



## TVET staff – the key to successful vocational training

### Advisory service

#### The challenge

Technical and vocational education and training (TVET) staff such as school managers and teachers, in-company trainers and employees at vocational training authorities play a decisive role in the delivery of high-quality vocational training. The contribution of these experts is key to ensuring that vocational training is labour market-oriented and to developing and implementing educational reforms. However, the legal, structural, and institutional framework required to facilitate high-quality initial and further training for TVET staff at all levels is often lacking. These shortfalls are reflected, for example, in TVET teaching staff who, in addition to practical skills, often lack the required technical, vocational pedagogical and didactic expertise. As a result, teachers frequently find it difficult to clearly convey training content in such a way that it can be easily understood and applied by trainees. As far as TVET teaching staff is concerned, many countries do not have any clearly regulated requirements regarding its qualification pathways and formal degrees. It is even more common here for a requirements profile for in-company training staff to be lacking. Throughout their career, vocational trainers have insufficient access to upskilling and promotion opportunities. Yet, the technological and digital transformation exposes TVET staff to new challenges – trainers must be able to prepare their trainees for digitalisation and “New Work”.

#### Our approach

GIZ supports its partner countries in implementing measures at three levels of technical and vocational education and training system:

- » At the macro level, we shape the policy frameworks for vocational training together with our partners. For ex-

ample, we draft vocational training reforms and legislation that provide a normative framework for the initial and further training of TVET teaching staff and put in place the required funding. The focus here is also on defining career paths in order to improve promotion opportunities.

- » At the meso level, we strengthen the capacities of institutions providing initial and further training for TVET staff. We assist these institutions in reforming and expanding vocational pedagogy courses and in developing vocational school management skills further. Together with chambers and associations, we develop viable training models for in-company training staff.
- » At the micro level, we plan and implement vocational pedagogy, technical and didactic aspects of initial and further training for TVET teaching staff and in-company training staff, together with local institutions. Here, the transfer of classical technical and methodological know-how is combined with the acquisition of digital skills and the application of digital didactics. In this context, we support the methodological change from a teacher-centred to a learner-centred approach and support the meaningful use of digital labour and learning platforms and of virtual laboratories and workshops.

#### Our services

GIZ provides the following individual services to strengthen its partners:

- » We analyse the country-specific context and the environment for training and for the work of TVET staff. Our focus here is on a transitioning labour market, due to digitalisation, for example.
- » We provide support for the establishment and expansion



on of a legal framework and of standards for training TVET staff. GIZ also advises on developing vocational training strategies and legislation.

- » Together with our partners, we draw up strategies for training TVET staff, including a financing model. These strategies are geared to providing technical and vocational pedagogy training as well as media and digital didactics training for teaching staff, in-company trainers, moderators, managers, and career guidance personnel in formal and nonformal vocational training systems. In this context, we also train multipliers to pass on both the content and the development methodologies.
- » We develop programmes for technical and vocational pedagogy qualification of TVET staff. The focus here is on methods of designing lessons in a way that is activity-oriented, inclusive and environmentally friendly.
- » We design and implement a broad spectrum of training measures, from short courses to comprehensive, long term training programmes. The focus here is on connecting vocational schools and companies as learning environments and on using digital tools to combine face-to-face and distance learning. For this service, we use our German and international network and our very own TVET Academy, which offers tailor-made online and hybrid training courses in Germany and in regional hubs in Asia, Africa, and Latin America.
- » We use digital and hybrid upskilling programmes to strengthen the practical focus of TVET teaching staff.

### The benefits

GIZ provides a network of German and international cooperation partners who contribute their expertise to policy and strategy-related activities. German and international teacher training institutions, chambers and associations are specifically integrated in the development of tailor-made training programmes for different types of

TVET staff. GIZ's work is characterised by decentralised structures and a strong focus on the needs of the partner country and the target groups. As our partner, you will benefit from longterm, target group-oriented project activities, from sustainable approaches developed in a spirit of partnership that promise to deliver tangible results.

### An example from the field

At the heart of the Private Sector Development and Vocational Education and Training in the South Caucasus regional programme, which GIZ implements on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), is the cooperation between training providers and the private sector, aiming at developing labour market-oriented vocational training. It addresses the initial and further training of TVET staff in all participating countries. In Armenia, for example, short-term training courses are developed (as on-the-job training and further training modules) for teaching staff in eight different areas. In Azerbaijan, the programme provides further training in vocational pedagogy and didactics for in-company trainers from the participating companies. In Georgia, it supports the development and piloting of a master's degree course in vocational pedagogy at three universities.

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