



Demand orientation of TVET to address employability and inclusion and its implications for training of trainers

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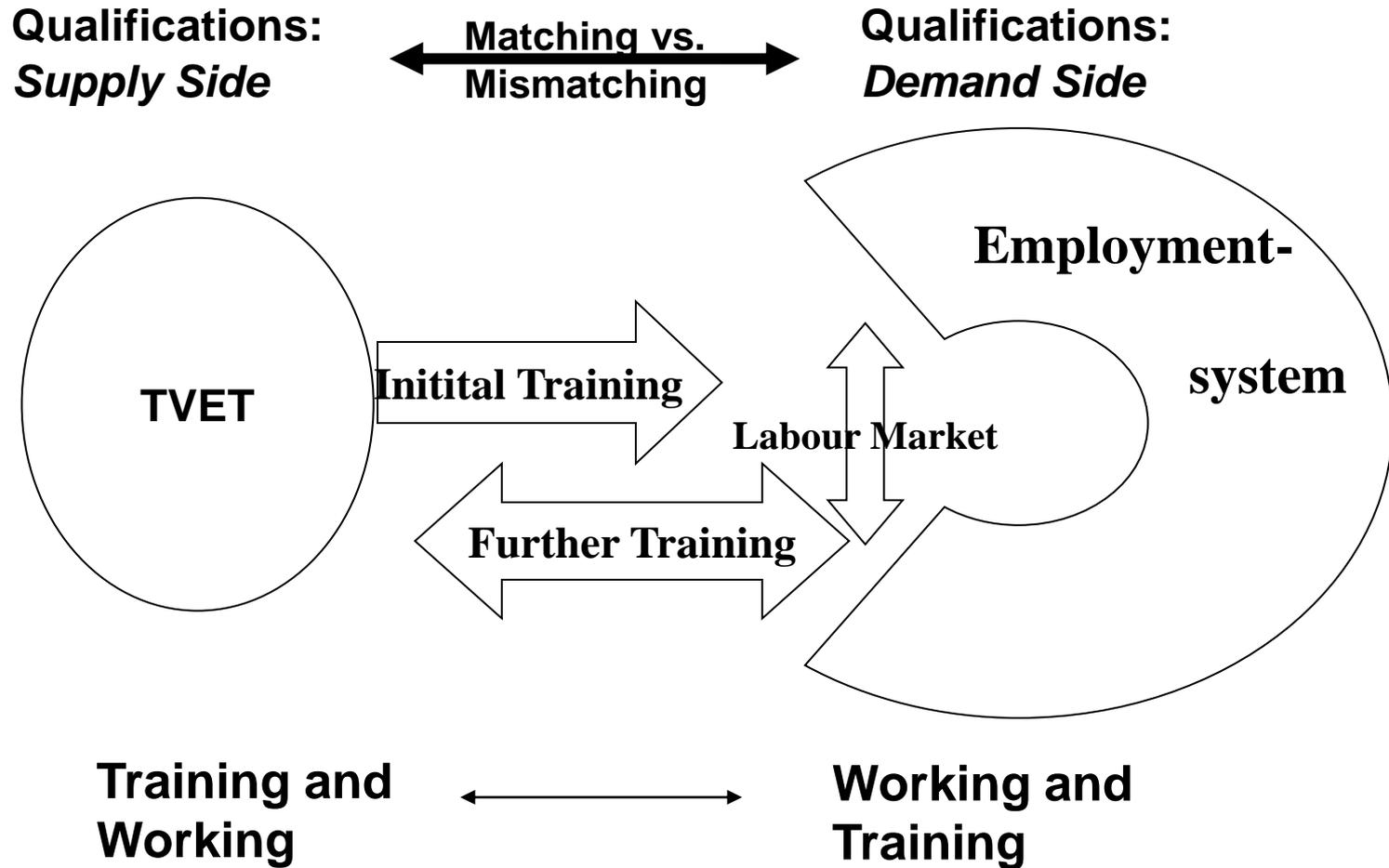
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I. Adjusting TVET on upcoming related labour markets

Interrelationships between TVET and Labour Market





II. Global Contexts / (World) Trends and it's implications for TVET

Drivers of change:

- Technological transformation
- Intensified global competition
- Trade liberalization / new international division of labour
- Increased investment by multinational companies on jobs
- Financial openness and employment
- Politics and policies: State and markets

(Source: ILO)

Actually accompanied by influences as

- Climate Change
- Demographic Change



III. Some selected actual developments regarding TVET and training of TVET Teachers and Trainers on International Development Agenda

- ADB: Education & Skills: Strategies for Accelerated Development in Asia/Pacific:
 - *„...level of skills and knowledge of teachers and work-based instructors is a key determinant of the quality of any countries system of education & training...“*
- EU's new impetus for TVET cooperation to support EU 2020 strategy:
 - *„...evolving role of teachers & trainers: develop a competence framework for teachers / trainers..“*
- OECD: „Learning for jobs“
 - *„adopt standardised national assessment frameworks to underpin quality and consistency in training provision*



Actual models and tendencies of VET-teacher-training in international context

Main variants / models of VET TT programmes existing at universities today are:

- the „teacher model“ (with an emphasis on pedagogics and didactics)
- the „engineer modell“ (with an emphasis on disciplines of science and with marginal pedagogy)
- the „occupational-science model“ (which integrates a knowledge-based understanding of technology, work-processes and didactics)

At some universities occupational specific content is basically derived from the corresponding engineering curricula (the engineering model), whereas at a number of universities the occupational specific content is based on the idea of exploring the specific knowledge which is inherent to work processes on the level of skilled work, so called work-process knowledge.

There is no scientific academic discipline behind this „occupational area“ – perspective – it is a study field which requires continuous empirical research and theoretical constructs to be able to follow changes in technology, work processes and developments in work organisation in companies, and on this basis analyse the impact of these changes on new competencies / qualifications required of skilled workers in production.



IV. International framework curriculum for a master degree for TVET teachers and lecturers

Backgrounds/Demands/Needs:

- ✓ Economic processes have been increasingly developed globalized
- ✓ Increasingly common binding product and process standards
- ✓ International co-operation inside multinational enterprises and between global acting companies advances to a key issue of sustainable economic success.

The professionalization of TVET actors is of crucial importance for the pro-active development between workforce training and the innovation processes and the application and implementation of the resulting ideas from the development process

Merits of implementation of a standard framework curriculum

- basis for national & international accreditation of course program and an international credit transfer system (Mobility !)
- enables self-sustainable and long-term development of professional capacity in TVET
- helps to develop TVET to become an integrated part in national/regional innovation systems



V. Summary / Outlook

- Following developments in global markets there is a increasing demand on modernization of TVET systems, e.g. the improvement of TVET Managers and Teachers
- Requests exists in stronger linkages between TVET with Labour Market demands by addressing different specific target groups - in dimensions, as Quality, Flexibility, Permeability/Openess and Wideness
- The shift to the Information- and Knowledge Society is combined with pressure regarding linking "traditional" TVET with Higher Education
- Actually there can be noticed fragmented approaches, strategies in countries, regions as well as among international Organizations, Agencies and Donors
- It seems to be recommendable to establish a structured and systematic approach following international experiences and tendencies in a sense of a "Global Capacity Development Network" in orientation of improvement of competences of TVET Managers and Teachers



Outlook / Vision: Global Capacity Development Network

“Global TVET-Academy for Sustainable Development”: Activity Chart

Teaching & Training	Research	Publications	Networking
Jointly developed degree programmes (based on UNESCO Framework-Curriculum)	Joint TVET-research regarding Sustainable Development issues	Policy Paper, Research Paper,	National, Regional, Transnational and International Networks
Additional supporting Training programmes for different special target groups (as companies)	Cooperation with TVET-research Institutes	Textbooks Manuals Guides	Transnational Projects
Workshops, Seminars, E-Learning, Blended Learning	Regular Research Conferences	E-books Internet Publications	



Outlook / Vision: Global Capacity Development Network

“Global TVET-Academy for Sustainable Development”

(A proposed joint Initiative / Project by GIZ / UNESCO-UNEVOC)

Steering Board:		
Participating Countries, University Representatives	GIZ UNESCO-UNEVOC	Participating Countries, University Representatives

Annual Council of Global TVET Academy for SD				Particip. without voting rights
Representatives of associated TVET-Programmes	International Organizations supporting TVET Development	Representatives of associated employers organ. / trade unions	Students	Others
Universities / Institutes developing and implementing jointly UNESCO-Framework Curricula for TVET-Teacher Training	UNESCO, ILO, ETF UNESCO-UNEVOC UNEP, UNU	Employers organisations (national, regional, internat.) Trade Unions Organisations	Students-Organisation	
Institutions with complementary Programmes	GIZ ADB, Worldbank NGO			



Thank you for your attention !

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