



# Conference Strands and Details

Papers and presentations may address, **Technical Vocational Education and Training (TVET)** issues including but not limited to the following areas:

1. **Mainstreaming TVET in the Education System**
2. **Transforming TVET through Science, Technology, Engineering and Mathematics (STEM) Integration**
3. **TVET and Industry Engagement**
4. **Stimulating Innovation through TVET**
5. **TVET: The Application of STEM for Economic Development**
6. **STEM focused TVET for Sustainable Development**
7. **TVET and Quality Assurance**
8. **Effective Leadership and Management in TVET**

We encourage the submission of papers on any of the above topics. Please see below explanations for strands.

## **STRAND 1: Mainstreaming TVET in the Education System**

This strand addresses the need to have systems and structures that will ensure that TVET is integrated as an important aspect of general education. The CARICOM TVET Strategy 2012 recommends that TVET should be integrated with general education for life and livelihood. Submissions for proposals for this strand can address:

- Models for integrating TVET in the general education system
- Coordinating the efforts of secondary and tertiary providers in the delivery of workforce training
- Aligning formal and informal learning in TVET
- Building collaborative relationships in TVET Integration
- Promoting quality assurance in TVET according to context

## **STRAND 2: Transforming TVET through STEM integration**

It is recognized that the STEM approach to learning helps to foster innovation and creativity. Recognizing this, the Ministry of Education in Jamaica is seeking to promote institutions with a STEM focus. Areas for integrating STEM in TVET can consider:

- The integration of TVET and STEM in higher education
- How STEM can contribute to economic development



- Approaches for strengthening innovation and creativity in TVET through the integration of STEM.
- Building the capacity of TVET professionals to integrate STEM
- Leadership for STEM implementation
- Influence of Arts in STEM for TVET

### **STRAND 3: TVET and Industry Engagement**

This strand examines the need to coordinate the efforts of TVET with industry to ensure programme relevance and workplace ready graduates. It recognizes that industries are key stakeholders in TVET and hence their needs should be taken into account in the development and delivery of relevant TVET programmes. Submissions for this strand can address:

- Developing and maintaining private and public partnerships in TVET
- Reducing skills mismatch through labour market aligned programmes
- Using TVET to address crisis in the economy
- Developing mechanisms to promote the active involvement of industry stakeholders
- Policy framework to drive industry engagement
- Industry responsibility in TVET
- Foreign Industries and their impact on local TVET

### **STRAND 4: Stimulating innovation through TVET**

This strand focuses on the need to stimulate innovation in TVET thus contributing to economic development. Possible topics could be:

- Fostering innovation through research engagement
- Strengthening innovation through applied research
- Coordinating partnerships with TVET stakeholders to strengthen innovation in TVET
- Implementing institutional mechanisms to foster innovation
- Barriers to innovation in TVET
- Innovative products and processes in TVET
- Identifying and sharing best practices

### **STRAND 5: TVET: The Application of STEM for Economic Development**

This strand recognizes that the workers of tomorrow need to be more creative and innovative. STEM knowledge and skills help to promote innovation. Possible issues for this topic could focus on:

- Promoting innovation through STEM
- Collaboration with (Small and Medium Enterprises) SMEs to strengthen productivity
- The role of incubation in promoting Entrepreneurship
- Policy development and review for STEM in economic development



- Entrepreneurship strengthening
- The role of coordination and collaboration in economic development
- Promoting innovation and critical thinking through STEM focussed TVET
- Mechanisms for strengthening graduate employment in TVET
- The apprenticeship system
- Promoting youth employability

## **STRAND 6: STEM focussed TVET for Sustainable Development**

Among the Shanghai recommendations for TVET (2012) is the need to enhance the relevance of TVET by focussing on green economies and green societies. "Since education is considered the key to effective development strategies, technical and vocational education and training (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 (Bonn Declaration of Learning and Work 2004)."

- Greening TVET – policies and practices
- Capacity building for teachers
- Integrating sustainable development in the TVET Curriculum
- TVET for economic development and environmental sustainability
- TVET for social and cultural sustainability
- Addressing negative perceptions of TVET
- Using TVET to bridge class divide
- Using evidence based research to inform policy and planning in TVET
- Monitoring and evaluation of TVET programmes

## **STRAND 7: TVET and Quality Assurance**

Conference strand proposals for TVET and quality assurance could focus on the policies and mechanisms for improving teaching and learning and expanding access to quality TVET programmes. Proposals for submission can include:

- TVET training approaches and practice
- The competency based education and training approach
- Curriculum development in TVET for workforce development
- Information and Communication Technology in TVET
- Evaluation of TVET projects and programmes
- Strengthening teaching standards at all levels
- Engaging at risk and marginalized groups in TVET
- Strengthening access by improving gender equality



- Encouraging flexible pathways in TVET to facilitate access and progression
- National Qualifications Framework
- Blended and online learning
- Learner profiles in the development and delivery of effective TVET programmes

## **STRAND 8: Effective Leadership and Management in TVET**

Leadership and management in TVET are critical to effective TVET systems and quality TVET institutions. Leadership is necessary in developing the capacities of TVET professionals, engaging major stakeholders and ensuring that investment in TVET leads to social and economic development. Proposals for this strand can focus on:

- Managing TVET for national, regional and economic development
- Programmes for developing the leadership capacities of TVET professionals
- Improving coordination of various stakeholders in TVET
- Implementing systems to strengthen accountability in TVET
- Ensuring the relevance of TVET to current labour market needs
- Mechanisms for ensuring TVET is responsive, flexible and integrated
- Financial management of TVET
- Funding schemes to facilitate at risk and marginalised groups

### Criteria for Submission – Abstracts and Papers

Abstracts and papers should include:

- Title of presentations
- Strand to which the presentation is aligned
- A maximum of 200 words, single space
- Name and contact information of the presenter(s), including email address and telephone numbers
- Affiliated institutions
- Audio Visual Requirements

### **Conference Details**

The conference will comprise tutorial sessions, presentations, technical paper sessions, poster sessions and an exposition.

### **Tutorial / Workshop Sessions**

These will be approximately forty five (45) minutes in duration and will be highly interactive with practical hands on activities.



## **Technical Paper Presentations**

Technical paper sessions will be selected after rigorous peer review under supervision of a technical committee

## **Poster Sessions**

These will be conducted in parallel with the technical paper sessions.

## **Exposition**

Industry and Commerce will be invited to participate in an exposition. They will be invited to make presentations about various technologies, business practice etc.

## **Professional Development Sessions**

Professional development sessions will be held for TVET professionals and students

## **Roundtable Discussions**

These will be led by a moderator and will provide an opportunity to have conversations around a particular topic/ idea.

## **Publications**

In addition to the conference proceedings, selected papers will be peer reviewed for publication in the on-line International Journal for Leadership in TVET and Workforce Development and or the Caribbean Journal of Education.

Articles selected for publication must follow the format of the American Publication Association (APA) Manual (latest edition). The articles should be double-spaced, inclusive of tables, figures and reference page(s) but not exceeding twenty five (25) pages. Articles should not be published or submitted for publication elsewhere. Accepted articles may not necessarily appear in the next scheduled volume but will appear in a subsequent volume.

All articles should be sent electronically to any of the email addresses listed below. For each article submitted, the author's name, address and the title of the article should appear on a separate page to ensure anonymity in the peer review process. The authors are responsible for crediting the sources from which the information was obtained for preparing the articles. Authors will be notified about the status of their paper(s) as soon as the peer review process is completed.