

Berichte aus der Pädagogik

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**An integrated approach towards initial and in-service
training for TVET teachers in Cameroon, within a
context of sectoral economic differences - Case of
ENSET Douala**

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The professionalisation of TVET actors within the international scientific community is of crucial importance for the pro-active development of cooperative relations between workforce training and the innovation processes on the one hand, and the application and implementation of the resulting ideas in the development process, on the other. In this connection, the TVET teacher is one of the major actors whose professional development can provide a framework that improves and eases TVET graduates' adaptability to their working worlds. This requires relevant practical qualifications and operational competencies for TVET teachers, which can partly be acquired through formal training.

The book investigates TVET teacher education in Cameroon under two circumstances: an increase in Small and Medium-sized Enterprises (SMEs) and informal sector employment; and international developments in BA and MA structures for TVET teacher education as proposed by UNESCO. It argues that there are lots of unexploited organisational potentials that can strengthen the practical components of TVET teacher education in Cameroon. The practical training in ENSET is wanting in terms of structural organisations/relevance of learning/teaching forms and internships. Joint project works with SMEs are overlooked, leading to poor connections to/and relationships with emerging labour markets. Individualistic as opposed to cooperative learning styles are encouraged in ENSET and these transcend into the predominant teaching approaches in TVET secondary schools. On the other hand, the layout and structure of in-service training offers do not demonstrate any underlying systematic concepts that serve the professional development of teachers.

The work explores an integrative, proactive and sustainable concept that may strengthen the practical components in TVET teacher education, both in its initial and in-service training, taking cues from local employment statistics and informed by international developments in TVET teacher education.