

## 2012 COORDINATION SEGMENT Panel II

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

*Wednesday, 11 July 2012, 3:00–6:00 p.m.*

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#### SLIDE 1

Vice President, Excellencies, ladies and gentlemen,  
We meet here today at a moment where many countries of the North as of the South are confronting a harsh challenge: It is the increasing youth unemployment that threatens the social fabric and the stability of many societies.

What is at the core of this challenge? It is to a considerable extent the mismatch between school and work, the mismatch what many schools offer and the labour market and companies demand.

Germany is considered by many as an exception to the current trend, with a rather low youth unemployment rate of 5.4% while most other countries are in double-digit figures. We believe that, to a considerable extent, the way we approach technical and vocational education and training and how we put it into practice explain this relatively comfortable low number.

In general terms, TVET in Germany lasts from 2 to 3.5 years. It takes place 3 to 4 days in a week on the job in the companies and 1-2 days in a week in vocational schools.

Further essentials of German TVET are

- public private partnership
- without contract between company and trainee no training – and a company is not forced to hire trainees, but can select them
- companies are directly involved in the training in regard to
  - input description and curricula development
  - outcome description and examination
  - on the job training
  - financing
- 1.4 Mill. trainees were trained in the dual system in 2011
- There exist 350 recognized training occupations, legally regulated with national validity.

We all know that the German approach and experience cannot be copied as it depends very much on a rather unique social and economic context and a consensus that has grown literally over hundreds of years.

## SLIDE 2

In its Education Strategy 2010 – 2013 “Ten Objectives for More Education” the German government endorses a holistic approach to education that promotes life-long learning. Objective 4 of this strategy is a commitment to further expand vocational education and training

Our TVET approach for cooperation with Germany`s partner countries (such as Indonesia, Lebanon, Ghana and Tadjikistan) emphasize the following: Vocational education and training enables the individual to continue developing on a lifelong basis the professional and social capacities they require in order to pursue a skilled occupation. Training that is geared to the needs of the labour market enables people to get a job, generate income and escape from the spiral of poverty and dependency. This strengthens their personality, and enhances their options for social and political participation. Moreover, all countries need qualified experts if they are to achieve sustainable economic and social development.

## SLIDE 3

We think that the following five elements have a role to play in any TVET system wherever and whatsoever:

- Cooperation between the state and trade and industry
- Learning in the work process
- Acceptance of national standards
- Qualified vocational training staff
- Institutionalized research and consultancy

From our experience, the first element, covering governance issues, is the most relevant when it comes to the development of a sustainable, performing and labour-market driven TVET-system. Social partnership is a core value here and lays the foundation for shared responsibilities in planning, implementing, evaluating and certifying vocational training. It is only on this partnership at equal level, that cost-sharing between the state and the private sector has a chance to develop.

Let us spend a few moments to look a bit more into these five core issues: I will give a quick insight into how each of these five elements can be put into practice in countries that do not offer a similar socio-economic context as Germany or European countries with similar approaches to training such as Switzerland.

## SLIDE 4

How can the partnership between the private sector and the state be strengthened? For example by

Stand:

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- Creating partnership between a local Chamber of Economy with VET Schools and a German Chamber of Crafts
- Realising a Public-Private Partnership through capacity development of staff and trainees and joint investment in infrastructure for High Level Occupational Profiles
- MoU (agreements) between ministry and chambers
- A VET-competition jointly organized by Ministry and Chamber of Commerce
- A 50% Private sector participation in school boards and a future National Agency Board

#### SLIDE 5

How can the principle of learning in the work process be strengthened, a principle that assures that young people do not only learn a skill but are also introduced into appropriate attitudes, precision, quality and client-orientation? For example by

- Creating incentives for companies to offer training in the work process
- Enhancing the acceptance of non-formal and informal learning
- Offering Internships for students in enterprises
- Adapting curricula to modular format according to industry needs
- Offer further training modules to industry
- Facilitating the initial and further training of teachers in enterprises

#### SLIDE 6

How can we achieve the objective of gradually developing standards that are accepted in a country and can tell an employer what to accept from a graduate of a training programme? For example by

- Creating the legal and institutional framework for National Standards
- Collaborating on standards development with national professional entities support potentially by German professional entities
- Approving the VET standards by a National TVET council that is governed under the aforementioned principle of public-private partnership at equal footing
- Establishing independent assessment boards and developing their capacities
- Putting into practice standardized procedures for awarding the status of center of competence that assure that testing of trainees is undertaken according to standard and with full impartiality.

#### SLIDE 7

No decent training without well qualified in company-trainers, without appropriately prepared TVET teachers who have know-how of and experience in the labour-market: How then to make sure that qualified vocational training staff will become available? For example by

- Providing continuous learning for teachers and trainers (incl. in enterprises, in private institutes, in neighboring countries, in Germany)
- Cooperation with universities
- Continuous capacity building for technical as well as administrative staff
- Focused practical teacher training through Senior Experts from Germany
- Coaching via Senior Master trainers from Germany (e.g. from Chambers of Crafts)

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**SLIDE 8**

The last of the five elements is the most neglected one but it provides the basis for an as much as possible reliable planning of TVET services – the provision of labour market data as the foundation for predicting the trends in skills required in future labour markets. How then to set up and strengthen institutionalized TVET research and consultancy? For example by

- Creating an independent TVET-Agency that has been allocated the minimum funds necessary to monitor labour market trends, training outcomes and tracer studies to understand the employment relevance of training provided
- Supporting networking: setting up school partnerships with European VET Schools
- Establishing a web-based TVET platform that makes public key TVET data
- Active coordination of the Donor Community that is contributing to the strengthening of the TVET system

These five principles from the German TVET approach all spread the spirit of dual training. When I briefly named some examples how this dual spirit can be put into practice in circumstances that do not allow a full-fledged adaptation of the German dual training system, you have seen in the slide the most relevant challenges we find when we support on behalf of German government the development of demand-driven TVET system in Germany's partner countries.

**SLIDE 9**

These challenges should not discourage us and I am happy to further discuss them with you during the upcoming session.