

Challenges of Vocational Education in Japanese High Schools : Comparative Analyses from the View Point of Demography and Qualitative Aspects

** Moriki Terada*

Professor Emeritus of the Department of Education and Human Development at
Nagoya University, Japan

**Corresponding author: terada.moriki@kuas.ac.jp*

ABSTRACT

This research is to make some comparative analyses between Japan and some foreign countries basing on some quantitative and qualitative descriptors on international trends of vocational education and training (VET), and to extract essential challenges for the sustainable development of Japanese vocational high schools. As the result, author can point out three challenges on the vocational education (VE) in high schools. Firstly, it's positioned not merely as a transit point to higher education or working life in enterprises, but should deepen its self-completion function. Therefore, secondly, outcomes' descriptors in VE have to be made clear in the relationship with the issue of qualification framework because they are ambiguous. Outcomes should be self-completed, Thirdly, VE in high schools, especially in training target, has few diversities. Not only new comers (graduates) who directly from middle school, but enhance so-called diversity including female, senior younger and foreigner.

Keywords: vocational high school, international comparison, way of cooperation with enterprise, school-based model, competency descriptor, diversity of students