ensuring that students are equipped for the workforce, whether they choose to work independently or fill unfilled positions. As a result the macro orientation of growth of vocational courses adheres to the idea of demand-driven and it is focused on meeting the needs of the labor market.

Secondary vocational education is necessary to create specialists with the specialized skills needed to operate the machinery of business and industry as well as other vocational sectors on a national, regional, and international scale. However, many developing nations still haven't generated or set up the groundwork for the growth of vocational education in line with their natural resource and human resource requirements. Because only through a good education will be obtained quality students who are able to construct themselves, their families, their communities, their countries and their states, the quality of the education is utilized as the main agenda to be addressed in the creation of education policy.

Along with enhancing educational quality, a policy on equalizing educational chances has been defined. This strategy enhances educational facilities both quantitatively and qualitatively across the board. In other words, everyone should have an equal opportunity to receive a high-quality education, regardless of their educational path, type or level. This includes the creation of vocational high schools. Vocational training is a deliberate programme to supply a workforce with mid-

level skills to carry out development in diverse industrial areas. As a component of the national education system, vocational high schools have undergone a paradigm shift, shifting from being supply-driven to demand-driven, academically oriented to career-oriented and having school-based programmes instead of dual-based ones.

Vocational education encompasses the entire educational framework which means that it aims to develop student's abilities and character as well as their manners and civic responsibility. The vocational education curriculum also has some unique features that set it apart from other educational environments. The traits suggested that their curriculum were tailored to meet the demands of the workplace enabling graduates to find employment in the sector.

Secondary vocational education is level of education that encourages the enhancement of students' abilities to carry out particular types of work and enhances their capacity to develop themselves in accordance with the advancement of science, technology and the arts as well as to prepare students for entering the workforce and helping them to develop a professional attitude. In emerging nations, policy on vocational education begins in the 1990s. Understanding how to use tools and machinery in the workplace is fundamental to vocational education. The creation of secondary vocational school curricula, the delivery of secondary vocational school instruction in collaboration with industry, and tactics for promoting vocational education through extracurricular and co-curricular activities. Vocational education's effectiveness is evaluated not just on the basis of student's performance throughout the learning process, but also on the basis of how well graduates function in the workforce. This indicates that the curriculum for vocational education should be developed with an orientation toward the demands and forms of competence in line with the community, businesses and industry.