



Building Competence of Teachers/trainers for praxis-oriented TVET

— Experience from GLZ in China

Gesellschaft für Internationale Zusammenarbeit (GIZ)
China Wind Power (Research & Training) Programme (CWPP)

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Contents Layout

1. GIZ in China and TVET as GIZ's Core Competence Domain
2. German Dual System of TVET VS School-Based TVET in China
3. GIZ's Approach for Sino-German Cooperation in TVET and its 5 Key Aspects
4. Project Example I & II
5. Conclusion



GLZ German international cooperation

A German Government-owned sustainability consultancy with international reputation

In China, GLZ has 30 Years' Experience as Partner for Sustainable Development, two foci on:

**Sustainable Economic
Development**

**Environmental Policy
and
Energy Management**



Economic and Social Development

Legal Cooperation

Financial Sector Development

Vocational Training and Labour Market Policy

Corporate Social Responsibility

Environmental Policies and Economics

Energy Management

Sustainable Urban Development

Natural Resources Management

Climate Policy



2009 Sino-German Cooperation in TVET celebrated 30th anniversary

≥ 100000 Chinese visited & trained in Germany

≥ 100 projects conducted in tech. Co.

2011 Sino-German Alliance in TVET launched





**How does the TVET in
Germany look like?**

**Now just have a glance at
next 2 pages, please...**

§ Berufsbildungsgesetz/Handwerksordnung

g

BMBF
BMWi
BMA
BIBB

(Kultus-) Ministerien der Länder

Systemebene

Ca. 345 Ausbildungsberufe bundesweit einheitlich, gesetzlich geregelt

Ausbildungsordnung (einschließlich Prüfungsanforderungen) Mechatroniker

BIBB-Hauptausschuss

Rahmenlehrplan Mechatroniker

Kammern (IHK oder HWK)

beraten Betriebe, prüfen Ausbildungseignung der Betriebe, führen Ausbildungsverzeichnis

beraten Betriebe und „überwachen“ die Ausbildung

Führen den Prüfungsausschuss

Ausbildungsbetrieb

Abschlussprüfung

Ausbildungsvertrag

3 bis 4 Tage pro Woche im Betrieb oder betrieblichen Bildungszentrum; Ausbilder bildet aus

Zusätzliche Varianten
1. Ausbildungsverbund = Kooperation mit anderen Betrieben
2. Überbetriebliche Ausbildung

Facharbeiter-brief

Auszubildende/Schüler

Berufsschule

1-2 Tage pro Woche (Lehrer)

Facharbeiter

Umsetzungsebene

Schüler/Jugendliche

START

Bewerbung

Berufswahl (1-2 Jahre im Vorlauf)

2 – 3,5 Jahre Berufsausbildung

Prüfung

Erwerbstätigkeit oder Übergang zu weiterführender Bildung

ZIEL



In Germany, the Dual System of TVET can be dated back to 100 years ago, since 1960s it is well regulated by laws.

Though Dual System of TVET has proven its success in German economic stability during the current global recession...

Is it transferable to China, as to translate the concept into Chinese?

School-based TVET in China

Does it work?

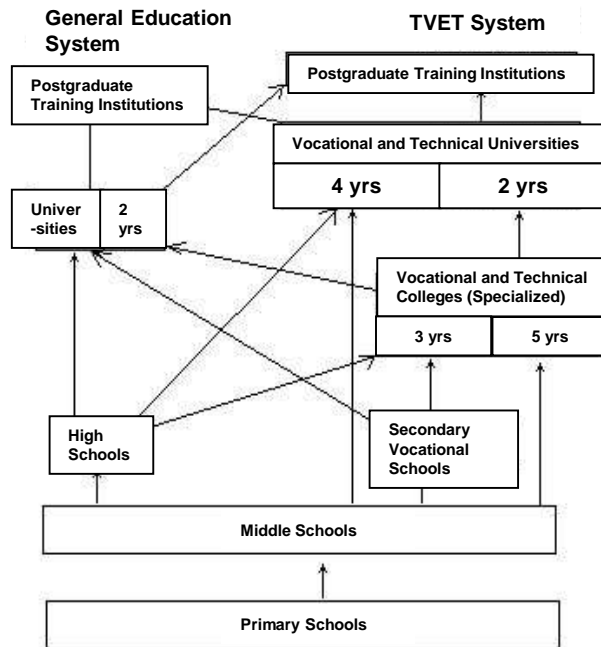


Figure 1: Plan of Mainland China's TVET System

- Complete TVET structure, integrated in School-system
- It will be formally optimized, however,
- Are the youths better qualified?

Employment Difficult, lack qualified staff



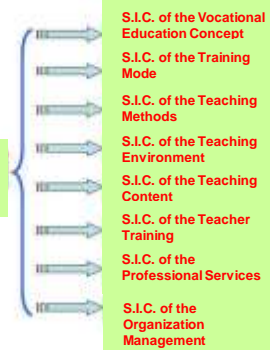
Also in Equipment



Huge Public investment in school construction

And define how S&E cooperate

School-Industry Coordination



Let's sign school-enterprise-Cooperation Contracts amap



How has GIZ acted between two different cultures?



GIZ 's Multilevel- and Systemic Approach



Macro-Level

- Recommendations to the Central Administrations, eg. on law-making on TVET and other frame regulations
- Advices on political measures in term of labor-market
- Contribution to Sino-German dialogue process



中观层面

- Technical advices on establishment of TVET-relevant institutions and support to them.eg. CIVTE in Beijing, TVET-Competence Center at Tongji Uni. Shanghai
- Establish and maintain the Network of Alumna for Sino-German TVET
- Qualifying Teachers/Trainers at large-scale

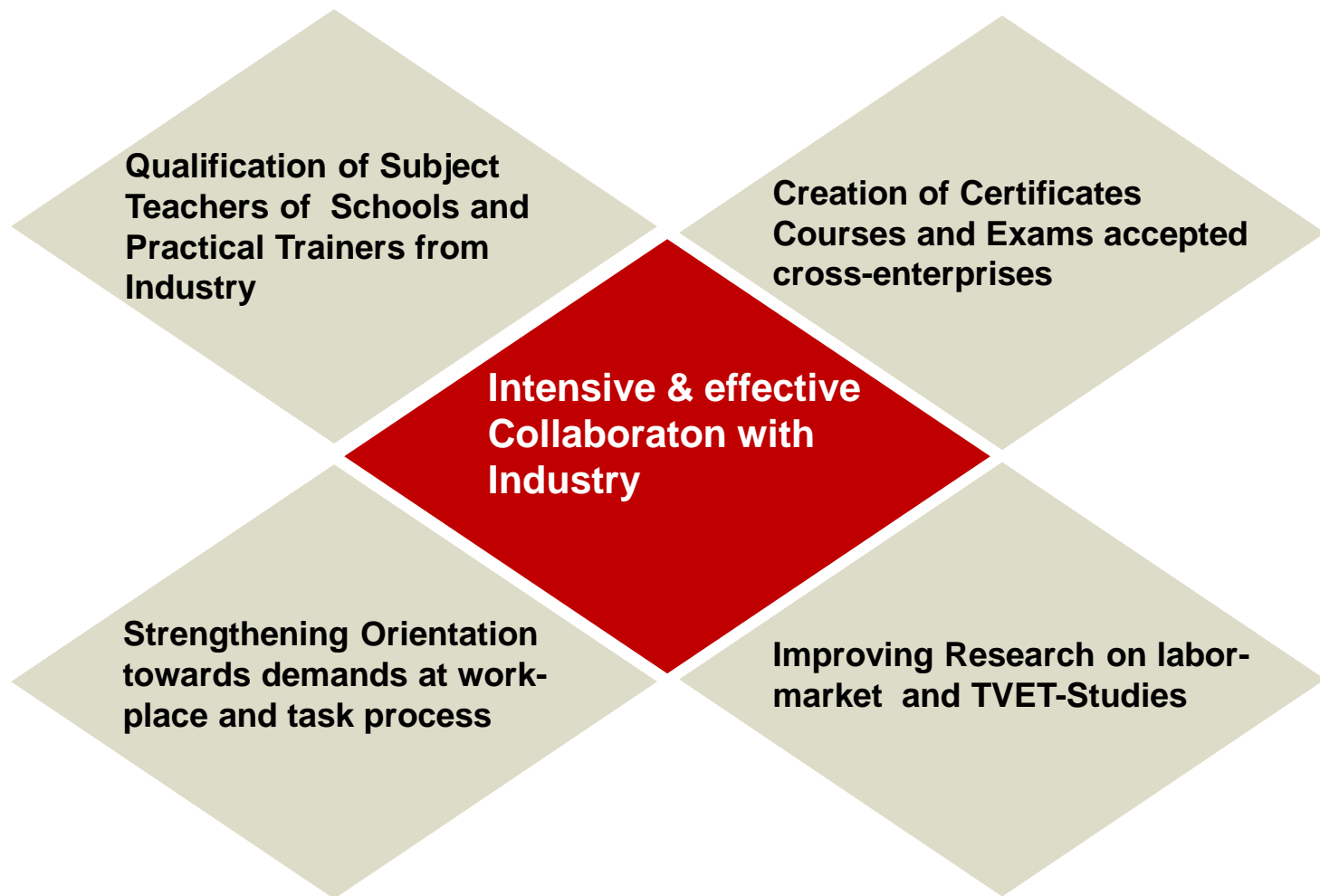


微观层面

- Joint development of curricula and learning materials, hand-in-hand with industry
- Qualifying TVET Leadership in Training Centers
- Conceptual contribution to organisational development of training centers



5 Key Aspects of TVET Made “with” Germany



Project Example

Capacity Building for Environment- and Socialresposible Economic Developemnt (CBUSW, since 2004)

Overall Objectives

- Support to create Standards for Curricula Development & QM
- Updated Measures & Mechanism for Teachers ' Qualification

Extended Objective

- Integration of environmental and socialresponsible behaviors into initial vocational education

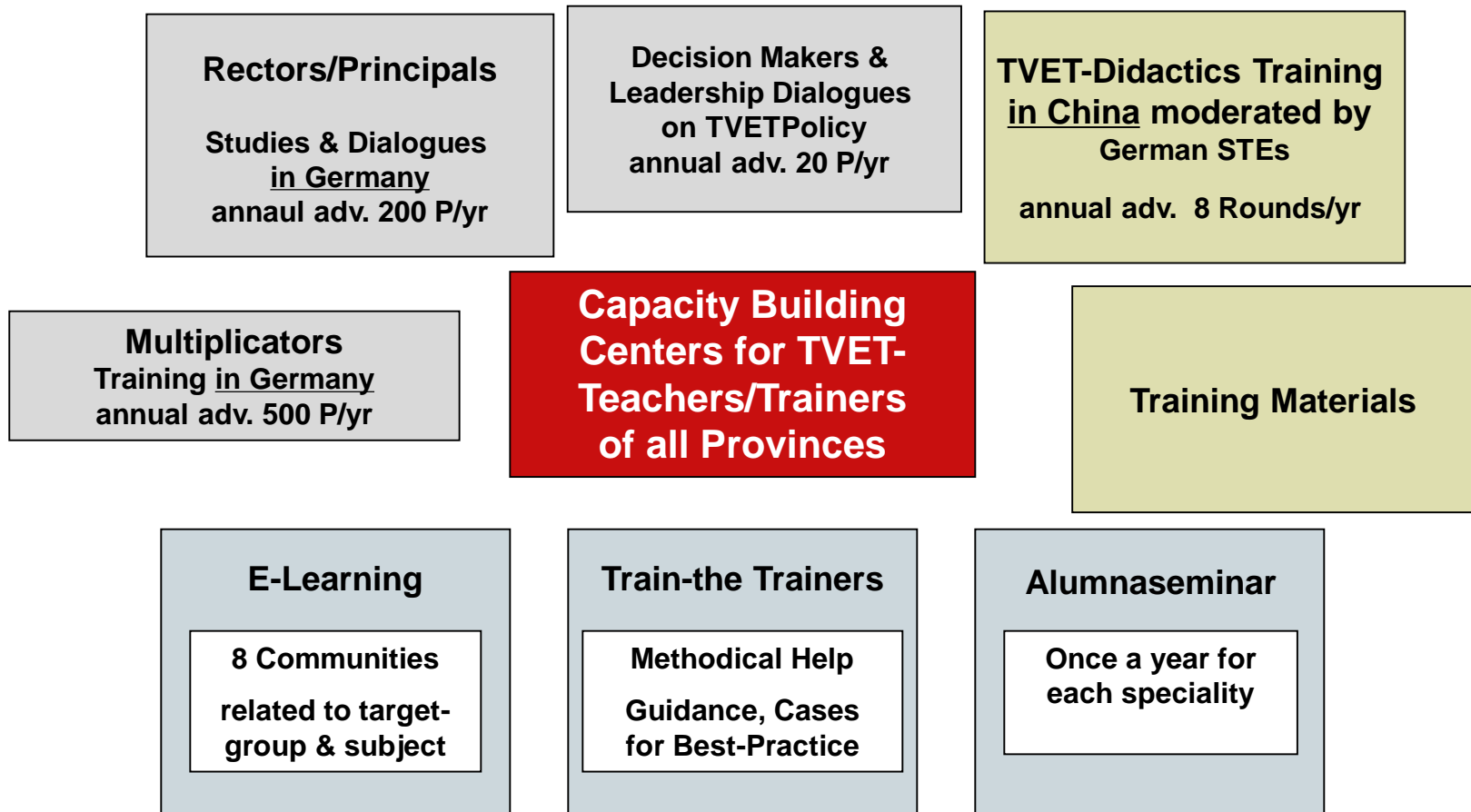
Implementation of Project 2012

- **Training in Germany:**
345 Teachings staff from TVET-Institutions & 140 TVET-leaders
- Training in China: Didactic Training for ca. 1400 Staff



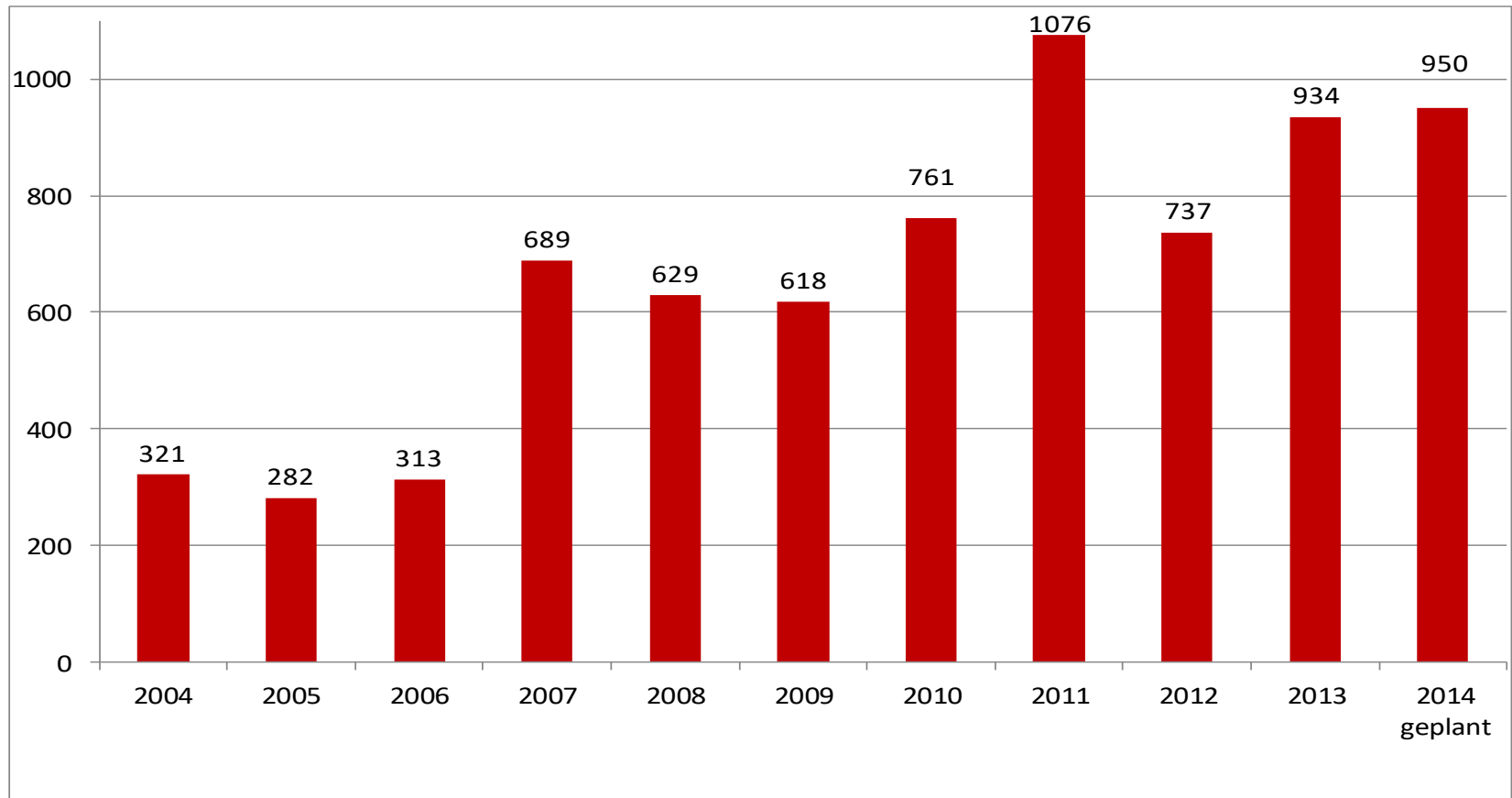


Capacity Building for Environment- and Socialresposible Economic Developemnt (CBUSW, since 2004)





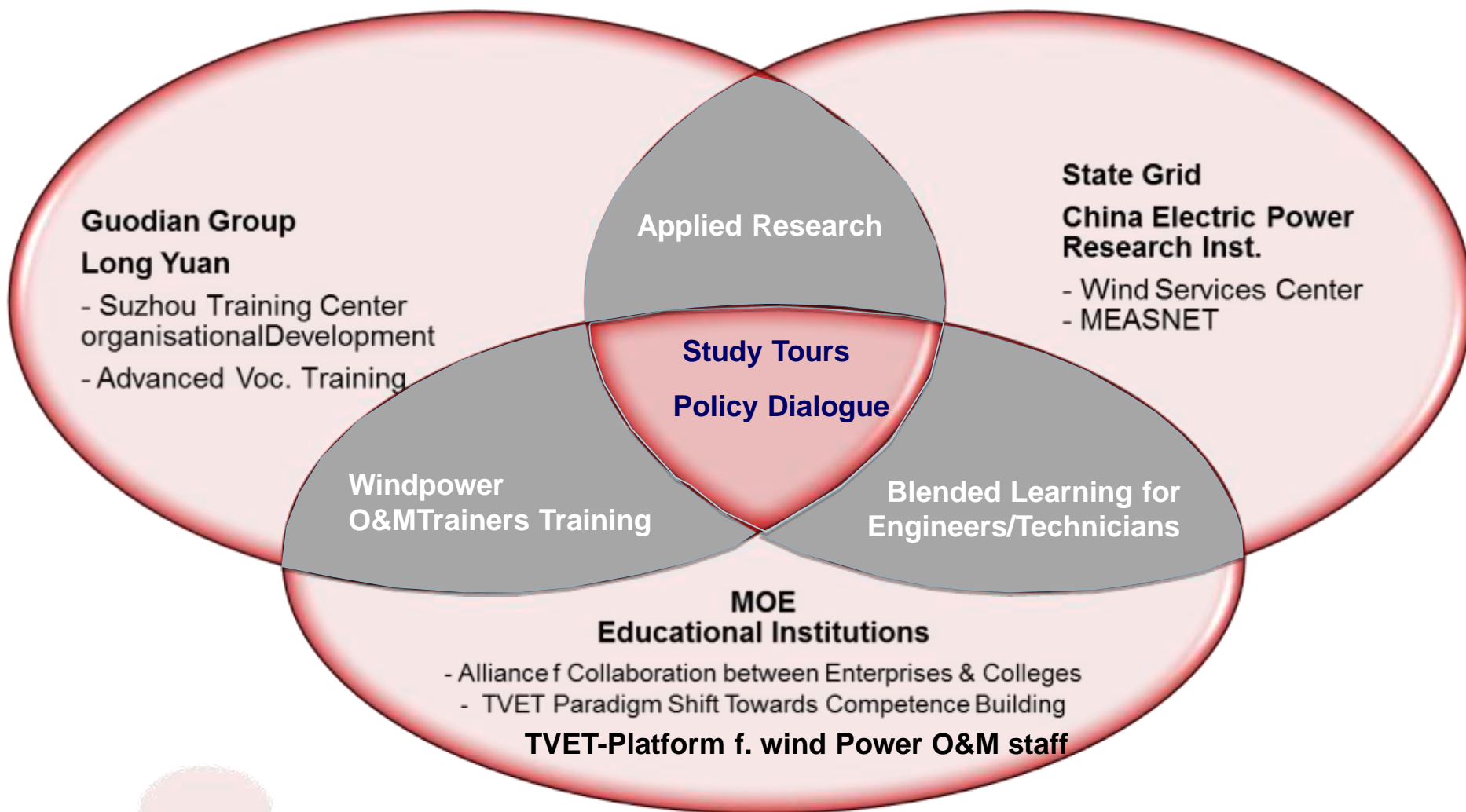
Capacity Building for Environment- and Socialresposible Economic Developemnt (CBUSW, since 2004)



Since 2004, total 6360 Participants of various backgrounds



TVET Platform for Wind Power Operation & Maintenance Staff (2011~2014)





TVET Platform for Wind Power Operation & Maintenance Staff (2011~2014)

Overall Objective:

Partners' technical & educational capacity for practical TVET of O & M staff improved

In 2012~2013, the work results in:

Active Partnership

- **14 TVET Inst.** as Members at Platform
- **3 Wind Power Companies + 3 Wind Turbine Manufactures**, joint the platform.

Qualified Trainers/Teachers

- **10** workshops & training domestic & abroad, ca. **1200** men/days
- **Ca. 40 Staff** well qualified for Praxis-oriented TVET for WP.

Improved Curricula

- **A Master Teaching Plan of 12 learning fields** created
- Proposal to adapt the standard for wind power subjects has been worked out by teacher group.



GIZ's Experience from Cooperation in Chinese TVET

In general, GIZ's Experience incl.

- To align various services at Multi-levels to support TVET in China
- To underpin systemic consultancy by means of pilot-projects
- To incorporate success factors of German TVET into Capacity Building for China's TVET development rather than to transfer the Dual-System
- To foster Chinese TVET paradigm shift towards praxis-orientation
- To set TVET Teachers/trainers as “agent of change” in the middle of cooperation
- To attract more enterprises to join the TVET, in initial training even cross the administrative borders



Thanks a lot for Your Attention!



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