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Editorial

Continuing the Journey of Education, Training and Research

Amit Koirala and Ekaraj Adhikari

Training Institute for Technical Instruction

Sanothimi, Bhaktapur, Nepal

Email for correspondence: editorial@titi.org.np

We are very happy to come up with the new issue of Journal of Training and Development (Issue 1, Volume 1) which has been published solely for the promotion of scholarship and research on training and development. We started our journey in 2009. We are now resuming this work of applied academic research and publication. We have significant lessons learnt from the past. At this point in time, we commit that we keep on publishing the journal regularly building on the commendable work carried out by our predecessors.

All the articles in this volume have been edited by a team of editors with ebullient spirit. Although there were tough challenges in editing articles, we dealt with them successfully in a team. We all concentrated on making this journal a forum for enhancing scholarly practices in the field of education, training and research especially in the field of Technical and Vocational Education and Training (TVET). We believe that the lessons learnt this time help to make better foundation of journal publication.

This issue consists of twelve articles on different aspects of training and development. The first article by Mr. Chet Nath Kandel explores issues associated with the intention of introducing TVET, its demand and supply side debates and opportunities and challenges of introducing TVET in the secondary schools of Nepal. This paper is based on literature review, interviews with some experts, and reflection of the author's own personal experiences. It concludes that TVET in school education system should continue as there is a high demand of TVET graduates in the job market.

Dr. Bhawani Shankar Subedi, in the second article, presents empirical assessment of effectiveness of teacher training programs to improve the quality of school education in Nepal. This article is executive summary of a comprehensive study conducted in 2009/2010 and concluded in March 2010. This study was based on mixed-methods approach- quantitative as well as qualitative approach. It concludes that the training of teachers has contributed and can positively influence quality of education if stakeholders are also actively involved in the education process and subsequent outcomes.

The issues of sustainable development are discussed in the third and the fourth articles of this journal. Ms. Shiba Bagale first talks about this in the context of technical and vocational education and training. Her paper is based on secondary sources of data. It has made an attempt to promote TVET from the perspectives of sustainable development highlighting on aspects of education and the barriers behind it. Likewise, Ms. Pramila Bakhathi associates the issue of sustainable development with teacher education. She discusses the roles of teacher in promoting sustainable development through education. She argues that if knowledge is not transferred into behaviors or practice, that knowledge will be of little or no use.

The fifth article by Mr. Shree Prasad Devkota explores the necessity of TVET to empower conflict victims.

It is a review paper solely based on secondary sources of data. The paper concludes that people oriented TEVT system should be tailored to their needs and circumstances.

Technical instructors' motivational practices are discussed by Mr. Amit Koirala and Ms. Gita Dhungana in the subsequent paper. They have presented the understanding of the key factors that enhance or hinder the instructors' motivation to teach in vocational training center. Case study research design was applied by the researchers. The paper concludes that financial considerations and lack of academic soundness in school management committee were the major hindering factors for instructors' motivation. On the contrary, students' learning, achievement, performance were the major enhancing motivational factors.

The seventh article by Dr. Phanindra Kumar Chaudhary and Rajan Binayak Pasa appraises the possible importance of accessible agriculture education program in agriculture and rural development sector. Their article is based on library research. Their paper emphasizes that only formulating agriculture and rural development policies may not be enough to solve the existing socio-economic problems; it is necessary to diffuse agricultural education program in rural areas for producing skilled and knowledgeable workforce.

Mr. Anoj Bhattarai reflects on his schooling from engineering to training in the eighth article of this journal. He reflects highlighting the importance of setting goals for desired achievement in life. In addition, his paper scrutinizes the role of patronage of parents, societal influence and cultural capital to set the degree of success of a person.

Short term vocational skill test in Nepalese context is discussed by Mr. Rajan Binayak Pasa. His article assesses the possible contribution of short term vocational skill tested graduates and labor migration in foreign employment and contribution of remittance to Nepalese economy. The paper has made an attempt to assess the role of effective skill testing system that can be provided even at local levels for equal accessibility to all skilled workforce throughout the country.

The tenth article by Mr. Noor Jung Shah talks about the situation of children affected by AIDS as challenged learners in Nepal. This article is based on field experiences of the author. It also draws information from other secondary sources. The paper ends with the note that stigma and discrimination is the main cause for school dropout among children affected by AIDS and there are no specific strategies to intervene to make them continue education of such children.

The second last article of this journal discusses the subtle differences as well as common contents of job descriptions. Mr. Eka Raj Adhikari presents the process of developing job description in today's organizations. This review paper emphasizes the point that a job description can be used for multiple purposes. It has also opened interesting avenues for other researchers to explore further issues.

The last article by Mr. Anup Bhurtel is on the role of technical and vocational education and training in workforce development. The paper is based on library research. It has highlighted the contributions of TVET on employment in the labor market and uplifting of self-employment through the development of relevant skills.

Finally, we would like to express our thousands gratitude to the authors and the reviewers for their constant support in publishing the journal. We are also grateful to the entire TITI management team for their encouragement and support. It has become an open access journal through Nepal Journal Online. Readers from any part of the world can now access this journal. We are very grateful to Sioux Cumming for providing professional support to publish the journal online. Last but not least, we are very thankful to the publisher for the publication of the print version of this journal.



Introducing Technical & Vocational Education and Training (TVET) in the Secondary Schools in Nepal: Opportunities and Challenges

Chet Nath Kanel

PhD Scholar in Development Studies, Kathmandu University, Hattiban, Lalitpur, Nepal

Email for correspondence: chetnathkanel@gmail.com

Abstract

Nepal's education sector is striving for producing quality human resources for the country. However, due to lack of appropriate policy, priority and curricula, the efforts have been less effective. Education sector has also been a subject of criticism due to mismanagement of the 'products' and the industry-demands. Taking these matters into considerations, Government of Nepal is trying to introduce the TVET in secondary education (9-12) system as a pilot-basis. This article has explored some of the critical issues associated with the intention of introducing TVET, its demand and supply-sides debates, challenges as well as opportunities in expanding TVET in Nepalese secondary education system. Literature review, some expert-interviews and reflection of personal experiences are the key methods of information generation for this article. The main conclusion of this article is that the TVET system in Nepal has very high demand to produce the required and quality human resources in Nepal. There are ample opportunities in introducing the expanding of TVET in Nepal. However, key learning from 99-piloted schools should be main basis to take further steps visualizing the feasibility, employability and sustainability from students, schools, and schools' perspectives. Even after the School Sector Reform Program (SSRP), the initiative of introducing TVET in all secondary schools of Nepal should continue.

Key words: Technical and Vocational Education and Training, Secondary schools, Quality, Employability, Piloting

Introduction

Nepal's education sector has been facing a challenge of producing quality and employable human resources required for the country. This debate is continuing for a long time (Sharma, 2010; Sharma, 2014;

Wagley, 2014a). Even the first Education Commission (The 'Wood Commission') report highlighted the need of serious focus on producing 'skillful' and 'employable' students proposing some technical and vocational subjects from class 6 to 10 (Table 1).

However, for a long period, Nepal has been testing and re-testing the education systems and new models in the name of "educational improvement" mostly dominated by western education systems (Bist, 1991).

Table 1: Curriculum proposed in the Wood Commission Report 1954 AD (2011 BS)

Class 6 & 7	Class 8	Class 9-10	Remarks
<ul style="list-style-type: none"> • Nepali • Sociology, • Practical Science • Practical Math • Physical health 	<ul style="list-style-type: none"> • Nepali • Sociology, • Practical Math • Physical health education 	<ul style="list-style-type: none"> • Nepali • Sociology, • Physical health education 	Focus on main & general education, health, morality
Two vocational subjects	Two vocational subjects	Three vocational subjects	Emphasis on occupation/job-focused education
One General Vocational Subject	One General Vocational Subject	One General Vocational Subject	
Vocational Subjects			
1) Teaching 2) Medical 3) Nursing 4) Law 5) Engineering 6) Administration 7) Business 8) Agriculture related 9) Industrial subject			

(Source: Makalu Publisher, 2070 BS).

Objective

The main objective of this short article is to explore the answers of two pertinent questions:

- i) How and why the idea of introducing technical & vocational education and training (TVET) is emerging, and,
- ii) Is it possible to (sustainably) introduce the TVET in secondary schools throughout Nepal?

Methodology

This article is primarily based on literature review. However, to get first hand information, some opinions of experts and educational professionals have also been collected. In addition, as a technical student, I have also reflected my own experiences and feelings. More importantly, personal experiences from a head-teacher of a Kathmandu-based (higher) secondary school-- where TVET (Engineering discipline) is being run for the last 2 years—have been incorporated.

Study findings

Emergence of ideas to provide TVET in schools

Education experts have raised their continued voices over the need of concentrating on the production of qualified students who could be easily 'absorbed' by the job-markets. There is no doubt that skillful people are always in the high priority of employers. The more a person has professional and vocational skills, the more chances are there for her/him getting a job or being self-employed. Despite this, very little progress has been made so far in Nepal.

Several Education Commissions and Committees were formed to study, suggest and improve the education system of Nepal; however, our education system has not been able to come at par with other south Asian countries. This is a big challenge despite high spending on education (for example, in the FY 2071/71 alone, the education budget of the country is about 86 billion rupees) (MoF, 2014). In the New Education Plan (BS 2028), efforts were made to launch vocational education in schools introducing

pre-vocational (class 6 and 7) and vocational subjects (class 9-10). However, that did not continue for a long period. (Note: I was also one of the products of such 'New Education Plan' implemented during the Panchayat Era).

In response to addressing the recommendations and suggestions of various commissions and committees, particularly after the recommendations made by the (latest) High Level National Education Committee (HLNEC) in 1998; and based on past experiences (gained during Panchayat System), Nepal government decided to launch a School Sector Reform Program (SSRP) from 2009 to 2014 (recently this has been extended up to 2017) (MoE, 2009; MoE, 2014). SSRP has given due importance in implementing TVET in schools on piloting basis with a vision to continue beyond the project period. This has particularly focused on testing the curriculum in 100 schools (with about 15 million dollar budget) so that learning would guide in devolving new systems and modalities for further improvement.

The HLNEC, 1998 proposed that, among others, "*provide technical education and vocational skills to illiterate people to SLC-level*". Accordingly, under the SSRP, a provision has been made to introduce TVET in secondary schools after holding a piloting in 100 selected secondary schools throughout the country (74 districts covered). At present 99 schools have been piloted with TVET subjects and they are first time giving SLC exams with TEVT subjects in the month of Chaitra 2071 (Dr. Lava Deo Awasthi, Director General of DEO, personal communication, 16th Jan 2015). Similarly, according to him, for the first time, their performance will be judged with "Letter Grading system: e.g. A, B, C, D, E)" instead of percentages. However, this system is heavily criticized due to poor preparation (Wagley, 2014b).

Should TVET be provided in secondary schools in Nepal?

The interest, intent and plan of the government is clear. There are no doubts that introducing TVET in secondary level education is not a worth. Furthermore, the need of the nation is totally focused on human

resources with 'technical and professional' skills- no matter in which discipline they want to be equipped: general professional skills, technical skills, vocational skills or any other (such as- business skill etc.).

Despite our huge investment in education, we have still a lot to in order do increase the enrolment rate and 'survival' rates in schools. For instance, till 2013, we have achieved only 69.4% survival rate in class 8 and the pass-out rate of the same grade is 60.8% (NPC, 2014, p. 136). Similarly, survival rate at class 10, it is just 15% out of which only about 50% or less pass the exams.

Therefore, the need of TVET is more important for the students who leave their academic career after or before SLC. Even, the students having passed the plus 2 level can take advantage of TVET system, because, special vocational skills may lead them towards getting jobs to sustain their livelihoods. Employability of TVET is high (MoE, 2013).

In this connection, I talked to Ms Nanda Kumari Maharjan, Principal, Jana Sewa Higher Secondary School (JSHSS), Panga, Kirtipur (personal interaction on 5th January, 2015), where TVET is being adopted since 2070 BS, with 37 students (12 female, 25 male) in class 10 and 36 students in class 9 (12 female, 24 male). These 10 class students are appearing first TVET SLC exam in 2071 BS. JSHSS is one of the 99 schools running (piloting) TVET in Nepal. This is the only school in Kathmandu district implementing TVET under new provision.

According to her, JSHSS is teaching "Electrical Engineering (EE)" course having 6 core subjects under it, including Electricals, Electronics, Drawing, Installation & Maintenance, Computer, and Workshop Technology. All these subjects have 100 marks each making a total 600 marks of 'technical' subjects; and, remaining 400 marks are covered by other core 'general' subjects including Mathematics, Nepali, English and Science. These all make the TSLC with full marks of 1,000. "The government has been providing 4 technical teachers, out of which, 2 Bachelor level/'Engineer' staff--serving as Secondary-

level teacher-- and 2 Certificate level or junior level staff (Overseer) with 'Lower secondary-level positions. In addition to their regular salary, they also get Rs. 3,000 /month as an allowance", adds Ms Maharjan.

Among the 5 technical subjects (streams) provided by the government, JSHSS chose the "electrical" engineering subjects. Other schools can choose other subjects based on their local interest, needs and market demands. Other 4 streams are: Civil Engineering, Computer Engineering, Animal Husbandry, and Agriculture.

According to Ms Maharjan, they had a wider consultation with local people/parents and industry in the process of selecting "Electrical Engineering" as the main trade of JSHSS. "There is a huge demand of such trained persons in the locality and our students have already seen the market potentiality", opines she.

Her experiences are positive, optimistic and full of advocacy for continuing the TVET system all over Nepal. Similarly, she suggests the government to continue to invest more on such subjects to create more and more employable cadres in the rural as well as urban areas of Nepal. "No matter they work here or go abroad, they always earn better, their lives become prosperous, and their status of self-reliance becomes more sustainable", she expressed. In my query with Prof. Dr. Tanka Nath Sharma, who is considered as one of the pillars of TVET systems in Nepal, stated that, "The future of TVET is undoubtedly bright, but we need to modify it, as in smaller classes (6-8) only 'soft skills' should be introduced, and from class 9 to 12 students must be equipped with technical and vocational subjects" (personal communication, 4th January 2015).

Dr. Sharma further suggested for a collaborative implementation of such programs with different stakeholders including MoE, DoE, HSEB, CTEVT, FNCCI and local governments. The role of local governments in producing qualified/ capable

workforce is much talked in recent times. However, due to absence of elected government, the tie-up of Local Self Governance Act (LSGA) and the Education Act is loosening (Dr. Bhola Prasad Dahal, personal communication, 16th January 2015). In the future, there is possibility of getting supports from local governments to produce skillful human resources from schools/ colleges.

The TVET policy of Nepal (2010) has also emphasized in paying due attention to school level education to produce technical and vocational students making them free from their own choice for going higher studies in the same discipline or starting work in the subjects learned. The NPC's 3-year Plan has also highlighted the importance of TVET in our school systems appreciating the achievements of our past educational efforts and also seeking potential partnerships from financial institutions/ private sector, community and government sectors (can be called 'PPP model') (2014, p. 138).

Challenges ahead

The intent and motive of the government to continue TVET in secondary schools is obviously praiseworthy as this system has moved towards satisfying the high demands of the youths, parents, job-providers, educationists and so on. However, there are lots of challenges to continue as such. "One of main challenges is to retain the qualified 'technical teachers' in such schools as they have very high potential of getting better jobs in other sectors than teaching", expressed Ms Maharjan. This is a fundamental question as this was the case when I was also a technical student in 1980s in Gulmi district.

In addition, the delay in formulating a new Education Act has caused lots of discrepancies in between Secondary and Higher Secondary Schools. According to previous policies and plans, by 2014 the SLC exam could have merged with class 12, having a national examination board (NEB) system. But, this has delayed due to absence of new Education Act. Likewise, these first batch TSLC students will need

similar subjects in class 11 and 12 as well. The government has very recently declared that the TSLC students will get opportunity to continue their 10 plus 2 education in the same subjects throughout the country.

If such is the case, the TSLC students will have the chance to pilot those 10 plus 2 technical and vocational subjects under HSEB system. The lessons learnt through this system would provide the government to make further decision on gradually expanding the TVET education system in other secondary and higher secondary schools. Let's hope there won't be any dilemma in implementing TSLC in Higher Secondary Schools too. The absorption of such mid-level (plus 2) technical persons as 'employee' in the industry sector, and also the 'welcome' of such 'TVET plus 2 graduated students' as 'Bachelor level students' in the technical colleges would signify the real value of TVET education system in Secondary and Higher Secondary levels.

Conclusion

In conclusion, with the above discussions, it can be said that the introduction of TEVT in the secondary and higher secondary education (9-12) in Nepal is a very good initiative and it must be implemented throughout the country soonest possible. Based on the learning from 99 piloted schools, it must be improved, synchronized adopted in other schools as well. Considering high unemployment rate, high drop-out rate after SLC, and also valuing the essence of such TEVT subjects as a 'preparatory' for further higher studies (Bachelors and Masters level courses). There is a clear fact that if they get chance to continue their higher studies in the same technical fields, they will perform better in their chosen technical/vocational/ professional subjects. Even if they are unable to pursue higher studies, they will at least be ready to accept any job as a middle-level technical staff with greater possibilities of getting 'better salaries'. Also, they can gain confidence for their self-employment.

Streamlining and synchronizing other higher level

study courses, then, is an important task for Nepalese education. In this, Ministry of Education, Department of Education, National Examination Board, CD), CTEVT, HSEB, all universities (through UGC) should work very closely.

In my personal opinion, we should continue the piloting with these 99 schools at least for another 3 years, so that solid experiences can be achieved. By then, hopefully the new Education Act will be in our hand, SSRP's new strategy will come, and most importantly, federal structure of the government will be set. While waiting for all these 'dream' things, we must be vigilant in closely monitoring the performance and documenting 'best' practices from those 99 piloted-schools.

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Assessing the Effectiveness of Teacher Training Programs to Improve the Quality of School Education in Nepal

Dr. Bhawani Shankar Subedi

M. Phil. (Leadership Studies), Ph. D. (Education)

Executive Director

Training Institute for Technical Instruction (TITI)

Sanothimi, Bhaktapur, Nepal

Email for correspondence: ed@titi.org.np or bssubedee@yahoo.com

Abstract

Inadequate transfer of knowledge, skills, attitudes and behaviours from the training environment to the workplace environment has emerged as a global issue. Teachers' training has not been an exception. Available literature on teacher training indicates that the contribution of training can be assessed at least on six dimensions- quality, access, equity, efficiency, teacher development and overall school development. Studies conducted in the area of teacher training or teacher professional development in the context of Nepal are also evident of lack of sufficient transfer of knowledge and skills from training to workplace. There are several factors facilitating or inhibiting the extent of such transfer. Research shows that the training of teachers has contributed and can positively influence quality of education if stakeholders are made aware of and well informed about the quality and relevance of training and development interventions carefully designed and implemented for the capacity development of teachers, teacher educators or trainers.

This article has been derived from the synopsis of a comprehensive study conducted in Nepal and concluded in March 2010. Data bases of 4033 trained teachers of 45 schools from 25 sample districts were studied. This study was a blending of quantitative as well as qualitative approaches. Nine education experts and 22 field researchers were involved. The author was the team leader of the study. The only academic purpose of this article is to inspire excellence in teaching, learning and performance by means of professionalism and capacity building of teachers, teacher trainers and their employers.

Key words: School effectiveness, Teacher development, Quality Education, Training Effectiveness, Impact of Teachers Trainings and Learning Outcomes

Purpose

The purpose of this study was to assess the contribution of teacher training programs to different aspects of education development, including quality

of teaching and learning, in the schools of Nepal. The key question that prompted this study was "What contributions have been made by the teacher training programs to the development of school education in

Nepal?" Six thematic areas of possible contribution (quality, access, equity, efficiency, teacher development and overall school development) were then derived from the purpose and scope of the study to address the key question and nine other subsidiary research questions included in this study.

Trends and gaps

Trends and gaps established from a comprehensive review of related literature and previous research, including studies conducted so far before the establishment of institutional arrangement for teacher training and after, revealed that there is not sufficient national literature on teacher training in Nepal. Such literature is available in different forms. Trends showed that most authentic of the literature could be categorized basically under three major clusters: literature compiled under different reform oriented commissions or government documents, experience or observation-based technical reviews or assessments and limited field based research studies. Almost all of these studies were found to have been carried out in a ritualistic fashion as if they were commissioned simply to comply with the program targets. They have contributed very little in the fundamental knowledge base on the learning behaviour of students or teaching behaviours of teachers. They also have contributed very little toward theory building on teacher training.

Major gaps of those studies could be identified that these studies were carried out mostly by commercial motives and did not constitute fundamental studies to add significantly to the knowledge base, the studies were not comprehensive to include important aspects of teacher training, they lacked in both theory and practice based significance, they largely failed to pay attention to the actual behaviour patterns of trained teachers. Those studies have in general not covered the environment under which the trained teachers have to work in schools, and above all, none of those studies examined teacher training from the perspective of its impact on the various aspects such as quality, access, equity, efficiency, teacher development and overall school development as the

major aspects of education system development as a whole. This review showed that earlier studies were confined to classroom analysis. Only a few studies mentioned about quality and equity, for example. Thus the present study is a comprehensive research ever done in the field of contribution of teacher training. Teacher training system was introduced in Nepal in 1946. Thousands of teachers and educational administrators have been receiving training since then. It is claimed that currently 98% of the school teachers of the government funded schools are trained but what is yet unknown is how these trained teachers are contributing to the quality, access, equity, efficiency, teacher development, and overall school development.

Quantitative information and qualitative inquiries included in this study represent a sample of 25 districts and 45 schools that represented districts where teacher training institutions exist, 15 other districts where such institutions do not exist and Jumla from Karnali zone. In addition to Jumla, the nine districts included Kavre, Surkhet, Bhojpur, Sunsari, Doti, Bara, Tanahun, Dhanusha, Rupandehi. Likewise, specific school case studies taken from 15 additional districts included Panchthar, Siraha, Dhading, Makawanpur, Baglung, Parbat, Puthyan, Kapilvastu, Bardia, Dolakha, Sindhupalchok, Dailekh, Rasuwa, Lalitpur and Mustang. Altogether, individual records of 4033 school teachers of 25 districts- from mountain, hill and terai- were analyzed. Of them, teachers who were observed and studied- 90% were having more than 5 years' experience; 52% were SLC graduates, 35% were higher secondary school completers, 11% were bachelor degree holders, and 2% were masters' degree completers. All of these teachers had attended ten months' teacher training over the past 10 years or before.

Methodological approach

Methodological approach adopted in this study was a blending of quantitative analysis and qualitative inquiries. Eleven sets of tools were used in this study. They were (a) School information forms (b) Student

information forms (c) Teacher information forms (d) Teacher interview questionnaire (e) Head-teacher interview questionnaire (f) Focus group discussion (FGD) guiding questions (g) FGD notes (h) Observation instruments (i) School case study guidelines (j) School report summary forms, and (k) Achievement tests for Grade III core subjects (English, Nepali, Math, Social Studies) and Grade V core subjects (English, Nepali, Math, Social Studies), and Score sheet for test score records. Apart from this, the field researchers prepared 15 case studies of the teachers and the schools as well, following the school case study guidelines.

Analysis

Analysis and cross-checking of the quantitative data obtained from different sources were conducted by using Microsoft Excel software in the computer. Likewise, qualitative information was clustered thematically and analyzed on the basis of informant wise classification. On the basis of these classifications, the team of researchers and educationists together, organized series of discussion sessions over the crude data and information for common understanding of the meaning and implications on the themes of inquiry. Following the discussions, individual experts from the core study team prepared the thematic chapters of the report. Analysis of the data/information was done through periodic mutual sharing and feedback given to and received by the team of writers and the client on the thematic outcomes.

Major findings

Major findings of the study showed that:

1. Teacher training has contributed to improve teacher-student relations, students are more actively involved in learning and more project works are given by trained teachers.
2. There is an apparent increase in the students' motivation to learn and succeed. Varieties of teaching methods are used by trained teachers and better results are achieved due to improved objectivity in assessments.
3. GPI has been improved in terms of enrolment,

repetition, promotion, and dropouts. There is an increasing rate of female students in primary grades; underprivileged, backward, dalits and deprived communities are encouraged by the trained teachers to send their children to schools.

4. Trained teachers are supportive to school management. In most cases, teachers have become instrumental in improving school community relations.
5. Training has contributed to ensure equity in education, most school age children are found enrolled at schools. Teacher's behaviour is found largely non-discriminating. There is reduced corporal punishment where more teachers are trained and schools welcome students from all castes, tribes and communities.
6. Students' learning achievement tests showed that there is indeed an increment in the learning achievement scores. Gain score is discernible in English and Math, for example. There is an increased rate of retention, pass rate has increased, dropout has decreased, teachers' time on task has increased.
7. Teacher collegiality has improved. Trained teachers learn and try new things. Study habits have improved. Trained teachers make better use of text books and curricula as they are engaged in child-friendly teaching.
8. Trained teachers are found contributing to school image and community relations, they are supportive to SMC and head teachers, they accept non-teaching assignments that emerge and maintain better record keeping at schools.
9. Trained head teachers were found better able to utilize and preserve the ability and willingness of the trained teachers. This study found that trained teachers were instrumental in physical improvement of the schools, establishing community relations, positive image building of the school and in some sporadic cases they were improving the quality of education at par with the parental expectations.

Conclusions

Conclusions drawn from the reflections on findings over the contribution of teacher training towards

improving quality, access, equity, efficiency, teacher development, and overall school development have been summarized as follows:

1. Teacher training helped building teacher confidence through additional knowledge and skills learned. However, the application of training program has yet to demonstrate specific impact and tangible effect on teaching and learning.
2. Teachers are increasingly involved in the process of increasing access to education. A gradual increase in enrolment is quite easily discernible however, due to the saturation of student enrolment in schools, significant increases were not apparently seen in the data records of over the last five years.
3. There is humble effort made by trained teachers in ensuring equity in all aspects of school education by motivating parents, students and local community.
4. Students' learning achievement has shown a gradual increase over the years. However, substantial contributions of teacher training towards improving systemic efficiency were not observed.
5. Teacher training has substantially contributed to increase teacher efficacy, collegiality and professional growth of teachers.
6. Trained teachers have contributed to improve positive public image of schools. The interactions between students and teachers have increased significantly including co-curricular activities in schools. Personal hygiene and sanitation has improved. Participation of communities in school management has been found influenced positively by trained teachers.
7. Additionally, (a) teachers themselves and other stakeholders have acknowledged the importance of teacher training to inculcate the required teaching skills in them, (b) training curricula expected too many things from teacher that s/he could not yield in reality, (c) teachers did not get encouraging and/or re-enforcing environment to implement their learning into action due to inadequate monitoring and follow up, and (d) teacher training programmes contributed less (as

compared to what was expected) towards the improvement of quality, access, equity and efficiency; and contributed more towards teacher development and overall school development initiatives.

Recommendations

This study came up with, are derived from the study findings and conclusions. Policy makers, educationists, curriculum designers, training providers, teachers and school management could benefit from the recommendations offered to them as listed below:

1. Teacher training packages and the needs of the schools where the trained teachers work should match with each other. In other words, organizational needs and individual needs should match for training effectiveness. This matching could be made possible if we develop modular teacher training packages under a single continuum. Teacher-training package must be redesigned to address the needs of various types of schools. For this, schools should be categorized (in terms of geographical and linguistic regions) and the proposed modular teacher-training packages should be reorganized accordingly.
2. Internship or practicum component of the existing training modules should be given as first module. Based on field experiences, trainers must train the teachers not only theoretically but also practically. This provision demands a rigorous but field based master trainer programs. If provisioned this way, the training guidelines and directives should be reformulated.
3. Since every stakeholder is interested to know the difference between the behaviours of the trained and the untrained teachers, it is worthwhile to keep log on teachers' initiatives and demonstrated behaviours in the schools' contexts. For increased ownership of the process and outcome, such work-log could be prepared in consultation with teachers themselves, teachers unions and SMC/PTAs and be distributed to the teachers for their record keeping purpose. Researchers could cross check the findings of the log and prepare report for wider consumption.

4. With few exceptions, teachers and all stakeholders of education have acknowledged the importance of teacher training. Following this acknowledgement, teacher training providers should develop a form to obtain through individual schools, their intended contents and methods to be incorporated in the teacher training modules. This will help identify the gaps for designing effective teacher training courses and curricula. Materials thus collected should be analyzed at the resource centre level and be compiled at the national level for the necessary revision in the teacher training curricula. This approach will constitute a comprehensive needs assessment for training.
5. Since teachers' experiences in this study ranged from 5 to over 25 years, a longitudinal study is required to examine the relationship between trained teachers' years of experience and their contribution to improve the quality of education.
6. Teacher development demands collegiality and the trained teachers were found gearing towards it. This finding requires on going support to the trained teachers for their strengthened collegiality. Provision of reward and punishment to teams of trained teachers could help improve teacher collegiality for increased performance.
7. Trained teachers were found instrumental for overall development of the schools. On the basis of this finding, this study recommended to trained teachers to be more proactive for the desired transformations in education and the system should be geared to support them through individual schools and the resource centres. Currently, resource centres are performing less than what is expected of them by the system.
8. Findings of this study showed that there is a severe lack of refresher training including follow up, monitoring and evaluation of the trained teachers' performance. This lead to the recommendation that training providers and sending schools should together design support strategies needed before, during and after each training intervention.
9. Findings indicate that trained teachers working

with head teachers who were also trained in school management are better performing both teaching and non-teaching assignments. To encourage their initiatives for school development and improved community relations, head teacher training should also be revised by incorporating behaviours that could enhance possible contribution of teacher training to different aspects of quality education.

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Technical Education and Vocational Training for Sustainable Development

Shiba Bagale, Trainer

Community Development Programme, Training and Education Department,
Training Institute for Technical Instruction (TITI)

Sanothimi, Bhaktapur, Nepal

Email for correspondence: sbd@titi.org.np or shiba@kusod.edu.np

Abstract

Technical Education and Vocational Training is taken as an integral part of the national development. This has an important role in the national sustainable development. The knowledge, skills and attitudes are the overall aspects of the lifelong learning. In the context of Nepal, it has provided skills and jobs to many people who are away from the general education having several barriers within them. TEVT covers all the FIETS aspects of sustainability. This study has tried to highlight the major essence of the Technical Education and Vocational Training for the Sustainable Development of the nation. This paper has made an attempt to promote the TEVT through the perspectives of sustainable development. So it has highlighted on the aspects of education for sustainable development and the barriers behind it.

Key words: Technical Education, Vocational Training, Sustainable Development, barriers

Introduction

Education is a tool for sustainable development. It has different spheres of development including socio economic aspects. It also reflects upon the values that guides for actions. The major challenge in the world today is to find pathways of living and working sustainably, so that the reasonable needs and wants of people from all walks of life and in all countries can be satisfied. Thus over-exploiting the natural resources upon which all life depends that the ability of future generations to meet their needs and wants is threatened and we are still not realizing the fact.

Technical education is one of the cross cutting issues worldwide. Technical Education and Vocational

Training (TEVT) comprises formal, non-formal and informal learning for the world of work and the emphasis of the curriculum on the acquisition of employable skills and it will help for the fulfillment of the demand of skilled workers in the job market. People will learn knowledge and skills across a wide range of institutional and work settings and in diverse socio-economic contexts which prepare them for gainful employment and sustainable livelihoods. We see many developed countries are developed because of technical education. So the main focus of technical education is on the sustainable education. If the education is sustainable and it will helps in poverty reduction through economic benefit, then that education will help the individual and the nation. So

skill based education is one of the demands of the present situation facing crisis on job market. Skills are vital for poverty reduction, economic recovery and finally will help for sustainable development.

UNESCO (2012) has also highlighted that TEVT is an integral part of the Education for All initiative and through its orientation towards the world of work and the acquisition of skills plays an essential role in promoting a country's economic growth and contributing to poverty reduction; ensuring the social and economical inclusion of marginalized communities. From this also we can clearly say that the main essence of TEVT is to promote the marginalized community through various skills and contribute to poverty reduction of the country.

Technical and vocational education, as an integral component of lifelong learning, has a crucial role to play in this new era as an effective tool to realize the objectives of a culture of peace, environmentally sound sustainable development, social cohesion and international citizenship. TVET can play an instrumental role in developing a new generation of individuals who will face the challenge of achieving sustainable socio economic development. It is important that vocational education can be a means to an end. It can be a tool for securing employment and sustainable development.

Concept of Technical Education and Vocational Training

In Nepal the concept of vocational education was developed from the very beginning but later with the establishment of Council for Technical Education and Vocational Training (CTEVT), formally got the shape. Vocational education is defined as any form of education whose primary purpose is to prepare persons for employment in recognized occupations (Okoro, 1993). So the most important aspect is for the employment.

Immaculate (2005) opined that vocational and technical education are leaving experience meant to be impacted to an individual systematically in order to get him/her adequately equipped for a good

employment in a recognized occupation. Vocational education basically focuses on the enrichment of the capabilities that influence the effective psychomotor or cognitive domains of individual in readiness for entry into the world of work in order to satisfy their intrinsic and extrinsic values, work, and aspirations such that local and national needs would be met.

Vocational education moreover it focuses on the practical aspect of education on the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. UNESCO (2004) identified the two major objectives of TVET as the urgent need to train the workforce for self employment and the necessity to raise the productivity of the informal sector. The concept is that development of skill enhances productivity and sustains competitiveness in the global economy. So vocational training can be concluded as an educational training designed systematically to enable an individual to acquire knowledge for the practical life and for the occupational career.

TEVT for Sustainable Development

Education has been recognized internationally as fundamentally important to addressing the critical global challenges we all face. Sustainable development is one of the agendas of the Agenda 21 and also MDG has also great role for the sustainable development. There are various sectors for the sustainable development. Basically the infrastructures of development sustainability is necessary. Similarly, in the field of education too, sustainability is important and has great significance for the sustainable future.

The United Nations has also declared from 2005 to 2014, the Decade of Education for Sustainable Development. In the article 'Education for Sustainability: The role of education in engaging and equipping people for change' (2009) published by The Australian Research Institute in Education for Sustainability states, "The founding value of Education for Sustainable Development (ESD) is respect :respect for others, both present and future

generations and respect for the planet and what it provides to us(eg. Resources, fauna and flora)”(p. 3). Thus, we can say that ESD challenges us to adopt new behavior and practices to secure our future.

Adebola (2007) defines sustainable development as a kind of development that can be initiated and managed properly in such a way as to give attention to continuity and preservation as people explore an explicit available resources for the enlargement of their existence. Creating a sustainable community requires that individuals and organizations have the knowledge, skills, values, capacity and motivation to respond to the complex sustainability issues they encounter in their personal and working lives. The environmental, social, cultural and economic implications are enormous and touch many aspects of life of the world’s population. It also signifies that technical and vocational education will lead for sustainable future.

Technical and vocational education and training plays an essential role in improving the wellbeing of youths and communities. It increases productivity, empowers individual to become self reliant and stimulates entrepreneurship. Businesses are more willing to invest in a community with strong human resources. Chinwe , (2008) has also focused on skills development can therefore contribute to strengthening the social links of a community by promoting employment creativity and sustainable means of subsistence. Vocational education and job training program has been an integral part of national developments strategies in many societies because of the impact on human resources development, productivity, and economic growth.

The main aspect of technical education is to empower the youths. Basically it focuses on the poverty alleviation and the programs are targeted to the youths so that it would help to sustain them. Thus technical education is one of the aspects of sustainable development. So TVET can be a decisive instrument for youth to participate in the work force and to improve their living conditions and social status. Not only this, it will also help the people to be self

employed and will increase the number of entrepreneurs. This will help for the development of a country. So these types of educations will merely help for the sustainable development.

Integrating Skill Development in Education for All (EFA) is one of the necessary aspects in the educational sector. Ensuring that all learning needs of young people and adults are met through equitable access to appropriate learning and life skills program is one of the six educations for all (EFA) goals established at the world education forum in Dakar 2000. Not only EFA through the general education, it could cover the TEVT sector too. It is one of the urgent needs to empower the youths for the sustainable achievement. TEVT program is one of the effective means for the disadvantaged group for the poverty alleviation.

According to Alam (2007), human capital theory has powerful influence on the analysis of labor market. Alam notes that investment in education and training produces benefit both to the individual and to society as a whole. So there is direct linkage of education and training in the national development. It eventually will help for the sustainable development. The return on investment for society will be a skilled workforce that will enable global competitiveness and economic growth, while the return of the individual will be a better career path, increased earning and a better quality of life.

TEVT has played significant role in promotion of education by ensuring the labor market and facilitates the access to social participants by teaching core skills. TEVT can be understood by the FIETS (Financial, Institutional, Environmental, Technological and Social) approach of sustainability. The people being trained on the technical education and vocational training can get employment and it will help them financially. If the adequate investment is done in this sector, then it would become part of green economy.

In the context of Nepal it could play an effective

role for the people who are out of the mainstream of education and who are unable to spend a long tenure for the general education. TEVT is a good source for those who could complete the courses in short span and starts to earn. Therefore, expanding TVET in Nepal is integral for youth in crisis or post conflict situations, tackling poverty, and promulgating cultural inclusion for tolerant peaceful society. The youths through TVET education are encouraged to assume entrepreneurial position, as there is nothing that can surpass the effectiveness of hands on training. Thus it is one of the urgent needs for the sustainability of the career through poverty reduction.

Barriers in TEVT

There are several barriers in getting technical education. The notion of technical education and vocational training is to provide the skill to the needy people for economic development. There are several barriers in the TEVT sector. Adequate funds, access to the resources, environment, inclusion, job placement are some of the major concerns of the TEVT.

The main barrier in the TEVT sector is the fund. Adequate fund is not provided to this sector; so mainstreaming TEVT has been one of the problems.

The technical equipment and the infrastructure are so expensive that it causes financial constraints to develop TEVT in the national development. Apart from this, technical experts are also not in adequate number. Nepal now needs good quality technologists trained by university, technical colleges and polytechnics (Sharma, 2013). This also highlights that there is need of the technical experts to sustain and provide quality TEVT. There is the urgent need of the investors to make this system a good platform to produce entrepreneurs. Similarly, access is also one of the main barriers to the TEVT sector. The disadvantaged, women, marginalized people and those who are out of the mainstream of the development are still not getting the ample access to join the TEVT sector. Also the inclusion of those groups is one of the issues in this sector. Though there are plans and policies regarding the inclusion

of those communities, the adequate platform for the inclusion is still lacking.

Not only this, there is also the major challenge of social and gender inclusion in TEVT. Gurung (2010) also highlights that the indigenous people, women, madhesi, dalits and other religious minorities are normally excluded from the mainstream of development and they are lacking the socio economical opportunities. So the inclusion has become one of the challenging agendas. There are social and religious constraints in the society. So it has been difficult to eliminate the deep rooted social beliefs and culture in this context. Moreover the inclusion plans, quota systems etc are some of the achievements but still the implementation and participation are not being effective.

Likewise, job placement is another barrier in the mainstreaming of TEVT. The main aspect of technical education is to provide employment rather being self employed. But there are so many challenges and hindrances ahead. Student with the certificates are in search of good job. If the various barriers are solved then TEVT would really help for the sustainable development of a nation. Also another barrier is mismatch between the production and job market. The demand of the job market is different than the product of TEVT. It has made complications to compete in the job market.

If we see the focuses of UN Millennium Development Goals (MDG), education is more prioritized on basic and especially on the universal primary education. The focus neglects post-basic education and training including technical and vocational education and training (TVET) (Fluitman 2005 as cited in Onderi, Ajowi and Malala, 2014). This is also one of the basic factors on how the plans and policies are neglecting the TEVT sector.

Conclusions

TEVT in developing countries plays a vital role in the overall development of the nation. It plays crucial role in the National Sustainable Development. The first role is to provide training opportunities and

career advancements for the students who don't want to continue the general education and it will also help to minimize drop out children and out of the school children. Similarly, it will help to provide skill human resources needed at all levels of the national economy.

Government should provide adequate fund to support polytechnic and technical schools to ensure that facilities are provided and maintained. There is the necessity of Polytechnic University to provide technical education and vocational training. The government in partnership with the vocational educators should create awareness on the significance of vocational education to individuals through workshops, seminars and conferences. There should be adequate emphasis on practical aspect of vocational education to facilitate the recipients to acquire skills and reduce the over dependence on government paid jobs. Also a clear articulation of the possible pathways between different sectors and TEVT should work together to develop a whole person that has Sustainable Development values, ethics, knowledge, attitudes and skills to contribute to a sustainable future. Only ensuring the attitude of the people on TEVT sector about its importance can make TEVT a tool for sustainable development.

There is an urgent need to address the challenges of technical and vocational training to support economic development and the creation of national wealth and contribute to poverty eradication. It is very effective and essential in terms of the developing countries like Nepal for the sustainability. For the sustainability of the TEVT and competitive market, TVET system must be labor-market relevant, equitable, efficient, and of high quality. So creating a secure economic environment that promotes the growth of enterprises and generally stimulates the economy is the demand of the financing agencies too. This should be taken in consideration for the betterment of TEVT. So the main purpose of TEVT is to provide skills, knowledge as per the market demand so that there will be secured job and TEVT will help to promote competitive entrepreneurship as per the demand of the job market.

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Promoting Education for Sustainable Development: Role of Teacher

Pramila Bakhati

Deputy Director

National Centre for Educational Development

Sanothimi, Bhaktapur, Nepal

Email for correspondence: pramila_bakhati@hotmail.com

Abstract

Human beings are considered as the most intellectual living beings in this Universe because they are able to cope with all the natural resources for their personal needs and preserving the things as well. Due to the growing population and immense using of resources, the things which we get from the nature are being destroyed by using in improper way. Our common home: the Earth is now in crisis as a result of limited awareness, egotism and understanding about the real values of nature and natural resources. In this problematic situation, Sustainable Development (SD) is emerged as a window of hope and later Education for Sustainable Developed (ESD) is appeared to promote the SD. However, if the knowledge is not transformed into behavior and practical life, the knowledge will be nothing or the meaningless.

Key words: Education, Sustainable Development and Role of Teacher

Context:

Development is a holistic process in which the people enhance their capacity systematically to solve their own problems while promoting their cultural, social and economic well being (UNESCO, 2008). Hence, destroying the culture and disrespecting social norms and values are not the symbols of development and these do not support to the economic well being as well. Another key concern of development is preserving the natural resources and environment with proper utilization as per the human needs. Therefore, the concept of sustainable development emerged as a response to the growing concern about human society's impact on the natural environment. The concept of sustainable development was defined

in 1987 by the Brundtland Commission (formally the World Commission on Environment and Development) as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Brundtland, 1987) which is widely accepted definition in SD. Living beings especially human's overall necessity is depending upon the nature. But we are destroying the natural resources on adhoc basis which is the major reason for facing the unexpected problems and natural disasters day by day.

The sustainable development movement has grown and campaigned on the basis that sustainability

protects both the interests of future generations and the earth's capacity to regenerate (Brutland, 1987). At first it emphasized the environment in development policies but, since 2002, it has evolved to encompass social justice and fight against poverty as key principles of sustainable development (Willy, 2008). Therefore, sustainable development is the cross cutting issues which is interrelated to all developmental agenda.

The United Nations Conference on Environment and Development took place in Rio de Janeiro in 1992 (Scott & Gough, 2003). After this conference, several other United Nations conferences were taken in different places for promoting sustainable development. The results of the UN Conference which are most recognized by the large public are the Rio Declaration on Environment and Development, the Kyoto Protocol to the United Nations Framework Convention on Climate Change (ibid). The Convention on Biological Diversity and the action program of Agenda 21 Chapter 36 are dedicated to promoting education, public awareness and training (UN, 1992).

However, the UN declared the decade for Education for Sustainable Development (DESD) from 2005 to 2015. And the UNESCO received the responsibility to promote the Decade and to develop an implementation scheme. After this declaration, many countries has developed the strategy for implementing the ESD and Nepal is one of them.

Education for sustainable development (ESD)

"ESD means education for life, not only for livelihood, but also for betterment of self, the people of the country, people of your region, the globe and future generations" (Safiullah, 2001). ESD goes beyond knowledge, skills along with attitudes and blend them together. In another way, ESD is context-oriented and puts emphasis on learning, action, reflection and action research to respond to the local issues (Bhandari & Abe, 2003). All these definitions indicate the same thing which is sustainable development is not just learning or teaching matter

but this is the beyond teaching and learning. The beauty of ESD is behavioral and attitudinal changes of people at school, workplace, community and home as well.

Education for sustainable development (ESD) aims to help people to develop the attitudes, skills, perspectives and knowledge to make informed decisions and act upon them for benefit to themselves and others now and in the future (UNESCO, 2011). ESD therefore aims to improve access to quality and basic education, reorient education curricula , train and raise public awareness and help people to develop the behaviors, skill and knowledge for their needs (UNESCO,2002 cited in UNECSO, 2011). Student of today is the potential leader for future at any field of national development. And the potential leader should be well educated having skills and values. Hence, quality education is main emerging issue of around the globe which is related not only with knowledge but related with skills, behaviors, and attitude too. In our context, Government is focusing on activity based curriculum and developing competencies of students and teachers as well . However, curriculum is only one way and which may not be sufficient for developing skills, behavior and attitude . In this regard, other informal activities, roles and responsibilities of teacher can play fundamental role in changing the behavior of students for sustainable development.

Characteristics of ESD:

The well known concept on ESD came into existence in the 1980s which describes ESD is based on three main pillars of Sustainable Development (SD). They are:

- **Environment-** An awareness to the richness of our natural resources and of the fragility of the physical environment.
- **Economy-** The sensitivity to the limits and potential of economic growth and to its impact on society and on the environment.
- **Society-** An understanding of social institutions

and their role in change and development with Culture—ways of behaving, believing, and acting, unique to every context, as an underlying and critical dimension. (Oliveira, 2008)

ESD is about learning rather than teaching. So, ESD is not only the part of knowing but it expects in developing positive attitudes towards its components and needed for life skills as well. Therefore, it requires:

- Reforming the structure and nature of basic education.
- Reorienting existing education programs.
- Developing public awareness about what sustainability means.
- Building capacity within education systems and across all other ESD partners. (Oliveira, 2008)

For an effective ESD, it should be addressed in two ways. They are:

- (i) Through the integration of ESD themes across all relevant subjects, programs and courses; and
- (ii) Through the provision of specific subject programs and courses; (Oliveira, 2008)

Education and ESD:

Education is recognised as a major tool to change societies; consequently it is necessary to make education into a constructive tool by creating awareness among students (Oliveira, M., 2008). For this directive, Government of Nepal is committed to provide quality education and so has integrated ESD components in the school curriculum. The learning has not been transformed into individual's behaviour and daily life which is the key concern of today's education system in Nepal. Hence, our education system has been facing the blame of growing unemployment and unskilled human resource who are unaware about social values and presence of unethical group of people instead of knowledgeable human resource with life skills and caution about social norms and values.

In these circumstances, ESD is an opportunity for

us because ESD can change our life to make it easy and resourceful. Although the dominant focus of ESD is on environmental concerns, it also addresses important themes such as poverty alleviation, citizenship, peace, ethics, democracy, good governance and many other emerging issues (UNESCO, 2006). According to UNESCO (2006) ESD should:

- **Be embedded in the curriculum in an interdisciplinary and holistic manner**, allowing for a whole-institution approach to policy making.
- **Share the values and principles** that underpin sustainable development.
- **Promote critical thinking, problem solving and action**, all of which develops confidence in addressing the challenges to sustainable development.
- **Employ a variety of educational methods**, such as literature, art, drama and debate to illustrate the processes.
- **Allow learners to participate in decision-making** on the design and content of educational programs.
- **Address** local as well as global issues, and avoid jargon-ridden language and terms.
- **Look to the future**, ensuring that the content has a long-term perspective and uses medium and long-term planning.

Sustainable development cannot be imagined without education and education is the heart of sustainable development in the other hand. Thus, these are two sides of a coin where one side is education and other side is ESD i.e. they go hand to hand or parallel way. ESD mainly aims to support sustainable and secured future without destroying the nature. To accept this notion, ESD should be included in the curriculum of formal, informal, non formal as well as vocational education so that no one is left to understand the core theme of ESD. The wide range of activities that support the development of ESD in formal but also in informal and non-formal setting include producing educational materials/books, organizing

conferences/workshops, training, research for capacity building, etc.(Wals, A., n.d.).

According to Wals(n.d.), workshops, courses and other out of school programs for students can build upon knowledge/skills acquired through the formal education channel.Wals (n.d.) also emphasizes that the meetings, dialogue, leadership programs for government officials, teacher trainers, NGOs and the private sector, partnering with local media to promote key messages of ESD are the methods in informal education. In school education, the child club as well as ESD related other possible activities might be the effective way for making peer and society aware. In addition, Community Learning Center (CLC) is the most probable forum for discussing the issues and implementing the ESD in community level.

Role of Teacher:

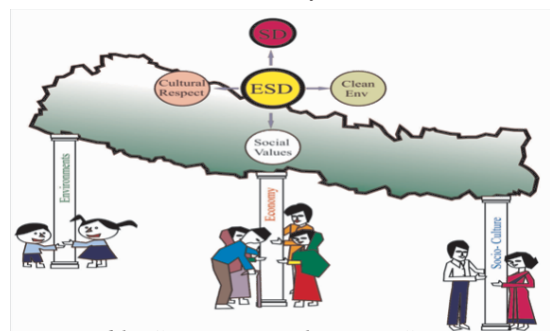
Teacher can be accepted as an effective agent to bring changes and core person of any issues in learning community. During the learning time/process, teacher is one of the trustworthy persons for students especially in the school education. One of the clear notions of every society is that if the teacher is aware of the issues associated with community/society, s/he can bring the positive changes because the teacher is closely connected with students, parents and community people as well. Even though ESD is new paradigm, it is not a complete new framework of education system in the sense of quality teaching and learning. Because some of the teachers have already made link between ESD's major issues in their classroom teaching and other ways of teaching methods. Despite, the fact that they can play the vital and appropriate role in the socialization of young people for their sustainable development. For this reason, the teacher needs to assist the young students to feel good about them, self confident to respect themselves as well as others and to take full responsibility of their actions (UNESCO, 2008)

According to Jacques Delors (2008) in the UNESCO report, ESD promotes five types of learning pillar

as the basis in fostering sustainable development. They are:

- **Learning to know** – knowledge, values and skills for respecting and searching for knowledge and wisdom.
- **Learning to do** – knowledge, values and skills for active engagement in productive employment and recreation.
- **Learning to be** – knowledge, values and skills for personal and family well-being.
- **Learning to live together** – knowledge, values and skills for international, intercultural and community cooperation and peace.
- **Learning to transform oneself and society** – knowledge, values and skills for self-reflection and active citizenship.

Among five pillars, the four pillars (except last one) have already been accepted in quality education. So most of the educational experts are conscious about it. Although fifth pillar was not much popular before, it works as the main pillar because in absence of it, the four pillars will be dysfunctional. Thus fifth pillar becomes main pillar of quality education and the major indicator for ESD as well. Learning, in real sense, is a changing behavior of learners that only happens when teachers educate the students to transform oneself and society.



Designed by Suman Bajracharya ,NCED, 2014

Context of Nepal

Nepalese parents, rich or poor, educated or not, are investing money as well as their lives in their children's education as they think that they should be placed higher in the society than they themselves have been and they believe that education does make

the difference (Adhikary ,2003). Adhikary (2003) further stated, when public and private schools gear for preparing the children to take them through the School Leaving Certificate (SLC) Examination, obviously society measures their efficiency in terms of comparative number of children passing SLC and the grades they receive. This is the painful reality of quality education where people labeling students on the basis of obtaining the score, it is not measured what they really learnt or what they knew. Apart from this scenario, some ESD components are already incorporated into our school education curriculum. However, many research studies explore the situation that the most of the teachers are still unknown about the curriculum and completely dependent upon textbook which is the fundamental challenge in our education system. Additionally, curriculum is not activity based where as teaching learning process is mostly based on lecture method or traditional method. Training skills of teachers are not being transformed into classroom and they are not able to help for increasing students' achievement in terms of quality education. But the core function of teachers should be delivering relevant education, equipping student with skills and attitude for sustainable future. Therefore, the role of teachers in our context regarding ESD could be as follows:

- Making school child friendly.
- Identifying local environmental issues.
- Respecting all the students with their different ability.
- Addressing core elements of ESD along with subject teaching.
- Developing student as a ;
 - a. critical thinker and problem solver.
 - b. ability to respond positively and develop positive attitude .
 - c. sense of self respect and respect to cultures responsible on preserving natural resources.
 - d. committed to transform knowledge and skills in personal and social life
 - e. awaking the student to respect social norms and values
- Supporting to make the school for environment friendly.

- Arranging the participation of community in concern events.

ESD is context based and many schools have exemplary contribution towards ESD and many other schools are potential for sustainable development to perform the activities regarding ESD .They are sharing their experiences as well as dedicating to make the school environment friendly and contributing for sustainable communities at the same time. Likewise, teachers are regarded not only as professionals only but also as individuals with civic responsibilities and as a role model with social and educational activities too. On the basis of experiences in related field and other related documents , the teachers could be qualified in terms of ESD by:

- capacity development through Teacher professional Development (TPD)
- workshop in related areas
- Building network among the schools or developing teachers forum
- Sharing of their best practices within the teacher forum
- Seminars
- Formulate competencies
- Action research
- Refresher courses
- Participation in ESD related programs

Despite these, there are some other opportunities for integrating the ESD components in educational activities or promoting ESD in school level. Government of Nepal has launched the demand based teacher training program which is Teacher Professional Development (TPD) and been operating through 29 training centers and 46 Lead Resource Centers (LRC) in the entire country for all level of school teachers. Primarily, in this training module, demands of the teachers are collected individually at training hub and then these are categorized on the basis of priority. After the verification of demands, training packages are developed at local level (शैजविके,२०७०) . In relation to ESD, if teacher understands its significance, they can create a demand on ESD related components which can be great opportunity for promoting ESD.

Conclusion:

In one hand, ESD is especially about the integration of three pillars like environment, socio-culture and economy which comprises very important and directly life related sub components. On the other hand, Goal of education is to empower all the people effectively to make them conscious, responsible and knowledgeable both individually and collectively. Education also aims to prepare the citizens to deal with present and future challenges successfully. So, the ESD and education is interrelated subject matter to each other. One is not complete without another as they are two sides of a coin.

Our each and every actions have impacts not only in our surroundings, it will impact everywhere in this globe now and future. For instance, we have just faced an intolerable incident of landslides and floods in various part of the country few days before. Many lives were lost and many people are still missing. That's why; we have to learn a lesson and should be conscious from these dreadful incidences which is the warning of brutal results of ignoring the environment. In this situation, schools are at forefront of ESD and can take the actions for empowering the people. Obviously, teachers can play crucial role by equipping the pupils with skills and attitude.

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- शैजविक. (२०७०) शिक्षकको पेशागत विकास (टिपिडी) कार्यक्रम प्रशिक्षक प्रशिक्षण निर्देशिका । सानोठिमी, भक्तपुर



Necessity of Technical and Vocational Education for Conflict Victims

Shree Prasad Devkota

Kathmandu University, School of Education, Hattiban, Lalitpur, Nepal
Email for correspondence: spdevkota@kusoed.edu.np

Abstract

This paper explores the impact of ten years armed conflict on Nepalese People, analyzing how these people are coping the situation in post conflict. Some international practices for conflict victim's related literature are also presented here. It then considers the forms of reparation and how human rights principles, particularly those regarding the best interests and evolving capacities of the people can help guide program design through TVET program. Ultimately, this analysis shows that people-oriented reparations should be tailored to people's particular vulnerabilities, needs, and circumstances.

Key words: Technical and Vocational Education, Restitution, Compensation, Rehabilitation, Conflict and Victims

Ten Years Armed Conflict in Nepal

From 1996 to 2006, Nepal has faced an internal conflict between the Government of Nepal and the Communist Party of Nepal (Maoist) and left over 13,000 people dead and 1,300 still missing, (Upreti,2006). Through this armed conflict, many people were injured during armed clashes or through extrajudicial executions carried out by each side. It has gravely affected the country's people by exposing them to violence from both sides, disrupting their home lives, limiting their families' economic activity, and hampering their access to education and health care. After the signed a Comprehensive Peace Accord (CPA) was signed on 21 November 2006 by both parties (State and Maoist), it formally ended the ten

years armed conflict in Nepal. In this CPA, the Government of Nepal and the CPN (Maoist) committed to establishing the truth about the conduct of the war and to ensuring the victims of the conflict receive both justice and reparations. As mentioned in CPA and Interim constitution of Nepal (2063), the Nepalese government has initiated programs of interim relief and financial assistance (interim relief programme) for the conflict affected people by the armed conflict and for other victims' people and other some non government organization (I/NGOs) are initiating some programs to socialize and reform the conflict victims people in their society.

Despite the different efforts of the government and support of the international community, the significant

progress has not been seen in conflict victims socialization. As said by Devkota (2014), whatsoever the program have been initiated, they are still suffering from conflict effect, thoroughly different; the families of the dead can mourn and gradually rebuild their lives with many obstacle, and similarly for the families of the missing, there is no end to their pain: sons, husbands, wives and daughters have disappeared, taken by both parties to conflict, and their families are still waiting to know where they are. So this kind of trauma is seen in those conflict victims' children in post conflict situation in Nepal. Similarly Devkota furthermore states that many of these people were deprived of educational opportunities during the ten years armed conflict and they are feeling uneasy to reconnect schooling due to age and economic factor in post conflict period. Some of them, after the death of parents, they are insisting on laboring then schooling and other vocational training. They have no option other than this.

So, ten years armed conflicts create enormous upheaval at the personal, family, societal, and national level in post conflict situation in Nepal. As said by Upreti, (2006), Conflict caused massive pain, both physical and psychological to those conflict victims in post conflict situation in Nepal. Physically victimized people are waiting for financial support for their treatment and psychologically affected peoples are still facing fear to armed conflict. They are helpless from either side to eradicate their problems. As mentioned on CPA, conflict victims could not get reparations. These people seem to grasp these opportunities for their own growth, as well as for social justice. Similarly, the situation of these people like home as safe refuge has been challenged in present in Nepal. As a result, those conflict victims seen as vulnerable, helpless and self stigmatized in their present life. In addition, they could not get the adequate support from either side. They are extending helping hand and want to make sustainable life through the support of their society and government. So we necessitate assisting their vulnerable population affected by the armed conflict by improving their

socio-economic conditions through tangible direct benefits including improved vocational education and training. Thus we need to help conflict victims to raise their economic condition through skills development and income generation trainings. Having examined the immediate and long-term consequences of conflict on people, consideration of their best interests and evolving capacities can further help guide approaches to people-oriented reparations. Specifically, these principles can inform determinations regarding the three forms of reparation.

Restitution

Restitution consists of conflict victims children measures to "restore the victim to the original situation before" the occurrence of ten years armed conflict. For children, one prime example of restitution is return and reintegration into their home communities for victims of the armed conflict. In these situations, the best interests and views of the child should guide the process. As mentioned, the armed conflict victim's children in Sierra Leone and Liberia had experienced stigma and struggle to survive when they return home in post conflict situation because they had no any skill to survive. Likewise, Onderi, Ajowi & Malala, (2014) said that in situations of post hostilities, as in Colombia, children were at risk of re-recruitment or other forms of victimization in their places of origin. Whether in the process of reintegration of those conflict affected children into their places of origins or to resettle elsewhere, measures of support, such as transitional homes, should be provided in order to help restore them to their original situation.

Compensation

Compensation provides repayment for economically-measurable damage or costs incurred due to wartime violations. In this regards, Upreti (2005) said that compensation includes education or vocational training for lost opportunities, and health services for physical or mental damages. However not only can these measures help compensate children for losses, but also enhance community wellbeing and

mitigate the risk of stigmatization of those conflict victims children. At the same time, financial reparation may provide greater benefit to conflict victims children, allowing them to decide their own best interests. Ultimately, consultation with children, caretakers, and communities along with assessments of needs and best interests should guide decisions regarding compensation for young victims of armed conflict. When these decisions are made, care must be taken that all material benefits – whether cash, job training, or health provisions – are sensitive to gendered impacts and how best to compensate conflict victims.

Rehabilitation

Rehabilitation is the mostly important form of reparation for conflict affected children in Nepal. Rehabilitation is defined around the inspirational notion of a functional life, meaning measures should support children and their communities in building healthy and whole lives after conflict and it means that envisaged as a sort of ‘antidote rite’ which is expected to help victims children to cope with their experiences and move forward as contributing members of society.

Proper analysis and consultation with those victimize people should determine the rehabilitative needs and their communities. Overall, measures of rehabilitation tailored to their best interests and greatest needs hold enormous potential for healing children in post conflict. In this regards, Sharma and Khadka (2006) said that providing technical, vocational education and training to those conflict victims children, can serve to rehabilitate those victims in post conflict situation in Nepal. So through technical, vocational education and training, rehabilitation can be especially appropriate as a collective form of reparation, while simultaneously providing benefits on an individual level of those conflict victimized children. For this, model of community healing can effectively facilitate the conflict victim child’s healing by helping reestablish healthy community life.

Need of Technical and Vocational Education for Conflict Victims

Technical and vocational education is one of the most powerful instruments for enabling all conflict victims member/community to face new challenges and to find their roles as productive members of society. As mentioned by (UNESCO, 1997), TVET education which is mainly designed to lead participants (conflict victims) to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades. It is an effective tool for achieving social cohesion, integration and self-esteem to those conflict affected people. TVET is designed to prepare individuals for a vocation or a specialized occupation and so is directly linked with a nation’s productivity and competitiveness, (Sharma, 2013). So, TVET programming is often very tied to goals of reintegration, economic stimulation, physical reconstruction and recovery from trauma. As said by the Conflict and Education Research Group (CERG), TVET is a learning system in which both “soft” and “hard” skills are developed within a “joined-up”, integrated development and delivery framework that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual agency. Also Devkota (2014) said that TVET is essential in post-conflict given the multitude of challenges facing war-affected populations in Nepal. Victims of ten years armed conflict had faced set of challenges to (re)integration into post conflict economic, social and civic life and likewise to rebuilding, reforming or re-creating economies and communities in Nepal. It is also supported with the statement of Shrestha & Niraula (2005), who said that TVET is intended to address the immediate need for income to insure conflict victims are able to survive in post conflict situation. So TVET is taken as a bridge between the relief-and-development continuums. It is TVET’s potential to contribute to and facilitate this reintegration and reconstruction of the life of those conflict victims’ people of Nepal.

Some International Practices of TVET in Conflict Affected Country

TVET programs are frequently used by external agencies as a means of securing economic opportunities for conflict affected people. They are success to deliver their intended economic outcomes. Many participants are able to subsist or generate an income following their training.

As said by Bhatia and Muggah (2009), Afghanistan conflict victims who participated in the Afghanistan New Beginning's Program (ANBP) (2003-05) which provided reintegration assistance and job training to conflict victims children, reported high levels of satisfaction with the ANBP. Similarly it is found that Norwegian Refugee Council's Youth Education Pack (YEP) project in Liberia (2006-07) which afforded vocational training to war-affected youth, assessed that 'apart from youth who have gained long term employment with an NGO project, a handful of youth can sustain themselves on the income from the skill learnt at YEP (Moberg and Johnson-Demen 2009). Similarly According to UNMIL (2006a) it is states that conflict affected people of Liberia were involved in agricultural vocational training, enrolled in other vocational training, joined apprenticeship programmes and participated in public works. Through these activities, they are success to make their sustainable life. And it can be said that the majority of the "lost generation" is choosing to access vocational related training options rather than formal education which demonstrates the need to develop sound and effective programming to meet this demand.

Likewise, Leone Hanlon (2005) observes that too many conflict victims in Sierra Leone have been trained for tailoring, tie-dyeing, and soap-making, and it has helped them to sustain their livelihood in post conflict era. Similarly in Uganda, the International Organization for Migration (IOM) reports a 'sharp positive connect between training programmes for youth and subsequent employment or income generation' throughout northern Uganda despite an 'abundance of NGO-led training schemes.

According to Muhumuza (1997) there were formally TVET was formally delivered by some 29 government Technical and Farm schools/institutes in 2000 in Uganda. At the same level, following national curricula, there were 187 registered private institutions and some 400 that had applied for registration and industrials training was delivered by 4 public Vocational Training Institutes and some 400 private training providers. These practices had been able to expand the supply of skilled and employable labor of their conflict. In the report of USAID (2013), it is was stated that conflict victims support project assists to conflict victims in Pakistan make the affective impact on their conflict victims people to enhance the livelihood. Besides, Onderi, Ajowi & Malala, (2014) stated that there was relevant of technical and vocational education and training (TVET) for sustainable development in Sub-Saharan Africa countries.

In Nepal, Victims' lives have been shattered by the conflicts. They have been wounded, physically and mentally; their properties also has been looted and destroyed, their education and culture compromised. They have been hurt for too long. At this point, Vaux, Smith, & Subba, (2006) said that they are not only tired of the delays in bringing about justice and reparations but also exhausted from their own suffering. So as practiced internationally in conflict affected countries, reparations need to address all these losses in conflict through TVET to make their life sustainable. TVET in Nepal can play a vital role in the overall development of those conflict affected people. Through the TVET program, we can improve the wellbeing of those conflict victims' people and their communities. It helps to increase productivity, empower those victims to become self reliant and stimulate entrepreneurship.

Conclusion

Ten years armed conflict victims people are still facing difficulties to re-integrate in their society, because of losing their academic life in conflict. They are not even getting any skill to survive in post conflict situation. So, without the education and

other specific skill; there is less opportunity to get job to those conflict victims. Thus, technical, and vocational education and training (TVET) helps those conflict victims to acquire skills, knowledge and attitudes needed to enter the world of work .A quality TVET program plays an essential role in promoting a country's economic growth and contributing to poverty reduction as well as ensuring the social and economical inclusion of conflict victims .Hence Nepalese government need to design the TVET programs to improve the employability of conflict victims. For this, increased funding should be made available to vocational training and jobs creation program for conflict victimized children in Nepal. Labor market analysis, vocational education, training and post-training monitoring and evaluation should be prioritized to address the need of conflict victims. For this, the government of Nepal should negotiate with the private sector to create direct links between vocational training and jobs for those conflict victims which can create secure environment that promotes the growth of those victims.

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Understanding Technical Instructors Motivational Practices in Vocational Training Centre, Morang, Nepal

Amit Koirala* and Gita Dhungana

*Research and Development Department
Training Institute for Technical Instruction (TITI)
Sanothimi, Bhaktapur, Nepal

Email for correspondence: ak@titi.org.np or amit_me63@yahoo.com

Abstract

This study “understanding technical instructor’s motivational practices in vocational training centre, Morang Nepal” tries to explore the motivational and demotivational factors among the technical instructors in vocational training centre, Morang, Nepal. As motivational factors plays an important role in carrying out teaching and learning activities this study tries to understand the key factors that enhance or hinder the technical instructors for teaching in vocational training centre and for carrying out qualitative research, researchers employed case study research design.

Key words: Technical instructors, Vocational Training and Instructors Motivation

Introduction

The term motivation is derived from the Latin word *movere*, which means “to move.”

Ryan and Deci’s (2000) definition of motivation captures this basic meaning of the Latin term when they state that to be motivated means to be moved to do something. In Harmer’s (2001) view, motivation is a hypothetical construct that is used to describe internal and/or external forces that generate the kick off, direction, the intensity, and the persistence of behavior. He also highlights this hypothetical nature of the phenomenon when he defines motivation as some kind of internal drive that encourages somebody to pursue a course of action. But, he further says, a person is internally driven when the goal that he or she attempts to achieve is sufficiently attractive.

Meanwhile, Brown (2007) views motivation as a term that explains the success or the failure of virtually any complex task. Since motivation is a psychological construct which is directly unobservable, it has also been defined in terms of observable behavioral patterns of individuals. He also states that motivation is responsible for why people decide to do something (choice), how long are they willing to sustain the activity (persistence), and how hard are they are going to pursue it. According to this definition, motivation is an umbrella term which can account for a wide variety of human behavior.

Teacher motivation is a construct which has received significant attention in mainstream education. Studies on teacher motivation in education have explored

different factors that motivate and demotivate teachers, the impact of teacher motivation on their teaching, the relationship between teacher motivation and student motivation, and the measures by which teacher motivation can be increased. So this research paper especially tries to understand the teacher motivation in Vocational Training Centre (VTC) with the major research questions what factor motivates or demotivates the technical instructor to teach inside their classroom.

Study Method

Case Study Design Rationale

The case study as Yin (2003) and Flyvbjerg (2006) believe falls under constructivist paradigm. Researching on the technical instructor motivational practices in public technical school fits here as it focuses to answer process questions (Yin, 2003). A case study is a specific instance that is frequently designed to study a more general principle and practices (Nisbet and Watt, as cited in Qi, 2009); it is also known as the study of an instance in action (Adelman et al. as cited in Qi, 2009). Case study in true essence explores and as a research method investigates contemporary real life phenomenon through detailed contextual analysis of limited number of events or conditions, and their relationships (Zainal, 2007). Case studies are considered useful in research as they enable researchers to examine data at micro level. As an alternative to quantitative or qualitative research, case study can be a practical solution when a big sample population is difficult to obtain (Zainal, 2007).

The qualitative case study facilitates to explore the phenomenon within the context using variety of resources. It helps to see the issues through variety of lenses which allows multiple facts of the phenomenon to be revealed and understood (Baxter & Jack, 2008). So, here researchers try to explore the phenomena within the context using the variety of resources. As the researchers we have chosen social constructivist worldview and compose observation and open ended interview (Creswell, 2009).

Sources of Evidences, Tool and Respondents

A pre-study by the researchers to the study unit helped to define the informant for the researchers. The three sources of evidences (Yin, 2003) were predetermined in the first visit; interview, observation and documents on and of VTC were the major information sources to get to the research question. The respondents included technical instructors and students who were interviewed guided by the themes. The field notes during the visit stood as the second information and the details (in document) provided were also used in the study.

Research question

- What are the limitations and delimitation factors of technical instructors in vocational training centre in Morang, Nepal?

Site Selection and its Rational

We selected site and participants purposefully for our study because Creswell (2011) has discussed that in qualitative research, researchers identify and select sites or participants purposefully, which help to understand the research problem and research question in the best way. We selected five technical instructors of Vocational Training Centre of Siswani, V.D.C, Morang, Nepal as our participants because Siswani, V.D.C, of Morang district enjoys the rural life standard.

Delimitation

Firstly, the study is a case and the findings are not independently valid to all contexts. Though caution has been taken to get genuine information, the sources of evidences are based upon the responses and visits made by researchers over a month. The study may contrast to the extent with the position developed by longitudinal study over time.

Limitations to Teacher Motivation in Nepal's Public Technical Schools

In our opinion teaching is a respectful profession. Teachers are the one who produce responsible, intellectual and skillful citizens for the nation but there are various factors that limit teacher motivation

in Nepal's technical school public school. According to Bhattarai, 2009 high teacher-pupil ratio is one of the factors that demotivate teachers to teach their lesson. Similarly Bhattarai also argues that infrastructure problem, erratic disbursement of salaries, compulsion to teach children of poor communities and specific social groups who are 'dirty' (reflecting the class bias and social gap between the children and teachers), irregular attendance of children (because of migration or work-related reasons) and illiterate parents, which adds to the workload of the teacher are also the demotivational factors to the teachers to teach in Nepal's public technical school.

Similarly a study carried out by voluntary service overseas [VSO] (2005), also argues that financial consideration is one of the factors that demotivate teachers to teach in Nepal's public school. Similarly, Job satisfaction and appropriate use of skills, working conditions and lack of incentives for teachers to teach in rural areas are also the limiting factors for teachers to teach in Nepal's public school and this case may also be prevalent in technical instructor teaching in rural area.

Case Presentation and Analysis

Financial consideration

Finance is one of the basic needs. If we don't have money nothing can be done. So, finance plays an important role in every individual daily life. According to VSO (2005), many teachers talked of certain financial considerations, such as increment of salary, house loans, loans for their children's education, health insurance etc. They felt that the salary and benefits they currently receive are inadequate to support them and their families which create demotivation to them to teach them in their classroom. Similarly here in the study site participant also reported the same problem. Those instructors who were recruited as part time teacher were found demotivated due to financial consideration. Teachings in rural areas with low pay scale were found more demotivated and also staff turnover in vocational training centre was high.

Job satisfaction and appropriate use of skills

If individuals are satisfied with their job, they can give their best efforts on their job. Both male and female instructor in VTC expressed that their motivation is determined by the impact their job they have and by their level of satisfaction. It is clear that job satisfaction depends on many factors. Many technical instructors who have been given opportunities to teach in higher classes, despite their appointment to a lower level, said that they are motivated because at least they can practice their technical skill and knowledge. However, teachers having higher academic degrees and no opportunity to teach at the appropriate level, for instance, Bachelor of science in nursing and teaching with auxiliary nursing midwifery (Technical school living certificate) and who has the opportunity to teach only at technical school living certificate level for 10 years lose motivation and experiences low morale.

Working conditions

According to VSO (2005), female teachers are more concerned about working conditions than male teachers. Female teachers from urban and rural areas equally expressed these concerns. The working and living environment for many teachers is poor, which tends to lower their self-esteem. Here in VTC, inadequate supply of teaching material and laboratory facilities cause demotivation for the instructors. Similarly a single instructor teaching continuously for many periods at the same class is also a demotivating factor for technical instructor in Vocational Training Center.

Teaching in rural areas

Many instructors don't want to work in rural schools. The main reasons given for this in VTC were the remoteness, and also lack of opportunities for further education. Most trained instructors prefer to work in the district centre or in urban areas. Similarly instructors also state that they were not well informed about changes in the education curriculum, as the information is not disseminated effectively. In addition, instructors are not provided with the necessary teaching materials. Poverty, the lack of

parental education and the lack of an environment conducive to learning all impact on student results in exams. Yet these factors are rarely acknowledged and instructors are blamed for their student's poor performance while the home and learning environments have more effect on their performance which is also a limiting factor for instructors in Vocational Training Centre.

Beside these, instructors also state that the discouraging factors in VTC included education strikes, political interference in the VTC, lack of resources, lack of proper evaluation for instructors, halo effects and non academic school management committee. Instructors from urban areas were more discouraged by the large class sizes and disciplinary problems than the instructors from remote areas. Focus groups made up of female instructors clearly highlighted the main demotivating factor as discrimination on the basis of gender.

Critical Review

As we know that technical instructors are the individuals through which literate and skillful citizens are produced. There are various motivating and demotivating factors for teachers to teach in Nepal's technical school. Looking towards the teacher's motivation in Nepal's technical school, it reflects functionalist approach. As in functionalist theory, to work out a single system or body, its other sub system or organs should carry out its work effectively. As an example, for our body to work properly, our each organ and each system should work properly. If there is any defect in any organ or in any system, then our body cannot work properly. So, good discipline showed by their students, students' participation in the class room, student's successful exam results motivate instructor to teach in the classroom which is also stated by the instructor of VTC. Head teacher, school management committee, district education office should also play an important role to motivate instructor to teach in the classroom. There must not be gender discrimination between male and female instructor in the school and the instructor should also be actively participated in other extra curricular activities inside and outside the school

which motivate teachers to teach in the classroom of Nepal's technical school. Instructor should also be actively involved in community participation so that they can feel pride on their own profession which creates motivation to teach in their classroom.

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Agriculture Education for Rural Development in Nepal

Dr. Phanindra Kumar Chaudhary* and Rajan Binayek Pasa

*Programme Director

Community Development Programme, Training and Education Department

Training Institute for Technical Instruction (TITI)

Sanothimi, Bhaktapur, Nepal

Email for correspondence: pkc@titi.org.np or pkctharu@yahoo.com

Abstract

This paper appraises the possible importance of accessible agriculture education program in agriculture and rural development sectors. Rural development is a strategy for reducing poverty and uplift socio-economic infrastructures in rural areas especially through agriculture development which is almost impossible without proper management of agriculture graduates and trained farmers. An attempt is also made to examine the transformative role of responsible public and private mechanism, skilled farmers and agriculture graduates for achieving ultimate goals and objectives of agricultural policies and rural development efforts during various plan periods. However, still most of agriculture graduates have to be encouraged to working with farmers and need to be devoted in agricultural based occupations. Nepalese economy has undergone a gradual structural shift in the recent years and there is 4.03% average GDP contribution by agriculture sector. Still 2.5 million people need immediate assistance because of insufficient land and production and 4.4 million people are trapping in food insecurity because of raising price in food grains. But Nepal ranked as the sixth largest producer of lentils and the third largest producers of ginger. Cardamom, lentils, tea and ginger are also the leading agricultural export items. This situation suggests that the country is still potential destination form the perspectives commercial farming and agricultural transformation, if the government gives excessive emphasize to providing accessible and affordable agriculture education opportunities to socio-economically backward students whose family members are still working in agriculture sectors. This paper emphasizes that formulating agriculture and rural development policies are not proper way to solve socio-economic problems but it is inevitable to diffuse agriculture education program in rural areas for producing skilled and knowledgeable workforce. The government needs to expand agricultural service delivery mechanism and mobilize agriculture graduates in remote areas and private sectors also need to invest in agriculture sectors as for struggling against food insecurity.

Key words: Agriculture education, agricultural development, rural development

Introduction

Rural development (RD) is overall development of rural

areas with view to improve the quality of life of rural people.

It is comprehensive and multidimensnal concept and

encompasses the development of agriculture and allied activities, village industries and crafts socio-economic infrastructures in rural areas (Singh, 1999, p.20). Conceptually, RD is a development strategy that can be designed to improve the socio-economic life of rural poor; as such it involves extending the benefits of development to the poorest in rural areas e.g. small farmers, tenants, landless and other disadvantage groups (World Bank, 1975). Theoretically, rural development seeks to alleviate poverty, mass utilization of resources, commercialization of agriculture, food security, creating opportunities, infrastructural development of rural community and modernization of overall society.

In this consideration, agriculture development is a major foundation of RD where agriculture's share in GDP is estimated to be about one third or 33.9 percent (Central Bureau of Statistics, 2014). It can be said that the success of overall development is an outcome of what happens in agriculture (Addison, 2005). Owing to agricultural issue, 83 percent of total population (26,494,504) is still living in rural areas whose primary occupation is agriculture (CBS, 2011). Agriculture sector also has been providing employment opportunities to local people where category of self-employment in agriculture is 61.3 percent and wage employment in agriculture is 2.1 percent (NLSS, 2011). Therefore, in my opinion process of rural development at least should be more concerned on agriculture education that can produce skilled and technical human resources for agriculture development instead of physical and social infrastructures. In this regard, the paper tries to unpack importance of agriculture education for rural development so that continuous efforts on rural development can be addressed.

Historically, school of agriculture was established under the Ministry of Agriculture in 1957. The school was set up to produce lower-level technical manpower to serve farmers called 'Junior Technical Assistants (JTA)'. Later, in 1968, the school was upgraded to the College of Agriculture and a two-year 'Intermediate of Agriculture Science (ISc.Ag)' program was started, producing middle level technical

manpower in agriculture, known as Junior Technicians (JT). In 1972, the college was upgraded to the 'Institute of Agriculture and Animal Sciences (IAAS)' under the umbrella of Tribhuvan University and relocated from Kathmandu to Rampur in Chitwan district with an area of 110 hectares. Again in July 1972, the institute was brought under TU and renamed as the 'Institute of Forestry (IOF).

In response to the growing demand for agriculture technicians and graduates in the country, several private and governmental colleges were established at the start of 20th century. The Himalayan College of Agriculture Sciences and Technology (HICAST) was established in 2000 at Bhaktapur and offered Bachelor and Master's level courses on agriculture and veterinary sciences. Similarly, Gokuleshwor Campus under IAAS was established in the western part of the country in 2010. Realizing the importance of trained human resources in agriculture and forestry sector, the cabinet decided to establish a new 'Agriculture and Forestry University (AFU)' in 2010. Similarly, for producing competent and technical professionals in the field of agriculture, Nepal Polytechnic Institute (NPI) under the Council of Technical Education and Vocational Training (CTEVT) started a B.Sc. agriculture program at Bharatpur and Chitwan in 2011. Along with JT and JTA program, CTEVT has been also producing village animal health worker program to mobilize technical workforce in village level.

Presently, there are around 3500 agriculture graduates have been working in Nepal. Approximately, 250 agriculture graduates, 70 veterinarians, and 80 forestry graduates are producing throughout the country but 30 percent of them are believed to go abroad either to study or for employment (Pokhrel, 2013). The Ministry of Agriculture and Development (MOAD) has 378 extension offices nationwide and each office serves more than 11,000 farmers; one technician is responsible for an average of 1,500 farmers, whereas in developed countries this ratio is 1 technician/400 farmers (IRIN, 2013).

Theoretical Perspectives

Agriculture education and rural development in Nepal can be the best foot forwarded from agriculture transformation and modernization theory. In this theory, Nobel laureate economist (in 1979) Theodore William Schultz emphasized that key to agricultural transformation lies in introducing new plantation technology, better species, more effective power sources and cheaper fertilizers and so on, that is, emphasizing technological change in agriculture (Lekhi, 2012). More than 3 billion lived in rural areas in 1997 and around 70% of world poor lived in rural areas. The fact compelled to realize on transformation of traditional agriculture in the rural areas. Schultz argued that peasants are poor but efficient, they can bring about productivity increases and improvements provided they are given access to modern technologies. According to the conception of this theory, Schultz has given more focus to following assumptions (Lekhi, 2012).

- Lack and availability of the capital is another reason and he, like Schultz, thinks that peasants are more effective in producing output per additional unit of capital input.
- Given the enormous productive potential of agriculture, he stresses that in poor countries, large agricultural sectors should allocate more resources to agriculture.
- He does not belittle the importance of industrial sector but he wants the removal of those biases which stand on the way of transfer of resources from rural to urban areas.
- He further recommends that manufacturing and other urban sectors should not be subsidized with massive resource transfer from rural to urban areas.
- Agriculture as a tool of employment-based strategy requires three elements.
 - Accelerated output growth to raise the productivity of small farmers.

- Raising domestic demand for agriculture output
- Diversified and non-agriculture labor-intensive intensive rural development activities that directly or indirectly support and are supported by the farming community.

Owing to traditional subsistence agriculture system, state mechanism must realize the importance of these theoretical assumptions for agricultural transformation which is equally benefitted to foster commercial farming and rural development activities in rural areas throughout the country. Nepalese farmers can also become rational actors who would react to changes and apply transformative farming system, if they are given real opportunities related to agriculture inputs like; seeds of high value crops, fertilizer, irrigation facilities, price policy as well as intensification/diversification of productions.

In the 1950s and 1960s, modernization theory also provided a conceptual structure for the analysis and explanation of modern farming system. Modernization theory suggested that the main problem and modifying agricultural practices would not be in the research process, which was largely controlled by people with modern values. The great difficulties lay in the dissemination process, in which social and cultural obstacles to the adoption of new techniques and products could be anticipated in rural population with traditional attitudes and conservative value. With the process of modernization, rural society is influenced by the modern ideas i.e. it follows the characteristics of modern society. Moreover; communication, transportation, education, media (Electric media and paper media), local leaders, development agent's geographical factors etc are the responsible in transferring new technology in rural society.

Agricultural modernization refers to the process of equipping agriculture with modern science, technology and production methods, improving agricultural laborers' cultural and technological qualities and transforming laggard traditional agriculture into modern agriculture which guarantees

advanced productivity (Xu, 1993). Agricultural modernization is not only a transformation process from traditional agriculture to modern agriculture but a sum of policies and measures to facilitate it (Chunfa, 1998).

Policy Perspectives

Policy reforms and economic growth across the globe have been changing demand and supply fundamentals sufficiently to turn agriculture into a more market-driven sector which provides investment opportunities, particularly in developing countries (OECD/FAO, 2013). Nepal is still one of the poorest countries in the world with a GNP per capita of US\$ 490 (WB, 2012), in which more than 21 percent people still live below poverty line (NLSS, 2010). The government has identified the agricultural sector as a key area for the achievement of development goals.

In Nepal, agricultural development is widely acknowledged as a critical component in a strategy to boost livelihoods of the people mostly living in rural areas and is now seen as an important part of any development strategy. Realizing this fact, the Government of Nepal has accorded top priority to agricultural growth for the improvement of living standards since the inception of a planned economy in 1956 (Aryal, 1970). Several policies were formulated and implemented in order to boost this sector. Such as: Agriculture Perspective Plan (APP) (1995-2015), Implementation of APP Support Programme (2003-2008), National Agriculture Policy (2004), National Water Plan (2005), Forestry Master Plan, National Transport Master Plan, Agribusiness Promotion Policy (2006), Milk Development Policy (2007), Agriculture Biodiversity Policy (2007) and recently Agriculture Development Strategy.

APP was first long term vision to increase agricultural productivity that stresses priority inputs (irrigation, rural roads, fertilizer and agricultural technology) to achieve priority outputs (increased production of fruits, vegetables, livestock, forestry and promotion of agri-business). The APP was designed to promote

about 5 percent annual agricultural growth in order to achieve poverty alleviation goals set by the Government. It has emphasized applying modern technology as a one of the major priority input in farming system of the country. Since many years there has been a surge of interest and debate in public forum about the need to increase public sector investment in agriculture, and policy reform for agricultural development in Nepal.

Recently, Government of Nepal has prepared Agriculture Development Strategy (ADS), a 20-year strategy paper for agriculture sector development jointly collaborating with technical assistance (TA) team, financial support mainly from ADB, co-financed by IFAD and contributions by EU, FAO, SDC, and JICA (MOA, 2012). ADS aimed to allocate significant budget in agriculture sectors, intended to implement various capacity building, rural infrastructure development and research and agriculture development projects in coming future (MOA, 2012).

Rural Development Efforts

Rural development in Nepal is a complex phenomenon involving an interaction of economic, social, political and cultural factors. However, achievements of rural development efforts in Nepal are not satisfactory because of unstable political situation, absence of people participation and poor mobilization of youth mobilization in agriculture and rural development sectors. Rural development in Nepal started since 1956 but its impacts are questionable. The goal of rural development is to reduce poverty, unemployment and inequality for social and economic transformation. Therefore, rural development has been one of the prioritizing principle components of Nepal's development plan.

During the First Plan (1956-60), Tribhuvan Village Development Program was implemented into three levels: (I) 6 Minimum levels nucleus development for infrastructure development; (II) 34 Middle level Dehat (village) development for basic social service horticulture, animal husbandry and modern

commercial seed and fertilizer and (III) 12 Intensive level or village development for cottage industries scientific farming and soil survey). For this program, government allocated 45 million and 13.6% of total budget and benefited 2.25 million people in 3800 villages (ICIMOD, 1985, p. 2).

During the Fifth Plan (1975-80), Special Group Program, New District Plan mainly for twin objectives how maximum utilization of manpower and people oriented production, Small Area Development Program, Hill Area Development Program and Integrated Rural Development Program were implemented. This plan aimed to implement target group oriented development approach or active people participation in decision making and meeting the basic need of rural areas in the overall development programs of the districts (APRSC, 1981, p. 41).

During the Ninth Plan (1997-2002), Rural Infrastructure Development Program, Agricultural Road Program, Rural access Program, District Road Support Program, Poverty Alleviation Project, Remote and Specific Area Development Program, Periodic District Development Plan have been implemented for overall development of rural areas.

During the Tenth Plan (2002-2007), Local body Strengthen Program, Policy and Institutional Reform Programs, Financial Resource Management Program, Human Resource Development Program, Local Infrastructure Development Program, Social Mobilization and Self-employment Program, and Integrated Reproductive Health and Population Education Program have been implemented. The Tenth Plan set the following objectives for the sector: (i) reduce poverty by increasing production, productivity, and income from agriculture, and contribute to food and nutritional security; (ii) contribute to sustainable production and growth by adaptive research and development of technology to be used in agriculture, while protecting and using agro-biodiversity and balance in the environment by reducing pollution from the use of external inputs;

and (iii) develop the internal market and promote export opportunities by promoting agro-based industries and enterprises with the participation of cooperatives and private sector.

During 13th Three year plan (2070-71 to 2072/73), government set prime goal as for reduce poverty into 18% and objective as for reduce economic and human poverty and transformation of daily life of rural people. The long term goal is shifting Nepal as a least developing country to developing country up to 2022. Vocational education and training opportunities and national youth policy began to emphasize. For regional balance, Karnali Development Commission and Far western development commission were established.

Status of Agriculture Development

Nepal is predominantly an agrarian economy. It is the main source of livelihood of the Nepalese people. In terms of numbers, out of the 5.4 million households, 3.8 million households or about 71% are farming households, according to the National Agriculture Census (NAC, 2011/12). The total agricultural land is about 2.5 million hectares; about 30% of which is irrigated (Pant, 2013). A recent rough estimate by WFP stated that the minimum amount of land required for HHs self-sufficiency is approximately 0.54 ha (OCHA, 2008). Departments of Agriculture and that of Livestock Services are the responsible institutions for extension services provision.

In all 75 districts of the country, District Agriculture Development Offices (DADOs) and District Livestock Services Offices (DLSOs) are respectively designated for agriculture and livestock extension services. But the number of Agriculture Service Centers (ASCs) are 378 throughout the country while in the livestock subsector, there are 999 Livestock Service (Sub-) Centers (LS(S) Cs) varying in number from one district to another (FAO,2010). Such a poor networking system of public responsible agriculture institutions and mobilizing limited agriculture graduates are possible problems in

agriculture development in Nepal. Agriculture system is also characterized by traditional farming methods, small land holdings and high dependence on monsoon rains for irrigation. Most of the farming households are subsistence farmers who consume what they produce; only 13% of produce is sold in the market (The World Bank). Rice is the main cereal crop; others are wheat, corn, barley and millet.

According to the Food and Agriculture Organization (FAO), Nepal was among the top producers of lentils and ginger in 2012 (Kantipur News, Feb 12, 2014). It was ranked as the sixth largest producer of lentils and the third largest producer of ginger. Cardamom, lentils, tea and ginger are also the leading agricultural export items. Nepal's ranked 83 out of 107 countries, with overall score of 34.4. (A higher score indicates higher food security) (The Economist Intelligence Unit, 2013). However, Nepalese economy has undergone a gradual structural shift in the recent years. The share of service sector has increased gradually and reached nearly half of the GDP.

Table No. 1: Annual Percentage Change of GDP

Year	Annual % change in GDP
2002/03	3.8
2003/04	4.4
2004/05	3.2
2005/06	3.7
2006/07	2.8
2007/08	5.8
2008/09	3.9
2009/10	4.3
2010/11	3.8
2011/12	4.6

(Economic Survey, 2011/12, Ministry of Finance, Government of Nepal)

The given table 1 highlights the information on GDP contribution of the agricultural sector in Nepalese economy. The figure states that there was highest share (5.8%) in 2007/08 and lowest share (2.8%) in 2006/07. However there is a 4.03% average GDP contribution of agriculture sector but there has to be

done various corrective measures for transformation of agriculture sector.

Table No. 2: Scenarios of Food Insecurity

Description	Situation
People need of immediate food assistance	2.5 million
Food insecure due to rising food prices	4.4 million
Average HHs income spent on food	78%
Food price increase in last 12 months	30-60 %
Districts food-deficient in 2007 (based on local production)	42 (out of 75)
Estimated (rough) minimum amount of land needed for food self-sufficiency for mountain, hills and Terai	0.64ha, 0.55ha, and 0.45ha
Estimated number of HHs with less than 0.5 ha Mountains (Hills/Terai)	47 % (49.2% / 41.3%)
Land owned by top 5% of landowners	37%
Landless population	24.4 %

(OCHA, 2008)

The given table 2 shows the information on food insecurity. Data indicated that 2.5 million people need immediate assistance because of insufficient land and production and 4.4 million people are trapping in food insecurity because of raising price in food grains. Approximately, 78 percent average household income is invested for fooding. Similarly, out of total population, there are more than 40 percent landless household in mountain, hill and terai region and 24.4 percent land less population.

Conclusion

Concept of rural development is overall development in general and agriculture development in particular. Therefore, agriculture education can be a means for producing skilled workforce and agriculture graduates in central to local level. Although two thirds of people derive their livelihood and employment opportunity from agriculture sector but it is still marred by several

problems. The dependence on traditional farming methods, unskilled farmers, poor mechanism of agriculture service delivery system, lack of storage facilities and access to markets and minimal agriculture graduates in rural areas are the major ones. No doubt, agriculture transformation and modernization process would raise productivity and output for addressing the food security problem in Nepal. But in Nepalese context it is still necessary to pursue higher emphasize in agriculture education program and agriculture service delivery mechanism by public and private sectors.

Agriculture education programs currently operating in Nepal can be classified in two different ways: a) Universities, which offer degree-granting programs in agriculture and b) Technical Schools and Polytechnics, offering a mix of short and long-term training programs in agriculture and related fields. But still government has to be given prime concern for providing agriculture educational opportunities to students and farmers in local level. Because of poor vision on human resource management most of the graduates are working in abroad. Presently, there are around 3500 agriculture graduates have been working in Nepal. The Ministry of Agriculture and Development (MOAD) has 378 extension offices nationwide and each office serves more than 11,000 farmers; one technician is responsible for an average of 1,500 farmers. Various policies and strategies are implemented now to then for agriculture development but agriculture education program are still in urban centric that must diffuse into remote rural areas too. Transforming rural livelihood and reduction of poverty was/is prime goal of rural development efforts which has given higher emphasize for agriculture development. Here is why, rural development has been one of the prioritizing principle components of Nepal's development plan since 1956 to till this moment.

Presently, 83 percent of total population (26,494,504) is still living in rural areas whose primary occupation is agriculture. However, there is a 4.03% average GDP contribution by agriculture sector but Nepalese economy has undergone a gradual structural shift in

the recent years. Still 2.5 million people need immediate assistance because of insufficient land and production and 4.4 million people are trapping in food insecurity because of raising price in food grains. To overcome food insecurity interventions have to be focused on food security and policy, agriculture education programming and implementation

But because of growing trend of specific and commercial farming system, Nepal has been ranked as the sixth largest producer of lentils and the third largest producers of ginger. Cardamom, lentils, tea and ginger are also the leading agricultural export items. Nepal is still one of the poorest countries in the world with a GNP per capita of US\$ 490 (WB, 2012), in which more than 21 percent people still live below poverty line (NLSS, 2010). For shifting Nepal from least developing country to developing country it is necessary to provide agriculture educational opportunities to majority of students in rural areas and in/formal training opportunities to farmers. Agriculture graduates must motivate and encourage toward working with farmers in the communities. Rural development without productive and transformative agriculture education system is almost impossible to commercialization of agriculture, food security, creating opportunities and overall development of rural areas of the country.

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Reflection on my Schooling: From Engineering to Training

Anoj Bhattarai

M.sc. Construction Management; B.E. Civil; BBA
Program Director, Curriculum Development Program, Training and Education Department,
Training Institute for Technical Instruction (TITI)
Sanothimi, Bhaktapur, Nepal
Email for correspondence: ab@titi.org.np or anoj_bhattarai@yahoo.com

Abstract

This paper reflects the journey of my life and highlights the importance of setting goals for desired achievements in life. Additionally, it scrutinizes the role of patronage of parents, societal influence and cultural capital to set the degree of success a person achieves in his or her life.

Through reflection, the paper advocates for inevitability of technical and vocational contents and multi-disciplinary competencies including international languages and life skills from the early age of schooling to tackle with the challenges of 21st century.

Key words: Reflection, Cultural capital, Technical Education and Training.

Background

Only a few people know me because I am a common person. My family, relatives and friends claim that I am introvert, unsocial and less successful in comparison to my contemporary. I do not find anything extra-ordinary, challenging and filmy to share with other. Still, I believe everyone can relate to my personal life and learn, because I am a common person. The aim of this piece of work is to reflect the journey of my life; the ups and downs, the experiences, the success, the failure, the mistakes I committed, and the learning I gained from those mistakes.

My schooling

I was brought up in a middle class family. Being a government employee, my father had to work in

different geographical locations of the country. As my father was the sole bread provider, we were all dependent on him. Just as the cat shifts its kittens from one place to another, our parents also had to shift me along with my three sisters wherever my father was transferred. Wherever we were shifted, we were enrolled in the government school of that area. There were some places where we were not able to even complete a school year. As a positive consequence of this shifting from place to place, I got exposure to different places, cultures and people. At the same time, I believe, this shifting from place to place has hampered the quality of my formal schooling and education. Bradley (2009) on the basis of the research conducted by Jennifer Warlick, professor of economics and policy studies at the University of Notre Dame, highlights that the students

who change schools frequently can suffer psychologically, socially and academically. A report produced in 1994 by Health, Education and Human Services Division of General Accounting Office (GAO/HEHS) of United States claims that the frequent school changers have to face many challenges including limited English proficiency- that make learning and achievement difficult for them. (General Accounting Office, 1994). Might be as a frequent school changer, I could never achieve the first position even when there were only two persons in any sector till date. On the other hand, our society is constructed in such a way that the degree of success and failure of a person is measured by ranking a person's grade achievement in his or her education or the money earned rather than viewing from the moral perspective.

For me, the entire examination system practiced in Nepalese education system has a flaw and is questionable. Wagley (2013) claims that in more than 90 per cent of the cases, Nepalese education system adopts norm-referenced subjective examinations where the students are asked to write what they memorize from the textbook by restricting them to apply their creativity. Based on this faulty system, students are tagged as first boy/girl, second boy/girl and so on. Norm-referenced assessment system classifies students and produces a dependable rank order of students. On the contrary, criterion-referenced assessment system determines how well students are doing relative to a pre-determined performance level on a specified set of educational goals or outcomes (Bond, 1996). Nepalese education system should get rid of this conventional norm-referenced subjective examination system.

In this way days passed on. A research conducted from April 2006 to March 2007 in Japan found that highly educated/high-income/ regular employee parent expect child to achieve high social status with better academic performance, whereas non-highly educated/non-high income/non-regular employee parents expect child to acquire certain vocational skills (Shimonura, Honma, Mimura, Kazuo, &

Nagasu, 2007). As my parents were also educated, they started giving extra effort towards my study after I reached the 9th grade. They prepared a study schedule for me. I had to study six extra hours under their guidance despite their busy schedule. Though I was not much aware of the positive consequences, I also started giving more effort. Honestly speaking, I was not intrinsically motivated at that time but the extrinsic motivation provided by my parents worked. As a result, I scored first division in School Leaving Certificate (SLC) examination. Actually, I was the second person in my family circle to score first division in the SLC examination. My parents were proud of me and my image among my relatives got improved. For the first time, I realized that I could also do something if I put in some more extra effort. The overall notion of meritocracy and the feeling that even if I were born in a middle class family I had the potential to rise higher if I were to work harder grew on me. This was the first gentle turning point of my life. Reflecting back, the feeling must have come because education attainment and performance is perceived as a key factor in determining merit (Meroe, n.d.).

I wanted to join an engineering college for my further study because some of my friends were also planning to do the same. But, my parents advised me to join intermediate in science (I.Sc) so that I would have a variety of choices for my further study. I thought I was grown-up and I should have freedom to take decision on my own. I simply rejected my parents' advice and joined engineering college to study diploma in civil engineering. At this stage, a person is highly influenced by friends. Peer group has a stronger relationship with the personality development of a person when compared to parent (Bestur, 2007). I now realize that it was one of the wrong decisions for rejecting my parent's advice. In my understanding, the patronage of the parents is must, because children with involved parents tend to earn academic excellence, have better social skills, are more likely to be socially competent, have better communication skills and likely go on to further education (Parentalrights.org, 2014).

However, unfortunately, that time, I was very happy, because I got what I wanted to do. My life was full of freedom. Due to this, my focus shifted from study to other unproductive activities. I used to say; “even if I could not pass any subjects I would still be certified as a sub-overseer after three years. Why should I worry?” I had no aim in my life. “Why should I try to learn?” This type of mentality was embedded in my mind. Now I have realized that one should have to set goals for desired achievements in life. Setting goals insures dedication and focus, promotes accountability and inspires to be the best that one can be. There is a positive correlation between goals and performance (Lunenburg, 2011). In addition, I believe that, at least up to certain age a person needs proper guidance, control, care and counseling. Ignoring the advice of the parents was a blunder. Though my parents were very caring, I misused the freedom provided by them. It is unfair to blame my parents, but now, I have realized that the parents should not give unnecessary freedom to their offspring.

By chance, I completed diploma in civil engineering within the allocated time frame. Since, I had no aim for further study; I started hunting for a job. I was attracted by immediate benefits. Despite the fact that my family was able to support my further education, I started working and ignored my family’s offer/advice by repeating the same mistake. For a couple of months, I was very happy with my job and earning but my parents were not. My relatives started blaming my parents for not giving me proper guidance and support. All the relatives and family circle started regarding me as an idiot, useless, unproductive and even a bad son though I did not have any kind of bad habits-that normally our community labels as bad habits. They have set academic degree as an indicator of individual excellence rather than viewing it as a combination of innate abilities, hardworking, having the right attitude and having high moral character and integrity (McNamee & Miller, 2004). I do agree I was introvert, little bit unsocial but not an idiot, useless or unproductive. There was no way; I could have

been a bad son. That allegation really pinched me. I then slowly started rationalizing the context. I also started to compare myself with other colleagues, friends and relatives of my age who were continuing their education. Some of them were only studying while some were continuing simultaneously with their work. I asked myself, “If they can do, why cannot I do?”

There is a phrase, “विख नभएको सर्प र ईख नभएको मान्छे काम लाग्दैन”, upon translation, a snake without poison and a person without vision or jealousy is useless. This phrase really forced me to set the vision for my life. In addition, I should be thankful to the relatives, the family circle, the circumstances and my cultural capital that forced me to accept the challenge. As Bourdieu says, the social class effects on children’s educational success and is mediated by both parental and children’s cultural legacy. Children inherit parental cultural capital and children’s cultural capital is converted into educational credentials (Sullivan, 2002). Now, I was keen and intrinsically motivated to continue my education. This was the second turning point of my life.

Though I decided to continue my education, it was not as easy as I thought. I had to cross many hurdles. For instance, my degree of proficiency in intermediate level was not up to the par, on the basis of which I could compete and get admission easily in bachelor’s degree in civil engineering. My father wanted to send me the then USSR for further study, but my mother denied to send me there. She had a fear of losing her son. She thought if I went there, I would never come back. She feared that I could marry a Russian girl and be settled there. As a result, I additionally wasted extra five productive years.

There is a saying, “where there is a will, there is a way”. After five years, I got admission to continue my further study in civil engineering in my own country. But fortunately, during the five years period, when I was struggling to get an admission in engineering, I completed bachelor’s degree in business administration along with my work; that

later on added some value to my professional career. Job taught me to work with different people in different informal settings and formal schooling taught me to acquire required knowledge. In fact, I had already started jumping from one discipline to another. In today's multidisciplinary job environment, being able to understand different perspectives and work with people in other fields has served me well. Meza (2009) claims that one should learn two skills so that if one of them does not work out, he/she always has the second one to fall back on for a job.

I second on his understanding because industry/market demands a mix of skills and talents. They are looking for people who can work across the traditional boundaries of a linear discipline and competent enough in multidisciplinary skills. In today's age, a multi-disciplinary portfolio is valued over a linear one. In my understanding, our education practices must be developed in such a way that one can evolve his/her competencies to adapt and succeed in a multi-disciplinary fashion.

When somebody is intrinsically motivated and committed for something good, nothing can stop her or him to achieve her or his goals. Here, I completed my bachelor's degree in civil engineering with good rank and within the allocated time frame, because this time I was intrinsically motivated. I decided to continue my education and job simultaneously. As a result, I completed Master of Science in Construction Management. Because of the maturity and experience, I have now realized the needs of lifelong learning and I am committed for it. In my opinion, to cope with the challenges of 21st century, one should understand the importance of lifelong learning and take necessary initiatives to continue learning throughout the life.

My career

At the early stage of my career, I was working as a civil overseer. My employers were satisfied with my performance. During that time, I did not find any kind of difficulty to perform the job. Most of the time, I had to visit different places for surveying and supervision. I mean to say, I was doing the same for

which I was trained in the college. The life was easy going, but later on, I realized that it was immature feeling and wrong decision of my life.

When I completed bachelor's degree in civil engineering, I started working as an engineer for private engineering companies. Though the hierarchy was higher and the responsibilities were expanded, nature of the job was almost similar to the previous stage. My parents and relatives were happy with my progress because the label of "Engineer" was tagged with my name. Some of the occupations such as doctor, engineers, lawyers and officers/executives of government/public organizations are considered as high status job in our society. The National Opinion Research Center (NORC) has assembled jobs by prestige according to which, civil engineer is one of the top twenty highly prestigious jobs (Davis, Smith, Hodge, Nakao, & Treas, 1989).

Unlike in the first stage of my professional career, this time that was not enough for me. I wanted to have something more. Frankly speaking, I was not satisfied with my academic progress and the job in private companies. The government jobs are considered on the top level, stable and secured as compared to private sectors (ib.id.). Hence, I wanted to work for government organization where I would have a secured job with good respect and status. In addition, my parents and other family members had started suggesting me to settle down with prestigious and permanent job. Therefore, I started hunting for a government job.

I was continuing master's degree simultaneously with my job. In the meantime, I got an opportunity to work for Training Institute for Technical Instruction (TITI). TITI was established in 1991 as a Nepalese national institute under the umbrella of Council for Technical Education and Vocational Training (CTEVT) as a separate semi-autonomous institution mandated for the training and development of TVET teachers including principals, curriculum developers and community facilitators (Subedi, 2012). CTEVT is a national autonomous apex body of Nepal

government. Since, I was looking for secured and stable job with full of status, I decided to join that organization which later on proved as a major turning point of my life. Though the nature of the job was entirely different with respect to my academic background and experiences, I overlooked that reality, attracted by the status, job security, and physical infrastructure of the organization; I forced myself to compromise with the situation. This time I was not working as an engineer. I was appointed as a trainer whose major duty was to train the technical and vocational teachers and managers of technical schools in different areas such as instruction, management, curriculum development, facilitation and presentation skills and information technology related skills. Here I realized that the cultural and social context of family and community influence a job choice decisions for a youth (Feny, 2006). My parents used to say “राजाको सिन्दुर लगाए जीवन सफल हुन्छ” Upon translation, a person needs to get government job to succeed. Might be that thought was embedded in my mind also, that might be the reason for scarifying engineering profession and blindly jumping into the new occupation as a trainer for Training Institute for Technical Instruction.

Despite the aforementioned reality, I have been working since the last twelve and half years for the same organization entirely in a new profession with some ups and downs. I consider this tenure as a major and important phase of my career. In fact, in real sense, my professional journey starts from this organization. Steffy (2000) has provided a model for career stages that a person pass through as s/he copes with his or her job. The model includes five career stages viz. anticipatory career stage, expert/master career stage, withdrawal career stage, renewal career stage and exit career stage. Steffy claims, a person in the anticipatory career stage tends to be idealistic, has high energy level and believes s/he can make a difference. A person is close to obtain a goal s/he has set for him/herself. An individual is close to obtaining a goal and volunteers for extra work. In addition, s/he is open to new ideas, creative and talks about the work with others. This exactly fitted in my case as well. During this stage,

I was enthusiastic; I had a high energy level. I used to think that I could make a difference and could do whatever I wanted to do. I used to put extra effort to meet the target and used to share about my job with my parents, relatives and friends. Most of the time, I was extremely motivated to work.

During this stage, I went through a hard time as well. Because of the nature of the job that was different to my academic background; I had to put some extra effort to learn the job. Sometimes, I used to ask myself, what if I were in the same occupation for which I was trained. Despite these dilemmas, another core problem was my English language competency. As the foundation of my education was extremely weak and as I was studying in Nepali medium, I used to find difficulty when I had to communicate and deliver the sessions in English medium. I do agree that this is the age of globalization and neo-liberalization. These two key forces have contributed for inevitability of English language (Phyak, 2012). My bitter experience for not having strong English language competency and lacking in various areas inspires me to advocate for implementing English medium from the very early stage of our school system without disrespecting the native languages to avoid huge hindrance in the future of our kids. In my understanding, if a person really wants to compete in global market, it is for sure that he/she should be competent enough to deal in English language.

Only lacking in English language, I got frustrated and wanted to quit the job. I might have gone through the early withdrawal stage if I had not taken corrective measures. Fortunately, despite these difficulties and problems; the working environment, support I got from colleagues and supervisors, and the learning culture of the organization rescued me to cross this stage successfully.

A person at the expert/master career stage is in control of his/her environment, not only competent but also confident and self-actualized through the job. Maslow (1954) says a person at this stage tries to fulfill his/her own potential by seeking more and more responsibility and by working harder and

harder. When I reflect myself, during this stage I got many opportunities to successfully complete many challenging projects. I also got many opportunities to work as international consultant/trainer for different countries. These are some remarkable instances, which I consider as cornerstones of my success during this stage. On top of that, my job had been enlarged and enriched. Job enrichment through a promotion helped me to renew my career. All these progresses became possible because I did not give-up and put some extra effort to improve my weak areas such as English language competency and presentation skills. So far, I have not gone through the exit career stage, in which stage an individual is about to leave the system (Steffy & Wolfe, 2001). Transformation of engineering expertise to teaching

I have been equipped with Bachelor's Degree in Civil Engineering from Institute of Engineering, Tribhuvan University and Master's Degree in Science in Construction Management from Pokhara University of Nepal. The curricula of both levels have been developed in such a way that they cover multidisciplinary subjects.

Working as a trainer for TVET teachers, managers and occupational curriculum developers, I have realized that the knowledge, experience, understanding and skills I had acquired in the engineering sector are highly transferable and vibrant. During training implementation, I need to nurture and support my trainees to challenge theories and principles, provide the examples of applications of such theories and principle, and encourage them for logical thinking and problem solving activities. I share my knowledge and experiences in a way that motivates them to learn more, support creativity, and bring innovative ideas in the classroom and workplace.

As an occupational curriculum developer and a trainer, I used to cash my engineering expertise to develop and implement competency-based training (CBT). Collum (1994) states that the philosophy of CBT is captured in the famous quote of William Blank i.e. "Human competence is the ability to

perform. Knowledge, attitude and effort are of little value without results." According to him, the minimum criteria for CBT are: content directly related to work, focus on doing and evaluation is based on industry work standards (Collum, 1994). For me, a person who is expert in a particular field can better understand, develop and implement training programs rather than a person from general background who has only pedagogical and facilitation skills. That might be the reason; I am getting relatively more opportunities than my colleagues are to provide consultancy services at international level too. In this regard, in the present context, this profession has become a "hotcake" for me. I mean to say, it is now one of the highly salable professions in Nepal.

Theorizing my life

When I reflect my schooling, my cultural capital rescued my life and really pushed me up; in fact helped me to study further. My parents and social circle provided me with cultural capital by transmitting the attitudes and knowledge needed to get success in my life.

When I was intrinsically motivated, I achieved long-lasting success. However, to some extent, extrinsic motivation also worked when I was young. During my professional career, my personal interest and self-determined extrinsic motivational factors tracked me in a different direction away from my cultural capital.

Vroom's expectancy theory suggests that the motivation that leads to job satisfaction is a function of the perceived relationship between an individual's effort, performance and the desirability of consequences associated with job performance (Robbins & Coulter, 2000). Throughout my professional career, I got everything easily and so far, I am fully satisfied. Hence, in my understanding, this theory did not work well in my case.

I sacrificed my choice of working as an engineer and jumped into another profession. Hence, needs theory worked here rather than choice theory. I have always been deeply influenced by Gandhi

Jee's philosophy of education. He has emphasized that the people should be educated through arts and crafts, work and play, voluntary activity and self-chosen activity (Khanna, 2009). He used to say "simple living high thinking". Everyone needs to learn from this statement. My experience also taught me to realize that simplicity is the best policy. Everyone has potential and one should not stop learning. There are many ways to reach the destination, if one door is closed, grab the next one. At the same time, I come to realize that the parenting of the parents and society and the learning helps one to develop self-determination. Hence, one should always give respect to his/her family and society and should be committed for lifelong learning.

In addition, to cope with the challenges of 21st century, every child should be equipped with multi-disciplinary competencies. Giving due respect to mother tongue; one should equip him/herself with multi-linguistic competencies especially international languages such as English language. Hence, our education practices must be developed in such a way that one can evolve his/her competencies to adapt and succeed in a multi-disciplinary fashion.

Conclusion

I never tried to document the reflection of my life before this paper. While writing, I have realized the importance of reflection. One should reflect own life from time to time so that a person can take necessary corrective measures to track the life in the right direction.

Societies have set different indicators to measure the degree of success of a person. Some people set the indicators from the financial perspective, some as the status in the society, while some other see how educated s/he is. In my understanding, if a person is educated, rest of the indicators can automatically be fulfilled. For me, quality education is only the panacea to tackle with the problems we face in our life. It took almost half of my life to understand the importance of education and still trying to understand more. Then, how can we expect our children to understand it without guidance? That

is why, at least up to certain age, children need proper guidance, counseling, and support including control from their parents, teachers and even from society.

Hence, giving due importance to general education; policy makers, educators and politicians should advocate for the incorporation of technical and vocational contents from the early age of schooling or education. If wisely implemented, technical education does not demand for extra investment, rather it can be done in the local context by using locally available resources and by promoting indigenous knowledge practiced in that locality. Technical education really helps to change from one track to another track easily, as that helped me to transform my career from engineering to training profession. In addition, giving due importance to local languages and indigenous knowledge, education system should focus on international languages, life skills and modern technologies so that the future generation will not have to face the problem which I faced in my life. Hence, my philosophy is "one should equip him/her with multi-disciplinary competencies. Accept the challenges and do not hesitate to change the occupation. If done honestly and with full commitment, success is everywhere".

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Short Term Vocational Skill Test in Nepalese Context

Rajan Binayek Pasa

PhD scholar Tribhuvan University, Faculty of Education
Email for correspondence: rbpshrestha_1942@yahoo.com

Abstract

This paper assesses the possible contribution of short term vocational skill tested graduates and labour migration in foreign employment and remittances to Nepalese economy. An attempt has also been made to assess the role of effective skill testing system that can be provided even in local level as for equal accessibility to all skilled workforces throughout the country. Producing skill tested graduates is known to be a process of human capital formation that is equally benefitted to self and society. Due to easy access of government policy, Nepalese youths are working in international labour market and at a time when the country's major economic indicators are not favorable, the remittances have played a vital role in national economic growth. Though remittances earning is a boon to the economy, the facilities are inadequate to back up the increasing trend of migration. Inadequate knowledge on skill testing system and lack of skill training and poor opportunities to involve in trade specific work are some of bottlenecks to Nepalese youths. This paper suggests that formulation and effective implementation of short term vocational skill testing system in local level is the need of today so that most of foreign labour migrants can grab semi-skilled employment opportunities through specific vocational skill tested certification. . The government needs to play a proactive role to promote foreign employment by inducting and adhering to the policy of socio-economic development and human capital formation. Replicating the status and impact of short term vocational skill tested graduates and migrated labour in foreign employment, state mechanism has to be endorsed in our national context for development and promotion of skill testing mechanism in local level and regularization of foreign employment. In such a situation, majority of youths could get opportunities to take skill tested certificate that can encourage them to become a vocational skill and trade occupation specific. Such types of work specification could ultimately increase working efficiency and productivity of each workforce and economic prosperity of the country.

Key words: Vocational skill test, human capital, remittance

Conceptual Meaning

Human capital is major foundation for socio-economic development of the nation even though thousands of youths in the world are seeking jobs

without appropriate skills and knowledge (Gilpin, 1999, p. 68). In this regard, what is needed in the future is preparation of a world-class skilled workforce through vocational training and skill test

to make industries and firms competitive. Broadly, the purpose of vocational training is three fold; (I) To impart knowledge of production methods, underlying principles and extension of this knowledge to other fields, (II) to get acquainted with works organization and industrial practices and, (III) to understand the sociological aspects of the works community (Mainkar, 2004).

Nepal has a formal body to regulate Technical and Vocational Training in which council for technical education and vocational training (CTEVT) is policy formulation and coordinating body in central level that was established in 1989. It coordinates programs, develops and expands TEVT and ensures quality. It was initially established under the Act, 1989 and amended in 1993.

Talking about organization structures, CTEVT has nine divisions: vocational training and community development division, curriculum development division, skill testing division, research and information division, examination division, planning and policy formulation division, polytechnic division, accreditation division, technical division and administrative division (CTEVT, 2012). Basically, skill testing and accreditation division take responsibility to conduct skill test examination in central level. Apart from skill testing division, there is also an accessibility of skill test in eleven zonal level technical schools in the country. A skill test is the test based performance on defined occupational skill standard that should be performed by every individual to obtain national skill certificate who meets the requirement of a trade or occupation (NSTB, 2012).

It is the skill test system from where students learn about their strengths and weaknesses by the results of tests (Stones, 1979). To provide quality of skill test, it must be psychologically, educationally, psychometrically and instructionally sound because it is said that direct measurement of a person's ability is not possible (Horne, 1984). In this consideration, skill testing system is a one of the vital component

of vocational education and training that tries to keep abreast with the labor market trends and providing opportunities to many youths having skills. Each person has a number of 'vocations', of 'careers', of 'callings', as member of a family, having friends and companions (Dewey, 1966).

In this regard, occupational, trade and short term vocational skill testing systems are basically designed to those skilled people who are being acquiring some kind of skills either from formal, non-formal or informal learning process. Therefore, such kind of skill test exam can be opened to all skilled workers and crafts persons in local to central level. The skill training is an unending process for Nepal Labor Force Survey 2008 has depicted that 46.67 percent of population aged 15 and over (14.4 million) has never attended school but they have a certain types of hidden vocational skills (CBS, 2009). In this situation, principally, skill testing system in Nepal has been given higher emphasize to three different target groups; (i) pass outs students of vocational education and skill development training from pre-employment vocational training who are being wishing to facilitate their transition to work, (ii) experienced workers: both employed or unemployed who are lacking with an official certification and, (iii) workers who are working at the end of in-service training and seek an upgraded or additional national level certificate (NSTB,2012).

Unfortunately, Nepalese youth and adolescents are still facing various problems, which include lack of awareness/knowledge on skill testing system and poor accessibility and networking of skill testing system in local level. These problems are often worsening by social problems such as inefficient untrained work force, poor skills for employability, unemployment and lower economic growth of the society as well as nation. Many of these problems not only affects the physical and mental health but equally affect youth' long-term emotional, economic and social well-being. For addressing such vulnerable situation, it is essential to improve technical skills and working efficiency of the youths through

vocational skill testing so that the world will reach its expected goals in future.

Government of Nepal and the World Bank has been implementing enhanced vocational education and skill development training (EVENT) project with the aim of expanding the supply of skilled and employable labor by increasing access to quality training programs, and by strengthening the technical and vocational education and training system in Nepal (MOE, 2013). The project implementation period extends from July 2011 to October 2015. The project has given excessive emphasize on increasing accessibility of technical education and vocational training programs to underprivileged groups like; marginalized Janjati, female and Dalit groups who are being living in the remote rural areas and disabled youths throughout the country. By providing enrollment opportunities to targeted youths, the project has aimed to provide only short term vocational education, skill testing and arrange suitable job placement in national/international labor market (MOE, 2013). Here is why, the primary concern of this paper is to unpack current status and impact of short term vocational skill tested graduates and foreign employment opportunities that can provide opportunities like employability skills and overall productivity to youth and foster human capital formation.

Theoretical Orientation

According to human capital formation theory, producing skill tested graduates is a process of human capital formation which provides an empirical framework that measures economic relationships (Lekhi, 2008). By applying ideas of human capital theory, educators and education policymakers can formulate their own evaluations of human capital studies from diverse disciplines. Therefore, educators and education policy makers has been establishing the socio-economic relationship among various subject of studies like; sociology, psychology, political science, human resource management, economics and business studies etc. to address public concerns (Schultz, 1961). The human capital theory also can

be analyzed from human capability approach that has intrinsic value for the well-being of people by developing personal capacity and getting a real opportunity (Sen, 2000). Reasoning this an individual can foster own knowledge and skill through vocational training and skill testing system so that he or she can get an opportunity to engage in national and international labour market.

Human capital theory thus, treats, schooling as a 'black box', a technical relationship between inputs and outputs. The idea revealed that fixed technical relationships 'between inputs and outputs, as expressed in the form of a production function. Thereby, such schooling system like, school education, higher education and vocational education are based on dominant power relationship and ideology which is deeply rooted in socio-cultural structures (Fine et al., 2001). It is due to this fact, still in Nepalese context most of the youths are working in labour market without vocational training and skill test. However, human capital theory assumes that the labor market is a perfectly competitive one with almost no interaction between these other labor market variables. Thus, the impact of human capital on wages and growth assumes that the economy is at full employment and perfectly competitive.

Early ability (whether acquired or innate), qualifications- knowledge acquired through in/formal and non-formal education and skills, competencies and expertise acquired through training on the job experiences are basic components for human capital formation. According to Schultz (1961), human capital formation can be fostered by providing health facilities to extend life expectancy, on the job training, targeted adult program and assisting their migration in new destinations during their working life (Lekhi, 2008). More so, human capital constitutes the ultimate basis of wealth of nation, accumulates capital, exploit natural resources, builds social, economic and political organization and carry forward national development (Psacharopoulos & Woodhall, 1987, p.102). In this consideration, state mechanism must realize that human capital formation is a process of investing in human capital if short term vocational

skill testing opportunities can be provide to local youths for their skill specification and certification (Abeysinghe, 2012).

Policy Perspectives

Vocational skill has been a highly prioritized area in policy dialogue. After the democratic movement of 1950, importance of technical education and vocational training was realized vocational education and training programs have been launching in different names some times as basic education, sometime as multipurpose schools, sometimes as vocational schools and sometimes as trade schools (Sharma, 2003). More precisely, tenth plan aimed to supply basic and mid-level skilled, technical human resources required by the country (NPC, 2003, p.452). The following are some of the important points mentioned in the Tenth Plan addressing the skills development needs of the poor and disadvantaged; (i) increasing employment opportunities, (ii) promoting access of the poor and disadvantaged to employment, (iii) ensuring the rights of laborers and, (iv) raising quality and productivity. Similarly, Thirteenth three year plan (2013/14-2015/16) aimed to manage human resource development through given objectives; (i) to produce skilled work force who can compete in national and international labor market and maintaining a balance between demand and supply of labor, (ii) to provide qualitative TEVT education and link with employment opportunities and (iii) to interlink all kind of education in to quality, livelihood, skill full, and employability oriented and contemporary (NPC, 2014).

Contextualization

Nepal has its long history of vocational education though in present context, basic educational system of the country is not vocational in character (Gyani, 1997). In Hindu caste system (after Verna System), vocational work like metal works, leather crafts, and tailoring were considered the work of low caste people. It was due to transformation of traditional cultural understanding on vocational skills, even

member from upper and medium caste groups are being applying such types of vocational skills as for their livelihood. Woodcraft and metal crafts reflected in the civilization of Kathmandu Valley shows that vocational education in Nepal is centuries old, but vocational programs followed Gandhian philosophy "Adhar Shikshya" in 1940-50. However, in Lichhavi era, production and enterprise of handicraft, sculpture and architecture by using the skill was learning by the member of many ethnic groups informally prevailed in the Nepalese culture. Afterwards, skill-oriented activities and functions were also revealed from the architecture of the Malla era which can be seen in the Kathmandu Valley that the skill-oriented functions were further extended in Malla era (Bista, 1991).

After abolition of Rana regime or the restoration of democracy in 1950, modern education system in Nepal has flourished in a significant way. But modern educational system has been overemphasizing on the theoretical education system to produce unskilled youths. Nepalese youths are being compelled to live either unemployed or underemployed due to lack of vocational training and skill testing opportunities for employability skills. The effects of vocational training and skill test on youth subsequent earnings and career progress in labor market during employability (Greenhalgh & Mavrotas, 1994). Therefore, basically there are three perspectives for effectiveness of skill test in Nepalese context. (I) Government's perspective: (i) skill test provides opportunity to protect public health and safety by making certification in some occupational areas, (ii) it helps to raise public living standards by influencing the quality and quantity of persons trained in the technical training institutions. (II) Employers' perspective: (i) skill test system makes recruitment of technical staff easier, (ii) it can make easy assessment to make promotions and salary negotiations and (iii) it can help to produce more skillful and competent national level technical workforce. (III) Employees' perspective: (i) skill test helps to achieve proof in his/her specific trade skill, (ii) it provide freedom to employee for moving more

freely in response to career opportunities in labor market, (iii) it increases opportunities to join labor organizations and (iv) it made training programs more efficient and effective and also increases pride and status of the institutions (NSTB, 2012).

For providing skill testing opportunities to Nepalese youths, skill testing division has been taking responsibility of certifying the skill level of individuals to know whether they have been trained appropriately or not. The division has been conducting examinations to all basic, mid and higher level manpower throughout the country and national skill competitions in various occupational areas. They also provide skill test opportunities to those who have acquired vocational related skills informally. Similarly, the division develops the dictionary of occupational classification suitable to Nepalese context and also provides an opportunity for enhancing career of the industry workers and individuals (CTEVT, 1994, p.14).

Table No. 1: Requirements to Participate in Short term Skill Test

Test Level	Requirements
LEVEL 1	-Literate with knowledge & skill in the relevant occupation with minimum of one year work experience in a related occupation/trade. -Successful completion of one month (160 hours) vocational training in relevant occupation/trade. -Vocational training with six months work experience in the relevant occupation/trade

(NSTB, 2012)

Currently, in addition to the government, there are more than eleven donors that are supporting to enroll about 40000 youths in their vocational skill training every year (CTEVT, 2011). In this context the role of short term vocational skill test becomes a crucial

instrument to impart various trade related skills for finding gainful employment to those school drops out youths. Approximately, 25000 persons obtaining technical education and more than 50000 youths participated in vocational training every year through government and non-government agencies (TEVT, 2012).

Table No. 2: Number of Short Term Skill Tested Graduates in 2012

Development Region (DR)	Frequency	Percentage
Eastern DR	10065	18.19
Central DR	19651	35.52
Western DR	12174	22.01
Middle Western DR	6899	12.47
Far Western DR	6522	11.79
Total	55311	100

(CTEVT, 2012)

The information on table 2 shows the number of short term vocational skill tested graduates throughout the country. Most (35.52%) of the skill tested graduates are from central development region and least (11.79%) from far-western development region. Similarly, out of total skill tested graduates, 22.01 percent are from western development region, 18.19 percent are from eastern development region and remaining 12.47 percent are from middle-western development region. But my concern is that how numbers of short term vocational skill tested graduates can be increased in Middle Western and Far Western Development Region? May be it is necessary to communicate about short term vocational skill testing system in these regions and local youths have to become curious to participate in interested short term vocational skill training programs as well. The working age population (aged 15 to 59 years) has increased from 54 percent (12,310,968) in 2001 to about 57 Percent (15,091,848) in 2011 showing the population structure is shifting for enjoying demographic dividend in the country. It is the reason behind why labor migration for overseas employment has rapidly increased particularly after globalization though short term skill tested graduates are comparatively minimal as compared to 55311 short

term skill tested graduates in 2012 and 15,091,848 working age population in same year. However, the Nepalese economy is increasingly becoming dependent on remittance sent home by migrant workers. The numbers of remittance receiving households are increasing yearly in Nepal (CBS, 2011). The report highlights that it was 23.4% and 31.9% in the years 1995/96 and 2003/04 followed by a sharp increase in 2010/11 at 55.8%. Nepal received NRs. 259 billion remittance in the year 2010/11 that was recorded only NRs. 13 billion and NRs. 46 billion in the respective years 1995/99 and 2003/04. In terms of per-capita remittance too, the data reveals a remarkable increase during these decades that stood only NRs. 625 and NRs. 2100 in the years 1995/96 and 2003/04 and jumped to NRs. 9245 in 2010/11 (MOF, 2011).

This fact indicates that Nepalese youths are getting employment opportunities in international labour market. One in every four households (25.42%; 1.38 million households) reported that at least one member of their household is absent or is living out of country. Total number of absent population is found to be 1,921,494 in 2011 against 762,181 in 2001. A total of 2,226,152 labour permits were issued over the six-year period, representing a staggering 137 per cent increase between 2008/09 and 20013/14, which represents about 8 per cent of Nepal's total population. But most of the overseas migrated youth (70% of youth of 354000 those migrated in FY 2067/2068) neither took any skill development training nor participated in short term vocational skill test and compelled to work danger, difficult and dirty jobs (CTEVT, 2011).

Vocational knowledge and skill test is therefore considered occupation specific (Beck, Kabst & Walgenbach, 2009). Skill Testing is needed to ensure the level of skills by the Nepali when they go abroad but from the 187 sample vocational graduate youth, more than 80% did not hear about the National Skill Test. It is important to note that many are interested in the test among those who never heard of it (Kusago & Phuyal, 2009). The

widespread confidence in the ability of laborers to acquire skills without undue difficulty was based, in part at least, upon the assumption that a satisfactory standard of elementary training and their active participation in skill test examination before entering into labor market (Hollander, 1968).

Table No. 3: Number of Labour Migrants in 2013/14

Development Region (DR)	Frequency	Percentage
Eastern DR	134656	29.95
Central DR	154763	34.43
Western DR	91810	20.42
Middle Western DR	48917	10.88
Far Western DR	19337	4.30
Total	4,49,483	100

(Department of Foreign Employment)

The information on table 3 shows the number of youth migrated in foreign employment throughout the country. Most (34.43%) youths are migrated from central development region and least (4.30%) from far-western development region. Similarly, out of total migrated labours 29.95 percent are from central development region, 20.42 percent are from western development region and remaining 10.88 percent are from middle-western development region. If we compare short term skill tested graduates (2012) with total migrated foreign labour (2013/14) we find very few skill tested youths are working in international labour market. Annually only a few more than 50000 youths are participating in short term vocational skill test whereas more than 4, 49,483 youths are migrating for foreign employment. Therefore, it is essential to foster the accessibility and networking of short term vocational skill test in local level so that Nepalese skilled youths can easily participate in skill testing system and make their working life productive and effective even in national and international labour market.

Conclusion

Short term vocational skill testing system is a process of producing skilled work force or human capital. The system is more relevant in Nepalese context where most of the youths have poor access of

vocational education and training but have certain types of vocational based skills. Nepal Labor Force Survey 2008 has also depicted that 46.67 percent of population aged 15 and over (14.4 million) has never attended school but they have certain types of hidden vocational skills (CBS, 2009).

Skill testing and accreditation division under CTEVT and eleven zonal level technical schools are taking responsibility to conduct skill test examination in the country. Skill test is regarded as test based performance on defined occupational skill standard that must be performed by every individual to obtain national skill certificate who meets the requirement of a trade or occupation (NSTB, 2012). Principally, skill testing system in Nepal has been given higher emphasize to pass out students of vocational education and skill development training, experienced workers both employed or unemployed who are lacking with an official certification and workers who are working at the end of in-service training (NSTB, 2012).

EVENT project has also given excessive emphasis on increasing accessibility of technical education and vocational training programs to underprivileged groups by providing opportunities in short term vocational education and skill testing and arrange suitable job placement in national/international labor market (MOE, 2013). However Nepalese Government has been implementing various policies, plan and projects to increase accessibility of youths in vocational training and skill testing system but still annually only 50000 youths participated in short term vocational skill test where more than 400000 youths migrated for foreign employment.

Theoretically producing skill tested graduates is the process of human capital formation that is ultimate basis for overall development of the country. Vocational skill has been a key component for livelihood in Nepalese historical and cultural context which is equally significant from government, employers and employee perspectives but still majority of the youths are working in international labour market without any skill tested certification

though Nepalese economy is remittance based economy and where per-capita remittance of NRs. 2100 in 2003/04 jumped to NRs. 9245 in 2010/11 (MOF, 2011). Therefore it is inevitable to provide short term vocational skill testing opportunities to all youths in local level so that they can get skill tested certificate and become specific in certain trade occupation. It will definitely increase their occupational knowledge, working efficiency and economic productivity in national/international labour market.

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Children Affected By AIDS as Challenged Learner in Nepal

Noor Jung Shah

PhD Scholar in Development Studies, Kathmandu University, Hattiban, Lalitpur, Nepal
Email for correspondence: noorjungmphil@gmail.com

Abstract

Nepal government and non-governmental organization are working in the field of education and focusing to ensure the quality of education with total enrolment of children in school. However, there is lacking to address the children affected by AIDS (CABA) to ensure the education rights and CABA compel to drop out from education. HIV issues are existing since 1988 but government of Nepal developed the policy on education to CABA in 2011; therefore we can analyze the status of government concentration on education to children affected by AIDS. The article is based on field experiences and secondary sources because I have been involving in this field since 1995 and focusing in children affected by AIDS. Stigma and discrimination is the main cause to drop the school by children affected by AIDS and there are no specific strategies to intervene to continue the education of children affected by AIDS. Government of Nepal has program to other children like children with disability or scheduled caste or geographical based but do not have the program to support the children affected by AIDS. Children affected by AIDS have always challenges to face the stigma and discrimination at schools and society which directly affect on their education.

Key words: HIV, Children, and Education

Background

The first case of HIV was recorded in Nepal in 1988. As of 15th July 2014, a total of 25,222 HIV infections have been reported in Nepal, by National Centre for AIDS and STD Control (NCASC, 2014a) and of the total reported HIV/AIDS infections, children (0-19 years) 9.81%. Although reported cases are low, actual HIV/AIDS infection in Nepal is feared to be many times higher. The actual number of adults and children living with HIV/AIDS is presently estimated to be 40,723 and children are 3,282 (NCASC, 2014b).

In Nepal, there is no specific regular program on

education and livelihood by government to ensure the rights of children affected by AIDS. However, there are grant specific programs for children affected by AIDS (CABA). For example, Global Fund program on HIV and AIDS is being implemented but it was not able to address condition of children affected by AIDS as the responsible organizations (Ministry of Health, & Save the Children) did not have efficiency to conduct programs from 2010 AD to 2014 AD which was directly affected more than 2200 children affected by AIDS as well as not following their organizational motto of child rights. Stakeholders have put CABA issue to Global Fund

(GF) mission during their many visits to Nepal many times but GF has overlooked CABA and are only listening to development agencies.

Due to social stigma and discrimination, Children Affected by AIDS (CABA) is not able to enroll the school and having inequalities to access on educational benefits. People have misconception on mode of transmission of HIV and it creates the fears among the people to interact with HIV infected or affected people. The misconception also influences in the education sector too. When school management committee comes to know about the HIV status of student or his/her families, school management committee also gives pressure to drop the school. Besides this, society also gives pressure to school management committee to drop the CABA student because of lack of proper knowledge among the society and school management committee about HIV and AIDS.

There are no empirical studies about the children affected by AIDS in Nepal to explore the psycho-social situation and their educational status. However, there is only a study done in selected five districts of Nepal but does not represent the all children affected by AIDS.

School Enrolment

In Nepal, there are still challenges to meet the target of school enrolment due to socio-economic and cultural practise. If we see the enrolment among children affected by AIDS (CABA), the study in five districts showed school enrolments among children affected by AIDS (93%) who were aged 12-17 years. However, current school enrolment was among CABA boys (87%) and CABA girls (75%). For instance, children from Dalit community had comparatively lower school enrolment (78 % CABA) (Center for Research on Environment Health and Population Activities [CREHPA], 2009). But, there is no statistical data about the dropout rate among CABA.

Psycho-social Issues

In the community, there is still psycho-social problem

among the children affected by AIDS and their family members. During my field visit, A PLHA guardian says, "The community knows about my HIV status but I do not want to tell school kids that my children are children of PLHA. So, I have not been to any meeting of parent teacher association. I am unable to raise our concern in school so far".

The study showed that children infected with HIV are more likely to experience fear and isolation when they are left alone in the house. Within the HIV infected children, more girls (76%) than boys (56%) tend to experience fear and isolation when left alone. The extent of experiencing fear and isolation is high in double orphaned children; much higher among the girls (79%) than in boys (54%). Feeling of fear and isolation increased with increase in education level. Out of 67 CABA boys studying in the primary level, close to two fifths (39%) have expressed of having such feelings, as against 51% and 48% of those studying in the lower secondary and secondary levels respectively (CREHPA, 2009).

Social Protection System

There is policy and guideline to protect some specific children to ensure their rights like children with disability, children of scheduled caste but there is no specific policy and law to ensure the rights of children affected by AIDS. There is only grant basis program to provide the services to children affected by AIDS (CABA) in Nepal. However, all CABA do not have right information about organization working in HIV and AIDS. Less than a half (49%), of the CABA, one-tenth (11%) of care-givers of CABA reported that they knew about organization working for HIV/AIDS. Few CABA (13%) have become members of a social organization working in HIV/AIDS sector (CREHPA, 2009).

The majority of CABA children (60%) were unaware about any place where they could find psycho-social support. One-third (32%) of them stated NGO as the place for such support. One-eight (12%) of CABA respondents cited hospital as a place for psycho-social support (CREHPA, 2009).

Stigma and Discrimination

During my field visit, a mother says, "I talked to the school management committee and they agreed to enroll my child but I felt that it was necessary to inform them of the HIV status of my child. They were supposed to inform me about the progress of my child's enrolment but they never contacted me thereafter. Then, I admitted my child in another school and did not share my child's HIV status with the school management".

The study has shown that the majority of children affected by AIDS (CABA) had experienced discrimination in their life. The common forms of discrimination faced by them were avoidance; insult/disgracing remark, separation of bed and separation of dinning plates and utensils. A higher percentage of girls (39%) have reported about facing discrimination than the boys (34%). Moreover, more HIV infected girls (53%) than counterpart boys (33%) aged 12-18 years have reported of experiencing discrimination. The study has also shown that "Dalit" boys were more likely to experience discrimination than the "Brahmin and Chhetri" boys. This is evident from the fact that 22% of the "Brahmin/Chhetri" boys perceived discrimination as against 35% among "Dalit" boys (CREHPA, 2009).

According to the psychological aspect of the process, the educator must understand the nature, interest, capacities and limitation of child. The sociological aspect implies that the educators must also interpret the endowments of the child in social setting (Aggarwal, 2006). There are different principles of education that it is a lifelong process because each and every movement people is learning the new things and generating the ideas. It is also a bipolar process where educator and learner influence each other.

The functionalist view of education tends to focus on the positive contributions made by education to the maintenance of the social system (Haralambos & Heald, 2006). From the liberal perspective, Education fosters personal development and self-

fulfillment. Education encourages the individual to develop his/her mental, physical, emotional and spiritual talents to the full (Haralambos & Heald, 2006). Marxian views "how is the educational system shaped by the economic infrastructure?" Marxian also links between power, ideology, education and the relations of production in capitalist society. Althusser analyzes the education from Marxian perspective that educational system is ultimately shaped by superstructure and therefore it serves interests of the capitalist ruling class (Haralambos & Heald, 2006).

Nepal's Commitment to International Treaties

The Convention on the Rights of the Child places responsibility on the government amongst other issues to ensure that all children have access to primary education irrespective of caste, sex, religion and physical or mental disability.

The education sector in Nepal has witnessed a visible change in educational policies and delivery of services through various interventions. Education for All (EFA) has been a major intervention as part of EFA National Plan of Action (2001 to 2015) in the primary education sub-sector. Government of Nepal (GoN) has made commitments to universalizing primary education (UPE) in Nepal (Ministry of Education and Sports [MoES], 2006).

Nepal is the signatory of Dakar Framework of Action and committed to Education for All by 2015. The Interim Constitution of Nepal- 2006 has made basic education a fundamental right of the people. Each community, as stated in the law, deserves the right to get basic education in their mother tongue. Moreover, Three Year Interim Plan has emphasized on social inclusion and education to all accessing non-formal and formal modalities.

The Dakar Framework of Action has set six major goals and one of the goals is "Ensuring that by 2015 all children, particularly girls, children in difficult circumstance and those belonging to ethnic minorities, have access to complete, free and compulsory primary

education of good quality". Similarly, Millennium Development Goals (MDGs) has also focused on Education for All by 2015. In line with Dakar Framework of Action and MDGs, major interventions have been implemented to achieve the EFA goals. The Education for All (2004-09), with the long-term objectives of social inclusion, improving access and quality in primary education, is one of the major interventions taken by the government (MoES, 2009).

Nepalese children – particularly girls, children in difficult circumstances and those belonging to ethnic minorities – should have access to complete, free and compulsory primary education of good quality (UNICEF, 2008, as cited in CREHPA, 2009)

National Response on HIV & AIDS related to Education Sector

The School Sector Reform Plan (SSRP) commits special provision to curricula, teach education, and delivery systems to reorient frontline providers and make schools responsive to the needs of the People Living with HIV (PLHIV), including orphan and vulnerable children (MoE, 2009). For addressing to CABA, National Centre for AIDS & STD Control (NCASC) has developed the national strategy on HIV & AIDS 2011 – 2012 which also put the key strategies to address the CABAs for accessing the treatment and care, reducing the stigma & discrimination, establishing the social protection, and financial support for livelihood. Beside this, Ministry of Education (MoE) also developed the HIV & AIDS policy which helps to create the enabling environment to CABA in school without discrimination. MoE (2011) has envisioned the following priority areas for actions to mainstream HIV in education sector:

- Improve the curricula of school, technical and vocational education, and higher education by expanding the content on HIV and AIDS and behavior change issues;
- Include the topics of HIV and AIDS in adult, open, alternative and continuous education as

well as develop learning resources which are socially and culturally sensitive.

- Enhance the capacity building of MoE staff and school teachers, both at individual and institutional levels for an effective education sector response;
- Establish an effective coordination mechanism with a focal point at MoE and decentralized levels to plan and coordinate a wide range of stakeholders for a multi-sectoral response; and
- Strengthen the monitoring and evaluation system of education sector response to HIV and AIDS at central, district and community levels.

For addressing these issues, Ministry of Education also developed the strategy and policy for the education sector response to HIV & AIDS 2011-2016. There are five priorities to improve curricula by expanding the content on HIV and AIDS and behavior change communication; include HIV & AIDS topic in adult, open, alternative and continues education; enhance capacity building of MoE, school teachers; multi-sectoral response and strengthen the monitoring and evaluation system of education sector response to HIV & AIDS. For responding to HIV & AIDS, there are ten principles guiding the education sector response to HIV and AIDS. National policy on HIV & STI (2011) also stated education sector response to HIV & AIDS through formal and non formal education.

Conclusion

Children affected by AIDS (CABA) children are as challenger learner because they are excluded and ranked lower than Dalit in and around the society, societal function, job opportunities, and social benefits at community level. However, government has developed the policy to address the CABA like other challenger learners. Policy emphasized to increase the enrollment of CABA in school without social stigma and discrimination because HIV infected and affected person is taken as lower than Dalit. It is necessary to orient to school management committee and community people about the situation of HIV and AIDS and its implication in real situation because mostly people are unaware about the HIV and AIDS

and have misconception which force them do inequalities among CABAs.

Sensitization programs focusing on the rights of CABA to education in a discrimination-free environment should be conducted to reduce existing discriminatory practices against CABA students in schools. School children, guardians and teachers should be encouraged to play more pro-active roles to reduce the feeling of isolation and neglect in school environment;

Children orphaned due to AIDS as well as the girl child from a HIV status disclosed family should be given free education up to secondary level in all categories of schools (public and private schools). In addition, the government should provide monetary incentives (scholarships) to CABA in order encourage the caregivers to send their children to school on regular basis.

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Understanding Nuances and Commonalities of Job Descriptions

Eka Raj Adhikari

Management Program, Training and Education Department,
Training Institute for Technical Instruction (TITI)
Sanothimi, Bhaktapur, Nepal

Email for correspondence: era@titi.org.np or ekarajadhikari@gmail.com

Abstract

This paper has explored how job descriptions are developed in today's organizations. As job descriptions are the foundations of jobs, they have to be prepared following certain guidelines. However, organizations follow different formats and put contents in those formats differently. This paper has searched for if there is a common ground in developing job descriptions. The paper is based on secondary sources of data. It compares and contrasts information from the available sources. The paper is an attempt to consolidate the pieces of knowledge that were already there. In doing so, it has also highlighted the gaps found in writing job descriptions which become remarkable avenues for further research. It concludes with the message that organizations can benefit if they follow the common practice of writing job descriptions discussed in the paper.

Key words: Job description, job analysis, performance expectations, performance appraisal

Introduction

'Right person in the right place' is heavily emphasized in today's world of management. We need certain tools and techniques to find out the right person. Finding out the right person with required educational qualification, experience and training is not enough. The incumbent has to be made clear regarding the duties and responsibilities s/he is expected to perform (Arthur, 2008). Again his/her performance has to be appraised in course of time and decisions need to be made about his/her performance. To do all these managerial activities, we need job descriptions.

There are various sorts of organizations. Some organizations are extremely hierarchical while others are flat. Some are private and some public. Some are specific to one particular locality and some are

multinational. Whatever the nature of organization, they all have employees who perform. To make sure that their performance was on track and effective, they are provided with job descriptions. In this connection, Martin (2010) also states that the job description is to the job what the foundation is to the house. However, different organizations develop their own formats of job descriptions. In this context, this paper explores how to write effective job descriptions.

Method

This paper is based on secondary sources of data. The author reviewed the books, dissertations, journal articles. Some samples of job descriptions from some world renowned organizations were also reviewed. In reviewing the documents both electronic and hard

copies were consulted. As Tylor (2011) mentions that review articles also provide the readers with practical insights, new thinking and new approaches to old problems, this paper has been prepared following that spirit.

Concept of job description

A job description is a written statement of the content of any particular job derived from job analysis (Cushway, 2003). Mader-Clark (2013, p. 3) defines it as “a clear and concise depiction of a job’s duties and requirements”. It is both a hiring blueprint and a performance management tool (Silverstein, 2007).

Here it is important not to get confused between job description and person specification/profile. Although the latter is also a product of job analysis, it basically refers to a statement of the skills, knowledge and other attributes needed for effective performance in the job (Rudman, 2003).

Importance of Job Description

A job description is used for various purposes. First, it makes the incumbent clear about the duties and responsibilities s/he is expected to perform (Arthur, 2008). Employees who know what is expected of them can focus their energy on specific goals (Sandler & Keefe, 2004). Second, it communicates where an employee’s position in the organization is and its

relation to other positions in the company (Rudman, 2003). Next, it serves as a performance contract between management and employee. Likewise, the well-written, comprehensive job description sets a standard for performance (Silverstein, 2007). That is to say, this written document forms a solid base for measuring success and pay. Similarly, it is also helpful in performing job evaluation and job redesign (Cushway, 2003). Finally, it can be used in various HR processes like recruitment and selection, orientation, performance assessment, succession planning, coaching, training and compensation (Hampton, 1947; Firth, 1989; Martin, 2010; Royer, 2010).

Components of Job Description

There are variations in content and format of job descriptions between organizations (Firth, 1989). Despite having the disparities, an attempt has been made here to search for common elements of a job description.

According to Haynes (1990, pp. 66-67), the major elements of a job description are job identification, basic function, duties and responsibilities, delegation of authorities, working relationships, working conditions, and qualifications. The table presented below makes us further clear regarding the sequence and description of these elements:

Table 1

Components of Job Description

Components	Component Description
Job identification	Department, location, salary grade or range, overtime status
Basic function	Job's basic purpose in brief and direct language
Duties and responsibilities	Principal duties and responsibilities in the order of their importance
Delegation of authorities	Financial and/or personnel authority if any
Working relationships	Description of internal and external relationships like staff members, other departments, customers, suppliers, government agencies, etc.
Working conditions	Work place, safety hazards, travel required, etc.
Qualifications	Required experience, training, and other qualifications

The components presented in Table 1 above are the common ones. These components appear in a sequential order in job descriptions. One example job description has been presented in Appendix B of this paper. However, these are not the only components of job descriptions. Other scholars have presented them in different terms. Some scholars have presented even greater number of components. Cushway (2003, pp. 6-9) talks about fifteen components of a good job description (see Appendix A).

Compared to the components given by Haynes (1990), the ones provided by Cushway (2003) are greater in number. Here it is important to note that all these components as provided by Cushway may not appear in all job descriptions. In this context, Brannick, Levine, and Morgeson (2007) categorize the different components of a job description into four major parts. These parts appear in almost all job descriptions. Their idea has been summarized in the following table:

Table 2

Major Parts of Job Description

Major Parts	Description of Parts
Identifiers	Job title as well as the physical and functional locations of the job
Summary	Description of the essence of the job; primary functions of the position
Duties and tasks	Details not found in the job summary; answers three questions – what, how, and why
Other information	Working conditions, required knowledge, skills, and abilities, or job evaluation information

Job Description Development Process

It is important how job descriptions are developed. Organizations follow a standard process of developing job descriptions. According to Haynes (1990, pp. 65-66), the process of writing a job description consists of the following five stages:

Information gathering

In the first stage, necessary information about a job is collected, usually through job analysis. It is an act of gathering data about a specific job and what a person needs to do that job (Rudman, 2003). Sometimes, job descriptions are not developed through job analysis. In that case, managers and HR professionals list all the duties and responsibilities associated with a specific job and develop the job description (Royer, 2010).

Drafting

After collecting information, a draft is written. It is

usually done by the person who collected the information. One important point is that the draft should follow the standard formatting desired by the organization (Haynes, 1990).

Reviewing and approving

Review and approval generally starts with the employee directly involved in the job. It then proceeds to the supervisor who is in charge of the job. Other managers and specialists may also contribute in reviewing the job descriptions.

Finalizing

Once the draft copy is approved, it is finalized by the authorized body of the organization. Now the job description is in the standard format and it can be provided to the concerned employee.

Updating

Jobs keep on changing in course of time. No job will

stay the same for very long. Therefore, job descriptions must be kept up to date and relevant (Rudman, 2003).

Discussion

It has become clear that there is variation in contents and formats of job descriptions between organizations. Management experts have stressed on the point that there should not be different formats of job description in the same organization (Haynes, 1990). Now it has become a challenge to those organizations which do not have their own standard format of job description.

Cushway (2003) regards 'principal accountabilities or responsibilities' as the core of job description. According to Royer (2010), this section should answer the questions: what, how, and why. For example, one duty or task of a receptionist might be, "to answer phones using the switchboard in a timely fashion to ensure customers receive a prompt and courteous greeting." The what, in this example is "to answer phones . . . in a timely fashion." The how refers to the equipment, in this case, the switchboard. The why refers to the goal of the task, in this case, the goal is for customers to "receive a prompt and courteous greeting." This piece of information is very important from performance appraisal point of view. Sandler and Keefe (2004) and Kirkpatrick (2006) also state that the performance appraisal is built upon the foundation of a well-crafted job description. If the 'duties and responsibilities' section is presented in measurable terms, performance review becomes more objective. Therefore, utmost care must be provided in writing this section.

Employees may see the job description as defining the limits of their jobs and therefore refuse to do anything not specifically listed in the duties and responsibilities section. To circumvent this potential problem, the last item of the duties section on many job descriptions reads: "All other appropriate and reasonable duties that may be assigned" (Haynes, 1990). Perhaps outstanding performers are those who go beyond the duties and responsibilities that

are given in the job description (DeNisi, 1996).

Job description and job specification are different things. Rudman (2003, p. 48) says, "Job descriptions and person profiles are different and should be kept separate." However, there are many scholars like Haynes (1990) who incorporate job specification in job description. In this connection, Cushway (2003) states:

While the knowledge, qualifications, skills and experience required to do the job are strictly part of a person specification, rather than a job description, it is useful to include them in one composite document which can then be used for a variety of purposes. (p. 9)

Some scholars like Haynes (1990) propose the idea of developing results areas and performance standards. However, they do not fully incorporate these things in the job description. The scholars suggest that such standards should supplement the job description in separate forms. On the other hand, there are other experts like Rudman (2003) who make the point that we can incorporate the results areas and performance standards in a single job description (see Appendix C).

Many interesting issues have emerged from the review. One issue is that who prepares job descriptions and how they are prepared in our organizational context. Another issue is the uses of job descriptions in our context.

Conclusion

A job description is a communication tool that makes the concerned employee clear about his/her duties and responsibilities. It is used in different HR processes like recruitment, selection, orientation, performance appraisal, job evaluation, job redesign, training, and compensation. Although it is not free from its limitations, it should be kept up to date, relevant and fresh. Experts have further stressed the point that employees are to be encouraged not to become rigid and be confined only to what has been there in job description. It is to be developed and

used effectively so that it becomes a boon in organizational success. This review paper has brought different ideas together, sought a common thread of developing a job description, and opened avenues to interested bodies for further studies on its different aspects.

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AppendixA

Components of Job Description Given by Cushway (2003, pp. 6-9)

Components	Component Description
Job identification	Job title, department or section, employee or job number
Reporting line	Title of the job to which the employee directly reports
Organization structure	Skeleton of the organization (details attached with JD)
Main purpose of the job	Main purpose distinguishes this job from other jobs
Principal accountabilities or responsibilities	Identification of key areas of responsibilities as well as the end results and description of how these end results are achieved; core part of JD
Performance measures or standards	Output expected from the job and the standards to which it is to be performed
Constraints	Limits of authority and decision making
Statistics	Details of any budget, equipment, or other resources the job holder is responsible for
Nature and scope	Context of the job in the organization; how the job relates to other jobs in the organization; where work comes from and where it goes to; nature of problems
Contacts	Nature and range of contacts of the job
Working conditions	Nature of the working environment
Knowledge, skills and experience	Knowledge, qualifications, skills and experience required to do the job
Competencies	Personal characteristics and qualities of individuals that enable them to perform the job effectively
Other information	Miscellaneous or additional information if any
Signature and date	Signatures of both employee and manager to indicate that it is an agreed document

Appendix B

Example Job Description from Haynes (1990, pp. 67-70)

Instructor: Management and Supervisory Skills

Department: Employee Relations

Date: July 1, 2014

Division: Management Development

Salary Grade: 10-12

Location: Head Office

I. Basic Functions

Instructors in management and supervisory skills design and present training seminars and workshops to increase the effectiveness of the company's managers and supervisors. They are expected to utilize effective instructional techniques in order to maximize the learning experience. Program designs vary in length from two hours to a full week or more depending upon the nature of material to be covered.

II. Duties and Responsibilities

1. Present training material in a classroom setting in lecture/discussion format supplemented with appropriate exercises and audio-visual equipment.
2. Design training programs to accomplish learning objectives.
3. Select and/or design appropriate training materials and coordinate their purchase or reproduction.
4. Arrange for, or advise host locations on, facilities required to accommodate class size and program design.
5. Coordinate program attendance, or advise host locations, to verify appropriate match between target audiences and participants.
6. Evaluate programs presented to ensure attainment of learning objectives. Modify program design as required.
7. Counsel participants' supervisor on appropriate ways to reinforce learning in the workplace.
8. Stay abreast of developments in the profession and needs within the organization and propose new programs as appropriate.
9. Prepare and submit annual budget proposals for assigned program areas.
10. Monitor expenses, by program, to stay within approved budget.
11. Advise field level training personnel on program design, instructional techniques, and evaluation techniques as required.
12. Carry out special projects and all other appropriate and reasonable duties that may be assigned from time to time.

III. Delegation of Authorities

1. *Personnel Authority:* This position has no delegated personnel authority.
2. *Financial Authority:* This position has approval authority for the purchase of goods and services up to \$5,000 per purchase against approved budget.

IV. Working Relationships*1. Departmental Staff*

Must negotiate with other staff members to share the services of administrative support and secretarial staff over whom the employee has no supervisory authority.

2. Service Departments

Must work effectively with purchasing, graphics, printing, and correspondence services in arranging for the procurement or production of training materials.

3. Client Departments

Must provide for the balance of participation in program areas from various client departments served.

4. Suppliers

Must manage the procurement and delivery of meeting facilities and support services from outside suppliers.

V. Working Conditions

This job is performed in both an office and classroom environment. Substantial travel is required with about 75 percent of the work being carried out away from headquarters.

VI. Qualifications

1. Must be able to work effectively with others over whom he or she has no organizational authority.
2. Must be familiar with, and supporting of, current approaches to optimizing the utilization of resources.
3. Must be familiar with the company's management philosophy and organizational structure.
4. Must be familiar with training program design and the utilization of audio-visual techniques.
5. Must be an effective public speaker.
6. Must be able to perform successfully under minimum supervision.
7. Must be sufficiently flexible and resourceful to cope with the inherent uncertainties of the profession.
8. Must have experienced sufficient organizational success to establish credibility with participants.

Appendix C

Example Job Description from Rudman (2003, pp. 50-51)

Position	Manager, Warehouse and Distribution	
Department	Production	
Date Prepared	June 2003	
Manager's Signature	
Job Holder's Signature	
Position Purpose	Provides leadership and guidance to warehouse and distribution team members to ensure that customers receive the products they order in good condition and on time.	
Reports to	Production Manager	
Responsible for	Warehouse assistants (4), Van Driver, Administrative Officer	
Functional Relationships	Sales and Marketing Manager, Accounts Team Leader, Sales Executives, HR Manager, Team Leader, Final Assembly, Health and Safety Advisor	
Authorities	<p>Financial Approves expenditure within agreed operating budget</p> <p>Contracts Recommends courier and other transport contracts for approval of Production Manager</p> <p>Staffing Makes recommendations for approval of Production Manager</p>	
Key Results Areas	Performance Standards	Reporting Information
Warehouse and distribution staff have knowledge, skills, leadership and direction they need for satisfactory performance	<p>Job descriptions, performance plans and reviews, and development plans are in place for all employees</p> <p>Employees are aware of workplace hazards and trained in safe working practices, handling hazardous materials, safe use of equipment and processes, and proper use of safety devices</p>	<p>Six-monthly activity report to production manager</p> <p>Performance plans and reviews are passed to Production Manager for information and review</p> <p>Six-monthly report to Production Manager, with supporting audit by Health and Safety Advisor</p>

<p>Customer satisfaction is enhanced by accurate and on-time delivery of orders</p>	<p>Standard for local customers is same-day (preferably) or next-day delivery</p> <p>For all other national deliveries, the standard is next-day delivery where overnight courier service is available, and a maximum of three days for all other orders</p>	<p>Immediate report of stock shortages to Production Manager following comparison of sales orders and inventory control information</p> <p>Immediate report of late deliveries to Sales and Marketing Manager and Production Manager</p>
<p>Warehouse housekeeping contributes to efficient operations and maintenance of pleasant and safe workplace; careful handling and storage ensure stock is clean and undamaged</p>	<p>Housekeeping and handling meet company requirements and standards</p> <p>No orders rejected by customers because of appearance or damage</p> <p>No more than 1% of warehouse stock is returned to factory for work because of dirt or damage</p>	<p>Monthly inspection by Production Manager and Health and Safety Adviser</p> <p>Immediate report of complaints or rejects to Sales and Marketing Manager and Production Manager</p> <p>Three-monthly report to Production Manager on returns</p>
<p>Warehouse and distribution operating plans and budgets are prepared in line with company requirements and objectives and implemented following approval</p>	<p>Draft plans and budgets are prepared in the required format and time frame</p> <p>Warehouse and distribution costs are kept within agreed budget levels</p> <p>Additional expenditure requires prior approval of Production Manager</p>	<p>Monthly report of budget/actual expenditure to Production Manager</p>



Technical and Vocational Education and Training in Workforce Development

Anup Bhurtel

Management Program, Training and Education Department,
Training Institute for Technical Instruction (TITI)
Sanothimi, Bhaktapur, Nepal

Email for correspondence: abh@titi.org.np or anupbhurtel@gmail.com

Abstract

There are many contributions of Technical and Vocational Education and Training (TVET) on a nation's economy. TVET has been proved as the key for skill development. With its feature focused on specific occupation, it has allowed individuals to find skill related jobs or start own employment. TVET stands a major player in economic growth of a nation through development of workforce and rise in employment rate. On one hand, TVET's role stands on employment generation in the job market while on the other hand, TVET is regarded more significant to promote self employment where employment opportunities are scarce and individuals are enrolled in informal or agricultural sector. This paper tries to explore different contributions of TVET on employment in the labour market and in uplifting self employment through the development of relevant skills and the different kinds of contributions it gives and importance it holds depending upon the economic development of the nations.

Key words: Technical education, vocational training, workforce, economic growth

Introduction

A nation's economy is driven by its active labour force. The utilization of the productive workforce helps in development of the nation as a whole. Education is identified as a significant factor in the economic growth of a nation but the developing nations find technical and vocational education and training equally important due to poor results in general education and substantial number of drop outs (Adams, 2007). Unemployment due to skill gaps or absence of appropriate skills is found even

in the labour market of developed nations. UNESCO-UNEVOC (2013) has stated that the potential labours find difficulties in getting employment in the labour market due to lack of sufficient skills. The workforce with higher general education also suffers rejection for employment due to skill deficiency such as cognitive or non cognitive skills and technical skills demanded by the industries for entry level posts which call for implementation of TVET programs to such potential population.

The industry based education and trainings conducted with the objectives of providing specific employment in the labour market have been identified more relevant and fruitful to cater the needs of unemployed population. From economic perspective, TVET has been termed as one of the major keys to unlock the problems of unemployment and open the vault of economic acceleration through skill development both in developed nations or developing/underdeveloped nations. TVET has numerous contributions to economic sustainability and growth which may or may not be similar in countries across the world. With the skill development, possibilities of employment opportunities for them proportionally grow which ultimately leads to workforce development. Some individuals may choose to work in the job market while some may prefer to work on his/her own and such decisions vary with the country's current situation but either way it helps the nation's economic situation through income generation and tax revenues.

TVET and skill generation

The strength of workforce of any nation can be defined by its skilled and semi-skilled labour forces more than unskilled labour force and one of the key characteristic features of TEVT is its courses which impart skills applicable in particular employable trade. Shreeve, Gibb and Ribeiro (2013) have identified human capital is considered a driving factor for economic progress and emphasized on investment in TVET to generate skilled resources. Vocationalisation as an inclusion of TVET is a tool for Human Resource Development-significant for a nation's economic competitiveness. Human resources are crucial as they mobilize other resources be it financial resources, or natural resources to enhance economic pace and skilling human resources is the first step for its true effectiveness.

Australian government has set up nexus between post-school qualifications and labour productivity emphasized on optimum use of produced skills in the labour market. Through a revised policy, Australian government with its industry led TVET has diversified qualifications with occupations

(Pavlova & Maclean, 2013). The authors remark on observable relationship between TVET and Gross Domestic Product (GDP) as well. The TVET system in Singapore was restructured to address the high technology and capital intensive industries in 1990s and service sectors in 2000s and skilled labour workforce was produced accordingly. Establishment of ITE (Institute of Technical Education) and an industry driven TVET system in Singapore has allowed it to produce world class technical workforce (Seng, 2011). TVET has been used by the governments of advanced economies to produce skills in a diverse occupations ensuring the nation gets skills in all the fields required and modified with the changing economies.

Hanushek and Wößmann (2008) explored that that Vocational education plays important part in developing skills related to jobs for specific occupations. Malamud and Pop-Eleches (2010) found a high scope for Vocational Education and Training graduates in Romania in craftsmanship related occupation. Similarly, Pongo, Effah, Osei-Owusu, Obinnim and Sam (2014) advocate on positive impact of skills development through Integrated Community Centre for Employable Skills (ICCES) TVET in Ghana. With various courses on Technical education, agricultural and various other vocational courses varying between 2 to 3 years among 5000 youths, the acquisition of employable skills has allowed them to access of the labour market, get employment and generate income for socio-economic upgrades.

Netherlands Initiative for Capacity development in Higher Education (2010) implements strategy for capacity building in TVET in 23 developing countries that include Afghanistan, Bhutan and Bangladesh from South-east Asia; which confirms that TVET can generate innovative capacity of such nations if provided with career counselling and soft skills such as creative skills that can be used nationally to found new technological solutions or be exported to developed nations. As an essential complement to general education, TVET equips labour force with necessary skills to grasp opportunities in the job market. Despite having abundance of natural

resources, underdeveloped or developing countries fail to attract Multinational enterprises through Foreign Direct Investments which cause the foreign investors to relocate due to the dearth of pertinent skills and knowledge in the labour market (Farstad, 2009). This scarcity of skilled workforce has therefore caused development partner and donor agencies to come up with projects on TVET and skill development in knowledge-intensive economies such as India, China and South Africa (European Commission, 2012).

Identifying importance of TVET for skill development

Developing nations with bigger economies require skill development to maintain growth strategy while developing nations with small economies and underdeveloped nations need skill development for entering new growing industries (Martinez-Fernandez & Choi, 2012). Developing nations have been emphasizing the need of TVET and including it in the country's policies and development plans. A national Skills development policy has been developed in Bangladesh in which TVET system was classified into four segments which are 1: public training provided by ministries, 2: private or commercial training institutes 3: Non-government organizations and 4: Industry based institutes to serve more than 50 percent of the workers who have no education (Tansen, 2012). Training programs are conducted to develop skills in youths. National Planning Commission Nepal 2010 has put forward its objectives to develop and expand the skills for employment. (Gajurel, 2011). TVET despite being costlier than general education is considered more industrious as it provides employable skills and thus holds instrumental values for workforce development (Neupane, 2011).

TVET and employment in the Job Market

The key purpose of TVET is to offer the courses contained with relevant skills to fit in the labour market. The set of skills the graduates acquire help them be saleable in the industries and get employment. Skill generation offers the graduates with more opportunities to get well paid and

productive jobs thus increasing quality of lives (Netherlands Initiative for Capacity development in Higher Education, 2010). Karki (2011) argues that both soft skill and hard skill development hold a significantly positive nexus with employment. King and Palmer (2008) also identify positive relationship of skill development and productive workforce. Productive and skilled workforce has access to labour market for decent jobs which then has a chain effect on economic growth. Properly functional TVET makes the human resources skilful and skill empowerment of the labour force therefore makes them productive.

TVET is taken as a tool for generating job opportunities and income both in formal and informal sector and thus holds more significance to restore economic stability during the financial crunch (Netherlands Initiative for Capacity development in Higher Education, 2010). TVET helps raise employment opportunities for developing nations especially in rural areas. TVET is taken as a strategy to integrate youth in Cambodia's deprived areas for economic growth. The South Asian nations: Pakistan, Nepal, Bangladesh and Sri Lanka that face high rate of unemployment heavily relies on foreign employments for sustainability and thus can benefit from skill centred TVET programs to prepare for foreign employment and also to implement youths in the local market (Martinez-Fernandez & Choi, 2012). Tan and Chandrasiri (2004) has found out that unemployment rate has declined through formal trainings, and a significant positive relationship exists between TVET sector and the labour market; higher yield of earnings on investment of training and facilitation of school to work transition in Sri Lanka.

The prevalence of Competency Based Training in TVET in stronger economies has allowed the individuals to move to other jobs within the industry rather having to stick with one lifetime thereby bringing flexibility in them to cope with new environment and transferring skills and knowledge to new situations and environment. This has thus allowed the development of competencies in workers more than just the knowledge acquirement

strengthening their opportunities for employment while in poor nations, TVET still suffers poorer image due to misalignment of curricula and the labour market and poor resources making it comparatively more difficult for creation of employment opportunities (Netherlands Initiative for Capacity development in Higher Education, 2010). Thus, a strong policy embedded TVET system holds a substantial significance in underdeveloped and developing countries where population graduating in general education is minimal.

If stressed on industry-driven curricula, TVET can be an impetus for reduction in unemployment and achievement of Millennium Development Goals. The potential labour force in developing nations face a serious gap in knowledge about emerging technologies and innovation in the respective industries accessed by developed nations and the transfer of knowledge and skills through TVET in addition to soft skills can be the solutions to bring technological consistency (Netherlands Initiative for Capacity development in Higher Education, 2010). TVET with implementation of improved curricula with proper resources not only produces competitive workforce in developing countries to make them globally competent with high chances of getting decently paid employment, but also benefits the multinational enterprises and consumer markets of developed nations which have been consuming the goods and services produced by developing nations be it in garment industries or IT industries through enhancement of quality and reduction in overhead costs with modern technology. The skill development in developing nations therefore encourages FDI with inflow of technology and capital necessary to boost the country's economy (Kurtishi-Kastrati, 2013).

TVET in Self Employment

With the swelling working population and thus increasing competition, shrinking job opportunities in public organizations, the number of self employed individuals is on the rise (German Federal Ministry for Economic Cooperation and Development, 2005). The working population facing difficulties in finding skill related jobs be in it a private or public

organization opt to migrate to places with better opportunities, or be self employed starting up with small or medium enterprises. King and Palmer (2008) explain skills development and TVET as the means to gaining employability in the job market or self-employment and boosting productivity. TVET or VET shares common significance of promoting livelihoods, works and self employment.

Low unemployment rates have been discovered among youth population with strong TVET policies in nations such as Germany and Austria where TVET programs are embedded with programs to promote self employments and apprenticeship while Ireland, Spain and Greece in the very Europe suffered around 50 percent unemployment due to lack of decent job scopes discouraging the individuals and forcing them to migrate within European Union (UNESCO-UNEVOC, 2013). Thus, TVET has important part to promote self employment to address such productive population. In France, government not only has continual vocational education that include programs for individuals interested in small business enterprises and self employment, but also aimed at minimizing taxes and financial costs for the small businesses and self employed individuals (UNESCO-UNEVOC, 2015).

In underdeveloped and even developing nations that face unemployment problems, TVET programs included in national strategic plans can foster self employment for economic growth. In Bangladesh, empowerment of self employment through TVET has already been included in national employment policy (Tansen, 2012). The notable existence of self employment and unorganized forms of employment; and informal economic sector in Nepal without counselling services has led CTEVT and ADB to operate 'skill for employment' project as a strategy to vitalize poverty reduction (Kafle, 2007). Some projects are implementing enterprise based vocational training in Nepal (Lamichhane, 2013). To promote self employment, entrepreneurship courses are equally felt necessary. Inclusion of courses related to entrepreneurship in formal as well as informal TVET institutions also foster self employment in

poor countries (UNESCO-UNEVOC, 2006). The labour market of Nepal characterized by lack of skilled workforce for the local market, small portion of employment opportunities and increasing number of youths going abroad without adequate skills required for decent foreign employment has made the existing population realize the need of self employment through family business or entrepreneurship (Pant, 2008).

The informal sector featured by low level entry requirements and operations in small scale, absence of records, regulations, recognition and protection is constantly expanding in developing nations (Onwe, 2013). There is a massive existence of informal economy in African nations (Palmer, 2009; Department of human resource science and technology division of human resource and youth, 2007). Palmer (2009) has put forward the need of skill generation through TVET to endorse self employment in Ghana as the nation attempts to coordinate the agencies concerned with skill training and venturing self-employment and concentrates in the formal sector to channelize the majorly occurring economic activities for growth in private sector. Role of self employment in informal sector was identified more than a decade ago. ILO (1998) observed higher opportunities of self employment in the informal economies than the formal economies in the developing countries and that training as a significant means for those individuals in an informal economy. Broussar and Tekleselessie (2012) states TVET in Ethiopia has helped promotion of self-employment through its course design to match the industry needs and trainees' needs to promote the graduates to venture their own Micro and Small Enterprises. Micro and Small Enterprises which largely represents informal economic sector has been identified by the Ethiopian government as important sources of employment and job creation and TVET has helped addressed the major economic sector of the nation.

Conclusion

It is necessary to mobilize the workforce into productive employments to accelerate the velocity of economic progress and for that, to equip these

labour forces with necessary skills and knowledge. TVET provides youths with skills on specific occupations which is vital for employability and holds more significance for the youths without higher level of education. Apart from natural resources and market, multinational enterprises seek skills in local workforce and TVET helps the potential workforce with necessary skills to match job requirements in such companies. It is taken as the tool for human resource development through skill empowerment and for restoration of economic stability during financial crisis that leads to overwhelming rise in unemployment.

The role of TVET is visible in each economy but the importance is different in advanced economies as compared to emerging or poor economies. Developed nations with bigger economies require skill development to maintain growth strategy while developing nations with small economies and underdeveloped nations need skill development for entering new growing industries. TVET in developed or booming economies allows youths who opts to discontinue higher education and find suitable job; and those who wish to start earning earlier since general education leads to further education and industry oriented TVET programs supported by strong policies and resources help them find occupation of their specialties. Besides, it allows the labours higher mobility within the industries which enhances their employment opportunity and makes them competent through transfer of skills and technology. In emerging or poor economies, TVET holds different kind of significance. It is counted as one of the important strategies to solve the problem of unemployment and unskilled workforce. Many south Asian nations that rely on remittance need TVET programs to prepare the populations seeking foreign employments with necessary skills or help them compete in the local market. Self employment has been encouraged through TVET with suitable policies in advanced economies to maintain the unemployment rate at minimal rate and promote small and medium enterprises among its population but it holds more significant in poor and developing nations. Considering the facts extracted from

literatures showing inability of such nations to address the rising population of unemployment, self employment through TVET paralleled with entrepreneurship courses is its only key solution. Since the contribution of TVET in these nations has still not felt comprehensively, it still has more roles to play in employment sector.

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