



## 2012 ECOSOC Coordination Segment – Panel II

**Addressing the challenges of the  
education/skills and jobs  
mismatch**

- Some German Findings -

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of the German Government**



## BMZ TVET Strategy

- Make private-sector expertise and private-sector capital deliver for development
- initiate new public-private partnerships for vocational training in our partner countries
- Deepen cooperation with civil society
- Draw up a new TVET strategy in dialogue that combines tried and tested elements with new approaches
- Increasingly work with the local private sector to train local specialists, especially in industries set to become even more important in the future.
  - Renewable energies and natural resources
  - Supply of infrastructure, food and water
  - Financial services and health services
- Boost participation by German business associations



# Germany Addresses Five TVET Key Elements



## Progress: Key element Private – Public Cooperation

- Partnership between a local Chamber of Economy, VET Schools and a German Chamber of Crafts
- A Public-Private Partnership: Capacity development and joint investment in infrastructure for High Level Occupational Profile
- MoU (agreements) between ministry and chambers
- VET-competition organized by Ministry and Chamber of Commerce
- 50% Private sector participation in school boards and on future National Agency Board

### Challenges

- Lack of Capacity on both sides, the Industry and Government



## Progress: Key element Learning in the work process

- Create incentives for companies to offer training in the work process
- Internship for students in enterprises
- Adaptation of curricula to modular format according to industry needs
- Offer further training modules to industry
- Training of teachers in enterprises



### Challenges

- Narrow scaled skills offered in most companies- danger of exploitation
- Little success yet in placing learners in companies for practical experience

## Progress: Key areas

### Acceptance of national standards

- Creating the legal and institutional framework for National Standards
- Collaboration on standards development with professional entities
- National Council for VET approves standards
- Independent assessment boards established

- Standardized procedures for awarding status Center of competence

### Challenges

- Lack of curricula, learning and teaching material
- Lack of practical training input
- Lack of participation/capacity of industry



## Progress: Key areas

### Qualified vocational training staff

- Continuous learning for teachers and trainers
- Cooperation with universities
- Capacity building for technical & administrative staff
- Focused practical teacher training through Senior Experts



- Coaching via Senior Master trainers from Germany (e.g. from Chambers of Crafts)

### Challenges

- Brain drain of staff after capacity building
- Cost intensive

## Progress: Key areas Institutionalized research and consultancy

- Creation of an independent TVET-Agency monitoring labour market trends, training outcomes and tracer studies
- Supporting networking: setting up school partnerships with other national TVET agencies
- Web-platform established to make TVET data public

- Donor Coordination

### Challenges

- Existing Staff contingency at macro and media level too little and insufficiently capacitated





**Conclusion and way forward:  
Rome wasn't built in a day either**



## BMZ Funding and Relevance

- Official Donor Assistance for TVET

ODA-Expenditures of all donars worldwide = 480 Mio. € (2010)

- DE = 75 Mio. €
- EU KOM = 62 Mio. €
- World Bank (IDA) = 60 Mio. €
- FRA = 59 Mio. €
- ESP = 38 Mio. €
- All others = under 30 Mio. €

- DE is biggest bilateral donor fore TVET worldwide
- German government pledges are also rising: 2011 96,3 Mio. €+ 2012: € 125 Mio. (Plan)



# BMZ Educational Framework

- BMZ Education Strategy 2010 – 2013  
Ten Objectives for More Education
  - Mainstream education as a key area of German development policy
  - Promotes the lifelong learning approach
  - Encompass early childhood education, primary and secondary education, vocational education and training, higher education and adult education
- With special respect to TVET
  - Objective 2: Promote education on a holistic basis
  - Objective 4: Further expand vocational education and training

