



Adaptation technical and vocational training in community in hail region in Kingdom Saudi Arabia

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Abstract

This study deals with important research topics in our lives, the fact that technical and vocational training has a prominent role and important, as one of the means adopted for the implementation of national policies for employment and reduction of unemployment, alleviation of poverty and In raising the awareness among young people, leading to correcting mental concepts among individual, family and community towards technical and vocational training system, which will be reflected positively on both the interest of the individual and society and the development of technical and vocational training programs; so that contribute to those programs in the preparation of young people and develop their skills, and change the prevailing perception towards technical and vocational field, starting from school, creating workshops help to creativity and innovation. The importance of this study lies in the fact dealing with the relationship between technical and vocational training and labor market institutions. Based on the above, the researcher came to choose the subject of scientific study and its importance. The study has sought to achieve five key goals represent the first goal: Correction mental picture of the business professional, and done by young people guidance about the profession needed by the community according to their needs and desires and needs of the community away from the parents and the traditions of the family and the limitations community pressure. The second goal represents: increasing social awareness of the importance and the role of technical and vocational training outcomes and their impact on the individual and society. The third goal represents: identifying the concept and importance of technical and vocational training and its role in human resource development and its relationship to the labor market (the delivery of the institution's objective to be a center of excellence in the practical professions). The fourth goal represents: indicating the impact of technical and vocational training outcomes on the labor market (show the success of General Organization for Technical and Vocational Training graduates). And the fifth goal represents: helping the study to provide scientific processors benefit of decision-makers in the field of technical and vocational training. As well as researchers and interested students take advantage of this type of studies. The study resulted from a series of findings and recommendations, including: the technical and vocational training in the Kingdom, especially the Hail region need to activate guidance, vocational guidance and awareness of the importance professions and enlighten society. The most important recommendations are:

- Accommodate the largest possible number of interested in technical and vocational training to contribute to the achievement of sustainable development.
- Rehabilitation and development of national human resources in technical and professional fields, according to the request of quantitative and qualitative labor market
- Build a strategy to work with the private sectors partnership for the implementation of technical and vocational training programs.

INTRODUCTION

The technical and vocational training program is an important and essential component in the educational process (Fishman et al, 1987). And a means for the development of individual skills, and the bombing of human potential to mobilize their capabilities; so that the effects of education are reflected positively on all areas of social, economic and cultural fields (Streeke *et al*, 1997). Realizing of this role, technical and vocational training program has received an increased attention and official care to provide human capacity eligible, as well as to reduce unemployment and the development of the labor market , for that and for the attention of the Kingdom of Saudi Arabia to prepare manpower in technical and professional fields, and the increasing need for the rehabilitation of young Saudis in technical and industrial fields, Royal No. 30 / PM and the date 10/08/1400 e to establish the General Organization for Technical and Vocational Training, included technical institutes and training centers vocational institution under its umbrella (Gregory, 1986).

The choice of the appropriate profession at the present time is an important issue, given the rapid development witnessed by the world, the quantitative growth of the number of graduates of various levels of education often exceeds available jobs that require different types of workforce, which highlighted the problem of what is known as the (quality of unemployment), this problem has emerged during eighties and nineties in developed and developing

countries alike, where education outcomes are not compatible with the needs of the labor market and graduates become facing unemployment or acceptance of the lowest job level of their education or the work is not commensurate with their specialties and qualifications, which led to the expansion of the gap between the outputs of technical and vocational training and labor market needs(Paris and Wagner, 1986) (Paris, 1987).

METHODOLOGY OF THE STUDY

The study was done in hail north Saudi Arabia, 200 questionnaire were distributed to academic stuff, students, labors and business mans, then collected and analyzed.

RESULT AND DISSCUSION

The development and expansion of technical and vocational education as continuing education, both within and outside the formal education system, with either public or private funding, and within the framework of lifelong learning, should be a priority objective of all educational strategies. Broad provision should be made for allowing everyone, whatever their prior qualifications, to continue both their professional and general education. The development and expansion of technical and vocational education as continuing education, both within and outside the formal education system, with either public or private funding, and within the framework of lifelong learning, should be a priority objective of all educational strategies. Broad provision should be made for allowing everyone, whatever their prior qualifications, to continue both their professional and general education by facilitating seamless pathways for learners through articulation, accreditation and recognition of all prior learning and relevant work experience (Soskice, 1991). Technical and vocational education should develop close interfaces with all other education sectors to facilitate seamless pathways for learners with an emphasis on articulation, accreditation and recognition of prior learning. Within this spectrum, technical and vocational education has a responsibility to ensure a sound initial education and training aimed at learning to learn, the most precious skill for all citizens, both young and adults by facilitating seamless pathways for learners through articulation, accreditation and recognition of all prior learning and relevant work experience (Max Plank Institute For Human Development And Education, 1983).

Technical and vocational education should develop close interfaces with all other education sectors to facilitate seamless pathways for learners with an emphasis on articulation, accreditation and recognition of prior learning. Within this spectrum, technical and vocational education has a responsibility to ensure a sound initial education and training aimed at learning to learn, the most precious skill for all citizens, both young and adult. e, the participants in “Learning for Work, Citizenship and Sustainability”, a UNESCO meeting of international experts on technical and vocational education and training, are agreed that, since education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. Our conclusion was reached following deliberations among 122 technical experts from Member States, intergovernmental and non-governmental organizations and industry who met in Bonn, Germany, from 25 to 28 October 2004, on the threshold of the United Nations Decade of Education for Sustainable Development, to assess progress since the Second International Congress on Technical and Vocational Education, held was a widespread consensus binding the hundreds of participants from 54 African countries:

Their common desire to link their current situation with a positive vision of Africa’s future and to draw on every means at their disposal, especially in the fields of education and training, to accelerate current growth and to make these tools for the ownership of their past and their future. The development of nationwide cooperation between all the public, private and civil society actors involved in basic education, technical and professional skills development and the production of scientific and technological knowledge. This development should lead to a national strategic vision that is shared by everyone involved and a partnership agreement that commits them to cooperative action in the fields of education and training. The development of inter-country cooperation to maximize the sharing of the most innovative experiences in the design and construction of relevant and effective educational and training programmes and systems. Such cooperation already exists among some sub regions (SADC, ECOWAS, etc.). It is at the heart of the inter-country quality nodes supported by the ADEA in the fields of literacy and national languages, education for peace and technical and vocational skills development (TVSD). There will be no sustainable development for the continent without inter-country cooperation and, more precisely, without an inter-African pooling of the resources and methods needed to promote effective and relevant education and training programme Seoul, Republic of Korea, in April 1999 Analysis of the current situation clearly shows that Africa has stagnated in terms of human development from 1990 to 2010 and, because of this, has fallen behind the rest of the world. It is therefore urgent that the continent invests in improving and expanding educational attainment and literacy. This is crucial in order to escape the stagnation in which the continent has been mired and to initiate a virtuous circle of sustainable development, which requires, as witnessed through Korea’s experience, universal basic education, or what the Triennale called “common core skills”. The various contributions made during the preparatory period and in the discussions among the participants gathered in Ouagadougou highlighted the strategic importance for young people and adults alike to have access to these common core skills (CCS). 1. The CCS go beyond the current concept of basic education and include a set of lifelong cognitive, communication and learning skills, as well as integration into society and the world of work, personal development and the construction of an

African identity ... all of which gives those who acquire the CCS an ability to control their own human, social and economic development and act as responsible and active African citizens. 2. The CCS are not reserved to those who attend formal school, but must be accessible to everyone, including the most vulnerable and most disadvantaged, by means of non-formal and informal education and training programs situated as close as possible to places of work and daily life. Furthermore, the greatest challenge that Africa faces is rapidly achieving the population's full literacy. Otherwise the large mass of the continent's human capital, which is illiterate and semi-literate, cannot be unleashed to build a 21st century Africa. The experience of South Korea was more than edifying in this regard. The Koreans attribute the rapid rise of their homeland into the ranks of the developed countries to a vast and sustained campaign for literacy and community mobilization, based on a shared vision of development, which was launched just after the civil war that divided the country into two. 3. Universal access to CCS requires a revolution in teaching and learning in the sense that teachers need to develop their approach to the curriculum in cooperation with, and with the involvement of, the stakeholders, in order to provide access to the knowledge and skills that ensure inclusion and integration into everyday life, including as citizens and in the workplace. 4. Universal access to CCS requires that both teachers and the managers of the education and training programs continually update their professional skills in order to train young people and adults in the ever-changing world of business, and professional, social and public life (Christopher et al, 1984) (Moore, 1992). They become, not just teachers and managers, but mediators of learning that is active and inclusive. 5. Finally, the implementation of CCS requires a radical change in the concept of school. This involves going to a school without walls, that is to say, an educational setting that is open to every means of acquiring knowledge and skills and people's social development and as good citizens (Gregory, 1986).

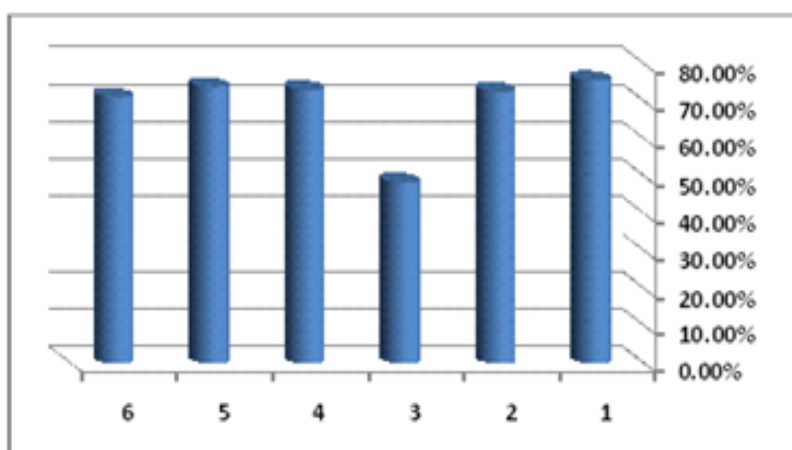


Fig. (1) represented percentage of the positive view to technical and vocational work in community on hill area

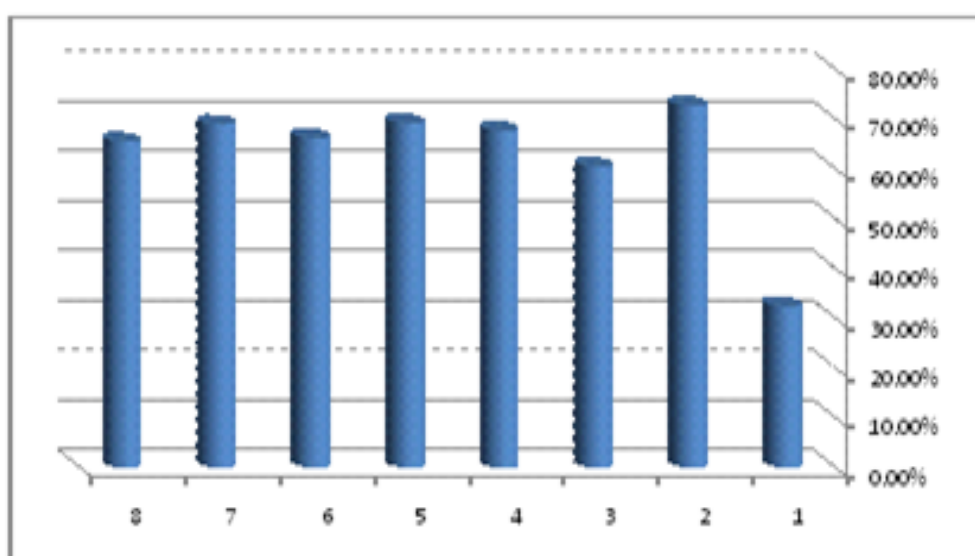


Fig. (2) represented percentage of the negative view to technical and vocational work in community on hill area

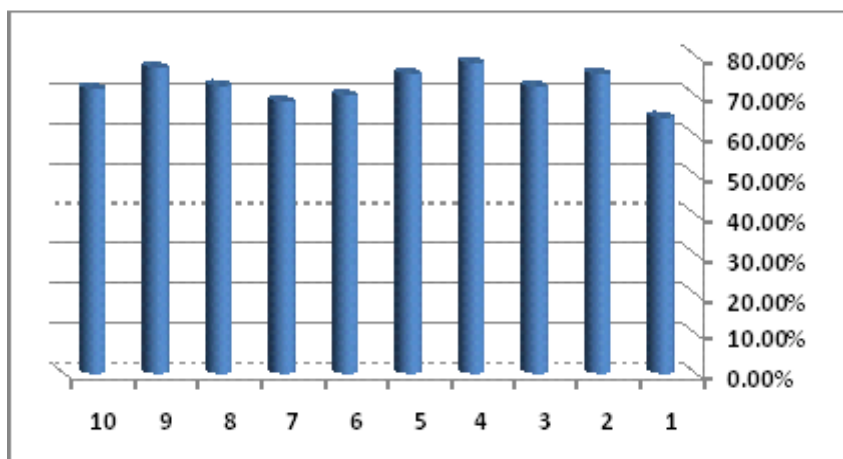


Fig. (3) represented percentage of the non-adopted technical and vocational work in community on hail area

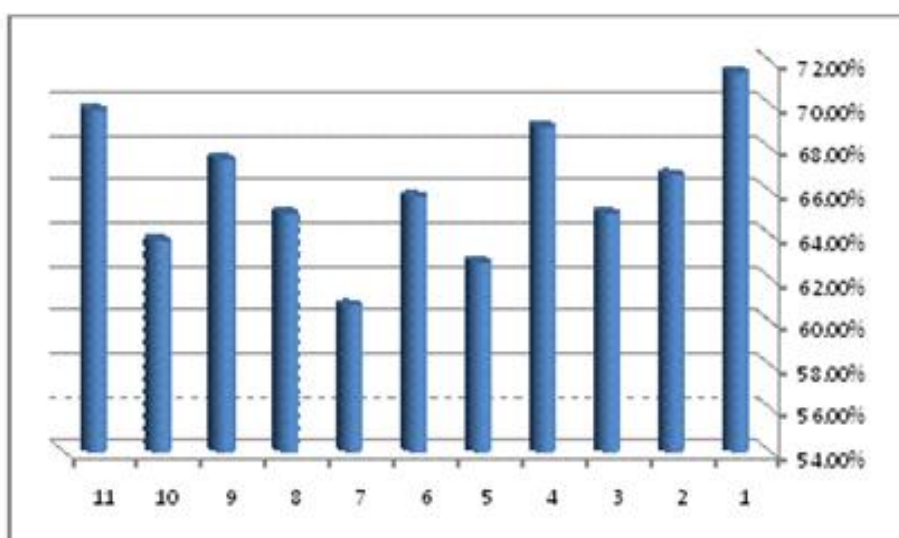


Fig. (4) represented percentage of contribution of initiatives to correct picture for technical and vocational work in community on hail area

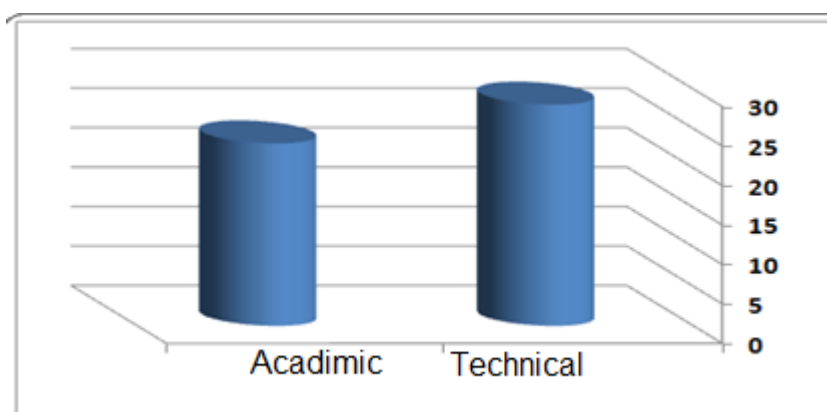


Fig. (5) represented percentage of different between academic and technician in awareness to know positive picture to vocational work

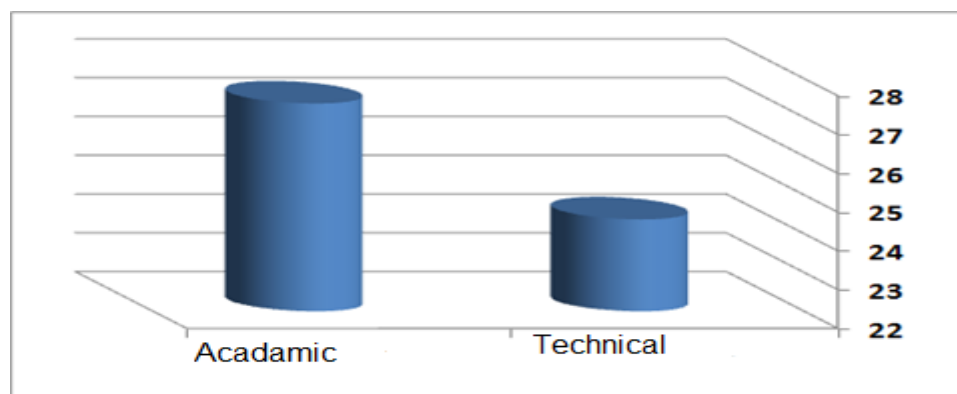


Fig. (6) represented percentage of different between academic and technician in awareness to know negative picture to vocational work

Conclusion

The study has concluded to achieve five key goals represent the first goal: Correction mental picture of the business professional, and done by young people guidance about the profession needed by the community according to their needs and desires and needs of the community away from the parents and the traditions of the family and the limitations community pressure. Increasing social awareness of the importance and the role of technical and vocational training outcomes and their impact on the individual and society. The study resulted the technical and vocational training in the Kingdom, especially the Hail region need to activate guidance, vocational guidance and awareness of the importance professions and enlighten society.

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