



2012 ECOSOC Coordination Segment – Panel II

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

- Some German Findings -

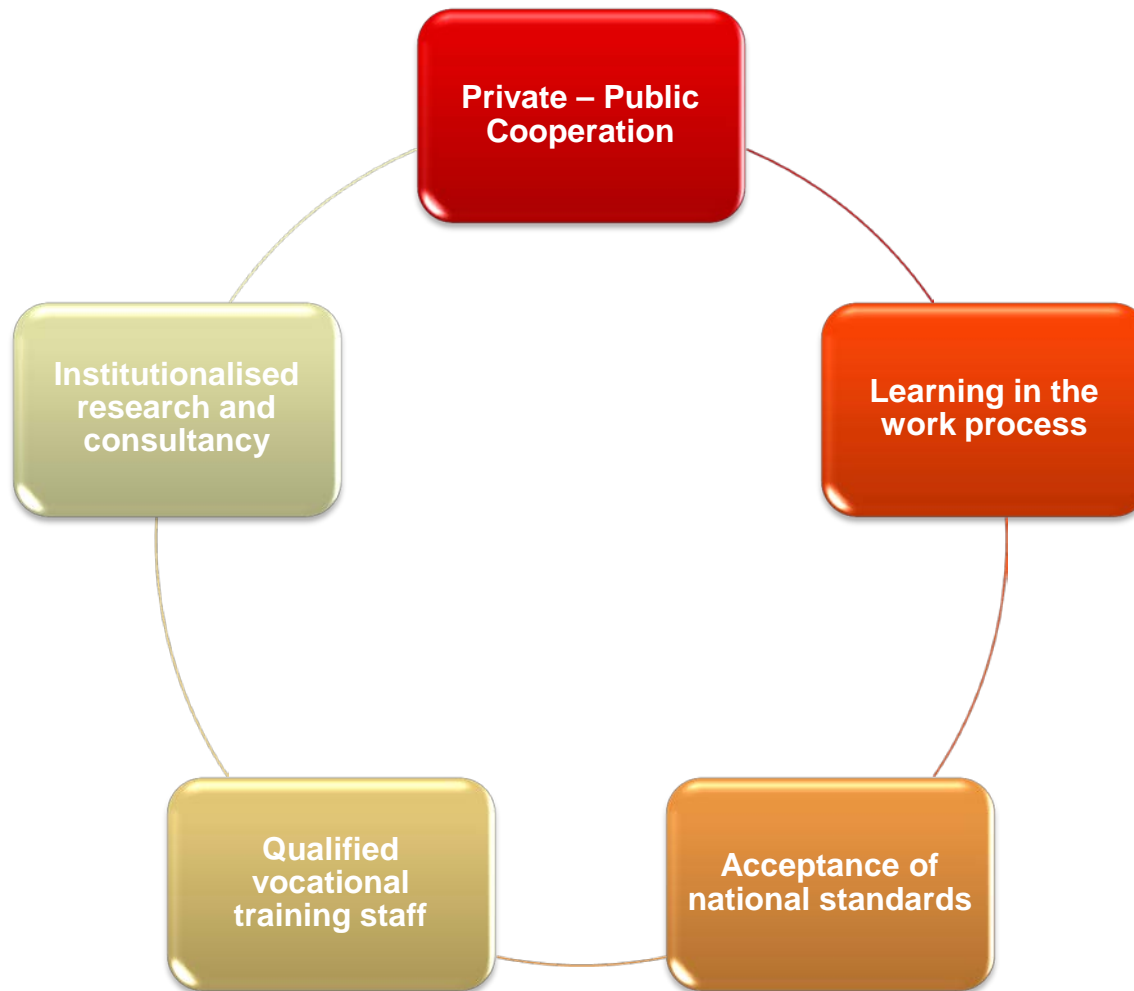
**Dr. Andreas Koenig, Head of Section TVET and Labour Markets GIZ, on behalf
of the German Government**



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

