

## Sustainability of TVET program

*Dr. Md. Nurul Islam*

*Director*

*Bureau of Manpower Employment and Training*

Sustainability of TVET program is dependent on the commitment of and positive responses to demands from policymakers, educators and other stakeholders for state-of-the-art analyses of current and future challenges in education. TVET is considered to be a crucial vehicle for social equity and inclusion, as well as for the sustainability of development. Many ministries of government, the private sector and other stakeholders, including communities, families and individuals, have an interest in TVET systems responding to these broad and intersecting demands.

TVET is steadily rising to the top of policy agendas and the capacity of TVET systems to respond to multiple demands needs to be increased. Simply scaling up TVET provision in its current forms is unlikely to prove adequate and roles of TVET systems in contributing to more equitable and sustainable holistic development will require their continuous transformation and expansion. TVET offerings at the post-secondary level are considered to provide a better preparation for employment than traditional academic university programmes.

Since education is considered the key to effective development strategies, TVET must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. Productivity is the basis for sustained economic growth and wealth accumulation. Higher-level skills, knowledge and technology are indispensable for competitiveness in the global economy. Enhanced global competitiveness can lead to a better economic and political balance of power that will support global peace and stability. The sustainability rationale recognizes the need to pursue sustained growth, but the detriment of the environment and of ecosystems. It calls for a social equity rationale that adopts an intergenerational perspective by enabling young people from disadvantaged families to escape the poverty cycle and to achieve sustainable livelihoods for themselves and their own families.

'Sustainability' becomes integral to the development discourse and it is considered almost synonymous with development in its most holistic sense. It is the *development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains two key concepts: the concept of needs, in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organisation on the environment's ability to meet present and future needs.*

Sustainability requires that those working in these sectors be skilled workers who have knowledge of and commitment to sustainable development, as well as the requisite technical knowledge (UNESCO, 2012a). The transition to greener and more sustainable economies is not just about new jobs, but is also about changing modes of production. Their sustainability implies that TVET systems themselves become 'green', which means, among other things, TVET providers demonstrating and monitoring their own achievements with regard to sustainable policies and practices, for example by 'greening' TVET campuses.

TVET has considerable potential for contributing to both these outcomes, and in the period under review new policies emerged to make TVET an important actor in the drive for sustainability. There is an increasing realization that the skills TVET produces can advance the green agenda, and the awareness and attitudes it builds can improve sustainability and promote social harmony and peace.

Sustainability is an integral part of any meaningful notion of development is now generally accepted; however, in most cases the demand on TVET systems to contribute to sustainability has not been met. Indeed, this demand represents an enormous transformational challenge in view of the fact that the evolution of modern formal TVET systems developed in conjunction with the industrial patterns of production and consumption, some of which are now regarded as unsustainable. The sustainability lens has three elements: greening economies, intergenerational rights and global citizenship. This lens is necessary to optimize the contribution that TVET systems make to the sustainability of development.

Clean sustainable jobs that contribute to decrease energy and resources consumption, reduce carbon dioxide emissions, protect land and marine ecosystems, sustain biodiversity, and minimize pollution are gradually emerging as preferable to the 'business as usual' approaches, as countries and organizations seek to demonstrate their green credentials. Progress towards sustainability implies the creation of new and additional jobs, skills being substituted, certain jobs being eliminated without replacement and some existing jobs being transformed

As shortages in skills that match the shifting labour market demands in the energy sector, building and construction, transportation and farming, for example, could seriously hinder progress towards sustainable development objectives. It also draws attention to the need for TVET providers themselves to operate in an environmentally and socially sustainable way, for example by reducing waste, promoting recycling and saving energy, and acting consistently with the green skills that formal and non-formal TVET programmes are trying to impart.