Dear Skills community,

We are delighted to present the latest edition of the Skills4Dev Knowledge Digest. This issue is dedicated to the invaluable role of Vocational Education and Training (VET) Teachers.

Whether you are a newcomer to our newsletter or a dedicated reader, we trust that will find this thematic approach to be both enlightening and informative. In celebration of teachers worldwide, this month we welcome the contributions of a World Bank expert who is actively working on various aspects of teachers and VET.

We would like to hear from you! Please send us your ideas, suggestions, questions, or collaboration opportunities at skillsgsg@worldbankgroup.org. Learn more about what the GSG can do for you at the end of this digest.

Happy reading!

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1. Featured Works on VET Teachers. Recent publications on this month’s topic.
VET teachers are central to the quality workforce development programs. Nonetheless, VET teachers often do not receive proper attention from policymakers and are often left unsupported. VET teachers are diverse in their types and usually teach in multiple settings - classrooms, workshops, online courses, and hybrid programs. The environment around some VET teachers is complex: they operate under fragmented systems, financial constraints, equity concerns, inefficient recruitment, and insufficient professional development opportunities. Moreover, they often need to cope with unfavorable perceptions of VET systems. Further, VET systems differ across countries and regions and often operate under significant resource constraints. For instance, lack of funding and infrastructure can hinder the capacity of VET teachers to impart practical training and hands-on skills development.

However, a common denominator is that VET teachers must continuously develop themselves professionally to be updated with industry practices and standards. Most VET teachers need pedagogical training, as they often come from industry. As a result, their needs for professional development are diverse and involve pedagogic tools that enable them to develop not only technical skills in relevant sectors but also socio-emotional and digital skills that are more required by employers and more necessary for workers to adapt to technological change and rapid changes in the nature of work. Digital skills have become particularly crucial for delivering practical training in hybrid learning systems, and distance learning options have taken a more prominent role after the outbreak of the COVID-19 pandemic.

More support to VET teachers is critical to ensure successful skills and workforce development, particularly in low-income countries, where VET systems deal with the most vulnerable student population. Quality professional development for VET teachers starts before they enter the profession, with pre-service training and substantial industry exposure. For this purpose, collaboration with industries and employers is vital. Also, countries must prepare VET instructors to teach in a more flexible digital environment, which allows students, mainly women, to study, work, and cope with home care activities. VET teachers programs should not be ad-hoc and need to be well-integrated into national professional development programs. Moreover, providing VET teachers with flexible teaching methods is essential without losing contact with the industry. Strict requirements and intensive and lengthy preparation (or rigid teaching schedules) may detract good candidates from considering VET teaching as their profession to pursue.

Raising awareness is essential for giving more visibility to the needs of VET teachers. Echoing this, this issue of the Skills4Dev Knowledge Digest provides a series of online accessible literature highlighting the importance of VET teacher professional development and policy options to improve it. We hope you enjoy reading this volume.
FEATURED WORKS ON VET TEACHERS

**Digital Skills Development in TVET Teacher Training**
UNESCO–UNEVOC | Trends Mapping Study | 2022 | Global

**Education at a Glance 2023**
OECD | Report | 2023 | Global

**Teachers and Trainers in A Changing World**
CEDEFOP | Research Paper | 2022 | Europe
This study examines trends in TVET teacher training for digital skills, including challenges pre- and post-COVID-19. It also explores countries’ responses to remote learning environments and provides examples of support for TVET educators to enhance digital skills and deliver quality learner-focused education using technology.

This publication is a global education resource that offers comprehensive data on education systems in OECD countries and selected partner nations. The 2023 edition focuses on VET participation and program structures. It also introduces a new chapter detailing measures taken by OECD countries to integrate Ukrainian refugees into their education systems.

This synthesis report focuses on building up competences for inclusive, green and digitalized VET. Building on the findings of Cedefop/ReferNet thematic perspectives for EU Member States, Norway and Iceland, the paper identifies recent trends and policy developments in Europe on the initial and continuous professional development of VET teachers and trainers.

ESSENTIAL READING

A Global Overview of TVET Teaching and Training
ILO-UNESCO | Conference Paper | 2018 | Global

This report served as background paper for the 13th Session of the Joint ILO-UNESCO Committee of Experts on the Application of the

Study on the Trends Shaping the Future of TVET Teaching
UNESCO-UNEVOC | Trends Mapping Study | 2020 | Global

This report on the future of TVET teaching and learning aimed to engage the international TVET community to: (i) improve the

Teachers and Leaders in Vocational Education and Training
OECD | Report | 2021 | Global

This report fills the knowledge gap on teachers and leaders in VET, offering new insights into effective strategies and policies to develop and maintain a well-
Recommendations concerning Teaching Personnel (CEART). The paper identifies and discusses **four main challenge areas** (recruitment and pre-service training, continuous professional development, working conditions, and social dialogue), offering a global overview of **strengths and weaknesses in national TVET systems**.

Understanding of the implications of global disruptions (e.g., climate change, digitalization, the fourth industrial revolution, demographic shifts); (ii) gather knowledge, experiences; and (iii) highlight promising practices in preparing TVET teaching staff to deliver the skills needed in the 21st century and beyond.

**WHAT'S BREWING AT THE WBG?**

**Building Better Formal TVET Systems: Principles and Practice in Low- and Middle-Income Countries**

This report offers guidance to policymakers designing and implementing TVET reforms, emphasizing core principles and practical considerations for L/MICs. The topic of TVET teachers is discussed in **Section 5.2**, focused on limited workforces.

**Unleashing the Power of Educational Technology in TVET Systems**

This report explores the opportunities presented by EdTech for TVET systems globally, with emphasis on developing countries. It also focuses on technology associated with functions related to curriculum.

**Professional Standards for VET Teachers and Additional Functions with Essential Knowledge and Understanding**
World Bank | Report | 2020 | Georgia

This publication addresses the role of the VET teacher in Georgia. The standards are organized under six key areas: analysis and planning, preparing the learning environment, leading the
based learning, under-prepared and under-supported teachers and leaders, and outdated infrastructure, equipment, and learning materials.

development and teaching, learning, matching, and assessment processes, and studies opportunities for EdTech to support systemic TVET outcomes.

learning process, assessing the achievements of VET students, establishing ethical and effective working relationships, and maintaining and improving quality, and continuing professional development.

ADDITIONAL PUBLICATIONS ON TVET

Preparing Vocational Teachers and Trainers: Case Studies on Entry Requirements and Initial Training
OECD | Report | 2022 | Canada, Denmark, Germany, the Netherlands, and Norway
This report examines strategies used by countries to ensure an adequate supply of well-prepared VET teachers, emphasizing entry requirements and initial training. Insights are drawn from Canada, Denmark, Germany, the Netherlands, and Norway to promote a skilled teaching and training workforce with flexibility.

Learner-centred teaching in Technical and Vocational Education and Training: Perspectives and Reviews of Six Asia-Pacific Countries
UNESCO | Report | 2023 | Asia-Pacific
This report analyses the status of learner-centered TVET teaching in six selected countries across Asia and the Pacific, including China, Republic of Korea, Samoa, Sri Lanka, Thailand, and Uzbekistan.

Listening to Vocational Teachers and Principals: Results of the ETF’s International Survey 2018
Stanley, J. ETF. | Report | 2021 | Albania, Algeria, Belarus, Kosovo, Moldova, Montenegro, Serbia, Tunisia and Türkiye
This study examines and compares the state of provision of continuing professional development (CPD) for vocational teachers and trainers across nine countries.

Reinforcing the STEM Pipeline in Vocational-technical High Schools: The Effect of Female Teachers
Sevilla M.P. et al. | Journal Article | 2023 | Chile
Conducted in the Chilean context, this study explores the effect of exposure to a female Vocational-Technical Education (VTE) teacher on STEM pipeline persistence from secondary to post-secondary level.

How Digitalized are Vocational Teachers? Assessing Digital Competence in Vocational Education and Looking at Its Underlying Factors
This study assesses the digital competence of 1692 Swiss VET teachers using a specialized assessment tool and considering VET-specific factors.

Vocational Teachers' Professional Learning: A Systematic Literature Review of the Past Decade
This study presents the results from a systematic review of vocational teachers' learning activities and outcomes, based on an analysis of 54 journal articles published between 2010 and 2021.

Vocational Teachers and Trainers in a Changing World: The Imperative of High Quality Teacher Training Systems
This paper presents an analytical framework for assessing TVET teacher training systems comprehensively.

Needs and Requirements for an Additional AI Qualification during Dual Vocational Training; Results from Studies of Apprentices and Teachers
This article explores the views of both teachers and apprentices regarding the requirements for an additional AI qualification. It analyzes the results from a mixed-methods needs analysis based on interviews with 12 vocational school teachers and a survey of 746 apprentices in Germany.

Amid Rapid Changes in Science and Technology, a Program to Empower Teachers—and Students—to Improve Technical and Vocational Colleges in Eastern Africa
The World Bank | Feature Story | 2023 | Tanzania
This story showcases a regional IDA-financed project that is facilitating collaboration between TVET colleges and industries to modernize their curricula, ensuring they align with occupational standards.

Profiles of TVET Teachers and Trainers across the Globe: Perspectives and Reflections of a TVET Practitioner
Muscat, K. | Blog | 2023 | Global
This article highlights the different contexts in which TVET teachers work and some of the challenges they experience, including, gender disparity, age, experience and career cycles, the importance of context, among other aspects.

VISIT OUR WEBSITE AND LEARN MORE ABOUT OUR WORK ON SKILLS.
Access the previous *Skills4Dev* Knowledge Digest editions:

- [September 2023 | Formal TVET](#)
- [June 2023 | Foundational Skills](#)
- [May 2023 | Socioemotional Skills](#)
- [April 2023 | Global Healthcare Workers](#)
- [March 2023 | Career Guidance](#)
- [February 2023 | EdTech for TVET](#)

Receive updates about events organized by the Skills GSG by signing up [here](#).

**Sign up** to receive future editions of the *Skills4Dev* Knowledge Digest.

Do you have any collaboration opportunities, want to share your recent publication, or have a skills-related question? Contact us at skillsgsg@worldbankgroup.org.

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**Key resources to support the skills-related work within the WB community**

*(World Bank staff only)*

- [Skills GSG intranet site](#) (FURL: skills/)
- [Thematic Knowledge Digest Archive](#)
- [Office Hours](#) with Skills Global Leads
- [Events](#) (material and recordings)
- [Consultant Roster](#)
- [Questions & Answers](#)