

# Setting the Scene

## Digitalization and TVET Teacher Training - Requirements and Profiles

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## Megatrends

to be addressed in TVET Teacher Training:

- ❖ Sustainability
- ❖ Digitalization



## TVET

- ❖ is crucial for fostering an economically productive labour force – but also for employment and social cohesion
- ❖ has the potential to support progress and transform societies
- ❖ is the engine of economic development and international competitiveness (EU)

## TVET Teachers & In-Company Trainers

- ❖ have a multi-faced role requiring combined (vocational) pedagogical, technical and practical skills and competences
- ❖ are central elements for performance, effectiveness and quality of TVET for generating qualified and skilled workers

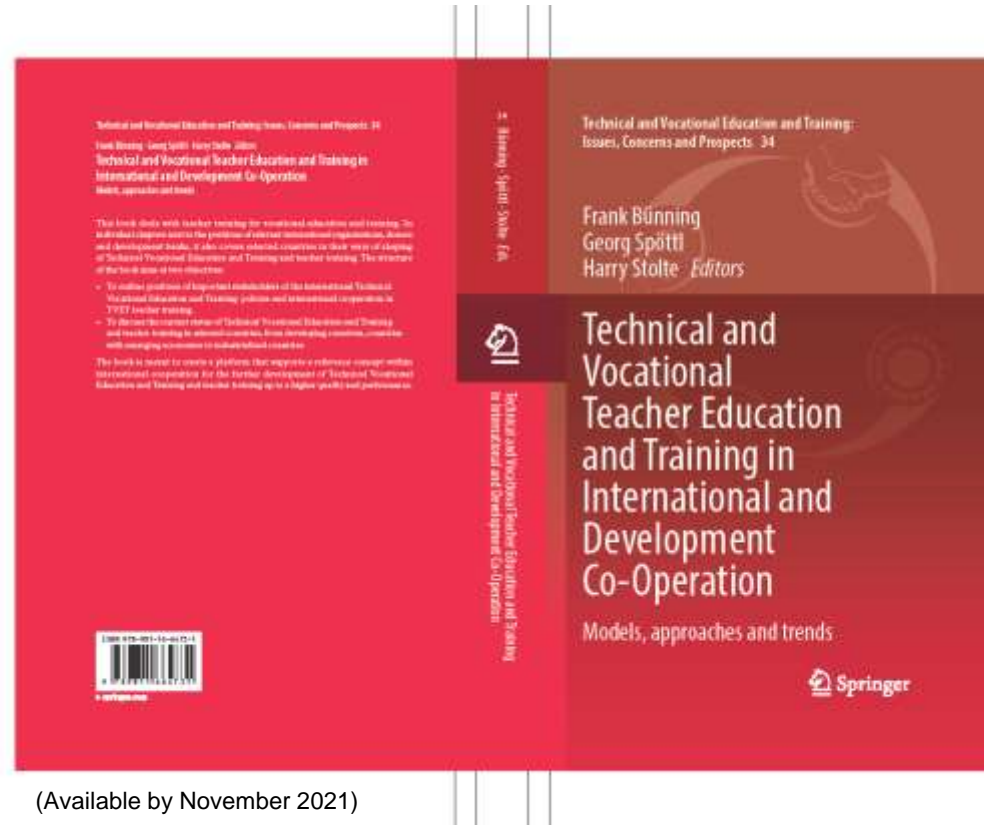
## CHALLENGES

- ❖ is worldwide facing rapid changes – in particular because of
  - increasing complexity of work processes
  - rapid technological changes
- both closely linked with and resulting from Digitalization

- ❖ Education, training & development of TVET Teachers and Trainers has frequently received too little attention (UNESCO)
- ❖ often, there are no career paths for becoming a TVET teacher or trainer, either through pre- or in-service programs (ILO)
- ❖ internationally mandated guidelines specifically created for TVET teaching personnel do not exist

## Actual research results show:

- ❖ There is in general a big variety of existing models, approaches and trends in TVET Teacher Education worldwide
- ❖ Common trends:
  - Focus towards
    - international comparable and recognizable standards
    - Creating career paths with opportunity of access to academic degrees
    - Combining pre- and in-service training (continous professional development)



(Available by November 2021)

## Competences of Teaching personnel – the key lever to master the new requirements by Digitalization in Skills Development

**There is no correlation between investment in technology and student achievement  
(OECD, Schleicher 2015)**



**We won't see a big payoff from technology - unless we make big investments in teacher quality  
(Tucker, 2016)**

**General priority areas in adapting  
competences of TVET teaching personnel  
towards Digitalization**

I Analysis and design of skilled work and competences in the chosen domain / vocational discipline

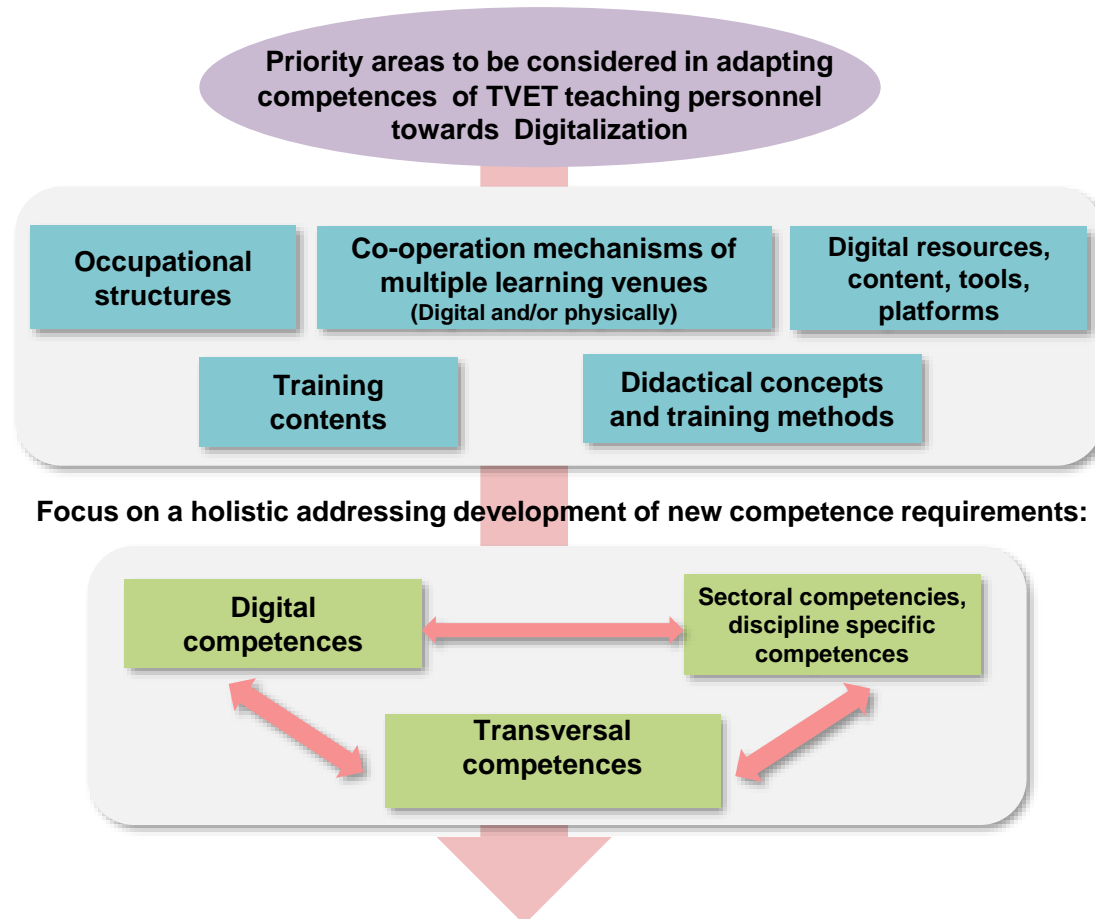
II Analysis and design of objects of skilled work and technology fields as subject of working and learning processes

III Analysis, design and evaluation of occupations, TVET and work processes

IV The genesis of the vocational discipline, structures and organisations

V Analysis and design of learning processes in TVET institutions based on learning and TVET theories

Transfer into pre- and in-service programmes of  
TVET teacher education and training oriented on  
international recognized standards



# Thank's for your attention !



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