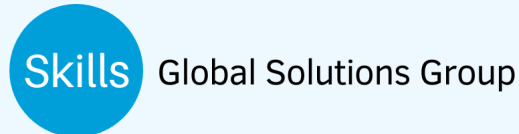


SKILLS 4 DEV



OCTOBER 2023 | ISSUE 7

VET Teachers are critical to ensure successful skills and workforce development

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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EDITORIAL

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.



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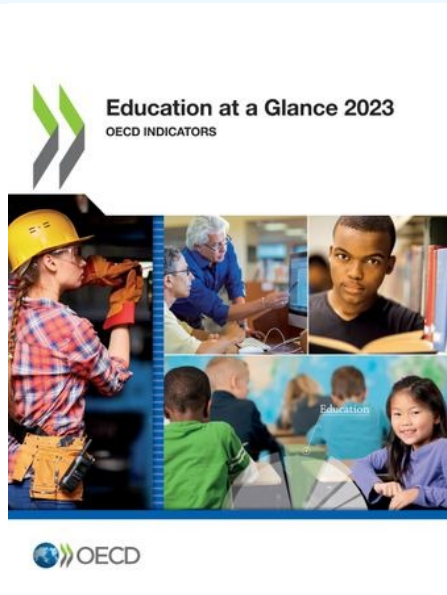
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FEATURED WORKS ON VET TEACHERS



[Digital Skills Development in TVET Teacher Training](#)
UNESCO–UNEVOC | Trends Mapping Study | 2022 | Global



[Education at a Glance 2023](#)
OECD | Report | 2023 | Global



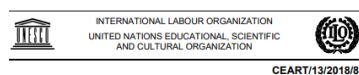
[Teachers and Trainers in A Changing World](#)
CEDEFOP | Research Paper | 2022 | Europe

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



Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART)

A Global Overview of TVET Teaching and Training: Current Issues, Trends and Recommendations
Christa Rawkins
Independent Consultant
July 2018

Report submitted to the 13th Session of the Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART)

Geneva, 2018

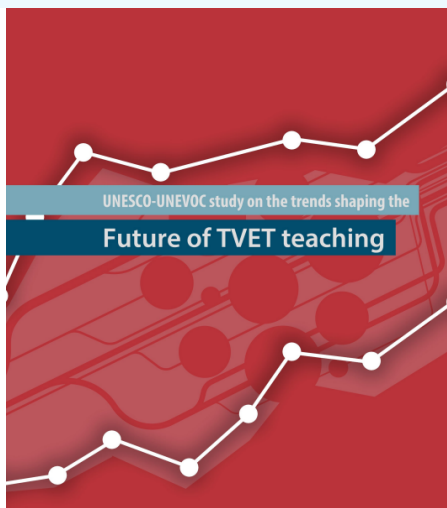
UNESCO – PARIS

ILO – GENEVA

[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



Education
2030

[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

OECD Reviews of Vocational Education and Training
Teachers and Leaders in Vocational Education and Training



OECD

[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.

prepared workforce. It focuses on VET teacher shortages; strategies for attracting and retaining teachers; initial training and professional development opportunities for teachers; the use of innovative technologies and pedagogical strategies; and the critical role of institutional leaders.

WHAT'S BREWING AT THE WBG?



[Building Better Formal TVET Systems: Principles and Practice in Low- and Middle-Income Countries](#)

World Bank-UNESCO-ILO |
Report | 2023 | Global

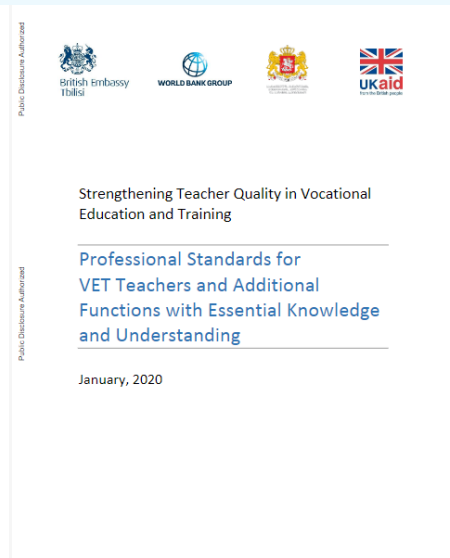
This report offers guidance to policymakers designing and implementing TVET reforms, emphasizing core principles and practical considerations for L/MICs. The topic of TVET teachers is discussed in **Section 5.2**, focused on limited work-



[Unleashing the Power of Educational Technology in TVET Systems](#)

Bain, L. et al. World Bank-IFC |
Report | 2021 | Global

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](#)

Cattaneo A.A.P et al. | Working Paper | 2022 | Switzerland

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](#)

Zhou N. et al. | Research Paper | 2022 | Global

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](#)

Axmann M. et al. ILO. | Working Paper | 2015 | Global

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](#)

Rott, K. R. et al. | Working Paper | 2022 | Germany

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.


SKILLS GSG - HELP DESK




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

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 [Thematic Knowledge Digest Archive](#)

 [Office Hours](#) with Skills Global Leads

 [Events](#) (material and recordings)

 [Consultant Roster](#)

 [Questions & Answers](#)

CONTRIBUTORS

This knowledge digest is a product of the Skills Global Solutions Group, co-led by Education Global Practice and Social Protection & Jobs Global Practice. This edition was prepared with the support of [Gemma Rodon Casarramona](#), Education Analyst.

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