

Keynote Session-II

**Transforming VET through
Excellence: Regional /International Experiences**



▶ **Keynote Session- II : Presentation- I**
**VET Excellence in times of Global
Transitions: Experiences from
German Development Cooperation**

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ABSTRACT

Tech disruptions, especially the mass adoption of digitalisation and automation, have impacted almost every industry. The demographic shifts, climate change and a global pandemic have impacted the labour markets significantly. The impact of these transitions on economy and provision of vocational education and training has been sharp – on one hand, it is estimated that by 2030 80% of the jobs are likely to be new (Institute for the Future) and by investing in nature-positive economy alone, businesses are expected to create 395 million new jobs (World Economic Forum). On the other hand, low-paid, low skilled, so called 'frontline' professions are at high risk of disappearing. TVET systems must respond equitably to the needs of both these groups. Unlike earlier labour market transitions, the current socio-economic changes impact both young people and adult workers. Therefore, in times of such transitions, striving for excellence in VET can have far-reaching impact on quality of provision, improving image of VET-based careers and improving the competitiveness of industry. There are several models (such as the dual VET) where high-quality VET programmes – that are developed in consultation with the labour market and offer a career path to learners – have played a significant role in improving the competitiveness of national and local companies. Transforming VET is a long-drawn process which requires more practice-oriented training, focus on the future labour market changes, more flexibility and training opportunities for staff, and inclusion of vulnerable groups. Changes in the labor market offer new opportunities, also for diverse and heterogeneous groups. The diversity of the target group should be taken into account when transforming VET. To this end, teachers must be trained in accepting and dealing with a diverse group of trainees as well as in new fields of work, such as the digital sector or the green economy. High quality of training that allows different learning methods and digital learning content can make job profiles more flexible and individual. So called key-competences will become more and more relevant in transforming TVET to be excellent. Research on how to prepare youth effectively and efficiently in coping with the mass of information available to be better equipped for the future of work showed several clusters of key-competences like: critical thinking, transfer of competencies, meta cognition and reflection, developing self-efficiency, cooperation, core skills, learning in authentic situations, reform of schools,

professionalization of teaching staff etc. The analysis of the importance and the feasibility of training these competencies showed, that the highly important ranked once like meta cognition and reflection, transfer of competences and critical thinking are the most difficult ones when it comes to teach and learn them. As part of its development cooperation initiatives, the German Federal Ministry for Economic Cooperation (BMZ) supports several programmes worldwide to improve sustainable growth. Quality VET being a cornerstone of these initiatives. The BMZ follows a multi-stakeholder partnership approach which includes a) fostering dialogue between government and the private sector, b) implementing practice-oriented and market – oriented VET, c) investing in building capacities of TVET personnel, d) knowledge exchange to develop uniform standards and e) institutionalizing research and career guidance to look at future of work and skills. Some examples from german development cooperation to transform and improve VET are: The project "Kenyan-German TVET Initiative" makes sure that vocational training is labour market and future oriented by cooperating with private companies and involving them in curricula. The project "Reforming technical and vocational training in Viet Nam" provides support to develop "centres of excellence for vocational training". It reacts flexible to changes in the labour market and focuses on new work areas such as the green and sustainable economy. The project "Support to Jordan Educational Institutions in Offering Labour Market Oriented Vocational Training" in Jordan develops partnerships with universities to improve the future-orientation and quality.

BRIEF CV

Mr. Siddharth Chaturvedi leads the Sector Project on TVET at GIZ in Bonn/Germany. She has been working in development cooperation for more than 15 years and has headed various GIZ TVET projects in the Balkans, Ghana, and Myanmar. Her technical expertise covers advice to public & private institutions on vocational education and training systems, the introduction of cooperative training elements, training in the informal sector, competency-based training, gender equality and linking the formal vocational education sector with the private sector. Jeanette has extensive experience in research and teaching, and has obtained her PhD in international vocational education and training in Germany.