



COMMONWEALTH of LEARNING



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**Innovation in TVET for
lifelong learning and
sustainable development**

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Context

- New global development goals post 2015
 - New COL 6 year programme
- Strengthened sustainable development through learning
- UNESCO Decade of Education for Sustainable Development (EDSD) 2004 - 2014
 - COL focus on **learning** for SD
 - Includes formal, non-formal and informal learning

UNESCO ESD - Key Issues:

- *poverty reduction*
- *sustainable livelihoods*
- *climate change*
- *human rights*
- *gender equality*
- *corporate social responsibility*
- *protection of indigenous cultures*





One of the major gaps in ESD has been lack of focus on SD in TVET

- ESD not only about relevant content
- emphasises pedagogical approaches and innovative educative experiences
- contribute to the development of learners as citizens who think and act in sustainable ways

What is Sustainable Development?

- over 300 definitions of the term

'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'

World Commission on Environment and Development
Report 1987
(the Brundtland Commission)

Sustainable development: UNESCO

- seeks to meet the needs of the present without compromising those of future generations
- vision of development that encompasses respect for all life—human and non-human—and natural resources
- Integrating poverty reduction, gender equality, human rights, education for all, health, human security and intercultural dialogue

Not a fixed concept

- To promote equity between the present and the future, and equity between countries, races, social classes and genders
- The environment cannot be protected in a way that leaves half of humanity in poverty
- there can be no long-term development on a depleted planet
- Appropriate sustainable strategies must be developed for both rich and poor nations

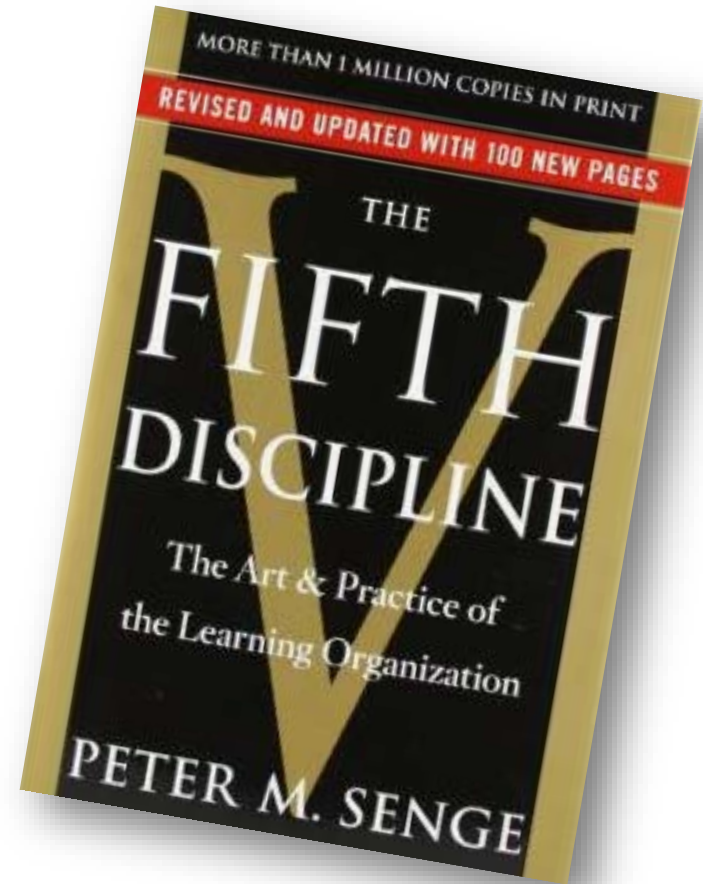
Balancing diverse and conflicting issues

- How do we generate wealth? □
- How can we minimise the depletion of natural resources?
- How can we improve the quality of life especially for those living in poverty?



Innovation

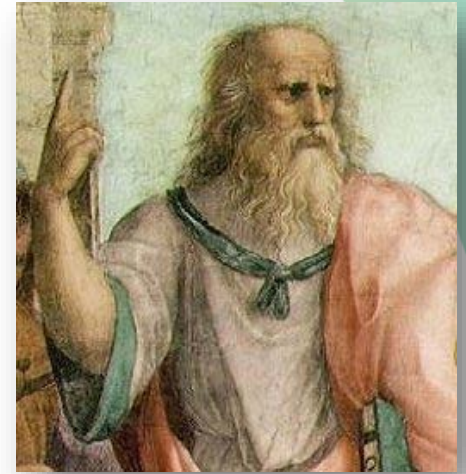
An idea becomes an innovation only when it can be replicated reliably on a meaningful scale at practical costs



The need for innovation in TVET

- The demand for TVET is increasing
- Youth bulge in population increasing focus on basic education
- Surge in secondary completers.
- Current public TVET systems cannot meet demand
- Scale up with technology and innovative delivery models

Lifelong learning & adult education



- Plato: different educational requirements associated with various life stages
- UK 1920s: 'adult education' a permanent national necessity
- an inseparable aspect of citizenship and should be universal and lifelong

Definitions: Lifelong learning

- a continuously supportive process
- stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes
- to apply them with confidence, creativity and enjoyment
- in all roles circumstances and environments

European Lifelong Learning Initiative

Lifelong learning for SD

- Both LLL and SD are routes to empowerment
- SD can lead to innovation and change
- Both require participation and self-initiated action
- Growing demand for TVET
- Re-skilling and up-skilling for working people
- New flexible approaches to meet their needs

‘earn as you learn’

What is the role of TVET in SD?

- Recognition that TVET has pivotal role in economic development
- Two remaining pillars must be included
 - Social justice
 - Environmental protection



Challenges of SD in TVET

1. Understanding the meaning and scope of ESD
2. Identifying generic skills for Sustainable Development
3. A model to integrate SD in the TVET Curriculum



Understanding the meaning of ESD

- limited awareness and understanding of ESD
- Regional, national and local differences means that ESD may be interpreted in many different ways
- Additional task for TVET authorities and institutional managers
- ESD approach should be integrated the into TVET programmes, activities and systems

Identifying generic skills

- strategic & leadership skills - for initiating and promoting change
- process skills - for enabling change
- practical skills - for delivering change



What is the SD integration model?

- Curriculum integration or stand alone programme?
- Core skills programme?
- Change in teaching methodology
 - Participatory
 - Flexible
 - Resource based
- Innovative pedagogy



COL approach to innovation & SD

- Formal, non-formal and informal learning
- Appropriate technology
- Flexible and blended model
- Learner centred and competency-based
- Resolving inequity



The new flexible model

- increased flexible access
- less focus on full-time face-to-face contact
- more resource-based, individual & group learning
- online programme delivery and formative assessment
- support from national training authorities

Benefits of innovation and SD

Flexible and blended learning:

- Staff professional development
- New organisational structures to support flexible learning
- Improved teaching - better learning outcomes with ICT integration
- Increased enrolment in TVET
- Improved revenue

New focus on SD

- New generic skills in TVET
- Green technologies
- Opportunity for institutions and learners
- New green industries
- New employment opportunities for workers with the right skills and attitudes



New focus on SD

- Driven by business and industry
- Environmental crises, resource scarcity, policies requiring reduction of carbon footprint
- Changing consumer demands
- New green technologies
- Private sector needs workers who can respond to these challenges
- Opportunity for TVET Institutions



The challenge for COL and CAPA

- to master the key components of SD and infuse them into TVET programmes
- provide lifelong learning opportunities for qualified people to work in new industries
- new paradigm in teaching and learning and an innovative approach which blends technology into the new curriculum
- To produce workers who meet the needs of our new future

Innovation & SD in TVET

- integrate sustainable development into the FaB model of TVET
- scale up the achievements and replicate the gains already achieved

But without endangering our future





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inspired by technology...
...driven by andragogy

Thank you for listening
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