Welcome

Guests of CPSC & UNESCO-UNEVOC

on

International Experts Meeting

"Reorienting TVET Policy towards Education for Sustainable Development"

Presentation: Dr. Harry Stolte

Head of Division "Modern Media and Curricula Development in TVET"

Representative InWEnt in Saxony-Anhalt
**InWEnt: Facts & Figures**

- Founded in 2002 (by merger of DSE and CDG)
- Head office in Bonn, branches in more than 30 locations
- Regional offices in 12 countries
- 52,000 participants from 140 countries per year
- 800 employees – mostly in Germany
- 4 international conference centres
- Shareholders: German Government, Länder, Private Sector Constituency
- Main commissioners: BMZ: 60%, other federal or state ministries: 20%, third parties: 20%
Facts: HRD Core Competences

- Regional competence
- Specialist know-how
- Market-knowledge
- Pedagogical competence
- Customised demand-oriented solutions
- Executive and change competence
Facts: main business fields

- International Cooperation
- Business Promotion
- Development Education
- Worldwide Learning
Facts: TVET Portfolio (Overview)

1. Reform of TVET-Systems
- Innovation of Vocational Education and Training Systems
- Legal regulations and standards
- Controlling, monitoring and evaluation of qualification processes
- Management of TVET institutions and resources

2. Labour Market oriented Development of Qualifications
- Prognosis of labour markets and planning of TVET
- Labour market and occupational information systems
- International mobility and transparency
- Employment oriented qualification in the informal sector
Facts: TVET Portfolio (Overview)

3. Development of Curricula and Occupations
- Methods and instruments of analysis of educational demand
- Methods of modular curriculum development
- Testing, accreditation and certification
- Development of teaching and learning media
- TVET for Sustainable Development

4. HRD for Companies
- Education and training in companies
- Internationalization of HRD
- Development of competences of multiplier

5. TVET Networks
- Policy dialogue
- Transnational learning communities
- Alumni
**CBC: Context: international commitments**

- MDGs and Millennium Declaration
- **Paris Declaration** (OECD-DAC 2005)
  - **Ownership** of development process by partner countries
  - **Alignment** of donor actions to partner countries’ policies and strategies
  - **Harmonisation** of donor contributions
  - **Managing for Results** guided by clear targets and indicators
  - **Mutual accountability** through transparency and (peer) reviews
CBC: three Levels

Individual
Fostering the decision-making and action competence of men and women

Organisation
Enhancing the performance of organisations in the public and private sector

System
Promoting the political ability to respond to change and manage reform

Results orientation
CBC: What is action competence?

Action Competence:
- "the ability and readiness of an individual to behave adequately, in an objective oriented, reflective and responsible manner in professional, social and private contexts of life"

Subject Matter Competence:
- Subject specific knowledge
- Organisational rules
- Professional experience
- Institutional knowledge
- Work norms and routines
- Market information
- Etc.

Social Competence:
- Intercultural communication
- Team orientation
- Communication and negotiation skills
- Conflict management skills
- Ability to cooperate,
- Etc.

Methodical Competence:
- Analytical/systems thinking
- Project management skills
- Moderation skills
- Decision making + problem solving skills
- Etc.

Personal Competence:
- Readiness for change
- Emotional stability
- Resilience
- Diligence
- Personal Commitment
- Responsibility for own decisions
- Etc.
CBC: HRD for organisational development

Capacity Building is more than training….

Personnel Development (HRD) = Training plus promotion
Skills gap analysis
Career planning
Performance contracts
Coaching…

Training
On the job,
Near the job
Off the job…

Organisational development
Organisational culture
Strategic management
Quality management
Change management
Network management
Knowledge management
CBC: InWEnt didactic principles

1. **Participation:** Learner and trainer = partners
2. **Variety:** of formats, methods, locations, media …
3. **Practical orientation:** direct link to professional tasks
4. **Participant orientation:** based on participants‘ needs/experience
5. **Tolerance:** climate of openness and partnership, multicultural teams
6. **Transparency:** clear communication/agreement on objectives, methods and contents
7. **Systemic approach:** to understand and manage complex problems
Most InWEnt programmes consist of a combination of all these elements!
CBC: Mix of Instruments: Example
„Architecture“ of a typical InWEnt programme

Regional Programme (5 years)

- Kick-off-workshop

Measure 1
- Conference
- PD Advice
- Training course
- ToT

Measure 2
- Workshop
- Leadership Training (ILT)
- Online training
- Coaching
- Follow-up WS

Measure 3
- Workshop
- Training course
- Training course
- Conference

Exchange on Global Campus 21 (Community of Practice)

Final workshop

26.02.2009
**PriME – in short**

**What?**
- InWEnt’s programme cycle management system
- standards for controlling of **outputs, outcomes and impacts**
- key element of QM
- according to OECD-DAC standards
- introduced in 2005 through a comprehensive training initiative

**Why?**
- assurance of **service quality and results** for clients and target groups
- basis for **internal communication, knowledge management organisational learning**
- basis for **external cooperation, reporting, legitimation**
**PriME: Outcome orientation: Results chain**

<table>
<thead>
<tr>
<th>Results levels</th>
<th>Objectives levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact</strong></td>
<td>Programme goal:</td>
</tr>
<tr>
<td></td>
<td>Description of the intended <em>indirect and long-term effects</em> to which the programme should contribute.</td>
</tr>
<tr>
<td></td>
<td>« in this way, the programme contributes to an enhanced performance in the area of… »</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>Objectives of the component /measure:</td>
</tr>
<tr>
<td></td>
<td>Description of the <em>direct short and medium term effects/changes</em> which the intervention wants to achieve</td>
</tr>
<tr>
<td></td>
<td>« the organisation changes its procedure towards… »</td>
</tr>
<tr>
<td></td>
<td>« participants introduce …. in their organisation… »</td>
</tr>
<tr>
<td></td>
<td>« participants apply …. in their workplace… »</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>Results of the activities/services of InWEnt (= learning objectives)</td>
</tr>
<tr>
<td></td>
<td>« participants are able to… »</td>
</tr>
<tr>
<td></td>
<td>« participants have acquired knowledge and skills in … »</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Training, networking, dialogue, coaching, advice… are implemented</td>
</tr>
</tbody>
</table>
Selected issues in the re-orientation of TVET to Sustainable Development

Sustainable action process in companies:

**TVET Teachers should be able to understand the SD-process in companies as well as they should be able to fulfill their “service function“ to deliver appropriate training and competences for workforce to successful changes towards Sustainability**

**Motivation and understanding**
- Motives
- Driving forces
- Definitions and terms
- Written stipulation
- Incorporation in strategy process
- Sustainability as critical success factor
- Focus on sustainable management

**Identification of challenges**
- Long-term, strategic challenges
- Method of identification, analysis and evaluation of challenges
- Degree of systematization of identification (responsibilities, organizational approaches)
- Communication of challenges and changes

**Steering and monitoring**
- Type of long-term planning processes
- Role of sustainability contents in longterm operational planning
- Processes in identifying changes in the corporate setting
- Objectives and programmes with systematic data collection

**Strategy development**
- Strategy development processes
- Integration of sustainability themes and challenges in strategy development process
- Inclusion of corporate setting in strategy development

**Implementation**
- Decisive capabilities and competencies
- Linkage of sustainability contents with management processes
Selected issues in the re-orientation of TVET to Sustainable Development

III. Demands of ESD to re-orient TVET Teacher training

TVET Teachers must be enabled to link closely with the world of work and local/regional communities / society to identify the real training needs and to develop appropriate training programmes as well as for youth, adolescents and adults.

- Very few specialised, separate TVET institutions exist.
- TVET tends either to be integrated with general teacher education or to be sub-speciality in other university programmes.
- At the same time, many institutions delivering VET-training, often under different ministries; This has a negative effect on the development and systematic accumulation of TVET expertise and on research and innovation.
- There is also a lack of didactical thinking on vocational subjects which needs institutional „homes“ and can best be developed in centres of competence; Some institutional concentration would, therefore, be advisable.
III. Demands of ESD to re-orient TVET Teacher training

TVET Teachers must be enabled to link closely with the world of work and local/regional communities / society to identify the real training needs and to develop appropriate training programmes as well as for youth, adolescents and adults.

- The traditional way of teaching divides the comprehensive learning process of the learner into the teaching of theoretical and practical subjects – this is not useful for understanding of work processes and demands of communities.

- There is a need to devote more attention to the development of the content of vocational subject in its own right. Vocationally specific subject theory is often underdeveloped.

- Teachers should not only have academic qualification and practical real-life work experience; they must be trained to convert this experience into their teaching concepts.
Selected issues in the re-orientation of TVET to Sustainable Development

III. Demands of ESD to re-orient TVET Teacher training

TVET Teachers must be enabled to link closely with the world of work and local/regional communities / society to identify the real training needs and to develop appropriate training programmes as well as for youth, adolescents and adults

- Existing TT curriculum will have to be changed if appropriate learning environments are to be created

- Teacher training methods need to focus more on the outcomes for learners in form of demonstrated competency

- If the learning environment is more active and project-based, learners are more likely to develop the deep understanding of vocational concepts and skills, which is required in a rapidly changing economy – special in context of complex concepts of Sustainable Development

- This transfer of knowledge and skills is more likely to occur if the TT curriculum is based on solving problems similar to those experienced in the world of work
III. Demands of ESD to re-orient TVET Teacher training

TVET Teachers must be enabled to link closely with the world of work and local/regional communities / society to identify the real training needs and to develop appropriate training programmes as well as for youth, adolescents and adults.

- The dominant model for continuing TT is still supply-based: institutions such as universities etc. offer training courses to VET schools either free of charge or on market terms.

- Continuing VET TT, in particular, is still focused on individuals rather than groups, and does not include institutional and organisational development.

- More emphasis should be put on demand-led training provision close to, or within, the schools.

- Training needs assessments are still mostly not carried out.
Selected issues in the re-orientation of TVET to Sustainable Development

IV. Strategical/methodological aspects to re-orient TVET

Teacher training towards ESD

Demands and areas to be integrated in TVET TT:

- integration of training and workplace learning
- continuous adjustment to labour market developments / developments in society
- special didactics relating to the huge range of practical skills
- improvement of training programmes based on training needs assessment
- methods of curriculum development
- methods and techniques of ICT, Internet, databases and ICT-based media development
- improvement of the standards of teaching and of the learning environment
- vocational training for adults and special pedagogical/methodological tasks of re-training
- organised transfer of research findings on VET to institutions involved in VET
**IV. Strategical/methodological spects to re-orient TVET**

Levels, problems and priorities regarding TVET TT:

<table>
<thead>
<tr>
<th>Levels</th>
<th>Problems</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>System</td>
<td>* Lack of coherent national policies for TT</td>
<td>* Encouraging similar status, pay and conditions TVET and General education</td>
</tr>
<tr>
<td></td>
<td>* Making salaries for trainers of teachers equivalent to similar qualified employees in companies</td>
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<td></td>
<td>* Discontinuity between teacher training and curriculum development</td>
<td>* Development of standards for trainers of teachers and trainers, based on core competencies including skills of teaching adults</td>
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<tr>
<td></td>
<td>* Discontinuity between TT and labour market needs</td>
<td>* Linking the upgrading of VET and TT to salary increases</td>
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<tr>
<td></td>
<td>* Delay in identifying national occupational standards</td>
<td>* Involvement of social partners in curriculum development and assessment of VET TT</td>
</tr>
<tr>
<td>Regional</td>
<td>* Unclear policies on the regional dimension of TT</td>
<td>* Networks of „Teachers and Regional Adult Training Centres“ to disseminate good practice</td>
</tr>
<tr>
<td></td>
<td>* Inadequate registers of training opportunities at clearly defined levels</td>
<td>* Development of „practioner-experts“ drawn from enterprises and VET schools to become trainers of teachers and trainers</td>
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<tr>
<td></td>
<td>* Shortage of VET trainer trainers outside the core created through special projects</td>
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<tr>
<td></td>
<td>* Lack of specialised regional institutions for VET TT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Lack of integration of off-site and school or workplace-based training</td>
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</tbody>
</table>
Selected issues in the re-orientation of TVET to Sustainable Development

**IV. Strategical/methodological perspectives to re-orient TVET**

<table>
<thead>
<tr>
<th>Levels</th>
<th>Problems</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>* Lack of procedures for guaranteeing standards in private TT institutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Inadequate links between training institutions and companies</td>
<td>* Encouraging enterprises to support and become involved with TT</td>
</tr>
<tr>
<td></td>
<td>* Inadequate links between training institutions and companies</td>
<td>* Forming partnerships between TT institutions and enterprises</td>
</tr>
<tr>
<td>Institutional</td>
<td>* Unclear policies on regional dimensions of TT</td>
<td>* Networks of „Teachers and Regional Adult Training Centres“ to disseminate good practice</td>
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<td></td>
<td>* Inadequate registers of training opportunities at clearly defined levels</td>
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<tr>
<td></td>
<td>* Lack of integration of off-site and school or workplace-based training</td>
<td></td>
</tr>
<tr>
<td>Team</td>
<td>* Equipping TT departments with appropriate modern technological equipment and helping staff to use practices such technology in their teaching and training</td>
<td>* Support for organisational development of TT institutions with the development of team approaches similar to best in other sectors</td>
</tr>
<tr>
<td></td>
<td>* Age profile of trainers of teachers and trainers skewed towards the over 40s resulting in „old mentality“ resistant to change</td>
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### IV. Strategical/methodological aspects to re-orient TVET

#### Levels, problems and priorities regarding TVET TT:

<table>
<thead>
<tr>
<th>Levels</th>
<th>Problems</th>
<th>Priorities</th>
</tr>
</thead>
</table>
| Individual| * TT training is not an attractive profession due to low salary, status, lack of career ladder and better rewards for working in the commercial sector  
  * “Brain drain” to other professions and problems of recruitment  
  * Teacher trainers do not always have the credibility in VET schools for which they are training VET teachers  
  * Excessive demands of multiple roles for the multiplicators (teacher, trainers, project manager) | * Arrange to update trainers of teachers and trainers with knowledge and experience of the current labour market  
  * Develop the role of “practioner-expert“ by using practising teachers as trainers of other teachers  
  * Insufficient experience of some trainers of teachers  
  * Align qualifications and teacher and trainer profiles with the changing needs of the professions and teachers with the world of companies / world of work |
## Selected issues in the re-orientation of TVET to Sustainable Development

### V. Strategical framework to re-orient TVET Teacher training

<table>
<thead>
<tr>
<th>Level at which the innovation is implemented</th>
<th>Funding and timetable</th>
<th>Change leader(s) and strategy</th>
<th>The innovation</th>
<th>Target groups and dissemination</th>
<th>Effects (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* External/Internal</td>
<td>* Top-down-“force“</td>
<td>* Policies</td>
<td>* Pilot</td>
<td>* Achievements</td>
</tr>
<tr>
<td></td>
<td>* Short/long-term</td>
<td>* Diffusion-“persuade“</td>
<td>* Plans</td>
<td>* Large scale</td>
<td>* Unintended consequences</td>
</tr>
<tr>
<td></td>
<td>* Sustainable ?</td>
<td>* Bottom-up-“empower“</td>
<td>* Materials</td>
<td></td>
<td>* Barriers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Knowledge</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>* Skills</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>* Values</td>
<td></td>
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</tbody>
</table>

**System**
- National
- Regional
- Local

**Institutional**
- Whole
- Team

**Individual**
- Teacher and trainer training
- Teacher and trainer
### V. Strategical/methodological approaches to re-orient TVET Teacher training

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>National reform</td>
<td>Between teacher and trainer training institutions</td>
<td>Within teacher and trainer training institution</td>
</tr>
<tr>
<td>Project</td>
<td></td>
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</tr>
</tbody>
</table>

From system to institutions

- International – National - Regional - Local
- By individuals and institutions
Selected issues in the re-orientation of TVET to Sustainable Development

Process line to introduce innovations in TVET (TT) towards ESD

- **process of professionalization**
- **productive searching for improvement**
  - **qualifications and occupations**
    - acquisition/ update of basic-qualification necessary for exercise a occupation
  - **activities, additional knowledges**
    - Command of necessary additional knowledges for exercise a activities
- **product, demand, branch, area**
  - embedding in a superior theme and / or in an area-oriented dynamic, to develop demand-driven products
- **anticipation, innovation**
  - development of a observation-reflex as well in front end (old technologies) as afterwards (analysis-strategy of markets) to anticipate new trends and to be innovative

26.02.2009
Selected issues in the re-orientation of TVET to Sustainable Development

TVET for ESD

- Suppliers of technology
- Consultancy companies
- Public research institutes
- Families / inhabitants
-Universities

- Professionally contacts
- Professionally local contacts

Laboratorys, private research-institutes
Public administration

Interested persons from other areas

Laboratorys, private research-institutes
Public administration

Interested persons from other areas
Selected issues in the re-orientation of TVET to Sustainable Development

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